WE BELIEVE EVERYONE DESERVES EDUCATION TO THRIVE IN AN EVER-CHANGING WORLD.

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It’s our goal to continue to be more inclusive and equitable so anyone can access the knowledge they need to have a greater impact on the world.

— ROVY BRANON

When I reflect on 2021, I have incredible pride in the team across the board and how we’ve approached our work to put students first. Not only did we collaborate across teams to enhance the digital student experience, but we also adapted our programs to increase access. We have learned new ways to work together and didn’t just survive but thrived during this time.

As we move forward, our efforts are about a mission that has gone back to 1912. The original mission of the University of Washington Continuum College, then called University Extension, was to make knowledge more accessible to Washington state citizens and extend the reach of the University of Washington to serve more students.

While in 1912 we weren’t delivering programs over the internet, we were experimenting with innovative technologies to serve students at a distance. We began delivering correspondence courses by mail and motorcycles out to rural areas of the state. In the 1940s, we expanded our delivery of courses again, becoming the first in Washington to offer courses via radio spectrum, which was unique and interesting.

Fast forward to today, and we’re staying true to the mission of sharing knowledge with more people by serving our community in a multidimensional way. We continue to extend our reach and have become global by serving students no matter where they are with online programs. We give people who otherwise couldn’t afford it the chance to enroll in professional development opportunities through the UW Certificate Scholarship Fund. We empower students of all ages to learn with curricula ranging from UW Youth & Teen programs to the Osher Lifelong Learning Institute at the UW.

While Continuum College was innovative in 1912, we could not have envisioned the technology we have today and the opportunities it’d provide. But our current programs represent the expansion of our work and staying true to our mission of ensuring the knowledge created by the University of Washington is useable to our global community.

We also partner with multiple units on campus to help them extend their units and meet the needs of new audiences. Whereas we might have only been partnered with arts and sciences in the 1940s to deliver one degree,
we now partner with just about every school and college on the University of Washington campus.

Our world is no longer a place where a static high school or college education will carry most people through their working lives. Growing and having a successful career in the long run is going to require continuous retooling, continuous learning.

I feel ever stronger that what we do is more critical in the world today than in 1912. Our mission to increase the knowledge dissemination of this university and make education possible for everyone is more urgent now than ever.

For the last two years, the entire university portfolio opened up to students outside Seattle and beyond. So, we're taking what we've learned about digital technology and pushing that into new spaces because we know that increases access to the University of Washington.

One of the ways Continuum College is expanding access is by adapting the structural aspects of our programs to ensure they're meeting the needs of all students. For example, in 2021, we found the real-time online format provided greater access to UW Certificate in Paralegal Studies, improving the program's viability and attractiveness. Now we're offering it exclusively as an online program.

At Continuum College, we believe that everyone deserves education to thrive. It's our goal to continue to be more inclusive and equitable so anyone can access the knowledge they need to have a greater impact on the world.

We're revisiting our history of extending the benefits of the University of Washington to ensure we aren't just serving traditional business audiences and traditional white audiences. We're working with our BIPOC communities to be more inclusive. We want to be the entry point for nontraditional students across the spectrum.

Behind the scenes in 2021, we revamped Continuum College programs to improve inclusion and accessibility both externally and internally. Externally, our Learning Experience team shared accessibility guidelines and resources for online learning across all campuses. Internally, we expanded our Diversity, Equity and Inclusion Committee to include more staff to impact the student experience.

Another one of the bright spots this year was doubling our scholarship work. We can't thank BECU, Boeing, Windermere, Perkins Coie and AT&T enough for stepping forward and helping support our noncredit certificate students. That is part of the return to our original mission of equity and making education possible for everyone. Without the support of our community partners and individual donors, who have come forward this year, it would not have been possible.

Additionally, we collaborated with organizations like the Refugee Women's Alliance to help break down barriers by providing scholarships to immigrants and refugees so they could access UW Professional & Continuing Education certificate programs. We're seeing a growing recognition in society that people need a variety of educational opportunities. And money should not be the barrier to being able to experience these opportunities.

In 2022, I hope we can begin to fully reopen and re-energize our physical spaces. I'm also looking forward to implementing what we've learned by using technology today and what we can do with that technology in the future. It has always been our mission to be the bridge to education for our community. We think about the career needs of learners at all stages in life and as we think forward, I want UW Continuum College to keep exploring ideas that'll create more opportunities for everyone.

