

# CHAPTER 5

## CONTINUING EDUCATION

### INTRODUCTION

Contemporary continuing education programs at institutions such as the University of Kentucky reflect both a continuing commitment to the ideals of the land-grant university and a response to contemporary demands that universities accommodate the educational needs of a rapidly changing society. Continuing education (CE) programs are at the forefront of universities' efforts to embrace the dialectical principles of "access and excellence": providing broader access for a more diverse population to a wider array of excellent educational programs. More and more universities, such as the University of Kentucky, have realized that without the diversity which access brings, excellence is threatened. On the other hand, without adequate procedures to ensure excellence, access is meaningless. Continuing education programs at the University of Kentucky have moved aggressively forward in the last decade to meet the access/excellence challenge. This report highlights those efforts and suggests strategies for enhancing continuing education efforts for the next ten years.

The quality of these continuing education offerings and the University's programs has been recognized in many ways. University Extension on the Lexington Campus has, itself, received over 70 regional and national awards over the last six years recognizing excellence in programming, marketing, and the leadership it has offered to the continuing education movement. Those who are responsible for continuing education programming on this campus hold and traditionally have held leadership positions in the National Continuing Education Association. This Committee began its work knowing that the University contained a strong, high quality, and diverse continuing education component. Our goal was to assess these programs and suggest ways to assist continued improvement and accommodation to the challenges of the next decade.

The Steering Committee's charge was to review the University's educational program in continuing education. The Committee was asked to consider admission standards, curriculum, instruction, and criteria for assessing their effectiveness and also to consider minority, international, and gender issues. The report begins with a brief definition of the scope of the CE activities at the University and the data collection methods that provided the information serving as the basis for the report and recommendations. It should be noted that since the beginning of the committee's work in fall of 1990, a Continuing Education Council has been created. In its current form it includes representatives of noncredit CE programs from the Lexington Campus, Medical Center, Research and Graduate Studies, athletic programs and Central Administration. It is charged with ensuring communication between and coordination among CE programs and activities. Documents and activities from the Council's activities for the last year will be referenced in this report.

For noncredit programs, a definition of CE has been formalized and associated with differing record-keeping requirements in a document currently under final consideration by the University Continuing Education Council (Appendix 5-A). That document will be referred to at length in the discussion of record keeping in this report. In reporting on noncredit programs, the Committee worked to follow the guidelines provided by SACS in *The Continuing Education Unit: Criteria and Guidelines*. For academic credit programs the guidelines provided in SACS *Criteria for Accreditation* (section 4.3) were followed.

The most valuable information resource available in compiling this report was the considerable expertise of the CE Self-Study Committee itself, made up of many of the most experienced and involved CE providers at the University of Kentucky. In addition, the report reflects information gleaned from the following sources:

- \* external publications examining current trends in CE
- \* internal University documents from the last decade addressing the development of CE [e.g., the previous Self-Study report; the "Report of the Advisory Committee on the Future of the University," (see Exhibit AC) submitted to then-president Otis Singletary in 1986; a recent "Committee Report on Extended Campus Graduate Programs," (see Exhibit 5-A) and others]
- \* interviews with appropriate personnel (e.g., the Registrar, and other University officials, representatives of consulting firms involved in development of a new conference facility for the University)
- \* questionnaire responses from more than 20 coordinators of CE activities across campus (for sample responses, see Exhibit 5-B)
- \* four focus group interviews to which all faculty, staff, and administrators involved in CE were invited and more than 40 attended (see sample focus group interview schedule, Appendix 5-B)
- \* questions included in the University's Self-Study survey addressed to students, staff, administrators, and faculty

The breadth of University of Kentucky CE activities and the variety of ways in which the CE label is applied require some working definition for any discussion. For this report continuing education is taken to include (a) all noncredit programs offering Continuing Education Units (CEUs) to participants tied to professional development activities; (b) other noncredit programs associated with academic disciplines or providing professional development activities which do not provide CEUs; (c) education programs offered to the general public designed to enhance the general quality of life experienced by citizens of the Commonwealth. These programs may be personal enrichment or leisure-oriented in nature or can address contemporary issues and concerns of the general public. Examples would include programs on family financial management, dietary health risks, recycling, parenting, public policy education, literacy, cooking, or coping with terminally ill family members, and last; (d) academic credit programs at the undergraduate and graduate levels offered through the academic colleges and supported by the University's Extended-Campus Programs.

## **ADMINISTRATIVE ORGANIZATION OF CE**

### **Administration of Noncredit Programs**

Noncredit continuing education programs at the University of Kentucky are a diverse collection of offerings administered through a variety of units. Many noncredit programs are administered by individual colleges in the Lexington and Medical Center campuses (see the organizational charts in Exhibit F). One of the larger of these for the University and the Lexington Campus specifically is the Cooperative Extension Service, administered through the College of Agriculture. Funded with federal (50 percent), state (25 percent), and local/county (25 percent) funds, in the 1989-90 program year the Service recorded 758,367 CEU contact hours with a budget of \$33.5 million. On the Lexington campus significant CE programs are also administered through the colleges of business and economics, education, engineering, law, and, of course, the offices of university extension.

University Extension, on the Lexington Campus, while not an academic college, offers its own CEU-granting courses, as well as a variety of other programs (e.g., community education). It also serves as a vital support service to academic departments and colleges offering extended campus, evening/weekend, and summer programs for academic credit. The Executive Director of University Extension reports to the Chancellor of the Lexington Campus along the same line as deans of the various academic colleges.

In the Medical Center, as with the Lexington Campus, most CE programs are administered through the auspices of the five academic colleges (i.e., Allied Health, Dentistry, Medicine, Nursing, and Pharmacy) and the nursing CE program offered through the University Hospital. The Medical Center provides in excess of 600 noncredit continuing education programs serving more than 14,000 professionals in medical areas. These CE programs report to the deans of their colleges (or for the hospital nursing program, the Director of the University Hospital) who, in turn, report directly to the Chancellor of the Medical Center.

Some noncredit CE programs on the Lexington Campus and in the Medical Center are offered by several of the 21 multidisciplinary research centers. Significant among these are programs associated with the Sanders-Brown Center on Aging, the Institute for Mining and Minerals Research, the Human Development Institute, the Water Resources Research Institute, and the Graduate Center for Rehabilitation Counseling.

Noncredit CE programs within Centers report directly to the Center administration. Beyond that level, however, there was some confusion among CE personnel about reporting lines. The Chancellors of the Lexington Campus and the Medical Center, the Dean of the Graduate School, and the office of the Vice President for Research and Graduate Studies are all perceived as tied to program operation in one way or another. Clarification of reporting lines and administrative organization for CE programs should be attempted to facilitate planning and expansion of center-related CE activities.

### **Administration of Academic Credit CE Programs**

The University of Kentucky offers a variety of CE programs for academic credit at the graduate and undergraduate levels. All programs and individual courses are administered primarily through the appropriate academic college or department. This matter is particularly true

at the undergraduate level. Some administrative oversight for program-level development at the graduate level resides with the Dean of the Graduate School. (We will provide more on this administrative process in a later section reporting in detail on academic credit CE programs.) Administrative reporting lines for academic CE programs are generally the same as for traditional academic offerings. No credit is given for work taken on a noncredit basis.

CE academic programs are offered through the Lexington Campus and Medical Center. These offerings are coordinated and supported through extended-campus programs (see sample course catalogues, Exhibit 5-C), evening/weekend, experiential education, independent study, and summer school programs housed in University Extension. The Executive Director of Extension reports with the deans directly to the Chancellor of the Lexington Campus. Extension offices provide essential support services to the academic units without which extensive CE credit offerings would be impossible to sustain.

At the graduate level, the development of degree programs through extended-campus programs must also be coordinated through the Dean of the Graduate School and will involve the recently created position of Coordinator of Extended-Campus Graduate Programs. The newly created Coordinator position oversees site directors at extended-campus sites for graduate offerings. These site directors perform coordination and advising services similar to those provided by a director of graduate studies on campus.

Clearly, diversity and decentralization are hallmarks of current CE efforts, both non-credit and credit. The Committee believes this is a strength of the program, as do most of those involved in CE who responded to the Self-Study Committee (e.g., 60 percent of faculty/administrators opposed increased centralization in survey responses and focus group discussions reflected opposition to diverting funds, especially funds generated by self-supporting CE programs, to any new central administrative unit).

However we, like the Advisory Committee on the Future of the University in 1986, believe the University must do more to "ensure active communication between all extension and off-campus activities and support the coordination between the units involved," in order to promote program growth and efficiency (Exhibit AC p.32). Toward that end we commend the Chancellor of the Lexington Campus for initiating in the Fall of 1990 the Continuing Education Council (see membership list, Exhibit 5-D) and recommend the following.

