



CONTINUING STUDIES

MEMO

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ATTENTION Senate		TEL 25138
FROM	Tom Nesbit, Dean pro tem, Continuing Studies	
RE	2008/09 Senate Committee on Continuing Studies Annual Report to Senate.	
DATE	November 16, 2009	

Please find enclosed for Senate's information the Senate Committee on Continuing Studies Annual Report for 2008/09.

This report concerns the continuing studies activities sponsored and offered by University departments and, as such, is not a report on the Continuing Studies administrative unit.

The statistics on the credit programs are complete and further details can be obtained from the office of Institutional Research and Planning. Statistics on community and professional (non-credit) programs are based on reports from departments and may not include all courses and public lectures organized and sponsored by the departments. However, most of the non-credit programming offered by the University – particularly those directed to the broader community – is represented in this report.

Tom Nesbit
Chair, Senate Committee on Continuing Studies
Dean pro tem, Continuing Studies

cc: CS Management Group



**SIMON FRASER UNIVERSITY
SENATE COMMITTEE ON CONTINUING STUDIES
ANNUAL REPORT TO SENATE FOR 2008/2009**

Composition and Mandate

The current membership of the Senate Committee on Continuing Studies (SCCS) is the Dean of Continuing Studies (chair), Librarian, three faculty members, two at-large members, one convocation member and two students (see Appendix A). The SCCS meets twice each year (during the Fall and Spring semesters) and is responsible to Senate for policy with respect to the overall development of the University's continuing education credit and non-credit programs. The Committee also reviews, at regular intervals, existing and proposed non-credit programs; develops procedures for the approval of various categories of credit-free instruction; and receives, for consideration and approval, programs proposed as suitable for non-credit certificate granting status. The SCCS reports its activities annually to Senate in December of each year.

Actions of the SCCS in 2008-2009

The Senate Committee on Continuing Studies met on two occasions: October 22, 2008 and April 8, 2009.

At the Fall 2008 meeting the Committee:

- ratified the Annual Report to Senate for 2007/08
- approved two proposals:
 - Certificate in Restorative Justice—an online program that will form the core of a new programming cluster related to justice and conflict resolution.
 - Certificate in Dialogue and Civic Engagement—designed for those in community and civic engagement activities who would like to make public dialogue more central to their responsibilities.

At the Spring 2009 meeting, the committee:

- approved one proposal:
 - Diploma in Leading for Workplace Health—designed for managers and supervisors working in health organisations and other sectors to better appreciate the role they play in creating workplace health and safety.

Credit Course Offerings and Enrolments in 2008/09

Credit programs offered by Continuing Studies are organised through either the Centre for Online and Distance Education (CODE) or the Centre for Integrated Credit Studies (CICS).

CODE's mandate is to provide increased access to undergraduate students by offering undergraduate courses and programs in online and distance education formats. Participant Faculties include the Faculty of Arts and Social Science; the Faculty of Communication, Art and Technology; the Faculty of Education; the Faculty of Science; the Faculty of Environment; and the Faculty of Applied Science. Courses are offered chiefly to SFU students but a limited number of seats in courses are offered to non-SFU students through the B.C. Open University Consortium.

During the 2008-2009 year, CODE enrolments tallied approximately 1635 AFTEs. Two hundred seventy-eight courses were listed over three terms; of these, 223 were offered online. CODE has 165 courses available and ready for delivery at any time, across seven faculties. Of these, 12 are writing intensive courses. Nineteen are print-based courses, by choice of their faculty member course authors, some of which provide optional online components such as, for example, the opportunity to submit assignments electronically.

This past year the academic units with which CODE collaborates have increasingly called upon the Centre to assist them in managing FTEs, either by increasing enrolments in specific courses or by offering more of the unit's course offerings during a particular term. At the same time, a second and seemingly contradictory trend has emerged: the maximum number of FTEs in some courses has declined. In writing-intensive courses the workload is heavier for tutors and it is managed, in part, through reduced enrolments. In addition, the integration of educational technologies in courses, particularly those in which the new technologies are used to support communication, also places a heavier demand on tutors, both because of the technology itself and also the time required to participate in and monitor communication. While maximum enrolments for distance courses offered for the first time are often lower, the tendency for technology and communication-rich courses to have lower maximum enrollments over time has remained, usually at the request of the participating departments.

