

## 4.6 Continuing Education, Outreach, And Service Programs

### Introduction

The Hampton Roads region of Virginia is a fast growing area with a varied workforce in constant need of education and training. Old Dominion University responds to these lifelong learning needs by offering programs which represent a rich variety of non-credit and service offerings focusing on educational, recreational, personal, and professional enrichment consistent with the University's mission statement. This programming is divided among three categories. **Continuing education** (CE) programming at Old Dominion refers to non-credit activities, workshops, conferences, short courses, and certificate courses which award Continuing Education Units (CEUs) and are conducted in a decentralized model with designated Continuing Education/Public Service (CE/PS) Units within Academic Affairs on a fee-for-service basis. **Outreach activities** conducted by Athletics, Centers, and Academic Affairs provide a mix of opportunities to enrich athletic and academic skills, while introducing potential students and their parents to Old Dominion University. Finally, **public service** activities such as the *President's Lecture Series*, *Lambert's Point Health Promotion Center*, and the *Literary Festival* are offered by a variety of offices and are usually free or charge minimal fees. In addition, faculty, staff, and administrators are engaged in a wide array of public service activities on local, regional, and national levels.

### Presentation of Findings

The University offers continuing education, outreach, and public service consistent with the University Mission Statement. In both the University Mission and Major Goals Statements a strong commitment to lifelong learning is emphasized through the development and delivery of programs, workshops, and performances which enrich the lives of persons living in Hampton Roads. In addition, the University, through centers, research, faculty, and continuing education programs, plays an important role in the overall economic development of Hampton Roads. Finally, the University Strategic Plan links continuing education and service activities to business and economic development through contract training and partnerships. An overview of these three categories of offerings follows.

### Continuing Education

From 1979-2000, lifelong learning was delivered through a decentralized continuing-education model with some centralized functions. During this time, a CE/PS unit within each of the six Colleges developed and implemented non-credit continuing education programs consistent with its role in the mission of the university, supportive of College goals, and appropriate for its clientele. In addition, the Ballet, Community Music Academy, Women's Center, Athletic Camps, English Language Center, and ITPRO offered programs. The CE Units used faculty liaisons and community advisory groups to assist in topic selection and program development for targeted audiences. A complete listing of these units with mission or goal statement and clientele served can be found in the CE/PS Policies & Procedures Manual. Faculty members who teach in the non-credit courses must meet educational and certification requirements appropriate to the content and College requirements.

Since the early 1990's, several changes in mission and reporting lines for the original units have occurred. Due to its organizational position in Student Services, The

Women's Center refocused its programming to on-campus students. ITPRO now reports to Academic Affairs and offers only credit programming. The English Language Center reports to International Programs. Low program enrollment and college resource issues in the College of Arts & Letters and the College of Sciences led to the abolishment of their CEPS Units; however, most of the programs from Sciences and Arts & Letters now reside in the remaining college units.

The four professional colleges continue to support continuing education units and offer professional development and update courses, workshops, and conferences which award Continuing Education Units (CEUs) according to the Commission on Colleges *Continuing Education Unit Guidelines*. In addition, certificate programs, contract, and co-sponsored training courses constitute a greater portion of today's programming. However, as stated in the Academic Affairs August 2000 Report, there is concern regarding the decline in the number of programs offered and the dissolving of units within some of the colleges. The deficit, while small, is still an issue.

### **Outreach**

A large number of summer camps, both academic and athletic, serve a large number of students each year. In addition to the benefits of knowledge and skills gained by the camp participants, the University also benefits from the revenue generated, summer employment for Old Dominion University students and faculty, and recruitment opportunities among young students and their parents. The athletic camps are organized, marketed, and implemented through the athletic administration unit and the coaching staff.

The Centers at Old Dominion University provide a wide array of services, including consultation, data collection and evaluation, networking new businesses and funding sources, and providing specialized training for the public schools. Serving as a vital link between academics and practice, these Centers, funded by grants, fees for service, and partnerships with business and industry, benefit both the University and the community.

Finally, a limited number of conferences/special programs targeted to NATO and military-related issues are conducted each year by the academic units and the Director for Military Activities. Through these cosponsored programs, the university and the military connect to educate the general public, business, and industry about the issues and trends facing the military and impacting on Hampton Roads economy and security.

### **Public Service**

The University publishes a "Faculty Expertise Guide" which is used by community groups to identify faculty research and interest areas so they can be contacted for speaking engagements. Other popular public-service activities include the annual President's Lecture Series, the Literary Festival, the Diehn Concert Series, History Lecture Series, and the NATO Symposium. Finally, members of the university community serve as officers of professional associations and as volunteers on a variety of boards, committees, and programs within the region and the state.

#### **4.6/2 & 5 of 9 Evaluation of Continuing Education, Outreach and Public Service Programs**

Both continuing education programming and the limited outreach programs are evaluated for student satisfaction and fiscal soundness. Professional continuing education programs for certification, licensure, or accrediting agencies may require written examinations and/or "practical" competency-based, skill-set evaluations. For

most of the Outreach and Public Service activities, the number of persons served and the impact on public image (media coverage) are the major evaluation elements. Sometimes advisory or focus groups may be used in both program development and evaluation.

The evaluation summaries are used to help faculty with course modification and update. The written and practical exams help identify focus areas. Often student suggestions and comments generate new program ideas or identify new speakers. Focus and advisory group evaluations are more spontaneous and tend to result in new programming. Finally, fiscal evaluation through program budget reconciliation helps identify revenue-generating and non-generating programs.