**Recommendation 5-1:** The University should take all appropriate steps to formalize and make permanent the status of the Continuing Education Council which now includes representatives from the Lexington Campus, the Medical Center Campus, Research and Graduate Studies, and those involved in CE programs offering academic credit.

## **NONCREDIT CONTINUING EDUCATION**

### **Overview**

The enormous size and scope of noncredit continuing education at the University of Kentucky almost defies descriptive generalizations although common concerns are evident. Exhibits 5-E and 5-F give a partial picture of the numbers and scope of CE programs. Although no complete systematic listing across sectors exists at this time, a useful collection of additional

information on CE activity on the Lexington Campus is contained in Tables 9.1-9.7 in the 1989-90 *Lexington Campus Fact Book*.

Clearly, the College of Agriculture, through its Cooperative Extension Service, is responsible for an enormous part of the University's noncredit CE effort. A brief description of that program and other selected programs is provided simply to give a sense of the scope and general concerns of noncredit CE on this campus. Those concerns will be analyzed in more detail in subsequent sections. More detailed descriptions of over 20 such programs are available from responses to the questionnaire from the Committee to CE coordinators across the Lexington Campus and Medical Center (see examples in Exhibit 5-G).

### **Cooperative Extension Service: College of Agriculture**

The Cooperative Extension Service helps people improve their lives through an educational process that uses scientific knowledge focused on issues and needs. As a partnership between federal, state, and local governments, the Cooperative Extension Service provides factual, information and educational programs to all Kentuckians to help them adjust to a changing world. These educational programs increase the profitability and sustainability of Kentucky agriculture, stress the protection of our natural resources, develop our communities to serve the needs of their residents, enhance family life, and enrich the growth of the state's young people so that they will be more productive citizens.

Programs are organized into the four program areas of agriculture, home economics, 4-H and youth development, and rural and economic development. The specific programs conducted in any one county will depend upon the specific needs of the county. In addition to professional staff, county lay advisory committees function to identify program directions and assist in implementation. During the 1989-90 program year, 4.5 million contacts were made with clientele and 758,367 CEU contact hours were recorded. Programs are delivered without regard to race, color, age, gender, religion, handicap, or national origin. Programs are noncredit in nature.

The budget for fiscal year 1991 is \$33.5 million, with about 50 percent coming from state funds, 25 percent from the federal government, and 25 percent from counties. The Dean of the College of Agriculture is also the Director of the Cooperative Extension Service.

**Needs Identification**—A cornerstone of Extension program development philosophy is the belief that program determination is done at the level where the program will be carried out. At each level of programming, lay advisory groups are involved with Extension professionals in determining programming priorities and in planning, implementing, and evaluating educational programs that respond to locally identified current or future needs. The County Extension Council provides overall direction to Cooperative Extension Service programs in carrying out programs in their particular domain of responsibility. Area and state Extension Councils help to communicate programming needs beyond the county level.

Working with representatives of the state Extension Council's user groups, faculty and staff develop a long-range plan of education offerings. Annual plans are then developed identifying the special content, faculty, and educational objectives for each offering. Expansion, reduction, or deletion of programs is dependent upon the changing needs of users.

**Learning Outcomes**—Because programs are focused on needs as identified by local people, the expected outcomes are reflected in increased knowledge gain, behavioral change, dollars saved or earned, personal growth and development, and ultimately an improved quality of life.

**Instruction**—The Cooperative Extension Service has officers and professional staff in all 120 counties. Backing up these county staff are University of Kentucky faculty at the state level. There are approximately 385 county professionals, plus paraprofessionals and secretaries, and about 150 Extension faculty and specialists on the Lexington Campus and at the Research Center at Princeton and the Robinson Substation at Quicksand.

Extension agents and faculty are evaluated through the use of two evaluation systems:

**County Extension Agents**—Agents are evaluated every year by their immediate supervisors with a two-part system. Seventy percent of the score is derived from Management by Objectives system. The staff member assigns a weighing value to each objective of his or her plan of work. The supervisor scores the person's performance on each objective, which represents 70 percent of the agent's rating. The other 30 percent comes from the performance on a comprehensive list of behavioral standards.

**Extension faculty**—All faculty utilize a uniform system of personnel appraisal that relates to the person's job responsibilities. It recognized that different products of a continuing education program are appropriate for different types of positions.

**Delivery**—The Cooperative Extension Service conducts educational programs through a multitude of individual, group, and mass-media methods. Individual methods include office, farm, and home visits, telephone calls, and personal correspondence. Group methods include educational sessions, conferences, seminars and workshops. Subject matter or content spans a wide variety of topics relating to agriculture, home economics, youth, and community development. Hundreds of thousands of persons are reached through mass-media methods, including radio, television, newspapers, magazines, bulletins, and electronic media.

**Support Services**—The Cooperative Extension Service maintains its own support services for one-color printing; audio and video production, and duplication; library, business office, microcomputer center, and car pool. The capability for carrying out continuing education programs has been both limited and inconvenienced by such services as on-campus food service, housing, meeting space, parking, printing, and accounting methods. Examples are: food service personnel are reduced when dorm space is available for outside groups, basketball camps get lower dorm rates than Extension can secure, parking for off-campus groups is unavailable.

**Assessment of Learning Outcomes**—Participants evaluate programs at different levels and in a variety of ways. The simplest ways are through voluntary participation and satisfaction with programs delivered. More sophisticated methods include testing, surveys of satisfaction with programs delivered, and observation of the use of skills taught. These methods focus on changes in knowledge, attitudes, skills and achievements. Feedback is also received through the lay representatives on advisory committees. Program accomplishments are reported to citizens, leaders, and local officials at the county level; to college and central administration at the University of Kentucky; to the state legislature and the Governor's office; to the State Extension

Lay Advisory Council; to the federal extension service within the U.S. Department of Agriculture; and to Congress and congressional staff.

**Adequacy of Funding**—The Cooperative Extension Service is funded on an ongoing basis from federal, state, and county governments. Those funds have been generally stable, but are directly influenced by the budgeting process. More of the federal funds are being allocated as competitive grants. Increased funding would allow for expansion into a number of pressing problem areas.

### **Medical Center Noncredit CE Programs**

The Medical Center sector of the University provides noncredit continuing education programs for health professionals throughout Kentucky and the nation. The CE units in the five colleges and the University of Kentucky hospital nursing CE program offer in excess of 600 programs per year, serving more than 14,000 professionals with education opportunities. Each of these CE units is completely self-supporting and provides a major outreach activity for its parent unit.

The current level of activity could be increased if additional resources were made available. Additional support would allow for new program opportunities to be explored and to better serve Kentuckians. Decentralization is very desirable for these CE programs allowing for maximum flexibility in responding to the needs of professional clientele.

Each of the Medical Center sector CE units performs assessment activities in conjunction with its educational offerings. Periodic educational needs assessment is conducted by the CE units using a mechanism which involves the targeted clientele in the process. Program evaluations are conducted on each delivered program to assess the value of the program to the participants. These data are then used to improve future programs. The majority of programs also include a learning evaluation for participants so they can assess learning gain. Typically, these learning evaluations are self-assessments and are not collected by the provider. Nevertheless, participants are able to use them to judge their own performance after participating in particular programs.

In summary, the CE units of the Medical Center are active providers of continuing education for Kentucky's health professionals. These units are self-supporting, favor decentralization, believe in assessment of their activities, and wish they had additional resources so they could do more programming for their constituencies in the Commonwealth.

### **Noncredit CE Programs Through University Extension**

University Extension noncredit continuing education provides university-wide service and programming for colleges and departments that do not have continuing education units. Since all CE units must operate on a self-supporting basis, some academic programs cannot support a CE position. University Extension is available to provide support and professional expertise for these academic units. Programs are budgeted to include the staff time of the University Extension Continuing Education professional. The CE professional assists in conducting a needs assessment of the clientele and in program development, program implementation, and program evaluation. Assistance is also provided by the Office of Conferences and Seminars in coordinating local, state, regional, national, and international conferences and seminars that allow the University's faculty to share their expertise with their colleagues.

Programs are also developed to meet the needs of local business and industry in the development of their professionals through the Office of Training Programs for Business and Industry. The director of this office meets with clients to help determine their educational and training needs.

New schedules of noncredit classes are available four times a year to provide professional development and personal enrichment learning opportunities for the surrounding community. More than 100 classes are offered during each of the fall, winter, and spring quarters. A smaller summer session is also offered. More than 5,000 participants take advantage of these continuing education offerings each year.

University Extension also manages the Carnahan Conference Center, a small historic horse farm that has been converted into a center for holding small conferences and seminars. More than 8,000 people annually attend educational meetings there. The facility has five meeting rooms; the largest seats 100 in classroom style. It is open year-round.