A few ways we made education possible for everyone in 2021, highlighted in the pages ahead, are just the beginning of bigger things to come.

Rovy F. Branon III
Vice Provost, University of Washington Continuum College
## FAST FACTS
### ACADEMIC YEAR 2021

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<td><strong>10%</strong> Increase Since Going 100% Remote</td>
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<td><strong>2,015</strong> Graduate Degrees Awarded</td>
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IMPROVING ACCESSIBILITY TO ENHANCE THE ONLINE CLASSROOM EXPERIENCE FOR ALL STUDENTS
We were a group formed to come up with practices for instructors who had never been online before to learn about how to teach online.

— KRISSTY JONES

The advent of COVID-19 brought about a real need to re-create some aspects of classroom-based instruction in a digital format. The past year’s events also amplified the importance of accessible course material, especially the diversity and equity piece.

“Instead of accessibility, we’re using the term inclusivity because you can make something accessible, but it doesn’t necessarily mean it’s inclusive,” says Krissy Jones, director of learning design at UW Continuum College. “We’re working on ensuring inclusivity, so students with physical, mental, academic or any other type of needs within the classroom, all feel included in the learning,” she says.

HOW THE TEAM SOLVED

When the pandemic began, Jones and the Learning Experience team pitched in to help on the Tri-Campus Council. This emergency group formed out of the COVID-19 response and the immediate move to remote teaching with representation from the University of Washington, University of Washington Bothell and University of Washington Tacoma.

“There are significant differences between emergency remote teaching, where the goal is just to get content to students any way you can, and the online delivery of a course where you have audiovisual components and various media to deliver the learning content,” Jones says. “We were a group formed to come up with practices for instructors who had never been online before to learn about how to teach online,” she says.
Due to the increase in rapid transition to online learning courses during the last 18 months, the team also worked closely with instructors using the UW Disabilities, Opportunities, Internetworking and Technology resources to ensure that PowerPoint presentations are inclusive to all. A few of the strategies they increased emphasis on include captioning and audio describing all videos, describing all slide images, reading all text on the slides and summarizing graphs and charts. In addition to sharing accessibility guidelines and resources for online learning across all campuses, the Learning Experience team conducted accessibility checks on courses this past year. These checks run via Continuum College's course management system, Canvas. The idea stemmed from the Diversity, Equity and Inclusion Learning and Engagement Committee and examines documents, links and other course materials.

“This has been a fabulous addition that has enabled us to score how accessible our courses are and improve upon them,” explains Jones. “The next step is establishing quality standards we can review each course against so we can improve student learning and the delivery of that learning.”

**THE OUTCOME**

Due to the incredible work accomplished by the Learning Experience team during the rapid transition to online learning courses, instructors who’d taught only in-person were able to move more efficiently and effectively to remote teaching. Now, some of those instructors even want to create fully online courses. “The more fully online courses we can offer the more access we provide to students who are unable to come to a campus,” Jones says. “Increasing access to education is always a win.”

Likewise, since the Learning Experience team began implementing accessibility checks this past year, more than 100 courses have been made more accessible. “Our program management courses started with accessibility scores in the low-80s, and we’ve been able to increase them to the mid-90s,” says Jones. “If our accessibility check flags items we can fix quickly, we’re even able to improve our courses before they run,” she adds.

Going forward, the team plans to continue to work on inclusivity, especially regarding students from various ethnographic backgrounds and nationalities. “We’re taking a whole look at what is diversity, equity and inclusion all in one,” Jones says. “And how we can approach it from a more holistic way by looking at all the aspects our students bring to the classroom, including those who may need additional assistance with their learning as well.”

**IMAGES:**

(From left to right) Eddie Sams, Brian Russell, Luke Sieczek, Bob Engstrom, Ian Lucero, Julie Scales and Brian Gutierrez plan how they can continue to improve course accessibility.
INCREASING ACCESS THROUGH PARTNERSHIP WITH THE REFUGEE WOMEN’S ALLIANCE
An immigrant from Colombia who dreams of gaining the qualifications to help close the gap between great job opportunities and roles that barely allow her to pay her monthly bills. An experienced facilities manager who moved to the U.S. from Lebanon to build a better life for his family but needs credentials to secure a similar job here. Motivated adults striving for a University of Washington education to move forward in their careers — if only they could afford it.

UW Continuum College believes everyone deserves education to thrive across their circumstances. This commitment to serve individuals in need is why Continuum College has joined forces with Refugee Women’s Alliance (ReWA) to help immigrants and refugees access UW Professional & Continuing Education certificate programs.

