NECHE

**NON-CREDIT PROGRAMMING
QUALITY FRAMEWORK
CASE STUDY**

**CENTRAL CONNECTICUT
STATE UNIVERSITY**

**NEW BRITAIN, CONNECTICUT
NOVEMBER 1, 2023**

SECTION I: Institution Overview

Founded in 1849 as the New Britain Normal School, Central Connecticut State University (CCSU, Central) is the state's oldest publicly supported institution of higher education. After becoming the Teachers College of Connecticut in 1933 and Central Connecticut State College in 1959, the current name and charter were adopted in 1983. The University welcomed its 13th president, Dr. Zulma R. Toro, in January of 2017. She is Central's first female and first Hispanic chief executive.

Central is the largest university in the Connecticut State Colleges and Universities system (CSCU), which consists of four regional comprehensive universities, the online Charter Oak State College, and Connecticut State Community College. As of Fall 2023, Central enrolled 9,712 credit-seeking students in 146 degree and certificate programs at the undergraduate and graduate levels. Central also serves students who are seeking non-credit education via the Office of Continuing Education (OCE). OCE offers three types of courses: (1) Professional Education, (2) Summer Youth Programs, and (3) Life, Leisure, and Community. Professional Education courses, which are the focus of this report, are workforce development training programs designed to help professionals advance in their careers. In fiscal year (FY) 2023, Central served an additional 628 students through OCE's non-credit Professional Education courses. Organizationally, OCE is part of the Division of Academic Affairs and is almost entirely self-funded.

Central's mission, and that of OCE, align with the goals of the CSCU System to provide affordable, innovative, and rigorous academic programs for students to allow them to achieve their personal and career goals; supply pathways for social and economic mobility for all Connecticut residents; and contribute to the overall economic growth of Connecticut.

Standard 1: Mission and Purposes

Description. Central's mission statement, adopted in 2010, affirms the University's commitment to prepare students to be well-informed, civic-minded citizens and professionals contributing to the needs of an increasingly diverse society.

> Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

In addition, the University's *Strategic Plan 2030 – Changing Lives, Building Communities: Central to Connecticut* (SP2030) promises "to develop lifelong learners who become industry leaders and pillars of their community." Central's aspirational and inclusive Vision, formally approved by the Board of Regents for Higher Education (BOR) in 2020, is broad enough to encompass non-credit courses and credential programs:

> A modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve.

In support of Central's mission, OCE offers learning opportunities to people of all ages using the expertise of its instructors, business partners, and alumni. It fulfills this mission by offering a robust array of non-credit courses for youth, working professionals, and lifelong learners. OCE engages Central's faculty in the creation of programs, that complement and/or scaffold into the

University's for-credit certificate and degree programs. For the purposes of this case study, this report focuses only on OCE's Professional Education courses.

Appraisal. The University's mission, vision, and purpose statements reflect a commitment to lifelong learning but do not explicitly mention non-credit workforce development, although it is represented in the SP2030. Central's 2018 Self-Study reported to the Commission that "the University offers broad access to bachelors, masters and doctoral level programs through on-campus, hybrid and on-line courses, as well as opportunities for continuing education and lifelong learning" (p. 38). The University is adapting to the changing needs of students and employers, and responding to the rising costs of higher education, by placing greater emphasis on innovative programs and understanding how non-credit programs can be transformed into stackable credentials.

Standard 2: Planning and Evaluation

Description. At the forefront of planning and resource allocation is Central's SP2030. Budget and project requests are prioritized based on alignment with SP2030 and other University initiatives. The annual planning and budget process is well documented and publicized, with significant input generated from the campus community as a whole. The formal, shared-governance process includes the University President, most members of the Executive Committee (officers reporting directly to the President), the Integrated Planning Council (IPC), and the University Planning and Budget Committee (UPBC). OCE, as part of the Division of Academic Affairs, is represented on both the IPC and UPBC by the Provost & Vice President for Academic Affairs.

