

## **NC State Continuing and Lifelong Education FY 2021-2022 Annual Report on Activities Related to Unit Strategic Plan**

While NC State Continuing and Lifelong Education (NCSCaLE) is still not back to pre-pandemic numbers for enrollments and programs, there are positive, upward trends. For FY 2021-2022, as of June 26, 2022, NCSCaLE held 1,269 programs/events (compared to 672 offerings in FY 2020-2021) with 95,065 participants (compared to 36,115 in FY 2020-2021). Considering that the first half of the fiscal year continued to see a lot of cancellations/postponements, achieving an almost doubling of the number of events/programs and a nearly tripling of the number of enrollments is impressive.

Our division rebranded effective July 1, 2022, from McKimmon Center for Extension and Continuing Education to NC State Continuing and Lifelong Education. Our new division name is illustrative of our commitment to the university's strategic plan goal #1: Empower students for a lifetime of success and impact. The updates in this annual report showcase the work we are doing to provide students with success and impact. In addition, several of our initiatives and overall approach touch upon each of the other university strategic plan goals.

**Office of the Vice Provost:** In its first full-year, our digital skills bootcamps partnership saw significant financial and enrollment success. Through June 6, 2022, 2,343 participants enrolled in an introductory one month course, and 632 participants continued on to enroll in 9-month intensive bootcamps. To date, we are aware of 36 individuals who have successfully secured employment either after completing a bootcamp or while still attending a bootcamp. We will exceed \$1 million in revenue when we receive our next revenue share in early FY 22. This will help us to invest in new initiatives and seed fund new positions to grow the division. We are however keeping a keen eye on this programming. While 69% of students who responded to a survey (n=119) we conducted through NC State's Institutional Strategy and Analysis indicated that they are very satisfied or satisfied with the program, 14% indicated they were neither satisfied or dissatisfied, 11% indicated they were dissatisfied, and 6% stated they were very dissatisfied with the program. We are working with ThriveDX, our corporate partner, to monitor student satisfaction and career placement, as we wish to see a much lower percentage of students being dissatisfied with aspects of the program. Our contract with the company runs through December 2023. While renewing is a hoped for goal, it is important we have satisfied students who get placed into jobs.

**The McKimmon Conference and Training Center (MCTC)** began to see a return to in-person events during FY 2021-2022. This return is reflected in the number of face-to face events increasing from 181 in FY 2020-2021 to 620 in FY 2021-2022 and from \$350,065 in revenue generated in FY 2020-2021 to projected revenue of \$1,612,629 (including \$119k in deferred revenue from FY 21) in FY 2021-2022. There were also 27 fully virtual events held in FY 2021-2022. However, COVID-19 still disrupted business especially early in the fiscal year. MCTC saw 98 events canceled and \$391,435 in lost revenue due to COVID-19 cancellations. The majority of the cancellations were early in the fiscal year and coincided with the Delta & Omicron spikes. There were 14 cancellations in August 2021, 17 in September of 2021 and 12 in January 2022. In contrast there was only 1 cancellation in April of 2022 and none in May or June. There is cautious optimism that the trend for more in-person meetings will continue.

**Office of Professional Development (OPD):** OPD offered 187 professional development courses and 12 conferences this fiscal year, including virtual conferences. Total enrollment was 2,695 participants. OPD is projected to have total FY 22 revenue of \$2.9 million (\$2.7 mil fees, \$448k revenue sharing, and \$665k deferred revenue from FY21) as compared to FY 21 total revenues of \$1.98 million (\$1.97 mil fees, \$395k revenue sharing, and \$406k deferred revenue from FY20). For technology training programs in OPD, as of June 16, 2022, projected revenue is \$170,671 (\$110,085 plus \$23,910 deferred revenue), slightly lower than FY21's \$178,895. In FY 2021-2022, 41 courses are active with 63 offerings with 368 participants.

**Customized Training and Development (CTD):** Customized Training and Development is recognized as a resource by private, public, governmental and military organizations to obtain high-quality customized continuing education for their staff. For fiscal year 2021-2022, Customized Training and Development delivered 31 events to 415 people and generated \$102,615.00 in revenue as compared to FY 2020-2021's \$78,696 revenues achieved.

**Osher Lifelong Learning Institute (OLLI)** offered 114 courses, 66 lectures, 20 study trips, and three events with a total enrollment of 5,874. Membership totaled 1,091, a six percent increase from last year's 1,030. On end-of-course evaluations, participants gave an average overall rating of 4.7 for both instructors and courses, and a rating of 4.8 for their overall OLLI experience (on a 5-point scale, where 5=Excellent). Evaluations for the study trips were also strong, with respondents giving an overall rating of 4.8 for those educational experiences. These ratings compare favorably with previous years.

