August 16, 2004

Adam W. Herbert
Office of the President
Indiana University
Bryan Hall
Bloomington, IN 47405

Kenneth R. R. Gros Louis
Office of the Vice-President for Academic Affairs
Indiana University
Bryan Hall
Bloomington, IN 47405

Dear President Herbert and Vice-President Gros Louis:

I submit the report of the Task Force on the School of Continuing Studies, a study you commissioned in the spring of this year. I will of course be pleased to answer questions and to pursue discussions about our recommendations and their reasons. Thank you for inviting me to do this interesting work.

Donald Gray
REPORT OF THE
TASK FORCE ON THE SCHOOL OF CONTINUING STUDIES

SUMMARY

THE CURRENT STATE OF THE SCHOOL

The School of Continuing Studies closed the 2003-04 fiscal year with a budget surplus of over $1.2 million. It repaid in full its debt to the University of $703,000, and it begins the current year with a positive balance of over $500,000. Enrollments in one of its two principal programs, the General Studies program, are stable. Enrollments in Independent Study, its other principal program, increased during 2003-04 by about 38%. Except for a decline in enrollments in the High School program, enrollments in the other programs of SCS are also stable. A new student information system, prepared with the help of UITS and capable of communicating with the University PeopleSoft system, has been installed. The recent conversion to XML will accelerate the rate at which Independent Study courses will be put on-line. The members of the staff to whom we talked are confident of the soundness and promise of their programs and think that the School has been ably administered by Judith Wertheim, its interim dean.

THE STATUS OF THE SCHOOL

The “Plan to Decentralize Continuing Studies Programs at Indiana University,” presented by the Academic Officers Committee in June, 2003, proposed that the School be abolished and its programs distributed among several offices on the Bloomington and Indianapolis campuses.

We recommend: THAT THE SCS BE MAINTAINED AS A UNIVERSITY SCHOOL CHARGED WITH THE OVERSIGHT AND ADMINISTRATION OF THE PROGRAMS NOW HOUSED IN IT.

The existence of a School provides a clearly visible way in which the University puts its name on important and effective instruments through which it makes its resources accessible to people who cannot attend semester-long courses on a campus, or who need not come to a campus to learn what they want to know, or who bring to their studies knowledge, experience, and ambitions that cannot easily be accommodated in the requirements and pedagogies of traditional undergraduate curricula.

Their place in a University school gives status to each program in the congregation of programs within SCS. Its identity as a University school helps its dean and program directors in recruiting faculty to work in its programs and in finding resources to improve its programs and to try new initiatives.

Successful collaborations among the programs in the School, like the close and fruitful relationship between General Studies and Independent Study, are most effectively
made and managed in an agency of which both are a part. The dean of a school can also use money earned by successful programs to enlarge or sustain other programs or to create new ones. The School also offers a central office from which energetically and coherently to promote programs in continuing studies, and it provides a clearing-house for information about all the opportunities for distance learning in the University.

GENERAL STUDIES AND INDEPENDENT STUDY

The "Plan to Decentralize" proposed that General Studies degrees be awarded by the campus on which students are enrolled rather than by SCS.

We recommend: THAT THE SCHOOL OF CONTINUING STUDIES CONTINUE TO AWARD THE ASSOCIATE AND BACHELOR DEGREES IN GENERAL STUDIES.

We think it necessary to preserve a central agency that will oversee the requirements and content of the degrees in General Studies and will assure the coherence and integrity of their courses of study. The School also provides an academic home for those General Studies students (709 of them in 2003-04) who are not enrolled on any campus of the University and who earn their degrees entirely at a distance. Finally, at least some recipients of the degrees like the fact that they have been awarded by a University school, which they take to be a warrant of their value as having been earned in a program that is an important part of the whole University.

It matters greatly that the University’s long-standing and successful program in Independent Study be placed not in a separate office but in a school that offers the General Studies degrees: Their conjunction facilitates ventures like those with some community colleges, in which students combine courses in the colleges with Independent Study courses to move from an associate’s degree to the award of a BGS from Indiana University. Many of the University’s own General Studies students also supplement their educations on a campus with courses taken at a distance.

SCS is a University school because it awards General Studies degrees. This commission furnishes all the programs of the School with a dean. Independent Study in particular can profit from the presence and authority of a dean who will prosecute its plans to invest in the development and delivery of many more on-line courses and who will lead the aggressive recruitment of faculty to write and teach these courses.

We recognize some difficulties that proceed from the present organization of SCS: the distribution of fees paid for Independent Study courses by General Studies students who are enrolled on a campus; the status of the campus directors of continuing studies; and the role of the campuses in decisions about the curriculum and requirements of General Studies degrees.

We recommend: THAT THE FACULTY COUNCIL OF THE SCHOOL OF CONTINUING STUDIES BE ENLARGED TO INCLUDE NOT ONLY THE CHAIR OF THE GENERAL STUDIES
COMMITTEE ON EACH CAMPUS, BUT ALSO AN ADDITIONAL REPRESENTATIVE FROM EACH CAMPUS, ALONG WITH APPROPRIATE ADMINISTRATORS OF THE SCHOOL.

The enlarged SCS Faculty Council should consider, among other matters, the status of the campus directors of continuing studies on each campus, the condition and future of the High School program of the School, the effectiveness of its efforts in marketing and course design, and the soundness of its business plan.

CONTINUING OR EXTENDED STUDIES AT INDIANA UNIVERSITY

According to the authors of a report (SWOT Analysis) in the fall of 2003 on the strengths, weaknesses, opportunities and threats of and to SCS, one of the School’s “overarching, critical deficiencies” is the “lack of a clear mission.” We think that the University needs a forum for the systematic discussion, outside as well as within the School, of fundamental questions about the relationship of the programs of the School to the University’s other programs in distance or distributed education, and the means and directions in which the School can grow.

We recommend: THAT THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS, OR ANOTHER OFFICER OF THE UNIVERSITY TO WHOM THE DEAN OF THE SCHOOL OF CONTINUING STUDIES WILL REPORT, REVIVE AND REDEFINE THE PURPOSE OF THE NOW DORMANT “DISTRIBUTED EDUCATION COORDINATING COMMITTEE,” AND USE IT AS AN ADVISORY COUNCIL ON EXTENDED STUDIES. MEMBERS OF THE COUNCIL WILL INCLUDE, BUT NOT BE LIMITED TO, REPRESENTATIVES OF THE MOST EXTENSIVE AND MOST PROMISING OF THE PROGRAMS THROUGH WHICH THE UNIVERSITY EXTENDS LEARNING TO STUDENTS OFF CAMPUS AND TO STUDENTS ENROLLED IN NON-TRADITIONAL COURSES OF STUDY.
THE CURRENT STATE OF THE SCHOOL OF CONTINUING STUDIES

Financial condition. At the end of June 2004 the School of Continuing Studies closed its 2003-04 budget with a surplus of over $1.2 million. After paying off its debt of $703,000 to the University, the School begins 2004-5 with a positive balance of over $500,000.

Independent Study. In this division the School offers nearly 200 different undergraduate courses at a distance. All are available by correspondence; many are also available on-line and/or on cd-rom. Enrollments in these courses increased during 2003-04 about 38% (from 8074 enrollments to 11,169).

General Studies. The number of students enrolled in on-campus courses leading to the Associate and Bachelor's degrees in General Studies remained stable. In 2002-03, 7225 such students registered for 62,667 credit hours. In 2003-04, 7082 General Studies students registered on all campuses of the University for 63,912 credit hours.

In 2002-03, 680 students were enrolled to earn General Studies degrees entirely at a distance by studying in SCS independent study courses. In 2003-04, 709 General Studies students enrolled to earn degrees entirely through distance learning.

Other Programs: Master of Science Degree in Adult Education; Certificates in Distance Education and Health Care Accounting and Financial Management; institutes and workshops. With one exception, the number of people served in the other programs of the School has also been stable. Recently the Indiana Department of Workforce Development renewed its contract with the School to support workshops for its employees and those of its partner organizations.

High School. The exception in this account of rising or stable enrollments and services is the number of students enrolled in the School's high-school courses offered at a distance. These enrollments have fallen about 16% in the past year and nearly 30% in the past two years, from 6756 enrollments in 2001-02 and 5491 in 2002-03 to 4574 in 2003-04. These figures include enrollments in the IU High School, in which students earn diplomas awarded by the University (1396 enrollments in 2001-02; 1673 enrollments in 2002-03; 1012 enrollments in 2003-04).
Administration. The division heads and staff members we talked to are confident of the soundness and optimistic about the prospects of the programs they manage. They think that the School has been ably administered by its interim dean, Judith Wertheim. A new director of marketing, an important position, has recently been named. One other important position in the School, a director of academic programs (now administered by a former director who came out of retirement), must soon be filled. A report on the “Strengths, Weaknesses, Threats and Opportunities” of and to the School prepared in the fall of 2003 (see Appendices) identified as one of its principal weaknesses the “Lack of an adequate, modern and comprehensive student information system,” a weakness which significantly compromised its capacity to respond quickly to students and to develop new on-line courses. A new student information system, developed by the staff of SCS with the help of University Information Technology Services and capable of communicating with the PeopleSoft system, has been installed in early August 2004 and is now in operation. The School is steadily putting independent studies courses on-line (58 university courses; 34 high-school courses), and the pace of this effort will be accelerated by the recently completed conversion to XML. All graduate level Adult Education courses, with the exception of the course in participation training, are now on-line using the University’s Oncourse system.

