



## YEAR IN REVIEW

# HUSKY RESILIENCE ACROSS THE CONTINUUM

CONTINUUM COLLEGE  
UNIVERSITY of WASHINGTON





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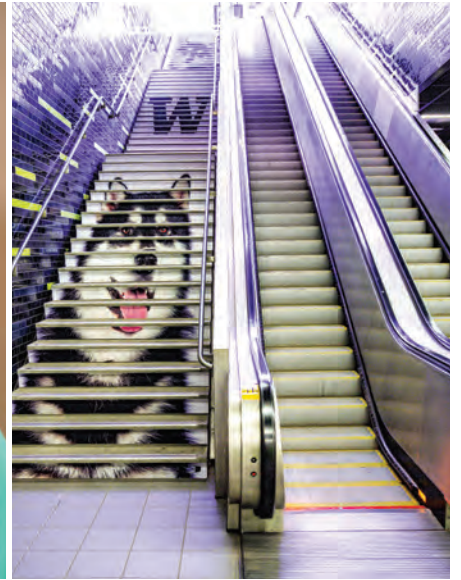
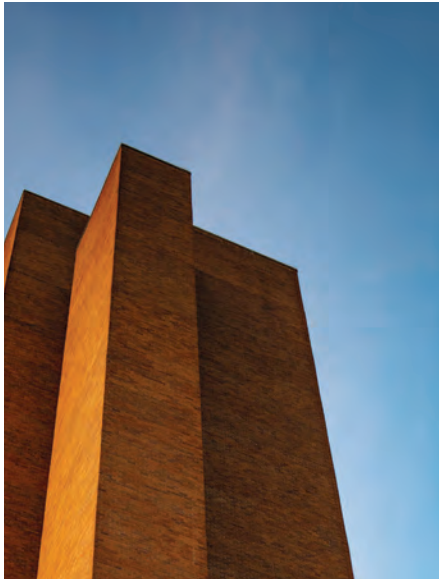
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# HUSKY RESILIENCE ACROSS THE CONTINUUM

"The pandemic brought institutional change to Continuum College and across the UW. We quickly pivoted to provide dynamic, robust remote learning opportunities to students, many of whom had expected to be learning in a classroom."

— ROVY BRANON

This past year has had many defining moments, but when I reflect on 2020, what sticks with me is how well our team persevered and excelled in this climate of uncertainty and rapid transformation. I am proud of what we've done. I am proud of who we are.

In 2020, we were confronted with the brutal realities of racial inequity and injustice that have plagued our country's history. Diversity, equity and inclusion are at the core of Continuum College's mission. These values are vital to all of us and the learners we serve.

And those values are what motivate me as we look to next year. We are committed to an inclusive culture that will attract and retain a diverse population of students, staff and instructors, but we have not fully achieved that goal.

We still have work to do. But we are up to the task. I am confident that we will continue to find new ways to serve more learners, support

our university and empower our community. As we've handled the many challenges of this year, the dedication and commitment of our campus partners, learners and staff have not gone unnoticed.

The pandemic brought institutional change to Continuum College and across the UW. We quickly pivoted to provide dynamic, robust remote learning opportunities to students, many of whom had expected to be learning in a classroom.

We are experienced innovators. We have provided distance learning since 1912, and that 108 years of institutional know-how allowed our teams to seize the opportunity. When in-person instruction was cancelled, we quickly reformatted dozens of classes. By strengthening our online capacity and capabilities, we have positioned our online learning for the future and for the more than 50,000 learners we serve each year.

## OUR PROGRAMS

UW Continuum College offers programs that span a lifetime, with our core focused within the 60-Year Curriculum.

We didn't stop there. Our instructors went above and beyond to empower students of all ages to learn, grow and thrive — from UW Summer Youth to the Osher Lifelong Learning Institute at the UW.

Our Summer Youth program has outgrown just one season: this fall, we piloted school-year enrichment courses for students in grades 10–12. We offered four courses — covering architecture, writing and coding. So many of these learners' extracurricular activities were cancelled because of the pandemic, and our remote fall courses provided students with enrichment opportunities to fill that need.

