

Needs Assessment

Indiana University South Bend

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Executive Summary

Internal Assessment

1. Indiana University South Bend (IUSB) should refine, adopt, and monitor a core set of indicators that are central to its business and express its effectiveness to its stakeholders.
2. The results of the application of standard, available indicators to measure select areas of performance over the recent past five years at IUSB compared to peer institutions suggest several objectives for attention:

Academic Category

- **Graduation rate** - the number that graduated (with a bachelor's degree) from IUSB within a six-year horizon was about one in four (25.6% in 2000) - considerably less than the 36 percent rate of peer institutions.
- **Undergraduate diplomas, certificates, and awards** - The number of diplomas, certificates, or awards conferred per 100 undergraduates examined for several target groups by gender and ethnicity indicated that IUSB compared unfavorably in two areas: undergraduates in general (24.6 vs. 28.3 for peers); and, for undergraduate men (17.9 vs. 26.7).
- **Mix of Awards, Degrees, and Diplomas** - IUSB graduates a larger proportion of students with awards (certificates), a smaller proportion with bachelor's degrees, and about the same proportion with master's degrees as its peer group. For minority groups, IUSB awards a much larger proportion of certificates, a much smaller proportion of bachelor's, and a slightly smaller proportion of master's degrees compared to its peers.
- **Top Bachelor's Degrees** - IUSB conferred a larger proportion of its bachelor's degrees in education (26%) and business/marketing (21%) compared to its peers (15% and 18% respectively). A larger proportion of degrees in the areas of social sciences and history and communications were conferred by peer institutions.
- **Student Satisfaction and Learning Outcomes** - Over the 1996-2000 period, IUSB has been improving in all key cluster areas with regard to student satisfaction. Pre-graduation students rated "Higher Order Thinking Skills" as the most important educational objective cluster, and also rated IUSB's performance in this cluster the highest. The highest rated outcome among the top-10 learning outcomes for pre-graduating students was in the area of "Discipline Specific Knowledge and Skills;" while six of the top 10 outcomes were in the area of the "Personal Development and Career Preparation" cluster.

- **Student Satisfaction with IUSB** - Combined mean scores over the five-year period were higher than the overall average in the following areas: program of studies, class size, faculty availability, faculty focus, quality of instruction, and variety of courses.

Enrollment Category

- **Enrollment by select group** - The percentage of enrolled students that were minorities at IUSB in 2000 (9.3%) was considerably less than its peers (21.5%). Female students represented a larger share of enrollees at IUSB (64%) than at peer institutions (59.6%). A smaller proportion of the headcount was comprised of younger students (ages 18-21 or ages under 25 years), while a slightly larger proportion were in the age group 25-29. IUSB had a much larger proportion of part-time students (57.3%) compared to its peers (35%), and a much larger proportion of degree-seeking, undergraduate part-time students as well (45% vs. 27%).
- **Quality of students** - SAT scores of beginning undergraduates have been improving - from a mean of 929 in 1996 to 970 in 2000. Other preliminary indicators are promising as well. The percent of students with a first semester GPA of 2.0 or higher improved (over a two-year period), and the percent of students not passing first-year courses declined in four of six courses (again, over a two-year period).
- **Persistence and Retention Rates** - The percent of full-time beginning students 'retained' or who 'persist' to the second year at IUSB increased over a five-year period by 10 percentage points - from 54% in 1996 to 64% in 2000. Compared to seven other IU campuses combined, however, this rate was notably lower (combined rate was 75% in 1999). Excluding the Bloomington campus, however, IUSB's persistence rate exceeded all but one of the other regional campuses.

Administrative Category

- **State appropriations** - State appropriations accounted for 53 percent of total revenue in 1999. Since 1991, state appropriations have risen absolutely, as a percent of total revenues, and on a per full-time equivalent (FTE) student basis. Actual state appropriations per FTE increased at a per annum rate of 5.9 percent over the 1991-1999 period. Calculated on a per resident FTE basis, IUSB ranked 11th out of a list of 17 Indiana public colleges and universities at a level of \$4,456 per FTE Hoosier.
- **Workforce** - The number of full-time executive, administrative, or managerial personnel per 1,000 FTE students was about half (56%) of its peer institutions.

- **Part-time Faculty** - IUSB relies heavily on part-time faculty compared to peer institutions, but the ratio of full-time to part-time faculty has improved. The number of full-time faculty with tenure per 1,000 FTE students compares favorably to IUSB's peer group. The ratio of FTE students to FTE faculty has remained flat over the past four years, but when part-time faculty are included as instructional faculty IUSB is considerably better (i.e., lower) than its peers.
- **Faculty Instructional Effort** - Over the period 1990-1999, faculty productivity declined 5.9 percent, as measured by the number of credit hours per FTE faculty. Group credit hours per FTE regular faculty declined 8.7 percent, and the number of group sections per FTE regular faculty declined 3.0 percent.

Resources

- **Revenue sources** - The combination of federal, state, local, and private gifts, grants, and contracts per IUSB enrollee was only 36 percent of the level of the peer group. State appropriations per FTE student at IUSB were only 75 percent of the level at peer institutions, and IUSB's peer institutions showed federal revenues per FTE student over six times greater than that of IUSB. Endowment income, sales and services activities, and auxiliary enterprise revenues were higher among the peer institutions compared to IUSB.
- **Expenditures** - IUSB spent only 80 percent of what the peer institutions spent on average. But IUSB spent 13 percent more per FTE student in instructional activities. With that exception, IUSB spent less in research, public service, academic support, student services, institutional support, plant operation and maintenance, and scholarships and fellowships.
- **Public aid** - About one in four students at IUSB in 1999 received aid from federal grant programs compared to 34 percent at peer institutions. The average amount of that aid at IUSB was 85 percent of the level of federal aid in the peer group. The average level of aid from state and local grants sources was 14 percent higher at IUSB, however. A significantly smaller proportion of IUSB students compared to peers received student loans in 1999.
- **Mean outlays for personnel** - The average outlay for all full-time faculty on a 9/10 month contract was \$46,339 at IUSB in 1999, compared to \$50,573 at peer schools. While there was no disparity between the two groups in these outlays for males, female faculty at IUSB were 'compensated' at a level of only 86 percent of their counterparts at peer institutions.

- **Personnel** - IUSB operates with fewer staff than the average peer institution. With the exception of service/ maintenance personnel, rates for other full-time non-academic staff were less than the peer group. While the rate of full-time employees (both faculty and other personnel) at IUSB was less, the rate of part-time employees was 33 percent higher.

Information Technology

- **Library** - IUSB's library claimed the same proportion of total expenditures as the peer group, but total expenditures per enrollee and per FTE student was much less at IUSB.
- **Computing** - Little information was available on computing expenditures at IUSB, either over time or in comparison to peer schools.

3. Public opinion surveys conducted in north central Indiana to find out respondents' awareness of higher educational institutions, the services they provide, potential strengths and weaknesses of the regional IU campuses, and their relative ranking have indicated that:

- nearly all respondents think that a college education is important to achieve economic success in their community;
- Respondents consider quality of education, job opportunities, and tuition costs as the top three criteria for selecting or recommending a college;
- Indiana University, and IUSB in particular, has a strong presence in northern Indiana as indicated by mentions respondents would consider attending. IUSB would be recommended by 24.6 percent of respondents recommending the top two schools to which a senior had applied.
- Based on selection criteria, IUSB can claim advantages in the areas of cost of tuition and opportunities for continuing education.
- The greatest strengths of IUSB from among first-listed responses were: location or convenience, tuition, and diversity of programs and classes. The greatest weakness was its lack of dormitories, lack of parking, and lack of sports or extra-curricular activities.
- A secondary analysis suggests that location and convenience of the campus to the respondent was still the top listed strength, but diversity of programs, classes, and degrees came in second place. Tuition costs was listed third followed by the strengths

of specific programs such as education, business, music, drama, dentistry, and nursing, among others. The most important weaknesses at IUSB according to the recalculation were: lack of campus dormitories, faculty/staff/administration, lack of adequate parking, lack of sports and extracurricular activities, limited curricula, and size of school.

- A sample of parents of prospective students asked about the key strengths of IUSB indicated that location, cost, accessibility/ flexibility in classes, convenience, and a variety of courses and degrees headed the list. Areas that parents felt IUSB needed to improve included some they cited as strengths. In order they were: More activities; more classes/majors; parking; student housing; and, variety of class time/scheduling.
- When public opinion about the relative importance of selection criteria were plotted against the rating of colleges mentioned, although IUSB compares less favorably on prestige (prestige is relatively unimportant according to the respondents), on cost and quality of education (relatively more important factors) IUSB scores higher compared to its northern peers.
- When public opinion about the relative importance of strengths was plotted against the IUSB's strengths, IUSB's greatest strength (location) was rated relatively unimportant, while its second and third most frequently cited strengths ("diversity of programs, classes, and degrees" and "cost of tuition") were rated moderately high.

External Assessment

4. There has been a shift from public responsibility for general education of the "masses" to one characterized by:
 - increased public scrutiny and calls for accountability;
 - the withdrawal or reduction of public support; price resistance and discounting;
 - rising market pressures and competition;
 - a shift toward vocationalism; and,
 - persistence problems related to the elongation of time-to-degree.
5. There are a number of trends in the higher education industry in the political, economic, sociological, and technological domains. Some features of these trends include:
 - **Information technology** - the interrelated and rapid growth of computer hard-ware and software processing power, telecommunications capacity, and the access to a vast array of information resources referred to as the "telematics" revolution.
 - **Diversity** - the concern for student, faculty, and educational diversity specifically as it

relates to race, ethnicity, and gender - an issue currently heightened by our national debates and legal cases.

- **Academic quality** - the institutional and public policy interest in the quality of our postsecondary education—especially the emphasis on evidence of student outcomes and learning, faculty performance, academic program quality, and institutional performance indicators.
- **Economic development** - the interest in involving postsecondary institutions more actively in approaches designed to strengthen local, regional, and national economic development. These include a wide array of efforts to link education, training, and research to improve economic capacity and well being.
- **New markets** - the older (over 25) population of students—high school graduates, bachelors' degree holders, advanced degree holders—in need of continuing education, career enhancement or redirection and retraining or personal development education that is postsecondary in nature. And,
- **Global networks** - the growing interest in providing educational and scholarly opportunities in which individuals from diverse countries and settings can participate in postsecondary global learning systems that are often interdisciplinary in nature and may combine theory, policy, and application.

6. There are a number of growing challenges (threats or opportunities) in the external environment for higher education that are driven in large part by the aforementioned trends.

- **New competitive organizations and substitute services.** The new map for competitive organizations is more a more complicated one and the 'postsecondary knowledge industry' that is described is a more complex industry that includes an extensive set of noneducational institutions. While it introduces the possibility of a large new market for postsecondary education, it is a market with new and different demands and an industry that includes private sector companies that are intensively—even aggressively—competitive.
- **Bargaining power of customers.** The structure of the environment in higher education is changing in ways that are blurring the old distinctions between customers, suppliers, and competitors, and changing the mix and power of select customers groups. For example, large, new markets of older adults interested in or in need of further postsecondary education have become a significant new customer. This new set of customers has "much more individualized learning interests and needs (modules, courses, learning opportunities, not necessarily programs or degrees), has increased time constraints, is more willing to use technologically delivered education,

and often is represented by an employer with very specific demands that may control a sizable group of potential students.

- **Characteristics of a “Post-secondary knowledge industry.”** In contrast to the traditional market, the post-secondary knowledge industry emphasizes
 - ▶ learning more than teaching and instruction;
 - ▶ places the priority on the student rather than the faculty member;
 - ▶ uses interactive information technology (telematics) for teaching, learning, and research;
 - ▶ acknowledges a large and growing postsecondary continuing education and relearning market of adults with diverse needs and interests;
 - ▶ emphasizes the design of learning materials and experiences to meet learners needs and interests as well as to devise academic programs;
 - ▶ includes an increasingly extensive array of educational networks and varying forms of alliances between postsecondary and non-postsecondary organizations to deliver post-secondary educational, research and knowledge based service; and,
 - ▶ requires faculty who are “learning experts,” and can assess learning needs, design learning experiences, develop strategies for accessing material, design delivery services, and serve as learning mentors.

7. There are a number of viable strategies currently being implemented in colleges and universities to address challenges in the areas of increasing competition with regard to quality, convenience, and price, in the integration of technology into the curriculum, in the development of new markets and new partnerships, and in the enhancement of diversity. Challenges will continue from the demands of labor for increased ‘vocationalism’ and from corporate education for increased efficiency and uniformity.
8. Current trends in courses, programs, and degrees at U.S. colleges and universities indicate increased offerings in online courses and programs, programs offered jointly with other institutions and organizations, an expansion in the masters’ degree programs, and the massive infusion of technology in science, communication, education, medicine, and applied areas.
9. Trends in new programs nationally by award area witness the following:
 - **Certificate Programs** - Most certificates were in the field of Business (e-commerce or e-business). The field of communications included several in the area of digital media, multi-media, graphic and Web design and development.
 - **Associate Degrees** - The fields of Business, Computers, and Communications headed the list of most frequent associate degrees advertised.
 - **Bachelor’s Degrees and Programs** - Business headed the list of most frequent mentions for Bachelor’s degrees. E-commerce, e-business, International Business, and Leadership Development areas were most frequently mentioned. Communications included media management and multi-media technologies. Several

of the sciences were in the new hybrid areas of, e.g., bioengineering, bio-environmental sciences, etc. Health and Fitness included degrees in sports management, health promotion, and sport and exercise science.

- **Master's Degrees** - Business headed the list of most frequently mentioned new Master's degrees including a number of hybrid entries such as business and information systems, business-engineering, and several online MBA programs with emphases on organizational leadership, counseling, and technology, and the 'global economy.'

In the medical area, course and degree offerings were evident in upgrading certain areas such as nursing (combined BS/MS), adding new expertise, such as medical administration, expanding growing need areas of rehabilitative therapy (occupational and speech, language, pathology), and developing substitute labor occupations, such as physician assistant programs.

Specialized areas in education included: educational administration, educational technology, and teaching and learning. Informatics is a growing area, and programs (a few in Indiana) covered bio-, chemical-, and health-informatics along with information systems, technology, and its management.

Developing interdisciplinary masters' degrees has been one approach to add prestige to what could otherwise be considered a 'terminal' degree.

10. IUSB's competitors include a mix of 20 public and private institutions in Indiana and Michigan, 75 percent of which are located within 50 miles of IUSB. While not all of these institutions serve the same market as IUSB, each serves some of the market or is considered an alternative to one or several of the programs at IUSB.
11. The results of a homogeneity analysis of the bivariate relationships between a number of variables used to describe IUSB and its competitors suggests that the Carnegie Classification of schools is an appropriate discriminator. IUSB and IU-NW cluster with IUPUI and IU-Kokomo. This group has some affinity with Ball State and Western Michigan University in the same quadrant. There appears to be little or no interaction with Andrews and Notre Dame. The clustering of the six associate-level colleges confirms the Carnegie classification. The factors for the other colleges appear negatively correlated with those of IUSB and its cluster. In short, it seems appropriate to categorize using one dimension to separate 2-year from 4-year and higher institutions; and a second dimension to separate private and public institutions.
12. There are 14 area colleges that award associate degrees. This is followed in order with: bachelor's (13); master's (9); doctoral (4); and first-professional (e.g., law) (2). The most frequent kind of certificate is the under two-year variety (12) followed by the under one-year (10).

13. In 1999,
- **certificates** awarded at IUSB were concentrated in two areas; for the competition, the distribution was more varied. Health-related and business management and administration areas were the most commonly awarded certificates.
 - IUSB awarded over half (54%) of all **associate degrees** in the health-related area and less than one-quarter (24%) in liberal arts and sciences. This compared to 36 and 43 percent respectively for the competition.
 - The top five areas for **Bachelor degrees** comprised 61 percent of IUSB's bachelor's degrees and 55 percent of those of the competition. IUSB was more heavily weighted in the area of education.
 - IUSB is more than twice as heavily involved in **master's degrees** in education and business management and administration compared to the competition.

14. All colleges and universities listed among the competition except two were regionally accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. Purdue University - North Central is regionally accredited by the North Central Association of Colleges and Schools, Commission on Schools. Michiana College was not regionally accredited.

There were 76 individual specialized accreditations in 30 categories for the 20 colleges and universities. The top five specialized accreditation areas were:

- Teacher education (10)
- Nursing (bachelor's) (8)
- Nursing (associate's) (7)
- Music (5)
- Radiologic Technology (4)

IUSB has specialized accreditation in four of the five top listed areas.

15. The Bureau of Labor Statistics projects the greatest percent increase in occupations by 2008 to occur for professional specialists, technicians and related support workers, and service personnel.
- The fastest growing occupations are in the computer field.
 - Among the occupations requiring higher education training and showing the largest absolute number gain are computer specialists, managers, and nurses. On the other hand, occupations losing the most workers include accountants and auditing clerks.
 - Employment and job openings projected to 2008 by education and training show that fastest growing demand will be for those with short-term, on-the-job training. The next largest number and percent increase will be for those with bachelor's degrees or bachelor's with work experience.

16. Indiana officials project the largest need (new and replacement) for teachers, librarians, and counselors, health practitioners and technicians, and management support personnel.

General Strategies for Expanding Program Offerings

17. **Exhibit or make available courses on the Internet.** A growing trend in higher education is to provide opportunities for students to take courses electronically through avenues in "distance education." Some of these courses can be taken through closed television viewing, through the Internet, or, in more traditional fashion, through correspondence. An alternative to providing the course or degree program would be to supplement courses to the degree possible through Internet retrieved course content and supplemental materials. An even more comprehensive approach would be to lay bare all course materials on the Internet to the 'browsing public.'
18. **Accelerated Programs.** An important feature of a customer-centered, customer-driven service is the flexibility that can be exercised to accommodate the needs of the various publics served. One such accommodation could be the more wide-spread use of accelerated programs that shorten the total length of elapsed time to degree completion.
19. **Pre-professional programs.** General education or liberal-arts institutions face stiffer challenges in an era when pre-professional and professional interests are much more in demand. To some extent, courses and degrees can be advertised and structured at IUSB to meet these demands - just as a number of area colleges and universities advertise programs that are preparatory for professional programs.
20. **Prune and Grow.** Although IUSB has a reputation for offering a wide variety of programs and degrees, it does not offer courses or degree programs in all areas. There are a number of offerings currently available in one or more Michiana institutions not provided at IUSB or the Purdue Technology program at IUSB. Moreover, IUSB has a number of programs that are under subscribed - showing no graduates during the periods ending 1997, 1998, or 1999.
21. **Areas of Growth and Challenge Identified in NCA Study.** The NCA Self-Study for the 1999-2000 NCA review period included a number of areas identified by faculty and staff as needed for continued improvement in general and in special departments or divisions in particular. Priority areas included:
 - Research
 - New technology
 - Library resources
 - Faculty salaries, and
 - Specific division program recommendations

Assessing the Internal Environment

An assessment of the internal environment is an evaluation of the strengths and weaknesses of the institution. As such, it is a determination of the ability of the organization to take advantage of its most important opportunities while minimizing the effect of, or avoiding the various threats that can create problems for its success factors.

A strength/weakness analysis of the internal environment at Indiana University South Bend (IUSB) should focus on: identifying the areas of excellence the university has been able to create and maintain; the resources it has at its disposal; the source of its resources; programs that are in demand; the quality of its human resources; and the quality and strength of its governance structures.

An internal assessment should be able to gauge the influence the University has on being successful in the areas of organization performance, organizational design, and organizational strategies.

Analysis of Organizational Performance

An analysis of current performance at IUSB included an evaluation of performance measures, benchmarks, and organizational policies and procedures. Performance measures included a selection of Key Performance Indicators used against benchmarks or norms to determine whether performance was in line with expectations.

A number of Key Performance Indicators were identified and used to plot actual performance over time and, in most cases, against performance metrics of similar institutions. For this purpose, a set of 24 peer institutions was used; data gathered from a common data base was used to calculate mean scores for those indicators for the most recent year available. A list of peer institutions is rendered on Table 1. In the absence of peer institution data, other sources were consulted.

Data from the peer institutions were collected from the IPEDS (The Integrated Postsecondary Education Data System) Peer Analysis System maintained by the National Center for Education Statistics of the U.S. Department of Education. Data extracted were from the 1999 survey cycle (the most recent finalized data).

