Mission / Purpose

The College of Continuing Studies delivers The University of Alabama to individuals pursuing educational goals and career growth, and to organizations building excellence in the workplace.

Goals

G 1: Programs
Develop and deliver programs and services to make state and regional workplaces globally competitive.

G 2: Engagement
Build, nurture, and sustain mutually beneficial relationships with external and internal stakeholders.

G 3: Continuous Improvement
Foster the disciplines of innovation, integrated planning, and continuous improvement throughout the college.

G 4: Work Culture
Develop and embrace a team-oriented work culture that epitomizes the UA core competencies of Adaptability/Flexibility, Collaboration/Building Relationships, Ethics/Integrity, Self-Development and Student/Customer Focused.

G 5: Expand Resources
Expand financial support and scholarships for learning opportunities offered through the college.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Programs
Identify areas for programs and services to address the needs of our constituents

Related Measures

M 1: Demand for proposed new degree and certificate programs (1.1.1)
1.1.1 What is the demand for proposed new degree and certificate programs?
Source of Evidence: Administrative measure - other

Target:
No target established.

M 2: Scholarship Support for students enrolled in CCS (1.1.2)
1.1.2 Did scholarship support for students enrolled in CCS facilitated degree programs increase this year?
Source of Evidence: Existing data

Target:
no target established

M 3: Timely, accurate and consistent prospect follow-up (1.1.3)
1.1.3 Is prospect follow-up timely, accurate and consistent?
Source of Evidence: Evaluations

Target:
No target established.

M 5: Promptness of email or personal response to prospective student inquiries (1.2.2)
1.2.2 Provide email or personal response to prospective student inquiries within 48 business hours of initial contact.
Source of Evidence: Efficiency

**M 8: Meeting of safety and health training needs (1.3.2)**
1.3.2 Is DEIP's Training & Conference Activities Division meeting the safety and health training needs of Alabama businesses?
Source of Evidence: Administrative measure - other

**M 10: Positive results of professional development programs (1.4.1)**
1.4.1 Do professional development programs produce positive results for participants?
Source of Evidence: Administrative measure - other

**M 11: Professional development offerings meet quality standards (1.4.2)**
1.4.2 Do professional development offerings meet quality standards?
Source of Evidence: Evaluations

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**OthOtcm 2: Strengthened Capacity**
Strengthen capacity to build and deliver quality programs and services

**OthOtcm 3: Technology to Support Best Practices**
Invest in learning technology to support best practices of teaching and training

**OthOtcm 4: Internal (UA) Partnerships**
Improved partnerships with UA colleges and departments to expand and strengthen programs

**OthOtcm 5: Strategic Alliances**
Expanded strategic alliances to increase opportunities for engagement and shared initiatives

**OthOtcm 6: CCS Collaboration**
Improved collaboration within departments of the College of Continuing Studies

**OthOtcm 7: Continuous Improvement Systems and Culture**
Culture of Continuous Improvement in place for management systems and work processes.

**OthOtcm 8: Encouragement of Innovation**
Concept of Innovation explored and encouraged.

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**M 18: Reduction in cycle time to mail marketing materials (3.1.1)**
3.1.1 How can we reduce cycle time to mail marketing materials?
Source of Evidence: Efficiency

**M 20: Implementation of financial coding system (3.2.1)**
3.2.1 Implement financial coding system to analyze program viability in terms of revenue to expense ratios
Source of Evidence: Administrative measure - other
M 21: Utilization of electronic marketing analytics (3.2.2)
3.2.2 Utilize electronic marketing analytics to maximize visits to website.
Source of Evidence: Existing data
Connected Document
Continuing Studies Timetable
Target: No target established

M 22: Establishment of “community of practice” groups (3.2.3)
3.2.3 Establish “community of practice” groups to enhance internal communication and collaboration.
Source of Evidence: Discussions / Coffee Talk
Connected Document
Continuing Studies Timetable
Target: No target established

M 23: Improvement of the proposal process for the Bryant Conference Center (3.4.1)
3.4.1 How can the proposal process for the Bryant Conference Center be improved?
Source of Evidence: Discussions / Coffee Talk
Connected Document
Continuing Studies Timetable
Target: No target established

M 24: Improvement of the process of developing new conferences (3.4.2)
3.4.2 How can we improve the process of developing new conferences?
Source of Evidence: Discussions / Coffee Talk
Connected Document
Continuing Studies Timetable
Target: No target established

M 25: Increased effectiveness in monitoring exhibitor and sponsorship solicitations (3.4.3)
3.4.3 How can we be more effective in monitoring exhibitor and sponsorship solicitations for conferences?
Source of Evidence: Discussions / Coffee Talk
Connected Document
Continuing Studies Timetable
Target: No target established

M 26: Increased effectiveness of e-marketing campaigns (3.4.4)
3.4.4 How can we be more effective with our e-marketing campaigns for noncredit programs?
Source of Evidence: Discussions / Coffee Talk
Connected Document
Continuing Studies Timetable
Target: No target established

OthOtcm 9: Successes Rewarded
Successful outcomes are recognized and rewarded.

OthOtcm 10: Focused staff performance objectives
Increased emphasis on attracting, developing, and retaining talented staff.

OthOtcm 11: Community Outreach
Enhanced opportunities for community outreach and service

OthOtcm 12: Teamwork
Successful team performance recognized and rewarded.

OthOtcm 13: Revenue Sources
Optimized and diversified sources of revenue.

OthOtcm 14: Financial Systems
Strong financial management systems.
### Certificate Program Improvements

Develop plan to change certificates to meet market expectations and improve marketing of programs.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Low
- **Implementation Description:** Convert some certificate programs to blended format and improve marketing of programs.
- **Projected Completion Date:** 09/2013
- **Responsible Person/Group:** PDCS.
Mission / Purpose

The College of Continuing Studies delivers The University of Alabama to individuals pursuing educational goals and career growth, and to organizations building excellence in the workplace.