Older adults are at the greatest risk of severe illness from COVID-19. Our Osher Lifelong Learning Institute, serving learners over 50, had to pivot. We quickly transitioned 10 Osher courses to online delivery for the first time in the program's history. Topics were diverse: gardening, the opera, movie musicals and religion — even a deep dive on the “Lure and Curse of Persian Gulf Resources.”

Behind the scenes, we reimagined Continuum College — both physically, with improvements to our working space in the UW Tower, and organizationally, with

new positions on our team. As our portfolio has grown and matured, we needed a new approach to the way we support fee-based degree programs. We added five Partner Success Leads within the Academic Programs team and created a new director position, director of partnership marketing, to provide more consistent, consolidated communication with our campus partners.

Our new vision for partner relations is based on three priorities: building relationships across all levels and spaces that impact fee-based students; understanding partners' strategic priorities and aligning our work to help accomplish these longer-term goals; and using UWC<sup>2</sup>'s range of expertise to bring support from marketing, finance, operations, online learning, market research and new program development to meet the needs of campus partner programs.

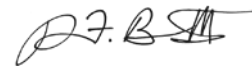
One thing that did not change is our commitment to programs that help strengthen our community by empowering people to create a better life, providing employers with exceptionally skilled workers and building a more knowledgeable global community for us all.

We create these programs for learners of all backgrounds to thrive,

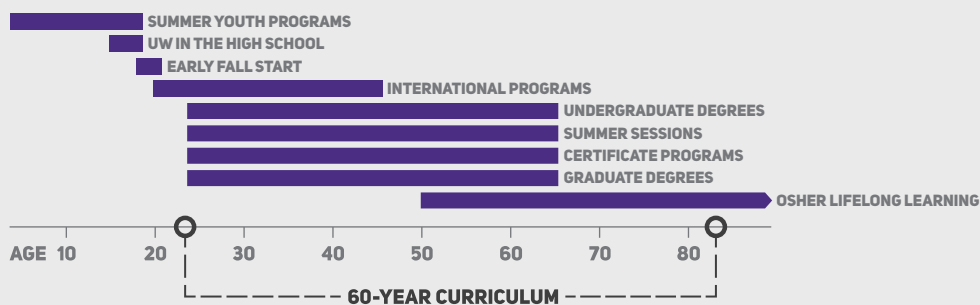
but we must also acknowledge the reality that, no matter their potential, many Americans will never have the opportunity for more education. That is why, in a difficult financial year for so many, we once again made education more accessible to more people living on low incomes through the UW Certificate Scholarship Fund.

In 2021, we pledge to take the steps necessary to bring our organization closer to educational equity. As UW President Ana Mari Cauce said this summer, “We must do better. We cannot give up — or go back.” We are working closely with the UWC<sup>2</sup> Diversity, Equity and Inclusion Committee to bring those changes to bear — to create, as Ana Mari said, “a ‘new normal’ where attention to issues of equity becomes habitual.”


In 2021, let's make it a habit.



Rovy F. Branon III  
Vice Provost, University of Washington  
Continuum College



# SUMMER YOUTH PROGRAMS



*Campus, May 2020*

Every summer, UW Summer Youth Programs offer half-day and full-day camps and courses designed to make learning fun for students entering grades 1–12. Kids can choose from a variety of topic areas like art, drama, science, technology and writing. This year, Summer Youth expanded past the summer months: learners can now take remote enrichment courses to keep learning all year long from home via Zoom. Courses are taught by UW instructors and other subject-matter experts like Sabet Vallejo, who taught Algorithmic Thinking: Programming Logic Fundamentals remotely this fall.



"I think the key to teaching, whether online or not, is to keep students interested and to make them feel successful."

— SABET VALLEJO

Whether she's teaching in-person or remotely, Sabet Vallejo knows that she needs to keep her students engaged, particularly with a younger class.

"I think the key to teaching, whether online or not, is to keep students interested and to make them feel successful," Sabet said. "That's especially true with younger groups: they need to stay engaged and interested."

