

Proposal for a New Administrative Unit: School of Continuing Studies

BACKGROUND

1. Name of Institution: University of Illinois at Chicago
2. Title of Proposed Unit: School of Continuing Studies
3. CIP Code (6-digits): _____
4. Proposed Date for Initiation of Unit: **September 3, 2007**
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PURPOSE: OBJECTIVES, MISSION AND PRIORITIES

6. Unit Objectives and Contributions

6.1. What are the goals and objectives of the new unit?

The University of Illinois at Chicago proposes to form a School of Continuing Studies (UIC-SCS) starting fall 2007. The School will be formed through an administrative reorganization combining four existing administrative units: the Office of External Education (OEE), Office of Continuing Education (OCE), Office of Summer Session, and Tutorium in Intensive English (TIE). The SCS will be housed in Academic Affairs, like its constituent units.

“Continuing studies” can be defined broadly as instructional activity that is designed for or delivered to audiences outside of the traditional on-campus classroom setting. UIC has always been a leader in providing an academic home for students who are “non-traditional” in terms of age, ethnicity, and family educational background. In addition to this “tradition of the non-traditional,” UIC can embrace new audiences by offering instruction in non-traditional time frames, settings, and formats. These include “executive education” on evenings and weekends, online programs, and contract programs where UIC agrees with a sponsor to provide education to a group. These offerings may comprise non-degree credit courses, certificates, and full degree programs as well as professional development seminars and other non-credit offerings.

The School of Continuing Studies will seek to increase access to UIC’s educational resources through flexible scheduling, innovative programs, and contemporary instructional formats. It will seek to reach expanded audiences, and to generate revenues to support UIC’s core instructional activities. In sum, the School will build new pathways for students to UIC’s colleges, and support the colleges in addressing their educational needs.

6.2. What is the relationship of the unit to the university’s mission and priorities? Is the unit involved in instruction and, if so, to what extent?

The School of Continuing Studies will assist UIC in fulfilling the vision espoused in the UIC 2010: Strategic Thinking¹ report to “be a resource and destination accessible to all who share our ambitions and have the desire to excel ... to be ... a great urban institution, taking advantage of the opportunities and needs presented to and by the state of Illinois and the city of Chicago.” It will also help us fulfill one of our core values², derived from this vision, of “access to excellence”...by “providing a decidedly diverse student population with access to world-class academic study.”

In its 2006 Strategic Plan³, UIC places a heavy emphasis on expanding continuing education. Each of the individual college plans reiterates this goal in relationship to their particular areas of expertise, offering a variety of strategies and specific goals. Some of the college plans give prominence to the role of executive and online education for working professionals in their fields, while others emphasize clinically-based, hands-on continuing education programs. A number of health science colleges, including Dentistry, Pharmacy, and Public Health, have emphasized their state-wide role, while others, such as Social Work, Education, and Arts and Architecture, place particular emphasis on the concentrations of professionals within the Chicago metropolitan area. Social Work additionally emphasizes community-based programs for community leaders and social workers. Most colleges—and notably Business, Dentistry, and Liberal Arts and Sciences—have identified UIC alumni as an audience that they are particularly eager to reach. Engineering and Nursing have focused plans to meet the needs of corporations and institutions, while Liberal Arts and Sciences proposes to develop of initiatives that will provide professional enhancement for teachers, degree completion options, and lifelong enrichment opportunities for adults. The Library proposes to enhance UIC leadership in educating outstanding health professionals for Illinois by contributing its health informatics competence to continuing education for Illinois health professionals. The University of Illinois Medical Center expects to expand its non-credit distance, continuing, and executive education offerings. All units see continuing studies as a potential source of revenue enhancement that addresses their mission on a self-sustaining basis and potentially underwrites other core activities.

The School of Continuing Studies at UIC will provide an administrative framework for assisting the colleges in developing strong programming, and will act as an efficient central unit for managing current programs and an anticipated expansion. The operations of the School will be consistent with UIC’s mission and standards of quality, and under UIC’s academic and fiscal control.

All credit and degree offerings through the School of Continuing Studies will be controlled by UIC’s faculty and its academic departments and colleges. The School of Continuing Studies will not offer credit courses or degree programs in its own right. Recruitment, certification, and

¹ UIC 2010: Strategic Thinking. University of Illinois at Chicago, Office of the Provost and Vice Chancellor for Academic Affairs, p. 12.

² *Ibid*, p.22.

³ UIC Strategic Plan, Version 1.3. University of Illinois at Chicago, Office of the Provost and Vice Chancellor for Academic Affairs, 2006

evaluation of instructional staff for the academic programs offered through the School of Continuing Studies will rest with UIC's regular faculty.