SP2030 provides ample opportunities for all departments to participate in activities directly tied to achieving one or more of the plan's five goals. It specifically identifies strategies and activities where OCE plays a key role. For example:

- Goal 1 (Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy) 1.E.4: Work with local corporations and organizations to develop academic and continuing education programs that meet the needs of employers.

- Goal 5 (Assuring Sustainability for the Future) 1.B: Leverage Continuing Education resources and expertise to increase credentialed programs offered by faculty as well as non-credit offerings in support of lifelong learning. Activity 2: Build stronger relationships between faculty and Continuing Education staff to develop off-campus credit-bearing and non-credit educational programs.

Like many other institutions of higher education, responsibility for overseeing non-credit programs, managing enrollment, and conducting financial analyses is completed within OCE. Most planning is done in the near term (e.g., three months) but some courses take as long as 18 months to develop and implement. OCE engages with customers, students, and educators on a regular basis to evaluate, develop, and revise current class offerings. OCE has a proven track record of rapidly responding to local industry and community needs, with programs and courses often developed in a matter of weeks.

OCE utilizes several Key Performance Indicators (KPIs) to measure progress towards institutional fiscal expectations and expanding workforce development by increasing the number of industry partners and students served. Collectively, these data inform planning. OCE has the capacity to systematically collect data and use it to shape decisions, as shown in Appendix A. At

this time, OCE does not ensure that courses have established learning outcomes or competencies, however some third-party course providers do measure pass rates and other outcomes.

Course offerings are based on workforce needs. Over the years, OCE has developed relationships with employers and workforce development agencies to help identify the frequency of course offerings, opportunities to develop new courses, and appropriate times to sunset existing courses. Until recently, data collection was limited to a student's job title and contact information; in summer 2023, OCE also began collecting demographic information.

Appraisal. OCE has established several KPIs that are largely surface-level metrics which should be strengthened. As such, OCE is reviewing its current data collection system with the intention of expanding its database and expanding its usage of data in decision making. With more customer data the OCE will be able to anticipate student's needs and measure their progress in meeting the goals of SP2030.The increased emphasis on data-driven decision making, combined with limited staffing in OCE, has exposed the need to enhance OCE's organizational structure.

The KPIs referenced in this report represent a snapshot of OCE's overall enrollment and financial health. While these are important, OCE will develop additional KPIs that address the quality of its programs and customer satisfaction both at the employer and student level.

OCE is currently in the process of working with the Office of Institutional Research and Assessment (OIRA) to develop learning outcomes and assessment methodologies for its existing 34 courses – and establishing a process to embed this work in future course development. OCE and OIRA plan to complete this task by the end of the 2023-24 academic year.

One of OCE's key strengths is short-term planning that can meet customer needs over the next two to 18 months. OCE recognizes the need to strengthen its long-term planning. This will
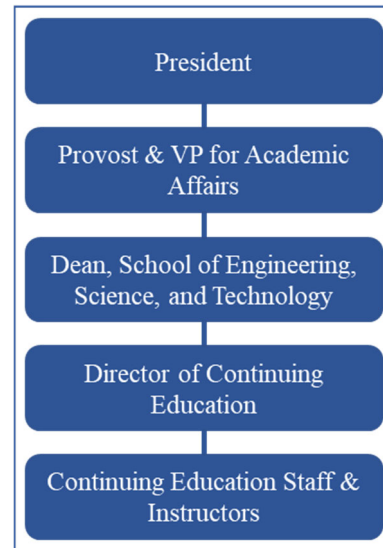
be particularly important as it begins to work with academic departments to evaluate the opportunities to create non-credit tracks that stack into credit-bearing programs. (Standard 4.)

Standard 3: Organization and Governance

Description. OCE is part of the Division of Academic Affairs, reporting to the Dean of the School of Engineering, Science, and Technology (see Figure 1). OCE consists of a Director, Assistant Director, part-time student worker, and 21 highly skilled professional instructors with content expertise who are hired on a contract basis to teach Professional Education courses. The department is hiring a professional Office Assistant (to be shared with another department) who will assume administrative tasks such as creating faculty contracts, completing purchase requisitions, managing the student registration and payment system, and preparing materials for classes.