While working with her class of high-schoolers this August, Sabet made sure that every student's voice was heard — especially those who were reticent to speak up in front of the whole class.

"Students could ask questions via the group chat box, but I also encouraged them to reach out to me outside class. And anytime they had a really insightful question in private, I encouraged them participate and share that question with everyone," she said.

Sabet's Algorithmic Thinking course, which teaches high-school students

how to think like computer scientists, can be challenging, but students ultimately gain a vital skillset through hands-on learning in the lab, coding as a team and sharing presentations at course's end.

"The materials are pretty intense, in terms of the technicality of it, but the class is so useful," Sabet said.

"This course is so valuable in the sense that it gives high-schoolers or people getting ready for college a good background in coding."

Because of the material's difficulty, Sabet quickly learned that she needed to pace her students to avoid overwhelming them.

"I think the most important lesson I learned from this format is that we can't introduce heavy-duty materials to the students every day," she said. "Because of the intensity of the topics, it's better to space them out to give them more of an in-depth understanding."



1,417

STUDENTS

45

COURSES OFFERED

\$8,910

AWARDED IN  
SCHOLARSHIPS



# UW IN THE HIGH SCHOOL



*Campus, May 2020*

UW in the High School brings challenging University of Washington courses to high school students on their own high school campuses — or, in 2020, their home computer screens. The UW partners with high schools across the state to offer courses for college credit, taught by high school teachers like Evelyn Jiménez. Students can challenge themselves scholastically and accumulate credit by passing the course — not taking an exam. As a dual credit program, high school students simultaneously earn both college and high school credit, giving themselves a head start on college before they even arrive.





"In the classroom, we all had an opportunity to vent, to see how we're doing, how we're managing."

— EVELYN JIMÉNEZ

For Evelyn Jiménez, a Spanish teacher at Mercer Island High School, there was so much uncertainty around how school would look as COVID-19 spread this March. But Evelyn was certain that, wherever class took place, she could count on her students.

"They were really up for the challenge and said, 'we're going to finish this out; we're going to do it online, and we're getting our college credit,'" Evelyn said. "I told them I wasn't going to let them down, so that's what we did — we got it done together."

Though it was an adjustment to switch from in-person instruction to remote learning during the school year's final semester, Evelyn made sure her Spanish class kept students connected from afar.

"We were all concerned, we were all staying home, and our classes were their connection," she said. "In the classroom, we all had an

opportunity to vent, to see how we're doing, how we're managing. Everybody's struggling in some way, but if you can look at the positive side of being connected, then we can pull through together."

Evelyn, who taught college science in her native Puerto Rico before moving to the Seattle area, loves teaching a new language to her students because it can bridge cultures — especially during times of crisis.

"Teaching languages is like planting seeds, which grow into a shared awareness that we are more alike than different," she said. "We may speak different languages, but we have the same needs and the same goals. By learning a new language, we learn how to be more compassionate."



103

WASHINGTON  
HIGH SCHOOLS

82.3%

STUDENTS  
TRANSFERRING CREDITS  
TOWARD COLLEGE

294

COURSES OFFERED



# EARLY FALL START

*Campus, November 2020*

Early Fall Start helps new students get ahead of the pack and make a smooth transition to life at the University of Washington. With EFS, incoming first-year students can enroll in a UW course about a month before the start of autumn quarter to get comfortable with college life and launch their academic career with a special 5-credit course. Students can take English language and writing sections that prepare them for college-level writing or a wide array of special discovery seminars, which cover numerous unique, engaging topics in a small setting with a UW professor like Sheri Mizumori, who teaches the EFS course *The Impact of Food on Our Brain & Behavior*.



"They really took advantage of the opportunity to exchange and interact with each other as incoming freshmen."

— SHERI MIZUMORI

Sheri Mizumori has years of experience teaching in the classroom, but transitioning to teaching in front of a screen was an adjustment.

"I don't do gaming; I don't do social media," Sheri said. "I just had to jump in the deep end of the pool and go for it."

