Over the past year, the Office of Continuing and Professional Education (CPE) has taken significant steps to accomplish the goals and implement the measures agreed upon in the Memorandum of Agreement on May 4, 2000. This does not suggest that all of the goals have been met, but the identification of these issues has allowed CPE to focus on these areas for improvement. Still, more can be done to address the issues raised in the self-study as this is an ongoing process of self-improvement.

In the Memorandum of Agreement, a number of next steps were identified for CPE. Those measures included the development of a strategic plan that would set forth goals for growth, direction of programming and integration with other units. It was also agreed that CPE would put forth a proposal for the creation of a new school that
would serve to coordinate and organize the multiple certificate programs at the university.

Additionally, the Memorandum of Agreement identified several areas in need of further action. These topic areas included: Integration into PeopleSoft; Partnership Guidelines; Instructor Development Seminars, Maintaining and Monitoring Program Quality; Diversity; Collaboration with DePaul’s Colleges and Schools, and Research Data.

Issues and actions agreed upon

1. Strategic Plan

The CPE director and the vice president of the Division for Lifelong Learning and Suburban Campus worked together over the past year in developing a strategic plan for CPE (See Attachment 1) that examined a variety of issues including:

- The growth of programs and the types of programs to be offered;
- The geographic growth of programs, especially growth at DePaul's suburban campuses;
- Maintaining quality of certificate programs;
- Distance learning;
- Building partnerships with other parts of the University, especially DePaul's colleges and schools;
- Financial models to achieve the planned growth;
- Infrastructure needs to support the strategy.

The heart of the strategic plan is the proposal for CPE to become a School of Lifelong and Professional Studies. The plan puts forward the rationale for the new school, a
competitive analysis of the marketplace, and the school's structure and governance process.

This proposal has been shared with DePaul's president, executive vice presidents, deans, vice presidents and the leadership of Faculty Council. In the fall, the proposal will be presented to Faculty Council for its review and consideration.

Integration into PeopleSoft

CPE has been accepted into the PeopleSoft project. Over the past eight months, CPE has been involved in lengthy discussions with PeopleSoft administrators as to how PeopleSoft could accommodate CPE. Since early May, a CPE staff member has been assigned full-time to PeopleSoft and is working to integrate CPE into PeopleSoft. This staff position has been underwritten for a six-month period by the Executive Vice President for Academic Affairs. CPE is scheduled to be integrated into PeopleSoft by the fall 2001 term.

Partnership Guidelines

The Program Review recommended that a set of guiding principles be set out to assist CPE when considering entering into a partnership with an outside organization. These guidelines follow:

Partnership Protocol

CPE is charged with the responsibility to offer high-quality certificate educational programs at DePaul University. In doing so, CPE is encouraged to seek out and collaborate with appropriate organizations, associations, business entities in the development and offering of certificate programs. Such partners can bring their own expertise and reputation in a specific field that can greatly benefit CPE and its certificate programs.
A guiding principle of any partnership is that DePaul does not compromise its autonomy, its reputation or its control over any educational initiative bearing the name of DePaul University. CPE should take into account the following criteria when considering such a partnership or collaboration:

- The entity will enhance or at least not degrade the reputation of DePaul University;
- The entity’s mission is not inconsistent with DePaul’s mission;
- The entity has the capacity, resources and leadership to deliver its share of the partnership;
- The entity can provide measurable evidence of quality.

To ensure that these criteria are being followed, all partnerships must undergo an internal DePaul approval process. Partnerships must first be reviewed and approved by the CPE Director and the Vice President for Lifelong Learning and Suburban Campuses. The partnership must also be submitted for review and approval by the Faculty Advisory Council for Lifelong Learning.

The terms and duration of all partnerships must be specified in a partnership agreement. It is also imperative that all partnerships are periodically reviewed by the CPE Director, the Vice President for Lifelong Learning and Suburban Campuses and the Faculty Advisory Council for Lifelong Learning and Suburban Campuses to ensure that they continue to be worthwhile collaborations for the University.

**Instructor Development Seminars**

CPE has instigated a number of different approaches to accomplish the goal of faculty development. More needs to be done, but over the past year a number of initiatives have been instituted or are in the process of being developed, these include:
1. Faculty Exchanges: CPE has begun holding periodic meetings with faculty from different programmatic areas to exchange ideas, concerns and suggestions to improve curriculum and the overall learning experience within an area.

2. Blackboard Technology: CPE has identified this technology as a place where faculty can share curriculum, lesson plans, readings, as well as any experiences, issues or concerns with fellow faculty. A CPE staff member has completed training in Blackboard and is developing a model project for CPE's largest certificate program, the Certified Financial Planning Program. Once implemented for the financial planning program, the initiative will be expanded to other CPE certificate programs.