Figure 1. Organizational Structure

President

Provost & VP for Academic Affairs

Dean, School of Engineering, Science, and Technology

Director of Continuing Education

Continuing Education Staff & Instructors

Both the Director and Assistant Director hold degrees in business, and collectively have 19 years of experience in continuing education. Their backgrounds include sales and marketing, developing and launching customer programs, managing databases, connecting client needs to the services the institution provides, business development, and project management. Instructors are selected based on their expertise, industry certifications (if required), and content knowledge.

The Director and Assistant Director are recognized as administrative faculty under the collective bargaining agreement with the State University Organization of Administrative Faculty (SUOAF) and are therefore eligible to sit on various committees under the University's shared governance system. Instructors who are not members of the University's teaching faculty are hired on a per-course basis utilizing Personal Services Agreements (PSAs). As such, OCE

instructors are treated as independent contractors who are not part of a bargaining unit or the shared governance system.

As a self-sustaining unit, OCE must respond rapidly to the needs of community partners, in some cases implementing new courses and programs in a matter of weeks. To do this, OCE leverages the entrepreneurial background of its staff and the expertise of its professional education instructors. Because non-credit programs do not fall under the purview of the faculty, they do not require formal approval from the Curriculum Committee, Faculty Senate, or BOR.

OCE is engaged in numerous partnerships with faculty departments, industry partners, and government agencies. These stakeholders bring forward their needs, whether for one-day courses, short-term certifications, or programs that scaffold into credit-bearing degree programs. Examples include Internal Family Systems, a training program for licensed marriage and family therapy counselors; the Connecticut Town Clerks Association certification program; the Connecticut Department of Economic and Community Development, with training in advanced manufacturing facilities; and, Central's Department of Criminology and Criminal Justice, which provides detective certification skills. OCE often provides training off-campus at a customer's location, which further deepens the relationship between the staff and their clients.

Appraisal. Historically, OCE has employed sufficient faculty and staff to meet customer demands. Moving forward, additional support will be required to enhance the department's offerings while ensuring customer demands can continue to be met in a timely manner. As OCE introduces new programming and works to ensure quality, partnerships with stakeholders will be further developed and strengthened. In addition, OCE will work with the Faculty Senate and the local chapter of the American Association of University Professors (AAUP) to develop policies and procedures for the creation of stackable credentials.

Standard 4: Academic Program

Description. Non-credit courses are developed according to market trends, consumer needs, and the potential to generate revenue for the University. These courses vary in length from one day to 18 months, can be taught in-person or remotely, and vary from introductory to advanced levels. Qualified instructors are sought as part of the course development process, which often means the same individual designs, builds, and teaches the course. The length, complexity, and content of each course, and number of courses which constitute a certificate of completion, are determined by OCE staff and instructors, as informed by industry partners, student feedback, and third-party certification agencies.

As stated previously, most courses do not have a relevant set of competencies or learning outcomes, with the exception of some third-party offerings.

Data regarding employment and job advancement are not collected at this time. However, OCE receives feedback from students in the form of a course satisfaction survey (see Appendix D) and informal comments from employers. Anecdotally, it is not uncommon for students to complete a course, be promoted to a managerial position, and then send employees now under their supervision to OCE for training.

Continuing Education is designed to be a self-sustaining department. Its ability to generate revenue relies heavily on providing programs that are in high demand and relevant to the current workforce. The success of OCE depends on the success of its instructors and its partnerships with industry. For example, two current non-credit courses, Project Management Professional (PMP) and Society of Human Resource Management (SHRM), prepare students to sit for industry recognized exams which lead to credentials awarded through the respective industry's

accrediting body. Other courses, such as the Six Sigma Green Belt and ISO 9001 offer a certificate of completion that is recognized in the field and demonstrates course rigor.