As directed by the Provost, the School of Continuing Studies will act as the primary interface for UIC with the proposed Global Campus Partnership of the University of Illinois. The School will support UIC colleges that are offering or considering offering approved programs through the Global Campus Partnerships, and will provide additional assurance that programs and practices are consistent with UIC's academic principles and standards.

However, offerings through the Global Campus Partnership are expected to make up only a portion of the School's total activities, which will focus heavily on face-to-face and blended learning opportunities in the Chicago metropolitan area.

UIC has long offered an important array of continuing education programs, and already plays a significant role in meeting metropolitan and state needs. It shares this educational market space with strong competitors, including the Graham School of General Studies at the University of Chicago, the School of Continuing Studies at Northwestern University, and others. The administrative reorganization that would create the School will allow UIC to act in a more visible, organized and streamlined way that will extend the impact and reach of its resources. The public profile of the School will provide a natural and easy point of identification and access for adults seeking to continue their education in the setting of an urban public research university. This reorganization constitutes a clear opportunity to support and advance UIC's mission to be a leading institution for the advancement of learning in the Chicago metropolitan area and the State of Illinois.

6.3. What specific needs and measurable contributions will the unit make to statewide priorities and needs?

The IBHE's⁴ "**ILLINOIS COMMITMENT** is based on the conviction that higher education provides the foundation for Illinois' future by enhancing the social, economic, and civic well-being of the state and its residents." The following policy areas are part of this commitment:

ECONOMIC GROWTH: Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

ACCESS AND DIVERSITY: Illinois will increase the number and diversity of residents completing training and education programs.

ACCOUNTABILITY AND PRODUCTIVITY: Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

UIC-SCS will help fulfill the Illinois Commitment by making high quality, lifelong learning easily accessible and available to the diverse population of Illinois, and by doing so at minimal cost. It will also increase the accountability of these programs through uniform data reporting and by providing training and evaluation for teaching in non-traditional formats.

⁴ <http://www.ibhe.state.il.us/AboutBHE/ilcommitment.htm>, accessed February 19, 2007

Illinois provides an excellent market for the UIC-SCS. According to the Department of Commerce and Economic Opportunity⁵, “Illinois has an impressive workforce with the skills needed to help businesses succeed. Nearly one-half of the state’s 6 million workers are professionals, skilled technicians, craftspeople or machine operators. ...And Illinois workers are well educated – 56.2 percent have gained education beyond high school.”

Within Illinois the “...Chicago metropolitan area is home to more than 4 million of the state’s workers. The top five occupations in the area are office and administrative support; sales; service workers; management; and professional workers...Five other metropolitan areas include labor forces in the 100,000.” This workforce can benefit immensely from lifelong continuing education delivered online, face-to-face, and blended for degree completion, professional development, and personal development.

In particular, UIC-SCS can play a key role in alleviating the acute shortage in nurses and allied health professionals in the Chicago-area as well as Illinois. According to the September 19, 2005 report of the Metropolitan Chicago Healthcare Council⁶ the metropolitan Chicago area had a shortfall of 2,500 nurses. According to the same report, in Illinois, “the nursing shortage is expected to rise to 21,000 or 19 percent of the projected demand, by year 2020 if no intervention is taken...” Further, “Chicago-area hospitals also report vacancy rates of more than 10 percent for physical therapists, occupational therapists and magnetic resonance imaging technicians in recent surveys conducted by MCHC. Other allied health care professionals in short supply include respiratory therapists, speech therapists and pharmacists.”

These potential contributions to addressing metropolitan and state needs are ratified by recent discussions at the national level. The final report of the Commission on the Future of Higher Education⁷ emphasizes the importance of ensuring that all “citizens have access to high quality and affordable educational, learning, and training opportunities throughout their lives...”, and “encourages institutions to expand their reach to adults through technology such as distance learning, workplace learning, and alternative scheduling programs.” In a similar vein, but much earlier, the Kellogg Commission on the Future of State and Land-Grant Universities⁸ recommended “that state and land-grant universities reaffirm their public character and public mission by making lifelong learning part of their core mission.” To achieve this goal they suggest “broaden[ing] access to lifelong learning by providing a wide variety of teaching and learning opportunities and approaches, ranging from traditional on-campus instruction to Internet-based courses.”

⁵ <http://www.commerce.state.il.us/NR/rdonlyres/7C251911-D5C2-44AA-BE6A-39F425FFDE97/0/Workforce2006.pdf>, accessed February 19, 2006

⁶ <http://www.mchc.org/public/FutureCare/HCCrisisFAQs.pdf>, accessed February 19, 2007

⁷ U.S. Department of Education, *A Test of Leadership: Charting the Future of U.S. Higher Education*. Washington, D.C., 2006, p. 25.