3. CPE has over the past year worked with two faculty members from the School for New Learning in examining possible ways to offer learning experiences to CPE faculty. Initiatives under consideration include the offering of a video, which could be accessed by computer, that provides a learning experience for new faculty teaching adult learners. Also, the development of periodic lectures on best teaching principles, and an expansion of CPE’s review procedure of faculty that involves more frequent classroom visits and a performance feedback process. Currently, all faculty are assessed by their students through classroom evaluations, but CPE will seek to build in a performance feedback process that provides faculty with more individualized feedback from professional adult educators.

**Maintaining and Monitoring Program Quality**

The issue of program quality is a critically important challenge for CPE. As articulated below, CPE has undertaken a number of initiatives to address the issue of program quality. But significantly more needs to be done and will be done as part of this ongoing self-improvement process.

The strategic plan developed this past year by CPE examined the issue of maintaining and monitoring program quality. The plan recognizes that CPE is not a traditional college or school that can rely on its own full-time faculty to maintain program quality. To address this issue, the plan proposes a greater involvement of DePaul faculty in both the governance structure of a School of Lifelong Learning and Professional Studies, and in the design and oversight of new and existing certificate programs. This kind of ongoing faculty involvement will go a long way in addressing the concern of program quality, but it also creates a challenge for CPE in finding ways to convince faculty from other colleges and schools to work with CPE in developing and offering the highest quality certificate programs possible.
Over the past year, CPE has also been active in identifying new ways to ensure the quality of its programs including:

1. Creating new advisory committees for substantive learning areas. The membership of the committees include CPE adjunct faculty, individuals active in the field and representatives of CPE staff. DePaul faculty have also participated in these advisory committees. This past year an advisory committee was created for the Fund Raising Management Certificate Program, and an advisory committee has been formed for the Center for Dispute Resolution. An advisory committee is now being formed for the Certified Financial Planner Program.

2. As noted earlier, the Faculty Exchanges have brought faculty together to discuss a wide range of issues that impact quality, such as curriculum design, class exercises, testing practices and faculty hiring standards.

3. The hiring of substantive experts on a contract basis to periodically review curriculum and the overall quality of programs. CPE identified that it must on occasion recruit individuals with substantive expertise to assist in the updating and correction of curriculum. Such an expert, for example, will be hired this summer for the Certified Financial Planner Program to assist in keeping the curriculum up-to-date and relevant to the professional students taking the year-long program in preparation of the vigorous CFP examination. This approach was also used last summer when CPE hired a substantive expert to assist in the development of a curriculum for a new 40-hour Family and Divorce Mediation Certificate Program. This program has since been reviewed for content and quality, and approved by the Academy of Family Mediators as an authorized training program. This same curriculum has also been shared with the College of Law, which will use its essential elements this next academic year when offering a new course in Family and Divorce Mediation.

Issues on which there is agreement, with action to be determined

- Diversity
More than 65% of CPE's students are female, and a large number of the students are over 40 years of age. However, an estimated 85 to 90 percent of students enrolled in CPE's certificate programs are white, and the percentage of white students is higher at the suburban campuses. CPE has had no problem recruiting female instructors, as an estimated 65% of our instructors are women. CPE has only a small number of African American instructors and has considered how to do a better job of recruiting minority instructors. CPE has attempted to recruit through associations and business organizations. CPE has only recently begun to advertise for instructors through professional organizations, and will seek out possible professional organizations that represent minorities in the field. This is another area that CPE needs to continue to focus its attention if it is going to improve the diversity of not only its faculty pool, but also in attracting a higher percentage of minority students to the classroom.

Collaboration with DePaul Colleges and Schools

The Division of Lifelong Learning has prepared a report on the different certificate programs offered by DePaul. In the past year, OCPE has reviewed and approved for CEU credit educational programs offered by the College of Commerce, the School for New Learning and the School of Education. The need for greater collaboration with DePaul's colleges and schools was articulated in CPE's strategic plan and ways to address the issue were outlined. Among the suggestions, included more involvement of faculty in the design of certificate programs, teaching in CPE programs and a greater involvement of DePaul faculty in the governance structure of a new school. New collaborative projects are also currently being developed, including certificate programs with the College of Law and the School of Education.

Areas of discussion in which further work is needed, as yet unspecified

Research/data

CPE expects to be integrated into the PeopleSoft project by the end of summer. It is hoped that this development will assist in CPE's effort to develop better systems to capture data and to conduct research. It is also hoped that it will provide CPE and the University with a greater capacity to re-market to students.