Several non-credit courses can be taken in succession to provide a more thorough and in-depth understanding of the subject matter. Some examples include Geographical Information Systems 1 & 2; Six Sigma Green Belt and Black Belt; Human Resources Professional Certificate Classes (Benefits, Talent Acquisition, Learning & Organizational Development, Employment & the Law, Compensation); and Internal Family Systems Level 1 and Level 2.

At this time, there is only one OCE course that has a clear pathway into a credit-bearing program. OCE's Basic Detective Certification course is a prerequisite for either the undergraduate or graduate detective certificates, programs endorsed by the Connecticut State Police Major Crime Methodology Program Advisory Board.

Appraisal. As mentioned elsewhere, OCE is working with OIRA to develop learning outcomes and assessment methodologies for its existing 34 courses, as well as establishing an assessment process for new courses. OCE and OIRA plan to have this done by the end of the 2023-24 academic year.

In addition to developing learning outcomes, OCE is in the early stages of reviving an advisory board consisting of academic faculty, seasoned subject matter experts, and industry partners. Its purpose will be to review existing courses, suggest opportunities for future course development, and examine data on the efficacy of course content. The goal is to have the Board's first meeting in the Spring of 2024.

OCE has a timely opportunity to work more closely with academic faculty to create pathways between non-credit courses and credit-bearing degrees and certificates. As of this writing, only one of OCE's Professional Education courses is designed as a transfer pipeline into a credit

program. The areas for greatest potential currently include manufacturing, counseling, and technology. This work will require deliberate partnerships with the faculty and a greater emphasis on collaborative, long-range planning.

Most of OCE's courses are the result of partnerships with specific employers whose employees are the target audience. OCE has the capacity to offer these same courses to the general public, provided the curriculum is not proprietary.

Standard 5: Students

Description. OCE has utilized Xenegrade as its integrated student management platform for registration, payment, data tracking, and course completions since 2018. The department uses Banner on an as-needed basis, but otherwise is not integrated with the University Registrar's Office. OCE also uses Salesforce as its customer relationship management system for sales and marketing. Prior to 2018, data were managed manually using Excel, which made generating student records challenging. While the current and former databases and platforms can accommodate student demographic information, it is only since May 2023 have these data been captured. Prior to this, it was not possible to establish goals for diversity, equity, and inclusion for non-credit programs.

Non-credit students have access to campus resources ordinarily available to the general public such as the Library, free WiFi, and free parking. At a regional public university such as Central, services such as the Learning Center, health services, prevention and counseling services, the Recreation Center, and student clubs are restricted to students enrolled in credit-bearing classes because they pay significant fees to cover the cost of these services.

Appraisal. By April 2024, OCE will review its student management system to determine whether it has the capacity to serve as a robust repository to track demographic information,

course completions, and accurate transcripts. By the end of the 2023-24 academic year, all courses will have learning outcomes and OCE should have a better understanding of the demographic characteristics of its student body.

By the end of the 2024-25 academic year, OCE will review its data to identify appropriate goals for diversity, equity, and inclusion. On the instructional side, learning outcomes will have been developed and instructors should have evaluated each of their courses to assess student achievement. At this point, OCE will be well-positioned to disaggregate the information to identify whether actual outcomes are equitable. This work may be limited by the relatively small class sizes in OCE.

Currently, it is unclear what types of campus services non-credit students need or desire. Many OCE students take courses at their workplace, but this could change as OCE adds courses designed for a wider public and the student body becomes more diverse. OCE will need to collaborate with other offices to determine appropriate policies and a possible fee structure.

Standard 6: Teaching, Learning, and Scholarship

Description. Non-credit markets are competitive and experienced discipline-specific educators are required to meet the needs of the customer. OCE hires appropriately skilled professionals who must hold professional credentials and/or have significant experience in the field being taught. For example, an instructor hired to teach the SHRM prep class is required to have SHRM certification and several years of experience working in human resources. Instructors teaching the PMP class must hold PMP certification and have project management experience.

OCE works closely with academic faculty from each of the University's Schools and its College. These include faculty partners from disciplines such as criminal justice, engineering,

business, geography, and counseling. That said, awareness about OCE's non-credit programming among Central's academic faculty varies across campus.