### **Noncredit CE in Engineering**

Since its inception in 1968, the Office of Engineering Continuing Education and Extension (ECEE) has had the mission of conducting the continuing education and extension activity for the College of Engineering. Its mandate is to provide meaningful learning opportunities and to assist in the technology transfer and extension needs of engineers and other technical professionals after they have completed their formal education and are practicing their chosen professions. The office has the mission to update and continue the technical education of those persons needing to keep abreast of the fast-paced changes in technology and/or to receive specialized training in areas not addressed by their formal education. The office accomplishes this by:

- (1) conducting short-duration courses, both public and private, to continue and update the education of the practicing engineer and technical professional;
- (2) to produce video-based training tapes to allow cost-effective and convenient study at home or at work;
- (3) to deliver live courses via satellite across Kentucky and the nation;
- (4) to be responsive to the extension needs of Kentucky business and industry.

In fiscal year 1989-90, the office provided 52 course offerings to assist 2,695 engineers and technical professionals with their training needs. There were 1,037 persons in attendance at public courses, one-third of which were from Kentucky, with approximately half of Kentucky's 120 counties represented. Attendees came from different states and two foreign countries. Eleven courses were produced for the National Technological University (NTU) and were transmitted live via satellite at more than 200 locations. An estimated 270 people trained with videotapes sold or leased by the office during 1989-90, and another 58 persons were provided custom training in private courses. A total of 28,550 contact hours of instruction were provided last year, and 291 people requested continuing education units (CEUs) be awarded for the training received at these offerings.

Engineering Evaluation forms are completed by all persons taking continuing education courses in engineering. This information is used to continually improve the quality of the offerings.

The ECEE staff consists of a director, an administrative assistant, two conference coordinators, a person with both accounting and conference coordinator duties, a staff assistant, a database manager, and one or two student assistants. Offices for ECEE are located on the third floor of the Center for Robotics and Manufacturing Systems (CRMS) building, centrally located on the University of Kentucky Lexington Campus and connected by skywalk to the engineering complex, Anderson Hall.

### **Noncredit CE Through Multidisciplinary Centers**

There are 21 multidisciplinary centers within the University research and graduate studies sector reporting to the Vice President for Research and Graduate Studies. The purpose and focus of the centers vary. Several centers offer significant continuing education programs to meet the needs of their various constituencies.

**The Sanders-Brown Center on Aging**—The Center offers continuing education programs in order to provide current information in geriatrics and gerontology to health and social service providers, faculty in the health professions, older people, and the general public. The major program is the “Annual Summer Series on Aging,” a four-day conference now in its eighth year. Approximately 500 professionals in the field of aging participate each year. The Center contracts with the College of Allied Health Professions for administration of the conference since the Center does not have the personnel necessary to manage the many details. The conference is held at a hotel each year because of the lack of space and parking on campus.

The Center also offers 40 to 45 one- to two-day training programs for lay and paraprofessional groups annually; one 40-hour training program for health and social service personnel with an in-service training role; five to six 36-hour training sessions for home health aides; and 40 to 50 short training sessions of one to two hours duration for community groups across the state. Other programs include ten semester-long, noncredit courses for people over the age of 60 offered through the Donovan Scholars Program and a week-long “Writing Workshop for People Over 57.”

A series of three to four teleconferences have been received and promoted to local audiences with attendance averaging 25 to 30. In addition, in 1991, a live teleconference was broadcast from the University to sites throughout the region, reaching approximately 250 participants.

**The Institute for Mining and Minerals Research**—The Office for Informational Services and Technical Liaison (OISTL) sponsors CE programs to provide technical information to private and public sector individuals and organizations and, generally, to increase communication between the developers of new techniques and technologies and the potential users. Its goals are to meet the continuing education needs of professionals in the mining and minerals fields and to stimulate research activity through conferences. Approximately 20 courses and two conferences are offered each year with approximately 2,000 people participating. The program has two full-time and one half-time staff members, with funding for the program coming from income generated by the courses, conferences and nonstate grant support.

**The Interdisciplinary Human Development Institute**—The Institute offers the College for Living Program in conjunction with the Bluegrass Association for Retarded Citizens. Classes are taught by community volunteers in classrooms on campus for approximately 20 retarded adults. Participants range in age from 18 to 60.

**The Water Resources Research Institute**—Short courses are offered in appropriate water resources including such subjects as hydrology, sedimentology, hydrologic engineering computer models, and water treatment. Courses are co-sponsored by the U.S. Geological Survey and the Kentucky Department for Natural Resources. Four courses are offered each year, with 25 to 50 participants per course.

**Rehabilitation Counseling**—Continuing education programs are provided to public and private rehabilitation agencies as requested by the Graduate Center in Rehabilitation Counseling. The target audience typically includes employed rehabilitation counselors. The agency/program requesting the program typically pays the costs. Program faculty and graduate assistants prepare and present programs, with an average attendance of 15 to 20 per class. The program is accredited by the National Board for Certified Counselors. A fee is also paid to be a continuing education site for the Commission on Rehabilitation Counselor Certification.

## **Common Noncredit CE Concerns**

Despite the diversity of programs in the noncredit CE area, there are common issues of concern for CE programs at the University of Kentucky which need to be addressed if we are to move aggressively into the next decade at the cutting edge of this important trend in higher education. The last ten years have seen great progress in the University's involvement in CE, thanks in large part to the initiative and devotion of those running programs within specific areas of this decentralized system. The challenge now will be to institute appropriate institutional-level responses to facilitate and enhance future developments without stifling the energy and creativity that the current decentralized approach has fostered.

The Committee's conscious strategy since its inception has been to identify and focus on the concerns most central to CE development at the University and in the course of our analysis, we hope to address the standard concerns raised in various SACS format statements intended to guide reports of both noncredit and credit CE programs for a typical self-study report.

## **Financing Noncredit CE Programs**

As universities nationwide face budget problems, many are simultaneously experiencing a boom in interest in continuing education. The *Chronicle of Higher Education* recently reported on the dangers of this convergence. Many continuing education directors worry that "institutions hungry for revenue may be looking to their programs as cash cows." Michael Shinagel, dean of extension at Harvard reports, "The greatest danger that I foresee for the 1990s besides retrenchment is that continuing education, rather than serving the needs of a broader population, will be relegated into a surplus-revenue-generating operation, rather than an institution of educational excellence.[1]" At the same time, proposals are being forwarded for the creation of external government trust funds (modeled after the Social Security program) financed by mandatory employer/employee contributions from which workers could draw funds to finance efforts at continuing education. Such efforts are essential to maintaining a competitive work force [2].

The Committee is cognizant of these trends and of the variety of innovative proposals being made to finance the much-needed expansion of CE efforts nationwide. We also know that noncredit CE at the University of Kentucky is almost entirely a self-supporting, revenue-generating operation. We think it is important that the University not succumb to the dangerous tendencies described by Dean Shinagel and, in fact, we offer an analysis and recommendations which will move the University in more progressive direction—one that will expand our ability to meet the needs of Kentucky's citizens.

The University of Kentucky stands on the threshold of opportunity—the opportunity to truly extend its knowledge and expertise to all corners of the Commonwealth for the betterment of Kentucky's citizens. It is clear that there is a great need in Kentucky for the educational opportunities which only the University of Kentucky can provide. It is also clear that the current University administration has made a commitment to extend the University's resources to the people of the Commonwealth.

A major vehicle for extending the University's educational effort is continuing education noncredit educational programs. One of the major barriers to effective use of CE as a tool to enhance access to needed education programs at the University is financing. Typically, CE activities are expected to be self-supporting, with any funds available at the end of the fiscal year going into the general fund account of the University. This situation has resulted in less innovation and risk-taking in programming than will be needed to meet the great opportunity and challenge currently before the University.

A modest amount of additional support and changes in funding policies would allow CE programs to expand their offerings, provide innovative programming, reach new clientele, and otherwise serve citizens more extensively than is now possible. For example, as one focus group member noted, some assured funding for innovative programs not expected to initially draw huge paying audiences would have allowed the University to have done much more, years ago, to educate Kentucky's citizens about ways to address the impending crises in solid waste disposal.

CE directors are ready to meet the challenge posed by the opportunity to take needed knowledge and expertise of this type throughout the state. The Committee believes that the best investment the University can make at the present time relative to meeting Kentucky's needs for education would be to increase its support for the continuing education units already in place. The return on such an investment could be truly significant for promoting this University as "The" University of Kentucky.

There are three areas directly tied to financing procedures where the Committee believes the University should take positive steps to help CE units meet the challenges noted above. These three areas in order of priority are: (a) performance incentives for CE units; (b) "no-cost" access to mediated instruction technology; and (c) direct CE unit support for additional personnel. Each of these areas is addressed below with recommendations.