(Revised 2012/13)

Goals

G 1: Leading Provider of Educational Opportunities
To become the leading provider of online degrees, career development training, and organizational excellence initiatives in Alabama.

G 2: Learning Environments and Delivery Systems
To be the recognized authority in technologically based learning environments and delivery systems.

G 3: Continuous Improvement
Create a continuous improvement environment whereby the college evaluates, analyzes, and implements systems to improve organizational effectiveness.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Engagement
Determine and provide what learners and partner organizations need.

Connected Document
Continuing Studies Timetable

Related Measures

M 1: Degree and Training Provider
1.1.1 Participate in research and engagement opportunities to identify needed online degrees, career development training, and organizational excellence initiatives in Alabama.

Source of Evidence: Climate / Environment

Connected Document
Continuing Studies Timetable

Target:
Research and identify the top five professional and management workforce needs in Alabama through Burning Glass.

Participate in one professional organization for every 2 targeted sectors.

M 2: Scholarship Support for students enrolled in CCS (1.1.2)
1.1.2 Did scholarship support for students enrolled in CCS facilitated degree programs increase this year?

Source of Evidence: Existing data

Connected Document
Continuing Studies Timetable

Target:
no target established

Finding (2012-2013) - Target: Met
Scholarship support was up by 28% for 2012/13.

FY 2011-2012
Realized Giving: $14,828.31
Pledges Outstanding $32,000
Expectancies $140,000
Total: $186,828.30

FY 2012-2013
Realized Giving: $100,485
Pledges Outstanding $18,000
M 3: Timely, accurate and consistent prospect follow-up (1.1.3)
1.1.3 Is prospect follow-up timely, accurate and consistent?
Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable

Target:
No target established.

M 5: Promptness of email or personal response to prospective student inquiries (1.2.2)
1.2.2 Provide email or personal response to prospective student inquiries within 48 business hours of initial contact.
Source of Evidence: Efficiency

Connected Document
Continuing Studies Timetable

Target:
Once prospective lead is received a phone call by student services staff is made within 48 hours and auto- responder deployed within 4 hours

M 8: Meeting of safety and health training needs (1.3.2)
1.3.2 Is DEIP's Training & Conference Activities Division meeting the safety and health training needs of Alabama businesses?
Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target:
Target for number of people training: 1350
Target for attendance at the Governor's Safety and Health Conference: 375

Finding (2012-2013) - Target: Met
We offered over 50 different courses, and trained 1389 on various environmental health and safety topics. Our annual Alabama Governor's Safety and Health Conference is widely recognized by the state's safety and health professional community and is experiencing steady growth in participants in recent years, to 429 in 2013.

We are providing safety and health training for employees of both large and small companies. By providing training in both typical class room settings as well as on-line courses, we are reaching a diversity of employees with varying needs and schedules.

M 10: Positive results of professional development programs (1.4.1)
1.4.1 Do professional development programs produce positive results for participants?
Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target:
Conduct a qualitative utilization survey with students of certificate and custom training that graduated since the previous survey of certificate program students who graduated three years earlier.

Survey participants who have not taken a program in two years.

M 11: Professional development offerings meet quality standards (1.4.2)
1.4.2 Do professional development offerings meet quality standards?
Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable

Target:
Minimum overall program quality standards are 4.2 on a scale ranging from 1 - 5, with 5 being excellent.

M 32: OSHA Consultation Effectiveness (1.3.3)
Is DEIP's OSHA Consultation Service making Alabama workplaces safer? (1.3.3)
Source of Evidence: Existing data

Target:
In 2012-13, the OSHA Consultation program's target was 360 onsite visits to small, high-hazard business in Alabama.

Finding (2012-2013) - Target: Met
In 2012-13, the OSHA Consultation program's target was 360 onsite visits to small, high-hazard business in Alabama. The program actually conducted 400 visits.
Interpretations & Conclusions: DEIP's OSHA Consultation Program is highly effective in making Alabama's workplaces safer. DEIP's administration of the OSHA Consultation program was hailed by OSHA's auditors as "an effective, well-managed program delivering quality services to Alabama employers."

M 33: Influence over Environmental Impact (1.3.1)
Is DEIP influencing Alabama's manufacturers, businesses, local governments, and institutions to reduce their environmental impact on the state? (1.3.1)
Source of Evidence: Existing data

Target:
Measure: Annual total of manufacturers, businesses, government agencies, and institutions that (1) request DEIP environmental compliance and/or management consultation, (2) have employees attend DEIP's environmental conferences and/or environmental training courses, (3) request new or renewed environmental accreditation for their employees, and (4) the total number of environmental hazards identified by DEIP upon request. In 2012-13, our target total influence measure was 880.

Finding (2012-2013) - Target: Met

Results: We have developed a measure of "influencing Alabama's manufacturers...to reduce their environmental impact..." It is the annual total of manufacturers, businesses, government agencies, and institutions that (1) request DEIP environmental compliance and/or management consultation, (2) have employees attend DEIP's environmental conferences and/or environmental training courses, (3) request new or renewed environmental accreditation for their employees, and (4) the total number of environmental hazards identified by DEIP upon request. In 2012-13, our target total influence measure was 880. We actually totaled 897, exceeding the target by nearly 2%.

Interpretations & Conclusions: Our efforts to influence the reduction of environmental impact from the entities we are working with are effective. Furthermore, the measure of influence we have developed highlights specific areas where opportunities to increase influence may be achieved in the future.

