


Extended
EDUCATION
at evergreen

2005–2006

Annual Report

Extended Education
At
The Evergreen State College
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Introduction

The faculty at The Evergreen State College, after considerable deliberation, decided to establish Extended Education at Evergreen. Extended Education was given a three-year period to prove its financial viability. The faculty approved a \$600,000 investment in Extended Education for the three-year period beginning July 1, 2005.

In this, the first of the three years, Extended Education at Evergreen has established a firm foundation and is well positioned to meet the goal of profitability in three years. This first year's experience has also allowed us to determine that the degree of profitability for Extended Education is directly related to the ability of Extended Education to offer credit-bearing courses.

Our first year of operation has also provided excellent indicators of our ability to meet Extended Education's auxiliary goals of meeting the personal and professional learning needs of our surrounding community and of enhancing Evergreen's reputation in our local environment.

Accomplishments

Infrastructure

Prior to Extended Education becoming "official," the Extended Education DTF, Dean Bill Bruner and Amy Betz had spent time and effort in thinking through the procedures that would be necessary to support an ongoing Extended Education program at Evergreen. They also launched some experimental workshops and blended course offerings in 2004-05 that helped to test these procedures. Their work proved beneficial in establishing an operating framework.

The rest of the infrastructure was established in the first quarter of Extended Education's formal existence, the summer of 2005. This included identifying space and creating offices for Extended Education, an extensive hiring procedure for an Assistant to the Dean of Extended Education and establishing an ad hoc Extended Education Advisory Committee

Since Extended Education was basically a start up operation, considerable time was also spent on determining immediate start up needs to include the big picture and the specific details. The big picture requirements included such items as identifying critical relationships and determining immediate market and partnership opportunities. The specific details included accounting, developing contract boilerplate, working through enrollment, payment and reporting requirements, establishing policy, developing data bases for student tracking and payment and procedures for obtaining classroom space, among many others.

The work on establishing a basic infrastructure made it clear that considerably more effort would be needed in this area. However, given the three-year time frame established for proving the viability of Extended Education, a conscious decision was made to move ahead and to work through additional issues as the need surfaced.

The goals for the first quarter of extended education were met and we were ready to market our first offerings in Fall Quarter 2005 and had a plan developed for a formal launch of Extended Education in Winter Quarter 2006.

Visibility

The first and most immediate challenge was to get Extended Education “on the map” in the South Puget Sound region. Evergreen was entering an almost saturated market with major competition. In addition to obtaining visibility, it was also vital that Extended Education at Evergreen establish its own niche in the very competitive environment of extended and continuing education.

Obtaining visibility was effectively accomplished in three ways. The first was to develop a core set of workshops and courses in an effort to meet some of the personal and professional learning needs in our community. Visibility for Extended Education at Evergreen was achieved through selective distribution (20,000 copies) of an attractive, high quality catalog of offerings supported by a broader distribution of postcards (70,000) designed to attract potential students to our web site. The second aspect of our strategy involved meeting with key individuals in the public and private sector to let them know that Extended Education at Evergreen was available to meet the learning needs of our community and to provide custom training for their employees. The third method for achieving visibility involved advertising in the area’s radio stations and print media.

Given the three methods used, we found that our catalogs and postcards were the most effective means of attracting students. When students were asked how they heard of us, the majority replied that they had received our

catalogs or that someone had shared their catalog with them. The use of postcards to supplement our catalog distribution resulted in an impressive increase in the number of “hits” on our website.

One-on-one meetings with employers was the most effective method for contracting custom training. Meetings and communication with community leaders also broadened our visibility and served to enhance Evergreen’s overall reputation in our area. These approaches resulted in some immediate partnerships for Extended Education and will serve as the threshold for additional community partnerships in the future.

Course Offerings and Instructors

The goal for course offerings in the first year was to provide as many top quality courses and workshops as possible. Our decisions about what to offer were guided by a general knowledge of the market and by the willingness to take a risk on what offerings would attract enrollment. Our enrollment and class cancellation data for the year have provided important market information that will serve to inform overall curriculum development in the future.