THE STATUS OF THE SCHOOL

Implicitly and explicitly, in our discussions we engaged the arguments and recommendations put forward by the Academic Officers of the several campuses (convened as the Academic Leadership Council) in a “Plan to Decentralize Continuing Studies Programs at Indiana University” (see Appendices) presented to the Vice-President for Academic Affairs in June, 2003. The principal recommendations of the Academic Officers are:

That the School of Continuing Studies be abolished;

That General Studies degrees be awarded by the campuses on which students are enrolled (provision to be made for students who study for General Studies degrees through Independent Study courses and are not enrolled on any campus of the University);

And that the other programs now administered in SCS be distributed among separate offices on the Bloomington and Indianapolis campuses.

Oversight of these programs, and of the General Studies degrees, would be exercised by two coordinators, a faculty council, a largely ceremonial dean, and the Academic Leadership Council.
We recommend:

THAT SCS BE MAINTAINED AS A UNIVERSITY SCHOOL CHARGED WITH THE
Oversight and administration of the programs now housed in it.

Some of our reasons for this recommendation are specific to individual programs,
and will be put forward below.

In general, we offer our recommendation because:

1. The existence of the School puts in one place many of the means by which the
University makes learning accessible to citizens of the state and to people in other states
and other countries who because of their work, age, or other circumstances cannot attend
semester-long courses on a campus, or who bring to their studies knowledge, experience,
and ambitions that cannot easily be accommodated in the curricula, requirements, and
pedagogies of traditional undergraduate majors and areas of specialization. The School
is a clearly visible way in which a public university puts its name on important and
effective instruments through which it makes learning public.

2. Its status as a School not only testifies to the quality and importance of
continuing studies as a central part of the University, but also gives status to each
program in the congregation of programs within it.

3. Its identity as a School, and the presence of a dean, helps its administrators in
recruiting faculty to work in its several programs and in finding resources, within and
outside the University, to improve its programs and to try new initiatives.

4. The School provides a University office from which to organize, promote, and
administer relationships among its programs, like those between General Studies and
Independent Study in cooperative programs with community colleges (see below). Such
collaborations could not be established and managed without some centralized agency.

5. In prosperous times administrators of a School which brings together
programs with similar purposes can invest money earned by a successful program to
enlarge or sustain other programs or to create new ones.

6. The School of Continuing Studies is not, and will not be, the only source
from which the University provides education at a distance. (The Kelley School, and the
Schools of Music and Education, offer master's degrees on-line; the School of Health and
Public Health Sciences, labor studies, and information technology offer degrees and
certificates.) But the School can continue, as it does now, to provide a central clearing-
house of information about opportunities in the University to learn at a distance.

It is not clear how, as it is suggested in the "Plan to Decentralize" (1), the
dissolution of the School of Continuing Studies will save money. If the current programs
of the School were maintained, the budget of each would also be maintained, overseen by
coordinators and an emblematic dean rather than by a dean and perhaps an associate dean. It is arguable that it is less expensive to administer these programs in a School with a common staff than it would be in separate offices, each with its own director and staff, and each presumably with its own responsibility to promote itself.

Nor does it follow, as the “Plan to Decentralize” puts it, that the abolition of the School “will allow the individual campuses to respond more quickly and flexibly to opportunities as they emerge in their service areas” (1). In the present structure of the School such opportunities are devised and pursued by the campus directors of continuing studies. Each campus director reports not to the dean of SCS but to the chancellor of his or her campus. Each director has been effective, especially in the creation of seminars in workforce development and other non-credit programs, in instituting campus rather than School programs that respond directly and pertinently to the needs and interests of the communities they serve. “All campus representatives believed,” the authors of the SWOT analysis write, “that non-credit continuing education programs were successful on their own campuses and required little, if any, coordination at the University level” (16). The campus directors of continuing studies use the School, and the periodic assemblies of campus directors convened by its dean, to provide forums for the discussion of common problems and possibilities in credit and non-credit programs, and to seek advice on or to adjudicate questions about degree and course requirements. But in practice as well as on the organization chart of the School, they are the responsible agents of continuing studies on their campuses.

It is relevant that in our conversations with them the campus directors say that they are not uncomfortable, as one of them put it, in “with answering to two bosses.” That, we suggest, is because except in their association with the General Studies program, the boss each principally answers to is the administration of the campus and not that of the School.

GENERAL STUDIES AND INDEPENDENT STUDIES

General Studies. Most students studying for General Studies degrees are enrolled on one of the campuses of the University and earn most of the credits for their degrees in courses offered on the campus. On each campus a faculty committee oversees the conduct of the curricula leading to General Studies degrees. It may be argued, therefore, as it is argued in the “Plan to Decentralize,” that the degrees should be awarded to its students by the campus on which they are enrolled, and that authority over the content and requirements of the degrees be vested in the faculty and administration of the individual campuses and overseen by the Academic Leadership Council.

But we recommend: THAT THE SCHOOL OF CONTINUING STUDIES CONTINUE TO AWARD THE ASSOCIATE AND BACHELOR DEGREES IN GENERAL STUDIES.
1. The School provides a central agency, specifically commissioned by the Indiana Higher Education Commission to award General Studies degrees, to oversee the requirements and content of the degrees and to assure the coherence and integrity of their courses of study. The SWOT report summarizes the opinions of the campus directors as “supportive of the existing School structure with respect to program integrity of the General Studies degree program” (17). They are concerned that “campus-based degree certification may not provide a process to maintain the integrity of the degree” (18). The campus directors also think that the degrees can be more effectively marketed by the central agency of the School than they can be by individual campuses.

2. The School also provides an academic home for General Studies students who are not enrolled on any campus of the University and who earn their degrees entirely at a distance. In 2003-04, 709 such students were enrolled in the General Studies program; about 100 such students graduate each year.

3. At least some recipients of the degrees like the fact that they have been awarded by a University school, which they take to be a warrant of their value as having been earned in a respected, rigorous program that is an important part of the whole university.

4. Perhaps the most promising initiative of the School right now lies in the conjunction of the divisions of General Studies and Independent Study. In cooperation with the SCS, students of the Academy for Continuing Education in Hong Kong and the American Academic Alliance in Singapore can earn IU General Studies degrees by completing courses in the SCS Independent Study program. William Rainey Harper Community College, McHenry Community College, and Elgin Community College in Illinois offer students the opportunity to move on from an associate degree to a bachelor degree in General Studies by combining courses in the college with thirty additional hours of credit in the SCS Independent Study program. The authority of the School to award the BGS makes it easy to arrange, manage, promote, and enlarge these cooperative ventures.

*Independent Study.* Indiana University has been in the business of independent studies – learning at a distance – for a long time. As the SWOT report remarks, its courses have “a strong brand identity” (6). Despite the decline in high school enrollments, the program is financially sound and full of opportunities like the relationship established with Excelsior College, whose students (who are serving in the military) complete their degrees with Independent Study courses. Independent Study offers education to people all over the state, and all over the country and the world, who need never show up on a campus and who often really do study to continue their educations rather than to complete a degree.

Clearly, therefore, it is necessary to administer and develop Independent Study courses in a central agency of the University, housed on a campus but not part of its administrative structure. The agency need not be part of a School; it could function
effectively under a director who reports to an academic officer of a campus or the University rather than to a dean.

1. But the close and fruitful relationship between General Studies and Independent Study argues that the latter should be placed in a school that awards degrees. Hundreds of General Studies students earn their IU degrees entirely by enrolling in Independent Studies courses at a distance, and many others supplement their educations on a campus with courses in Independent Study. The conjunction of General Studies and Independent Study within SCS also enables ventures like those undertaken with community colleges, in which Independent Study courses constitute an important part of the course programs leading to University degrees. The relationship of General Studies and Independent Study within SCS also encouraged its administrators to put the Independent Study courses required for AAGS and BGS degrees on the top of the schedule for the conversion of paper to on-line distribution, and the two degrees were the first undergraduate degrees in the state to be available entirely on-line.

2. Everyone we talked to about Independent Study said that the program cannot compete in its markets unless it offers many more courses on-line (or on cd-rom) than it now does. The invention and installation of such courses require an investment not only in the development of the courses but also in electronic systems that enable interactivity and quick responses to students. We think that the case for this investment can be prosecuted more forcefully by the dean of School who reports to a University academic administrator than it can be by a program director.

3. The imaginative development of these new courses requires an aggressive effort to recruit faculty to design them and to grade their lessons. Faculty should be recruited from all campuses of the University. Again, it seems to us likely that the dean of a University school will lend more authority and force to the recruiting of faculty than can be marshaled by the director of a program.