After upgrading her home setup and getting comfortable with teaching via Zoom during spring term, Sheri was ready to teach her Early Fall Start class — and her students were ready to learn.

"A lot of the students told me that they wanted to take the class because they were so tired of being cooped up with nothing to do," Sheri said. "They really took advantage of the opportunity to exchange and interact with each other as incoming freshmen."

Through the Canvas class portal, discussion boards, email and weekly office hours, Sheri and her

students were able to connect consistently and keep a classroom feel in a remote setting.

"I could see the total support they had for each other," she said.

"Someone would say, 'Oh, this is kind of a stupid question,' and their classmates would say, 'No, that's not a stupid question' and help them answer it."

Sheri values the opportunity to welcome new cohorts of freshmen to UW — whether on campus or virtually.

"I love teaching in Early Fall Start and being the first kind of contact they have with UW, to help them learn the ins and outs," she said. "Serving as an early mentor, someone who students can always come back to with questions even after class is over, keeps me involved and loving it."



11%

OF FIRST YEAR  
STUDENTS ENROLLED

718

STUDENTS

4,585

ACADEMIC CREDITS  
EARNED



# INTERNATIONAL & ENGLISH LANGUAGE PROGRAMS



Continuum College's International & English Language Programs boast a diverse array of programs to help students from all over the world improve their English skills, intercultural skills and academic knowledge to prepare for further studies or career pursuits. IELP serves as a nimble, innovative partner to nearly 60 universities across the globe and other UW departments, like the Jackson School of International Studies. Typically, students come to Seattle and immerse themselves in the culture for a few weeks to nine months or more. This year, IELP added online courses in several areas, including Academic English, which will continue to provide robust remote education after students have returned to campus. Whether online or in-person, IELP students are supported by staff like Chris Thomas, IELP director of student services and international enrollment.



"We've tried to be innovative in how we connect with students by providing them with virtual engagement opportunities like happy hours, a conversation partners program and student council."

— CHRIS THOMAS

For your average American, 2020 has been tremendously difficult and trying. For UW IELP international students — most of them in their late teens or early 20s — 2020 has meant navigating an already complicated system from a foreign country thrown into chaos.

"The day that the executive order blocking flights to and from China was issued, there were at least 10 of our Chinese students in our office," said Chris Thomas, director of student services and international enrollment for IELP.

"They were absolutely frantic trying to figure out whether they should go home — or if they even could go home."

The IELP team fell into a new daily routine: researching travel restrictions, visa requirements and health protocols for students from more than two dozen countries.

"There wasn't one source of information that explained everything," Chris said. "We had to

compile all that information into digestible nuggets that we could send to our students and our partners overseas on a daily basis for nearly a month."

Chris and his colleagues became de facto travel agents, helping students find their ways home. For those who remained in Seattle, like some Saudi Arabian students who stayed only to regret it when their government closed the border, it was vital to create a sense of community where students could feel heard and helped.

"We've tried to be innovative in how we connect with students by providing them with virtual engagement opportunities like happy hours, a conversation partners program and student council," Chris said. "It's so important to find ways to connect with each other and provide a sense of normalcy."



58

**PARTNERSHIPS WITH  
UNIVERSITIES  
ACROSS THE GLOBE**

35

**COUNTRIES  
REPRESENTED**

9

**PROGRAMS OFFERED  
REMOTELY**



# UNDERGRADUATE DEGREES



*Student Learning Remotely, November 2020*

The University of Washington offers a wide range of degree programs for undergraduate students. Through Continuum College, schools and departments across the university can create new opportunities for students through self-sustaining bachelor's degrees. We help our partners — like Carrie Kaelin, a professor in the UW Department of Health Services — think creatively and innovatively to develop programs to fit their goals and needs, without state funding. Students can choose between online or in-person options to help strengthen their credentials.





"Many of us are outside of our comfort zone, which is great because that's part of learning. It can be nerve-wracking, but it can also be exciting."