Table 1: Peer Institutions for Indiana University South Bend

| Institution | City | State |
|---|-------------------|--------------|
| Alabama State University | Montgomery | AL |
| University Of North Alabama | Florence | AL |
| California State University-Stanislaus | Turlock | CA |
| California State University-Bakersfield | Bakersfield | CA |
| Western Connecticut State University | Danbury | CT |
| The University Of West Florida | Pensacola | FL |
| Columbus State University | Columbus | GA |
| Indiana University-Northwest | Gary | IN |
| Indiana University-Southeast | New Albany | IN |
| Purdue University-Calumet Campus | Hammond | IN |
| Fort Hays State University | Hays | KS |
| Nicholls State University | Thibodaux | LA |
| Worcester State College | Worcester | MA |
| Frostburg State University | Frostburg | MD |
| University Of Michigan-Flint | Flint | MI |
| University Of Michigan-Dearborn | Dearborn | MI |
| Saginaw Valley State University | University Center | MI |
| Northwest Missouri State University | Maryville | MO |
| North Carolina Central University | Durham | NC |
| Suny College At Plattsburgh | Plattsburgh | NY |
| Shippensburg University Of Pennsylvania | Shippensburg | PA |
| East Stroudsburg University Of Pennsylvania | East Stroudsburg | PA |
| Tarleton State University | Stephenville | TX |
| West Texas A & M University | Canyon | TX |

Source:

Memo from Kenneth Perrin to Members of the University Community, Feb. 25, 1998. RE: Peer Institutions.

Key Performance Indicators

Using Key Performance Indicators (KPIs) provides a way of checking and measuring the performance of an institution against expectations, and as a group constitute an important link between the institution and its environment. A KPI is -

a measure of an essential outcome of a particular organizational performance activity, or an important indicator of a precise health condition of an organization.¹

In developing the following set of KPIs, an attempt was made to answer the following question: *What are the measures that our stakeholders and managers use to determine whether we are successful?*

Strictly speaking, few of these indicators measure or track outcomes. Rather these measures are more likely to be input measures (e.g., resources consumed), outputs (e.g., faculty instructional effort), or efficiency measures (e.g., unit-cost ratios). At best some might be construed as intermediate outcomes, or outcomes expected to lead to desired ends but not ends in themselves (e.g., student graduation rates). For a few measures, changes in behavior (e.g., changes in persistence rates) or improved conditions across time were tracked.

A number of indicators were aggregated to develop a family of organizational indicators. A picture of the institution was developed from several angles: effectiveness of its academic base; its financial performance; its administrative operations; the satisfaction of its customers. Some of the individual indicators lacked quantifiable data although they were determined on a preliminary basis to have merit. Some measures lacked standard comparisons, but were judged important for the institution's constituencies.

The following set of indicators should be considered a work in progress. There are a number of gaps in the list of KPIs, notably in the area of academic effectiveness where there are few if any indicators that can capture learning outcomes as multi-dimensional, integrated, and changing over time. Some indicators are only snap-shots at a particular time and lack trending information. Some areas of importance to the institution have no indicators (e.g., community involvement).

¹ Dolence, M. G., Rowley, D.J, and Lujan, H.D. *Working Toward Strategic Change: A Step-by-Step Guide to the Planning Process*. San Francisco: Jossey-Bass, 1997, 17.

Table 2. Key Performance Indicators

| Area/Domain | Indicator |
|------------------------|--|
| Academic | |
| Knowledgeable Students | <p><i>Percent who graduated within 150% of normal time</i> <i>First-time, full-time students w/bachelors in 5 yrs</i></p> |
| | <p>Diplomas/certificates, associates, & bachelors per 100 - <i>Undergraduates</i> <i>Undergraduate men</i> <i>Undergraduate women</i> <i>Undergraduate whites</i> <i>Undergraduate minorities</i></p> |
| | <p>For all awards, degrees, and diplomas . . . <i>Percent awards under 4 yrs</i> <i>Percent bachelor degrees</i> <i>Percent masters degrees</i></p> |
| | <p>For all awards, degrees, and diplomas for <u>minorities</u>. . . <i>Percent awards under 4 yrs</i> <i>Percent bachelor degrees</i> <i>Percent masters degrees</i></p> |
| | <p>Percent Bachelor Degrees Conferred, by Top 10 CIP Categories: <i>Education</i> <i>Business/Mktng</i> <i>LA&S, Gen'l Stud</i> <i>Health Professions</i> <i>Criminal Justice/Pub Admin</i> <i>Psychology</i> <i>Soc Sci & History</i> <i>Performing Arts</i> <i>Physical Sciences</i> <i>Communications/Comm Tech</i></p> |

Area/Domain**Indicator**

Satisfaction

Mean scores of pre-graduating students on performance of IUSB

*Personal Development & Career Preparation**Basic Academic Success Skills**Higher Order Thinking Skills**Discipline Specific Knowledge & Skills**Liberal Arts and Academic Values*

Mean scores of pre-grad students on degree of satisfaction with

*My program of studies**Faculty availability**Variety of courses**Quality of instruction**Class size in relation to course content.**Faculty focus on academic achievement**Intellectually stimulating atmosphere**Registration process and procedures.**Variety of instructional approaches**Encourage acceptance of diversity**Concern for me as an individual**Tutoring and other academic support services**Access to state-of-the-art computer facilities.**Computer instruction**Course scheduling and availability**Student-faculty interaction**Academic advising**Career planning and placement services*

Area/Domain**Indicator****Enrollment**

Enrollment
Rates

Percentage of all enrolled students that are minorities
Percentage of all enrolled students that are female
Percentage of all enrolled students that are aliens
Percent headcount 18-21 years of age
Percent headcount under 25 yrs of age
Percent headcount ages 25-29

*Percent freshmen matriculants from St. Joseph, Elkhart, &
 Percent students that are residents*

Percent Full-time Graduate Students
Percent Part-time Graduate Students
Percent all Graduate Students that are minorities

Quality

Mean SAT scores of beginning undergraduates

Percent with 1st Sem GPA of 2.0 or higher
Percent with a 'D,' 'F' or 'W' from key first year courses:

Developmental Math
College Math
English Comp
Sociology
Biology
Psychology

Retention

1st-to-2d Semester Persistence Rates
First-to-Second Year Persistence Rates

Level

Percent All students part-time
Percent degree-seeking, undergrad students part-time

| Area/Domain | Indicator |
|-----------------------|--|
| Administrative | |
| Budgeting | <i>Actual state appropriations</i> <i>Actual state appropriations per FTE student</i> |
| Workforce | <i>Full- time, executive/admin. & managerial /1,000 FTEs</i> <u>Faculty Instructional Effort</u> <i>Student credit hours/FTE Faculty</i> <i>Group credit hours/FTE regular faculty, fall (spring '99)</i> <i>Group sections/FTE regular faculty, fall (spring '99)</i> Arts & Sciences Nursing Dental Aux Business Education SPEA The Arts <i>Group section credit hrs/FTE reg. faculty (spring '99)</i> <i>Independent study cr hrs/FTE (spring '99)</i> <i>Ratio of FTE-Full-Time to FTE-Part-Time faculty</i> <i>Ratio of # Full-time Faculty to #Part-time faculty</i> <i>Ratio of FTE Students to FTE Faculty</i> <i>Ratio of Students to Instructional Faculty (using FT + 1/3 PT)</i> <i>Full-time faculty with tenure per 1,000 FTE students</i> <i>Full-time professors w/tenure per 1,000 FTE students</i> <i>Full-time assoc. prof. w/tenure per 1,000 FTE students</i> <i>Full-time assist. prof. w/tenure per 1,000 FTE students</i> |

Area/Domain**Indicator****Resources**

Revenues

Revenues per FTE

TOTAL

State appropriations

State appropriations per Hoosier

Federal appropriations

Tuition & Fees

Fed/State/Local/Private Gifts, Grants & Contracts per enrollee

Endowment income

Sales & services educational activities

Auxilliary enterprises

Expenditures

Expenditures per FTE

Total current funds expenditures and transfers

Instruction

Research

Public service

Academic support

Student Services

Institutional Support

Operation & maintenance of plant

Scholarships and fellowships

Taxes/Transfers

Total educational & general expenditures

Auxiliary enterprises

Expenditures for salaries & wages per FTE

Total current funds expenditures and transfers

Total educational & general expenditures

Instruction

Research

Public service

Academic support

Student Services

Institutional Support

Operation & maintenance of plant

Auxiliary enterprises

Total Educational & General Employee Compensation

Employee Fringe Benefits

Area/Domain

Indicator

Public Aid

- Percentage of students receiving aid from Federal grants*
- Avg amt of aid from Federal grants*
- Percentage receiving aid from State/Local grants*
- Avg amt of aid from State/Local grants*
- Percentage from institutional grants*
- Avg amt from institutional grants*
- Percentage receiving student loans*
- Avg amt of student loan*

Mean Outlays for Personnel

All FT Faculty on 9/10 month contract

Male
Female

Personnel

Staff per 1,000 enrollees

TOTAL

- All Full-Time Employees*
- Full-time Faculty*
- All other Full-Time Staff*
- All Part-time Employees*

Full-time Non-Academic Staff

- Total FT Non-academic Staff*
- Clerical/Technical*
- Service/Maintenance*
- Professional*

| Area/Domain | Indicator |
|-------------------------------|---|
| Information Technology | |
| Library | <i>Library as % of Total Expenditures</i> <i>Total expenditures per enrollee</i> <i>Total expenditures Per FTE student</i> <i>Total expenditures per FTE faculty</i> <i>Staffing expenditures as % of library</i> <i>Publications expenditures as % of library</i> <i>Staffing expenditures per FTE</i> <i>Collection expenditures per FTE</i> <i>Periodical expenditures per FTE student</i> <i>Book expenditures per FTE student</i> |
| Computing | <i>Computing as % of Total expenditures</i> <i>Computing expenditures per FTE Student</i> <i>Computing expenditures per FTE Faculty</i> |

Issues

(See table in the Appendix for a complete listing of indicators and trend and peer comparison data).

Academic Category

- **Graduation rates** - the number that graduated (with a bachelor's degree) from IUSB within a six-year horizon was about one in four (25.6% in 2000) - considerably less than the 36 percent rate of peer institutions. On another measure - the percent completing the bachelor's degree within a five-year period at IUSB - performance was understandably less - 19 percent. Part of the reason for the relatively lower rates at IUSB might be due to its higher proportion of older or 'non-traditional' students that are more inclined to attend school part-time and intermittently.
- **Undergraduate diplomas, certificates, and awards** - The diploma/certificate/awards conferred per 100 undergraduates examined for several target groups by gender and ethnicity indicated that IUSB compared unfavorably in two areas: undergraduates in general (24.6 vs. 28.3 for peers); and, for undergraduate men (17.9 vs. 26.7). The dwindling number of undergraduate males has been cited as a national issue.²
- **Mix of Awards, Degrees, and Diplomas** - IUSB graduates a larger proportion of students with awards (certificates), a smaller proportion with bachelor's degrees, and about the same proportion with master's degrees as its peer group. For minority groups, IUSB awards a much larger proportion of certificates, a much smaller proportion of bachelor's, and a slightly smaller proportion of master's degrees compared to its peers.

² Brownstein, A. "Are males students in short supply, or is this "crisis" exaggerated?" *Chronicle for Higher Education*, November 3, 2000.

- **Top Bachelor's Degrees** - IUSB conferred a larger proportion of its bachelor's degrees in education (26%) and business/marketing (21%) compared to its peers (15% and 18% respectively). The top three bachelor's degrees in education, business/marketing, and liberal arts and sciences/general studies comprised 63 percent of all bachelor's degrees conferred in 2000 at IUSB compared to 38 percent at peer institutions. A larger proportion of degrees in the areas of social sciences and history and communications were conferred by peer institutions.
- **Student Satisfaction and Learning Outcomes** - Based upon the mean scores of 1,026 pre-graduating students on the performance of IUSB for 50 learning outcomes in five key cluster areas over the 1996-2000 period, IUSB has been improving in all five areas. Pre-graduation students rated "Higher Order Thinking Skills" as the most important educational objective cluster, and also rated IUSB's performance in this cluster the highest. The highest rated outcome among the top-10 learning outcomes for pre-graduating students was in the area of "Discipline Specific Knowledge and Skills;" six of the top 10 outcomes were in the area of the "Personal Development and Career Preparation" cluster.
- **Student Satisfaction with IUSB** - On a 5-point scale (5 = satisfied), students rated the efforts of both their academic units and IUSB in general in the range from 3.5 to 4.2. The academic units were typically rated higher than IUSB in general. For all years combined, mean scores were above 4.0 in six of the academic ratings: program of studies, class size, availability of faculty, faculty focus, quality of instruction, and encouraging diversity. IUSB's combined mean scores over the five-year period were above the mean of 3.8 in the following areas: program of studies, class size, faculty availability, faculty focus, quality of instruction, and variety of courses.

Enrollment Category

- **Enrollment by select group** - The percentage of enrolled students that were minorities at IUSB in 2000 (9.3%) was considerably less than its peers (21.5%). Female students represented a larger share of enrollees at IUSB (64%) than at peer institutions (59.6%). A smaller proportion of the headcount was comprised of younger students (ages 18-21 or ages under 25 years), while a slightly larger proportion were in the age group 25-29.

The proportion of freshmen matriculants from St. Joseph, Elkhart, and LaPorte counties combined was down slightly over the past three years, more so in St. Joseph county.

IUSB had a much larger proportion of part-time students (57.3%) compared to its peers (35%), and a much larger proportion of degree-seeking, undergraduate part-time students as well (45% vs. 27%).

Part-time graduate students also were more strongly represented at IUSB than at its peers. The percent of graduate students part-time at IUSB was 17.1 percent compared to 12.8 percent at peer institutions. On the other hand, a much smaller proportion of graduate students are from ethnic minority groups.

- **Quality of students** - SAT scores of beginning undergraduates have been improving - from a mean of 929 in 1996 to 970 in 2000. Other preliminary indicators are promising as well. The percent of students with a first semester GPA of 2.0 or higher improved (over a two-year period), and the percent of students not passing first-year courses declined in four of six courses (again, over a two-year period).

- **Persistence and Retention Rates** - The percent of full-time beginning students 'retained' or who 'persist' to the second year at IUSB increased over a five-year period by 10 percentage points - from 54% in 1996 to 64% in 2000. Compared to seven other IU campuses combined, however, this rate was notably lower (combined rate was 75% in 1999). Excluding the Bloomington campus, however, IUSB's persistence rate exceeded all but one of the other regional campuses.

A number of variations exist by age, gender, ethnicity, and other variables in persistence rates. In general, minority groups, older students, and males had lower persistence rates over the 1997-1999 period at IUSB. Students in the upper percentiles of high school class rankings, with higher SAT scores, or with higher GPAs in the first semester of college had higher persistence rates. On the other hand, there was a noted decline in persistence rates for students graduating in the top 10 or 25 percent of their high school class over the period.

Administrative Category

- **State appropriations** - State appropriations totaled \$22.6 million in 1999 - approximately 53 percent of total revenue. Since 1991, state appropriations have risen absolutely, as a percent of total revenues, and on a per full-time equivalent (FTE) student basis. Actual state appropriations per FTE increased at a per annum rate of 5.9 percent over the 1991-1999 period. Calculated on a per resident FTE basis, IUSB ranked 11th out of a list of 17 Indiana public colleges and universities at a level of \$4,456 per FTE Hoosier.
- **Workforce** - The number of full-time executive, administrative, or managerial personnel per 1,000 FTE students was about half (56%) of its peer institutions.

Overall, IUSB relies heavily on part-time faculty. In 1999, the school had a ratio of full-time to part-time faculty of 0.9 compared to 2.0 for peer institutions. The ratio of FTE full-time to FTE part-time has been changing, however, with an increased number of full-time faculty members. The number of full-time faculty with tenure per 1,000 FTE students compares favorably to IUSB's peer group.

The mix of full, associate, and assistant professors is skewed for IUSB due to more associate-level and fewer assistant-level tenured professors.

The ratio of FTE students to FTE faculty has remained flat over the past four years. When part-time faculty are included as instructional faculty on a one-third basis, the ratio of students to faculty (full-time + 1/3 part-time) at IUSB is considerably better (i.e., lower) than its peers.

- **Faculty Instructional Effort** - Over the period 1990-1999, faculty productivity declined 5.9 percent, as measured by the number of credit hours per FTE faculty. Group credit hours per FTE regular faculty declined 8.7 percent, and the number of group sections per FTE regular faculty declined 3.0 percent. Finally, group section credit hours and independent study hours per FTE regular faculty declined 6.5 and 12.7 percent respectively.

Resources

- **Revenue sources** - State appropriations per FTE student at IUSB were only 75 percent of the level at peer institutions. Revenue sources other than State appropriations included federal appropriations, tuition and fees, and gift, grants and contracts. IUSB's peer institutions

showed federal revenues per FTE student over six times greater than that of IUSB. The combination of federal, state, local, and private gifts, grants, and contracts per enrollee was only 36 percent of the level of the peer group. Finally, endowment income, sales and services activities, and auxiliary enterprise revenues were 21, 1.5, and 1.4 times higher among the peer institutions compared to IUSB.

- **Expenditures** - In total, IUSB spent only 80 percent of what the peer institutions spent on average. But IUSB spent 13 percent more per FTE student in instructional activities. With that exception, IUSB spent less per FTE in research, public service, academic support, student services, institutional support, plant operation and maintenance, and scholarships and fellowships. Total educational and general expenditures per FTE at IUSB were 91 percent of the level of its peers in 1999.

Total educational and general employee compensation at IUSB in 1999 per FTE student was about 90 percent of its peers on average. However, employee fringe benefits per FTE were 8.9 percent higher.

- **Public aid** - About 24 percent of students at IUSB in 1999 received aid from federal grant programs compared to 34 percent at peer institutions. The average amount of that aid at IUSB was 85 percent of the level of federal aid in the peer group. The average level of aid from state and local grants sources was 14 percent higher at IUSB, however. A significantly smaller proportion of IUSB students compared to peers received student loans in 1999 (29 vs. 45%); however, the amount of the average student loan was the same.
- **Mean outlays for personnel** - The average outlay for all full-time faculty on a 9/10 month contract was \$46,339 at IUSB in 1999, compared to \$50,573 at peer schools. While there was no disparity between the two groups in these outlays for males, the outlays for females were notably different. Female faculty at IUSB were 'compensated' at a level of only 86 percent of their counterparts at peer institutions.
- **Personnel** - IUSB operates with fewer staff than its average peer institution. The number of staff per 1,000 enrollees at IUSB was 114.7 in 1999 compared to 128.8 at peer institutions. While the rate of full-time employees (both faculty and other personnel) at IUSB was less, the rate of part-time employees was 33 percent higher. With the exception of service/maintenance personnel, rates for other full-time non-academic staff were less than the peer group.

Information Technology

- **Library** - IUSB's library claimed 3.4 percent of total expenditures in 1999 compared to 3 percent for the peer group. But total expenditures per enrollee and per FTE student was less at IUSB (80 vs. 90%). Over the recent past, IUSB's library has reduced expenditures for periodicals while increasing expenditures for collections and books.
- **Computing** - Little information is available on computing expenditures at IUSB, either over time or in comparison to peer schools.

Awareness and Image of IUSB

A telephone survey of the general public, prospective students, and parents of prospective students was conducted by the Indiana University Public Opinion Laboratory to measure perception of the IU regional campuses. The aim of this survey was “to determine potential strengths and weaknesses of the regional campuses, find out respondents’ awareness of the institutions and the services they provide, determine penetration of promotional efforts and see how Hoosiers rate the regional campuses compared to the “competitors” in the area.”³ The data for IUSB was collected during January and February 1998.

Findings:

1. General Public.

A total of 418 interviews were completed from respondents in Elkhart, Kosciusko, LaGrange, LaPorte, Marshall, St. Joseph, and Starke counties.

- **Economic value of a college education.** 95.7 percent indicated that ‘a college education was somewhat or very important to achieve economic success in their community.’ According to the researchers,

... residents in the area served by IU South Bend are more likely to attribute economic impact to a college education if they are older and near the end of their careers. This suggests a completely different role for Indiana University South Bend in terms of filling a need than at a traditional campus such as Bloomington. For example, IUSB may need to concentrate more on continuing education and re-education types of programs than does a “traditional” campus such as IUB.

- **Institutions consider attending.** Respondents could provide up to three mentions of “universities and colleges in their area they would consider attending.” The report found that

Indiana University clearly has a strong presence in Northern Indiana – accounting for 37% of all mentions. Indiana University South Bend accounted for the largest portion of those mentions with 20% of all mentions.

- **Important Factors in Choosing or Recommending a College.** 14 items were measured on a scale of 1 (not important) to 7 (very important). The following table lists the top 5 factors:

³ Vargus, B., Bandy, L, and Bakehorn, J. “Awareness & Image of IU South Bend Among Its Constituents,” Indianapolis: The Public Opinion Laboratory, IUPUI. February 1998.