POLICY AND GOVERNANCE

SCS Faculty Council. We recognize some difficulties that proceed from the organization of the School. The award of General Studies degrees by the School does not diminish the autonomy of individual campuses, but it is a withholding of authority. The revenue from Independent Study courses enrolled in by students studying for General Studies degrees goes to SCS, and no part of it goes to the campuses on which the students are enrolled. The campus directors of continuing studies welcome the presence of the School as a kind of third-party arbiter in questions about courses and requirements. But they have no formal relationship with the School, and they and other campus administrators sometimes find its organization cumbersome and its oversight a trouble as well as a help.
The School is ready to discuss a mechanism for sharing the fees for independent studies courses with the campuses on which students who take the courses are enrolled. The School administrator responsible for the General Studies program has already simplified the practices by which he monitors the General Studies programs on the campuses. In addition to these relatively minor alleviations, we recommend:

**THAT THE FACULTY COUNCIL OF THE SCHOOL BE ENLARGED TO INCLUDE NOT ONLY THE CHAIR OF THE GENERAL STUDIES COMMITTEE ON EACH CAMPUS BUT ALSO AN ADDITIONAL FACULTY REPRESENTATIVE FROM EACH CAMPUS, ALONG WITH APPROPRIATE ADMINISTRATORS OF THE SCHOOL.**

The campus representatives to the Council should be faculty members who have experience in the work and purpose of continuing studies. In addition to its other interests (see below), the council will oversee the degree programs in General Studies and consider requests for variation and innovation.

**MATTERS TO BE CONSIDERED BY THE SCS ADMINISTRATION AND FACULTY COUNCIL**

_The status of the campus directors._ Members of the Council should consider whether the relationship of the campus directors of continuing studies with the School will be strengthened, and their work will be aided, by naming them as adjunct faculty members in the School, or by giving them faculty status on the campus, or both.

_The High School Program._ Indiana University has offered high-school courses at a distance since early in the last century. Currently students in more than 700 public and private high schools enroll in the courses of the program. The IU High School Diploma program was instituted in 1999, and by the end of 2003 more than 1200 students had been admitted and 90 had graduated, some to enter undergraduate study at Indiana and other colleges or universities in the state. Presumably the completion of high school courses at a distance is also an introduction to continuing study in University Independent Study courses.

The “Plan to Decentralize” calls for a review of the High School Program that will address ground questions about whether it is an appropriate university enterprise and whether it can or should compete with “an existing online high school operated by school districts in Central Indiana” in cooperation with the Indiana University School of Education (6). The SWOT analysis notes “opportunities to penetrate select or niche markets” (9), including the growing interest in home-schooling. But its authors also remark declining enrollments and the paucity of web-based courses in the program. The success of the Independent Study program, of which the High School Program is a part, can at least right now underwrite the cost of this decline. But we recommend to the administrators of the School and to the members of its Faculty Council a careful study of whether the program should be maintained.
Marketing and Course Design and Development. We think that, in its oversight of the condition and relationships of all the programs and divisions of the School, it will be especially profitable for the administrators of the School to bring to the Council ideas about the marketing of its programs, and about the work of members of the staff in instructional design and development. The recent appointment in the School of a new director of marketing offers an opportunity to reconsider, refresh, and enlarge how the School promotes its courses and programs in a very competitive market. The competitiveness of the market also requires that when the School puts more of its courses on-line, its staff and teachers design them in ways that do not simply translate paper-and-pencil learning into digital forms, but rather use the capacities of electronic learning to create courses and pedagogical tactics that are new and peculiarly effective for learning at a distance.

Business Plan. One of the reasons for the recent financial difficulties of the School was the cost of converting courses into electronic forms. This cost will not abate, and may even increase, as the School continues this conversion and commissions newly designed courses (and increases the stipends for the teachers who create and conduct them). More intensive and varied forms of marketing will also increase costs.

In order to compete with other providers of distance learning, the School has adopted a very inexpensive business model for delivering its courses. In consequence it generates a low financial return on tuition. In the future, as it tries to meet competition on price, the School will find itself in a position in which its tuition will stay flat and its expenses must increase as it tries to meet competition in the design and marketing of courses in which students learn.

Despite its recent recovery, then, the future viability of SCS is by no means certain. Its administrators and the members of its Faculty Council must carefully examine its business model and its opportunities for growth not just from an academic perspective, but from an administrative perspective as well.

Name. Like others before us, we think that the name of the School does not adequately identify everything it does, from offering courses by correspondence to awarding diplomas and degrees. Three years ago a committee was charged to explore whether, why, and to what the name of the School should be changed. After surveys and consultations with focus groups, the committee concluded (report to Erwin Boschmann, July 2001) that most people liked the name, or were used to it, or couldn’t think of a more suitable one.

But there is reason not to accept that this matter is closed. Given the range and diversity of what it now does, its interest in renewing and expanding its most important programs, and the urgency of persuasively promoting its programs in a strongly competitive market, we think that its administrators and the members of its Faculty Council should reconsider the question of whether the School is appropriately named.
EXTENDED STUDIES AT INDIANA UNIVERSITY

We choose the phrase extended studies to describe all the means – distance education in any of its several modalities, General Studies degrees, learning partnerships, life-long learning, non-credit courses, workshops, and seminars – by which the University (and not just SCS) reaches out to enable the learning of people who cannot, or need not, or choose not to come to one of its campuses or to enroll in one of its traditional degree programs.

The authors of the SWOT report defined three “overarching, critical deficiencies” in the School (2). Two of them – its “lack of financial stability” and the absence of “an adequate, modern and comprehensive student information system” – have been addressed by the interim dean and her colleagues in the School, and at least the second has been durably repaired. The third, the “lack of a clear mission,” persists, and we used the formulation of the SWOT report to put it to ourselves as a question: What is the mission of the School, “especially as it relates to the School’s role in distance education within IU”? (2)

We asked a second question: How can the growth of the School be directed so that its organization and practices change to take advantage of new possibilities, and so that the work of the School fits with and draws on the strengths of other University programs in extended studies or distance and distributed education?

The dean, program directors, designers of courses and marketing tactics, and others within the School can work out their own answers to these questions. But we think that they should also be asked by people outside the School who understand its purposes and are charged to think about its place in the work of extended studies at Indiana.

We recommend:


We do not propose this Council as a kind of traffic controller or supreme soviet that directs and adjudicates among the interests of the offices working in extended studies. Nor do we imagine it only as a speculative instrument charged with thinking about what to do next in extended studies. Rather, we think of it first as a seminar in which its participants learn from one another what is going on now in extended studies,
and then as a board of advisors to instruct the administrator to whom they report in ways to do it better. The Council can provide a consciousness of the several ways that people in the University, and, just as important, people outside it, extend learning to students who need not come to a campus or who are studying in non-traditional programs and pedagogies. Right now nobody possesses such a consciousness. We think an knowledge of, and a responsibility for, extended studies throughout the University is essential to decisions about innovations that ought to be tried, collaborations that ought to be put together, and programs in extended studies that ought to grow, change direction, change their ways of doing business, or be eliminated.

August 16, 2004

Donald Coffin, School of Business and Economics IUN
Kyle Forinash, School of Natural Sciences IUSE
Kathleen Gilbert, Applied Health and Sciences IUB
Donald Gray, Department of English (emeritus) IUB: chair
Stephen Hundley, Organizational Leadership IUPUI
Richard Magiuka, Kelley School of Business IUPUI
Audrey McCluskey, Department of African American Studies IUB
Kenneth Rennels, School of Engineering and Technology IUPUI
Albert Ruesink, Department of Biology IUB
David Vollrath, School of Business and Economics IUSB
Judith Wertheim, Interim Dean, School of Continuing Studies
Kurt Zorn, School of Public and Environmental Affairs IUB

People with whom members of the task force have consulted

Irving Levy, Campus director IUPUI
Robert Lovely, Campus director IUN
Suzanne Miller, Campus director IUSB
Ronald White, Campus director IUB
Eileen Balliet, Executive Director, Office of Learner Services SCS
John Beeson, Executive Director, Office of Learning Partnerships SCS
Paul Bickley, Instructional Coordinator, Independent Study Program SCS
Frank DiSilvestro, Director, General Studies Degree Program SCS
James Hertling, Interim Director, Office of Academic Programs SCS
Susan Straub, Executive Director, Office of Financial Management SCS
Leslie Coyne, Director, Summer Sessions and Special Programs IUB
James Weigand, IU Foundation; emeritus dean SCS
Documents appended:

SCS financial statement; year ending 30 June 2004
SCS projected budget 2004-05
Enrollments: Independent Study 2003-04
“Plan to Decentralize Continuing Studies Programs at Indiana University”: 27 June 2003
“School of Continuing Studies: Strengths, Weaknesses, Opportunities and Threats – (SWOT) Analysis”: Fall 2003
### MONTHLY INCOME/EXPENSES
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### DESIGNATED FUNDS:

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### CONTINUING STUDIES

After First Closing

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|                |                          |                        |                 |                          |
|                |                          |                        |                 |                          |
| **Beginning Cash** |                          | **Liabilities**       |                 | **Cash Balance**         |
| 0.00           | 0.00                     | 0.00                   | 0.00            | 0.00                     |
| 0.00           | 148,200.59               | 465,542.00             | 578,014.06      | 0.00                     | 0.00                     | 0.00                     | 0.00                     | 0.00                     |
| 0.00           | 1,430.09                 | 50,000.00              | 5,645.79        | 0.00                     | 44,354.21                | 0.00                     | 0.00                     | 45,784.30                |
| 0.00           | 8,149.65                 | 260,893.00             | 261,788.97      | 1,600.00                 | (2,495.97)               | 8,116.09                 | 862.41                   | 0.00                     |
| 0.00           | 821,251.78               | 0.00                   | 177,121.59      | 0.00                     | 0.00                     | (704,130.16)             | 0.00                     | 0.00                     |
| 0.00           | 0.00                     | 0.00                   | 0.00            | 0.00                     | 0.00                     | 0.00                     | 0.00                     | 0.00                     |
| 0.00           | 283,734.99               | 0.00                   | 18,527.74       | 0.00                     | (18,527.74)              | 336.00                   | 0.00                     | 265,543.25               |
| 0.00           | 20,163.00                | 0.00                   | 6,975.49        | 0.00                     | (6,975.49)               | 0.00                     | 0.00                     | 13,197.51                |
| 0.00           | 1,893.00                 | 13,500.00              | 1,297.59        | 0.00                     | 12,232.42                | 191.40                   | 0.00                     | 14,116.82                |
| 0.00           | 8,751.13                 | 10,775.00              | 5,279.79        | 0.00                     | 5,495.21                 | 285.00                   | 0.00                     | 14,531.34                |
| 0.00           | 0.00                     | 0.00                   | 0.00            | 0.00                     | 0.00                     | 0.00                     | 0.00                     | 0.00                     |
| 0.00           | (115,569.87)             | 879,781.00             | 830,457.49      | 9,973.06                 | 29,350.44                | 114,524.11               | (21,436.33)              | 25,842.43                |
| 0.00           | 1,177,825.33             | (1,760,491.09)         | (1,835,168.49)  | (1,273.08)               | (116,128.88)             | (486,771.68)             | (2,432.14)               | 534,844.05                |

**In 2003-04**

Paid debts of $703,000
Remainder = $534,844

Total surplus = $7,237,843
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<td>Adult Education</td>
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<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
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### SAC Credits (Not Included in University Enrollment totals above)

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<th>OCT</th>
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<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
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Prepared by Sharyl Lentz 7/13/2004
Plan to Decentralize Continuing Studies Programs at Indiana University

Introduction

Indiana University can best respond to the growing need to provide lifelong learning opportunities for Hoosier adults by reaffirming the missions of the eight campus-based Continuing Studies divisions as the points of access to IU for adults and by encouraging the divisions to work in partnership to address workforce development and adult learning needs within the state. Reducing the centralized and costly current management structure of the School of Continuing Studies (SCS) will allow the individual campuses to respond more quickly and flexibly to opportunities as they emerge in their service areas. Key components of this plan include:

- Relocation of SCS programs to the most appropriate IU campus with minimum staff disruption as a consideration;
- Local control of continuing education initiatives;
- Oversight and coordination mechanisms designed to foster intercampus collaboration and efficient use of resources; and
- Ensuring the continuation of the General Studies degrees as University-wide offerings with 100% portability.

Transition from the centralized SCS model should begin no later than August 1 and take no longer than a year to complete. Current SCS programs can be adequately managed by the individual campuses, which already have the expertise and resources to do so. (In several cases, SCS programs already duplicate campus offerings.) As part of this restructuring process, debt accumulated by SCS will have to be addressed, both short and long-term, as part of a more detailed implementation plan.
To support a decentralized model and insure its effective operation, several existing mechanisms can provide coordination among the campuses. The Academic Officer Committee (AOC), made up of the Vice Chancellors of Academic Affairs from each campus, will have primary oversight responsibility for policy matters associated with the system-wide operation of continuing education and degree programs. Under AOC auspices, for example, the existing faculty oversight structure for the Associate of Arts and Bachelor of General Studies degrees will be retained, including the separate campus-based General Studies Faculty Committees and the university-wide SCS Faculty Council (or Council on Extended Studies), made up of the chairs of the individual campus faculty committees.

A new Dean will be appointed by August 1 or as soon as possible. The Dean will report to the Vice President for Academic Affairs. The Dean will be a fixed-term, rotating appointment with ceremonial duties and responsibility for convening the SCS Faculty Council (formerly the Council on Extended Studies) and campus program directors. The duties of the Dean will be primarily as the conveyor of interests and as the representative of campus programs to University administration while ensuring that General Studies preserves a University and statewide perspective and responsibility. The Dean will be appointed from among members of the SCS Faculty Council, ordinarily from one of the regional campuses. The Dean will serve without assigned salary but with an administrative supplement and will participate in overall management as described below. An important responsibility of the Dean will be insuring that the regional campus perspective is included in all university management decisions.

There will remain a need for system-wide administrative coordination, which will be provided by the Academic Affairs offices on the Bloomington and IUPUI campuses. This partnership will provide coordination for the various continuing education programs, leadership for responding to program opportunities that involve more than one campus (e.g., statewide workforce development initiatives), and liaison to the central administration as needed (including
system-level fiscal matters—such as fees—that need to be handled in a collaborative, consistent way. A designated person from IUPUI and from IUB (tentatively labeled as “Co-Directors of University Continuing Studies”) will be named to manage and coordinate the responsibilities assigned to those campuses on behalf of the University in cooperation with the Dean. The two co-directors and Dean will form a continuing studies management team for University-wide matters. Specific responsibilities will be defined in the implementation plan. The three administrative officers with these University-wide duties will follow the model being established by Student Enrollment Services for managing a central function in a decentralized and collaborative structure. Accountability will be through the AOC, and the co-directors and Dean will meet periodically with the AOC to report and to discuss policy. In addition, the campus Continuing Studies directors will continue to meet on a regular basis with the charge to share resources, realize cost efficiencies, and enter into partnerships on workforce development and other initiatives that cross campus service areas. The Dean will convene meetings of the campus directors. The IUB and IUPUI university co-directors will meet with this group.

General Studies Degree Programs

The campus-based General Studies degree programs, which provide flexible learning options tailored for adult students, will continue to be managed by the Continuing Studies units on each campus. This will include the provision of advising and support services, in addition to liaison with the campus-based General Studies Faculty Committees and the system-wide SCS Faculty Council. Each campus will be responsible for its own local marketing, but all of the campuses will coordinate efforts and share best practices, primarily through the SCS Faculty Council and with the support of the management team. IU Online (see below) will market the General Studies degrees statewide (and beyond) on behalf of the University. The intent is to retain the integrity of the Associate of Arts and Bachelor of General Studies at the campus level.
through the existing program and advisory structures while meeting staff needs and ensuring an IU presence beyond the state. The Dean will convene meetings of the SCS Faculty Council.

The AOC will insure that each campus General Studies program remains consistent with the original intent of the degrees, that the programs retain similar structures, and that students can transfer smoothly from one campus to another within the degree program. The AOC will also provide the primary charge and oversight for the campus General Studies Faculty Committees and the SCS Faculty Council. AOC will rely on the continuing studies management team to carry out its directives and to implement policy. The degree programs will therefore continue to function as they do now, except with AOC, rather than SCS, oversight.

Advising, support services, and records maintenance for those students pursuing General Studies degrees at a distance (online and/or correspondence) will be provided by IUPUI (see IU Online below) unless the students are already affiliated with a campus. These students are described as system-level students in subsequent sections of this plan. These student services are a subsidized activity and will be maintained separately from Independent Studies. However, most distance General Studies students enroll in independent study courses, thus requiring close coordination between the two units regarding marketing, information flow, and logistics. This coordination will be assured by the university co-directors but the two operations will be separate.

Independent Study Program

The Independent Study Program, which develops and markets distance education courses in numerous formats, will be retained and managed by the Bloomington Academic Affairs Office, with general policy direction and oversight provided by the AOC. A thorough review will be undertaken including structure, finances, staffing, academic standards, and student services, with the goal of developing an efficient, cost-effective program operating at a quality level that is
consistent with University standards including appropriate academic department input. The unit will have to continue to produce revenues sufficient to cover all associated direct and attributed costs as well as contribute its share to the reduction of the current SCS debt. As noted, this unit will need to coordinate closely with IUPUI in serving students completing General Studies degrees at a distance.

Academic components of the review will focus on issues related to quality control, course administration and possible new models for course development including brokering arrangements with academic departments and campuses. The overall goal will be to improve coordination of the Independent Study Program with distance programs on all campuses and to forge partnerships where they would benefit all parties.

Instructional development (and the related internet and multimedia research and development unit), student support (i.e. “Learner Services”), and marketing capacity will remain as Independent Study components, but current structures for these functions will be reviewed and streamlined as warranted. Attention will also be focused on the student information system that supports the Independent Study program. Currently, an in-house legacy system is used to register and track students, and this will have to be integrated into or migrated to the PeopleSoft system. It will also have to be coordinated with support services for General Studies offered at a distance through IU Online.

