

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Please provide the information below about how your unit assesses the extent to which it meets its expected outcomes. If you need assistance, please contact Dr. Virginia Wheelless at 565-2085 or on Groupwise email. This information is due in the Planning Office no later than February 2, 2004 and will be updated annually.

Unit: Center for Continuing Education and Conference Management

Date 1-30-04

Person Completing the Information Marilyn D. Wagner Email mwagner@unt.edu

Head of the Unit: same **Email** _____

I. Mission: Provide the mission of the unit and a statement about how it relates to the university's mission.

The Center for Continuing Education and Conference Management (CCECM)'s mission is to facilitate the public service mission of the University by providing continuing education to audiences other than students enrolled for resident credit. CCECM also assists in the University's commitment to the application of knowledge through research and creative activities through CCECM's management services for academic conferences which share research knowledge and which use creative methods to convey current information in academic fields. Student learning and the development of students are both enhanced by these academic conferences, which encourage students to attend and which allow faculty to share with students information gained at the conferences.

CCECM provides:

- Continuing Professional Education: academic, faculty, association seminars, workshops, and conferences
- Conference Management: non-university groups (youth groups, camps, organizations)
- Minicourses: non-credit short courses offered to the general public
- Continuing Education Units (CEUs): authorized by SACS to issue CEUs and mandated to keep records on file for individual and institutional CEUs
- Facilities Coordination: space scheduling in classrooms for non-credit use (non-credit classes, outside groups, faculty/staff meetings)

CCECM achieves high-quality continuing education by:

- providing learner-centered environments that help students reach their educational goals
- enhancing efforts to recruit and retain students through its role in University Interscholastic League academic and athletic competitions and by providing scholarships to these students and by providing UNT recruitment materials to 10,000-15,000 participants a year
- supporting faculty research efforts through financial contributions from academic conferences
- nurturing a spirit of community and supporting a culturally diverse environment through conferences addressing the value of diversity and contributions of various cultures
- enhancing access to higher education through over 100 online courses

II. Previous Evaluations of the Unit: Provide a description of the evaluations/assessments conducted in your unit over the last 5 years and changes that have been made based on the results of these assessments.

General: All assessments are evaluated by the key staff member responsible for the service. CCECM's associate director and director also review all assessments. Any written or oral complaints are addressed by the key staff member in conjunction with the director, and any necessary changes are documented. Copies of all assessment instruments follow the end of this form.

- A. **Faculty Assessment of Conference Management:** After each academic conference, the sponsoring faculty member is sent a questionnaire which evaluates the effectiveness, service, and facilities for each event. This assessment is used in a post-conference debriefing with all related individuals and departments (e.g., CCECM program manager, housing/dining services, catering, Union). The debriefing addresses any problem areas and works with all concerned individuals/groups to correct problems and improve service and effectiveness. For example, based on faculty feedback, different facilities have been used for future conferences if the assessment showed that the event would be better served with another type of venue. Other changes made in the last five years based on assessments: Key responsible staff: Program Manager.
- B. **Non-UNT Client Assessment of Conference Management:** Outside groups which use CCECM conference services and/or UNT facilities in conjunction with a CCECM-managed event all received post-event assessments. Post-event briefings are held with all related services and individuals, and changes are made based on client feedback. For example, different types of dining cards were provided to future groups based on the inefficiencies noted by clients. Key responsible staff: Program Manager.
- C. **Minicourses (Non-Credit Courses):** Each minicourse instructor distributes assessment instruments to class participants. These instruments are used each fall and spring to make necessary changes in instructors, facilities, textbooks and/or other learning materials, as well as in program content. Examples of changes made directly as results of feedback on this instrument: instructors counseled and/or replaced due to student comments; classrooms or class times changed to better accommodate students. Key responsible staff: Program-Project Coordinator for Minicourses and Project Specialist for Minicourses.
- D. **Facilities Management:** Staff and faculty who make room/facility reservations through CCECM are each sent an assessment of our services after the reservation is made. If there are any problems noted, the staff member working in this service contacts the UNT staff member in charge of that area, e.g., janitorial services. The assessment is also reviewed by CCECM's director to insure that the CCECM staff member is giving excellent service and if not, appropriate changes are made. For example, when CCECM received requests that the facilities request form be made available on line, this was done. Key responsible staff: Administrative Assistant.