Important Factors in Choosing or Recommending A College

| Factor | Mean Score |
|----------------------------------|------------|
| Quality of Education | 6.79 |
| Job Opportunities for Graduates | 6.21 |
| Cost of Tuition | 6.18 |
| Financial Aid/Student Loans | 6.03 |
| Flexible Schedules for Day/Night | 6.00 |

- **Familiarity with Area Colleges.** Findings indicate that IUSB was more familiar to people than all other seven (7) colleges mentioned. Over half (51.2%) indicated familiarity with IUSB - more than any other area college (although not statistically significant from Purdue).
- **Perception of Area Colleges.** For each of eight (8) colleges mentioned as possibly familiar to the respondent, a number of factors were listed regarding the rating of the respective institution. The percent rating a factor as “good” or “very good” for those indicating familiarity with IUSB are listed below:

Percent of Respondents Rating IUSB as “good” or “very good” by Factor.

| Factor | Percent | Range | Lowest Score | Highest Score |
|--------------------------------|---------|---------|--------------|---------------|
| Quality of Undergrad Education | 79 | 56 - 83 | Ivy Tech | Purdue |
| Quality of Faculty/Teaching | 70.6 | 56 - 86 | Ivy Tech | Purdue |
| Prestige of Degree | 65.6 | 44 - 87 | Ivy Tech | Purdue |
| Cost of Tuition | 71 | 38 - 71 | Bethel | IUSB |
| Campus Activities | 27.5 | 19 - 69 | Ancilla | Purdue |
| Continuing Ed. Opportunities | 81.3 | 53 - 81 | Bethel | IUSB |

Based on this data, IUSB can claim advantage in the areas of cost of tuition and opportunities for continuing education. If prestige and quality of education were tipping factors, then Purdue and IU Bloomington would have the advantage.

- **Schools Recommended.** Based on the responses to the “top two schools recommended to a senior applying to and being accepted” by the schools mentioned as familiar to the respondent, IUSB would be recommended by 24.6 percent - below Purdue and IUB.
- **Strengths and Weaknesses of IUSB.** The greatest strengths of IUSB from among first-listed responses were: location or convenience, tuition, and diversity of programs and classes. The greatest weakness was its lack of dormitories, lack of parking, and lack of sports or extra-curricular activities.

A secondary analysis of all-listed responses that excluded no answers (e.g., “don’t know” or “good” (in general), and grouped related responses in related categories, resulted in a slightly different prioritized listing of strengths at IUSB. Location and convenience of the campus to the respondent was still the top listed strength, but diversity of programs, classes, and degrees came in second place. Tuition costs was listed third followed by the strengths of specific programs such as education, business, music, drama, dentistry, and nursing, among others. Campus atmosphere, including increased student diversity, student activities, and concerned staff ranked fifth.

Re-calculated and Summarized Strengths of IUSB

| Strength | Number | Percent |
|--|--------|---------|
| Location or convenience | 108 | 30 |
| Diversity of programs, classes, and degrees | 65 | 18 |
| Tuition | 45 | 13 |
| Specific programs (e.g., education, business, music) | 31 | 9 |
| Campus atmosphere | 31 | 9 |
| Class size | 24 | 7 |
| Continuing education | 20 | 6 |
| Faculty/staff | 20 | 6 |
| Prestige - linked to I.U. | 6 | 2 |
| Job opportunities | 5 | 1 |
| TOTAL | 355 | 100 |

The most important weaknesses at IUSB according to the recalculation were: lack of campus dormitories, faculty/staff/administration, lack of adequate parking, lack of sports and extracurricular activities, limited curricula, and size of school.

Again, a re-calculation of the counts of all-listed responses grouped into common categories where possible and excluding none responses, revealed a similar but slightly different listing:

Recalculated Responses Regarding Weaknesses

| Weakness | Number | Percent |
|---|--------|---------|
| Lack of campus/dorms | 20 | 12 |
| Faculty/staff/administration | 19 | 11 |
| Parking | 16 | 9 |
| Poor facilities | 16 | 9 |
| Lack of sports/extracurricular activities | 15 | 9 |
| Lack of degrees/prestige | 15 | 9 |
| Limited curriculum | 12 | 7 |
| Too small | 10 | 7 |
| TOTAL | 150 | 87 |

2. Survey of Prospective Students and Parents of Prospective Students

A sample of 212 prospective IUSB students selected at random from lists provided by the Admissions Office, and a sample of 183 of the parents of prospective students, were polled in this study. However, since nearly 40 percent of the prospective students said they were not familiar with IUSB, the researchers cautioned "about drawing any conclusions from this data."

Neither of these surveys polled respondents on the strengths or weaknesses of any particular institution. However, comparable questions regarding the factors considered important in selecting a college and an evaluation of the pre-selected colleges that have a 'presence' in northern Indiana were posed.

Strengths and Needs of IUSB

Parents surveyed were asked what they considered the key strengths of IUSB. The top five responses, comprising nearly two-thirds of all responses, cited by the parents of prospective students were: location; cost; accessibility/ flexibility in classes; convenience; and, variety of courses and degrees. Although there were few responses, the areas that parents felt IUSB needed to improve included some they cited as strengths. In order they were: More activities; more classes/majors; parking; student housing; and, variety of class time/scheduling.

3. Summary for all Groups Surveyed.

By way of summary, the next tables list these findings for all three groups in terms of factors survey respondents considered important and their evaluation of eight (8) colleges with a market in northern Indiana according to six criteria.

How does IUSB fare on the criteria respondents considered important? The survey questionnaire does not provide a ready answer to that question since respondents were not asked to rate the institutions on all the same criteria used to rate importance. However, a few of these criteria can do work to sketch a picture of how IUSB would fare.

Three characteristics were rated by respondents on the degree of importance in selecting or recommending a college. These three factors - quality of education, cost of tuition, and prestige - were relatively high, medium, and low in importance respectively. When these three are plotted across institutions, although IUSB compares less favorably on prestige (prestige is relatively unimportant according to the respondents), on cost and quality of education (relatively more important factors) IUSB scores higher compared to its northern peers (see Figure A)

The same type of analysis can be rendered in terms of strengths and weaknesses of IUSB vs. the importance of the factors that are key to college selection. The perceived strengths of IUSB among the general public as well as parents of prospective students was location, namely, the college was close to home and was, therefore, convenient to attend. How important is attending school close to home? According to the following table, the mean score on the factor of "location" put it in the bottom quarter of important factors where it was ranked 11 out of 14. The second most frequently cited strength was "diversity of programs, classes, and degrees." This factor was ranked 5 out of 14. The third highest rated strength for the general public (and second highest rated strength for parents) was the cost of tuition which was ranked 4 on the list of important factors.

Factors Listed in Order as Important in College Selection by Surveyed Group
(Scale 1 = Not at all important, 7 = very important)

| Factor | General Public | Prospective Student | Parent of Prospective Student | Avg |
|---------------------------------|-----------------------|----------------------------|--------------------------------------|------------|
| Quality of Education | 6.79 | 6.67 | 6.80 | 6.75 |
| Job Opportunities for Graduates | 6.21 | 6.16 | 6.39 | 6.25 |
| Financial Aid/Student Loans | 6.03 | 6.24 | 6.32 | 6.20 |
| Cost of Tuition | 6.18 | 6.13 | 6.25 | 6.19 |
| Variety of majors | 5.99 | 5.83 | 5.99 | 5.94 |
| Access to faculty | 5.93 | 5.70 | 6.17 | 5.93 |
| Size of classes | 5.66 | 5.75 | 6.05 | 5.82 |
| Flexible schedules | 6.00 | 5.39 | 5.48 | 5.62 |
| Convenience of Class Scheduling | 5.85 | 5.06 | 5.67 | 5.53 |
| Prestige of degree | 5.60 | 5.67 | 5.23 | 5.50 |
| Location | 5.52 | 5.36 | 5.09 | 5.32 |
| Length of commute to class | 5.37 | 4.87 | 5.11 | 5.12 |
| Jobs on campus | 4.85 | 5.00 | 5.14 | 5.00 |
| Diversity of student body | 4.88 | 4.54 | 4.90 | 4.77 |

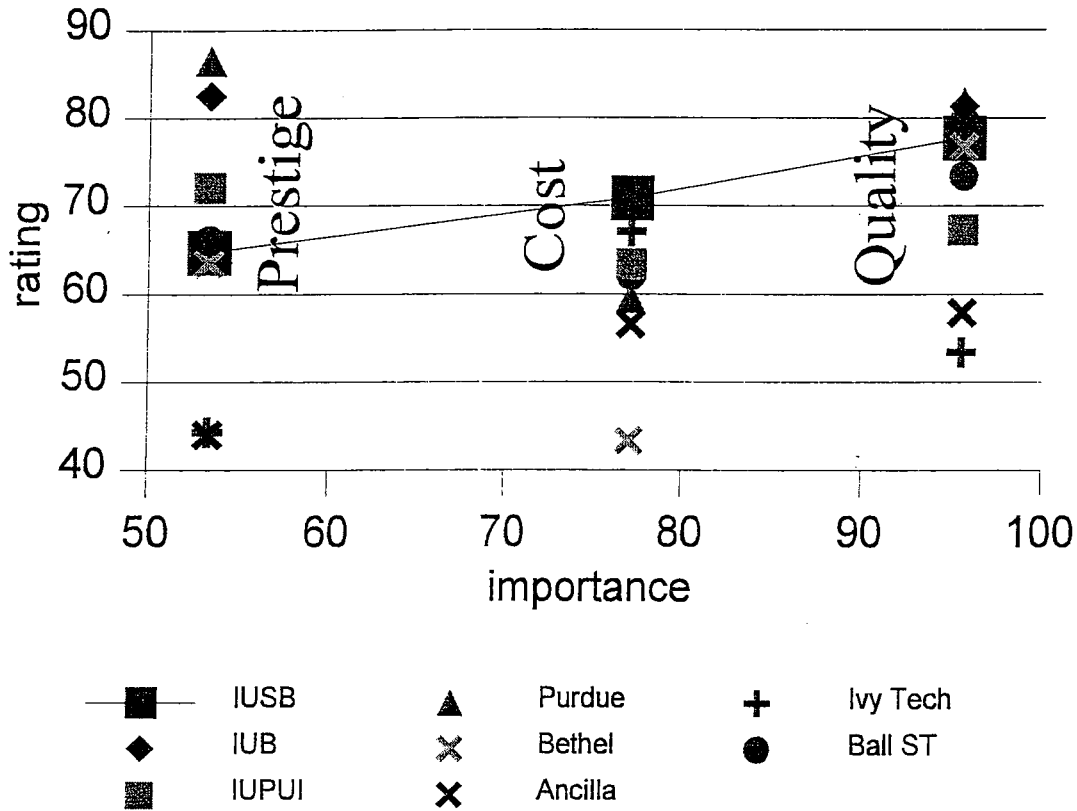
Rating of Eight Institutions on Six Characteristics
(Percent rating "Good" or "Very Good")

| | Quality of UG Ed. | Quality of Fac./Tching | Prestige of Degree | Cost of Tuition | Campus Activities | Continuing Education | ALL (Mean) |
|-----------------|--------------------------|-------------------------------|---------------------------|------------------------|--------------------------|-----------------------------|-------------------|
| IUB | 81.3 | 80.0 | 82.5 | 62.1 | 69.8 | 76.8 | 75.4 |
| Purdue | 81.8 | 77.8 | 86.6 | 59.6 | 65.7 | 76.0 | 74.6 |
| IUSB | 77.7 | 74.2 | 64.8 | 70.9 | 33.7 | 80.3 | 66.9 |
| Ball St | 73.4 | 72.4 | 66.1 | 62.1 | 59.9 | 65.5 | 66.5 |
| IUPUI | 67.3 | 75.9 | 72.1 | 63.4 | 30.9 | 74.3 | 64.0 |
| Bethel | 76.7 | 78.7 | 63.5 | 43.3 | 53.2 | 59.0 | 62.4 |
| Ivy Tech | 53.4 | 58.9 | 44.3 | 67.1 | 20.1 | 62.4 | 51.0 |
| Ancilla | 57.9 | 64.2 | 44.0 | 56.6 | 20.8 | 49.3 | 48.8 |

Importance vs. Rating
 (percent listing factor as important or very important (score = 6 or 7) and
 percent listing rating as "good" or "very good")

Figure A

Ratings on Quality, Cost, and Prestige



IUSB Strength vs. Factor Importance

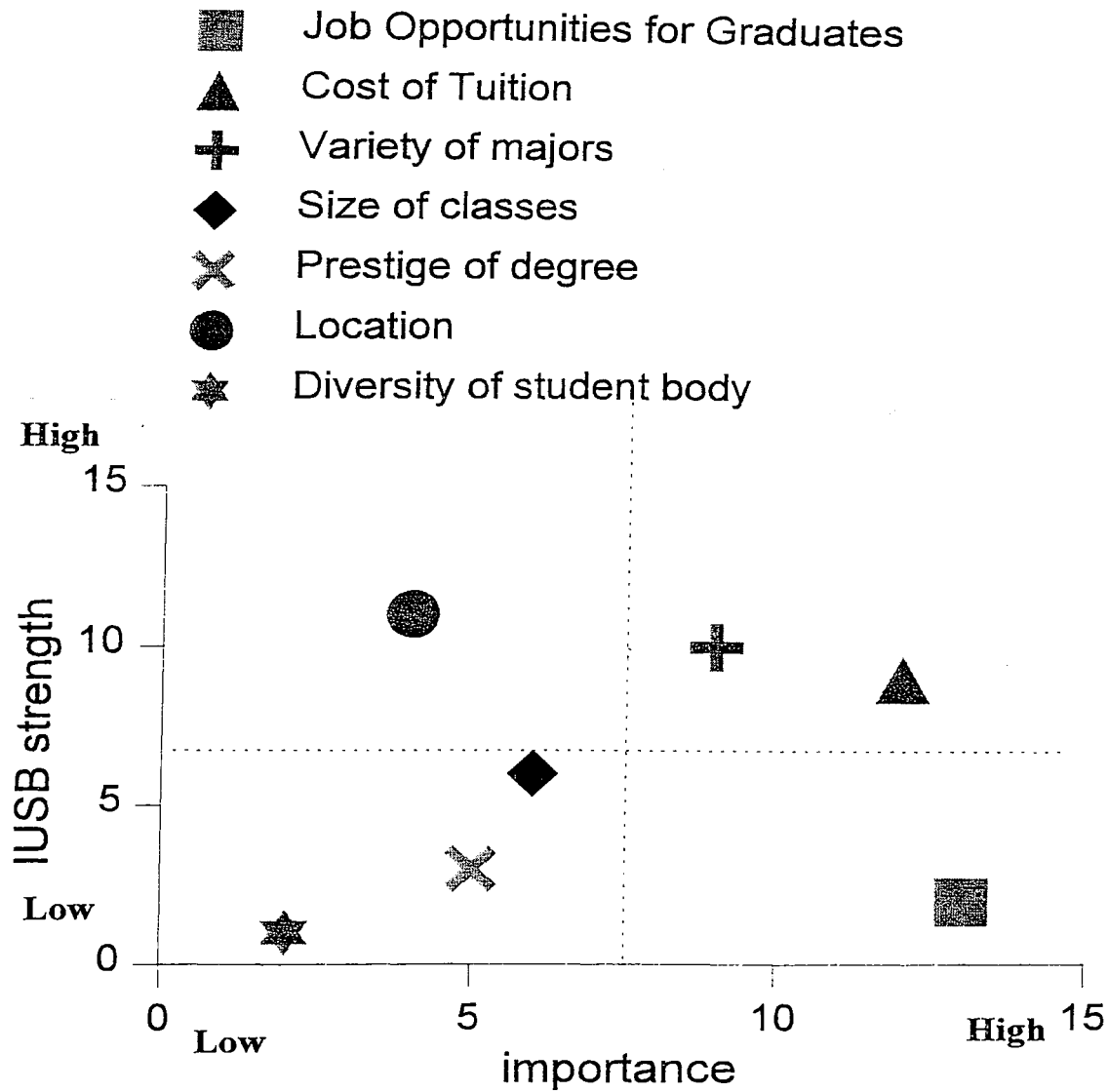


Figure B

The factors that are considered important by the general public that play into the strengths at IUSB are the (low) cost of tuition and the variety of courses, programs, and degrees. IUSB's location to area residents and, to a lesser extent, class size, while important strengths are not very important as a selection factors. On the other hand, job opportunities for graduates is considered quite important - but not a strength at IUSB (Figure B)⁴

⁴ Figure B lists importance factors by IUSB's strengths according to the ranking of these - importance on a scale of 1 to 14, strengths on a scale of 1 to 11. The dotted lines divide the chart into quadrants with mid-points on these scales.

Assessing the External Environment: Some Issues and Trends in Higher Education

Issues in the Industry

According to Zemsky, there has been a shift toward "post-massification" in higher education, or a shift from public responsibility for general education of the "masses" to one characterized by:

- increased public scrutiny and calls for accountability;
- the withdrawal or reduction of public support; price resistance and discounting;
- rising market pressures and competition;
- a shift toward vocationalism; and,
- persistence problems related to the elongation of time-to-degree.¹

Increased Public Scrutiny and Calls for Accountability have followed on the heels of increasing costs for education and subsequent increases in claims for government and other financial aid. As institutional expenditures have risen and state governments have reduced real funding to colleges and universities, institutions increased aid and their tuition and fees. The fear is now that they may see continued shortfalls and, in trying to make ends meet, may end up pricing themselves out of the education market by continuing to increase tuition as well as reducing "discounting" or student financial aid.

... higher education has failed spectacularly to live within its means. From 1980 to 1994, the most recent year for which Education Dept. data are available, instructional costs per full-time student at private universities increased 48% in real terms; public universities upped research expenses by 35%. In the same time, though, states reduced real, per-student funding to public universities by 22%. In the private sector, students from well-heeled families who could pay full tuition increasingly fled to smaller colleges, taking revenue with them.

As costs increased and state subsidies diminished, institutions moved to close the funding gap by charging families more for room, board, and tuition.

Average annual tuition, room, and board at state universities, after inflation, has jumped 33% since 1976, to \$6,349, according to the Education Dept.; at Ivy League and other elite schools, the going rate is \$32,000. Schools themselves have eaten some of that increase in the form of "discounting," or student aid, making up in part for a decline in federal grants. But students and their families have borne the brunt: since 1975, college costs have soared to 20.5% of median household income, up from 14%. "We are pricing ourselves out of Americans' ability to pay," says Thomas H. Kean, Drew University president and a former New Jersey governor.

Long-term estimates suggest major shortfalls in funding with the resulting exclusion of many from college education.

The RAND Corp.'s Council for Aid to Education estimates that mounting college costs, combined with declining real wages--especially among poor families--and growing immigration rates, will create a large class for whom college is utterly out of reach.

¹ Gumport P, Iannozzi M, Shaman S, and Zemsky R.(1997). Trends in United States Higher Education from Massification to Post Massification. National Center for Postsecondary Improvement. Stanford, CA

Given current spending trends and continued pressure on government aid, predicts the council, colleges and universities will see "a catastrophic shortfall in funding"--a \$38 billion gap in 2015 in what they require to meet expected student demand. To pay the bills, schools will have to raise tuition or reduce aid--and either action will shut people out.²

In light of mounting fiscal pressures, the "Indiana University Board of Trustees has been reviewing class size, programs with few graduates, misconduct policies, and post tenure review policies. These kind of reviews will continue to lead Indiana University South Bend toward an ongoing assessment of its procedures and policies."³

Withdrawal of Public Support, Price Resistance and Discounting

Public worry about the high costs excluding many from the opportunity for a college education has been matched by concern from policymakers, particularly at the state level, that higher prices are a reflection of skewed institutional spending priorities. An Education Commission of the States' survey of state policymakers determined that "higher education does not spend its money wisely, and that tuition increases could be avoided if colleges re-aligned their spending with those areas the public most cares about, particularly undergraduate education and job preparation . . ."

Research at the Institute for Higher Education, as part of its "Millennium Project," found that the cost picture was somewhat more complicated, and offered the following insights⁴:

- *The significant investment in student financial aid has helped to ease, but not erase, the consequences of higher prices.*
- *Competition in the higher education market has contributed to price increases in selective institutions, rather than stabilizing or decreasing prices, as would be expected.*
- *If earnings alone were taken as the measure of the worth of the additional investment required for a bachelor's degree, the benefit has not increased nearly as much as the price; incomes for baccalaureate degree holders have remained steady.*
- *Low-income students—who are more "price responsive"—have largely remained concentrated in public two- and four-year institutions. The enrollment shifts mean that higher education is at risk of becoming more economically stratified by sector at the end of the 1990s than any time in the previous two decades.*
- *Spending on instruction in most types of institutions has not kept pace with spending in other categories, notably research and public service.*
- *Much of the response to rising prices from both federal and state policymakers has been focused on efforts to increase financial options to help students meet the higher prices, and to improve public information about college prices. Neither of these responses are intended to actually reduce the price of college.*
- *The pretense that college tuition should be kept as low as possible is maintained in policies and political habits that thwart efforts to restructure prices and manage costs.*
- *State and federal policymakers have been active co-contributors (along with institutional leaders) to the increase in college tuition, because they believe that higher education can afford to make up cuts in public revenues through increased tuition and more financial aid. Unless different budget rules are developed, the game of tuition "chicken" that is ritualistically played across the country is likely to continue.*

² "The New University," *Business Week*, December 1997

³ IUSB NCA Self-Study 2000, Chapter 8

⁴ The Institute for Higher Education Policy. *New Millennium Project on Higher Education: Costs, Pricing, and Productivity*

Increased Market Pressures and “Vocationalism”

New, often proprietary, institutions have sprung up in part in response to the increased pressure to align higher education with private and government sectors. Rapid expansions in the community college sector and the willingness of entrepreneurs to combine the educational and entertainment potential of electronic technologies, have made instant institutions available with allegedly little capital expenditure. This new model of learning has persuaded students to continue to choose majors leading towards vocational and professional degrees (e.g., business, engineering, health, communications), rather than attending college to "get an education."