Through AOC, the continuing studies management team will develop policies for Trustee consideration regarding the pricing of all distance courses, including those offered through Independent Study, IU Online, or campuses.

Virtual High School

A thorough review of the Virtual High School relative to its original mandate and its effectiveness in meeting that mandate will be initiated. This review will emphasize relevance to
IU’s mission and the broad interests of the state of Indiana and other entities involved with online secondary education. The intent will be to determine if the program remains appropriate as an IU offering, and, if so, how it can best function to serve students who have a need for such a program. The review will include consultation with an existing online high school operated by school districts in Central Indiana, the IU School of Education, and representatives of ICHE working on statewide K-16 policy development. This review will be conducted under the leadership of Bloomington’s Division of Extended Programs, which already houses successful high school initiatives, and will be operated by this Division should the results of the review support its continuance.

IU Online

The SCS effort to move to an online course environment will be continued as a separate value-added service that can draw on courses from Independent Study, campuses (schools and departments), and other institutions to make degrees and certificates available online to clients at a distance. Independent Studies will maintain a delivery system and logistical support services for all individual courses whereas IU Online will develop, market, and deliver whole programs (certificates or degrees, including the IU General Studies AAGS and BGS to distance learners). IU Online will be based in academic affairs at IUPUI.

Under the auspices of the AOC, IU Online will serve as an advocate for distance learning, collect and provide data on IU’s learners at a distance, aggregate and bundle services that meet the needs of distance learners, and champion strategies that benefit faculty who teach at a distance. The organization will serve as a convener of interest for all IU programs and services to distance learners. The organization will add value by bundling or advocating for University services that benefit all learners at a distance. Any University campus, department, or school can
deliver distance programs, but IU Online will cross-promote all IU programs, share best
practices, and solve common problems that occur for teaching and learning at a distance.

IU Online will thus be re-organized into five divisions. It will provide support services to
General Studies distance students principally by electronic means (but providing paper-based,
mail, or telephone services where necessary). As quickly as possible all support services will be
online. Second, it will offer the MS in Adult Education (possibly in cooperation with another
academic unit such as leadership and supervision or education). Third, it will coordinate the
offering of General Studies degrees at a distance with Independent Studies (which will be the
primary source of courses—both print and electronic—for these students). This division will
focus on degree services and delivery instead of individual courses. Logistics for individual
courses will be maintained by Independent Studies. Fourth, it will develop a division to create
and deliver certificates online drawing on credit and non-credit courses. The certificates may be
originated on a campus, in which case services will be provided on a fee for service basis in
negotiation with the originating campus (nothing in the charter for IU Online would restrict
campus options with regard to developing or marketing its own certificates on its own).
Certificates may also be developed to meet the needs of the Learning Partnerships program (see
below) or other clients by IU Online directly or with other partners, including both IU campus
and other institutions (e.g., Purdue University). And Fifth, along with the Continuing Studies
management team it will serve as a convener of interests across the University to advocate for
distance education, share best practices, collect data, provide liaison with relevant University-
wide offices (e.g., UITS, Vice President for Academic Affairs, or Vice President for Finance),
and recommend policy at the University level.

IU Online will be operated by IUPUI on behalf of the University with policy direction
through the AOC. IU Online will maintain liaison with IHETS, the Indiana College Network,
and other multi-institutional online units of which IU is a part, on behalf of the University.
The purpose and charge to the university-wide Distributed Education Coordinating Committee will need to be reconsidered. Most distributed education will continue to occur at the campus level, but to the extent there is a need for University-wide coordination, this will be provided through IU Online, the management team, and AOC, which will appoint special task groups on specific topics as required. As a result, there may no longer be a need for the Distributed Education Coordinating Committee.

Learning Partnerships

This division, which seeks corporate and institutional clients and develops learning packages tailored to client needs, will be managed by IUPUI academic affairs. The office will continue to seek participants on all IU campuses in response to client needs, directing corporate or institutional clients to local service providers where feasible and creating partnerships among campuses and the clients where needed to deliver services statewide or beyond. The division will facilitate and coordinate current and new University and campus initiatives in full partnership with the campuses in regard to economic development, workforce education, and related policy development. It will seek external funding to support the development of Indiana’s workforce and create opportunities for IU campuses, schools, and departments to develop curricula (credit, non-credit, and combinations) that meet the needs of business, government, and the non-profit sector.

Non-Credit Courses

Non-credit programming, including courses for adults and customized training for employers, will be entirely campus-based to provide efficient responses to emerging needs within the campuses’ service areas. Where opportunities exist for collaboration between or among campuses—e.g., workforce development initiatives or programs with a statewide or national audience—leadership and coordination will be provided by the campus directors with
support as needed from Learning Partnerships, IU Online, the continuing studies management team, or the AOC.

Implementation Plan

A comprehensive plan will be developed to flesh out more of the operational-level details and to address resource issues, including repayment of the existing debt. This plan will be submitted to the AOC for review prior to recommending it to the President. Any organizational changes that may fall within the purview of faculty governance will be discussed with the UFC co-secretaries and a plan for faculty review developed with their leadership. Because all faculty offering courses through General Studies are based in schools and departments on campuses, there will be no impact on individual faculty who participate in the General Studies programs. The existing faculty governance structure and faculty oversight for General Studies will not be affected by the management changes.

The implementation plan will designate funding sources for all activities and differentiate those which are subsidized from those which are revenue generating. This aspect of the plan will be reviewed and approved by the Vice President for Finance. The plan will be completed before September 1. Due to the extent of change involved in this restructuring, the 2003-04 year will be a period of transition with considerable opportunity for reconsideration of specific plans.

Reviewed and Approved
Academic Officers Committee
June 27, 2003
DRAFT

Coordinating Mechanisms to Support
Decentralized Continuing Studies Program

Note: While the various Continuing Studies programs will be campus-based with local reporting relationships, a number of mechanisms will be utilized to insure policy and other forms of coordination as needed.
School of Continuing Studies
Strengths, Weaknesses, Opportunities and Threats –
(SWOT) Analysis
Fall 2003

L. Coyne
A. Warner
March ‘04

Introduction

In July 2003, Chancellor Sharon Brehm announced her intention to proceed with a Plan to Decentralize the IU School of Continuing Studies as proposed by the Academic Officers Committee within Indiana University in the spring of 2003. The restructuring plan was submitted to Chancellor Brehm in response to the Report of Distributed Education Consultation Committee commissioned by Brehm and circulated for comment in the winter and spring of 2003.

In the absence of a Dean, the transitional management structure was created and included administrative oversight by the IU Dean of the Faculties Moya Andrews, Indiana University Bloomington representative of academic affairs Les Coyne, and IUPUI Dean of the Faculties Bill Plater, and academic affairs representative Amy Warner.

In September 2003, the interim management team requested that the Program Directors provide an analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) for each functional area within the school. The intent of the exercise was to gather information about the current programmatic and fiscal status of the units within the School and provide information that would be helpful in planning for the future.

Chancellor Brehm recommended that the SWOT Analysis be completed to assist the review committee in accomplishing its work in the Spring 2004. Each unit within the school provided a brief written analysis and interviews were conducted with the head of each department head to gain further insights into what had been reported. What follows is a summary, by each functional area, of the SWOT analysis process and the interviews associated with it. The SWOT Analysis documents submitted by the units within the school are attached in appendices A.
Executive Summary
Key Strengths, Weaknesses, Opportunities and Threats
School of Continuing Studies

April 2004

Indiana University’s School of Continuing Studies has a long and distinguished history of providing distance education opportunities for adults in Indiana and beyond. SCS has the opportunity to build upon this record in the new century. We stand today at the leading edge of a revolution in education as lifelong learning becomes the norm. There are now more college undergraduates who are working adults, attending classes on a part-time basis than there are full-time younger students residing on college campuses. Combined with the ever-accelerating need for skills upgrading, advanced certification in a growing number of professions, and the critical need for the State of Indiana to attract and retain a highly qualified workforce, opportunities abound for the School.

The School's General Studies degree program is poised for growth, especially with both the AA and BGS available entirely online. In addition, the degrees are consistent among IU’s campuses, enabling students to enroll in both campus and web-based coursework.

SCS’s award-winning Independent Study courses should also continue to find a broad market. Despite recent enrollment declines, Independent Study continues to produce the vast majority of the School’s income. The market for graduate study in Adult Education should also continue to grow in response to the increased need for professionals to develop and manage adult education activities in higher education and other settings.

The technological expertise developed by SCS’s staff as a result of designing these distance programs is a rich, largely untapped resource that the School can leverage to develop distance offerings for other IU schools and departments, as well as the growing number of other organizations engaged in the provision of adult/continuing education programs (the "wholesale" market).