III. Statement of Expected Outcomes: Provide a brief list of the expected outcomes for your unit for 2002-03 or 2003-04 as of this date. Each outcome listed must be capable of being measured by the means noted in IV below. Please number the outcomes (1 to x). After each outcome, describe how the outcome supports student learning and student development.

Note: These outcomes are for FY04.

1. **Generate enough revenue through all activities to fund standard cost share of \$153,948 PLUS new required cost share of \$100,000 (due to reduced budget), for total cost share of \$253,948.** This outcome supports student learning and development by allowing CCECM to continue to provide high-quality continuing education to them (either via non-credit courses or via academic conferences distributing current research and technology).
2. **Increase by 10% the number of students to whom we provide educational opportunities.** Support of student learning is self-evident with this statement.
3. **Retain current number of faculty using CCECM services and add at least two more faculty academic conferences.** Purpose is to showcase the colleges, schools, faculty and facilities of the University in order to recruit students and forge ties with external groups supporting the University's mission. This outcome supports student learning and development by providing opportunities for UNT to recruit and retain good faculty and to support those faculty and their research by encouraging support from groups and individuals who provide scholarship funds and other financial support for the University.
4. **Enhance and improve the services provided by CCECM in all its functions. Average student/faculty client rating of services and programs will be at least 4.0 on a 5.0 scale.** Student learning is served by CCECM services becoming more targeted at student needs (such as those for online courses) and by the financial support provided by revenues generated by academic conferences, support that returns to the colleges and schools to fund initiatives related to students learning.

IV. Measuring Expected Outcomes: Describe how the unit measures how the outcomes have been achieved and provide a list of methods and/or tools with the following information:

1. Name of assessment method or tool
2. If the method/tool is copyrighted, provide the name of the company who "owns" the tool.
3. Frequency of use - how often is this tool/method used, e.g., every spring semester students, staff, and faculty are surveyed about parking at UNT; customers are asked to complete evaluation forms when services are rendered; or each fall, the Enrollment Management Committee reviews the results of the Graduating Student Survey produced by the IR&A Office.

CCECM measures the outcomes with the following methods:

1. **For revenue:** Bi-weekly profit spreadsheet is distributed to all staff for input, corrections, updates. The final outcome is a dollar figure as noted so is clearly measured.
2. **For increasing the number of students:** Again, the outcome is measured in a number. We will compare the total students served in the previous fiscal year (10,244) with the total served in the target fiscal year.
3. **Retain number of faculty using services and increase this number by at least two more faculty.** Outcome measured in a number; number of faculty/academic conferences in FY03 was 20. Add at least two academic conferences or faculty using our services.

4. **For enhancing and improving services:** The assessment instruments listed in item II are used. Frequency: after each event ends (i.e., after each academic conference, each minicourse, each event for an off-campus client, each facility reservation).

V. Use of Assessment Results: Describe how the results of the assessments described in IV above are shared with staff in the unit? How are the results used to improve the unit? Help improve student learning? Enhance student development? Meet the university's vision?

For revenue: Bi-weekly profit spreadsheet is distributed to every staff member in CCECM. Regular meetings are held to find ways to improve retained revenue and/or to decrease costs. The more (retained) revenue we can generate, the more money goes back into academic department budgets to support student learning initiatives, and the more money we have available to donate to scholarships. As long as CCECM can support its cost share, it can provide services to the University in support of its mission, as outlined in section I above.