— CARRIE Kaelin

Carrie Kaelin knows that all of us, undergraduate students and UW professors alike, have had to do some rearranging in 2020.

"A lot of us are working in makeshift offices right now," Carrie said. "I'm set up in my living room, managing an infant climbing all over me, and I've shared that with my class. I've shared that we're all in this together. I think now it's more important than ever to be really cognizant of that."

For Carrie, creating that togetherness meant encouraging her students to be open about what was successful — and what wasn't — from the beginning of her Health Care Language course this fall.

"On the first day of class, I talked with the students and told them, 'If something isn't working, if it doesn't feel right, let me know,'" Carrie said. "I want feedback. That ongoing communication and feedback loop is really important to me, so I can adjust in real time."

As with so many changes this year, the shift to remote instruction featured some hiccups and hurdles along the way. But Carrie believes that the pivot provided an opportunity to showcase what classrooms are ultimately for.

"I like to see it as a learning opportunity for everyone," she said. "Many of us are outside of our comfort zone, which is great because that's part of learning. It can be nerve-wracking, but it can also be exciting. I think there's a lot of potential to really learn above and beyond."



271

**UNDERGRADUATE  
DEGREES AWARDED**

663

**STUDENTS SERVED**

\$65,500

**AVERAGE ANNUAL SALARY  
AFTER GRADUATING**

# SUMMER SESSIONS



At the UW, Summer Sessions are open to everyone and offer the perfect opportunity to enroll in a special program, explore a new interest or take a course — like UW Professor Kristi Straus' new virtual iteration of Introduction to Environmental Studies. Whether matriculated or nonmatriculated, students can choose from nearly 2,000 credit courses, including online and intensive courses, as well as intensive learning opportunities. Because Summer Sessions offer better access to popular courses than the regular academic year, they can also help students catch up or get ahead in their major requirements, prerequisites or Area of Knowledge courses through their accelerated learning format. With Summer Sessions, students can earn academic credit and make their summer count.



"Being in person doesn't work for all people at all times. That's so obvious now, but it wasn't so obvious last summer."

— KRISTI STRAUS

In the summer of 2019, Kristi Straus applied for a grant to collaborate with a UW Continuum College course designer and turn the course Introduction to Environmental Studies fully virtual. They got the grant, began filming in January and had six of the course's nine weeks in the can when COVID-19 hit and "remote learning" became a much more pressing concern.

"Being in person doesn't work for all people at all times," Kristi said. "That's so obvious now, but it wasn't so obvious last summer. The ability to take a class online increases access to environmental literacy classes, which I think are vital for all students, and it increases the likelihood that a student finishes their degree, so that's why I pushed for it a year ago. And here we are now."

The increased accessibility of online learning appealed to Kristi, especially its ability to educate more equitably.

"Online learning can really support students who lead more complicated lives," Kristi said, "and students who have more complicated lives are more likely to be students of color and are more likely to be first-generation college students."

All of Kristi's students' lives grew more complicated this summer, which made a supportive learning environment even more important.

"It's hard not to be with your friends and family, to be on Zoom all the time, to be worried about your health, your family's health or your job," she said. "Teaching online during a global crisis has allowed me to provide more flexibility to students — to say 'I think you're learning best when you can be present with us, but I'm going to find ways to support you even if you can't be.'"



1,983

COURSES

94%

MATRICULATED  
STUDENTS

13,446

STUDENTS



# PROFESSIONAL & CONTINUING EDUCATION CERTIFICATES



*Student Learning Remotely, November 2020*

Noncredit certificate programs offer the perfect mix of quality instruction, relevant educational content and a level of commitment that works for students at any point of the 60-Year Curriculum. For a student early in their career, a certificate provides the opportunity to break through in their field. Certificate programs can also offer a chance for established professionals to augment their skillset with cutting-edge tools. No matter where they are in their career, students will learn from accomplished instructors like Randal Root, who teaches numerous IT and coding certificate courses.



"It can be a challenge, but we need to come up with ways to build a community, and sometimes it's as simple as opening the class meeting 15 minutes early to chat informally."