### **Performance Incentives for CE Units**

The current CE system at the University provides few incentives for performance. CE units are expected to be self-supporting, but funds generated in excess of expenses at the end of the fiscal year are typically used to offset deficits elsewhere in the University. Thus, these funds are not available to initiate new CE program activities. The University should have a routine mechanism to encourage new CE program development for the citizens of Kentucky. If the

University allowed positive account balances to be retained by the CE units for new CE program development, it would be making a wise investment in program development.

**Recommendation 5-2:** The University should provide in its accounting system for non-credit CE units a mechanism to allow those units to retain across fiscal years a substantial portion of their positive account balances for investment in new program activities within their respective administrative units.

### **Access to Media Technology at No Cost**

The provision of CE to Kentucky's citizens in a manner consistent with their needs will require extensive use of mediated instruction, particularly educational television. It is expensive to develop and deliver instruction via satellite or carrier systems. The University could help CE in its efforts to produce and deliver programming by providing free use of UK's television production and satellite up-link facilities to CE units. Providing "no-cost" access to the technology and audiovisual equipment would encourage its use by CE Units, leading to more programs in more accessible formats for Kentuckians.

**Recommendation 5-3:** The University should provide some level of no-cost technological support such as a set level of TV production and up-link time for each non-credit CE unit requesting these technologies for program development activities.

### **The Need for Direct General Fund Support**

As noted, noncredit CE at the University is almost totally self-supporting. Given the labor intensive nature of CE efforts, staff must provide programs known to attract sufficient income (i.e., participants) to offset staff compensation. This approach limits the risk-taking ability of CE units, as well as their willingness to experiment with innovative programming. Yet the Commonwealth of Kentucky has called for more innovative programmatic CE efforts to help Kentuckians meet the challenges of the next decade. This need will require more high quality programming (not always immediately high in popular appeal) by all CE units on all campuses. How can this be accomplished?

Action on the previous recommendation to return positive fund balances to units will help increase flexibility. However, a more effective strategy to enhance programming would be to provide funds to employ additional staff to develop innovative programs. The University could make a sound investment by providing general fund resources to help each CE unit employ an additional staff person for their operations and a modest nonrecurring amount of capital to jump-start new programs.

Ideally, the University should provide assistance to all CE units in this way. A realistic example of the funds required would equal \$17,000 per unit for a staff person and \$5,000 in nonrecurring program start-up funds. Realizing that assistance of this type for all 29 CE units on the Lexington and Medical Center Campuses is unlikely at the outset, the committee recommends the creation of a *CE Program Innovation Fund* each year containing a combination of recurring and nonrecurring funds which would allow the funding of five programs in a form something like the \$22,000 funding package described above (\$17,000 recurring for staff support; \$5,000 nonrecurring for program support). CE units would compete for the funds each year with

proposals for new program initiatives designed to meet the needs of Kentuckians in this and the next decade.

If such a fund is approved, the University Continuing Education Council, in cooperation with the President's office, would be charged with developing specific criteria for soliciting and evaluating proposals. In an effort to ensure accountability, the Committee recommends that the programs that have received awards be evaluated every five years, with the possibility of reallocating awarded recurring funds to the *Program Innovation Fund*.

There should be no question that these resources will be well used. Those programs receiving additional funds would be expected to generate a minimum number of new programs to continue receiving support. Seen in this light, what is proposed here is a "pump-primer" for CE units, a primer that will repay the investment of the University and the people of Kentucky many times over in the coming years.

The Committee offers the following formal recommendation. We feel it is consistent with a subsequent recommendation that the State and the University consider CE as an important part of the teaching mission of higher education and accordingly provide partial support from general fund dollars.

**Recommendation 5-4:** The University should assist CE units in providing the innovative, future-focused programming needed to prepare Kentucky for the next century by creating a *CE Program Innovation Fund*. The fund would make recurring monies available for additional staff support and nonrecurring monies for new program start-up costs. CE units would compete for support from the fund each year according to guidelines established by the CE Council.

The Committee believes implementation of these above recommendations would be a catalyst for energizing the CE units to truly extend the knowledge and expertise of the University to all corners of the Commonwealth. The CE units would receive support to meet the challenges of additional programming. Moreover, the value of CE to the University would be clearly underlined for all to see. In every respect, implementation of these recommendations would result in a "win-win" outcome for citizens, the University, and CE units.

## **Personnel Issues**

### **Compensation**

Not surprisingly, in reviewing the data provided from the CE director, questionnaire responses, focus group comments, and survey responses, the Committee found the reward structure for those teaching CE noncredit courses to be inadequate. Fees and direct compensation for services are uneven across the two sectors. Some compensation rates are almost at competitive levels. Generally, however, because noncredit CE is self-supporting and lacking in any University support from general funds, compensation levels are low. The situation is worsened in some areas by outdated regulations that prevent organizations from paying reasonable compensation. (For example see Exhibit 5-H for an example of regulations, now more than a decade old, still limiting fee schedules for University Extension. The Lexington Campus administration has regularly allowed exceptions upon request.) Relief should be available on request to all programs. Even more appropriate, out-dated regulations should be abolished.

Because noncredit CE receives no support as a part of the *teaching* mission of the University, no full-time faculty are hired to teach exclusively CE courses except for the Cooperative Extension Service faculty in the College of Agriculture. Low stipends discourage full-time faculty from participating in CE programs in any way. For example, estimates of the number of CE courses in engineering and pharmacy taught by full-time University faculty are 20 and 30 percent, respectively. These programs rely heavily on instructors who are not regularly employed in faculty positions at the University. Providers of CE at this University are in agreement that the quality and scope of CE programs could be improved by greater participation of full-time University faculty. That objective will not be accomplished unless general fund support is provided *and* the teaching of CE courses is accorded an importance equal to that given the teaching of traditional academic credit courses. The latter issue is more important in the long run to participation of full-time faculty in CE programs than compensation levels themselves.

The Committee would point out that our recommendation that some recurring funds be used to support CE programs is consistent with the recommendation of the President's Advisory Committee on the Future of the University in its 1986 report. "If the state deems the provision of lifelong learning important to its citizens and for its economy," the Committee wrote, "extension programs should not be expected to be [totally] self-sufficient. A possible exclusion would be those programs specifically developed to aid profit-making organizations."

### **Selection and Evaluation**

There appears to be no rigorous formal selection process for hiring non-credit CE instructors. Selection decisions are made at the program director level in accordance with programmatic needs. Resumes are generally required and kept on file within programs.

All CE programs contacted by the Committee utilize some form of instructor evaluation procedures at the conclusion of programs. Typically, this process consists of student evaluations. Survey responses from administrators and faculty working with CE suggest the majority (65 percent) are satisfied with instructor and program evaluation procedures, and at least half feel these evaluations are used in meaningful ways to improve program quality.

While the lack of standard selection procedures for noncredit CE teaching personnel could be seen as a cause for concern, the Committee believes that market demands (good instructors enhance enrollments for self-sustaining programs) and the program specific standards imposed by CE directors/coordinators result in the use of well-qualified personnel. Given the diversity of offerings, diversity in teaching personnel may be an appropriate strength.

What would increase the quality of instruction beyond its current level (which is generally perceived as consistently good) is a reward structure providing realistic compensation and encouraging participation by full-time University faculty. That reward structure would include use of standard evaluation procedures that are used in salary, tenure, and promotion decisions in much the same way teaching evaluations are used for academic credit courses. It is our impression that currently noncredit course/instructor evaluations, while used by the CE director to make future program and personnel decisions, often are not used in meaningful ways by those charged with evaluating salary, promotion, etc., decisions for those who actually taught the course. In light of this the Committee recommends the following:

**Recommendation 5-5:** The University should change regulations limiting compensation levels (e.g., honoraria) for noncredit CE faculty from inside the University to make their compensation equal to that currently paid external instructors.

**Recommendation 5-6:** The University should do all it can to encourage participation of full-time University faculty in CE programs by ensuring that teaching of CE courses is fully recognized in the formal faculty evaluation process.

**Recommendation 5-7:** The University should use teacher evaluation data from CE instruction as part of the promotion and tenure process. Further, it should establish a CE Teacher of the Year Award. Also, it should establish annual awards recognizing the outstanding CE unit and outstanding new CE program.

**Recommendation 5-8:** The University should provide General Fund support to non-sponsored, noncredit CE programs, recognizing their role as a part of the *teaching* mission of the University and an aspect of its obligation to provide future-oriented, if not always popular and profit-generating, programs and to prepare the citizens of the state for the challenges of the next decade and beyond.