M 34: Lead Conversion (1.2.1)
Conversion of inquires to applications and admitted students to enrolled students (1.2.1)

Source of Evidence: Activity volume

Target: Increase the conversion of inquiries to applications by 5% and the conversion of admitted to enrolled students by 5%

OthOtcm 2: Innovative Learning Environments
Develop and support innovative learning environments.

Connected Document
Continuing Studies Timetable

Related Measures

M 12: Improvement of signage at BCC and Martha Parham West (2.1.1)
2.1.1 What is needed to improve signage at BCC and Martha Parham West?
Source of Evidence: Discussions / Coffee Talk

Connected Document
Continuing Studies Timetable

Target: No target established

M 13: Provide faculty and staff professional development opportunities (2.2.1)
2.2.1 Provide faculty and staff professional development opportunities that offer nationally recognized strategies for delivering distance learning.

Source of Evidence: Activity volume

Connected Document
Continuing Studies Timetable

Target: Increase faculty and staff professional development opportunities by 20%

M 15: Facilitate student services that support attainment of student retention benchmarks (2.2.3)
2.2.3 Facilitate student services that support attainment of student retention benchmarks consistent with national consortium of distance learning providers.

Source of Evidence: Existing data

Connected Document
Continuing Studies Timetable

Target: Increase the percentage of undergraduate and graduate students who enroll in the second term by 5%

M 16: Effectiveness of the learning environment at the Bryant Conference Center (2.4.1)
2.4.1 How effective is the learning environment at the Bryant Conference Center?

Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable

Target:
Evaluations should result in at least a 3.4 on a 4 point scale.

M 17: Facilitate learning opportunities for noncredit certificate program students (2.4.2)
2.4.2 How can we facilitate learning opportunities for noncredit certificate program students and potential students?
Source of Evidence: Discussions / Coffee Talk

Target:
Proportion of management certificate sessions not cancelled due to low enrollments should be at least 50%.

M 35: Academic Partnerships (2.2.4)
Identify issues and needs with academic partners relative to existing and potential programming
Source of Evidence: Activity volume

Target:
Meet two times annually with each academic college

OthOtcm 3: Organizational Effectiveness
Optimize organizational effectiveness

M 14: Course Design Schedule (3.2.4)
2.2.2 Develop an attainable online course design schedule
Source of Evidence: Existing data

Target:
Maintain the metrics of a minimum of 60 days to develop a revised course and 90 days to develop a new course

M 18: Reduction in cycle time to mail marketing materials (3.1.1)
3.1.1 How can we reduce cycle time to mail marketing materials?
Source of Evidence: Efficiency

Target:
No target established

M 20: Implementation of financial coding system (3.2.1)
3.2.1 Implement financial coding system to analyze program viability in terms of revenue to expense ratios
Source of Evidence: Administrative measure - other

Target:
Expand the coding system to track marketing activities

M 21: Utilization of electronic marketing analytics (3.2.2)
3.2.2 Utilize electronic marketing analytics to maximize visits to website.
Source of Evidence: Existing data

Target:
Increase the number of visitors to web pages and leads by 10%

M 22: Establishment of “community of practice” groups (3.2.3)
3.2.3 Establish “community of practice” groups to enhance internal communication and collaboration.
Source of Evidence: Discussions / Coffee Talk

Target:
No target established

M 23: Improvement of the proposal process for the Bryant Conference Center (3.4.1)
3.4.1 How can the proposal process for the Bryant Conference Center be improved?
Source of Evidence: Discussions / Coffee Talk

Target:
Implement Improve phase of Six Sigma Project
M 24: Improvement of the process of developing new conferences (3.4.2)
3.4.2 How can we improve the process of developing new conferences?
Source of Evidence: Discussions / Coffee Talk

Connected Document
Continuing Studies Timetable

Target:
Program processes templated and managed in MS Project.

M 25: Increased effectiveness in monitoring exhibitor and sponsorship solicitations (3.4.3)
3.4.3 How can we be more effective in monitoring exhibitor and sponsorship solicitations for conferences?
Source of Evidence: Discussions / Coffee Talk

Connected Document
Continuing Studies Timetable

Target:
Improve phase of Six Sigma project implemented that will result in evidence-based measures.

M 26: Increased effectiveness of e-marketing campaigns (3.4.4)
3.4.4 How can we be more effective with our e-marketing campaigns for noncredit programs?
Source of Evidence: Discussions / Coffee Talk

Connected Document
Continuing Studies Timetable

Target:
Identify 3 new ways to promote learning opportunities to existing attendees.

Develop one new incentive program.

Participate in one professional organization for every 2 targeted sectors.

Approach 5 new organizations within targeted sectors, e.g., meet with training managers, decision-makers.

Approach 5 current organizations (e.g., conference attendees, certificate attendees) within targeted sectors, e.g., meet with training managers, decision-makers.

OthOtcm 4: Leadership Capacity
Build leadership capacity with the College and in partner organizations.

Connected Document
Continuing Studies Timetable

Related Measures

M 27: Maintain six sigma certification (4.1.1)
4.1.1 Maintain six sigma certification in 75% of current "belts."
Source of Evidence: Benchmarking

Connected Document
Continuing Studies Timetable

Target:
Implementation of tracking system to log utilization of Six Sigma tools and methodology to determine and encourage Belts to maintain certification.

M 28: Providing strategic planning, implementation support, and funding to Leadership U (4.1.2, 4.4.2)
4.1.2, 4.4.2 Continue to provide strategic planning, implementation support, and funding to Leadership U.
Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target:
No target established

M 29: Identification of leadership development goals (4.1.3)
4.1.3 Identify leadership development goals for staff through performance review process.
Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable

Target:
No target established

M 31: Increased enrollment in leadership certificate program (4.4.1)
4.4.1 Increase enrollment in leadership certificate programs by 5%.
Source of Evidence: Benchmarking
**Connected Document**
Continuing Studies Timetable

**Target:**
Average enrollment in open enrollment management certificate sessions should be at least 6.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Certificate Program Improvements**
Develop plan to change certificates to meet market expectations and improve marketing of programs.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Low
- **Implementation Description:** Convert some certificate programs to blended format and improve marketing of programs.
- **Projected Completion Date:** 09/2013
- **Responsible Person/Group:** PDCS.