Appraisal. OCE recognizes the opportunity to curate a sufficient roster of qualified instructors to meet current demand, while developing and teaching new courses to reach untapped markets. This can be partially addressed by having closer interactions with academic faculty and the Academic Deans to help broaden its offerings while ensuring quality.

Standard 7: Institutional Resources

Description: As previously mentioned, OCE is designed to be a self-supporting department that makes appropriate financial business decisions independently, under the guidance of the supervising Dean and the Provost. OCE derives its revenue from course fees, which in FY 2022-23 amounted to $987,936. These fees pay for instructors, OCE staff salaries and benefits, course materials, office supplies, marketing, software licenses, and fee-based services such as catering. OCE does not receive a share of the University's income from tuition or fees paid by students enrolled in credit-bearing courses. However, overhead (office space, utilities, information technology support, etc.) is provided by the University. OCE follows all policies and procedures of the University and the State of Connecticut. These include areas such as budgeting, contracting and purchasing, hiring and compensation, safety and security, and information technology usage.

In addition to fee-based revenue, OCE has successfully applied for grants to fund specific programs developed through client partnerships. For example, OCE has been selected as the sole educational provider for a statewide workforce development grant (known as Scaling Model-Based Definition) to bring digital transformation manufacturing training to nearly 1,000 employees in the aerospace industry.

As previously mentioned, OCE has two full-time administrators (plus a soon-to-be hired shared clerical position) who oversee 21 instructors teaching 34 unique courses. During FY 2023, these courses enrolled 628 students with 814 registrations.

OCE's physical facilities are located on the third floor of the Elihu Burritt Library. The department's space includes offices for the Director and Assistant Director, a group office for student workers, a dedicated classroom, and computer lab. OCE often uses space elsewhere on campus such as engineering labs and meeting rooms. Additionally, OCE staff have full access to the University's support functions such as information technology, the IT Help Desk, facilities management, room/event management, and food services.

Appraisal. As shown by the KPI Indicators 4 and 5 (Appendix A), OCE currently operates at a profit for all its activities, closing out FY 2023 with a fund balance of $709,967. It should be noted that fiscal information prior to FY 2021 is not directly comparable to later years as it reflects the impact of a departmental merger that was not discussed in this report. Since FY 2021, Net "Profit/Loss" and the Fund Balance (End) values have increased from $121,255 to $305,081, and $221,855 to $709,967, respectively. With that said, beginning January 2023, OCE assumed responsibility for compensation of all its permanent employees. The full effect of this change, which does not yet include the anticipated clerical support, will be more apparent in FY 2024. It is important to note that these figures reflect all OCE activities and cannot be disaggregated at the program level.

As OCE moves toward more evidence-based assessment and evaluates the potential for stackable credentials, the department may need additional qualified staff, software systems, and training to conduct this work. This will add expense to the department, but the return on investment in the form of new courses and customers is expected to have a positive fiscal impact.

Standard 8: Educational Effectiveness

Description. OCE offers three different types of Professional Education courses: Continuing Education Certificate, Industry Certificate, and Professional Industry Certificate (Appendix B). The Industry Certificate, which is created by a third-party provider, is the only type that has established learning outcomes or competencies that students are expected to meet. Third-party providers, such as SHRM, are responsible for the assessment of student learning; they not only develop the curriculum and the exam, but they also administer them. OCE receives summary statistics on pass rates from each provider and uses these results to evaluate instructors. It should be noted that Industry Certificate courses represent only five of the 34 courses offered by OCE.

OCE is responsible for hiring instructors who hold appropriate credentials required by the third-party providers. Instructors' PSAs require them to adhere to the agreed-upon curriculum and OCE's guidelines. Program quality is assessed through pass rates where available, the number of students who take multiple courses (as a proxy measure to retention), student satisfaction surveys (example included in Appendix C), proactive follow-up with customers to obtain feedback, and self-reported employment outcomes.