**Recommendation 5-9:** The new University of Kentucky Continuing Education Council should take the lead in encouraging the administrators and providers of CE to discuss standards for selection of CE teaching personnel. The Council and administrators should ensure that all CE directors are fully aware of the general qualifications for teaching personnel in the "Program Criteria" contained in *Continuing Education Unit: Criteria and Guidelines* provided by the Commission on Colleges of the Southern Association of Colleges and Schools.

### **Record Keeping**

At the outset of this Self-Study, the Committee solicited information from various CE units and from the University Registrar concerning criteria for awarding CEUs and record keeping. At that point two things were obvious. First, programs that awarded CEUs were doing so in compliance with the standards outlined in the guidelines provided by the Commission on Colleges of the Southern Association of Colleges and Schools. Second, however, record-keeping procedures and record formats varied from unit to unit. Since this investigation, though, great progress has been made to bring a system on-line that does meet the spirit and the letter of the Commission guidelines. This success is largely due to the efforts of the Office of Planning and Institutional Research of the Lexington Campus working in cooperation with the newly-formed Continuing Education Council.

As of February, 1992, the new Continuing Education Council was coordinating efforts of CE units across campus to choose between an SIS-based system for noncredit CE (SIS is the current system used with "for credit" courses across campus) and a PC-based system such as Peopleware to be shared across all CEU granting programs.

While still in draft (but near final) form at the writing of this report, the new record-keeping proposal was sufficiently complete to allow its endorsement by this Committee as a guide for

awarding CEUs and for keeping adequate records of individual CEU transcripts. The system also will allow better tracking of total University efforts in the CE area by creating electronic records amenable to system-wide merging. Records themselves are kept within individual programs. The proposed system seems perfectly adequate to meet the limited demand placed on the University for individual CEU transcripts. It also allows the University easy access to an overall picture of its total noncredit CE effort. It provides a convenient productivity measure as well as means of gauging the amount of outreach to Kentucky and beyond.

**Recommendation 5-10:** The University should finalize the plan for an electronic record-keeping system under consideration by the Continuing Education Council, and provide resources to have it in place as soon as possible.

### **Support Services**

No area drew more criticism from focus group members and questionnaire respondents than the quality of support services for noncredit CE. The Committee recognizes a part of this problem is the general lack of University support over the years for University support services. Nevertheless, lack of adequate rooms and facilities for CE offices and teaching, problems with parking, printing, and campus housing for external CE program participants, lack of secretarial support, cumbersome personnel and payroll administrative procedures, and catering facilities all received comment at some point from survey respondents, focus groups, and questionnaire responses from CE coordinators. Support service problems are particularly acute during "off" times of the academic year (e.g., summer) which is exactly the time many major CE events must be planned.

The degree of concern expressed by those involved in presenting CE programs was intense because few groups are more dependent on so many support services to sustain their operations than CE staff. These crucial services include parking, duplicating, printing, catering, accounting, and personnel. In many instances, continuing education units *must* rely on University support services; for example, printing for all University units must be done by the University print shop (e.g., CE programs are not permitted to take printing jobs "off campus" except in special circumstances). Parking must be handled through the University's parking office for activities held on campus, and so on. Therefore, these support units must provide top-quality services if the dependent continuing education units are to offer successful education activities.

The two support services most often identified as problem areas in survey and focus group responses were parking and printing. It is difficult, if not impossible, to conduct continuing education programs on the campus because of the severe parking problem. Consequently, many of the very people from business and industry to whom the University would like to give a positive experience visiting campus for CE programs attend continuing education courses at satellite hotels.

Because of the parking problem, many focus groups members argued that a new continuing education conference center should be located off campus. The only viable option at present for visitor parking while attending activities on the main campus is to have them park in "remote" areas (e.g., at Commonwealth Stadium, Virginia Avenue, etc.) and ride the CATS buses to the main campus. While this is acceptable to some, it is not generally acceptable to most. People contemplating attending a program on campus would rather go to the program at a convenient hotel where parking is not a problem. The only viable solution on campus is to provide parking

within easy walking distance of the program site. The parking issue is discussed again later in the section outlining the criteria for a successful new CE center.

Until this problem is solved, there will be minimum on-campus CE activity involving external publics. The University will continue to lose considerable good will and in some cases the opportunity to recruit good students and potential donors. Also, the University should not consider a campus location for any conference facility intended for CE activities until a parking solution is identified.

The inability to obtain a realistic and reliable delivery date for printing jobs is the second support service problem. Printed material remains the primary means to market program offerings. Failure to deliver it on time can significantly affect attendance. There were no complaints about the quality of the printing. There were a few complaints about the costs, and several respondents commented that the lack of competition might be the root cause of this problem. But the general consensus was that printing must develop a workable system for giving reliable delivery dates within reasonable times. It should be noted that within the past few months, printing seems to have made good attempts at becoming more reliable and has developed procedures to regularly solicit comments on customer service.

Because so few programs are offered on campus due to parking problems, catering services were not a major factor for continuing education programs. However, if any conference center were developed, food service quality would be of great importance. Duplicating Services was identified as a support service that does good work with a quick turnaround.

Technical support services for CE programs are clearly inadequate. Audio/visual support is too expensive to rent on campus and should be available to rent on an hourly as well as daily basis. (See related media recommendation, under *Financing Noncredit CE*).

In addition to solving the problems identified above, focus groups suggested that all support services develop an effective means to assess their services, and to implement changes in their operations to make them more responsive to customer needs. In short, a need exists to develop more of a "service attitude."

One obvious recommendation suggested by our data, not limited to CE concerns, is for the University to demand higher levels of responsiveness from the support service units on campus so crucial to delivery of all educational programs. However, to be more specific the Committee recommends the following.

**Recommendation 5-11:** The University should give special attention to the parking needs of CE participants.

**Recommendation 5-12:** The Continuing Education Council should work with support services to continue to upgrade their procedures for assessing client satisfaction.

**Recommendation 5-13:** The University should alter regulations to give CE programs maximum flexibility in obtaining the support services crucial to their survival.

## **Assessment Practices for Noncredit CE Programs**

Because their survival depends on providing programs that meet participant expectations for content and quality, self-sustaining noncredit CE programs excel in efforts to (a) assess participant responses to programs/instructors and (b) feed that information back into future program offering and hiring decisions. More than most University programs, CE units devote time and resources to assess the needs of target audiences as a guide to program development. Success in assessment in both these areas is attested to by the high marks given program quality in student, faculty, and administrative responses to the Self-Study Survey as well as the growth in the size and breadth of noncredit CE offerings over the last decade. Survey responses from administrators and faculty working with continuing education suggest the majority (65 percent) are satisfied with instructors and program evaluation procedures and at least 50 percent feel these are used in meaningful ways to improve program quality.

The Committee believes that the assessment area most lacking in noncredit CE programs (and they are not alone in this need) is assessment devoted to determining the "value-added" component for participants. That is, what are the short- and long-term benefits to participants professionally or personally, to the state economy, and so on, of participation in CE programs? More information is needed on how well CE achievements match current stated CE program goals. These types of assessments will have implications for developing new directions for CE. They must occur at the program level. No standardized CE program assessment procedure seems possible given the diversity of CE offerings.

**Recommendation 5-14: The University should encourage individual CE programs to assess their usefulness through surveys of their alumni and other external constituencies at specific intervals following program completion. Such assessments should address the value added to the lives of participants, by the CE programs, the effectiveness of constituent professional organizations, and the good of society.**

## **PROGRAMS OFFERING ACADEMIC CREDIT**

### **Overview of Programs**

In coordination and cooperation with academic colleges and departments, University Extension Distance Learning and Evening-Weekend College and Summer School personnel provide support services to nontraditional adult students at the undergraduate, graduate, and professional levels. The service area of the Evening-Weekend College Program is considered to be within a 50-mile commuting radius of Lexington. The Distance Learning units of Extended-Campus, Extension Library Services, Independent Study, and Media Education serve students on local, statewide, regional, and national levels, with Extended-Campus providing international study abroad opportunities as well. The Office of Experiential Education works closely with traditional students and employers to provide positive internships and cooperative education opportunities in nontraditional environments.

The Summer School provides a representative selection of courses normally available during the academic year. The Summer School has full use of all tuition to support the program financially, but it must be self-supporting.

## **Extended-Campus Programs**

The University of Kentucky Extended-Campus Programs is the primary support service unit for academic outreach occurring statewide, regionally, nationally, and internationally. Working closely with the Graduate School and academic colleges and departments, Extended-Campus Programs offers educational opportunities available on the main campus to citizens throughout the Commonwealth and beyond. In doing so, the philosophy is to ensure that teaching and academic support services available on campus are replicated without loss of quality throughout the extended-campus. Locations for the delivery of credit courses and degree programs include sites at cooperating regional universities, community colleges, independent colleges, area high schools, government agencies, and corporations (See Appendix 5-C).