Throughout 2008/09, CODE continued its support of online graduate program delivery in several areas. Work was completed on the development of the MA in Applied Legal Studies (MA ALS). CODE worked with SFU's School of Criminology to develop seven online courses for distance delivery. This online graduate program, developed in conjunction with the School for Criminology and the BC Society of Notaries, launched in September 2008 to an initial cohort of 23 students. The program's innovative approach combines on-campus and online delivery which ensures temporal and locational flexibility for adult professional students.

Over the past year CODE also worked with the Faculty of Education and the Office of Francophone and Francophile Affairs to develop the first two of four online courses that form part of a two-year Master of Education program offered online, in French. Complementing a similar campus-based M. Ed. Program for local students, the online program is designed for educators and professionals from outside the GVRD who work in French language educational settings. As with the MA ALS, CODE's role in this new program has been to provide instructional design expertise, course production and graphic design service, and copyright and technical advice. The program, and the first of the online courses developed collaboratively with CODE, launched in fall 2009. CODE is also currently working on the development of two other

online graduate courses this year, one each with the Department of Biomedical Physiology and Kinesiology and the Faculty of Health Sciences, respectively.

Within the Centre for Integrated and Credit Studies, the 08/09 Fiscal Year saw an overall increase of 24% in class offerings and enrollments and a 22% increase in AFTE. The Extension Credit program, which provides undergraduate courses at SFU Vancouver, increased by 28 courses and 83.71 AFTE—a 12% increase overall. The Integrated Studies program, a degree completion program for mid-career adult learners, also grew (20.26 AFTE or 21%) with the addition of a second cohort at SFU Surrey in addition to their regular program in Vancouver. The Seniors Program wound down their credit course activity following the Board of Governors' elimination of the tuition waiver for seniors and therefore only offered 1 course in 08/09. The program now concentrates entirely on non-credit courses although hopes to reinvigorate its credit program should the BOG reverse its decision. Finally, the successful introduction of the SFU NOW program has expanded CICS course offerings and enrollments. Across their 30 courses, there were 701 enrollments totaling 76.6 AFTE (including both SFU NOW designated students and regular SFU students). This is most impressive for a new program in its first year.

For specific details of enrolment information, please refer to Appendix B. For a fuller report on SFU Now, please refer to Appendix C.

New Initiatives

It was again a positive year for Continuing Studies' non-credit activities. Despite the economic downturn, the number of course and program registrations remained relatively unchanged and several new programming initiatives begun.

A new Career and Life Planning program was established under the Management & Professional Programs area. Based at SFU Surrey, the courses and activities include foundational training and continuing education for professionals in career services and related fields. Especially noteworthy are the Career Development Practitioner Certificate (offered in both full-time and part-time formats) and the development of a Career Management Resource Centre to provide comprehensive advice and guidance about career and life transitions.

The City Program continued with its award-winning Urban Design Certificate program in both Vancouver and Calgary and launched a Sustainable Community Development program. Offered in conjunction with SFU's Centre for Sustainable Development, the program is designed for mid-career professionals for whom sustainability is being increasingly prioritized in their work.

Community Education programs has expanded the Aboriginal University Preparation program—designed to increase post-secondary education participation and success by those students of Aboriginal ancestry. The program also continued its Social Justice and Focus on Africa forums by arranging a series of public symposia and dialogues about AIDS and Rethinking International Aid and Development policies.

Continuing Health Education developed a new program for learners of aboriginal heritage who are interested in exploring various career options in healthcare such as midwifery, nursing or dental hygiene. The program also extended its series of free public lectures and events to include a Summer Health Institute and the Effects of Workplace Bullying on Mental Health.

Continuing Studies in Science organised the Haig-Brown Symposium on Sustaining Wild Salmon: Moving from Words to Action in Campbell River. The event provided over 200 people with the opportunity to participate in field trips, a theatrical performance, poster sessions, a silent auction as well as more conventional presentations and discussions.

Dialogue Programs saw a second cohort of 15 students graduate with the Diploma in Dialogue and Negotiation. The Diploma teaches various design and implement collaborative decision-making processes and attracts students from government agencies, First Nations, non-profit, business, arts-based and labour organisations. The Program also planned and moderated an invitational forum on Welcoming and Inclusive Communities that attracted delegates from nine GVRD municipal governments and a host of their community partners.

The English Language and Culture Program experienced its most successful year, expanded its enrollment to almost 800 students from China, South Korea, Saudi Arabia, Thailand, Vietnam, Germany, Japan, Turkey, Colombia, Kazakhstan, Yemen, Taiwan, Russia, Iran, Slovakia, Hungary and Brazil. There is also a new part-time program at SFU Surrey in Workplace Culture and Communication designed to meet the needs of recent immigrants and new Canadians. Finally, the Program played a role in supporting a young poet and cultural exchange student from Kazakhstan who was a writer-in-residence at both the Vancouver International Writers & Readers Festival and the Historic Joy Kagawa House.