Appraisal. OCE administers student satisfaction surveys that generally ask the same types of questions, with minor differences based on the course. Responses are rated on a scale of one (low) to five (high). Results are quite positive with almost all students rating each question as four or five (see Appendix D). Some surveys include open-ended questions that allow students to report the most and least useful aspects of the course. However, survey response rates across courses are inconsistent. To improve participation, OCE will consider whether survey completion should be required before students receive certification. In addition, OCE will explore implementing a common survey instrument to streamline analyses. As a proxy for

satisfaction and retention, 628 unique students had 814 registrations in FY 2023 indicating that 30 percent of the students enrolled in more than one course.

Students are eligible to sit for optional third-party certification exams in some courses. In the last two years (spring 2021 through fall 2022), 114 students have taken the SHRM Test Preparation Course which prepares them to sit for either the Certified Professional (CP) or the Senior Certified Professional (SCP) exam. During this period, only 54 percent of students sat for either the CP or SCP exam. The pass rates for both exams vary, partly due to small numbers of students sitting for the exam – typically fewer than five students for the CP and less than two students for the SCP. Looking at the data collectively reveals that Central's CP pass rate of 66 percent is similar to the national pass rate (64 to 68 percent) while the SCP pass rate for CCSU students, 36 percent, is lower than the national pass rate (44 to 51 percent). These results confirm the need to take a deeper dive into the data to determine why the pass rates are not higher as well as to identify factors contributing to the low exam attempt rates.

As previously mentioned, OCE is working with OIRA to identify learning outcomes and develop assessment processes for its courses. To facilitate these improvements, PSAs will need to be updated by July 2024 to clearly articulate expectations that ensure instructors: (1) establish learning outcomes for each course; (2) actively assess student progress toward meeting learning outcomes; (3) document how they have improved their course based on the results; and (4) share assessment results with OCE staff. The course assessment results, coupled with more robust student demographic information and student survey data, will be used to evaluate and improve course quality. This is a multi-year project that will culminate with feedback to instructors and a formal report to the Provost and the OCE Advisory Board.

Finally, Central and OCE will continue to explore ways to collect information on employment rates, job promotion rates, and return on investment. The University recognizes the challenge of accomplishing this accurately and in a cost-effective manner.

Standard 9: Integrity, Transparency, and Public Disclosure

Description. Almost all OCE course information and marketing is disseminated on its website, in social media, and through electronic mail. These publications clearly display course outlines, lists of topical content, course descriptions, instructor biographies, costs, and availability of certification exams where applicable. OCE does not currently post learning outcomes or how student success is measured.

Appraisal. OCE recognizes the need to identify and publish learning outcomes for each non-credit course, highlighting objective measures of student success such as exam pass rates. In doing so, OCE will be better positioned to attract an even wider audience for its programs. Accomplishing this objective will require closer collaboration with the University's Office of Institutional Marketing & Communications, and other departments as needed.

SECTION III: Future Plans

Conducting the research for this Case Study allowed the University to examine the practices and policies of the Office of Continuing Education for the first time in many years. A careful and thoughtful analysis identified four focus areas that will ensure OCE offers current, relevant, and high- quality programming. These efforts should result in higher demand and sustainability for OCE.

1. Assuring quality: OCE will work with OIRA to develop learning outcomes and assessment methodologies for all courses by the end of the 2023-24 academic year. Instructor PSAs will be updated to include expectations associated with the assessment of student learning.

2. Making data-informed decisions: OCE is making greater use of current data such as student satisfaction surveys and is expanding data collection to include demographics and student success measures. OCE will establish KPIs to inform its efforts to evaluate course quality and equity. This strengthened assessment process will facilitate exploration of new markets. It is also expected to inspire confidence among the academic faculty in Central's non-credit courses.

3. Enhancing programming: OCE will work with academic departments to engage faculty in workforce development courses and create stackable credentials that feed into credit-bearing programs. OCE will also form an advisory board to help guide the development of its courses.

4. Updating policies and procedures: OCE recognizes several areas where policies need to be created or revised. Examples include compensation and recognition for academic faculty as they develop stackable credentials, non-credit student access to campus services, and the development of a financial plan and vision for resource management.