Extended-Campus Programs coordinates selected undergraduate coursework, graduate courses/degree programs, and professional courses/degree programs in cooperation with the various academic units, serving more than 3,900 students annually. The 13 colleges and/or departments currently represented in extended-campus graduate programming include Administration and Supervision, Agriculture, Civil Engineering, Curriculum and Instruction, Educational Policy Studies and Evaluation, Electrical Engineering, Family Studies, Journalism, Library and Information Science, Mechanical Engineering, Mining Engineering, Nursing, Social Work, Special Education and Vocational Education. Full graduate programs are currently available through the extended-campus in educational leadership, mining engineering, social work, and special education. A listing of the faculty offering courses for these programs is contained in Exhibit 5-I.

The six colleges and/or departments included in extended-campus professional programming include Allied Health (statewide program), Histotechnology, Nursing (full undergraduate program), Pharmacy (multistate program in Pharmacy), Physical Therapy, and Physician Assistant Studies.

The director of Extended-Campus Programs serves in the capacity of coordinator for the entire University of Kentucky extended-campus operation. Responsibilities of the coordinator include preparation of an extended-campus biennium plan for the Council on Higher Education; periodic reporting and verification of courses, programs and enrollments; and close coordination of extended-campus offerings with other state universities and with the University Community College System (Exhibit 5-J).

Extended-Campus Programs is a self-supporting unit funded on the basis of tuition income generated from programs. Individual academic programs are supported in one of two ways: 1) direct payment of faculty salary/travel by Extended-Campus Programs, or 2) budget transfer of an agreed-upon percentage of tuition generated by an academic program. In addition to the above-mentioned support, Extended-Campus Programs also provides:

- \* Handling of all registrations/admissions for students entering and participating in programs (in cooperation with appropriate academic and support service offices). This process includes options such as direct on-site registration, mail-in registration, and telephone registration using SIS and credit card payment of fees;

- \* Printing, marketing, and distribution of appropriate public relations pieces;
- \* Organizing and participating in special media coverage about new programs, when appropriate;
- \* Providing toll-free lines, including two in-state and one out-of-state line, and a FAX machine;
- \* Handling of all tuition, fees, adds, drops and withdrawals - working individually with students to solve problems of this nature;
- \* Hiring and supervising coordinators at satellite down-link and compressed video sites;
- \* Providing accurate and timely reporting regarding extended-campus programs to the Council on Higher Education;
- \* Coordinating with the extension librarian to meet the resource needs of extended-campus students.

### **Assessment**

Extended Campus Programs performs periodic needs assessments within specific geographical regions and for specific disciplines. These needs assessments are closely coordinated with the academic units and help to determine course program needs as well as needed support services. They also provide valuable demographic data regarding extended-campus clientele.

Course and faculty evaluations are strictly the venue of the academic units. However, Extended-Campus Programs performs annual evaluations of its support services efforts as well as those of the extension librarian and the Office of Instructional Resources. Responses are closely scrutinized by staff to improve services such as registration, delivery of course materials, and overall technical quality of programs.

Response summaries are shared with critical offices and key administrators to encourage awareness and feedback. In addition, evaluation forms are reviewed by Extended-Campus Programs staff and modified periodically to reflect the changing services offered and the needed information necessary for effective assessment.

Extended-Campus Programs is currently developing an evaluation form for faculty teaching via satellite and/or compressed video delivery. This valuating instrument will be very useful in providing information, including characteristics of the interactive technology student; the quality of the learning experience; effectiveness of various teaching strategies; differences between traditional classroom and distance learning workload; and faculty satisfaction with the experience.

## **Delivery of Extended-Campus Programs**

As mentioned above, Extended-Campus Programs coordinates very closely with two additional support units: Extension Library Services and the Office of Instructional Resources. Extension Library Services are critical to ensuring the academic integrity of the extended-campus programs operation. Services include responding to book, journal, and reference requests; providing computer literature searching; and providing library instruction and orientation and assisting faculty in obtaining and placing reserve materials.

The Office of Instructional Resources operates and maintains delivery systems, coordinates technical and production issues with other units sharing responsibilities in distance learning, conducts faculty training sessions, plans with faculty to design and adapt conventional course materials for electronic delivery, and provides technical and production support services for course development.

Historically, Extended-Campus Programs has operated using designated on-site locations statewide with faculty traveling to and from such sites. However, several new course delivery system options have been utilized effectively during recent semesters—employing new technologies to enhance educational opportunities. Options currently in place include direct mailing of videotapes to individual students; satellite delivery (one-way video/two-way audio) of courses with a state/nationwide network of down-link sites; compressed video delivery (two-way video/two-way audio) of courses to sites in Western Kentucky; KET statewide broadcasts of credit courses; UKTV cablecast on Channel 16, and Telecable of Lexington. Videotapes of television courses broadcast over KET and UKTV may also be viewed and reviewed at the Learning Center in Audio-Visual Services and through selected public libraries statewide.

## **Additional Learning Programs**

### **Experiential Education**

The Office for Experiential Education (OEE) fosters the learning process by encouraging, planning, and implementing experiential methods into the curriculum. The OEE also provides community involvement with higher education by structuring planned experiences for students in realistic work settings. Credit programs currently include internships and cooperative education learning. Internships/cooperative education are semester-long, academically supervised learning experiences based in work settings. Approximately 500 students enroll in these credit courses each year. Approximately 600 local agencies/businesses participate in internship/cooperative education options.

Each program within the Office of Experiential Education has a standard evaluation component. The internship/cooperative education program assessment begins with a learning plan designed by the student with faculty supervision and OEE approval. At this point, learning objectives are defined for the learning experience, and all participants in the process (employer, faculty and student) receive a copy of the Learning Contract. A mid-term conference is held to assess the progress of the student with his/her learning objectives. A written self-assessment form is part of this process. Also, an end-of-semester written evaluation form is required of both the student and the employer.

All evaluations are preprinted, standard forms which are distributed, collected, and tallied by OEE staff on a regular basis. All evaluation forms are reviewed by the Office for Experiential Education staff on a regular basis and changes are made as needed in program design or implementation. Some individual contacts with respondents occur if problems are serious or need immediate attention.

### **The Extension Library Service**

The Extension librarian is administratively responsible to the head of the public services department. The budget includes funds from the M. I. King Library and University Extension. The Extension librarian provides library support service for all aspects of extended-campus undergraduate, graduate, and professional program courses. This system includes teaching faculty, students, and University Extension personnel. Library support for teaching faculty includes assistance in research and planning for new courses and information sources during the semester the course is taught.

Services to students include: responding to book, journal, and reference requests; providing computer literature searching; and providing for library instruction and orientation. The extension librarian also prepares for the successful utilization of library/information resources to be used on-site by students enrolled in extended-campus satellite and compressed video-delivered courses.

Currently, the office of the Extension Library Service utilizes its own survey/evaluation card in an effort to assess student satisfaction with research materials and mailings containing requested information. All return evaluations are reviewed by the extension librarian in an ongoing effort to improve and upgrade this support service.

The Extension Library Service is a component in a number of other surveys of statistical measures being implemented either by University Extension or M.I. King Library. The Extended-Campus Graduate Programs incorporates a section in its survey to assess the access and delivery of library support services. The Extension Library Service participates in two ongoing survey/statistical measure activities. One is a Computer-Based Search Evaluation. This evaluation form is mailed with the requested bibliographic information. The other, a monthly statistical monitoring survey, is an effort to more accurately track usage and measure areas of activity. Information gathered from all of the above-mentioned areas is used to improve library service to those students seeking research support while participating in some form of distance education.

### **Independent Study**

The Independent Study Program provides opportunities for college and high school students to earn credit through correspondence study. The college program benefits a number of nontraditional students, including university and community college employees, students across the state, and active military personnel. More than 120 courses are offered, with 80 writers/instructors working. The high school program offers a 40-course curriculum, with instruction provided by high school faculty employed part-time.

Student evaluations are secured through the use of standard preprinted forms included with all course final examinations. The forms are collected by office personnel and responses entered on the computer for statistical evaluation. Evaluation forms are kept on file for one year for the staff and in the event that action needs to be taken. Serious problems are given immediate attention, while comments praising the instructor or the program are included in an annual report.

## **Media Education**

Media Education is charged with the responsibility of reviewing, coordinating, marketing, and promoting the use of television courses within the framework of existing colleges and departments. Special emphasis has been placed on credit television courses for nontraditional adult students. More than 2,100 students enroll in television courses on an annual basis. These courses are delivered to homes and include KET statewide broadcasts, and UKTV broadcasts on Channel 16, TeleCable of Lexington.