Some believe that we can avoid the wholesale abandonment of “getting an education” and thoughtless adoption of “vocationalism” by understanding the models of learning that are both reasonable and appropriate to our age. William J. Cibes, Chancellor at the Connecticut State University System, in a 1998 talk on "The Future of Higher Education," has argued for demand-driven higher education that can accommodate the current requirements of learning in the "information age" as well as the needs of the marketplace.⁵ Cibes suggests moving away from a “provider-driven, industrial-age” model of higher education with its attention on throughputs, outputs, and resource gains, to a “learner-centric, competency-based” model with its focus on outcomes.

The older model of higher education, more appropriate to the industrial age, is centered on its providers, who are presumed to know everything there is to know about a subject, and who transmit it to fairly passive students seated in a classroom, at a time convenient to the instructor, listening to the instruction for 45 hours during the course of a semester. Students who spend this time in seat, multiplied by 40 courses over a period of 4 or more years, are granted a BA degree.

Our knowledge-based economy demands another approach, a model of learning -

... in which education is centered on the student as learner, who needs to develop the capacity to search, select and synthesize vast amounts of information into coherent knowledge. As an active, "minds-on" participant in learning, the student learner is aided by teachers acting as mentors and coaches, who assist the student to draw on multiple sources of information, including those available electronically and from work experiences, to develop competencies demanded by future employers. Learning is self-paced; it is often connected with work; and it occurs throughout life. Students who meet outcome standards, regardless of time spent in lecture halls, are certified as possessing the competencies required.

The demands of this model on higher education are several. Higher education must -

- *personalize learning opportunities;*
- *make them available to learners at any time and at any place;*
- *determine outcome standards by asking its customers what they require;*
- *develop ways to measure whether its students are meeting the standards;*
- *do the actual measurement and assessment; and,*
- *use the results of assessment to improve.*

⁵ Internet URL. http://www.ctstateu.edu/chancoff/comp_conf.html

Persistence Problems and the Elongation of Time to Degree

For students on a track to develop marketable skills, and especially for older (part-time) students juggling many other roles and responsibilities, the time it takes to get a degree may be excessive. Today, institutions are wont to assess their undergraduate graduation rates on the basis of five- and more commonly six-years in duration. In the face of the high costs of education and the opportunity costs of not being employed, students are demanding increased flexibility in scheduling and shortened times to get a degree.

More students are at risk of dropping out when faced with longer stays in college, of course. Drop-outs among more vulnerable populations - such as low income, minority students, students with inadequate academic preparation, and transfers from community colleges - will continue to challenge post-secondary education in its goal to ensure that all students are prepared to go to college and succeed.

Trends in the Industry

Peterson has identified a number of trends in the higher education industry in the political, economic, sociological, and technological domains, as well as a number of growing challenges (threats or opportunities) in the external environment that are driven in large part by those trends.⁶

Information technology - ". . . the interrelated and rapid growth of computer hard-ware and software processing power, telecommunications capacity, and the access to a vast array of information resources. The integration of these three technologies is often referred to as the "telematics" revolution."

Diversity - ". . . our concern for student, faculty, and educational diversity specifically as it relates to race, ethnicity, and gender. This is an issue that currently is heightened by our national debates and legal cases in postsecondary education."

Academic quality - ". . . the institutional and public policy interest in the quality of our postsecondary education—especially the emphasis on evidence of student outcomes and learning, faculty performance, academic program quality, and institutional performance indicators."

Economic development - ". . . the interest in involving postsecondary institutions more actively in approaches designed to strengthen local, regional, and national economic development. These include a wide array of efforts to link education, training, and research to improve economic capacity and well being."

New markets - ". . . refers to the older (over 25) population of students—high school graduates, bachelors' degree holders, advanced degree holders—in need of continuing education, career enhancement or redirection and retraining or personal development education that is postsecondary in nature." And,

Global networks - ". . . the growing interest in providing educational and scholarly opportunities in which individuals from diverse countries and settings can participate in postsecondary global learning systems or can study common issues of global concern which are often interdisciplinary in nature and may combine theory, policy, and application."

(Peterson, pp 10-11)

⁶ Peterson, M (1998) Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry. National Center for Postsecondary Improvement. Stanford, CA.

External Challenges

New Competitive Organizations and/or Substitute Services

Traditionally, competitors in higher education include other colleges or universities, usually in the same geographic service area. For state institutions, competitors also include other entities vying for the same state dollars: primary and secondary education; law enforcement, prisons; health care, and economic development, among others.

The new map for competitive organizations is more complicated and includes some non-traditional players as well. The organizations that provide postsecondary knowledge to individuals and to groups interested in postsecondary learning and to those seeking to do research and apply it in useful ways are changing. The 'postsecondary knowledge industry' is becoming a more complex industry that includes an extensive set of noneducational institutions. While it introduces the possibility of a large new market for postsecondary education, it is a market with new and different demands and an industry that includes private sector companies that are intensively—even aggressively—competitive.

In the area of **Information Technology**, competitors could include -

- Computer hardware and software firms and telecommunications firms
- Information resource firms
- A growing array of firms specializing in training and development
- The potential of entertainment firms
- New postsecondary "virtual" universities,
- Other more traditional institutions that are adopting online education for some portion of their educational delivery.

In the area of **Diversity** -

- An increasing number of existing postsecondary institutions that have become minority institutions (one in five have over 50 percent minority enrollment)

For **academic quality** -

The emphasis on academic quality has led to changes in the accreditation structure of the industry and may lead to new accreditation approaches regarding assessment of individualized learning using the new technology-based delivery systems.

In **New Markets** -

The new postsecondary learner markets are perhaps the driving force, along with technology, in the growth of postsecondary training and development organizations and new virtual or distance education institutions that respond more readily to their individualized needs or those of their employees.

For **Global Networks** -

. . . increased economic development activity has led to the expansion of several new forms of organization which are designed to link postsecondary institutions, business, and government to serve the needs of economic development. New education and training, applied research, technology transfer, and regional economic development arrangements take various forms—contracts, partnerships and alliances, joint venture corporations, and even spawning new subsidiary or independent businesses. . . these new ventures link

*postsecondary institutions and non-postsecondary organizations in ways designed to provide a new form of cross-industry . . . alliance.*⁷

Bargaining Power of Customers

The structure of the internal environment in higher education is changing in ways that are blurring the old distinctions between customers, suppliers, and competitors, and changing the mix and power of select customers groups.

- Traditional customers are becoming suppliers or competitors, e.g., computer and telecommunications firms; government and businesses are becoming partners or competitors.
- In the area of diversity, minority support programs, financial aid, minority-oriented academic programs, faculty hiring patterns, and various other on-campus activities reflect this growing power of customers.
- Large, new markets of older adults interested in or in need of further postsecondary education have become a significant new customer. This new set of customers has "much more individualized learning interests and needs (modules, courses, learning opportunities, not necessarily programs or degrees), has increased time constraints, is more willing to use technologically delivered education, and often is represented by an employer with very specific demands who may control a sizable group of potential students."

In the global arena, as technology networks expand and as various faculty and non-faculty users in different parts of the world gain experience, a new set of consumers may emerge. Some entrepreneurial institution will seek new customers by becoming more global in the delivery and marketing of their educational services.

Summary Characteristics of a Postsecondary Knowledge Industry

In general and compared to our current education era, "a postsecondary knowledge industry:

- emphasizes learning more than teaching and instruction;
- places the priority on the student rather than the faculty member;
- uses interactive information technology (telematics) for teaching, learning, and research—either to supplement traditional processes or as the primary delivery mode;
- includes telecommunications, computer related, information resource, education and training, and entertainment firms as potential organizations in the industry— not just colleges, universities and proprietary institutions;
- acknowledges a large and growing postsecondary continuing education and relearning market of adults with diverse needs and interests;
- emphasizes the design of learning materials and experiences to meet learners needs and interests as well as to devise academic programs;
- includes an increasingly extensive array of educational networks and varying forms of alliances between postsecondary and non-postsecondary organizations to deliver post-secondary educational, research and knowledge based service; and,

⁷ For a discussion of what at heart is driving most of these forces and trends, see: Gumpert, J. and Chun, M. (ND). *Technology and Higher Education: Opportunities and Challenges for the New Era*. NCPI Technical Report Number 1-02. National Center for Postsecondary Improvement. Stanford, CA.; also: Altbach, P. Berdahl, R and Gumpert, P (eds.) (1999) *American Higher Education in the Twenty-first Century: Social, Political and Economic Challenge*. Baltimore, MD: Johns Hopkins University Press.

- requires faculty who are "learning experts," and can assess learning needs, design learning experiences, develop strategies for accessing material, design delivery services, serve as learning mentors, and assess learning as well as acting as content and instructional experts who design courses, programs, and traditional modes of instruction."

Some Themes and Examples in Responses to Issues and Trends

Responses to Increasing Competition⁸

Competing on brand-name/quality.

Robert Zemsky and Susan Shaman of the University of Pennsylvania's Institute for Research on Higher Education found in a study of 1,200 institutions that colleges are sorting themselves into identifiable market segments. "Name-brand" schools provide small classes and well-paid faculty at high prices. A second, more market-savvy group offers convenience and user-friendliness--often catering to students who want quick, cheap degrees to advance their careers. But these schools spend much less on teaching and facilities.

Colleges that flourish, argue Zemsky and Shaman, among others, will be those that identify a viable segment of the school population and equip themselves to serve it effectively. This is a provocative concept, given that, for decades, big public universities and small private colleges alike have prospered through breadth, following the models put forth by Harvard University, the University of California, and other top schools. Now, "institutions that don't do well are those that don't develop a real signature in the market," Zemsky says.

Competing on convenience and flexibility.

Portland State University [PSU]. . . has positioned itself in the convenience sector by meeting head-on the new demographics of higher education. Traditionally the neglected stepsister of much larger and better-financed state universities, it saw state assistance slip to 49% of its total budget, from 65% in 1991. At the same time, attrition grew among its diverse collection of older, lower-income students, many of whom come ill-prepared academically.

Cuts of support staff and middle management saved \$3.5 million a year. But PSU also sought to create academic coherence for students who most often had picked courses because they happened to meet at the right time. The answer was University Studies, a program developed with advice from local businesses that hinges on group work and technology. At its heart is Freshman Inquiry, a selection of interdisciplinary, year-long courses that meet five days a week. Einstein's Universe, for instance, is taught by professors of physics, dance, and history. Students, required to work in groups, discover the theory of relativity but also read and write about the philosophical, historical, and artistic context of Europe in the 1930s. Graduate-student or upper-class mentors help to "model" freshmen who have never confronted serious homework or class participation.

For some, the curriculum was a shock. "I expected to be going to lectures and writing 10-page papers," says David Hall, a senior majoring in business and information systems. Faculty, too, had to change stripes, having to confront many students who had never read an entire book. "The attitude used to be that students either could cut it or couldn't," says Susan Hopp, director of student development. More than 80% of students who enrolled last spring in Freshman Inquiry returned for classes this fall--a record.

Downside. Professors and administrators alike are justly concerned about financially motivated strategies that risk eroding quality or reducing education to a pro forma exercise in professional credentialing. Often, though, the angst appears to be a function more of uncertainty with the dramatically shifting terrain. Academics, typically trained at traditional research universities, may not be prepared, for example, to teach in interdisciplinary courses that cross old department lines.

⁸ "The New University," *Business Week*, December 1997.

Competing on price.

It is expected that over the next decade, many students, unable to afford the cost of a full-time program, will start college older, seeking part-time classes that fit into job schedules. The model that may meet that need for flexibility and be affordable will be on-line courses.

With 58 campuses in 12 states [note: now in 35 states], Phoenix' enrollment, now 42,000 [note: now over 76,000], is growing 20% a year—even though it accepts only adults who work full-time and offers classes only at night or online. Students meet twice a week for six weeks per course and get credit for "life experience" toward bachelor's and master's degrees, mostly in business and information technology. Teaching faculty, entirely part-time and tenureless, come from industry and teach from a standardized script. Annual tuition averages \$6,500.

It may be, as critics call it, McEducation. But students love it. "This way, I finish in the same time as I would if I'd quit my job," says Demario Walton, 24, a Motorola Inc. employee pursuing his MBA. Investors love it, too. Shares of Apollo Group Inc., the university's corporate parent, trade at 23 times their value in 1994. "We will be the first national university," says founder John G. Sperling, a raucous 76-year-old former Merchant Marine and union organizer (with a Cambridge University doctorate) whose stake in Apollo is worth \$484 million. "We intend to operate in every major metropolitan area of the U.S."

Institutional Responses in the Face of Rising College Prices

The *New Millennium Project on Higher Education* has offered a number of response strategies for rising prices:

Value-based pricing:

The role of tuition revenue in institutional planning and budgeting must be changed. Rather than building the budgets by first developing resource needs for access and quality, and then generating revenue to match, institutions should move away from cost-plus pricing to value-based pricing. Tuition limits should be set first, and then plans for raising revenue from other sources and for institutional needs should follow.

Price Differentiation:

Price structures should be reviewed and, if necessary, realigned. Greater differentiation among prices by level of instruction and program should be permitted. Higher tuitions at the graduate and professional levels, in particular, should be encouraged, and/or costs for these programs reduced, to protect public support for undergraduate education.

Protection of Instructional Costs:

Instruction should be protected at the same time that costs are cut and productivity increased. Attention to the quality of teaching and learning must be maintained as a priority. Analyses and action plans should be undertaken to ensure that lower rates of growth in spending for instruction relative to other spending categories do not contribute to lower quality or effectiveness. Plans for cost savings in some areas should be accompanied by plans to reinvest in other priorities.⁹

The Excitement and Anxiety of Higher Education Online

Increasingly, students are demanding greater flexibility, customization, and self-paced learning opportunities. The challenge is to integrate those technologies that enhance these characteristics into the curriculum while assuring quality, access, and financing of technology. Current

⁹ The Institute for Higher Education Policy. *New Millennium Project on Higher Education: Costs, Pricing, and Productivity*.

strategies might include the development of partnerships among colleges and universities, technology companies, employers, professional associations, and other organizations “to develop asynchronous, online distance education programs—including those that are delivered in self-paced, competency-based formats.”¹⁰

A Market Data Retrieval survey of 4,284 two- and four-year accredited colleges found that 72 percent of respondents offered online courses in 1999 - up from 48 percent in 1998.. About one-third offered an accredited degree type of program - up from 15 percent in 1998.¹¹

The reason for this kind of growth is in the convenience it affords to busy customers. A national survey of working adults revealed slightly more than half of respondents (54 percent) believe that college courses offered via the Internet are the future of higher education. The study also found that while people see education as a top priority, busy schedules (42 percent) and family and travel commitments (10 percent) may be keeping people from continuing their education. The survey indicated that by making education more convenient, flexible and accessible, the Internet could open the doors of education to a whole new group of adults.¹²

Downside: Some fear that quality suffers when the driving engine of e-education rests in the hands of Wall Street. According to Randall Stross, in his column "Digital Domain" in U.S. News & World Report: "The instructors hired by the University of Phoenix need only a master's degree; they do not enjoy tenure; they are replaceable cogs in a profit machine." And senior faculty at Cardean University, the online business school division of UNext (an association of Columbia, Stanford, the University of Chicago, Carnegie Mellon, and the London School of Economics), "are not doing the teaching. That falls to anonymous 'adjunct faculty,' whose minimal qualifications are indistinguishable from those asked of their counterparts at the University of Phoenix."¹³

Noble is equally strident in his criticism of the rush to digitize the university. In his article - "Digital Diploma Mills: The Automation of Higher Education" - he argues that the movement camouflages another reality, namely, the commercialization of higher education.

Automation . . . is often justified as an inevitable part of the new "knowledge-based" society. It is assumed to improve learning and increase wider access. In practice, however, such automation is often coercive in nature - being forced upon professors as well as students - with commercial interests in mind . . . the trend towards automation of higher education as implemented in North American universities today is a battle between students and professors on one side, and university administrations and companies with "educational products" to sell on the other. It is not a progressive trend

¹⁰ U.S. Department of Education, Agenda Project Report. *Learning Without Limits: An Agenda for the Department of Postsecondary Education*, Nov 2000.

¹¹ URL: <http://www.schooldata.com/datapoint43.html>

¹² These findings derive from an independent national research survey commissioned by Capella University, an accredited online university that offers courses and degree programs in business, human services, education, psychology and information technology. Capella University commissioned the study to learn more about what adults are looking for in higher education. Opinion Research Corporation International, an international research firm, conducted the telephone survey of 667 working adults in February 2000. URL: <http://www.capellauniversity.edu/newsmaker>; See also: Marcus, DL. "A Scholastic Gold-mine: For-profit companies—and traditional institutions—cash in on a new market". *U.S. News & World Report*, January 24, 2000.

¹³ Stross, RE. "The New Mailbox U.". *U.S. News & World Report*, January 15, 2000.

*towards a new era at all, but a regressive trend, towards the rather old era of mass-production, standardization and purely commercial interests.*¹⁴

In response to the phenomenal growth in technology-mediated distance learning and the concern for loss of quality, several organizations have attempted to address the issue of quality through principles, guidelines, benchmarks, and best practices.¹⁵

New Markets, New Partnerships

Sharing Facilities and resources with high schools.

In Nevada, the Legislature agreed to study creating a new four-year college in Henderson, at the state's southern end. It also dedicated millions of dollars this year to building joint facilities with high schools, in an effort to save money and encourage high-school students to take more college-level classes.¹⁶

Recruitment of Minorities and the Community College System

The University of Washington is using college-transfer policies, in part, as a way around the ban on racial preferences.

There is a large potential for community colleges to provide universities with a greater diversity of students. To make transferring easier, administrators at Washington this academic year changed how applicants' grade-point averages are calculated. For instance, if a community-college student has repeated a course, the university will now count only the second grade, not average both.

Additionally, Universities are also trying to make more-personal appeals to prospective students. For example, institutions are dispatching undergraduates as "ambassadors" to talk at public schools about various paths students can take to the competitive university, including the community-college route. Campuses in California are forming regional partnerships in which students and faculty members facilitate transfers by providing prospects with more academic counseling and advice on navigating the transfer process. In Texas, community-college students are increasingly enrolling at the same time on nearby four-year campuses. Partnerships among public community colleges and universities also have grown, grouped mostly by metropolitan area. The Dallas County Community College District, for instance, provides free tuition and books at any of its seven colleges to needy students who graduate with a B average from one of 27 public high schools in south Dallas. The University of Texas at Arlington then guarantees

¹⁴ Noble, DF. "Digital Diploma Mills: The Automation of Higher Education," *First Monday - Peer-Reviewed Journal on the Internet*. http://www.firstmonday.dk/issues/issue3_1/noble/, Nov 19, 2000. See also: Noble, DF (1997) "Selling Academe to the Technology Industry," *Thought & Action*.

¹⁵ See, e.g., Institute for Higher Education Policy (1999) *What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education*; and *Quality on the Line: Benchmarks for Success in Internet-based Distance Learning* (March 2000).

¹⁶ Selingo, "Several Fast-Growing States Prepare for Projected Enrollment Increases," *Chronicle for Higher Education*, July 9, 1999.

\$1,000 annual scholarships to students in the program who keep the B average at a community college.¹⁷

What American Workers Think about Higher Education

According to the survey and report, *Making the Grade? What American Workers Think Should Be Done to Improve Education*, working Americans have strong views about the purposes of our schools and colleges, and how well they are performing:

The majority (70%) of workers give colleges and universities a grade of "B" or better, with 16% giving these institutions an "A." Most respondents (80%) believe that their primary purpose of higher education is to prepare students for work, while only 19% believe their role is provide students with general knowledge.