Despite this potential, there are a number of challenges that must be addressed for SCS to fully realize its potential. Following is a summary of some of the most critical; more detailed information is included in the attached SWOT report. Three overarching, critical deficiencies will continue to hamper the School’s growth and development potential unless addressed in a timely manner:

Lack of financial stability;
Lack of a clear mission, especially as it relates to the School’s role in distance education within IU;
Lack of an adequate, modern and comprehensive student information system.
Many of the other key issues that follow relate directly to these three problems:

- **Fiscal instability inhibits the critical investments necessary for the School to thrive.** Without a stable and growing revenue base, the School will lack the resources to compete in the ever-changing distance education market. New program models must be developed and marketing research must be conducted to inform this process.

- **The lack of an updated Student Information System affects virtually all aspects of the School’s operations.** Among the related problems are the lack of 24/7 student support (an absolute necessity to compete in the online environment), the ability to conduct e-commerce transactions, and isolation from system-wide technology including PeopleSoft. A strategic technology plan should be developed to correct these serious deficiencies.

- **Similarly, the lack of a clear and distinct mission has far-reaching impact on the School’s future.** What is IU’s distance education strategy and what is SCS’s role in it? While it might appear that SCS’s core mission is the provision of credit courses and degree programs at a distance (plus high school courses), there are currently online programs under development or in operation on a number of IU campuses. What will their “service areas” be, given that geography is irrelevant in the online world? How will the university avoid competing with itself? There is also some overlap with programs offered by the individual IU campuses through their own Continuing Studies programs, as well as other units, particularly in noncredit programs and business/industry training.

- **The need to accelerate conversion of paper correspondence courses to an online format.** This is likely a major factor in the declining Independent Study enrollments (and revenues) in both university and high school courses. Adequate fiscal resources must be identified to accomplish this goal.

- **New products must be developed to respond to the ever-growing and changing market for distance education programs.** Graduate certificate programs, for example, represent a growing opportunity in this market. In addition, variations on current Independent Study courses, which are semester-based, might be tried as a means of increasing retention and completion rates.

- **Additional IU faculty must be recruited to participate in the development and revision of Independent Study courses, and compensation should be increased to facilitate this effort.** Regional campus faculty represents a largely untapped resource to supplement IUB faculty participation. Further, partnerships with the regional campuses and IUPUI should be explored— including revenue-sharing—to encourage Independent Study enrollments.

- **A fair and competitive tuition rate for out-of-state online students must be established.** Currently, online students in the MS in Adult Education program are charged the same tuition as campus-based out-of-state graduate students. This puts the program at a competitive disadvantage and inhibits growth in a rapidly expanding field of study.
• Adequate funding needs to be identified to support marketing research and activities. With declining enrollments in both high school and college Independent Study courses, new avenues of promotion must be developed, based on sound market research. In addition, new product development should be informed by market research to insure the most appropriate use of SCS’s limited resources.

Overview of SWOT Reviews by Unit Within SCS


General Studies Degree Program

The University-wide General Studies degree programs include Associate of Arts in General Studies and Bachelor of General Studies programs offered on each IU campus (administered by the Continuing Studies unit on that campus) and at a distance (administered by SCS) for those who are unable to attend classes on campus. The program has 4,630 actively enrolled students at a distance and 3,546 on IU campuses. Historically, 40% of the undergraduate students admitted to the distance program are not IU students, 50% have begun or are seeking an IU degree and 10% are new to the institution. The following comments relate primarily to the SCS distance version of General Studies, not to the campus-based programs.

Strengths
• The program maintains an experienced staff and a close working relationship with the Independent Study program.
• Designed to meet the needs of adult learners, the degree program allows students the opportunity to transfer military credit; earn credit for self-acquired competencies, and credit through DANTES or CLEP examinations.
• Student services are adult-centered and learner-friendly.
• Uniform academic oversight of the program, whether based on a campus or at a distance.

Weaknesses
• A weak financial situation has led to decreased activity in marketing to attract and recruit new students.
• Changes in government policy require adjustments to meet unfunded mandates (specifically for Service members Opportunity College [SOC]).

**Opportunities**

• Global markets are receptive to the program and to the IU brand; expansions in Hong Kong and Singapore are likely candidates for further growth.
• Utilize the General Studies program to respond to the *No Child Left Behind 2001* initiative to offer the associate of arts to paraprofessionals in Indiana.
• Increase marketing to IU stop-outs to provide an opportunity for them to complete their degree through General Studies.

**Threats**

• Decentralization of the school and the General Studies degree program may jeopardize degree integrity and quality control.
• IU’s distance competitors include University of Maryland, Penn State University, Phoenix Online University, Brigham Young University, University of Oklahoma and Thomas Edison College.
• In addition to growing competition in the marketplace, reductions in investments in marketing and recruitment threaten IU’s position in the market.

**Independent Study Program**

The Independent Study Program is by far the largest component within SCS, has the largest enrollment of any SCS program, and provides the vast majority of the Schools’ revenues. The unit provides over three hundred courses to university and high school students at a distance.

Over the past ten years the Independent Study Program headcount at the university level has dropped from 7,714 in 1992 to 5,219 in 2002; enrollments have declined from 10,599 in 1992 to 7,934 in 2002. 60% of the students served in 1992 were from Indiana, in 2002, 53% were Indiana residents. The course completion rate has remained virtually the same at 50%. General Studies students are responsible for the greatest number of Independent Study enrollments with 2,490 in 2002, followed by the College of Arts and Sciences with 534 in 2002, down from 1,114 in 1992.

The unit oversees the development and updating of all courses offered to high school and university-level distance students. The Independent Study unit has a staff of approximately thirty people, who carry out a wide array of tasks. The unit has received many national awards over the years, recognizing the quality of course offerings. Independent Study has evolved from a paper-based correspondence model to a web-based distance education model beginning with the development and delivery of high demand courses. Paper-based courses are still available for students who lack connectivity to the Internet.
Strengths

- First, it has been in existence for a long time and has a strong brand identity.
- It has also been able to generate very substantial revenues over the years.
- It has a very dedicated cadre of faculty that supply course support, including the development of new courses, updating of existing ones and grading of assignments.
- It also has a committed, hard working staff that oversees the day-to-day operation of the multi-faceted programs falling under the umbrella of Independent Study.
- National recognition of the high quality of courses, as evidenced by 53 (since February, 1954) awards from the University Continuing Education Association.
- Commitment to personalized responses to students by the instructors who grade essays and lessons.

Weaknesses

- By far the most crucial involve the shortcomings of the current Student Information System. This will be discussed more fully under Technology Information Systems. At this point, it is sufficient to say that an effective, integrated, timely student information system is absolutely vital to the operation of the unit, both in the near term and for the future.
- Processing is, at best, extremely cumbersome and awkward, and turn-around times--critical in an online environment--are very problematic. Transactions are batch loaded and have to be transported from Indianapolis on a daily basis. Corrections to databases and transactions are extremely cumbersome and take multiple days to accomplish. The system does not generate the timely information that a distance education program requires to operate and provide effective student support services.
- The student information system has its tentacles in every component of SCS’s operation from tracking students and assignments to interfacing with the University’s registration system. The competition appears to be substantially ahead with updated course development technology, web-base course delivery technology, as well as real time student support capability.
- A second concern has to do with the instructional staff that provides the university and high school course offerings. The faculty involved in course development, updating and grading have largely been Bloomington-based. They include regular faculty at all levels, as well as graduate students. New policies instituted in the last several years require that all content departments have to sign off on both course development and course revision. Many of the faculties have been working in the program for many years, others cycle in and out. It remains a constant challenge to recruit faculty.
- Also complicating recruiting and retaining faculty is the compensation schedule. Faculties involved with Independent Study have not received any compensation increases for several years. The current compensation schedule is low enough that it may stifle recruiting the faculty necessary to continue the program.
- Another area of concern relating to faculty recruitment is the development of partnerships with other IU campuses and their faculty to support course development and revision. These partnerships could include a revenue sharing
model to elicit needed faculty support. The current approach fails to take advantage of the resources and potential within the larger IU system.

- Not having adequate faculty also creates problems with upgrading sufficient numbers of courses each year to keep them current and appealing to prospective students and second party "wholesale" customers.

**Opportunities**

- The Independent Study Program continues to be successful, at least in terms of generating revenue; however, the aforementioned issues or weaknesses have to be addressed and overcome before the unit can anticipate long range success.

- Opportunities appear to be available in what is referred to as the "wholesale" market. SCS contracts with several entities to utilize courses that are then resold to client groups, such as the military and other student populations recruited by the wholesalers. The current wholesale thrust appears to be successful due to the perceived quality of IU courses. The advantage of these arrangements is that they do not require extensive student support since many of the back office operations, student records, and student information system activities are handled by the secondary vendors of the courses.

**Threats**

- The biggest threat for the Independent Study unit is competition from other distance education providers. Competitors are sometimes better able, to utilizing more current technology, to respond to students and their support needs. They are also able to put courses online and update them in a more timely fashion. This is a threat that is very significant and will require comprehensive strategic planning and substantial resource investment in the very near future.

- The competition is not just external. Each IU campus has developed its own capabilities to deliver online courses and--in some instances--campuses are capable of delivering entire General Studies degrees online. Indianapolis, for example, has a well developed capability for delivering courses and degrees, including the General Studies degree.