As a member of the Kentucky Telecommunications Consortium, the University offers credit for approximately five of the ten courses broadcast by KET each semester. Students enrolled in consortium-sponsored television courses are surveyed annually to secure information related to level of participation in television course offerings, viewing habits, and preferred broadcast times. This information is reviewed by institutional representatives as they plan course offerings for future semesters.

## **Evening-Weekend College**

This program coordinates and manages credit courses each semester for nontraditional adult students who cannot attend classes during the normal 8 a.m. to 5 p.m., Monday through Friday time period. The Associate Dean for Evening-Weekend College and Summer School and the Coordinator for the Evening-Weekend College work directly with academic deans and their departmental chairs of each college each semester to prepare a schedule of academic offerings.

In the fall of 1989, a fixed dollar amount was transferred from Evening Weekend College on a recurring basis to the University's colleges and the Graduate School. This transfer was made to financially support instruction for the Evening-Weekend College. The deans and departmental chairs have full authority concerning the classes they will offer and faculty assigned to teach in the Evening-Weekend College each semester. Given this fixed recurring budget transfer, no incentive exists for the colleges to increase evening offerings. In fact, the financial incentives encourage reduction of evening-weekend offerings. Add to this the fact that the colleges are under great financial pressures, and it is easy to understand that some have been forced to reallocate some evening-weekend instructional money to meet other needs. Overall, these forces have resulted in a significant absolute reduction in service provided each year. Prior to budgetary changes, the Evening-Weekend College grew at approximately seven percent per year.

The progressive cutbacks already experienced have resulted in diminished evening course and program availability to adult students and others requiring evening classes, diminished service to the community, diminished tuition and formula funding money to the University, diminished programming and financial flexibility for involved colleges and departments, and diminished opportunities for faculty to supplement their income through Evening-Weekend overload teaching. In addition, any incentive for programs not previously involved in evening-weekend teaching to become involved has been removed.

## **Summer School**

The coordinator of Summer School and the associate dean for Evening-Weekend College and Summer School work directly with the various academic deans and their faculty to make available the best possible schedule of courses for the four-week intersession and eight-week

summer session. The Summer School is responsible for coordinating and managing course offerings for financial management.

The mission of the Summer School is to offer a representative selection of courses that will allow continuing students the opportunity to accelerate their course work for graduation or to work toward a degree at a less-hurried pace. The Summer School program is required to be financially self-supporting and at the same time administer the fiscal resources in such a manner that each college has an opportunity for course offering growth.

### **Academic Support Services for Adults**

The purpose of Academic Support Services for Adults is to promote recruitment and retention of adult students by providing outreach, information/referral, support and advocacy for prospective and enrolled adult students. The following program goals support the mission of Academic Support Services for Adults:

- \* In support of recruitment, increase the visibility of the department's services for potential students by means of more aggressive contacts within the Lexington and central Kentucky area.
- \* In support of recruitment of women and minorities, begin the task of building contacts with community organizations and agencies.
- \* In support of retention, continue to strengthen advising.
- \* In support of retention, supplement existing noncredit refresher courses with additional ones as the needs of the student population dictate.

Planning is accomplished by the staff working as a committee using factual data supplied by program evaluations as well as information supplied by the advisor personal contacts with students and prospective students. Efforts are also made to incorporate demographic data regarding this population from publications and journals in order to project the needs of prospective adult students. The academic advisors are part of an advising network that provides information about the University's student population, which is also useful in planning.

Intake sheets are used to assess numbers of potential students using the department's services and will be further analyzed to determine percentages of women and minorities and to determine the origin of their referral. Periodic evaluations of advisors are accomplished by distributing forms to students following advising appointments and asking that they be returned by mail (using stamped, self-addressed envelope). This process is done twice a year for a month's duration each time. Written evaluations are completed by each noncredit class and workshop participant. The class/workshop content and instructor are evaluated. The evaluation gives the students an opportunity to express their need for additional noncredit refresher courses.

## Financing Credit CE

Since the last self study the University altered its policy for funding evening-weekend programs specifically. A flat sum of recurring dollars was returned to each college based on past involvement in evening-weekend course offerings. The intention was to integrate the funding and teaching of these courses within the academic colleges with University Extension continuing to serve as a support service. Prior to this change, recurring dollars from the program had been channeled through University Extension with evening-weekend instructors themselves receiving overload stipends for teaching in some cases. In other cases colleges or departments received supplemental funds for each evening weekend course taught that were used to enhance program and support for faculty activities. In either case a direct incentive existed for faculty to participate in evening-weekend teaching.

Unfortunately, the result of the policy shift has been an absolute reduction in evening-weekend course offerings. Inflation and the increasing cost of instruction (in some programs the cost per course for instructors has almost doubled since the new policy was implemented) as well as increasing financial pressure on the academic colleges have reduced what the original flat, one time recurring fund transfer will fund. The problem promises to become worse. Student responses to the Self-Study Survey suggest they want an increase, rather than decrease, in course offerings. The committee recommends the following.

**Recommendation 5-15: The University should reexamine the funding policy for evening-weekend programs and develop some new incentive system to encourage full-time faculty and academic colleges to offer evening-weekend courses.**

## Developing Extended-Campus Graduate Programs

One of the newest and perhaps most debated developments at the University of Kentucky is the ongoing expansion of graduate course and program offerings at extended campus sites typically using new communication technologies. While individual graduate course offerings remain within the discretion of specific academic programs, a new model has been developed to administer development of graduate programs to be offered as CE through extended campus. More will be said about coordination of access to new telecommunications technologies for program and individual course offerings in the next section, which discusses the use of those technologies for both noncredit and credit CE.

The newly created administrative structure for extended campus graduate program offerings includes the new position of Coordinator of Extended Campus Graduate Programs. This position has been filled. Among his/her other duties, the coordinator oversees site directors working at extended campus sites where selected graduate programs are offered. There are currently three such directors at sites in northern and western Kentucky. Site directors are graduate school employees serving many of the functions of a director of graduate studies for an on-campus program. They are specifically assigned duties related to assessment of program quality, accomplishments, and new program needs. Of course, within this structure, control of academic content of programs remains with the faculty of the particular program and normal graduate school committees.

Offices responsible for providing coordination, management, and support for aspects of extended-campus continuing education programs are working to enhance cooperative interaction

and avoid duplication. The office of Extended-Campus Programs within University Extension currently provides academic support services for graduate courses and programs and for undergraduate and professional programs at various locations around the state. (A list of services provided is in Exhibit 5-J). Extended-Campus Programs manages more than 20 down-link site coordinators at locations on a statewide and national basis which are receiving graduate courses/programs via compressed video and satellite. These locations include the two locations in Owensboro and Paducah which have site coordinators from the graduate school as well. (See Appendix 5-C).

The Graduate Dean must assume primary responsibility for the academic quality of extended-site graduate programs and their consistency with the institutional mission (and the greatest concern here is with off-site programs not the occasional off-site graduate course). Recognizing this matter and the high quality services currently available through Extended-Campus Programs, the Committee strongly felt that *at those sites where graduate programs are offered*, the position of the graduate site director and that of any current site coordinator working through Extended-Campus responsible for support services could be integrated (perhaps within an upgraded position). The person filling this position could represent the Graduate School in monitoring the program and providing needed academic services to graduate students while coordinating support services at the site generally. This integration of positions would avoid unnecessary duplication of effort.

Recognizing that discussions to accomplish this goal, and to establish reporting lines for site directors have been initiated, the Committee makes the following general recommendation.

**Recommendation 5-16:** The Graduate School and the office of Extended-Campus Programs should continue current efforts to coordinate staffing of off-site locations offering Graduate Degree programs to ensure proper monitoring of academic programs while avoiding any duplication of site coordinators' efforts in staffing.

### **Common Concerns of Credit and Noncredit CE**

Considerable overlap exists in the mission and needs of credit and noncredit CE despite clear differences. Rather than incorporating this redundancy in the report, the Committee simply points out that a number of the recommendations made in the previous discussion of noncredit CE are also responses to the needs of credit CE. Recommendations of particular importance to credit CE include those:

- \* defining the function and importance of the University Continuing Education Council;
- \* addressing problems in the area of compensation, evaluation, and reward of programs and personnel, especially as they affect merit, promotion, and tenure decisions;
- \* enhancing access, quality, and financial support for needed support services (e.g., parking and printing).

The importance of developing a new conference center available to CE programs (discussed later in this report) is also of great relevance to credit CE programs. Finally, it should be noted

that assessment of credit CE at the personnel and course level is subsumed with the normal curriculum/teaching assessment procedures of the University with all their attendant strengths and weaknesses. General efforts within this Self-Study to analyze and enhance that process for the academic units under whose auspices credit CE is typically done will benefit credit CE as well.