However, in an economy that requires workers to be prepared to constantly learn and adapt, workers believe that attitudes and work behaviors are more important than narrow, occupational skills:

- Almost all (92%) of workers report that maintaining honesty and integrity at work is very important, and 90% report that taking individual responsibility and having a good work ethic is important.
- Workers also rate general skills such as communications, basic literacy, and critical thinking skills (87%, 81%, and 81%, respectively) as more important than specific skills such as computer skills (50%).
- Americans realize that important job skills and values are different than those needed in the past—and they are willing to enroll in additional education and training opportunities beyond high or college to get them. *Nearly two-thirds (63%) of all workers have participated in further education and training since leaving the formal education system.*
- American workers see a much stronger role for the private sector in helping improve schools to educate and prepare high school and college students for work. Most (87%) workers support requiring students to participate in internships at workplaces as part of their education, and three-quarters (76%) support a greater role for business ideas in changing school curricula.¹⁸

Corporate Education

According to Jeanne Meister ("The Brave New World of Corporate Education") -

As more people attend classes offered by . . . corporate universities, or those taught by other commercial entities such as the University of Phoenix or the Open University, will it all lead to the end of higher education as we know it? Or, rather, does the new competitive environment signal the beginning of exciting and potentially lucrative

¹⁷ Hebel, S. "States Without Affirmative Action Focus on Community-College Transfers: Universities struggle to recruit more minority students from 2-year institutions *Chronicle for Higher Education*, May 26, 2000.

¹⁸ John J. Heldrich Center for Workforce Development, *Making the Grade?: What American Workers Think Should Be Done to Improve Education*. Rutgers University, NJ.

*relationships for colleges -- relationships, however, that will require entirely new approaches to education?*¹⁹

On the one hand, Meister sees a number of growing and flourishing relationships between higher education and corporate America.. Walt Disney, the Bank of Montreal, and Ford Motor Company, to name a few, have developed thriving "corporate universities." On the other hand, corporate universities have increased by over 500 percent while the number of four-year colleges in the U.S. have declined. "If the current pace of growth continues," she warns, "the number of corporate universities will exceed the number of traditional institutions within the next decade, and possibly sooner."

The findings from Meister's recent research (*Corporate-College Partnerships: A Best Practice Survey*) into corporate universities are insightful.

- ". . .92 percent of corporations outsource the delivery of education and training programs, and 60 percent outsource some aspect of course design.
- "Sixteen percent of all corporate education partnerships are with traditional colleges and universities. For example, the Hartford Financial Services Group collaborated with the University of Connecticut to develop the company's Business Mastery Certificate Program at UConn, which is offered to 40 company leaders annually. University faculty members instruct participants in the classroom and over the Internet.
- "A number of corporate universities are offering courses not only to their direct constituencies, but also to the public. As a result of the proliferation of such programs, working adults who want to continue their education today have an array of choices."

The success story of corporate universities is a mixed blessing for traditional universities. Its success means, among other things, that life-long learning is now presupposed and corporations realize their responsibility to prepare and maintain their workforce. This, in turn, becomes a huge opportunity for higher education.

Colleges are engaging in a wide variety of partnerships with corporations, including conducting on-site courses, sharing libraries and research, and creating custom-made degree programs. The partnerships enable institutions to expand course offerings and degree programs not only for corporations but also for other students, as well as to increase revenues significantly.

The other side of the picture is that this opportunity could become a threat if the relationship between corporations and higher education becomes unstable. Businesses no longer take the attitude that they will pay to have their employees trained in whatever the colleges and universities thought was the best way to do so. Rather, they are creating their own universities.

They are demanding courses that fit their particular business needs and challenges. Corporations also want their educational partners to provide many more services that are often time-consuming and costly -- such as round-the-clock access to professors, mentors, and fellow students. What's more, they are requiring that courses be developed more quickly and at more-competitive prices. It all adds up to a fundamental shift: the end of "one size fits all" corporate educational programs.

¹⁹ *Chronicle of Higher Education*, February 9, 2001.

Meister intimates that in this likely clash of two cultures, corporations, as purchasing agents, will win the day since they are in a position to specify the requirements. In short, higher education can stand to make a great deal of money in such joint ventures; but it can stand to lose more than money if it is unwilling or unable to be flexible, to accommodate the business needs of corporations, or be unwilling or unable to invest in the technology and infrastructure needed to create and deliver on programs and services that are being demanded.

Trends in New Courses and Programs in Colleges and Universities

Trends in course, programs, and degrees were examined by looking at one year's worth of postings in the *Chronicle of Higher Education* during the period of January 2000 through January 2001.

During that period, there were 348 new programs, courses, or degrees listed for 201 different college campuses. The largest concentration of new courses were located in the northeast in Pennsylvania, New York, Connecticut, and Maryland.

In addition to the kinds of offerings, there were several characteristics in these offerings:

- **Online course and degree offerings** - There were 17 course or degree offerings online in Business, Community and Public Health, Computer Science, Engineering, and Public Safety, to name a few.
- **Joint Offerings** - There were a number of courses or programs offered jointly with another higher education institution, another campus within the same system, with a private corporation, or across disciplines. Offerings were evident in such fields as art, business, communication, education, health science, information management, and public safety. Some joint programs included: Art and Business; MBA + JD; Management Information + Communications; Education + Technology.
- **Large numbers of master's degrees** - Master's degrees accounted for 36 percent of all new course or program offerings.
- **"Technology" everywhere.** The word "technology" occurred frequently - notably in the areas of the life sciences ("biotechnology"), communications ("information technology," "media technology"), education ("education technology"), and medicine ("medical technology," "applied technology," and specialized technological areas (e.g., cytotechnology)).

**Table 1: Number and Percent of New Programs, Courses, and Degrees
January 2000 - January 2001**

| Area | Number | Percent |
|--------------------|--------|---------|
| All | 352 | 100.0 |
| Certificates | 50 | 14.2 |
| Associate Degrees | 43 | 12.2 |
| Bachelor's Degrees | 110 | 31.3 |
| Master's Degrees | 127 | 36.1 |
| Doctoral Degrees | 22 | 6.3 |

Source: *Chronicle of Higher Education* (online)

Table 2: Most frequent mentions for Certificate Programs.

| Area | Number | Percent |
|------------------------|--------|---------|
| All | 50 | 100.0 |
| Business | 11 | 22.0 |
| Communications | 6 | 12.0 |
| Computer & Information | 5 | 10.0 |
| Education | 5 | 10.0 |
| Medical | 5 | 10.0 |
| Transportation | 5 | 10.0 |

Source: *Chronicle of Higher Education* (online)

Certificate Programs - Most certificates were in the field of Business in the areas of e-commerce or e-business. The field of communications included several in the area of digital media, multi-media, graphic and Web design and development.

Associate Degrees - The fields of Business, Computers, and Communications headed the list of most frequent associate degrees advertised. In Business, some of the offerings included: e-Business, e-Commerce, and International Business. In Computers, the focus was on network management, web design and development, and computer information systems. Communications emphasized graphics, computer-aided design, and other digital media technology.

Table 3: Most frequent mentions for Associate Degrees.

| Area | Number | Percent |
|------------------------|--------|---------|
| All | 43 | 100.0 |
| Business | 10 | 23.3 |
| Computer & Information | 8 | 18.6 |
| Communications | 5 | 11.6 |
| Education | 3 | 7.0 |
| Industrial | 3 | 7.0 |
| Public Safety | 3 | 7.0 |

Source: *Chronicle of Higher Education* (online)

Bachelor's Degrees and Programs - Business headed the list of most frequent mentions for Bachelor's degrees. E-commerce, e-business, International Business, and Leadership Development areas were most frequently mentioned. Communications included media management and multi-media technologies. Several of the sciences were in the new hybrid areas of, e.g., bioengineering, bio-environmental sciences, etc. Health and Fitness included degrees in sports management, health promotion, and sport and exercise science.

Table 4: Most frequent mentions for Bachelor's Degrees.

| Area | Number | Percent |
|----------------------------|---------------|----------------|
| All | 110 | 100.0 |
| Business | 15 | 13.6 |
| Communications | 9 | 8.2 |
| Education | 6 | 5.5 |
| Biology | 6 | 5.5 |
| Medical | 6 | 5.5 |
| Technology | 6 | 5.5 |
| Computer & Information Sci | 5 | 4.5 |
| Health & Fitness | 5 | 4.5 |
| Environmental Sciences | 4 | 3.6 |

Source: *Chronicle of Higher Education* (online)

Master's Degrees - Business headed the list of most frequently mentioned new Master's degrees. In addition to the traditional areas of accounting, finance, and Executive programs, there were a number of hybrid entries such as business and information systems, business-engineering, several online MBA programs, emphases on organizational leadership, counseling, and technology, as well as a focus on the 'global economy' with courses such as global political economy and finance and global management.

In the medical area, course and degree offerings were evident in upgrading certain areas such as nursing (combined BS/MS), adding new expertise, such as medical administration, expanding growing need areas of rehabilitative therapy (occupational and speech, language, pathology), and develop substitute labor occupations, such as physician assistant programs.

Specialized areas in education included: educational administration, educational technology, and teaching and learning. Informatics is a growing area, and programs (a few in Indiana) covered bio-, chemical-, and health-informatics along with information systems, technology, and its management.

Table 5: Most frequent mentions for Master's Degrees.

| Area | Number | Percent |
|----------------|---------------|----------------|
| All | 127 | 100.0 |
| Business | 32 | 25.2 |
| Medical | 13 | 10.2 |
| Education | 8 | 6.3 |
| Informatics | 7 | 5.5 |
| Engineering | 6 | 4.7 |
| Social Sci | 6 | 4.7 |
| Public Admin | 5 | 3.9 |
| Communications | 4 | 3.1 |
| Computer | 4 | 3.1 |

Source: *Chronicle of Higher Education* (online)

Are these many Master's degrees more than "trendy and tuition-driven?" It depends. According to a 1999 article in the *Chronicle of Higher Education*, some can "provide an entree into the ivory tower for students who want a Ph.D., or a speedy exit into a respectable job in the real world for those who don't."²⁰

What used to be the booby prize for those unwilling or unable to get at Ph.D. turns out in some circles to be no longer a 'terminal' degree but a respectable end in itself. The Master of Arts Program in Humanities (MAPH) at the University of Chicago, New York University, and Stanford, is one example of such respectable M.A.'s because of its intensity, interdisciplinary focus, and sensitivity to flexibility in allowing students' to create their own program at their own pace.

Doctorate Degrees - Few new doctorate degrees were announced. Among the most common were in the areas of education (education technology, school psychology, exceptional learning, urban education), physical therapy (upgrading of the profession), and engineering (mining, geological, and interdisciplinary engineering).

²⁰ Schneider, A. "Masters degrees, once scorned, attract students and generate revenue," *Chronicle of Higher Education*, May 21, 1999.

Analysis of IUSB's Competitors

Table 6 is a list of those colleges and universities that IUSB considers competitors. The list of 20 institutions includes a mix of public and private institutions in both Indiana and Michigan, 75 percent of which are located within 50 miles of IUSB.

Table 6: IUSB's Competitors by Distance and Location

| College | Distance From IUSB Location | |
|-------------------------------|--------------------------------|---------------------|
| Ancilla College | 25 | Donaldson |
| Andrews University | 30 | Berrien Springs, MI |
| Ball State University | 140 | Muncie |
| Bethel College | 4 | Mishawaka |
| Davenport College | 6 | Granger |
| Glen Oaks Community College | 50 | Centreville, MI |
| Goshen College | 22 | Goshen |
| Holy Cross College | 1 | Notre Dame |
| Indiana University-Kokomo | 71 | Kokomo |
| Indiana University-Northwest | 59 | Gary |
| IUPUI - Fort Wayne | 71 | Fort Wayne |
| Ivy Tech State College | 1 | South Bend |
| Lake Michigan College | 40 | Benton Harbor, MI |
| Michiana College | 0 | South Bend |
| Purdue Univ-North Central | 36 | Westville |
| Saint Mary's College | 1 | Notre Dame |
| Southwestern Michigan College | 27 | Dowagiac, MI |
| Tri-State University | 1 | South Bend |
| University of Notre Dame | 1 | Notre Dame |
| Western Michigan University | 75 | Kalamazoo |

While not all of these institutions serve the same market as IUSB, each serves some of the market or is considered an alternative to IUSB in some fashion.. Table 2 shows, for examples, that IUSB, considered a "Master's (Comprehensive) University & College I" institution according to the Carnegie classification system, has several competitors in that class. However, since IUSB also awards certificates and other degrees (e.g., associates and bachelors) also conferred by area colleges and universities, all other things being equal, these are alternatives to IUSB offerings.

Table 7: Competitors by Carnegie Classification

| Carnegie Classification | Private | Public | Mean Enrollment¹ |
|--------------------------------|----------------|---------------|------------------------------------|
| ALL | 10 | 10 | 4,895 |
| Associate of Arts | 3 | 4 | 1,704 |
| Baccalaureate (Liberal Arts) I | 1 | | 1,084 |
| Baccalaureate II | 2 | 1 | 2,104 |
| Specialized Institution | 1 | | 107 |
| Master's (Comprehensive) I | | 2 | 7,652 |
| Master's (Comprehensive) II | | 1 | 2,634 |
| Doctoral University I | 1 | 2 | 16,450 |
| Research University II | 1 | | 10,654 |
| (No classification) | 1 | | 538 |

¹ Fall enrollment 1999.

Source: National Center for Education Statistics, IPEDS College Opportunities Online. URL: <http://nces.ed.gov/IPEDS/cool>

- **Associate of Arts Colleges** - These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees. There are seven of these colleges:

Table 8: Associate of Arts Colleges by Location, Ownership, and Enrollment Fall 1999

| College | Location | Ownership | Enrollment |
|-------------------------------|-------------------|------------------------------|-------------------|
| Ancilla College | Donaldson | Private not-for-profit, 2-yr | 532 |
| Glen Oaks Community College | Centreville, MI | Public, 2 yr | 1,579 |
| Holy Cross College | Notre Dame | Private not-for-profit, 2-yr | 487 |
| Ivy Tech State College | South Bend | Public, 2 yr | 2,617 |
| Lake Michigan College | Benton Harbor, MI | Public, 2 yr | 3,326 |
| Michiana College | South Bend | Private for profit, 2-yr | 254 |
| Southwestern Michigan College | Dowagiac, MI | Public, 2 yr | 3,131 |

- **Specialized Institutions** - These institutions offer degrees ranging from the baccalaureate to the doctorate. At least 50 percent of the degrees awarded are in a single discipline. There is one such institution - Tri-State University - offering a Bachelor's in Applied Management (120 semesters).

- **Baccalaureate (Liberal Arts) College I** - These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40 percent or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions. Goshen College is the one example in this category.
- **Baccalaureate Colleges II** - These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40 percent of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions. There are three such institutions in the IUSB competitive area:

Table 9: Baccalaureate-Level Colleges

| College | Location | Ownership | Enrollment |
|---------------------------|-----------------|---------------------------------------|-------------------|
| Bethel College | Mishawaka | Private not-for-profit, 4-yr or above | 1,540 |
| Purdue Univ-North Central | Westville | Public, 4-yr or above | 3,355 |
| Saint Mary's College | Notre Dame | Private not-for-profit, 4-yr or above | 1,417 |

- **Master's (Comprehensive) Universities and Colleges I** - These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in one or more disciplines. In addition to IUSB are IU-Northwest (Gary) and IUPUI - Fort Wayne.
- **Master's (Comprehensive) Universities and Colleges II** - These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines. Only IU-Kokomo is listed in this category.
- **Doctoral Universities I** - These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines. There are three such institutions:

Table 10: Master's-Level Colleges

| College | Location | Ownership | Enrollment |
|-----------------------|---------------------|---------------------------------------|-------------------|
| Andrews University | Berrien Springs, MI | Private not-for-profit, 4-yr or above | 2,968 |
| Ball State University | Muncie | Public, 4-yr or above | 18,638 |
| Western Michigan U. | Kalamazoo, MI | Public, 4-yr or above | 27,744 |

- **Research Universities II** - These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between \$15.5 million and \$40 million in federal support. Only Notre Dame University is in this category, a not-for-profit university with a 1999 fall enrollment of 10,654.

These colleges can be considered “competitive institutions” in a number of senses and on the basis of a number of factors. For instance, competitors can be all those institutions within a 50 mile radius of IUSB on the assumption that they compete for the same persons within a defined service area of persons willing to travel up to that distance. Or, competitors can be all those institutions that offer the same product (e.g., associate degree, certificate for a particular program, public institution, etc.). Or the factor could be cost, size of campus, family allegiance, perception of quality, and so forth. (See section on Analysis of Internal Environment).

The Carnegie classification would seem to be a logical starting point since it focuses on the extent and intensity of programs. Still, this category might not be sufficiently sensitive if an institution offers a number of certificate programs, for example, or is less costly.

Figure A illustrates the results of a homogeneity analysis or multiple correspondence analysis that analyzes the bivariate relationships between a number of variables used to describe IUSB and its competitors. The purpose of such an analysis is to find quantifications that are optimal in the sense that the categories are separated (and so distinguished) from one another as much as possible. Objects in the same category are plotted close to each other and objects in different categories are plotted as far as possible. The aim is to partition objects (here, colleges) into homogeneous groups.

The variables used in this analysis included: Carnegie classification; ownership type; whether the college awards associate, bachelor’s, master’s; first-professional, or doctoral degrees (yes/no); whether the college awards certificates for programs less than one year, less than two years, or less than four years (yes/no); whether the college awards post-bachelors’s or post-master’s certificates (yes/no); size of enrollment (categorical); size of tuition (categorical); and number of specialized accreditations the college holds.

The output on Figure A suggests that the Carnegie classification does a good job of categorizing the master’s level colleges. IUSB and IU-NW (upper right quadrant) occupy the same position and cluster with IUPUI and IU-Kokomo. This group has some affinity with Ball State (BALL) and Western Michigan University (WMU) in the same quadrant. There appears to be little or no interaction with Andrews (AND) and Notre Dame (UND). The clustering of the six associate-level colleges in the upper left quadrant again confirms the Carnegie classification. The factors for the other colleges appear negatively correlated with those of IUSB and its cluster. In short, one dimension of this analysis appears to separate 2-year from 4-year and higher institutions; while the second dimension seems to separate private and public institutions.

Degrees and Certificates

Mix. There are 14 area colleges that award associate degrees. This is followed in order with: bachelor’s (13); master’s (9); doctoral (4); and first-professional (e.g., law) (2). The most frequent kind of certificate is the under two-year variety (12) followed by the under one-year (10).

Certificates. In 1999, certificates awarded at IUSB were concentrated in two areas; for the competition, the distribution was more varied. Health-related and business management and administration areas were the most commonly awarded certificates.

Associate Degrees In 1999, IUSB awarded over half (54%) of all associate degrees in the health-related area and less than one-quarter (24%) in liberal arts and sciences. This compared to 36 and 43 percent respectively for the competition.

Figure A: Homogeneity Analysis (HOMALS) of IUSB's Competitors - Object Scores

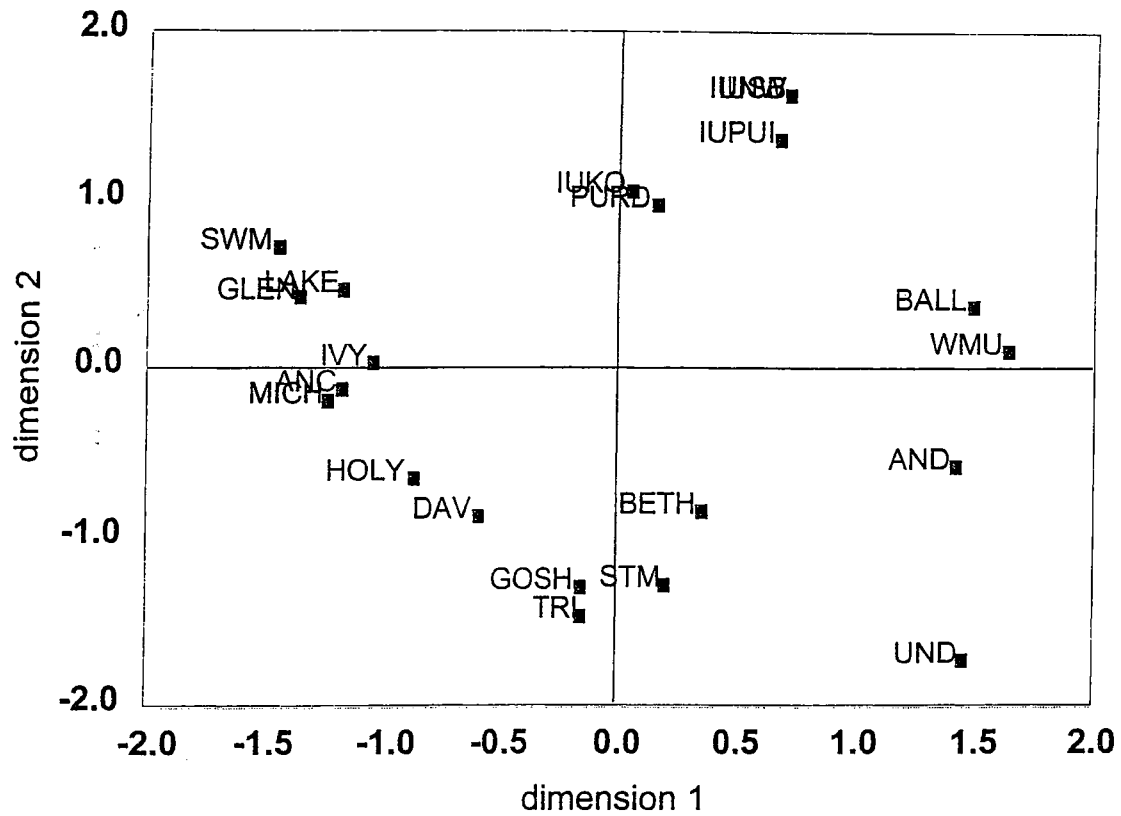


Figure A

Table 11: Percent Receiving Awards and Degrees in 1999. IUSB vs Competition

| Type | IUSB | Competition |
|-------------------|------|-------------|
| All | 100% | 100% |
| Certificates | 2 | 2 |
| Associate Degrees | 19 | 12 |
| Bachelor's | 55 | 63 |
| Master's | 24 | 19 |
| All Other | 0 | 4 |

IPEDS, 1999 data

Bachelor's Degrees The top five areas comprised 61 percent of IUSB's bachelor's degrees and 55 percent of those of the competition. IUSB was more heavily weighted in the area of education.