— RANDAL ROOT

Randal Root was seven weeks into teaching a Foundations of Python Programming course in downtown Seattle when the pandemic hit. As a veteran online instructor, Randal knew how important it was to foster open lines of communication to bridge the distance.

"The big trick is openness and transparency," Randal said. "It can be a challenge, but we need to come up with ways to build a community, and sometimes it's as simple as opening the class meeting 15 minutes early to chat informally."

During a tumultuous year filled with a global pandemic, protests against police brutality, a presidential campaign and wildfire smoke, building a sense of classroom community also required Randal to consider all the outside factors weighing on students' minds.

"Reducing stress was really important," he said. "You don't

want to overstress them, but you don't want the class to be too easy either. We had to find the right balance."

Randal has taught online classes with us for years, and he believes the forced switch to online learning this year has shown learners and instructors the positive aspects of the format, especially the increased accessibility it provides.

"It's something we've been moving toward for a long time, but we haven't had the pressure to really make the change this quickly, and I think this is going to be the impetus for that," Randal said. "It's pretty awesome that a person in India, or New York, or Mexico or wherever can still participate in our courses. The fact that education becomes more readily available through online learning is important."



\$50,470

**AWARDED IN  
SCHOLARSHIPS**

94

**CERTIFICATE PROGRAMS**

\$90,700

**AVERAGE ANNUAL SALARY  
AFTER GRADUATING**

# GRADUATE DEGREES



*Campus, November 2020*

UW Continuum College teams up with campus partners to offer fee-based graduate degrees in a wide range of academic disciplines, including technology, health, business, engineering and education. Many of these programs are designed for working professionals' schedules, with classes primarily held in the evenings, on weekends and online to give graduate students a chance to jump-start their careers on their own terms. Students have the opportunity to work with UW faculty like Ekin Yasin, associate teaching professor and director of the UW Communication Leadership program, who are on the cutting edge of their fields, while online degree offerings harness the latest technologies to provide a rich student experience.





"We had to build in ways for us to reflect on what's happening — not just doing the work to do the work. Creating space for honesty was extremely important."

— EKin YASIN

Ekin Yasin, professor and director of the Communication Leadership Master's program at the UW, sees her classes "as a laboratory," she said. That sense of experimentation helped Ekin adapt this spring when the class she was teaching went fully online.

"Learning online, looking at a screen, is hard for a lot of people," Ekin said. "For me, as someone whose job is to draw you into content, to capture you, I think about connecting to different learning styles every day of my life. It was a space to experiment with that."

Part of that experimentation was acknowledging that, in an atypical year, a stereotypical top-down, hierarchical classroom approach wouldn't work. It was important for students to feel heard.

"We had to recognize and respect that this isn't a normal year," Ekin said. "Not just with the pandemic, but the many key crises impacting our BIPOC community members

and our Black students, in particular. We had to build in ways for us to reflect on what's happening — not just doing the work to do the work. Creating space for honesty was extremely important."

Though remote learning poses obvious challenges, Ekin found that it can also empower a different segment of the student population.

"Learning online can be helpful for people who are introverted, who are marginalized or are not in positions of power," she said. "I've definitely had more students in the past year who've participated, candidly and authentically, who would not otherwise have participated. This is an opportunity for us to keep them engaged and participating as we move forward."