THE PROBLEM

In many cases, refugees and immigrants who relocate to the U.S. have a professional background and university education. But they find they need a credential from the U.S. as well if they want a shot at anything above a low-wage job. Or even a job at all.

Thanks to a $2.5 million grant from the Day One Families Fund, ReWA is helping refugees on the verge of homelessness in King County by supporting long-term career plans. As a result, ReWA needs education options that are career focused, such as the certificate programs offered by UW Professional & Continuing Education. And they’re partnering with UW Continuum College to make these hopes a reality.

For people who worked professional jobs in their home countries, having a way to return to their career is empowering.

— FERESHTE TAHERAZER

IMAGE: Jo Gubas speaking with ReWA staff in their SeaTac office.
HOW THE TEAM HELPED

“In January 2021, we created a pilot test to see how we could collaborate,” says Jo Gubas, associate director of community and corporate relations at UW Continuum College. “We built these connections between our organizations to allow the career coaches at ReWA to pair up with our enrollment services team for an orientation as to how our different programs could help individuals receive an education from the University of Washington.”

UW Continuum College has also actively worked with ReWA to support three low-income immigrants who applied for admission in a UW Professional & Continuing Education certificate program as well as the UW Certificate Scholarship program. Since the UW Certificate Scholarship Fund can only support a portion of the scholarship requests UW Continuum College receives each year due to limited funds, ReWA stepped in to offer help to individuals who didn’t receive UW Certificate scholarships.

“We’ve created simple systems to connect individuals with ReWA where their circumstances look like they might align with what the ReWA Day One program is all about,” Gubas says. “The issue is that our non-credit certificate programs don’t currently qualify for federal or state financial aid, so by helping students source funding through our partner ReWA we’re creating access to these programs.”

THE OUTCOME

Since UW Continuum College launched our partnership with ReWA this year, we’ve been able to serve as an education provider for four adults who are currently receiving Day One Families Fund support from ReWA to take UW Professional & Continuing Education certificates.

“One of the real benefits for an immigrant who doesn’t have an established career here is that our programs jettison them into a community of industry professionals who are also in the field that students are interested in,” notes Gubas. “Which can really help with introductions to future employers or just really learning about the work culture in the U.S.,” she says.

“For people who worked professional jobs in their home countries, having a way to return to their career is empowering,” adds Fereshte Taherazer, ReWA Day One coordinator.

However, this is only the beginning of the life-changing work this partnership will be able to support. “ReWA serves more than 55 people per year with their Day One program, so we’re only really getting started in terms of working together,” says Gubas.

IMAGE: (Left to right) Jo Gubas, Fereshte Taherazer, Yana Dareva-Morrison and Mohammad Beena collaborate at the ReWA office.
BECOMING MORE INCLUSIVE INTERNALLY FOR ALL STUDENTS
The idea the DEI committee has been working with is that when efforts are internal, they’ll impact the students indirectly by impacting the staff.

— SARAH COHEN

UW Continuum College has ramped up their diversity, equity and inclusion (DEI) efforts by establishing internal DEI workgroups to create opportunities for staff to get involved. The best part is many of these groups also have a tangible impact on student issues.

THE PROBLEM

The last 20 months or more were emotionally and psychologically taxing for many people. In addition to the unease surrounding the pandemic, national events brought to light the many inequities and exclusionary practices in our society.

These events inspired many UW Continuum College staff to want to create a better environment for all people and there was a surge of interest in diversity, equity and inclusion activities in the workplace. It became apparent that UW Continuum College’s existing DEI committee needed to reorganize to accommodate the growing interest and take on a more ambitious range of projects.

HOW THE TEAM SOLVED

In the summer of 2020, with new co-leads Sarah Cohen, a senior instructional designer, and Taz Dickerson, a human resources manager, the DEI committee developed five sub-committees, each dedicated to a topic area identified as important on an organization-wide survey:

CHANGE CHAMPIONS: Specialize in looking at ways to help create systemic change in our organization, especially around decision-making and processes.

LEARNING AND ENGAGEMENT: In charge of educating staff and creating opportunities for learning more about diversity, equity and inclusion.
COMMUNITY PARTNERSHIPS: Manages anything external, such as relations with the larger community.

HIRING AND RETENTION: Supports HR, welcomes new employees and thinks about diversifying our staff as well as retaining a diverse team.

ACCESSIBILITY: Dedicated to working on improving accessibility for students and staff with disabilities.