Appendix A: Key Performance Indicators

Fiscal Year is July 1 – June 30.

KPI 1: Number of partners served – SP2030 Goals 1.1E & 5.1B					
	FY2019	FY2020	FY2021	FY2022	FY2023*
External Partners	2	3	3	4	5
Internal (CCSU) Department Partners	2	3	3	3	4
Customized Programs for Specific Partners			10	14	16

KPI 2: Number of courses offered – SP2030 Goals 1.1E & 5.1B *Note: This represents all Continuing Education offerings, not just Professional Education*					
	FY2019	FY2020	FY2021	FY2022	FY2023
Courses Offered	78	108	67	69	87

KPI 3: Number of students enrolled in non-credit courses – SP2030 Goals 1.1E & 5.1B *Note: This represents all Continuing Education offerings, not just Professional Education*					
	FY2019	FY2020	FY2021	FY2022	FY2023
Number of Students (duplicated headcount)	1,635	1,045	770	876	1,175

KPI 4: Revenue, Expenditures, and Net "Profit/Loss" – SP2030 Goal 5.1B *Note: This represents all Continuing Education offerings, not just Professional Education* **Data prior to FY2021 reflect additional fiscal responsibilities and are not comparable to later years*					
	FY2019*	FY2020*	FY2021	FY2022	FY2023
Total Revenue	$489,384	$707,500	$508,269	$662,043	$987,936
Total Expenditures	($459,324)	($701,561)	($312,014)	($510,892)	($775,206)
Transfers In/(Out)	($7,080)	($9,000)	($75,000)	$31,850	$92,351
Net "Profit/(Loss)"	**$22,980**	**($3,061)**	**$121,255**	**$183,001**	**$305,081**

KPI 5: Accumulated Fund Balance (Reserve) – SP2030 Goal 5.1B *Note: This represents all Continuing Education offerings, not just Professional Education* ** Data prior to FY2021 reflect additional fiscal responsibilities and are not comparable to later years*					
	FY2019*	FY2020*	FY2021	FY2022	FY2023
Fund Balance - Start	$80,711	$103,691	$100,630	$221,885	$404,886
Annual Profit/(Loss)	$22,980	($3,061)	$121,255	$183,001	$305,081
Fund Balance (End)	**$103,691**	**$100,630**	**$221,855**	**$404,886**	**$709,967**

Appendix B: List of Non-Credit Professional Education Courses/Programs

Course	Certification Type
21st Century Leadership *WIOA Approved	Industry Certificate
Basic Detective Certification Self-Paced Online Course	CE Certificate
Basic Detective Recertification Self-Paced Online Course	CE Certificate
Benefits	Professional Industry Certificate
Blueprint Reading	CE Certificate
Coaching & Feedback	CE Certificate
Compensation	Professional Industry Certificate
Conflict Management	CE Certificate
Diversity & Inclusion Essentials Virtual Web-Based Certificate	CE Certificate
Employment & the Law	Professional Industry Certificate
Geometric Dimensioning & Tolerancing	CE Certificate
GIS Essentials Certificate: GIS Fundamentals, Course 1	CE Certificate
Integrated Human Resources	Professional Industry Certificate
Internal Family Systems Therapy Level 1	Industry Certificate
Internal Family System Therapy - Level 2	Industry Certificate
ISO 13485:2016 Internal Auditor	CE Certificate
ISO 9001: 2015 and AS9100 Rev D Internal Auditor	CE Certificate
Learning & Organizational Development	Professional Industry Certificate
Lean Enterprise Certificate	CE Certificate
Manufacturing Math	CE Certificate
Materials & Manufacturing	CE Certificate
Multi-cultural, Multi-lingual Medical Interpretation	CE Certificate
Presentation Skills	CE Certificate
Project Based Machining	CE Certificate
Project Management Certificate and PMP Test Prep	Industry Certificate
Project Management Skills	CE Certificate
Root Cause - Corrective Action *WIOA Approved	CE Certificate
SHRM-CP and SHRM-SCP Certification Exam Preparation	Industry Certificate
Six Sigma Green Belt Certification *WIOA Approved	CE Certificate
Six Sigma Black Belt Certification *WIOA Approved	CE Certificate
Strategic Staffing & Talent Acquisition	Professional Industry Certificate
Technical Writing & Presenting	CE Certificate
Time Management	CE Certificate
Tools for Effective Leadership	CE Certificate