**The Collaborative at the Gateway Technology Center** was able to serve 260 people during FY 2021-22. While not yet a return to pre-pandemic numbers, this was more than double the enrollments from FY 2020-21.

**The Upper Coastal Plain Learning Council (UCPLC)** served 13,495 individuals through 4 programs in FY 2021-22 to support three primary goals: 1) teacher retention and student success; 2) healthcare initiatives; and 3) workforce development.

**Center for Urban Affairs and Community Services (CUACS)** continued to partner with the NC Department of Public Instruction (DPI) by advancing online assessment, identifying learning resources for teachers, and building an online assessment platform for DPI to use for online assessments. CUACS was awarded seven project contracts this year with a total funding of \$9,367,506, which is a 5.1% increase from last fiscal year projects.

**The Office of Finance and Administration (OFA)** restructured the business office, successfully staffing three of the five accountants we need while supplementing the staffing with professional temporary staff. A restructuring of human resources also took place late in FY 22. Many new policies and procedures have led to efficiencies and better business practices.

**Marketing Services (MS):** During the 2021-2022 fiscal year, MS continued to utilize a marketing strategy that relied almost entirely on electronic marketing efforts (including e-newsletters, email broadcasts, video testimonials, social media, and other online advertising such as pay per click and Google Ads). Electronic communications have proven more cost effective and have enabled an expanded reach, more targeted efforts, and a higher ROI. MS also completed the makeover of the NCSCaLE web pages, making them more user friendly with enhanced search functionality and cross selling of programs and services. MS was also instrumental in planning a communications strategy and timeline, and preparing collateral items, for the NCSCaLE rebranding that went into effect on July 1, 2022.

**Staff: Major New Appointments, Kudos, Professional Activities and Recognition**

Mark Bernhard was appointed as co-chair of the University Professional and Continuing Education Association (UPCEA)'s Policy Committee.

Tricia Inlow-Hatcher, OLLI's director, was one of six OLLI directors chosen to participate in the Sustainability Circle, an initiative of the Osher National Resource Center. The group identified key areas and principles for strengthening programs and ensuring sustainability over the next five years. A video and key takeaways were produced and shared with staff at the 125 OLLIs located across the country.

Stacie Varner was promoted to Business Officer for the Center for Urban Affairs in March 2022.

Ryan Savin was given a Pride of the Wolfpack award. Ryan also completed all his credits to renew his CTS certification. (Avixa Certified Technology Specialist). Sandy Slezak and Carolyn Howard also each received a "Pride of the Wolfpack" Award.

Adalia A. Sova served on many committees, including as chair of the NC State University Enterprise Applications Committee.

Janice Sitzes was elected to a two-year term as Secretary of the UNC System Staff Assembly and also served as the Director for the UNC System Staff Assembly Chancellors' Cup Golf Tournament.

**Awards:**

Dr. Tammy L. Howard- NC Department of Public Instruction, was the recipient of the William L. Turner Award for Outstanding Contributions to Extension and Continuing Education. Dr. Howard was nominated by the Center for Urban Affairs and Community Services for her work with that department.

**Recommendations and Concerns:** A major challenge and opportunity for Continuing and Lifelong Education is to help non-traditional students gain a foothold in the new economy. To meet the needs of these students, we need to provide students opportunities to succeed. For adults who have not been in college for a decade or more, things have changed on campus. The options now include online programs, accelerated degrees, certificates, credentials, hybrid programs, evening, weekend classes and more. Flexibility is the key to success for many non-traditional students, who are juggling careers and families, and colleges are providing it in different formats. For some adults, continuing their education can present obstacles that would make going back to school an unjustifiable challenge. However, having the right type of program can minimize the difficulties the nontraditional student faces. In order for us to attract these students, we must begin to adapt our programs and services to support this new type of student. The primary purpose of most non-traditional students when returning to the classroom is to gain new skills and relevant credentials that will help them succeed in the workforce. In order to take advantage of these opportunities, our division, in partnership with colleges, faculty and staff, should expand its non-credit certificate programs, which give working adults a means of gaining a useful set of skills, as well as a credential, without having to go through the entire degree process. We should also have non-degree-to-degree options. We will examine stackable degrees, which enable students to get on track and move up the career ladder with solid skills and credentials that employers want and value. Finally, we will look to create alternate forms of credentialing such as badges and certificates that have currency with employers in today's workplace.