93

**GRADUATE AND  
PROFESSIONAL DEGREE  
TRACKS**

1,851

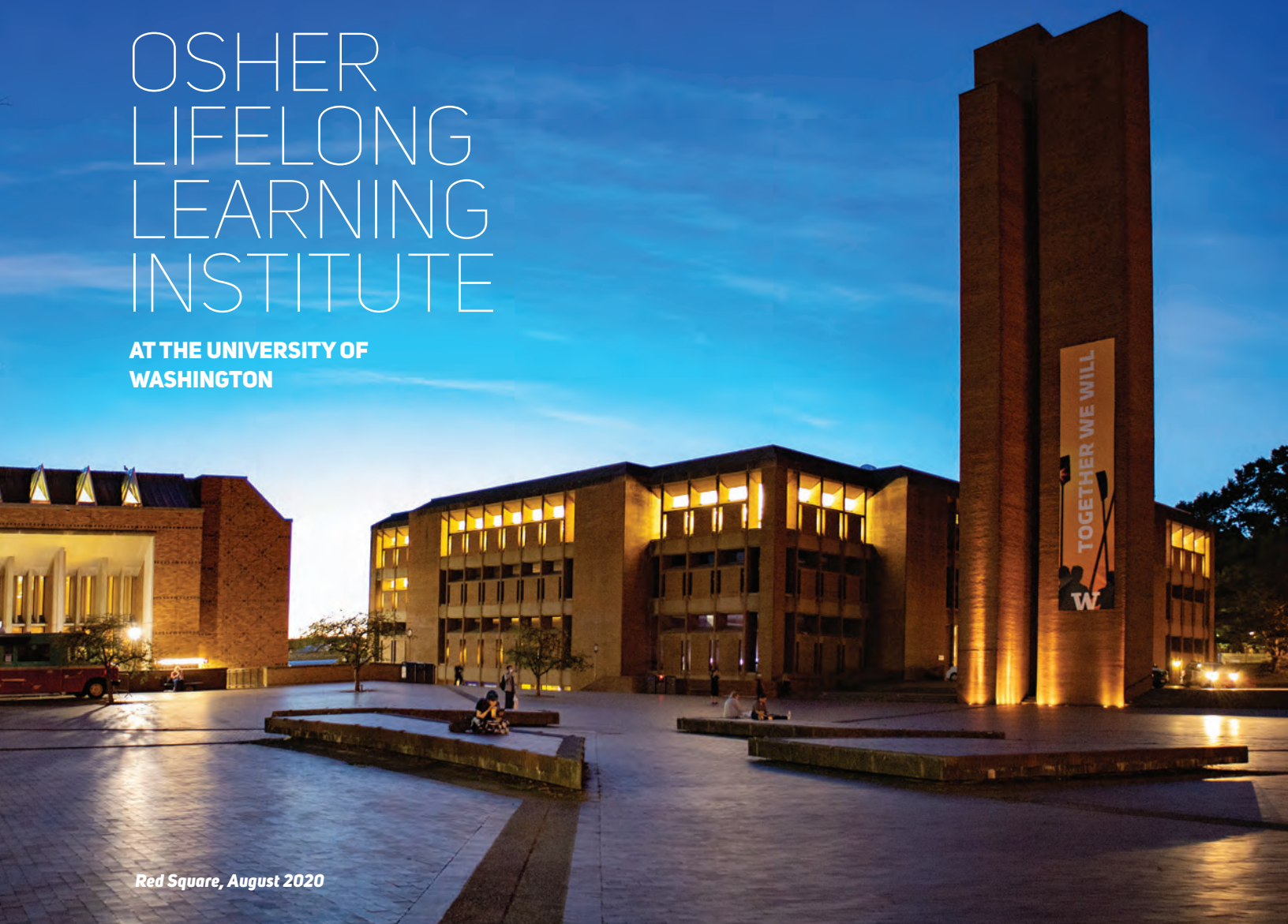
**GRADUATE AND  
PROFESSIONAL DEGREES  
AWARDED**

6

**AVERAGE NUMBER OF  
QUARTERS IT TAKES  
TO GRADUATE**

# OSHER LIFELONG LEARNING INSTITUTE

AT THE UNIVERSITY OF  
WASHINGTON



*Red Square, August 2020*

The Osher Lifelong Learning Institute at the UW provides the opportunity for adults over the age of 50 to learn new things and meet new people with a range of exciting programs. Founded in 2006 and funded by a grant from the Osher Foundation, OLLI-UW offers thought-provoking courses and talks by experts from the community, many of whom are current or retired UW faculty and instructors — like David Domke, professor and former chair of the UW Department of Communication. Typically, OLLI-UW offers in-person field trips, study groups and other special events around the greater Seattle area; this year, all program offerings transitioned to remote learning, allowing participants to attend lectures and courses from the comfort of their own homes via Zoom.