Extended Education course offerings consisted primarily of not-for-credit short courses, workshops and on-line training. Our credit-bearing offerings consisted of four, two-credit courses offered in partnership with the Master in Public Administration Program, three, three-credit courses offered in partnership with the Master in Teaching Program and two-credit courses in Chinese and Hebrew. Our guideline for decisions on credit-bearing offerings was to supplement the curriculum in areas of demand absent full time equivalent (FTE) lines to fill the demand. All credit-bearing courses offered through Extended Education also had a non-credit option for Extended Education participants, provided they met the prerequisites for the course.

This model of blended courses (courses available with credit or non-credit options) was used in partnership with Evening and Weekend Studies to provide a travel abroad opportunity for community members. The blended course model was also utilized during Summer Quarter 2006 in cooperation with thirty-two summer school faculty members who opened their courses to Extended Education participants. Although not all of these courses attracted Extended Education participants, those that did provided an excellent experience for both students and faculty.

The feedback that we received from the students and faculty of our blended courses was excellent. Students appreciated the diversity of interests, ages and expertise that served to broaden the overall perspective of the course. The faculty were singularly impressed with the high level of motivation, participation and the work of Extended Education participants in their courses.

Table I: Extended Education Course Offerings, 2005-06

	Summer 2005	Fall 2005	Winter 2006	Spring 2006	Total
Credit Courses	6	2	3	5	16
Not-For-Credit Courses					
Evergreen Campus			20	40	60
On Line Courses			250	250	500
Custom Training			1	1	2
Total	6	2	274	296	578

Instructors for Extended Education offerings, including blended courses and custom training, were recruited from existing full time, visiting, part time and adjunct faculty whenever possible. Instructors for most of our workshops were selected from well-respected individuals in various fields of expertise. Faculty for blended courses offered with the Master in Public Administration Program, Master in Teaching Program and Evening and Weekend Studies were selected by those partners.

All of Extended Education's instructors were committed to providing a quality educational experience for their students and were equally committed to the success of Extended Education. We want to take this opportunity to thank all of the faculty and instructors who taught for us in this past year for their excellent work and for sharing the risk of entering a new market with us.

Students in Extended Education Courses and Workshops

Students in our Extended Education courses and workshops generally came to us from the Olympia, Lacey, Tumwater, Shelton and Centralia areas. With the rare exception all of our students came from Thurston, Pierce, Lewis, and Mason counties. Our enrollment largely reflected the distribution of our catalog but word-of-mouth served to draw participants from beyond our distribution area.

Our enrollment, although limited in numbers, provides a strong indicator of Extended Education's ability to meet its ancillary goals of enhancing Evergreen's reputation in our immediate community through providing for the personal and professional learning needs of our area and introducing new people to Evergreen.

Comments from community members following the distribution of our first catalog can be summarized by the statement of one of our participants, "I'm so glad Evergreen is finally doing this." Other comments reflected this sentiment.

Extended Education offerings attracted 226 persons new to Evergreen. (Only those persons without an “A” number were included in this count. Anecdotal data suggests that this number may be much higher due to the practice of issuing preliminary “A” numbers to all who request information through enrollment services.)

It is important to note that 48% of our total enrollment came from persons new to Evergreen. Research on continuing and extended education programs throughout the United States consistently finds that there is a significant rate of conversion from extended education participants to matriculated students.

Table II: Extended Education Enrollment, 2005-06

	Summer 2005	Fall 2005	Winter 2006	Spring 2006	Total
Credit Courses					
For Credit Students	46	45	26	26	143
EE Participants	6	2	5	2	15
Not-For-Credit Courses					
Evergreen Campus			162	148	310
On Line Courses			25	40	65
Custom Training			28	33	61
Total	52	47	246	249	594

Extended Education students were very impressed with the quality of our courses, workshops and instructors. Their evaluations of our offerings consistently noted that they felt they received excellent value for their money. The quality of our offerings is reflected in a sample of their evaluative comments:

“We had a broad range of knowledge in one class and the professor did a masterful job of accommodating all of us and letting us learn at our level.”