For increasing the number of students and the number of faculty conferences: Staff in each functional area (conferences, minicourses, facilities) review assessment outcomes with the CCECM director, and any necessary changes are discussed with the entire staff of CCECM so all members are aware of changes/improvements. The public service mission of the University and student learning are enhanced by increased numbers of students and by the content of academic conferences as long as quality of service and program are maintained through effective use of assessment feedback.

For enhancing and improving services: Regular staff meetings and annual retreats involve every staff member in CCECM. Summaries of all feedback/assessment instruments are discussed by all staff, and annually we plan for future improvements to better serve students, faculty, and UNT staff.

VI. Changes Made Based on Assessment Results: Describe how the unit has changed (or why it has not changed) based on the results of the assessment of outcomes. Indicate the year the change was implemented. Please indicate how the expected outcomes have changed if applicable.

Online courses: CCECM began offering online courses in 2003, based on feedback from minicourse participants requesting more courses they could take that would not require a trip to the UNT campus. CCECM also initiated online courses to increase revenue by adding courses that would be less expensive to offer and would target new markets for our programs.

Professional certification courses: CCECM developed a career training program, Medical Billing Specialist certification program, in 2000 to meet the needs of minicourse participants who told us on assessment instruments that they wanted more ways to start a career without getting a degree. This program was completely revised in 2003 in response to changes in AAPC certification requirements. This certification program has helped generate additional revenue to fund our cost share. In 2004, we also added a Mortgage Banking Certification Program for similar reasons. In 2004, we added online continuing education programs for nurses who need re-certification or their yearly required continuing education credits.

Web-based systems and online registrations: Established first CCECM Web site in 1999 and online registrations for Minicourses in 2000. Introduced online form submission for facilities and CEU applications in 2000. Based on requests from faculty who completed the Academic Coordinator Evaluations, we initiated online registrations in 2000 and have continued the improvement and expansion of this service each year. Also in 2000 there was a complete overhaul of the Web site to enhance customer usability. In 2000 improved the UIL Web site. In 2002, established stand-alone Minicourse Web site. In 2003, established total online Minicourse summer package.

Web site marketing: In response to requests from faculty who completed evaluations after an academic event, we developed links to UNT center web sites (e.g., Play Therapy, Work Teams), beginning in 2002 in order to better market the academic conferences and to provide avenues for conference participants to communicate with other participants and conference speakers prior to, during, and after an academic conference (through conference chat rooms online). Refocused marketing program, formerly based on large-scale brochure printing to downsize and coordinate with online marketing, saving thousands of dollars in printing costs. In 2004, introduced postcard marketing in coordination with online marketing; transition to on-demand printing and postcard mass mailing.

Database management and marketing: Based on faculty requests and the changing marketplace, CCECM purchased in 2000 new database management software (PeopleWare). This new software was paid for exclusively with retained revenue from CCECM events, with no UNT budgeted funds. The main purposes of the change to this software were: improved services to faculty and conference participants, enhanced ability to serve off-campus students, streamlined processes for registration, better services for students (e.g., payments for conferences and courses), better CEU record keeping, and improved, more cost-efficient methods of marketing courses to potential students. PeopleWare has allowed CCECM to switch the majority of registration confirmations to e-mail, saving the expense of paper, envelopes and postage, as well as giving faster service. New database system now allows CCECM to provide direct database services at a fixed, guaranteed price per event, which had been possible before. In 2001, created system to track CEUs in PeopleWare program. 2001 established database/Web registration integration. 2002 integrated procedures manual into PeopleWare system so that project milestones are presented with amplifying manual information on a daily calendar. 2004 overhaul of PeopleWare database system with major upgrade to database structure and Web registration modules.

On-site conference management: Based on faculty feedback, conference program managers now offer to spend more time at on-site registrations when this will benefit the success of the conference (e.g., anticipated or history of large numbers of on-site registrants, monitoring catering and audio/visual services).

Signature of Person Completing the Form:

_____ Date _____

Signature of Unit Head after Reviewing the Form:

_____ Date _____