⁸ Kellogg Commission on the Future of State and Land-Grant Universities, *Returning to our Roots: A Learning Society*. NASULGC, Washington, D.C., 1999, p. ix.

6.4. What is the demand for the unit’s services? What clients or population will the unit serve?

The School of Continuing Studies will offer comprehensive services, including program development and marketing, student recruitment and student services, instructional development and support, technological support, and financial and business services.

There is strong demand among UIC colleges and departments to develop continuing education programs, and evidence of strong demand among the audiences of those programs. The School of Continuing Studies will play a leadership role in assessing student demand and assisting colleges and departments to respond to those demands. A critical role of the School of Continuing Studies will be to provide a principal point of intersection with the proposed University of Illinois Global Campus Partnership.

A. Current Continuing Studies Programs at UIC

Continuing studies is already an important area of activity at UIC and will be increasingly so in the future. A 2005 survey of non-traditional instruction at UIC showed all thirteen disciplinary colleges plus the Library (and a total of 70 academic departments) involved in continuing education on either a credit or non-credit basis.⁹ Credit-bearing continuing education comprised 284 courses across 31 degree programs.

The constituent units for the School of Continuing Studies (Office of Continuing Education, Office of External Education, Office of Summer Session, and Tutorium in Intensive English) offer direct support for the preponderance of these activities. Major categories are discussed below, with comprehensive listings and key examples of programs already supported by the future SCS.

Continuing Education Credit Programs:

The enrollments in fall 2006, by College, in the credit programs offered through OCE are as follows:

College	Fall 2006 Enrollment
Applied Health Sciences	27
Business Administration	3
Pharmacy	2
Dentistry	11
Education	165
Graduate College	15
LAS	66

⁹ University of Illinois at Chicago: An Inventory of Continuing Education Programs. Prepared by Lipman Hearne, Inc. February 2006

Nursing	37
Urban Planning and Public Affairs	2
TOTAL	328

Online credit and degree programs:

UIC currently has three degree programs that are available entirely online:

Degree Program¹⁰	Fall 2006 Online Headcount
Masters in Engineering	41
Masters in Health Professions Education	25
Masters of Public Health in Public Health Informatics	33
TOTAL	99

In addition, UIC offers eleven fully-online credit certificate programs, all in health professions, engineering or business:

Credit Certificate (College)	Fall 2006 Headcount
Health Informatics (AHS)	5
Blood Bank Technology (AHS)	13
Bioinformatics (ENGR)	60
Electromagnetics Technology (ENGR)	1
Engineering Law and Management (ENGR)	4
Wireless Communication Technology (ENGR)	3
School Nursing (Nursing)	13
Teaching of Nursing (Nursing)	0
Environmental Health Informatics	3

¹⁰ The headcounts include non-degree students in Masters in Engineering and Masters of Public Health in Public Health Informatics

(SPH)	
Public Health Informatics (SPH)	22
Emergency Management and Continuity Planning (SPH-CBA)	12
TOTAL	136

Evening & Weekend Credit and Degree Programs:

A limited number of UIC credit and degree programs are currently available in the evening (5 pm or later) or on the weekend. The MBA degree can be completed entirely through evening courses.

Summer Session:

UIC Summer Session serves 4800 undergraduates each year. Of these, 4100 are UIC matriculates. Summer session’s primary mission is to serve their needs, especially by providing course availability. Additionally summer session attracts approximately 700 non-degree students who attend colleges or universities elsewhere during the regular academic year. Approximately 300 credit bearing courses are offered each summer. Special efforts are made to communicate with campus and visiting students about course selection and scheduling to encourage enrollments. Additional efforts are made to ensure that access for visiting students is as easy as possible.

Supported Programs:

Supported programs are offered in partnership with a program sponsor via a contract or grant that supports the education of a group. Instruction often takes place away from the UIC campus, such as at a hospital or a high school, whose staff may be the target audience of the program. Many, but not all, are credit-bearing and degree-granting.

Supported programs currently represent a significant way in which UIC provides continuing professional training for K-12 teachers, and advance the UIC Great Cities Commitment. Sponsored programs also represent an area of significant potential growth for UIC.