THE OUTCOME

All told, the DEI committee comprises 30 members of the UW Continuum College staff. “We’re individual or small groups of employees trying to create change in any way we can with the resources available to us,” says Cohen. “It’s been interesting because these efforts have been working in parallel with DEI efforts that are happening outside of the committee.”

For instance, in the past year, the issues around accessibility have become more central. The Accessibility Committee has been working in concert with other teams in UW Continuum College to participate in the Washington State Audio Description Project. This makes instructional videos more accessible to visually impaired students by adding audio descriptions along with closed captioning.

“The advocacy of this committee is also raising awareness of Canvas’s capability to provide an accessibility score,” adds Cohen. “This will help instructors and program managers understand how to use that score and improve the accessibility of their Canvas courses for students.”

Meanwhile, the Learning and Engagement Committee is collaborating internally with the UW Continuum College staff. The committee’s created a structure where staff discusses different DEI issues with partners every month, which ultimately trickles down to the student experience.

“The idea the DEI committee has been working with is that when efforts are internal, they’ll impact the students indirectly by impacting the staff,” says Cohen. “Staff who are more aware of the experiences of students from different backgrounds will be able to make better decisions.”

In addition, the Change Champions Committee is rolling out an Equitable Decision-Making Guide, which is a document that teams can follow to consider equity when they’re making decisions.

“Many people make decisions all the time that have an impact on the student experience. And we don’t always know how to make an equity-informed decision,” Cohen says. “This tool is a way to slow down and consider different perspectives that aren’t always part of the decision-making process.”

For example, the tool could be used for instructional policies around late work and deadlines. Students from different backgrounds might experience those deadlines very differently, impacting their success or failure in a program.

“The goal is for DEI to integrate into everything we do,” says Cohen. “We’re working toward having DEI not be a set of separate activities, but something that’s considered, celebrated and part of all of our work.”

IMAGES:

(Left) Staff join a workshop devoted to equitable decision making. (Right) Staff attend a DEI town hall led by our DEI Consultant Eric Davis, DEI Committee Co-chairs Taz Dickerson and Sarah Cohen and Executive Council.
UPGRADING THE DIGITAL STUDENT EXPERIENCE WITH THE LATEST WEBSITE INFRASTRUCTURE
The ever-changing nature of technology is a double-edged sword. Its rapid evolution allows features to be improved. Yet, the pace and the rate of technological advancements can cause websites to become outdated if organizations don't keep up. Significant improvements in technology behind UW Continuum College's sites bring key upgrades, such as built-in accessibility and SEO advancements, to the digital student experience.

THE PROBLEM

In 2020 UW Continuum College was facing the same problem as many other organizations — operating on an outdated website. Kentico (the content management system used to create Continuum’s websites) was launching a new framework, which meant the company would no longer support the older versions of the system used to maintain Continuum’s collection of sites.

“When Kentico 13 came out, they stopped investing in web forms technology and heavily invested in a new framework called .NET Core,” says Kevin Karasinski, senior lead .NET developer at UW Continuum College. “To be able to continue to operate our sites and take advantage of newer plugins and integrations with third-party systems, we needed to upgrade to that new technology.”

As a result, the team is using that new technology to rebuild 34 degree and special program websites, as well as the UW Professional & Continuing Education website — all managed by Continuum.

HOW THE TEAM SOLVED

Much of 2020 and 2021 were devoted to preparing and launching this long-awaited website upgrade. Leading up to this project, Karasinski spent three months training, researching and developing within the new framework, and making a site prototype.

However, once the project launched, Karasinski couldn't build all 34 sites as a batch since the content on the existing live websites would require updates before all the sites were switched over to Kentico 13. As a result, the work was spaced into two-week sprints to prevent the content from shifting and getting out.
of date. For each sprint, the development team built two new sites, which included porting all the code and content from the old version of each site and ensuring everything was working.

In addition to the work completed by Karasinski and the development team, a team of content managers and a senior designer played a vital role by providing quality assurance for each site before it launched. They’d go into the site’s content management system and compare the site to the previous version and ensure the functionality was the same.

“The biggest challenge was the volume of sites for the small team we had doing this work behind the scenes,” says Joel Pitts, a senior designer at UW Continuum College. Besides looking for issues on the front end of the site, Pitts spent a considerable amount of time looking at UI elements, recoding images and checking for accessibility issues to help set up UW Continuum College’s sites for the future.