Language Culture & Heritage Programs developed new Punjabi language courses for both adults and children and piloted an innovative two-week summer camp for children at SFU Surrey. The camp was so successful that the children, their parents and their teachers were publically recognised at SFU's recent Diwali (Festival of Light) celebrations.

Management and Professional Programs has reached an agreement that allows students in their Certificate in Management program to ladder their courses into a degree program at Thompson Rivers University and are hoping to establish a similar arrangement within SFU. The Program also hosted a successful series of lectures on sustainable entrepreneurship at SFU Surrey.

The Office of International Development continued the management of three large-scale international development projects in Southeast Asia, Ghana and Sri Lanka. These projects, variously funded by CIDA and the Asia Development Bank, provide for SFU faculty, staff and students to enhance their international experience and further the understanding and practices of economic development, AIDS awareness and distance education in those countries.

The Research & Evaluation unit collaborated on a new project with the Salvation Army to research the impact of service delivery on emergency shelter residents at 72 shelters across Canada. The results of the research will be used in an educational forum and to enhance the Salvation Army's strategy for addressing homelessness.

The Seniors' Program's non-credit activities go from strength to strength. Not only did they offer more courses to more students than ever but expanded both their Saturday Seniors' Forums and their Outreach Program and developed a "Learn Where You Live" course at a retirement home in Vancouver's West End. The Program also re-launched its Opera Studies program in a partnership with Cineplex Odeon Theatres that offers expansive previews of opera telecasts and broadcasts shown live from the Metropolitan Opera in New York.

The 7th Floor Media group continued its exploration of the meaningful use of social media and networking websites through the HistoryWire project, developed a series of interactive exhibits and displays focusing on fish and wildlife conservation, and developed a bilingual interactive learning game for Parks Canada that introduces various aspects of archaeology to young people. By working their way through an archaeological dig, players gain an appreciation of the tools and the information that can be gathered from artifacts.

The Writing & Publishing Program collaborated with *Geist* magazine to develop the Downtown Memory project—an activity that encouraged people to write down their memories of downtown Vancouver that were subsequently displayed at SFU Vancouver and the Vancouver Museum. The Writer's Studio also organised a series of highly popular monthly readings by their alumni at local Blenz and Rhizome cafés.

Please note: a more comprehensive version of the 2008-2009 Continuing Studies Annual Report is available at www.sfu.ca/cstudies/SFUCS_AnnualReport_200809_web.pdf.

Appendix A

Senate Committee on Continuing Studies, 2008-2009 Members

Joan Collinge, Continuing Studies (Chair)
Lynn Copeland, Bennett Library (ex-officio)
Martin Laba, Communication
Christopher Pavsek, Contemporary Arts
D'Arcy Warner, At-large Member
Brad Bart, Computing Science
Benjamin Lee, Student At-large
Jason Chan, Student At-large
Jim McArthur, Convocation Senator

Appendix B

Enrolments

Enrollment in Continuing Studies courses, programs, and events

	2008/2009
	<i>Enrollment</i>
Credit Courses and Programs	23,006
Centre for Online and Distance Education (CODE)	14,857
SFU credit enrollments at Harbour Centre	6,401
Integrated Studies Programs	1,027
Seniors Program	20
SFU NOW: Nights or Weekends	701
Non-Credit Courses, Programs, and Public Events	20,924
City Program	3,073
Community Education Program	254
Continuing Health Education	1,014
Continuing Studies in Science	2,004
Dialogue Programs	1,364
English Language and Culture Program	718 *
Interdisciplinary Studies	3,337
International Development and Faculty Engagement	1,045
International Teaching Assistants Program	74
Interpretation and Translation Program	59 *
Language, Culture and Heritage Programs	754
Management and Professional Programs	2,072
Seniors Program and Opera Studies	3,129
Writing and Publishing Program	2,027
Total Credit and Non-Credit Enrollments	43,930

* Enrollment in multi-course cohort programs was counted as one registration per student

Appendix C

SFU-NOW (Nights or Weekends) September 2008 to August 2009

Background

The SFU-NOW program was established to provide working adults and other lifelong learners with the opportunity, access, and support to complete an undergraduate degree or otherwise enrol in courses for personal and professional interest. The program offers courses on evenings and weekends at SFU's Vancouver campus at times that accommodate the working schedules and specific needs of non-traditional and mature students. Although the SFU-NOW program only began in September 2008, student response has been overwhelmingly positive, as evinced by increasing enrollments and multiple learner testimonials.