**Instructional Development**

Instructional Development is the course management sub-unit of Academic Programs with a staff of eight people, including a director, pro-developers, copy editor and two desktop publishers. This unit has responsibility for the development, maintenance and updating of courses and learning materials offered through Independent Study. There are 300(+) courses that comprise the curriculum base.
Strengths

- This unit has a capable staff that understands the needs of non-traditional learners and the technology and the development process necessary to maintain effective and efficient distance education course offerings.

Weaknesses

- There are serious problems in the recruitment of instructors to continually develop and update course offerings. Future success will depend on enhanced recruitment of qualified faculty to write courses, as well as revise them, including the necessary study guides and other materials associated with a given course.
- This problem is compounded by a lack of adequate compensation to attract qualified faculty course developers.
- There is a pressing need to get more courses online. Long-term survival will require a large number of online courses, particularly the high demand ones. The unit has seriously lagged behind the competition in terms of course transfer to the web.
- This unit also suffers from an outdated and inadequate database capability (part of the larger student information system) that restricts ability to manage the development and review process.

Threats

- Recruiting qualified faculty to develop and revise courses is a serious threat to future effectiveness.
- Competition from other distance education providers is and will become an even greater problem if weaknesses are not addressed quickly.

High School Program

The IU High School Diploma Program enrolled its first students in 1999. SCS leadership felt that there was a need for a virtual high school diploma program that would serve students who, for various reasons, were not participating in the public school system, including home-schooled students. For most of the 20th century) Independent Study had offered high school courses as part of its offering and continues to do so. The diploma program built on that course base and expanded it to offer an accredited high school diploma covering the necessary state required courses. Credits earned at accredited secondary institutions can be transferred to the IU High School. A minimum of five credits must be taken from IUHS. In a typical year, there are about six hundred active students with a course load of four to five courses each. No data is available on completion rates; however the completion rate for distance courses in general is typically about fifty percent. The program has experienced enrollment declines in the past two years.
Strengths
• Qualified, experienced, committed faculty and advisors supporting the program.
• Broad and comprehensive curriculum reflecting the Indiana Department of Education subject area standards with full accreditation by the North Central Association Commission on Accreditation on School Improvement.
• Provides good will for IU through its many contacts with outside schools officials as well as exposure to the University for a large college-bound population.

Weaknesses
• The program functions with the same severely inadequate, antiquated student information system that greatly reduces service capability to students.
• There are too few web-based courses to maintain a competitive position with other distance providers of high school courses, including major universities. A plan needs to be established to transfer more courses to the web.
• The compensation to faculty for grading, course development and revision is low and has not been increased for several years. This does not seem to have had a strong negative impact on the program yet, but will not likely be the case in the future.

Opportunities
• There are opportunities to penetrate select or niche markets, but this will require significant outreach investments.
• There is also a strong staff feeling that dramatic expansion in the number of web-based courses will lead to substantial enrollment increases.

Threats
• Without more web-based courses and more efficient, effective and timely student support, the competition will continue to erode the program’s ability to attract students.
• Recent increases in the price of courses may have had a negative impact on enrollments. This market appears to be quite price-sensitive.

MS in Adult Education Program

(No formal SWOT follow-up discussion was held, so comments are based on the written SWOT report submitted plus other conversations with the Director of Academic Programs and the SCS leadership team.)

In spring 2002, there were 67 students enrolled for 288 credits; there are 70-75 active students in the program, including 3-4 Walden Ph.D. students per semester. This IUPUI-based program graduates 12-15 per year.
Strengths

- The program is offered online which makes it accessible to large numbers of professionals nationwide; it is one of the few online graduate programs in adult education offered by a major university (Penn State, Georgia, and U. of Missouri—St. Louis are the others).
- Courses have been extensively revised in the last year to more adequately address current professional practice.
- SCS’s Distance Education Certificate Program is administered by the Adult Education Program and includes both graduate students and those enrolling on a noncredit basis. Many of those participating for credit are also enrolled in the MS in Adult Education.

Threats

- There is an urgent need to resolve the out-of-state tuition issue. Currently out-of-state students are charged the regular IU out-of-state tuition which makes the program less attractive to those outside Indiana and seriously inhibits its potential for growth.

Opportunities

- There is potential to market the program nationally and internationally—currently no major efforts are being made to market the program except for passive methods such as the SCS website. Given the rapid increase in the demand for continuing education practitioners—in both formal educational institutions and other settings—the market for this program should remain strong.
- The program could develop certificate programs that either stand alone or transfer into the degree program. Examples include a Graduate Certificate in Adult Continuing Professional Education and advanced modules for those who have completed the Distance Education Certificate (both of which are in development). In addition, given the program’s current focus on preparing trainers for business and industry, the potentially large audience of those preparing for continuing education careers in college/university settings represent new opportunities. Similarly, the opportunity to cross-register courses with other IU departments— including Higher Education Administration at IUB, healthcare administration, and other fields in which adult education and training activities occur should be pursued.
- The current advisory committee is comprised mainly of the program’s own graduates; efforts should be made to expand the group to include training directors from major Indiana companies, adult educators from other settings, such as public schools, community groups, etc.
Office of Learner Services

The Office of Learner Services facilitates all transactions with students taking distance education courses, including approximately twenty thousand active students and thirteen thousand new enrollments each year. The unit processes enrollments for all university and high school courses, establishes student records, receives, records and forwards graded lessons to students, forwards and tracks examinations, generates final grade reports and provides course fee payment information to the Bursar. (This represents only a brief summary of a myriad of transactions and services provided by Learner Services’ approximately 30 employees.)

Strengths
- The staff is highly team-oriented and takes substantial pride in trying to provide personalized and effective service to individual students. They are flexible and innovative in carrying out the mission of the unit.

Weaknesses
- The unit suffers from an inadequate, outdated and inflexible student information system that makes it difficult to respond in a timely manner to students and their needs.
- Students are unable to access their own academic and financial records electronically, which is increasingly expected in the distance learning market.
- The unit is also electronically isolated from other university services and student information systems. Most transactions are handled in a very cumbersome batch mode process which is both outdated and inefficient.
- One of the most important forms of support for distance students is an informational interface, usually a call-in service that allows students to raise questions, check on lesson processing and provide other forms of support. With the current student information system this is very difficult to provide, even though there is a call-in service available; it is provided by an outside contractor at substantial expense and with ongoing difficulties in providing timely information.

Opportunities
- If an updated student information system were in place, the unit could provide student services in a much more timely and efficient basis than currently exists. This would substantially enhance not only the service, but the competitive position of the School in offering courses and appropriate student support at a distance.
- Similarly, with new technology and a reorganized staff, the School could save significant money through increased efficiency and in the contracting of services like the call center.
Threats
- There is a severe competitive disadvantage with the current student information system which is hindering the unit's ability to attract and service students and retain good staff.

Office of Marketing and Communication

The Marketing office appears to be well organized, mission-sensitive and effective, given some fairly serious fiscal and technical constraints. This unit seems to make effective use of limited data which it receives from the flawed student information system.

The Marketing unit has won several awards from national continuing education organizations, and the staff--particularly the director--are recognized as highly capable and well regarded professionals. Their strengths include skills that allow them to effectively engage in various types of marketing from hard copy to technology-driven electronic strategies. The unit appears to be flexible and adaptable and has managed to operate at a fairly substantial level despite several reorganizations and staff and budget cuts.

Strengths
- The staff is small but talented and capable of designing strong marketing plans, brand and image for the institution, the School and its programs.

Weaknesses
- The staff currently is made up of three people, which limits its capability to not only effectively conduct research and assessment, but also to complete routine projects in a timely manner.
- The student data system that the School operates is very outdated and is limited in its capacity to supply useful and timely data to make strategic marketing decisions.

Opportunities
- Opportunities for the marketing unit are highly dependent on other changes within the School, especially the ability to provide current and reliable student data upon which to base marketing decisions.

Threats
- The most significant threat facing not only the marketing unit but the School as a whole is completion and the capability to respond to it.
- Effective marketing is dependent on the availability of high-quality, needs-oriented, in-demand products.
Technology & Distance Learning Resources: *Instructional Design, Internet Multimedia Research & Development, Database and Information Systems*

Presently, there are four full-time and one part-time staff engaged in operations and production of technology and distance learning resources within the School of Continuing Studies. The division is responsible for the computer network and daily operations of the technology within the school and the production of course content and technology for distance learners. To improve the financial stability of the overall organization and reduce costs, the division is operating at roughly 50% of the staff required to execute the mission and goals of the division.

The goal of the division is to provide leadership in the innovative use and implementation of distance education technology for the delivery of quality online courses. Charged with exploring state-of-the-art instructional technologies and building and maintaining learning tools, the division has attempted to convert all SCS Independent Study courses to an online format. Approximately 50 undergraduate courses and 29 high school courses have been completed with revisions anticipated every 2 years. Courses selected for migration to an online environment high enrollment courses in greatest demand by distance learners. The staff estimates that nearly 100 hours of production and proofing are involved in launching a new course.