Master's Degree IUSB is more than twice as heavily involved in master's degrees in education and business management and administration compared to the competition.

**Table 12: Percent Receiving Awards and Degrees by Type and Top 5 Fields.
IUSB vs. Competition, 1999.**

| Award/Degree | Competency Area | IUSB | Competition |
|---------------------|------------------------|-------------|--------------------|
| Certificates | Health-related | 94 | 44 |
| | Bus Mgmt & Admin | 6 | 35 |
| | Computer & IT | | 8 |
| | Engineering & Tech | | 5 |
| | LA&S | | 3 |
| Associate's | Health-related | 38 | 28 |
| | Bus Mgmt & Admin | 26 | 21 |
| | LA&S | 17 | 33 |
| | Protective | 9 | 4 |
| | Computer & IT | 4 | 2 |
| Bachelor's | Education | 23 | 13 |
| | Bus Mgmt & Admin | 20 | 21 |
| | Health-related | 11 | 8 |
| | Soc Sci & History | 5 | 8 |
| | Communications | 2 | 5 |
| Master's | Education | 51 | 25 |
| | Bus Mgmt & Admin | 35 | 18 |
| | Public Admin. | 7 | 9 |
| | Health-related | 0 | 7 |
| | Psychology | 0 | 3 |

IPEDS, 1999 data

Accreditation

Regional Accreditation. All colleges and universities listed among the competition except two were regionally accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education (NCACHE). Purdue University - North Central is regionally accredited by the North Central Association of Colleges and Schools, Commission on Schools (NCACOS). Michiana College was not regionally accredited.

Specialized Accreditation. There were 76 individual specialized accreditations in 30 categories for the 20 colleges and universities. The top five specialized accreditation areas were:

- Teacher education (10)
- Nursing (bachelor's) (8)
- Nursing (associate's) (7)
- Music (5)
- Radiologic Technology (4)

IUSB has specialized accreditation in the following seven areas:

- Teacher Education
- Nursing (bachelor's)
- Nursing (associate's)
- Radiologic Technology, and
- Montessori Teaching
- Dental Hygiene
- Dental Assisting

Figure B: Number of Specialized Accreditations. Competition and IUSB, 1999

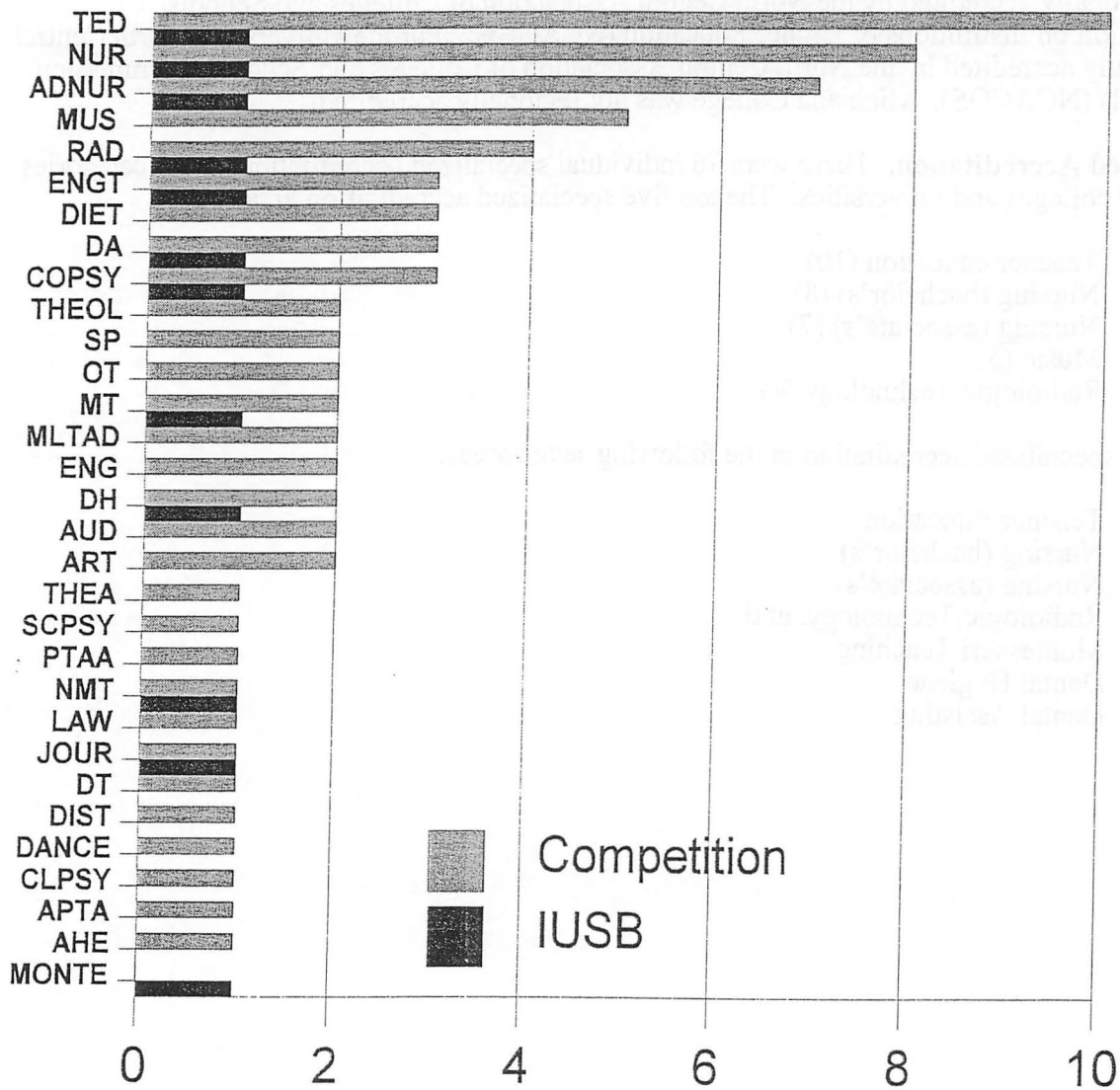


Figure B

- KEY: ADNUR - Association Degree in nursing
 AHE - Allied Health Education
 APTA - American Physical Therapy Association
 ART - Art and Design
 AUD - American Speech-Language-Hearing Association, Audiology
 CLPSY - Clinical Psychology
 COPSY - American Psychological Association, Counseling Psychology
 DA - Dental Assisting
 DANCE - Dance
 DH - Dental Hygiene
 DIET - American Dietetic Association
 DIST - Distance Education and Training
 DT - Dental Laboratory Technology
 ENG - Engineering
 ENGT - Engineering technology
 JOUR - Accrediting Council on Education in Journalism and Mass Communications

KEY (continued)

MLTAD - Medical Laboratory Technician - Associates Degree
MONTE - Montessori Teacher Education
MT - National Accrediting Agency for Clinical Laboratory Sciences; Clinical Laboratory
Science/Medical Technology
MUS - National Association of Schools of Music
NMT - Nuclear Medicine Technologist
NUR - National League for Nursing Accreditation Commission
OT - Occupational Therapy
PTAA - Physical Therapy Assistant
RAD - Joint Review Committee on Education in Radiologic Technology
SCPSY - School Psychology
SP - Speech-Language Pathology
TED - National Council for Accreditation of Teacher Education
THEA - Theatre
THEOL - Association of Theological Schools in the U.S. and Canada

Occupational Outlook

Employment by Major Occupational Group

The Bureau of Labor Statistics projects the greatest percent increase in occupations to occur for professional specialists, technicians and related support workers, and service personnel. Table 13 illustrates both the number and percent change for the period 1998 to 2008 (projected).

Table 13: Employment by Major Occupational Group, 1998 and 2008 (projected)
(thousands of jobs)

| Occupational Group | Number increase 1998-2008 | Percent Change 1998-2008 |
|---|------------------------------|-----------------------------|
| Total | 20,281 | 14.4 |
| Executive, administrative, and managerial | 2,426 | 16.4 |
| Professional specialty | 5,343 | 27.0 |
| Technicians and related support | 1,098 | 22.2 |
| Marketing and sales | 2,287 | 14.9 |
| Administrative support, including clerical | 2,198 | 9.0 |
| Service | 3,853 | 17.1 |
| Agriculture, forestry, fishing, and related | 71 | 1.6 |
| Precision production, craft, and repair | 1,252 | 8.0 |
| Operators, fabricators, and laborers | 1,753 | 9.4 |

Source: Bureau of Labor Statistics, Feb 9, 2000.

Fastest Growing Occupations

The fastest growing occupations are in the computer field (Table 14).

Occupations with the Largest Job Growth

Among the occupations requiring higher education training and showing the largest absolute number gain are computer specialists, managers, and nurses. On the other hand, occupations losing the most workers include accountants and auditing clerks (Table 15).

**Table 14: The 10 Fastest Growing Occupations
(Thousands of jobs)**

| Occupation | Number increase 1998-2008 | Percent Change 1998-2008 |
|-------------------------------------|--------------------------------------|-------------------------------------|
| Computer engineers | 323 | 108 |
| Computer support specialists | 439 | 102 |
| System analysts | 577 | 94 |
| Database administrators | 67 | 77 |
| Desktop publishing specialists | 19 | 73 |
| Paralegals and legal assistants | 84 | 62 |
| Personal care and home health aides | 433 | 58 |
| Medical assistants | 146 | 58 |
| Social and human service assistants | 141 | 53 |
| Physician assistants | 32 | 48 |

Source: Bureau of Labor Statistics, Feb 9, 2000.

**Table 15: The 10 Occupations with the Largest Job Growth
(Thousands of jobs)**

| Occupation | Number increase 1998-2008 | Percent Change 1998-2008 |
|-------------------------------------|--------------------------------------|-------------------------------------|
| Systems Analysts | 577 | 94 |
| Retail salespersons | 563 | 14 |
| Cashiers | 556 | 17 |
| General managers and top executives | 551 | 16 |
| Truck drivers, light and heavy | 493 | 17 |
| Office clerks, general | 463 | 15 |
| Registered nurses | 451 | 22 |
| Computer support specialists | 439 | 102 |
| Personal care and home health aides | 433 | 58 |
| Teacher assistants | 375 | 31 |

Source: Bureau of Labor Statistics, Feb 9, 2000.

Job Openings by Education and Training

Employment and job openings projected from 1998 to 2008 by education and training are listed on Table 16. The fastest growing demand will be for those with short-term, on-the-job training. The next largest number and percent increase will be for those with bachelor's degrees or bachelor's with work experience.

Table 16: Employment and total job openings by education and training, 1998-2008.
(Thousands of jobs)

| Education & Training Category | Number | Percent Change | Total Job Openings due to growth and net re-placements ¹ |
|---|--------|----------------|---|
| Total | 20,281 | 14.4 | 55,008 |
| First professional degree | 308 | 16.1 | 617 |
| Doctoral degree | 232 | 23.3 | 202 |
| Master's degree | 174 | 18.6 | 374 |
| Work experience plus bachelor's or higher | 1,680 | 17.5 | 3,372 |
| Bachelor's degree | 4,217 | 24.3 | 7,822 |
| Associate degree | 1,537 | 31.2 | 2,422 |
| Post-secondary vocational training | 643 | 14.3 | 1,680 |
| Work experience in related occup. | 1,316 | 11.8 | 3,699 |
| Long-term on-the-job training | 1,168 | 8.7 | 4,411 |
| Moderate-term on-the-job training | 1,430 | 7.0 | 6,218 |
| Short-term on-the-job training | 7,576 | 13.7 | 23,890 |

¹ Total job openings are the sum of employment increases and net replacements.

Occupations by Source of Training

Table 17 combines the information on tables 15 and 16 to show occupations with the largest projected job growth combined with the likely source of training for those jobs. Occupations needing associate degrees and higher are listed in bold.

Table 17: Occupations with the largest projected job growth and source of training.

Employment Change,
1998-2008

| Occupation | Number (000s) | Percent | Most Significant Source of Training ¹ |
|--|------------------|---------|---|
| Systems Analysts | 577 | 94 | Bachelor's degree |
| Retail salespersons | 563 | 14 | Short-term OJT |
| Cashiers | 556 | 17 | Short-term OJT |
| General managers and top executives | 551 | 16 | Work experience + degree |
| Truck drivers, light and heavy | 493 | 17 | Short-term OJT |
| Office clerks, general | 463 | 15 | Short-term OJT |
| Registered nurses | 451 | 22 | Associate degree |
| Computer support specialists | 439 | 102 | Associate degree |
| Personal care and home health aides | 433 | 58 | Short-term OJT |
| Teacher assistants | 375 | 31 | Short-term OJT |
| Janitors, cleaners, maids, etc | 365 | 12 | Short-term OJT |
| Nursing aides, orderlies, attend. | 325 | 24 | Short-term OJT |
| Computer engineers | 323 | 108 | Bachelor's degree |
| Teachers, secondary school | 322 | 23 | Bachelor's degree |
| Office & admin. support supervisors and managers | 313 | 19 | Work experience in a related occupation |
| Receptionists and info clerks | 305 | 24 | Short-term OJT |
| Waiters and waitresses | 303 | 15 | Short-term OJT |
| Guards | 294 | 29 | Short-term OJT |
| Marketing and sales supervisors | 263 | 10 | Work experience in a related occupation |
| Food counter and related | 247 | 12 | Short-term OJT |
| Child care worker | 236 | 26 | Short-term OJT |
| Laborers, landscaping, groundskeeping | 234 | 21 | Short-term OJT |
| Social workers | 218 | 36 | Bachelor's degree |
| Hand packers & packagers | 213 | 22 | Short-term OJT |
| Teachers, elementary school | 205 | 12 | Bachelor's degree |
| Blue-collar worker supervisors | 196 | 9 | Work experience in a related occupation |
| College and university faculty | 195 | 23 | Doctor's degree |
| Computer programmers | 191 | 30 | Bachelor's degree |
| Adjustment clerks | 163 | 34 | Short-term OJT |
| Correctional officers | 148 | 39 | Long-term OJT |

¹ OJT = on-the-job training

Source: Bureau of Labor Statistics, *Occupational Outlook Handbook, 2000-2001*.

Indiana's Outlook

Professional Specialty Occupations.

Annual average job openings projected in professional specialty occupations in Indiana over the 1996-2006 period are listed on Table 18. Indiana officials project the largest need for teachers, librarians, and counselors, health practitioners and technicians, and management support personnel. These figures include new jobs as well as replacement jobs.

**Table 18: Average Annual Job Openings by Professional Specialty Occupation.
Indiana, 1996-2006**

| Professional Specialty Occupation | Average Annual Total Openings |
|--|--|
| Total | 20,072 |
| Teachers, librarians, and counselors | 5,668 |
| Health practitioners, technicians | 3,981 |
| Management support occupations | 2,501 |
| Engineers and related occupations | 2,177 |
| Computer and math occupations | 1,771 |
| Social science, recreation, religion | 1,171 |
| Prof., paraprof., technicians NEC | 1,013 |
| Law & related occupations | 403 |
| Natural scientists, related occupations | 301 |

Source: Indiana Department of Workforce Development

Strategies for Expanding Program Offerings

There are a number of strategies available to IUSB to expand its program offerings to meet the needs of the community and to match changing market trends.

1. **Exhibit or make available courses on the Internet.** A growing trend in higher education is to provide opportunities for students to take courses electronically through avenues in "distance education." Some of these courses can be taken through closed television viewing, through the Internet, or, in more traditional fashion, through correspondence. An alternative to providing the course or degree program would be to supplement courses to the degree possible through Internet retrieved course content and supplemental materials. An even more comprehensive approach would be to lay bare all course materials on the Internet to the 'browsing public.'

The administration and faculty at MIT, for example, are currently debating a proposal to put nearly all university courses online - published, but not delivered, to students at a distance. A major obstacle is the cost of such a venture - \$100 million over 10 years for 2,000 courses (roughly, \$5,000 per course/year) - to pay for faculty to develop and maintain web pages of notes and course content. According to an MIT professor who is a proponent of the project, the goal is to use the course Web pages as "a public window into M.I.T.." "It's a way to look in and see what sorts of things we're teaching," he argued.

A somewhat similar project in California, initiated in 1997, has been declared a success by university officials. The University of California at Los Angeles started an "instructional enhancement initiative" that included at least a basic Web page for every undergraduate course in its College of Letters and Science.¹

The proposal at MIT and the enhancement initiative at UCLA are not, strictly speaking, distance education initiatives. In fact, such an initiative might be construed as a statement that a university is not going to engage in distance education over the Internet. On the other hand, and in conjunction with other universities developing such an approach through "open-source software," an enormous amount of course information could be made available to students and the public. For IUSB as a public institution, such an effort could be an avenue for accountability - a way for the public to see what sorts of courses are being taught.

¹ Young, JR, "MIT Professors Propose a Costly Effort to Put All Course Materials Online," *Chronicle of Higher Education*, March 1, 2001.

Indiana's Plan for "Distributed Education." The broad area of "Distributed Education," identified in a number of policy and planning documents generated by offices at Indiana University, includes the incorporation of technology into teaching to improve learning in all environments in which students are not working in face-to-face mode. The current plan is an update from an earlier strategic plan and based on the University's overall Strategic Plan developed in 1996²

The plan's primary goals are "to integrate distributed education into the mainstream of teaching and learning at Indiana University" and "to build a robust structure to support distributed education." Specific academic areas of attention and focus in the plan area areas "where the university has recognized leadership or the potential to distinguish itself . . . [including] health care, music and the arts, physical sciences, languages, and others. . ." The university will support development of online Associate of General Studies and Bachelors's of General Studies degrees, programs for lifelong learners, expanded opportunities for high school students, and cooperative programs with partner institutions.

General support for some of the needs promoted by IUSB faculty and departments are included in this plan (although not by name). For example, the high turnover and lack of tenure-status faculty in nursing, SPEA, Social Work and other health-related divisions and departments as well as the lack of control over certain system-wide schools, could be mitigated through support in the development of new courses and programs or further development of existing ones, either within these schools or cooperatively. The need to expand the service areas for students enrolled in business and music course could be met in part by assistance in reaching more students off-campus at greater distances. The needs of some departments in the physical sciences for greater investments in laboratories and lab equipment could be alleviated by technology that creates "virtual science laboratory experiments for online instruction" or through take-home laboratory kits.

For the interests of lifelong learners, including alumni, employees, corporate managers, retirees, and other nontraditional students, the plan suggests such topics as 'computer science and programming, Web mastery, online investing, electronic commerce, business management, technician programs for the sciences, medical terminology, and degree completion.' Some colleges offer free, online courses or course "vignettes" to alumni to keep them involved.³

Technology-mediated instruction could make available offerings that are unique or high-profile in a particular regional campus, such as IUSB, to other regional campuses and instructional centers. The "IUSB Resource Directory" could be a starting point of

² Office of Distributed Education, *Strategic Plan for Distributed Education: Charting a Course toward an Indiana Virtual University*. Indiana University, June 2000.

³ Carr, J. "Harvard U. Offers Online Course 'Tastings' to Its Alumni." *The Chronicle of Higher Education*, March 12, 2001.

examination of those areas of expertise and special interests.⁴ (See Office of Distributed Education Web site for additional information and course offerings. <http://www.indiana.edu/~iude/frameset-courses.html>).

Indiana College Network (ICN). The current Indiana effort in distance education - the Indiana College Network - is a collaborative project of Indiana's colleges and universities to engage in and expand distance education opportunities. The plan for ICN calls for more than 1,100 college courses available by means of electronic distance education, the majority of which would be online via the Internet. Other avenues include videotape, cable or public television, satellite hook-ups through IHETS Television Network, two-way video on Access Indiana State Network, Vision Indiana, or IU's Virtual Indiana Classroom.⁵

Not all degree programs listed below can be taken exclusively online, that is, through the Internet. Some require students to spend a week or so on campus for orientation purposes; some deliver courses through a combination of media (correspondence, television, internet); some rely exclusively on one media, such as television; and, some require pre-requisites that may not be delivered online.