**Digital Signage**
Complete and implement improvement from Six Sigma project.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Low
- **Implementation Description:** Completion of programming improvements and additional digital signage for the Bryant Conference Center.
- **Projected Completion Date:** 09/2013
- **Responsible Person/Group:** Bryant Conference Center

**Hire recruiter for program**
Enrollment in program was stagnant, making it clear we need to hire an instructor who teaches, advises, and recruits for the program.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Low
- **Implementation Description:** Hire instructor/recruiter
- **Projected Completion Date:** 09/2013

**Lead Management Analysis**
A team was formed to study the lead/prospect management processes throughout the various CCS Divisions and to analyze for opportunities for improvement. Process Flow Charts were developed for various divisions. Project Team analyzed opportunities for improvement and agreed to work with Engagement team to track their leads through the process, with one system. Individual units would still employ individual lead management and tracking.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Finished
- **Priority:** Medium
- **Implementation Description:** Lead Management process flows mapped and analyzed for improvement.
- **Projected Completion Date:** 09/2013
- **Responsible Person/Group:** Marketing team

**Renewed emphasis on Giving**
Created new position and hire to devote more time and effort to getting scholarships and gifts.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Finished
- **Priority:** High
- **Implementation Description:** New CCS Advancement Officer
- **Projected Completion Date:** 09/2013
- **Responsible Person/Group:** Dean's Office
Mission / Purpose
The College of Continuing Studies provides flexible and innovative educational opportunities, technical assistance and applied research that enhance the quality of life for lifelong learners and organizations.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Needs Assessment
Determine and provide what learners and partner organizations need.

Connected Document
Continuing Studies Timetable

Related Measures

M 1: Demand for proposed new degree and certificate programs (1.1.1)
1.1.1 What is the demand for proposed new degree and certificate programs?
Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target:
no target established

Finding (2011-2012) - Target: Met
Results: The College of Continuing Studies monitors programming demand by reviewing research reports provided by Eduventures and the Education Advisory Board, both leading firms in higher education research.

Interpretations & Conclusions: This research is shared with our academic partners where appropriate – which allows CCS to stay abreast of current trends and capitalize on new distance learning opportunities. No new programming was developed as a result of the research review.

M 2: Scholarship Support for students enrolled in CCS (1.1.2)
1.1.2 Did scholarship support for students enrolled in CCS facilitated degree programs increase this year?
Source of Evidence: Existing data

Connected Document
Continuing Studies Timetable

Target:
no target established

Finding (2011-2012) - Target: Not Met

FY 2010-2011
For FY 2010-2011 Giving for scholarships was at a total of $25,995.

FY 2011-2012
Realized Giving: $14,828.31
Pledges Outstanding $32,000
Expectancies $140,000
Total: $186,828.30

Realized giving for 2011-12 was down.

Related Action Plans (by Established cycle, then alpha):
Renewed emphasis on Giving
Established in Cycle: 2011-2012
Create new position and hire to devote more time and effort to getting scholarships and gifts.

For full information, see the Details of Action Plans section of this report.

M 3: Timely, accurate and consistent prospect follow-up (1.1.3)
1.1.3 Is prospect follow-up timely, accurate and consistent?
Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable
Finding (2011-2012) - Target: Partially Met

Results: Two communication metrics were established. Student Services has set a metric for enrollment counselors to respond by phone (if phone number provided) to inquiries within 48 hours. In addition, another metric was set so that those inquiring about a degree program will receive an auto-responder within four hours or that inquiry being entered into our Customer Relationship Management (CRM) system.

Interpretations & Conclusions: The 48-hour metric of communication to inquiry is being met except during peak advertising periods. In addition, the four-hour metric of sending an auto-responder to inquiry is also being met. A review of the data shows that the Distance Learning headcount has increased 15% over the past year and the percentage of applications completed to enrolled has increased from approximately 23% to 50%. We conclude that much of the increased headcount and conversion is due to the enhanced communication strategies.

However, a project review team realized that the processes for prospect follow up varied greatly throughout CCS. A plan was put into place to thoroughly map and study all of the process to determine opportunities for improvement.

Related Action Plans (by Established cycle, then alpha):

Lead Management Analysis
Established in Cycle: 2011-2012
A team was formed to study the lead/prospect management processes throughout the various CCS Divisions and to analyze for opport...

For full information, see the Details of Action Plans section of this report.

M 4: Market analysis to identify programming that recruits new distance learners (1.2.1)
1.2.1 Conduct and/or analyze market analysis to identify programming that recruits new distance learners.

Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target: No target established.

Finding (2011-2012) - Target: Met

Results: Academic Outreach monitors programming demand by reviewing research reports provided by Eduventures and the Education Advisory Board, both leading firms in higher education research.

Interpretations & Conclusions: This research is shared with our academic partners where appropriate – which allows AO to stay abreast of current trends and capitalize on new distance learning opportunities. No new programming was developed as a result of the research review.

M 5: Promptness of email or personal response to prospective student inquiries (1.2.2)
1.2.2 Provide email or personal response to prospective student inquiries within 48 business hours of initial contact.

Source of Evidence: Efficiency

Connected Document
Continuing Studies Timetable

Target: No target established

Finding (2011-2012) - Target: Met

Results: Two communication metrics were established. Student Services has set a metric for enrollment counselors to respond by phone (if phone number provided) to inquiries within 48 hours. In addition, another metric was set so that those inquiring about a degree program will receive an auto-responder within four hours or that inquiry being entered into our Customer Relationship Management (CRM) system.