"I feel fortunate to be able to make these offerings available in the midst of this unprecedented, completely unsettling space that we're in."

— DAVID DOMKE

David Domke has been teaching at the UW since 1998, and he's taught at the Osher Lifelong Learning Institute at the UW for nearly as long.

"I'm a teacher at heart, and I'll go anywhere, any time to teach," David said. "There's an insatiable desire among Osher folks for more knowledge and more learning, and I'm an insatiable teacher, so that's a wonderful pairing."

David's research and teaching focuses on issues of racial and religious identity in American politics, and the experience and experiences of his OLLI-UW students create a vibrant learning environment.

"A lot of what I teach is stuff that these folks lived through and are familiar with," he said. "When I'm referencing Ronald Reagan, or Jimmy Carter, or Richard Nixon or Lyndon Johnson, these are folks who are not just names in a history book for these learners. These are

folks that these people voted for, maybe even campaigned for."

After the pandemic hit, David turned a series of planned in-person lectures on the contemporary Republican party into online lectures, which worked well for an audience of learners who were eager for activity without leaving home.

"Online learning is almost perfectly set up for the lifelong learning folks who feel safer at home and can participate from there," David said. "I feel fortunate to be able to make these offerings available in the midst of this unprecedented, completely unsettling space that we're in."

"I've had the privilege to teach a number of classes with Osher, and it's always been a positive experience," he said. "Folks are engaged. They're interested. They care. They come ready to learn and wanting to know more."



1,248

MEMBERS

64

LECTURES

12 of 51

COURSES OFFERED  
REMOTELY



# ENROLLMENT DATA





## Course Enrollments & Students Served

	Summer 2019–Spring 2020		Summer 2018–Spring 2019	
	COURSE ENROLLMENTS	STUDENTS SERVED	COURSE ENROLLMENTS	STUDENTS SERVED
Degrees	39,988	5,795	38,033	5,518
Early Fall Start	718	718	879	879
Certificate Programs*	11,539	5,412	11,473	5,330
International & English Language Programs	4,200	1,453	5,412	1,777
Summer Youth Programs	1,533	1,417	1,880	1,426
UW in the High School	5,398	4,694	5,329	4,272
Contract	671	250	1,068	364
Osher Lifelong Learning Institute at the University of Washington	4,205	1,705	3,709	1,209
Conferences**	1,204	1,204	4,381	4,381
Standalone Courses	2,421	1,892	2,538	2,154
Summer Sessions	31,107	13,446	31,348	13,541
Community (Shared) Access Courses	5,465	1,911	4,782	1,958
Open Online Courses				
— Free***	406,516	332,420	210,229	179,508
— Paid****	13,102	9,102	35,189	8,680
<b>TOTAL PAID</b>	<b>121,551</b>	<b>48,999</b>	<b>145,674</b>	<b>51,480</b>

\* Includes certificate programs designed for an international audience.

\*\* Number reflects conference attendees, not enrollments.

\*\*\* Coursera free audit enrollment count includes Coursera for business and learners on financial aid.

\*\*\*\* "Paid" refers to students who paid a fee to enroll in a course.



# MAKE A GIFT

Now more than ever continual learning is critical for professional success. With your support, we can make education a reality for even more students. Join the many donors who have already given to our Scholarship Fund, including BECU, a Founding Donor, and Windermere Foundation, ESA and Seattle Finance Collective, our Community Partners.

**800-506-1325 / [continuum.uw.edu/make-a-gift](https://continuum.uw.edu/make-a-gift)**

*Founding Donor*



*Community Partners*





# PARTNER WITH US

On campus and across the region, Continuum College is your UW partner to bring learning ideas to life. Our experts bring 105 years of proven success to every partnership, from idea to launch — and beyond. We're here for you when it's time to start something new.

**800-506-1325 / [continuum.uw.edu/partner-with-us](https://continuum.uw.edu/partner-with-us)**



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