“Clear presentation, very knowledgeable instructor.”

“Very good class—friendly atmosphere—excellent instructors and help.”

“Great class—just what I needed to improve my digital photography skills.”

“Great course! Would love to attend others with this teacher.”

“Very fun, practical class—thanks for offering it.”

“Thanks for the motivation and sharing your expertise.”

“Happy with the course. It was what I was hoping it would be.”

“The instructor did a great job. Knows her stuff. I was impressed.”

Partnerships

Master in Public Administration Program

Extended Education's first offerings in Fall Quarter 2005 were the result of a partnership with the Master in Public Administration Program (MPA). Extended Education and MPA partnered on symposia and related two-credit classes for MPA students and Extended Education participants. This initial partnership also included symposia and two-credit classes for Winter and Spring Quarters in 2006.

This partnership proved viable for both Extended Education and MPA. Extended Education gained initial visibility in the community as a distinct entity and generated its first revenue. MPA was able to expand the number of electives available to their students and generate greater visibility for their program in the community.

Master in Teaching Program and Evergreen Center for Educational Improvement

Extended Education built on a relationship established with the Masters in Teaching Program (MIT) during Extended Education's experimental phase. The partnership with MIT provided for the Professional Certification offerings and resulted in revenue and expanded visibility for both MIT and Extended Education.

This partnership, expanded to include the Evergreen Center for Educational Improvement, also provided the foundation for discussions and plans for meeting more of the educational and professional development needs of teachers in our area. Immediate needs identified include a Master in Education Program, endorsement programs, transcribed credit and clock hour offerings to help meet teachers' professional development requirements and interests.

The support of the faculty and staff at MIT also provided an entry for Extended Education discussions with Educational Service District and Superintendent of Public Instruction staff. These initial discussions have paved the way for exploring joint offerings in the future.

Athletics & Recreation Center

Leisure Education was a community education program offered under the auspices of the Athletics and Recreation Center. Shortly after the distribution of Extended Education's first catalog, it became evident that there was some confusion in the community as to the distinction between Leisure Education and Extended Education. Meetings with the Vice President for Student Affairs, the Athletic Director and relevant staff led to an agreement that Extended Education would offer courses previously offered by Leisure Education that did not involve fitness and recreation. It was further agreed that Extended Education would offer promotional opportunities for fitness and recreation programs and that the Athletic and Recreation Center would assist with scheduling Extended Education offerings in the Campus Recreation Center.

Thurston County Economic Development Council

Extended Education was able to partner with the Thurston County Economic Development Council (EDC) to provide offerings of interest to the business community. The immediate outcome of this partnership was to expand the number of offerings that each partner was able to provide to our business community. Extended Education included all of the EDC's small business course offerings in its Winter Catalog 2006 and EDC included all of Extended Education's offerings in its brochure advertising their services and offerings. This served to expand the exposure for both partners. In subsequent quarters we have been able to draw from EDC staff and instructors to support our small business offerings.

Additional benefits from this partnership will include the sharing of EDC survey data on the employee training needs of Thurston County's private sector employers and assistance in training grant procurement.

Washington State Department of Personnel

Extended Education formed a partnership with the Washington State Department of Personnel to offer custom training for Washington State employees. The first two custom training modules were developed and offered for the first time in 2006. The modules consisted of an intensive, five-day Human Resource Fundamentals training course and an intensive Mid-Management Leadership Academy offered over a two month period. The Mid-Management Leadership Academy had three full days of training each month and development and presentation of capstone projects by the participants.