**Instructional Design, Internet Multimedia Research & Development**

**Strengths**
- The courses are designed with a high level of interactivity with a friendly user interface.
- The course content is approved by an Indiana University academic unit and runs parallel to the instructional content delivered on the Bloomington and other IU campus.
- The course management system was customized specifically for SCS and requires no additional software for students to download.
- The staff is talented and dedicated to producing a quality product managing 100% of the course development and revisions in house.

**Weaknesses**
- The production time is lengthy due to a reduction in the number of staff dedicated to this initiative.
- There are technical limitations to improving the time from concept to delivery and the staff recommends the implementation of XML to ease production pressure and reduce the time to make corrections and improvements.
- Presently, students cannot gain access to technical support services 24x7, assistance is only available during business hours and therefore not serving learners well at night or from other time zones.
While the course management system is a quality product, the organization would benefit from utilizing Indiana University's own course management system, Oncourse. This solution enables faculty to participate in the development of the course from their own desktop, technical support beyond office hours, and avoid maintenance of a customized product within the school.

**Opportunities**
- The course management system could be licensed to other universities, departments or third party educational providers.
- The program would benefit greatly from the inclusion of all undergraduate courses in Independent Study and high school courses in the online inventory.
- The program would also benefit from including online content from other departments, IU campuses and programs to meet the growing demand of the marketplace.
- The school also has the opportunity to include workforce development, continuing education content and graduate online certificates into the inventory to meet emerging trends.
- Given the expertise of the staff, the school could contract instructional design and technology services to other departments within the university, industry or professional associations.

**Threats**
- The marketplace is filled with competitors for higher education and other educational providers who have entered the distance education market after the School began launching their online program.
- The successful programs maintain responsibility for teaching and learning and enrollment services for students seeking continuing education, undergraduate credit, certification and degree completion.

**Database and Information Systems**

A full time person and an hourly student provide the internal technical assistance to the staff within the School of Continuing Studies. The activities include database management, technical desktop support, network administration and connectivity to IU enterprise systems. The staff is responsible for retrieving mission critical data from the in-house student information system IS00, maintaining the course management system for distance learners, and training the staff within the school to utilize the systems within the organization.

**Strengths**
- The staff is small and resilient; they interact very closely with the program directors, the staff and the course production team.
Weaknesses
- IS00 is labor intensive and not connected to the Indiana University emerging SIS system. Data is not stored and organized efficiently due to the inefficiencies of the legacy system IS00 in a meaningful way. IS00 system is functionally obsolete and at risk of paralyzing the organization. Each program has developed their own databases to support their programs, without a strategic plan for the data needs of the organization it has become difficult to maintain and streamline.
- The IMRD team has developed a new internal student information system to replace IS00. The Belka was developed on spare hardware and open source tools; and the Laika project is presently under development to provide a registration and student tracking system providing online course data and instructor information. The developers are talented and imaginative, the solution is innovative and inexpensive, however the new solution is dependent on technical design and support from a single developer.
- The new system, and IS00 have operated in isolation and without alignment with Indiana University’s strategic directions with student information systems and enrollment systems (PeopleSoft), the enterprise-wide online learning environment (OnCourse), or other UITS strategies.

Opportunities
- Improve the efficiency of the organization by redesigning IS00.
- Develop a strategic technology plan for the organization to build a system maintenance plan that will be responsive to the needs of the organization.

Threats
- Indiana University’s student information system is not likely to interface with the school’s student information system and course management system.
- The existing IS00 system is functionally obsolete and prohibits the organization from adopting new business processes, or providing time sensitive information to managers and customers.

Office of Learning Partnerships
The Office of Learning Partnerships develops and delivers workforce development programs and services in workforce development, professional development and corporate training. With a full time staff of two employees, the team maintains a contract with the Indiana Department of Workforce Development Lifelong Learning Institute and the Tax Institute. It also manages the Certificate in Distance Education which is available to Masters level students in the Adult Education program offered through the School and others.
Strengths
- The staff and programs have earned a reputation of high program quality while maintaining excellent working relationships within the university and with the client base.

Weaknesses
- In an attempt to improve the economic stability of the school, the staff was reduced from 3-2 employees and staff dedicated historically to learning partnerships must also assume non-program related responsibilities within the school.
- There has been little support at the enterprise level for consolidating or streamlining business outreach activity through a single school of IU. The process is decentralized, fragmented and irregular.

Opportunities
- Technology innovations provide an opportunity to reach learners beyond the state of Indiana thereby opening new markets to SCS.
- All of the IU campuses have developed business outreach strategies at the local level to meet the needs of businesses in their own region, there is little or no coordination of such efforts system-wide.

Threats
- Other universities and educational providers have invested significantly in business outreach and contract training staff. In fact, this capacity has been developed in some of the schools within IU, including the Kelley School of Business.

Interview Observations: Campus Directors & Faculty Advisory Committee Members

As mandated in the SCS Enabling Document, each campus maintains a faculty advisory council to advise and assist in the delivery of the General Studies degrees on their respective campus. A system-wide faculty advisory council includes members from each participating campus and provides a forum for the discussion and review of academic policies that impact the degree programs. As part of the SWOT analysis, telephone and in-person interviews were conducted to gather input from both campus directors of the General Studies program and chairs of the campus based faculty advisory groups.

The campus directors and faculty expressed 95% of their comments on the operation and development of the General Studies Degree program. Even when prompted, those interviewed voiced little knowledge, awareness or interest in the High School programs, Adult Education Master’s program, Learning Partnerships or non-credit continuing education. All campus representatives believed that non-credit continuing education programs were successful on their own campuses and required little, if any, coordination at the University level.
Strengths

- General Studies Degree Program: the single greatest strength of the program system-wide is the flexibility of the program as it pertains to adult learners. The campus representatives are supportive of the existing School structure with respect to program integrity of the General Studies Degree program. A unified degree program avoids unnecessary changes in the program to meet the local political climate of a campus. Across the board, General Studies students maintain high GPAs and are excellent students prepared for graduate programs.
- The school maintains a quality marketing presence for the General Studies Program. Overall, the campus representatives believed that the quality of the distance education courses was of high quality and that the school maintains high technical competency. The school maintains a collegial relationship with and among campuses of IU.

Weaknesses

- While the quality of the marketing materials is excellent, the reach and approach to new learners could be improved.
- The school should be focusing on student services, enrollment services and rapid turnaround of student requests for information.
- The School does not have a sufficient e-commerce solution enabling students to conduct application and payment processes easily online.
- Distance education opportunities are not readily available in one location for adult learners – all IU offerings at a distance should be available to all learners.
- The average student takes 1.5 courses through Independent Study; and the completion rate of distance education courses is very low.
- The School does not dedicate marketing resources to the improving the image of the degree program and the quality of its graduates as exceptional leaders in the workforce. The name of the School and the degree programs do not lend themselves to building the right image for our graduates.
- The student information system prohibits the campus academic advisors from viewing the status of students in the degree programs; the School would benefit from greater utilization of existing IU student information systems to track and support students.
- A stronger policy must be developed to provide financial aid to students in the Independent Study program.
- There appears to be a lack of vision and commitment to the goals of the School system-wide.
- The organization of the school is cumbersome and not well articulated throughout the campuses.
- There appears to be some concern over faculty control, governance and program assessment. The School may not appear to have credibility because the campus directors of the General Studies program are not always faculty.
- Consideration should be given to creating a more rigorous degree path for students that more closely align with curriculum decisions on the campuses.
Opportunities

- Revenue sharing: Consideration should be given to re-thinking a revenue sharing model that encourages campuses to increase enrollments in Independent Study programs, portfolio assessment and prior learning assessment.
- Additional online offerings: Adult learners would benefit from more 300-400 level courses available at a distance to assist campus-based programs in moving students more rapidly toward degree completion.
- In addition to developing offerings through IU, consideration should be given to partnering with other institutions that have developed quality distance education content that will meet the needs of our adult learners.
- Campus representatives expressed interest in the development of more certificates and minors which pull for the wide inventory of excellent programs throughout the University.
- Accelerated programs would also benefit adult learners seeking to complete their degrees.
- Consideration should be given to developing continuing education content for delivery at a distance with specific emphasis on workforce development needs of the state – including life sciences, information technology, and advanced manufacturing.
- Improved student services: The School should consider making advising available online, by phone and around the clock rather than serving as a 9:00 -5:00 EST organization. The School would also benefit from an intensive workplace assessment process to evaluate the competencies of a corporations’ workforce and create a plan for training and degree completion.

Threats

- The biggest obstacle that the School faces today is a weak financial situation and little or no internal marketing.
- Campus-based degree certification may not provide a process to maintain the integrity of the degree.
- The smaller the General Studies’ staff at the campus level, the more dependent the local program is on support from the system-wide office.
- The program cannot succeed without more faculty leadership at the enterprise level, the School must be represented in faculty governance in a significant way.
- The regional campuses do not want to lose their associate degree in General Studies; it generates revenue for the campus and prepares students to enter other bachelor’s degree programs on the regional campuses. This is particularly important as the Community Colleges of Indiana grow their associate degree programs.