The Indiana College Network currently lists 21 undergraduate degree programs and 20 graduate degree programs. For the undergraduate, there are 18 associate of arts, science/arts, or applied science degrees listed, and just three bachelor's degree programs. (Table 1 and 2). Based on course descriptions alone, it appears that about 14 of the associate degrees can be obtained exclusively online, while all three of the bachelor's degrees can be gained online.

ICN lists 20 individual programs leading to a master's degree, six of which are in the area of education and seven of which are administered at Ball State University (BSU). Slightly more than a third (7 or 35%) can be completed exclusively online.

None of the courses listed on the following tables are offered by IUSB. Several of the degree programs listed through ICN are offered by IUSB on campus. For associate degrees, IUSB offers a degree in Business Administration, Speech Communications, General Studies, and Religious Studies, as well as selections in the behavioral sciences (e.g., psychology). For bachelor's degrees, IUSB offers a degree in General Studies and Health Services Management.

⁴ The IUSB Resource Directory is available via the Internet at: <http://www.iusb.edu/~extraff/resource.html>

⁵ See Web at <http://www.icn.org>

At least three of the graduate degrees offered through ICN appear to be in competition with similar programs at IUSB (Table 3):

- Master of Business Administration (IUSB - MBA)
- Master of Arts in Elementary Education (IUSB - MS in Elementary Education)
- Master of Arts in Special Education (IUSB - MS in Special Education)

Table 1: Undergraduate Degree Programs at Associate of Arts, Science, or Applied Science Listed on ICN

| Area | Degree | Institution |
|---------------------|---|-------------|
| Architecture | Design Technology | ITSC |
| Art | General Arts | BSU |
| Aviation Technology | General Aviation Flight Technology | ISU |
| Behavioral Sciences | Behavioral Sciences | VU |
| Business | Accounting | ITSC |
| | Business Administration (Management/Marketing) | ITSC |
| | Business Administration (Management) | BSU |
| | Business Administration | VU |
| Communications | Communications | USI |
| Criminal Justice | Justice Administration (Ministry) | IU |
| | Law Enforcement | VU |
| Labor Studies | Labor Studies | IU |
| Liberal Arts | Liberal Arts (General Studies) | TU |
| | General Studies | IU |
| | General Studies | VU |
| Medical | Histotechnology | IU |
| Religion | Biblical Studies | TU |

Institution Key: ITSC = Ivy Tech State College, Terre Haute; TU = Taylor University, Fort Wayne; IU = Indiana University, Bloomington; VU = Vincennes University, Vincennes; BSU = Ball State University, Muncie; USI = University of Southern Indiana.

**Table2 : Undergraduate Degree Programs at Bachelor's Level
Listed on ICN**

| Area | Degree | Institution |
|-----------------|-----------------|--------------------|
| General Studies | General Studies | IU |
| Health | Health Services | USI |
| Labor Studies | Labor Studies | IU |

Institution Key: IU = Indiana University, Bloomington; USI = University of Southern Indiana.

**Table 3: Graduate Degree Programs (Master's Level)
Listed on ICN**

| Area | Degree | Institution |
|------------------|---|--------------------|
| Business | Food & Agriculture Business | PUR |
| | Administration | BSU |
| | Administration | IU |
| Computer Science | Computer Science | BSU |
| Education | Educational Administration & Supervision | BSU |
| | Elementary Education | BSU |
| | Special Education | BSU |
| | Adult Education | IU |
| | Language Education | IU |
| Engineering | Student Affairs Administration | ISU |
| | Electrical and Computer | PUR |
| | Industrial | PUR |
| | Interdisciplinary | PUR |
| Health | Mechanical | PUR |
| | Health & Safety (Occupational Safety) | ISU |
| | Nursing (Adult/Family Nurse Practitioner)(Nurse Educator) | BSU |

| Area | Degree | Institution |
|-----------------------|--------------------------------------|-------------|
| | Recreation (Therapeutic Recreation) | IU |
| Human Resources | Human Resource Development | ISU |
| Protective Services | Criminology | ISU |
| Public Administration | Executive Development Public Service | BSU |

Institution Key: BSU = Ball State University, Muncie; ISU = Indiana State University; Terre Haute; IU = Indiana University, Bloomington; PUR = Purdue University, West Lafayette.

Source: ICN: <http://www.icn.org/courses/degrees/graduate.html>

2. **Accelerated Programs.** An important feature of a customer-centered, customer-driven service is the flexibility that can be exercised to accommodate the needs of the various publics served. One such accommodation could be the more wide-spread use of accelerated programs that shorten the total length of elapsed time to degree completion.

Such an option is available, for example, at Holy Cross College in Notre Dame that lists an accelerated 14-week associate of arts degree; at Marian College in Indianapolis that offers an accelerated degree program for adult students; and, at Immaculata College in Pennsylvania that features an accelerated bachelor's degree in information technology in business.

The University of Notre Dame advertises an Executive MBA degree for practicing managers who are employed on a full-time basis. Class attendance is required on weekends and leads to an MBA degree in four semesters.

Integrating technology and distance learning into the curriculum could supply part of the flexibility, customization, and self-paced learning style needed by some students to make such accelerated programs possible.

3. **Pre-professional programs.** General education or liberal-arts institutions face stiffer challenges in an era when pre-professional and professional interests are much more prevalent. Colleges with relatively small populations have a comparably daring challenge when students are very demanding of the institution they attend with expectations that they have every major, every resource, and every facility.

To some extent, courses and degrees can be advertised and structured to meet these demands. A number of area colleges and universities advertise programs that are preparatory for professional programs. Grace College lists pre-professional degree programs for dentistry, medicine, pharmacy, and veterinary medicine. Ancilla College has a "pre-nursing" associate degree. Goshen College has several pre-professional degrees:

seminary; medicine, law; dental; occupational therapy; physical therapy; and, veterinary medicine. Bethel College, St. Mary's, and Notre Dame advertise pre-professional programs as well.

4. **Prune and Grow.** Although IUSB has a reputation for offering a wide variety of programs and degrees, it does not offer courses or degree programs in all areas. Without commenting on the merit of any particular courses or programs, the following three tables (4, 5, and 6) list offerings currently available in one or more Michiana institutions not provided at IUSB or the Purdue Technology program at IUSB.

Table 4: Associate Degrees at Other Area Institutions Not Available at IUSB or Purdue Technology

| Program | Institution(s) |
|---|--------------------------------|
| Agriculture - Business, Horticulture | SW Michigan; Andrews |
| American Sign Language (Interpreting) | Bethel |
| Applied Science, Technology | Glen Oaks |
| Architecture, Technology | Purdue NC; SW Michigan |
| Automotive - Servicing, Mechanics, Tech | SW Michigan; IVY Tech; Andrews |
| Aviation - Mechanics, Flight Maint. | SW Michigan; Andrews |
| Biblical Literature, Studies | Bethel, Grace |
| Broadcasting Tech | IVY Tech |
| Building - Construct., Contracting, Tech | Purdue NC; Andrews |
| Chiropractic | SW Michigan |
| Civil Engineering Tech | Purdue NC |
| Conservation/Forestry | SW Michigan |
| Corrections, Probation, and Parole | Lake Michigan |
| Design & Graphic Arts; Graphic Imaging; Visual Communications | SW Michigan; Andrews; IVY Tech |
| Dietary Management | IVY Tech |
| Drafting Tech | SW Michigan |

| Program | Institution(s) |
|---|---|
| Elementary Education | Ancilla |
| Fire Science | Lake Michigan |
| Food Service & Lodging; Hospitality Mgmt; Hotel Mgmt | Purdue NC; IVY Tech, Lake Mich; Davenport |
| Home Health Care Aide | SW Michigan |
| Human Services | SW Michigan |
| Industrial - Engineering Tech, Maint Tech | IVY Tech; Purdue NC; Lake Mich. |
| Interior Design | IVY Tech, Bethel |
| Journalism | Bethel |
| Law, Law Enforcement | SW Michigan; Lake Michigan |
| Legal Office Admin. | SW Michigan; Lake Michigan; Michiana |
| Machine Tool Tech | SW Michigan; Lake Michigan |
| Medical Assistant; Coding; Lab Tech; Office | SW Michigan; Lake Michigan; Davenport; IVY Tech; Purdue NC |
| Mortuary Science | SW Michigan |
| Occupational Therapy Assistant | Lake Michigan; Michiana |
| Optometry | SW Michigan |
| Paralegal Studies | IVY Tech |
| Pharmacy, Pharmacy Tech | SW Michigan |
| Phlebotomy | IVY Tech |
| Photography | Andrews |
| Physical Therapy Assistant | SW Michigan; Michiana |
| Physics | SW Michigan |
| Restaurant Mgmt | Davenport |
| Social Work | SW Michigan |
| Surgical Tech | IVY Tech |

| Program | Institution(s) |
|---------------------|-----------------------|
| Veterinary Medicine | SW Michigan |
| Welding Tech | SW Michigan |
| Writing | Bethel |

Table 5: Bachelor's Degree Programs at Other Area Institutions Not Available at IUSB or Purdue Technology

| Program | Institution(s) |
|----------------------------------|-----------------------|
| Agriculture | Andrews |
| Aircraft Engineering, Maint Tech | Andrews |
| Allied Health | Andrews |
| American Sign Lang. | Bethel |
| American Studies | UND |
| Animal Science | Andrews |
| Anthropology | UND |
| Architecture | UND |
| Area Studies | UND |
| Automotive Tech | Andrews |
| Aviation Tech | Andrews |
| Behavioral Science | Andrews, Grace |
| Biochemistry | Andrews, UND |
| Biophysics | Andrews |
| Botany | Andrews |
| Classical Civilization | UND |
| Construction Mgmt | Andrews |
| Cytotechnology | St. Mary's |

| Program | Institution(s) |
|--|---------------------------------|
| Dietetics | Andrews |
| Digital Multimedia Tech | Andrews |
| Engineering: Aerospace, Chemical, Civil, Electrical, Mechanical | UND |
| English as 2d Lang. | |
| Environmental Geosciences | UND |
| Family Studies | Andrews |
| Film, TV, Theatre | UND |
| Government & Int'l Studies | UND |
| Graphic Arts, Imaging | Andrews, Grace |
| Greek | UND |
| Health, Health Psychology | Andrews |
| History & Investigative Skills | Goshen |
| Horticulture | Andrews |
| Human Resource Mgmt. & Develop. | Purdue NC |
| Human Services | Bethel |
| International Studies | Bethel |
| Italian | UND |
| Japanese | UND |
| Latin | UND |
| Management Information Systems | Goshen, Grace, St. Mary's, UND, |
| Mechatronics | Andrews |
| Medical Tech | Andrews, St. Mary's |
| Molecular Biology | Goshen |
| Music Education | Bethel, St. Mary's |
| Nutrition Science | Andrews |

| Program | Institution(s) |
|------------------------------------|--------------------------------|
| Peace, Justice, & Conflict Studies | Goshen |
| Photographic Imaging | Andrews |
| Physical Ed | Andrews, Goshen, Grace, Bethel |
| Russian | Grace, UND |
| Social Work | Andrews, Goshen, St. Mary's |
| Speech, Lang. Path. & Audiology | Andrews |
| Sports Studies | Bethel |
| Technology Ed | Andrews |
| Zoology | Andrews |

Table 6: Master's Degree Programs at Other Area Institutions Not Available at IUSB or Purdue Technology

| Program | Institution(s) |
|---|-----------------------|
| American Studies | UND |
| Architecture | UND |
| Art, Art History, & Design | UND |
| Biology | Andrews |
| Chemistry & Biochemistry | UND |
| Economics | UND |
| Education, Curriculum & Instruction | Andrews |
| Engineering | UND |
| Engineering Management | Andrews |
| Engineering and: Computer Science; Aerospace; Chemical; Civil; Electrical; Mechanical | UND |
| English | Andrews, UND |

| Program | Institution(s) |
|------------------------------------|-----------------------|
| Fine Arts | UND |
| Foreign Language; French; German | Andrews |
| Government & International Studies | UND |
| History | Andrews, UND |
| Human Nutrition | Andrews |
| Mathematics | UND |
| Medical Technology | Andrews |
| Medieval Studies | UND |
| Peace Studies | UND |
| Philosophy | UND |
| Physical Therapy | Andrews |
| Physics | Andrews, UND |
| Reading Education | Andrews |
| Romance Languages and Literature | UND |
| Sociology | UND |
| Theology/Theological Studies | Bethel, Andrews, UND |

There are some programs at IUSB that are undersubscribed. Table 7 lists all degree programs that have had no graduates during the periods ending 1997, 1998, or 1999.

Table 7: Academic Programs at IUSB with No Degrees or Certificates Awarded for a three-year period, 1997 -1999.

| Program | Degree |
|--|-------------|
| Certificate | |
| Environmental Science | Certificate |
| Montessori Early Education | Certificate |
| Urban Affairs | Certificate |
| Urban Studies | Certificate |
| Associate Degree | |
| American Studies | A.A. |
| Biological Sciences | A.S. |
| Economics | A.A. |
| Emergency Services | A.S. |
| English | A.A. |
| Film Studies | A.A. |
| History | A.A. |
| Jazz and Commercial Music | A.A. |
| Mathematics | A.A. |
| Political Science | A.A. |
| Religious Studies | A.A. |
| Spanish | A.A. |
| Women's Studies | A.A. |
| Bachelor's Degree | |
| Education/Secondary with certification in: | |
| Earth-space Science | B.S.E.D. |

| Program | Degree |
|--|---------------|
| Physical Science | B.S.E.D. |
| English/Writing | B.A. |
| French | B.A. |
| German | B.A. |
| History/Religious Studies | B.A. |
| Mass Communications with concentration in: | |
| Broadcasting | B.A. |
| Music with concentration in: | |
| Composition | B.M. |
| Keyboard | B.M. |
| Orchestral Instrument | B.M. |
| Organ | B.M. |
| Philosophy/Religious Studies | B.A. |
| Public Affairs with concentration in: | |
| Policy | B.S. |
| Public Financial Administration | B.S. |
| Urban Management & Policy | B.S. |
| Master's Degree | |
| Education, Secondary/Music | M.S. |
| Library Science | |
| Nursing | M.S.N. |
| Psychology, Applied | M.A. |
| Social Work | M.S.W. |

Source: IUSB Reaching New Heights. IUSB 1999-2000 NCA Self-Study, Appendix F.

5. **Areas of Growth and Challenge Identified in NCA Study.** The NCA Self-Study for the 1999-2000 NCA review period included a number of areas identified by faculty and staff as needed for continued improvement in general and in special departments or divisions in particular. The following is a listing of those priority areas:
- A. **Research.** "Lack of base budget support for equipment purchases for the purpose of replacement and updating to support academic programs and faculty research continues as a major problem, especially in the sciences. . . academic affairs is moving to build equipment support into the base budget of academic units." (p. 37)
 - B. **New Technology.** " . . . Technological advances and the implementation of new technologies, including any plans for distance education, will continue to be a challenge." (p. 37)
 - C. **Library Resources.** The library has not kept up with the rate of increase in books and journals, is running out of space (e.g., serials collections; has eight (8) years left in general collections), and current staffing is low or inadequate compared to norms (p. 48).
 - D. **Faculty Salaries.** IUSB will face serious competitive disadvantages due to its salary levels.
 - E. **Specific Division Program Recommendations:**
 - 1. **Arts**
 - a. Expand market for M.M. degree to a regional service area.
 - b. Develop a M.F.A. degree.
 - 2. **Business & Economics**
 - a. More aggressive student recruitment.
 - b. Develop a student placement service.
 - 3. **Education**
 - a. Expand number of full-time faculty; reduce reliance on part-time faculty.
 - b. Improve quality of program to change perception regarding low standards.
 - 4. **Liberal Arts & Sciences**
 - a. Address growing and inequitable burden of providing remedial classes, especially in writing and mathematics.
 - b. Continued vigilance needed to maintain core courses threatened by under-subscription.
 - c. Improve career counseling and placement services.

5. **General Studies**
Overall need to give this program an identity, its own faculty, articulation agreements with area colleges, and a vigorous marketing effort.
6. **Labor Studies**
Small number of faculty and students and lack of autonomy from the IU School of Continuing Studies have jeopardized this program.
7. **Nursing and Health Professions**
 - a. Needs to attract tenure-track faculty and reduce reliance on associate faculty.
 - b. Division lacks control over curriculum, tenure and promotion, and development of new programs.
8. **SPEA**
 - a. Program lacks focus, experiences high turnover in faculty, and is only minimally involved in campus activities.
 - b. Scholarship is compromised in the areas of community service.
9. **Social Work**
High staff turnover and lack of senior, tenured faculty may compromise this program.

Appendix

Key Performance Indicators

**Key Performance Indicators
IUSB Needs Assessment**

| Area | Indicator | Trends | | | | | Standard | Evaluation | | |
|-----------------|---|--------|-------|-------|-------|-------|----------|------------|-------------|------------------------------|
| | | 1996 | 1997 | 1998 | 1999 | 2000 | | Trend | Standard | Note |
| Standard | Peer group: mean student FTE, Oct 1998 | | | | | | 4,719.8 | | | IPEDS, 1999 |
| Base | Student FTE, Fall 19XX | 4,059 | 4,201 | 4,350 | 4,205 | 4,306 | | | | NCA Self-Study |
| Base | Faculty FTE | 226 | 237 | 244 | 236 | | | | | |
| Academic | | | | | | | | | | |
| Knowledgeable | Percent who graduated within 150% of normal time | | 29.4% | 24.7% | 25.6% | 25.6% | 36% | | Unfavorable | IPEDS, 1997,99 |
| Students | First-time, full-time students w/bachelors in 5 yrs | | | | 19.0% | | 49% | | Unfavorable | ACT Institutional Data, 1999 |
| | Diplomas/certificates, associates, & bachelors per 100 - | | | | | | | | | |
| | <i>Undergraduates</i> | | | | 24.6 | | 28.3 | | Unfavorable | IPEDS, 1999 |
| | <i>Undergraduate men</i> | | | | 17.9 | | 26.7 | | Unfavorable | IPEDS, 1999 |
| | <i>Undergraduate women</i> | | | | 28.5 | | 29.4 | | Favorable | IPEDS, 1999 |
| | <i>Undergraduate whites</i> | | | | 24.9 | | 30.0 | | Unfavorable | |
| | <i>Undergraduate minorities</i> | | | | 22.8 | | 23.5 | | Favorable | |
| | For all awards, degrees, and diplomas . . . | | | | | | | | | |
| | <i>Percent awards under 4 yrs</i> | | | | 21.2% | | 3.5% | | | IPEDS, 1999 |
| | <i>Percent bachelor degrees</i> | | | | 55.2% | | 75.3% | | | IPEDS, 1999 |
| | <i>Percent masters degrees</i> | | | | 23.6% | | 20.1% | | | IPEDS, 1999 |
| | For all awards, degrees, and diplomas for <u>minorities</u> . . | | | | | | | | | |
| | <i>Percent awards under 4 yrs</i> | | | | 33.8% | | 3.6% | | | IPEDS, 1999 |
| | <i>Percent bachelor degrees</i> | | | | 49.3% | | 76.5% | | | IPEDS, 1999 |
| | <i>Percent masters degrees</i> | | | | 16.9% | | 18.1% | | | IPEDS, 1999 |
| | Percent Bachelor Degrees Conferred, by Top 10 CIP Categories: | | | | | | | | | |
| | <i>Education</i> | | | | 23% | 26% | 15% | | | IPEDS, 1999 |
| | <i>Business/Mktng</i> | | | | 20% | 21% | 18% | | | IPEDS, 1999 |
| | <i>LA&S, Gen'l Stud</i> | | | | 17% | 16% | 5% | | | IPEDS, 1999 |
| | <i>Health Professions</i> | | | | 11% | 7% | 8% | | | IPEDS, 1999 |
| | <i>Criminal Justice/Pub Admin</i> | | | | 7% | 0% | 7% | | | IPEDS, 1999 |
| | <i>Psychology</i> | | | | 5% | 14% | 6% | | | IPEDS, 1999 |
| | <i>Soc Sci & History</i> | | | | 5% | 4% | 8% | | | IPEDS, 1999 |

| | | | | |
|--------------------------|----|----|----|-------------|
| Performing Arts | 3% | 2% | 2% | IPEDS, 1999 |
| Physical Sciences | 2% | 1% | 1% | IPEDS, 1999 |
| Communications/Comm Tech | 2% | 1% | 4% | IPEDS, 1999 |

| | | | | | | | | |
|--------------|--|------|------|------|------|------|---|-----|
| Satisfaction | Mean scores of pre-graduating students on performance of IUSB in key cluster areas (1= very poorly, 5 = very well) | | | | | | CAIRS, Educational Objectives & Learning Outcomes, 2000 | |
| | <i>Personal Development & Career Preparation</i> | 3.70 | 3.69 | 3.98 | 3.75 | 3.89 | | N/A |
| | <i>Basic Academic Success Skills</i> | 3.56 | 3.60 | 3.75 | 3.72 | 3.70 | | N/A |
| | <i>Higher Order Thinking Skills</i> | 3.76 | 3.81 | 3.82 | 3.93 | 3.83 | | N/A |
| | <i>Discipline Specific Knowledge & Skills</i> | 3.70 | 3.75 | 3.81 | 3.92 | 3.74 | | N/A |
| | <i>Liberal Arts and Academic Values</i> | 3.58 | 3.59 | 3.81 | 3.72 | 3.80 | | N/A |