Interpretations & Conclusions: The 48-hour metric of communication to inquiry is being met except during peak advertising periods. In addition, the four-hour metric of sending an auto-responder to inquiry is also being met. A review of the data shows that the Distance Learning headcount has increased 15% over the past year and the percentage of applications completed to enrolled has increased from approximately 23% to 50%. We conclude that much of the increased headcount and conversion is due to the enhanced communication strategies.

M 6: Management of enrollment capacity (1.2.3)
1.2.3 Manage enrollment capacity to maximize DL student registrations.

Source of Evidence: Document Analysis

Connected Document
Continuing Studies Timetable

Target: No target established.
Finding (2011-2012) - Target: Met

Results: Several processes have been put in place to manage enrollment capacity, including: multiple sections of high-demand courses (both by DL and campus students) have been set up to alleviate closed courses for DL students; courses are set up so that DL students have priority - lift dates are established and opened up to campus students once this date has passed; and DL students are allowed to register during priority registration.

Interpretations & Conclusions: Student Services is receiving fewer requests from advisors to increase course capacity or permit students into a course. In addition, the academic department is managing campus and DL demand across the multiple sections by shifting capacity during the registration period between the two courses, based on student need.

M 7: Speed of processing lead and asbestos accreditation requests (1.3.1)
1.3.1 Is DEIP processing lead and asbestos accreditation requests in a timely manner?

Source of Evidence: Efficiency

Connected Document
Continuing Studies Timetable

Target: Meet or exceed established turnaround time for application processing of two weeks (14 days).

Finding (2011-2012) - Target: Met

Results: In accordance with agreements between DEIP, EPA, the Alabama Department and Public Health, and the Alabama Department of Environmental Management regarding lead-based paint and asbestos accreditation, we receive and process approximately 1,700 individual applications for accreditation each year. The established turnaround time for application processing is two weeks (14 days). DEIP has 100% compliance within two weeks. We process over 95% of applications received within 7 – 10 days.

Interpretations & Conclusions: Our established turnaround time meets our internal goal which meets or exceeds industry standards, including standards for the accreditation bodies of neighboring states and the EPA. The process of accreditation requests is completed in a timely manner.

M 8: Meeting of safety and health training needs (1.3.2)
1.3.2 Is DEIP's Training & Conference Activities Division meeting the safety and health training needs of Alabama businesses?

Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target: No target established.

Finding (2011-2012) - Target: Met

Results: We offered over 50 different courses in 2011-12, and trained 1,472 in 2011-12. By providing training in both typical classroom settings as well as online courses, we are reaching employees with varying needs and schedules. Our annual Alabama Governor's Safety and Health Conference is widely recognized by the state's safety and health professional community and is experiencing steady growth in participants in recent years, from 359 in 2011 to 373 in 2012.

Interpretations & Conclusions: We are providing safety and health training for employees of both large and small companies. By providing training in both typical classroom settings as well as online courses, we are reaching a diversity of employees with varying needs and schedules.

M 9: Increased safety in Alabama workplaces (1.3.3)
1.3.3 Is DEIP's OSHA Consultation Service making Alabama workplaces safer

Source of Evidence: Existing data

Connected Document
Continuing Studies Timetable

Target: No target established.

Finding (2011-2012) - Target: Met

Results: In 2011 – 2012, the OSHA Consultation Program operating within DEIP delivered 507 onsite safety and health consultation visits to small employers throughout Alabama. Virtually all of the employers served by the program fell into one or more "high hazard" categories, as defined by OSHA. The Alabama OSHA Consultation program identified more than 3300 instances of serious workplace hazards affecting 164,924 workers. All of these serious hazards were eliminated or controlled by the employer under a binding agreement established with the consultation program.

Interpretations & Conclusions: DEIP's OSHA Consultation Program is highly effective in making Alabama’s workplaces safer. DEIP's administration of the OSHA Consultation program was hailed by OSHA's auditors as "an effective, well-managed program delivering quality services to Alabama employers".
M 10: Positive results of professional development programs (1.4.1)
1.4.1 Do professional development programs produce positive results for participants?
Source of Evidence: Administrative measure - other

Connected Document
Continuing Studies Timetable

Target:
Utilization survey should show positive results.

Finding (2011-2012) - Target: Met
Utilization Assessment survey responses indicated that over 95% answered "yes" to the question, "If you had to do it again, would you complete the certificate program?"

78% of certificate program graduates indicated the program either provided "noticeable improvement" or "amazing improvement" in their job performance.

61% indicated the most valuable change they made as a result of the certificate program was Improved Technical Skills.

34% indicated the most valuable change they made as a result of the certificate program was Improved Skills Dealing With Management.

These results indicate the certificate program graduates value the results of the training they receive.

M 11: Professional development offerings meet quality standards (1.4.2)
1.4.2 Do professional development offerings meet quality standards?
Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable

Target:
Minimum overall program quality standards are 4.2 on a scale ranging from 1 - 5, with 5 being excellent.

Finding (2011-2012) - Target: Met
Overall Program Quality ratings from evaluations are 4.9 on a 5 point scale.

Additionally, where applicable, professional certificate programs are aligned with industry standard bodies of knowledge. For example, the project management certificate is aligned with the Project Management Body of Knowledge developed by the Project Management Institute. Professional certificate programs ensure quality through their faculty. All faculty members are training professionals certified in specific training specialties or are current or retired university faculty.

Interpretations & Conclusions: We plan to review our professional certificate programs to expand the relationship of the content to professional bodies of knowledge associated with professional credentials. We are also instituting a faculty recruitment program to ensure we maintain faculty quality as our programs grow.