Congruence with University Goals

SFU's 3-year Academic Vision, Outcomes and VPA Goals for 2013 says that the university will facilitate admission, support and success for students of all ages: "Access to the university should be possible for people at *various stages of their lives* and careers." There are many opportunities to serve *non-traditional students* and that more interest in post-secondary education exists from *mid-career students*." The SFU-NOW program assists working adults to re-enter university to finish a degree they once thought was impossible.

Enrollment Measurements

Fiscal Year	Semester	# of Crs Offered	SNOW Students			Regular Students			Total			% SNOW Enrollments	Average Enrollment/Course		
			Enrol.	AFTE	Tuition	Enrol.	AFTE	Tuition	Enrol.	AFTE	Tuition		SNOW	Regular	Total
2008/2009	1087	14	44	4.63	\$21,434	275	28.93	\$133,846	319	33.57	\$155,279	14%	3	20	23
	1091	16	54	6.10	\$28,219	328	36.93	\$170,854	382	43.03	\$199,072	14%	3	21	24
	Total	30	98	10.73	\$49,652	603	65.87	\$304,699	701	76.60	\$354,352	14%	3	20	23
2009/2010	1094	10	91	10.13	\$47,819	203	23.47	\$110,739	294	33.60	\$158,558	31%	9	20	29
	1097	21	120	13.43	\$63,392	486	53.60	\$252,938	606	67.03	\$316,330	20%	6	23	29
	Total														

Demand for courses has risen steadily during the first year of operation. The percentage of SFU-NOW students enrolled in individual SFU-NOW courses increased from as little as 4% to as high as 50%. The percentage of SFU-NOW students in SFU-NOW courses has risen from 14% in the first semester (1087) to 31% in 1094. SFU-NOW enrollments have tripled in the first year and the original projections were surpassed:

- 1087 semester: projected 210 enrollments – actual 319
- 1091 semester: projected 300 enrollments – actual 382
- 1094 semester: projected 140 enrollments – actual 294

Revenue & Funding

SFU-NOW receives designated funding from the VP(A) Office to cover its instructional and administrative costs. Effectively, the model (which ties funding to enrollment) allows for an initial program start-up period without incurring a deficit while ensuring that an adequate breadth of courses is readily available to SFU-NOW students. The plan to fund the program through reimbursement of tuition for all students enrolled in SFU-NOW courses is consistent with other

Continuing Studies credit programs and allows for planned growth within the program. As the number of SFU-NOW students in each course increases, the number of regular students will decrease but revenues will remain stable allowing the hiring of additional instructors and support staff.

Integration with Academic Faculties

SFU-NOW has collaborated with several Faculties (Arts & Social Sciences, Communication, Art and Technology, and Science) and Departments (Chemistry, Communications, Criminology, Economics, English, History, Humanities, International Studies, Linguistics, Mathematics, Philosophy, Political Science, Psychology, and Sociology & Anthropology) to develop and provide the program. Faculties and Departments determine appropriate courses and instructors; SFU-NOW covers all administrative, marketing, and operating costs. The range and interdisciplinary approach to course selection allows for a degree pathway into the BGS and BA degrees offered through the Faculty of Arts & Social Sciences. In addition SFU-NOW students can take other daytime or CODE courses.

Integration with Student Services and other support services

During discussions with the departments on **recruiting**, it was recognized that separate marketing and recruitment efforts needed to be developed for SFU-NOW since the University's current recruitment activities focus largely on the BC-12 and college transfer market (a different target group than SFU-NOW students). An opportunity exists to recruit adult learners to the program as the potential SFU-NOW population continues to grow. The program has hosted "in-house" information sessions for Student Services staff and has designed and offered other networking events for student services staff, faculty, administrators, alumni, and existing SFU-NOW students.

SFU-NOW students are currently **admitted** to the University through the same process as regular undergraduate students (including those with transfer credits or who are mature students). The "Quick Admit" process under consideration will facilitate admissions to the SFU-NOW program and better meet the needs of prospective SFU-NOW students. Consideration of some kind of prior learning assessment process would also be useful, but it is recognized that such a complex issue is a matter for broader discussion and consideration throughout the university.

Currently, all **advising** for SFU-NOW students is conducted through Faculties, Departments and Student Services. However, many current SFU-NOW students are now seeking additional input from program staff regarding career planning.