Mean scores of pre-grad students on degree of satisfaction with IUSB in general (1=dissatisfied, 5=satisfied)

| | | | | | | | | |
|--|-----|-----|-----|-----|-----|------|-------------|-------------|
| <i>My program of studies</i> | 4.0 | 3.8 | 4.2 | 3.8 | 3.9 | 4.0+ | Flat | Favorable |
| <i>Faculty availability</i> | 4.0 | 3.7 | 4.0 | 4.0 | 3.8 | 4.0+ | Unfavorable | Favorable |
| <i>Variety of courses</i> | 3.9 | 3.7 | 3.7 | 4.2 | 3.9 | 4.0+ | Flat | Unfavorable |
| <i>Quality of instruction</i> | 3.9 | 3.7 | 3.9 | 3.9 | 3.9 | 4.0+ | Flat | Unfavorable |
| <i>Class size in relation to course content.</i> | 4.0 | 3.9 | 3.4 | 3.9 | 4.0 | 4.0+ | Favorable | Favorable |
| <i>Faculty focus on academic achievement</i> | 3.7 | 3.6 | 4.0 | 3.7 | 4.0 | 4.0+ | Favorable | Favorable |
| <i>Intellectually stimulating atmosphere</i> | 3.7 | 3.5 | 4.1 | 3.7 | 3.9 | 4.0+ | Favorable | Unfavorable |
| <i>Registration process and procedures.</i> | 3.8 | 3.7 | 4.0 | 4.0 | 3.4 | 4.0+ | Unfavorable | Favorable |
| <i>Variety of instructional approaches</i> | 3.6 | 3.5 | 3.6 | 4.0 | 3.8 | 4.0+ | Flat | Unfavorable |
| <i>Encourage acceptance of diversity</i> | 3.9 | 3.6 | 3.7 | 3.7 | 3.6 | 4.0+ | Unfavorable | Unfavorable |
| <i>Concern for me as an individual</i> | 3.4 | 3.2 | 3.8 | 4.2 | 3.7 | 4.0+ | Favorable | Unfavorable |
| <i>Tutoring and other academic support services</i> | 3.6 | 3.2 | 4.1 | 3.4 | 4.1 | 4.0+ | Flat | Favorable |
| <i>Access to state-of-the-art computer facilities.</i> | 3.6 | 3.3 | 4.0 | 3.5 | 3.9 | 4.0+ | Favorable | Unfavorable |
| <i>Computer instruction</i> | 3.4 | 3.0 | 4.0 | 3.8 | 3.9 | 4.0+ | Favorable | Unfavorable |
| <i>Course scheduling and availability</i> | 3.6 | 3.4 | 3.6 | 3.9 | 3.5 | 4.0+ | Flat | Unfavorable |
| <i>Student-faculty interaction</i> | 3.7 | 3.5 | 3.9 | 3.2 | 3.5 | 4.0+ | Unfavorable | Unfavorable |
| <i>Academic advising</i> | 3.4 | 3.2 | 3.8 | 3.2 | 3.9 | 4.0+ | Favorable | Unfavorable |
| <i>Career planning and placement services</i> | 3.4 | 3.0 | 3.6 | 4.0 | 3.5 | 4.0+ | Favorable | Unfavorable |

Enrollment

| | | | | | | | | | | |
|------------------|--|------|------|------|-------|------|-------|------------|-------------|-------------|
| Enrollment Rates | <i>Percentage of all enrolled students that are minorities</i> | 8.7% | 8.9% | 9.3% | 8.8% | 9.3% | 21.5% | Flat | Unfavorable | IPEDS, 1999 |
| | <i>Percentage of all enrolled students that are female</i> | 64% | 64% | 64% | 64.2% | 64% | 59.6% | Flat | | IPEDS, 1999 |
| | <i>Percentage of all enrolled students that are aliens</i> | | | | 3.1% | | 1.1% | | Favorable | IPEDS, 1999 |
| | <i>Percent headcount 18-21 years of age</i> | | | 31% | 32% | 32% | 42.6% | | | IPEDS, 1999 |
| | <i>Percent headcount under 25 yrs of age</i> | | | 51% | 51.4% | 54% | 62.4% | Increasing | | IPEDS, 1999 |
| | <i>Percent headcount ages 25-29</i> | | | 18% | 17.1% | 16% | 13.5% | Decreasing | | IPEDS, 1999 |

| | | | | | | | | | |
|-----------------------|--|------------|------------|------------|------------|-------|------------|-------------|---|
| | Percent freshmen matriculants from St. Joseph, Elkhart, & LaPorte Counties | | | 58% | 55% | 56% | N/A | | Enroll Rpt |
| | Percent students that are residents | 95% | 95% | 94% | 94% | 94% | N/A | | Enroll Rpt |
| | Percent Full-time Graduate Students | | | | | 2.2% | 3.5% | Unfavorable | IPEDS, 1999 |
| | Percent Part-time Graduate Students | | | | | 17.1% | 12.8% | Unfavorable | IPEDS, 1999 |
| | Percent all Graduate Students that are minorities | | | | | 9.3% | 23.3% | Unfavorable | IPEDS, 1999 |
| Quality | Mean SAT scores of beginning undergraduates | 929 | 935 | 948 | 966 | 970 | | Favorable | NCA Self-Study |
| | Percent with 1st Sem GPA of 2.0 or higher | 56.8 | 64 | | | | 73.3 | Unfavorable | Lily Grant |
| | Percent with a 'D,' 'F' or 'W' from key first year courses: | | | | | | | | |
| | Developmental Math | 42 | 38 | | | | | Favorable | |
| | College Math | 32 | 34 | | | | | Unfavorable | |
| | English Comp | 28 | 21 | | | | | Favorable | |
| | Sociology | 33 | 24 | | | | | Favorable | |
| | Biology | 31 | 32 | | | | | Flat | |
| | Psychology | 53 | 45 | | | | | Favorable | |
| Retention | 1st-to-2d Semester Persistence Rates | 74.0% | 76.1% | 77.6% | | | | Favorable | Lily Grant |
| | Persistence rate to second year (full-time beginners) | 54.2% | 60.6% | 64.2% | 63.5% | 64.5% | 68.2% | Favorable | Unfavorable Lily Grant, 1995&1997 |
| Level | Percent All students part-time | | | | 57% | 57.3% | 35% | | IPEDS, 1999 |
| | Percent degree-seeking, undergrad students part-time | 49% | 47% | 46% | 45% | 45% | 27% | Favorable | Unfavorable Enroll Rpt |
| Administrative | | | | | | | | | |
| Budgeting | Actual state appropriations | 18,848,817 | 19,656,963 | 21,702,621 | 22,618,573 | | 27,206,437 | | NCA Self-Study |
| | Actual state appropriations per FTE student | 4,644 | 4,679 | 4,989 | 5,379 | | 5,764.29 | Favorable | Unfavorable NCA Self-Study |
| Workforce | Full- time, executive/admin. & mngerial /1,000 FTEs | | | | 5.9 | | 10.49 | Unfavorable | IPEDS, 1999 |
| | <u>Faculty Instructional Effort</u> | | | | | | | | |
| | Student credit hours/FTE Faculty | 263.1 | 258.8 | 259.5 | 260.6 | | | — | NCA Self-Study |
| | Group credit hours/FTE regular faculty, fall (spring '99) | 195 | 198 | 187 | 178 | | | | Wis Model Rpt |
| | Group sections/FTE regular faculty, fall (spring '99) | 3.3 | 3.4 | 3.2 | 3.2 | | | | Wis Model Rpt |
| | Arts & Sciences | 3.0 | 3.0 | 3.1 | 3.1 | | | | Wis Model Rpt |
| | Nursing | 3.4 | 3.3 | 2.5 | 1.7 | | | | Wis Model Rpt |
| | Dental Aux | 5.0 | 4.0 | 1.5 | 6.3 | | | | Wis Model Rpt |

| | | | | | | | | | |
|------------------|--|----------|----------|----------|-----------|-----------|-------------|-------------|-------------------------------|
| | Business | 2.7 | 3.0 | 3.1 | 3.1 | | | | Wis Model Rpt |
| | Education | 4.1 | 4.3 | 4.3 | 4.3 | | | | Wis Model Rpt |
| | SPEA | 3.3 | 4.1 | 3.7 | 3.3 | | | | Wis Model Rpt |
| | The Arts | 4.4 | 4.6 | 3.5 | 3.0 | | | | Wis Model Rpt |
| | Group section credit hrs/FTE reg. faculty (spring '99) | 9.2 | 9.4 | 8.7 | 8.6 | | | | Wis Model Rpt |
| | Independent study cr hrs/FTE (spring '99) | 5.5 | 6.5 | 5.1 | 4.8 | | | | Wis Model Rpt |
| | Ratio of FTE-Full-Time to FTE-Part-Time faculty | 1.7 | 1.6 | 1.7 | 1.9 | | | | |
| | Ratio of # Full-time Faculty to #Part-time faculty | | | | 0.9 | 2.0 | Favorable | Unfavorable | NCA Study IPEDS, 1999 |
| | Ratio of FTE Students to FTE Faculty | 17.9 | 17.8 | 17.8 | 17.8 | | | | |
| | Ratio of Students to Instructional Faculty (using FT + 1/3 PT) | | | | 13.5 | 19.5 | Unfavorable | Unfavorable | IPEDS, 1999 |
| | Full-time faculty with tenure per 1,000 FTE students | | | | 28.30 | 27.37 | | Favorable | IPEDS, 1999 |
| | Full-time professors w/tenure per 1,000 FTE students | | | | 10.70 | 14.10 | | Unfavorable | IPEDS, 1999 |
| | Full-time assoc. prof. w/tenure per 1,000 FTE students | | | | 17.12 | 10.81 | | Favorable | IPEDS, 1999 |
| | Full-time assist. prof. w/tenure per 1,000 FTE students | | | | 0.48 | 2.30 | | Unfavorable | IPEDS, 1999 |
| Resources | | | | | | | | | |
| Revenues | <u>Revenues per FTE</u> | | | | | | | | |
| | TOTAL | \$ 8,881 | \$ 9,083 | \$ 9,186 | \$ 10,074 | 13,395.55 | Favorable | Unfavorable | NCA Self-Study IPEDS, 1999 |
| | State appropriations | \$ 4,644 | \$ 4,679 | \$ 4,989 | \$ 5,379 | 5,764.29 | Favorable | Unfavorable | NCA Self-Study |
| | State appropriations per Hoosier | | | \$ 4,064 | \$ 4,141 | \$ 4,456 | Favorable | | |
| | Federal appropriations | | | | \$ 6 | \$ 38 | | Unfavorable | IPEDS, 1999 |
| | Tuition & Fees | \$ 3,961 | \$ 3,936 | \$ 4,002 | \$ 4,291 | \$ 3,680 | | Unfavorable | IPEDS, 1999 |
| | Fed/State/Local/Private Gifts, Grants & Contracts per enrollee | | | | \$ 750 | \$ 2,093 | | Unfavorable | IPEDS, 1999 |
| | Endowment income | | | | \$ 1 | \$ 21 | | Unfavorable | IPEDS, 1999 |
| | Sales & services educational activities | | | | \$ 135 | \$ 197 | | Unfavorable | IPEDS, 1999 |
| | Auxilliary enterprises | | | | \$ 979 | \$ 1,326 | | Unfavorable | IPEDS, 1999 |
| Expenditures | <u>Expenditures per FTE</u> | | | | | | | | |
| | Total current funds expenditures and transfers | \$ 8,564 | \$ 8,569 | \$ 9,513 | \$ 10,279 | \$ 12,746 | | | NCA Self-Study |
| | Instruction | \$ 4,738 | \$ 4,673 | \$ 4,924 | \$ 5,247 | \$ 4,633 | | Unfavorable | IPEDS, 1999 |
| | Research | \$ 16 | \$ 17 | \$ 25 | \$ 37 | \$ 175 | | — | IPEDS, 1999 |
| | Public service | \$ 2 | \$ 1 | \$ 4 | \$ 9 | \$ 312 | | Unfavorable | IPEDS, 1999 |
| | Academic support | \$ 606 | \$ 656 | \$ 841 | \$ 813 | \$ 1,122 | | Unfavorable | IPEDS, 1999 |

| | | | | | | | | | |
|------------|--|----------|----------|----------|-----------|-----------|-------------|-------------|--|
| | Student Services | \$ 502 | \$ 522 | \$ 572 | \$ 658 | \$ 885 | | | |
| | Institutional Support | \$ 1,054 | \$ 1,088 | \$ 1,135 | \$ 1,231 | \$ 1,420 | Unfavorable | IPEDS, 1999 | |
| | Operation & maintenance of plant | \$ 623 | \$ 647 | \$ 754 | \$ 815 | \$ 1,126 | Unfavorable | IPEDS, 1999 | |
| | Scholarships and fellowships | \$ 194 | \$ 166 | \$ 183 | \$ 175 | \$ 1,285 | Unfavorable | IPEDS, 1999 | |
| | Taxes/Transfers | \$ 121 | \$ 162 | \$ 247 | \$ 373 | \$ 429 | Unfavorable | IPEDS, 1999 | |
| | Total educational & general expenditures | | | | \$ 10,411 | \$ 11,388 | Unfavorable | IPEDS, 1999 | |
| | Auxiliary enterprises | | | | \$ 548 | \$ 1,358 | Unfavorable | IPEDS, 1999 | |
| | <u>Expenditures for salaries & wages</u> | | | | | | | | |
| | Total current funds expenditures and transfers | | | | \$ 5,291 | \$ 6,230 | Unfavorable | IPEDS, 1999 | |
| | Total educational & general expenditures | | | | \$ 5,162 | \$ 5,872 | Unfavorable | IPEDS, 1999 | |
| | Instruction | | | | \$ 3,370 | \$ 3,287 | Favorable | IPEDS, 1999 | |
| | Research | | | | \$ 23 | \$ 94 | Unfavorable | IPEDS, 1999 | |
| | Public service | | | | \$ 51 | \$ 137 | Unfavorable | IPEDS, 1999 | |
| | Academic support | | | | \$ 354 | \$ 613 | Unfavorable | IPEDS, 1999 | |
| | Student Services | | | | \$ 378 | \$ 507 | Unfavorable | IPEDS, 1999 | |
| | Institutional Support | | | | \$ 673 | \$ 752 | Unfavorable | IPEDS, 1999 | |
| | Operation & maintenance of plant | | | | \$ 314 | \$ 482 | Unfavorable | IPEDS, 1999 | |
| | Auxiliary enterprises | | | | \$ 129 | \$ 357 | Unfavorable | IPEDS, 1999 | |
| | Total Educational & General Employee Compensation | | | | \$ 6,673 | \$ 7,384 | Unfavorable | IPEDS, 1999 | |
| | Employee Fringe Benefits | | | | \$ 1,510 | \$ 1,386 | Favorable | IPEDS, 1999 | |
| Public Aid | Percentage of students receiving aid from Federal grants | | | | 24 | 34 | Unfavorable | IPEDS, 1999 | |
| | Avg amt of aid from Federal grants | | | | \$ 1,834 | \$ 2,158 | Unfavorable | IPEDS, 1999 | |
| | Percentage receiving aid from State/Local grants | | | | 23 | 28 | Unfavorable | IPEDS, 1999 | |
| | Avg amt of aid from State/Local grants | | | | \$ 1,736 | \$ 1,518 | Favorable | IPEDS, 1999 | |
| | Percentage from institutional grants | | | | 15 | 28 | Unfavorable | IPEDS, 1999 | |
| | Avg amt from institutional grants | | | | \$ 1,255 | \$ 1,516 | Unfavorable | IPEDS, 1999 | |
| | Percentage receiving student loans | | | | 29 | 45 | Unfavorable | IPEDS, 1999 | |
| | Avg amt of student loan | | | | \$ 2,664 | \$ 2,698 | Unfavorable | IPEDS, 1999 | |
| | <u>Mean Outlays for Personnel</u> | | | | | | | | |
| | All FT Faculty on 9/10 month contract | | | | \$ 46,339 | \$ 50,573 | Unfavorable | IPEDS, 1999 | |
| | Male | | | | \$ 52,121 | \$ 53,475 | Unfavorable | IPEDS, 1999 | |
| | Female | | | | \$ 39,768 | \$ 46,120 | Unfavorable | IPEDS, 1999 | |
| Personnel | Staff per 1,000 enrollees | | | | | | | | |
| | TOTAL | | | | 114.7 | 128.8 | Unfavorable | IPEDS, 1999 | |
| | All Full-Time Employees | | | | 75.7 | 99.5 | Unfavorable | IPEDS, 1999 | |
| | Full-time Faculty | | | | 32.6 | 36.6 | Unfavorable | IPEDS, 1999 | |
| | All other Full-Time Staff | | | | 43.0 | 62.9 | Unfavorable | IPEDS, 1999 | |

Assessing the Public Perception of IUSB

Telephone and personal interviews were conducted with representatives of area stakeholder groups to assess how IUSB was perceived in terms of meeting the educational needs of the community. Targeted groups included general business, education, healthcare students and alumni. A general interview schedule was designed to encompass the core categories of Academics, Enrollment, Administration, and Resources. The interview schedule was modified to be relevant to each stakeholder group. In general, some open-ended questions were asked of each interviewee.

A sampling frame of businesses, educational institutions and health care providers was compiled. The business group included major accounting companies, banks, and other large area employees. The Chamber of Commerce and city government was also included in this group. The education area included area school systems, large pre-school organizations, and special education providers. Health care organizations included the area hospitals and testing laboratories.

Interviewees were generally HR directors or employment managers with some senior executives included. These individuals were selected because they would have extensive knowledge of IUSB graduates and programs specific to their industry. They were in a position to evaluate both the products of IUSB and their businesses' need for graduates.

In all, 22 interviews were conducted. Our goal was to have 30 interviews conducted but we were unsuccessful in getting cooperation from 15 of the organizations and individuals targeted for interviews. While the number of interviews was small, the interviews were very helpful in assessing the current needs of employers and students in the critical priority areas.

We found that there was a redundancy factor in the interviews which showed a consistent pattern of responses to many of the questions. There were also some unique aspects to a number of the interviews. The following summary reflects the attitudes and opinions of those interviewed.

Academic Category

- All of the business, education and health care respondents indicated that students were well prepared academically and compared strongly to other area schools.
- The issue of non-traditional students came up in a number of interviews. Often this was viewed as a positive due to experience and maturity, but it also had negative implications for some employers. The negatives were associated with organizations which typically look for traditional graduates for employment. A couple of people indicated that IUSB students may have more distractions while in school due to work roles and disruption in their educational career paths.
- The alumni and current students were also positive but not as strongly positive. They tended to be a bit more critical of specific classes and content areas.

Enrollment Category

- The number of graduates seems to be good in general, but specific gaps were noted.
- In business more graduates are needed in information technology, engineering, and other technical and manufacturing related jobs. Employers are going outside the area to fill jobs openings in these areas.
- In the area of education three specific areas of weakness were identified. There are not enough secondary education graduates, specifically in science and mathematics. There are also insufficient graduates certified in special education. One respondent indicated that he had 20 positions open in special education. The third area of weakness is early childhood credentialed teachers. This is perceived as an area-wide shortfall.
- The health related employers indicated significant gaps in four-year trained nurses. One respondent simply commented, "We can always use more". Radiological technicians and medical techs were also identified as gap areas. Ivy Tech's two-year program in medical technology is helpful, but there is a significant need for a four-year in applied health science.
- IUSB is not viewed as attracting top students from high school classes, but the programs offered and the overall quality of students is sufficient to produce quality graduates to meet general needs.
- Some student respondents indicated that foreign students and lower performing students tended to slow down some of the courses.
- One of the true strengths in the IUSB student body is that their graduates tend to stay in the area. Employers like the fact that when they hired IUSB graduates, they tended to stay and did not view their job as a stepping-stone to employment elsewhere. This is a very important strength of the University.

Administrative Category

- The course offerings need to be timed better for education-related employment. A number of respondents indicated that the timing of the first summer session overlaps with the school year. This causes a problem for continuing education and certification.
- A number of individuals were identified during the interviews as providing help in tailoring programs to meet employer needs. This is a priority and more needs to be done to maintain and expand these contacts.

- Job Fair attendance and scheduling also needs to be closely tied to the local employers community. A number of employers indicated they would like to have more contact with students prior to graduation.