OthOtcn 2: Innovative Learning Environments
Develop and support innovative learning environments.

Connected Document
Continuing Studies Timetable

Related Measures

M 12: Improvement of signage at BCC and Martha Parham West (2.1.1)
2.1.1 What is needed to improve signage at BCC and Martha Parham West?
Source of Evidence: Service Quality

Connected Document
Continuing Studies Timetable

Target:
No target established

Finding (2011-2012) - Target: Partially Met
Six Sigma project was initiated and partially implemented during this time period.

Digital Signage was added to Martha Parham West to enhance the information available to students, staff, and visitors to the building.

Related Action Plans (by Established cycle, then alpha):

Digital Signage
Established in Cycle: 2011-2012
Complete and implement improvement from Six Sigma project.

For full information, see the Details of Action Plans section of this report.

M 13: Provide faculty and staff professional development opportunities (2.2.1)
2.2.1 Provide faculty and staff professional development opportunities that offer nationally recognized strategies for delivering distance learning.
Source of Evidence: Activity volume

Connected Document
Continuing Studies Timetable
No target established

**Finding (2011-2012) - Target: Met**

Results: Academic Outreach supports professional development opportunities through both webinars and on-site conferences. During the past year approximately 40 faculty and 9 AO staff have been supported to attend these events.

Interpretations & Conclusions: Through the webinars and conferences faculty have been exposed to creative and innovative online learning strategies, which aids in creating more innovative online classroom interactions. We conclude that faculty who become more familiar with the tools and technology become more open to new strategies and technologies. We will continue to support these activities to enhance the learner outcomes.

**M 14:** Develop an attainable online course design schedule (2.2.2)

2.2.2 Develop an attainable online course design schedule

Source of Evidence: Discussions / Coffee Talk

**Connected Document**

Continuing Studies Timetable

No target established

**Finding (2011-2012) - Target: Met**

Results: A Six Sigma process improvement project to facilitate timely completion of course development and revisions was developed and completed, which included members from the instructional design and program management teams

Interpretations & Conclusions: Key metrics were developed including: the minimum number of days to develop or revise an online course and the minimum number of days that are required for tech support to upload the course content. Instructional design and training strategies were put in place to monitor the online course development/revision process. Faculty and instructional designers (IDs) were surveyed to determine satisfaction with the online course development process; and training to faculty teaching and/or developing online/hybrid courses was provided. The key metrics have been met and the survey results have shown satisfaction with the online course development process as well as highlighted key areas for improvement.

**M 15:** Facilitate student services that support attainment of student retention benchmarks (2.2.3)

2.2.3 Facilitate student services that support attainment of student retention benchmarks consistent with national consortium of distance learning providers.

Source of Evidence: Existing data

**Connected Document**

Continuing Studies Timetable

No target established

**Finding (2011-2012) - Target: Met**

Results: For the 2011-2012 academic year 70% of online undergraduate students and 85% of graduate students were still enrolled at the start of the second semester. This percentage was down slightly (4%) from the previous year for undergraduates and up 8% for graduates. Various resources have been implemented including math tutoring, SmarterThinking (online tutoring service), orientations for new students and SmarterMeasures (online assessment tool that addresses online learning gaps).

Interpretations & Conclusions: Academic Outreach monitors and reviews benchmarking data from their research partners for comparison, as well as reviews best practices via research and webinars.

**Finding (2011-2012) - Target: Met**

Results: For the 2011-2012 academic year 70% of online undergraduate students and 85% of graduate students were still enrolled at the start of the second semester. This percentage was down slightly (4%) from the previous year for undergraduates and up 8% for graduates. Various resources have been implemented including math tutoring, SmarterThinking (online tutoring service), orientations for new students and SmarterMeasures (online assessment tool that addresses online learning gaps).

Interpretations & Conclusions: Academic Outreach monitors and reviews benchmarking data from their research partners for comparison, as well as reviews best practices via research and webinars.

**M 16:** Effectiveness of the learning environment at the Bryant Conference Center (2.4.1)

2.4.1 How effective is the learning environment at the Bryant Conference Center?

Source of Evidence: Evaluations

**Connected Document**
Finding (2011-2012) - Target: Met
In addition to meeting spaces, the Bryant Conference Center provides services to create an environment that allows participants to focus on their learning. The services include food and beverages for breaks, meals, concierge, a business center, free wireless access, responsive custodial and maintenance services, and audio-visual capabilities. Evaluations from users of the conference center and its services consistently rate the conference center and its services above over 3.5 points out of 4. The conference center director maintains funds to continually improve the facility.

Maintaining a fund for continually improving the facility has proven to be an effective measure in creating a productive learning environment. The conference director has also recognized and pursued relationships with university facilities representatives that result in expedited services.

M 17: Facilitate learning opportunities for noncredit certificate program students (2.4.2)
2.4.2 How can we facilitate learning opportunities for noncredit certificate program students and potential students?
Source of Evidence: Discussions / Coffee Talk

M 18: Reduction in cycle time to mail marketing materials (3.1.1)
3.1.1 How can we reduce cycle time to mail marketing materials?
Source of Evidence: Efficiency

M 19: Streamlining of IT purchasing processes (3.1.2)
3.1.2 Can we streamline IT purchasing processes?
Source of Evidence: Efficiency

M 20: Improve Financial Reporting System
3.2.1 Implement financial coding system to analyze program viability in terms of revenue to expense ratios
Source of Evidence: Administrative measure - other
degree program and tracks both revenue and expenses to that program from all areas of Academic Outreach including program management, marketing, instructional design, student services, and overhead.

Interpretations & Conclusions: The program managers are better able to make decisions based on tracking this data as well as communicate program outcomes and viability to the academic partners. The coding system can be expanded by developing additional databased systems to monitor and analyze all or areas of program support.