“Improving the accessibility of our sites became a priority about the same time as we started doing this transfer work,” Pitts explains. “So, I started optimizing images and checking for alt text on images since I’m in our content management system already.”

On average, it took 10 business days to complete each site from build to launch, with more complex sites taking more time. “It was definitely a team effort, and we became a well-oiled machine by the end,” says Mary Janisch, assistant director of web content strategy and marketing at UW Continuum College. “It did also give us a chance to look under the hood and fix some content since we were going through each site page by page.”

Since UW Continuum College rebuilt the site from scratch, it’s also been possible to remove inefficient code and make sites a bit leaner. “Using website optimization tools such as Siteimprove and Google Lighthouse showed where some of the big red flags for accessibility and page performance were and we were able to address those,” explains Karasinski. “Making the sites efficient, more usable and inclusive to all students was a byproduct of upgrading.”

IMAGES: Mary Janisch (left) in a conference room, discussing an accessibility score with Joel Pitts (right), who is working remotely.
THE OUTCOME

While the upgrade to Kentico 13 didn’t change the look and feel of UW Continuum College’s sites, most people will notice a difference in speed because .NET Core is a much more responsive framework. According to Google Lighthouse, Continuum’s sites have increased their speed by about 10% on average, with one site even experiencing a 37% increase.

“Better markup, better accessibility and faster response, all of those things improve the student experience,” says Karasinski. “When people do visit your site, they’re more likely to stay, especially when there’s a good mobile experience.”

The project was a big undertaking, but Karasinski sees it as imperative to UW Continuum College’s future success. “It’s setting us up so that for the next 10 years, we can upgrade and support our sites as well as capitalize on new features,” he says.

Since the project began, Kentico has already come out with three refreshes to the new version. Each one offers new features that, once launched, will enable UW Continuum College experts to support students.

There’s an improved search that allows students to navigate sites more easily. And there’s a sentiment analysis on contact forms that provides the ability to use artificial intelligence to determine whether a user is frustrated or happy when they submit a form.

“Kentico’s products are evolving. We can take those incremental changes, put them into our site and take advantage of them,” Karasinski says. “We’re always adding new features; it’s one way we provide value.”

It’s setting us up so that for the next 10 years, we can upgrade and support our sites as well as capitalize on new features.

— KEVIN KARASINSKI

IMAGES:
Kevin Karasinski working in his home office, with occasional visits from his daughters, Etta and Eleanor.
ADAPTING PROGRAMS TO BETTER SERVE STUDENTS
UW Continuum College provides innovative paths to learning that boost people’s career success. To help reduce barriers to education and empower professional growth for more students, UW Continuum College regularly adapts the structural aspects of programs to ensure they’re meeting the needs of all students. One way Continuum College is revamping programs is by making several changes to the UW Certificate in Paralegal Studies program so working professionals can fit learning into their already busy lives.

**THE PROBLEM**

Established in 1985, the UW Certificate in Paralegal Studies is the oldest certificate program in UW Continuum College’s Professional & Continuing Education portfolio. Yet, despite a 36-year history as an important preparer of paralegals in the region, the program has not been without its struggles.

In 2017, American Bar Association (ABA) announced a novel Washington State certification program, the Limited License Legal Technician (LLLT). This new program made the UW Certificate in Paralegal Studies well-positioned to attract prospective students because it was the only paralegal studies program with a pipeline to the family law course taught by UW Law School and required by the LLLT.

However, when aligning the UW Certificate in Paralegal Studies to the new LLLT program, UW Continuum College had to eliminate their successful asynchronous online cohort since the ABA didn’t recognize the legitimacy of online education. Instead of one online and one classroom cohort per year, the program adopted two overlapping classroom cohorts (fall and spring quarters) per year. Then in early 2021 the LLLT program was canceled, negating the reason for the restructuring.

In addition, the demand for social change that took place during the pandemic necessitated the adoption of a more inclusive approach to instructor hiring and student acceptance. Because the pandemic caused many people to lose their jobs, the program’s cost hit its unemployed students even harder. It quickly became clear that the UW Certificate in Paralegal Studies needed to adapt again.

We’ve received a lot of good feedback about the online format, and we realize we’re able to extend our reach beyond the Lake Washington shores.

— KURT SAHL

**IMAGE:**
Jo Gubas and Kurt Sahl collaborate in the UW Tower.
HOW THE TEAM SOLVED

In 2020, the pandemic forced the UW Certificate in Paralegal Studies to switch to remote learning. However, without the need to accommodate the LLLT certification, the change to a real-time online format ended up being a boon for the program. With the two overlapping cohorts, the real-time online format offered greater access, improving the program’s viability and attractiveness.

