

UW-Platteville/UW-Extension Office of Continuing Education DRAFT Mission, Goals/Objectives, Values and Assessment Plan

UW-Platteville Continuing Education “Your Partner in Lifelong Learning”

Mission – The Office of Continuing Education (OCE) connects campus and community learners of all ages in Southwest Wisconsin and the Tri-State Region, through lifelong learning experiences. OCE’s classes, programs and events respond to learners’ requests and needs, and provide a supportive, convenient, and positive environment that fosters shared learning.

OCE operations and interactions with internal and external constituencies are guided by the following values: customer service; capacity building; community engagement; partnerships and collaborations; high quality performance; communication; planning; problem solving; and team work.

Expected Outcomes

The Office of Continuing Education will:

- I. Respond to learners’ requests and needs
 - A. Provide evening and weekend credit courses for teacher recertification
 - B. Provide workshops and conferences for office professionals, early childhood practitioners, educators, business/economic development workers, arts entrepreneurs
 - C. Provide community education classes and training for employers, employees, community members, women, artists – in one- to three-evening/Saturday morning program format
 - D. Provide children’s programs and summer camps
 - E. Provide health and fitness programs for people of all ages, with special focus on +55
 - F. Provide cultural events for people of all ages
 - G. Work with instructors on using positive and supportive learning activities and approaches that will encourage learners (adults and children) to continue learning across their lifespan
 - H. Use on- and off-campus meeting space and facilities that are inviting, comfortable and conducive to shared learning

- II. To build individual capacity by engaging learners in finding solutions to problems
 - A. Emphasize the capacity of individual learners to shape their lives through learning
 - B. Develop relationships with individual learners and groups of learners, to identify shared problems and solutions, particularly educational solutions, that have worked in the past and that might be replicated
 - C. Participate in problem-solving conversations with groups, and encourage bringing in other resources and sources of knowledge, along with the university’s resources, to be applied to problems
 - D. Bring in resource partners whenever possible, to demonstrate collaborative approaches to planning, programming, and problem-solving

- III. To serve as a resource for people who wish to access campus resources
 - A. Provide a free event open to the public once each year
 - B. Provide links to relevant campus resources (ie. SWSBDC) through our web site
 - C. Provide toll-free phone number and web site address on promotional, course materials
 - D. Represent the campus, as well as OCE, at conferences, community events, job fairs

Assessment Tools:

- 1) Summative evaluations at the end of classes and programs
- 2) Formative evaluations during classes and programs, to address issues and connect content to participants
- 3) Annual Critical Analysis and Financial Analysis Reports to UW-Platteville and UW-Extension reviewing performance of OCE in carrying out the statewide strategic directions.
- 4) Assessment of the impacts of OCE classes and programs, following UW-Extension Program Impacts Model.

UW-Platteville/UW-Extension Office of Continuing Education Assessment Plan

Goals/Objectives	Assessment Instruments			
	Summative evaluations	Formative evaluations	Critical analysis	Impact assessment
Respond to learners' requests and needs	<ul style="list-style-type: none"> • Gather feedback from students after programs • 	<ul style="list-style-type: none"> • Gather input from students during programs, and in-between programs • Work with program Advisory Committees • Work with partners serving similar or related constituent groups 	<ul style="list-style-type: none"> • Analyze data on enrollments, revenue, and expenses to assess relative participation in programs and fiscal stability 	<ul style="list-style-type: none"> • Follow up with students after they have an opportunity to apply learning, to determine the results that were most valued by them – and what impact those results had on individuals, organization, community
Build capacity to find solutions to problems	<ul style="list-style-type: none"> • Gather feedback from students after programs • 	<ul style="list-style-type: none"> • Develop Focus Groups to work on finding solutions to specific problems • Initiate and/or engage in collaborations, partnerships and working relationships with individuals and/or groups addressing local and regional problems 	<ul style="list-style-type: none"> • Analyze number and types of collaborations, partnerships, and working relationships in place to address local and regional problems • Analyze successes, challenges and areas of improvement in the collaborations, partnerships and working relationships 	<ul style="list-style-type: none"> • Follow up with students after they have an opportunity to apply learning, to determine the results that were most valued by them – and what impact those results had on individuals, organization, community
Serve as access point for campus resources	<ul style="list-style-type: none"> • Gather feedback from people contacting OCE for information, after they have been directed to campus resources 	<ul style="list-style-type: none"> • Gather input from people having contact with OCE before and after participating in OCE programs, and from people having contact with OCE who don't participate in OCE programs on how assistance might be improved • Gather input from other campus offices to whom OCE directs people looking for their resources, on how assistance might be improved 	<ul style="list-style-type: none"> • Collect data on the number and types of contacts OCE has with people from outside of campus, looking for resources • Analyze the types, locations, and availability of resources accessed by people contacting OCE • Analyze the type of assistance OCE provided in helping people access campus resources 	<ul style="list-style-type: none"> •

PROGRAM IMPACT REPORTS INCLUDE:

Title: A short title for the program that communicates the value and substance of the program.

Impact Summary: About 75 words or fewer that summarizes the value of the program to Wisconsin residents. Think of this as the quick review you would give important stakeholders if you only had 30 seconds to tell them the value of your programs.

Situation: Short paragraph that describes the reason why this program was initiated. What problem or need is the program addressing? Why should we care? What is the public's, business' or learner's interest? Be specific and concise.

Response: Describe Extension's response to the situation or need. Include at least 3 paragraphs that tell a story of the program's impact using numeric and narrative data describing inputs-outputs-outcomes as separate paragraphs:

Inputs:

This can be brief. What resources did Extension contribute to this initiative? e.g., staff, money, expertise, equipment. Include partner contributions and non-Extension contributions. If you have partners or grants that are integral to your program, include them here.

Outputs:

What did Extension (and partners) do? What did the program consist of? (workshops, # instructional hours, # of sessions/activities, educational events) How would you describe what the program looks like to a potential participant? Who did the program reach? (numbers and key characteristics of participants)

Outcomes-Impacts:

Describe the results valued by the clients. Who benefited and how? You've already said there was a need and that you responded by teaching or coordinating an event for # people. Now tell so *what* happened to those participants, the business, or community as a result of your efforts. Include statistics and narrative data that provide evidence of benefits or changes made as a result of the program

Success story: Specific example(s), highlights, experiences, stories, testimonials, quotes that express in a compelling and instructive way the value of the program. These "success stories" may be broad or narrow in scope: impact on community or on one individual. They may be written as third person reports or first-person accounts. To protect the privacy of the person, don't use their name but describe them in some way that gives credibility to the data. For example, a parent, former participants, a school administrator, an employer, etc.

Contact: Name, phone number and email address of person submitting the program impact report.

Submitted: date you are submitting the report