**M 21: Utilization of electronic marketing analytics (3.2.2)**

3.2.2 Utilize electronic marketing analytics to maximize visits to website.

Source of Evidence: Existing data

**Connected Document** [Continuing Studies Timetable](#)

**Target:**
No target established

**Finding (2011-2012) - Target: Met**

Results: For the 2011-2012 academic year 216,982 visitors viewed either the BamaBydistance website or landing page from an electronic tactic, of those visitors 5,650 converted to a lead; resulting in a 2.6% lead conversion ratio. Comparing to the 2010-2011 academic year the visits from electronic tactics were up 181% and conversions were up 46%.

Interpretations & Conclusions: The marketing managers utilize visits and conversion data to inform decisions regarding continuation of an electronic tactic. This leads to better performance and increased ROI. We will continue to research and test new electronic marketing tactics and monitor the leads and conversions to ensure that only those tactics with good performance results are being utilized.

**M 22: Establishment of “community of practice” groups (3.2.3)**

3.2.3 Establish “community of practice” groups to enhance internal communication and collaboration.

Source of Evidence: Activity volume

**Connected Document** [Continuing Studies Timetable](#)

**Target:**
No target established

**Finding (2011-2012) - Target: Met**

Results: A community of practice team was formed and is comprised of Program Managers from the various areas of Academic Outreach including program development, student services, instructional technology and academic services, the Gadsden Center, New College Life Track and ACCESS. This team meets every month. The following are accomplishments for 2011-2012: coordination and facilitation of the AO retreat; organized lunch and learns across the functional areas which gave each group an opportunity to learn more about the responsibilities of the other areas and research ways to collaborate; organized leisure lunch and learns and a scavenger hunt to increase socialization across the AO team members.

Interpretations & Conclusions: Internal communication has increased significantly and several collaborations have been informed. Examples of those collaborations include: Program Development and Marketing representatives will now attend ACCESS teacher trainings on a regular basis to talk about degree programs, including Gadsden Center programs, we facilitate for the College of Education; UA Early College to host a lunch meeting with local counselors, principals and superintendents in Gadsden; an orientation session for New College Life Track will be held in Gadsden; and UA Early College will explore the opportunity to offer a Saturday or Sunday Gateway at the Gadsden Center.

**M 23: Improvement of the proposal process for the Bryant Conference Center (3.4.1)**

3.4.1 How can the proposal process for the Bryant Conference Center be improved?

Source of Evidence: Discussions / Coffee Talk

**Connected Document** [Continuing Studies Timetable](#)

**Target:**
Develop a process for delivering uniform proposals within 3 business days

**Finding (2011-2012) - Target: Not Reported This Cycle**

A Six Sigma project was initiated to develop a process for delivering uniform proposals within 3 business days.

The project is ongoing. The data gathered will validate the efficacy of the measures or facilitate adjustments to refine the solution.

**M 24: Improvement of the process of developing new conferences (3.4.2)**

3.4.2 How can we improve the process of developing new conferences?

Source of Evidence: Discussions / Coffee Talk

**Connected Document** [Continuing Studies Timetable](#)

**Target:**
No target established
Finding (2011-2012) - Target: Met
Results: PDCS established a task force to review processes and procedures and also initiated use of MS Project to systematize the process for developing, planning, implementing, and closing conferences.

Interpretations & Conclusions: The program managers are creating and updating MS Project templates to manage new and current processes. A department leader has been appointed to manage the use of MS Project, including reporting and assessment of schedule and resource data.

M 25: Increased effectiveness in monitoring exhibitor and sponsorship solicitations (3.4.3)
3.4.3 How can we be more effective in monitoring exhibitor and sponsorship solicitations for conferences?
Source of Evidence: Discussions / Coffee Talk
Connected Document Continuing Studies Timetable
Target: No target established
Finding (2011-2012) - Target: Met
Results: A Six Sigma project was initiated to improve the effectiveness of exhibitor and sponsorship solicitations for conferences. The effort began with the Attention Deficit and Hyperactivity Disorder and the Annual Alabama Autism Conference. The project is in Stage 2 ((Implementing) in order to gather data on the efficacy of the improvement measures.

Interpretations & Conclusions: The project is ongoing. The data gathered will validate the efficacy of the measures or facilitate adjustments to refine the solution.

M 26: Increases effectiveness of e-marketing campaigns (3.4.4)
3.4.4 How can we be more effective with our e-marketing campaigns for noncredit programs?
Source of Evidence: Discussions / Coffee Talk
Connected Document Continuing Studies Timetable
Target: No target established
Finding (2011-2012) - Target: Met
Results: A project was initiated to develop a process for improving the timely delivery of e-marketing communications to customers.

Interpretations & Conclusions: The project is ongoing. The data gathered will validate the efficacy of the measures or facilitate adjustments to refine the solution. The date will also provide evidence about the correlation between the timing of the communication of e-marketing messages and program enrollment.

OthOtcn 4: Leadership Capacity
Build leadership capacity with the College and in partner organizations.
Connected Document Continuing Studies Timetable
Related Measures
M 27: Maintain six sigma certification (4.1.1)
4.1.1 Maintain six sigma certification in 75% of current “belts.”
Source of Evidence: Benchmarking
Connected Document Continuing Studies Timetable
Target: 75% of Belts to maintain certification.
Finding (2011-2012) - Target: Met
Continuation of use of Six Sigma tools and methodology was incorporated into annual goals and performance evaluations and staff planning.
Additionally, refresher courses were provided by the CCS Quality Team to enable "belts" to keep their skills up to date.