This partnership was beneficial to both partners in a number of ways. For the Department of Personal the benefit was affordable, high quality instruction using the Evergreen model and expertise in the content areas. For Extended

Education the benefit was increased visibility for Evergreen quality instruction among State employees, revenue, and a contract to provide the offerings over a two-year period.

The feedback from both of these programs was excellent and significant in creating opportunities to provide additional custom training for the State of Washington.

Continuing Education Units and Certificate Programs

After considerable research Extended Education has begun efforts to obtain authorization as an accredited continuing education unit provider. This is a difficult task because each profession has different standards, requirements and authorization for courses qualifying for licensure and/or license renewal. A decision was made to pursue specific professional accreditation as course offerings were developed rather than incur the expense and time consuming process of obtaining accreditation from a national source.

Thanks to the efforts of Sarah Williams, faculty member and the support of Ann Monaghan, RN, Oncology Certified Nurse, Extended Education was able to develop its first offering for Continuing Medical Education units and Continuing Education Approval and Recognition Program. Extended Education also completed preliminary work necessary to obtain authorization from the Thurston County Bar Association to offer continuing legal education courses next year. Extended Education was also approved to offer continuing education units for the National Association of Social Workers, Washington Chapter.

Thanks to the support of Magda Costantino, Director of the Evergreen Center for Educational Improvement, Extended Education was able to develop offerings that would meet clock hour requirements for teachers. Our partnership with MIT also permitted the offering of transcribed credit courses that would qualify for professional development and/or certification and endorsement for teachers.

Certificate programs provide considerable potential for increasing revenue and Extended Education has developed the curriculum for two certificate programs. It is hoped that these two programs, Human Resources Management and Tribal Enterprises Management, can be launched in the coming year.

Marketing

All of Extended Education's marketing efforts in the first year had perforce to rely on the Dean's "academic" knowledge of marketing. While this was not

optimum in terms of market research and developing an integrated strategic marketing plan, Extended Education's advertising was limited by what we could afford. Given these limitations and a fairly limited knowledge of our market and competitive environment, we proceeded with an initial plan to make the most of what we could afford.

Our plan involved making a statement in the market rather than inundating the market. To this end, we developed a concept for an attractive, high quality catalog of offerings that was sufficiently distinct from other Evergreen publications to inform the community that there was in fact "something new" at Evergreen. We owe a debt of gratitude to College Relations and especially to the Publications and Graphics staff for their support and diligence in helping us produce our first catalog under extremely tight time constraints.

The cost of our catalog forced a limited distribution (20,000 copies) to a very targeted market. The target market for our catalog distribution was identified through the use of socioeconomic data for carrier routes in Thurston, Pierce, Lewis and Mason counties. This was the only data available to us at no cost.

In Winter Quarter 2006 we supplemented our direct mail distribution with print and radio advertisements for select Thurston and Pierce County markets. Our inquiries of students enrolling in Extended Education offerings indicated that our print and media advertisements may have created visibility but were not instrumental in bringing students to our doorstep.

Based on this information, in Spring Quarter 2006 we decided to drop print and radio advertising in favor of supplementing our catalog with a postcard mailing (70,000) with the expectation of drawing students to our web site. The postcard campaign resulted in an enormous increase in "hits" on our website — a gain for acquaintance and visibility. However, the postcard campaign did not immediately translate into enrollments. Students still noted the catalog as their primary source for learning about our offerings.

This information has led to plans to increase catalog distribution as soon as it's financially feasible to do so.

Conversations to obtain assistance with market survey research began in September of 2005. These conversations led to a commitment from the Provost, Don Bantz, to support Extended Education through Institutional Research and funding for a market survey. The Request for Proposal process was very extensive but ultimately led to a contract with PPR, a highly reputed and very experienced survey research firm in Seattle.

The preliminary results of the survey showed considerable promise for informing our curriculum development and marketing efforts. The final report on their findings should be available to us in September 2006.