**4.6/4 and 5 of 9  
Resources for  
Outreach and  
Public Service**

The University provides support and resources for continuing education, outreach, and service activities in a variety of ways. The most recent example of support was the hiring of a vice president whose responsibility is continuing education. The University Continuing Education/Public Service (CEPS) Committee is composed of directors from the College units, the Director of Weekend College, and the Vice President for Higher Education Centers and Continuing Education. It was established to address issues, develop policies, prevent program duplication, encourage cosponsored activities, and serve as a voice for non-credit continuing-education activities. The connection between CEPS Units and the Centers is critical to building partnerships to attract new students and foster business partnerships. Other centralized services include course cataloging, registration, fee collection, third-party billing, purchasing, budgeting, student record keeping, parking, and limited advertising/marketing.

Physical resources such as the Virginia Beach, Peninsula, and Northern Virginia Centers and the newly renovated Webb University Center provide excellent learning environments.

However, the CEPS Policies and Procedures Manual needs to be updated to reflect changes in process and procedures due to the implementation of the BANNER System. The registration system needs to be enhanced with a software package designed for continuing education programming which will provide items such as receipts, name tags, class rolls, confirmation letters, mailing labels, and certificates with only one key-in process.

**4.6/3 of 9  
Compliance with  
criteria IV**

To comply with the criteria in section IV the CEPS Committee developed the CEPS Policy Manual to give assistance in organizing record keeping and provide some continuity in the elements of program development. The CEPS Policy Manual provides guidelines for student registration, fee collection, program development, budgeting and marketing, evaluation, contracting services, purchasing, and awarding CEUs.

**4.6/6 of 9  
Degree offerings**

The University does not offer or plan to offer any degree programs through continuing education, as defined by Old Dominion University.

**4.6/7 and 8 of 9  
Credit for noncredit  
Activities**

Several mechanisms are available in the University to address this criterion. First, the most formal and commonly recommended process is through Experiential Learning. A less formal review process is done at the College or departmental level by the faculty. In both of these cases, any credit awarded for non-credit work is usually in the “elective” course category.

The University does not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience.

While each unit has its own special emphasis areas for non-credit activity, the overall goal of non-credit programs is to produce and deliver quality courses for diverse populations, increase visibility for the University and its resources, and remain financially self-supporting.

### Conclusion

The University is in compliance with all of the SACS/COC *Criteria* that apply.

### Recommendations

None

### Suggestions

***4.6/4 and 5 of 9 For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.***

The University should update the CEPS Policies and Procedures Manual to reflect changes in process and procedures due to the implementation of the BANNER System. The University should also enhance the registration system with a software package designed for continuing education programming which provides items such as receipts, name tags, class rolls, confirmation letters, mailing labels, and certificates with only one key-in process.

The University should review the decentralized organization of continuing education and assess ways to coordinate the unit activities and streamline and increase marketing efforts, while maintaining academic integrity and quality by being connected to the college and faculty expertise. The review process should also address the University's Strategic Plan, which calls for collaboration to develop partnerships that produce greater visibility and productivity for the University.

To provide feedback and enhance program development and offerings, the University should establish more formal and consistent methods for evaluating outreach and service activities.

**Must Statement Compliance Table  
4.6 Continuing Education, Outreach, and Service Programs**

<b>Must Statement</b>	<b>Compliance Statement</b>	<b>Supporting Documentation</b> <u>Exhibit Numbering Key:</u> <b>Criteria#/MustStatement#:Exhibit</b>
<b>4.6/1 of 9</b> Continuing education, outreach, and service programs <b>must</b> be clearly related to the purpose of the institution	Compliance	<b>4.6/01:01</b> University Catalog (p.3) <b>4.6/01:02</b> University Strategic Plan, Section 10 <b>4.6/01:03</b> CE/PS Policies and Procedures Manual <b>4.6/01:04</b> CE/PS Advertising Samples <b>4.6/01:05</b> University Centers

<b>4.6/2 of 9</b> All continuing education programs both credit and noncredit <b>must</b> be evaluated regularly	Compliance	<b>4.6/02:01</b> CE/PS Evaluation Sample Booklet
<b>4.6/3 of 9</b> All continuing education and outreach and service programs offered for credit <b>must</b> comply with the requirements of the <i>Criteria</i> , and with Section IV in particular.	Compliance for Non-credit Awarding of CEUs	(No continuing education, outreach, or service program is offered for credit.) <b>4.6/03:01</b> CE/PS Policy Manual <b>4.6/03:02</b> Student Records Samples
<b>4.6/4 and 5 of 9</b> For outreach and service programs, an institution <b>must</b> provide the resources and services necessary to support the programs and <b>must</b> evaluate the programs regularly	Compliance	<b>4.6/04&amp;05:01</b> CE/PS Policies and Procedures Manual <b>4.6/04&amp;05:02</b> CEPS Enrollment Trend Analysis Reports, CEPS University Committee <b>4.6/04&amp;05:03</b> Decentralization versus Centralization, CEPS University Committee
<b>4.6/6 of 9</b> An institution planning to initiate, through continuing education or outreach programs, a degree program <b>must</b> inform the Executive Director of the Commission on Colleges in advance of program implementation	Not applicable	
<b>4.6/7 of 9</b> An institution <b>must</b> not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience.	Compliance	<b>4.6/07:01</b> Experiential learning guidelines
<b>4.6/ 8 of 9</b> In such cases, the institution <b>must</b> document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level.	Compliance	<b>4.6/08:01</b> Experiential learning guidelines
<b>4.6/9 of 9</b> All credit-bearing continuing education courses and activities <b>must</b> comply with the requirements of the <i>Criteria</i> .	Not Applicable	