Providing Degree Pathways for Students

SFU-NOW has already identified course offerings for the next six years in order to allow students to map their entire degree pathways. The program has included general university graduate requirements in its planning and has therefore designated Writing (W), Breadth (B) and Quantitative (Q) courses to be offered in addition to those in FAL (Foundations of Academic Literacy) and FAN (Foundations of Academic Numeracy).

SFU-NOW regularly collects feedback through surveys where students are asked about course preferences and satisfaction with schedules. While the program can accommodate many of

students' needs and interests within the Departments and courses listed above, students have also expressed interest in taking courses from other Faculties (especially Business Administration and Education). Student preferences from surveys and enrollment trends will continue to be tracked in order to provide input to future SFU-NOW program development.

Marketing & Advertising

SFU-NOW is designed for adult learners in the 25-45 year age range who have already taken some post-secondary education when younger but withdrawn for a various reasons. Reaching such potential students requires a different marketing approach than one targeted at school-leavers or younger learners. For example, many prospective adult students are unaware that such a degree completion program exists at all let alone might be offered by SFU. Information sessions and student surveys indicate that many existing and prospective SFU-NOW students took courses at universities other than SFU. Had they not found out about SFU-NOW through specific advertising, SFU may not have been their university of choice. And, even though some now mature students attended SFU when younger, they were unaware that SFU had offered such programs for working adults until they encountered specifically-designed advertising.

Continuing Studies has developed highly-effective marketing and administration approaches for non-traditional students and lifelong learners so the cost of hiring specialised administrative and marketing staff was not necessary. The program spent \$45,000 on advertising expenses in its first year using cost-effective vehicles such as websites (see www.sfu.ca/sfunow), and advertises in local newspapers and on various Metro Vancouver transit systems.

Academic Advisory Committee

An academic advisory committee ensures appropriate academic oversight and programmatic quality and integrity. The committee meets semesterly to review all aspects of the program and its development. Its current members are:

1. Dr. Neil Mathur (Program Director)
2. Dr. Tom Nesbit (Dean, *pro tem*, Continuing Studies)
3. Dr. Paul Budra (Associate Dean, Faculty of Arts and Social Sciences)
4. Dr. Alison Beale (Associate Dean, Faculty of Communication Arts and Technology)
5. Tony Bothelo (Director, Career Services, Student Services)
6. Jenny Fiorini (Associate Registrar, Student Services)

Summary

SFU-NOW meets several SFU and Continuing Studies strategic goals towards accommodating lifelong learners through adopting an interdisciplinary approach to create degree completion pathways for students. The program has proven to be successful thus far using both quantitative and qualitative measurements. It has shown steady growth and its coordination and collaborations with Faculties and Departments have been successful and mutually rewarding. It is cost-effective, well-structured and appropriately governed. Its funding source (tuition reimbursement) is a model consistent with existing programs and efficiently supports the growth of the program. SFU-NOW benefits the university by attracting additional students, particularly those from under-represented groups, increasing revenue, opening access, removing barriers to completion, increasing student satisfaction, and extending SFU's innovative approaches to providing university-level education in the community.

Student Testimonials

Typical SFU-NOW student feedback:

1. "Having a university degree would change my life in many ways but perhaps the most significant difference would be the boost to my self confidence. Proper discourse, written composition, and analytical thought are all skills I have been developing while working on a degree through SFU's SFU-NOW program. I have gathered essential life skills that are helping me believe in both myself and my abilities. I am taking control of my life, acting on opportunities that I may previously have been scared to try, and building respect among my peers and co-workers. I am no more simply following the status quo, but instead challenging myself with larger, more rewarding goals I previously thought not possible with my current education. Getting a university degree is giving me the self-confidence to bring success to my life. Once I achieve this goal, I will be free to pursue all the new and exciting opportunities that having a degree allows me."
2. "It is hard to juggle work, studying, and family. Every day, I get up early to prepare breakfast and lunch for my family. Then I'm a legal assistant from 9 to 5, and then start my "second shift" when I get home. When my children go to bed, it is my "third shift" as a student studying until midnight. Having job, school and family seems unimaginable, but I squeeze my time to try my best. As a mature student, I look forward to pursuing my dream at SFU."
3. "I can't say how thankful I am for the SFU-NOW program. It has been so enjoyable discovering so many new interests and ways of thinking. The entire staff, online support, structure and professors have been fantastic from day one."
4. "Thanks to the SFU-NOW program, I am taking control of my life"