- *CE Certificate = Certificate of Completion issued by the Office of Continuing Education*
- *Industry Certificate = Governing Body of Industry issues a certificate after passing industry exam through 3rd party.*
- *Professional Industry Certificate = Human Resource Association Central CT Professional Organization & Continuing Education issue certificate jointly*

Appendix C: One Example of a Student Survey Administered at the End of Each Course

Course Title: _____

Date(s): _____

Company: _____ Instructor(s)

Name: _____

Your comments help determine whether this course met your needs and interests. Please complete this form by circling the appropriate number and adding any comments. Thank you.

Name (optional): _____

Question	Likert Scale				
	Low		Mid		High
How knowledgeable was your instructor?	1	2	3	4	5
How clearly did your instructor explain the course material?	1	2	3	4	5
How organized for class was your instructor?	1	2	3	4	5
How well did your instructor answer students' questions?	1	2	3	4	5
Was the speed with which your instructor presented the course material too fast, too slow, or about right?	1	2	3	4	5
What were the most useful aspects of the course?	1	2	3	4	5
What were the least useful aspects of the course?	1	2	3	4	5
How easy or difficult was it to get in contact with your instructor outside of class?	1	2	3	4	5
Would you provide us a quote for our website? Just provide your statement and list your first name. Thanks!	Open Ended				
What other courses would you like us to offer?	Open Ended				
Any other comments?	Open Ended				

Appendix D - Fall 2022 Enrollments and Survey Responses

Course Title	Start Date	Students Enrolled	Satisfaction Survey Data	
			Completed Satisfaction Survey	Average Survey Score
Project Based Machining	08/12/2022	9	--	n/a
GIS Essentials Certificate: GIS Fundamentals, Course 1	09/10/2022	7	2	4.7
Human Resources Certificate: Strategic Staffing / Talent Acquisition	09/12/2022	16	7	4.7
Human Resources Certificate: Benefits	09/15/2022	11	9	4.7
SHRM-CP and SHRM-SCP Certification Exam Preparation Course	09/20/2022	8	4	4.2
SHRM-CP and SHRM-SCP Certification Exam Preparation Course	09/29/2022	12	6	4.3
Blueprint Reading	10/05/2022	6	5	5.0
ISO 9001:2015 and AS9100 Rev D Internal Auditor * WIOA Approved	10/11/2022	14	14	4.6
ISO 13485:2016 Internal Auditor	10/13/2022	5	5	4.8
Internal Family Systems Therapy Level 1	10/14/2022	36	34	n/a
Geometric Dimensioning & Tolerancing	10/17/2022	10	10	4.8
Human Resources Certificate: Learning & Organizational Development	10/24/2022	14	9	4.8
Root Cause - Corrective Action *WIOA Approved	10/24/2022	11	10	4.9
Human Resources Certificate: Employment & The Law	10/25/2022	12	6	4.2
Human Resources Certificate: Compensation	10/26/2022	13	3	4.3
SHRM-CP and SHRM-SCP Certification Exam Preparation Course	10/26/2022	n/a	n/a	n/a
Project Management Certificate and PMP Test Prep - Fully Online	11/07/2022	4	2	4.6
Six Sigma Green Belt Certification *WIOA Approved	11/30/2022	4	3	3.0
Internal Family System Therapy - Level 2	12/09/2022	29	25	n/a
Integrated Human Resources (Capstone Course)	12/10/2022	13	5	n/a
Basic Detective Certification Self-Paced		6	--	n/a
Basic Detective Recertification Self-Paced		1	--	n/a