## **CONTINUING EDUCATION FOR THE 21st CENTURY**

### **Telecommunications Delivery Systems**

The University's Strategic Plan includes institutional outreach as one of its goals. In order to accomplish this goal, the University is developing systems to deliver both credit and noncredit programming, including:

- \* **Satellite:** one-way video/two-way audio delivery to community colleges, state universities, the KET Star Channels System, to corporate sites, and beyond.
- \* **Compressed Video:** two-way video/two-way audio to University equipped sites.
- \* **Noninteractive UKTV Cablecasting and KET Open Air Broadcasting** to homes.
- \* **Videotape:** delivery via UPS to homes.

The development of these technology-based delivery systems at the University of Kentucky coincides with the emergence of distance-learning delivery systems at institutions of higher education and corporate locations throughout the United States. Use of these delivery systems in cooperation with academic units and in conjunction with appropriate academic support services provides a very effective way to deliver quality instruction to adult students whose employment and/or family responsibilities limit their ability to pursue educational opportunities on campus.

Traditional outreach provided by instructors who travel to remote sites is complicated by the geography of the state and the distance from the Lexington campus to eastern and western Kentucky. Appropriate recommendations for the best technology to use to deliver graduate degree programs and courses vary by curriculum, site, and student population. The need for extended campus graduate programs in selected disciplines will continue to grow during this decade, and technology-based delivery systems offer the most efficient and cost-effective way to deliver programs throughout the state and beyond.

#### **Satellite: One Way Video/Two-Way Audio**

The University of Kentucky is in a unique position to expand graduate programs statewide in cooperation with its own community colleges, other state universities, KET, and corporations. KET is completing installation of more than 1,700 satellite receiving dishes at public schools, community colleges, state universities, vocational schools, public libraries, and public parks across Kentucky. Graduate programs offered using similar delivery systems in Virginia, South Carolina, and Indiana have resulted in corporations providing additional reception capability that

allows their employees to participate in graduate education in the workplace. The University of Kentucky has installed Ku/V-Band downlinks which are available to receive teleconferences broadcast from the 48 contiguous states.

Satellite transmissions, one-way video/two-way audio, will be used to reach receiving sites throughout the state of Kentucky and beyond. Currently, the University is offering graduate courses in mining engineering and family studies to students statewide and nationally. In-state and out-of-state toll-free lines are in place, allowing students enrolled in satellite delivered courses to contact any office on the Lexington campus from home or work.

### **Compressed Video: Two-Way Video/Two-Way Audio**

The University of Kentucky's compressed video classroom in Lexington has recently been electronically connected to similarly equipped classrooms at Owensboro and Paducah Community Colleges. A classroom at the Center for Rural Health Program Development at Hazard should be connected to a compressed video classroom at the Albert B. Chandler Medical Center by January 1992. Electronic switching systems will allow classes originating from any of these sites in Lexington, Owensboro, Paducah, and Hazard to be joined in the future. Compressed video uses a T-1 Data Channel (equivalent to 24-voice channels) leased from the telephone company. Technologically, this network allows simultaneous transmission and reception from many sites. In practice, the University currently expects to transmit to and receive from not more than five remote sites at any one time in order to maintain the high level of interactivity unique to this system.

In addition to two-way/video two-way audio instruction, electronic mail/conferencing, facsimile transmission, phone and data transmissions to the computing Center and M. I. King Library can occur on the compressed video lines on unused band width and during non-instructional time periods. Note that the technology is not available at this time. Currently, the University is offering graduate courses in engineering education to students at the compressed video sites. Toll-free lines are in place for student use from home or work to any office on the Lexington campus.

### **Non-Interactive UKTV Cablecasting and KET Open Air Broadcasting To Homes**

The University of Kentucky has a well-developed delivery system to the homes of students in Central Kentucky. Media Education, in cooperation with academic departments, Evening-Weekend College, Extended-Campus Programs, and the Office of Instructional Resources, coordinates the delivery of approximately twenty television courses in the fall and spring semesters and eight courses during the Eight-Week Summer Session. UKTV, Channel 16, and TeleCable of Lexington broadcast 105 hours per week to 63,000 homes in Lexington-Fayette Urban County.

The University of Kentucky is a member of the Kentucky Telecommunications Consortium, which is open to all accredited public and private institutions of higher education in Kentucky. KET broadcasts approximately ten television courses per semester into homes throughout Kentucky. Students enrolled in University courses using KET and UKTV broadcasts meet six to eight times each semester in addition to watching televised instruction and completing course assignments. The instructor is assigned by the sponsoring academic department. More than 2,100 students enroll in these television courses each academic year.

## **Videotape: Delivery Via UPS to Homes**

The University of Kentucky College of Pharmacy offers an advanced, professional degree program to Kentucky pharmacists who hold the Bachelor of Science in Pharmacy. All required coursework for this program can be completed in a nontraditional, flexible format using direct delivery of videotaped instruction to students' homes without interruption of normal employment schedule and without the need to relocate. Additionally, clinical clerkship sites are being established across the state to allow students to complete the program without travel to Lexington.

## **Delivering the Future**

If properly funded and nurtured, distance-learning efforts at the University will place greater and greater demands on the University's ability to provide state-of-the-art telecommunications technology of the type described above. While the terrain is new, the problem of allocating a finite resource base to a rapidly growing constituency is not. Knowing that considerable discussion of this problem is already occurring at various levels, the Committee makes the following recommendation.

**Recommendation 5-17:** The University should establish a coordinating body including representatives of the Vice President for Information Systems, Dean of the Graduate School, University Extension, and Chancellors of the Lexington Campus and Medical Center to develop strategic plans for enhancing and coordinating use of telecommunications technology to extend needed University programs throughout the state and the nation.

## **A Facility for the Future: Developing a Conference Center**

A university-wide conference center for continuing education activities has been suggested as one vehicle to move CE into the 21st century. This suggestion generated much comment from committee members. The idea of a conference center has been under discussion since the last University self-study, which recommended that the University establish a conference center. More recently, MPC Associates has worked with CE directors to determine the feasibility of establishing a conference center as part of the Coldstream Farm development of the University (see Appendix M for highlights of results of the consultant's survey on needed conference features).

All committee inquiries suggest there is universal support for a state-of-the-art conference facility available for CE program use. However, the Committee and others familiar with the MPC consultants ideas for the Center and current University planning activity feel *strongly* that current CE programs directors must be immediately involved in all planning activities at the very least. Greater involvement by on campus users of the facility will ensure that it is financially feasible for programs to use and the space and technological support are adequate. Without this input, the University runs the risk of creating a facility that is too expensive to use and less than desirable in its design and facilities.

While recognizing that Coldstream Farm is the probable location for such a center, the Committee still believes the Center should be physically associated with the campus. Such placement will enhance alumni and participant involvement in University activities and identification with the University of Kentucky.

The major problem with an "on-campus" conference facility would be the lack of ample parking space for users of the facility. This is such a critical issue that the Committee suggests the best location would be off Alumni Drive behind and to the east of the football stadium on the small hill(s) overlooking the campus. This location has sufficient space for the facility, ample parking, and reasonable access to needed technology via the campus and the Kentucky Educational Television facility. Whatever the decision regarding location, it is critical that this decision and all others from this point be made with full participation from campus CE providers.

**Recommendation 5-18:** The University should establish a state-of-the-art CE Conference Center with technical facilities not otherwise available.

**Recommendation 5-19:** The University must centrally involve the new Continuing Education Council in developing plans for any continuing education center to ensure that the Center is financially feasible for programs to use and offers adequate space and support facilities.

**Recommendation 5-20:** The University should place this facility on land near campus.

## **SUMMARY AND CONCLUSIONS**

Continuing education efforts at the University of Kentucky have been recognized in numerous ways for the quality and scope of their offerings and audience. Programs offered through University Extension, the College of Agriculture, and the Medical Center among others serve hundreds of thousands of citizens beyond the traditional confines of the University community. Program offerings serve local, state, national, and international audiences. This is all in addition to the academic credit courses at the undergraduate and graduate levels offered in Lexington and throughout the state. The University Extension Independent Study Program is the ninth-largest correspondence program in the nation. The University's continuing education programs maintain partnerships with approximately one thousand business, professional, and community groups throughout Kentucky. These partnerships are part of what makes continuing education an important part of the University's effort to enhance economic development in the state. Programs are being provided through use of compressed video, satellite, and a variety of other delivery modes.

## **FOOTNOTES**

1. Julie Nickon, "As Enrollment in Continuing Education Booms, Some Fear Programs Will Be Used as Cash Cows," *Chronicle of Higher Education*, May 15, 1991, p. A1.

2. David A. Longanecker, "A Trust Fund, Financed by Workers and Employers, Should Be Set Up to Finance Continuing Education," *Chronicle of Higher Education*, May 15, 1991, p. B1.