“We’ve decided to make the UW Certificate in Paralegal Studies exclusively an online program,” says Kurt Sahl, the certificate’s program manager at UW Continuum College. “We’ve received a lot of good feedback about the online format, and we realize we’re able to extend our reach beyond the Lake Washington shores.”

This past year also brought changes to the instructional team teaching the certificate. To reflect the students in the classroom, and as openings are available, Sahl is actively filling instructor roles with legal professionals who reflect the diversity of the students.

“It’s amazing people from all these varied walks of life who want to participate in the program, work with our students and provide them access to tools and skills that will enhance their productivity,” Sahl says. “That’s been very reassuring and validating that our program can continue to serve a lot of different needs.”

Besides improving the certificate format, Sahl started working with Jo Gubas on the UW Continuum College community and corporate relations team to see if the UW Certificate in Paralegal Studies could become eligible for scholarship support to expand access to students in need.

“At the end of last year, Jo asked if there were potential sources of scholarship funding from UW Certificate in Paralegal Studies advisory board members,” explains Sahl. “I passed her the name of the director of paralegal services at Perkins Coie and by the spring, we found out they’d fund the cost of one full scholarship.”

IMAGES:
Jo Gubas (left) meets with Kurt Sahl (right) in a conference room to discuss a scholarship opportunity for the Certificate in Paralegal Studies.
THE OUTCOME

Since transitioning to being online only, the UW Certificate in Paralegal Studies has provided educational opportunities for students who wouldn’t have been able to attend classes on campus. Enrollments have come pouring in from Snohomish County, Whatcom County, Skagit County, Pierce County, Thurston County and Lewis County. There has also been a smattering of students from outside the state.

“A lot of people look at the University of Washington as an educational leader, and so they gravitate to the UW Certificate in Paralegal Studies,” notes Sahl. “And now that the program is online, access has increased.”

Additionally, when Perkins Coie announced their funding support of the UW Certificate Scholarship this spring, the reach of the scholarship program expanded to the UW Certificate in Paralegal Studies. They funded 100% of the program costs for one student, including required textbooks. Several partial scholarships that covered 50% of program costs were also awarded to paralegal students from the UW Certificate Scholarship fund, providing these future law professionals with the tools they need to thrive.

Sahl hopes the gift from Perkins Coie inspires other legal firms in town to contribute to the UW Certificate Scholarship. “There were 11 scholarship applicants, which showed there’s a huge need for even more scholarships,” Sahl says. “Even if other firms only contribute the funds to cover a partial scholarship, perhaps we can combine that money to create another full-ride scholarship.”

I passed [Jo] the name of the director of paralegal services at Perkins Coie and by the spring, we found out they’d fund the cost of one full scholarship.

— KURT SAHL

IMAGE:
Carol Van Buren (left) worked on behalf of Perkins Coie to arrange for the scholarship. She and Brenda Higley (right) of Perkins Coie both serve on the UW Certificate in Paralegal Studies advisory board.
COURSE ENROLLMENTS & STUDENTS SERVED
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<tr>
<td>UW in the High School</td>
<td>5,174</td>
<td>4,279</td>
</tr>
<tr>
<td>UW Youth &amp; Teen Programs</td>
<td>5,181</td>
<td>4,300</td>
</tr>
<tr>
<td><strong>Extended Partner Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid MOOCs **</td>
<td>18,302</td>
<td>13,492</td>
</tr>
<tr>
<td>Bootcamps</td>
<td>410</td>
<td>410</td>
</tr>
<tr>
<td><strong>International &amp; English Language Programs</strong></td>
<td>702</td>
<td>433</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>6,244</td>
<td>3,122</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>137,751</td>
<td>60,854</td>
</tr>
</tbody>
</table>

* Number reflects conference attendees, not enrollments.
** "Paid" refers to students who paid a fee to enroll in a course on the EdX or Coursera platforms.
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UW IN THE HIGH SCHOOL
EARLY FALL START
INTERNATIONAL & ENGLISH LANGUAGE PROGRAMS
UNDERGRADUATE DEGREES
UW SUMMER SESSIONS
UW PROFESSIONAL & CONTINUING EDUCATION
GRADUATE DEGREES
OSHER LIFELONG LEARNING INSTITUTE AT THE UW