M 28: Providing strategic planning, implementation support, and funding to Leadership U (4.1.2, 4.4.2)
4.1.2, 4.4.2 Continue to provide strategic planning, implementation support, and funding to Leadership U.
Source of Evidence: Administrative measure - other
Connected Document Continuing Studies Timetable
Target: No target established
Finding (2011-2012) - Target: Met
Findings: The department continued to implement and manage Leadership U for the 2012-2013 cohort. The curriculum now consists of four core courses (The Changing Learning Community, Building and Supporting the Learning Community, The Members of the Learning Community, Thriving in the Learning Community) and allows participants to choose four elective courses from the university's leadership and
Interpretations & Conclusions: The structure of the core courses provides a progression that allows participants to first develop a foundation of knowledge about the university and culminates in helping participants actively contribute to university life and operations. The program also provides opportunities for participants to build professional relationships with each other, resulting in new university members rapidly expanding professional networks within the university.

M 29: Identification of leadership development goals (4.1.3)
4.1.3 Identify leadership development goals for staff through performance review process.
Source of Evidence: Evaluations

Connected Document
Continuing Studies Timetable

Target: No target established

Finding (2011-2012) - Target: Met
Added Professional Development and Leadership Development to performance plans. From a Leadership Team perspective, studied and discussed succession planning to use in performance plans.

M 30: Recruitment of Fort Rucker students in Masters of General Studies: Env. Health and Safety concentration (4.2.1, 4.3.1)
4.2.1, 4.3.1 Recruit and enroll 20 Fort Rucker students in HES Masters of General Studies: Environmental Health and Safety concentration.
Source of Evidence: Benchmarking

Connected Document
Continuing Studies Timetable

Target:
Recruit and enroll 20 Fort Rucker students in HES Masters of General Studies: Environmental Health and Safety concentration

Finding (2011-2012) - Target: Not Met
Results: Efforts in recruitment were deferred pending the hiring of a dedicated instructor who teaches, advises and recruits for the certificate program.

Interpretations & Conclusions: Enrollment was stagnant, making it clear that an instructor needs to be hired for recruitment.

Related Action Plans (by Established cycle, then alpha):
Hire recruiter for program
Established in Cycle: 2011-2012
Enrollment in program was stagnant, making it clear we need to hire an instructor who teaches, advises, and recruits for the pro...

For full information, see the Details of Action Plans section of this report.

M 31: Increased enrollment in leadership certificate program (4.4.1)
4.4.1 Increase enrollment in leadership certificate programs by 5%.
Source of Evidence: Benchmarking

Connected Document
Continuing Studies Timetable

Target:
5% Increases in Certificate Program Enrollments

Finding (2011-2012) - Target: Not Met
Results: The core leadership certificate programs are Management Certificate Program for Supervisors and Master Management Certificate Program. The five year enrollment record is:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>2008</td>
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<td>2011</td>
<td>108</td>
</tr>
<tr>
<td>2012</td>
<td>58</td>
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</table>

Interpretations & Conclusions: The core leadership programs have experienced a decline in enrollment, dropping significantly after the economic downturn during the 2007-2009 period when organizations cut back due to economic conditions. We are developing new marketing approaches and are also reviewing the
programs for improvement opportunities.

**Related Action Plans (by Established cycle, then alpha):**

**Certificate Program Improvements**

*Established in Cycle:* 2011-2012

Develop plan to change certificates to meet market expectations and improve marketing of programs.

For full information, see the *Details of Action Plans* section of this report.

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Certificate Program Improvements**

*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* Medium  

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Increased enrollment in leadership certificate program (4.4.1)  
- **Outcome/Objective:** Leadership Capacity

**Implementation Description:** Convert some certificate programs to blended format and improve marketing of programs.  
*Projected Completion Date:* 10/2013  
*Responsible Person/Group:* PDCS.

**Digital Signage**

*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* Low

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Improvement of signage at BCC and Martha Parham West (2.1.1)  
- **Outcome/Objective:** Innovative Learning Environments

**Implementation Description:** Completion of programming improvements and additional digital signage for the Bryant Conference Center.  
*Projected Completion Date:* 10/2013  
*Responsible Person/Group:* Bryant Conference Center

**Hire recruiter for program**

Enrollment in program was stagnant, making in clear we need to hire an instructor who teaches, advises, and recruits for the program.  
*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* Low

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Recruitment of Fort Rucker students in Masters of General Studies: Env. Health and Safety concentration (4.2.1, 4.3.1)  
- **Outcome/Objective:** Leadership Capacity

**Implementation Description:** Hire instructor/recruiter  
*Projected Completion Date:* 09/2013

**Lead Management Analysis**

A team was formed to study the lead/prospect management processes throughout the various CCS Divisions and to analyze for opportunities for improvement.  
*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Timely, accurate and consistent prospect follow-up (1.1.3)  
- **Outcome/Objective:** Needs Assessment

**Implementation Description:** Lead Management process flows mapped and analyzed for improvement.  
*Projected Completion Date:* 09/2013  
*Responsible Person/Group:* Marketing team

**Renewed emphasis on Giving**

Create new position and hire to devote more time and effort to getting scholarships and gifts.  
*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Scholarship Support for students enrolled in CCS (1.1.2)  
- **Outcome/Objective:** Needs Assessment

**Implementation Description:** New CCS Advancement Officer  
*Projected Completion Date:* 09/2013  
*Responsible Person/Group:* Dean’s Office
### III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<table>
<thead>
<tr>
<th>Month</th>
<th>Outcome #1: Determine and provide what learners and partner organizations need.</th>
<th>Outcome #2: Develop and support innovative learning environments.</th>
<th>Outcome #3: Optimize organizational effectiveness.</th>
<th>Outcome #4: Build leadership capacity with the College and in partner organizations.</th>
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<tr>
<td>September</td>
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