Finances

Prior to commencing our report on finances it is important to note our sincere thanks and acknowledge the support that we received from Collin Orr and Donna Zaugg. Donna's ability to translate budget information from Banner to a financial statement was critical to this presentation and her monthly financial statements will considerably facilitate financial planning for Extended Education.

On July 1, 2006, Extended Education had \$211,504 in its account. Two hundred thousand dollars of this amount was drawn from the \$600,000 investment voted on by the faculty and taken from Summer School Revenue. Eleven thousand five hundred four dollars was carry-forward from Extended Education's experimental phase. The \$11,504 in carry-forward was offset by \$11,836 of incurred liabilities from the experimental phase.

Thus Extended Education began its first year with \$199,668.22. Extended Education ended its first fiscal year (June 30, 2006) with a carry forward balance of \$72,165.

**Table III: Extended Education Income Statement for the Period Ending
June 30, 2006**

REVENUE:

Registration Fee For-Credit Courses	\$34,914.40
Custom Training	31,120.00
Other Revenue (Fees for Not-for-Credit Courses)	32,367.50
TOTAL REVENUE	98,401.90

OPERATING EXPENSES:

SALARIES & BENEFITS

Administration Salaries & Benefits	100,778.96
Administration Other	2,248.47
<u>Instruction:</u>	
Faculty Salaries & Benefits	35,954.35
Instructors	14,382.00
TOTAL SALARIES & BENEFITS	153,363.78

OTHER OPERATING EXPENSES:

Marketing	71,307.94
Conference Registration Fees	1,275.00
Dues & Membership Fees	1,700.00
Instructional Support	6,163.54
Staff Development & Training	260.00
Travel	3,102.50
Equipment	567.96
TOTAL OTHER OPERATING EXPENSES	84,376.94
TOTAL ALL OPERATING EXPENSES	237,740.72

NET OPERATING LOSS **(139,338.82)***

OTHER REVENUE:

Transfer From Summer School	211,504.00**
TOTAL OTHER REVENUE	211,504.00

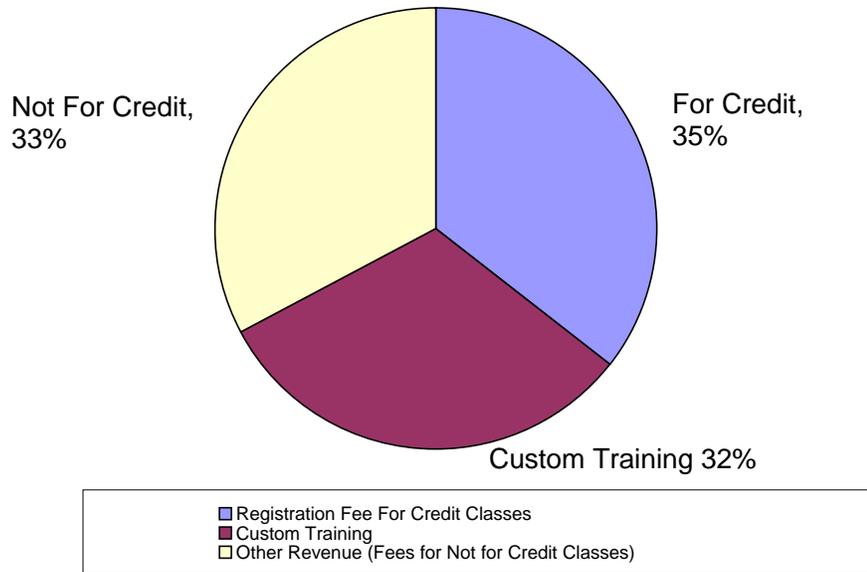
NET PROFIT (LOSS)	72,165.18
LESS: COMMITMENTS	0.00
AVAILABLE BALANCE	72,165.18

*Includes carry forward liability from 2004-05 - (\$11,835.78)

**Includes carry forward revenue from 2004-05 - \$11,504.00

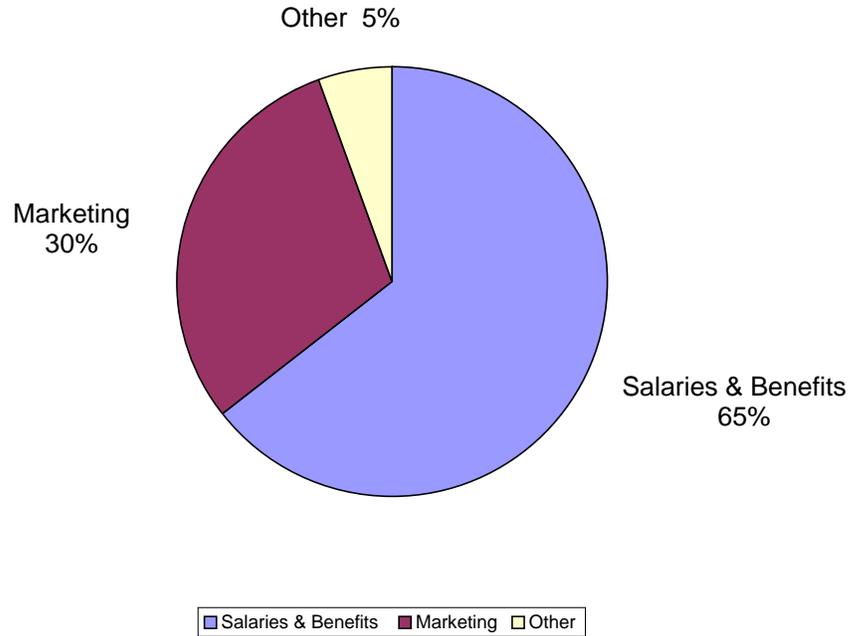
Our total earned revenue for 2005-06 was \$98,402. This revenue was from our three sources of revenue: for-credit courses, custom training and fees for not-for-credit courses.

Chart I: Revenue Sources for Extended Education



Our total operating expenses for 2005-06 were \$237,741. The major sources of expenditures were administrative salaries and benefits followed by marketing and instructional salaries and benefits. As with many other endeavors, our budget was driven by set schedules for salaries and benefits and offered little room for economizing

Chart II: Operating Expenses for Extended Education



Challenges & Issues

As with many start ups, a major challenge is dealing with growth. As currently staffed, (1.5 FTE) significant growth may put us in a position of being unable to meet demand and provide quality service. We certainly have the option of increasing staff to coincide with or in anticipation of growth but we currently have no physical space in which to house additional staff. We are currently exploring other avenues such as on-line registration and payment in efforts to refocus existing staff time. In the interim, we are grateful for the support that we receive from our colleagues and work study students in the deans' area.

An additional impact of limited staffing is that the majority of time is spent in sustaining the status quo. This creates severe limitations on the time available to pursue additional opportunities for growth.

The two major issues that we face in the coming year are to create an operating definition for the faculty's wish to limit the number of Extended Education credits that can be applied to an Evergreen degree and to deal with the concerns that have surfaced among some of the faculty about our contracted on-line training offerings. It is our intent to work very closely with the formal Extended Education Advisory Committee that will be appointed this fall on these issues.

Goals for 2006-07

Our goals for the coming year are to institutionalize our current operation, expand our visibility in the community and increase revenue. We will achieve these goals through meeting the following objectives:

- Establish seamless (less staff-intensive) registration and payment procedures.
- Review and formally evaluate current pool of instructors.
- Recruit additional instructors as necessary for curriculum expansion.
- Recruit and train a pool of top quality trainers for our custom training programs.
- Develop an integrated, strategic marketing plan.
- Develop a market-driven curriculum.
- Increase enrollment in Extended Education offerings.
- Expand custom training through additional partnerships with governmental agencies and private employers.
- Launch at least one certificate program.
- Expand number of offerings that meet requirements for continuing education units.
- Double our revenue.
- Reduce expense to revenue ratio

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