Examples of current sponsored programs include:

- Teaching American History: Beginning in spring 2006, the Department of History (LAS) in partnership with the Newberry Library and support from the U.S. Dept. of Education, has been offering a series of eight graduate-level courses to high school history teachers in Homewood Flossmoor High School District and five other high schools in the south Chicago suburbs as part of a program to improve the way American History is taught in these schools. The program will continue through summer semester 2008. As of spring 2007, 27 teachers have participated in the program.
- Chicago Math and Science Initiative: Department of Mathematics, Statistics and Computer Science (LAS) and the College of Education offer graduate-level coursework for Chicago

Public School teachers as part of a program to increase the number of teachers in Chicago who are endorsed to teach mathematics in the middle grades. Since UIC's participation in this initiative in fall 2003, 144 teachers have taken courses in the program.

- Chicago Science and Math Teacher Research Program: The College of Engineering with support from the National Science Foundation has brought 14 high school teachers to campus over three years to engage them in learning about the latest scientific procedures in the area of life sciences, nanotechnology, and bio- and environmental engineering. In addition, the department has partnered with the Chicago Public Schools on this project to increase the amount of funding available for city teachers involved in the program.
- The Nature, Math and Science Partnership: The partnership is a collaboration between the Peggy Notebaert Nature Museum and the UIC Institute for Environmental Science and Policy and the Biological Sciences Department with support from grant funding to provide graduate-level coursework in environmental science to teachers in the Chicago Public Schools. The program began in summer 2006 and is planned to extend over three academic years. 31 teachers have participated in the program.
- Physical Therapy Professional Development Workshops for Chicago Public Schools: The Department of Physical Therapy has a contract with the Chicago Public Schools (CPS) to offer three professional development workshops annually on topics related to physical and occupational therapy practice to an audience of approximately 200 physical and occupational therapists employed by CPS.
- The Administrative Nursing Leadership Certificate Program: The College of Nursing offers an 18 credit hour certificate designed to incorporate the Scope and Standards for Nursing Administrators (2nd ed.) published by the American Nurses Association and to prepare registered nurses to sit for the certification exam in nursing administration (CNA) offered by the American Nurses Credentialing Center. Over the past three academic years, the CON has partnered with Good Samaritan Hospital, Advocate Healthcare Systems, Trinity Regional Healthcare Systems, and Central DuPage Hospital to offer this program to 48 employees of these health care institutions.
- Project Lead The Way Summer Training Institute: This program prepares high school teachers to teach the PLTW curriculum, which aims to increase the quantity and quality of engineers and engineering technologists graduating from the US education system.

Non-Credit Programs:

In the 2005 study colleges report over 50,000 enrollments per year in non-credit programs. (Non-credit "enrollment" differ significantly in their extensiveness; some are as short as an individual accessing an online module or attending a workshop for an hour; others involve multiple meetings, considerable coursework, and preparation of assignments.) Notable examples include:

- Graduate Medical Education (College of Medicine): Prepares physicians to function more competently in the modern healthcare environment; required for physicians to maintain licensure;

- Intensive English Program (TIE): Intensive English for non-native speakers;
- Certificate in Nonprofit Management (College of Urban Planning and Public Affairs): Designed to enhance and develop management skills for nonprofit managers;
- Liautaud School of Business Professional Education Series (College of Business Administration): Keeps professionals and entrepreneurs equipped with the latest knowledge and skills in critical business areas;
- Refresher Course for the Architect Registration Examination (College of Architecture & the Arts) A comprehensive review of the Architect Registration Examination (ARE) that prepares candidates for the newly revised exam and includes lectures on all exam topics, mock exams with ample opportunity for participants to form study groups and ask questions of their peers as well as the guest speakers; and
- Study of the United States Institute for Secondary Educators (External Education): A six-week intensive program for 30 international secondary school educators per year, with a goal of strengthening curricula and improving the quality of teaching about the United States in academic institutions overseas.

B. Current External and Continuing Education Services

The constituent units of the School of Continuing Studies currently provide significant services to UIC colleges, schools, and other units. These will provide an excellent foundation for the proposed services of the School.

OCE currently assists academic units to plan, develop and implement continuing education programming. In this role, OCE also assists academic units in negotiating program plans with external partners seeking to fund professional development coursework. This includes assessing the academic, administrative and financial viability of the project; preparing program proposals and written agreements; managing billing arrangements and financial reporting. For open enrollment programs, OCE assists with market research and copy design of promotional pieces. OCE equips extramural students with the customized information they require to take UIC courses.

In addition, OCE performs a series of core processes for credit courses and programs: it manages a credit course approval process, admits students as non-degree to the University with an expedited admissions process, creates course sections and coordinates registration with ORR, accepts advance payment of extramural tuition, processes payment for UIC faculty and staff involved in teaching extramural courses, pays course expenses and returns remaining tuition revenues to the sponsoring academic unit.

Similarly, OEE provides comprehensive support services for online, blended and professional education programs and instructors. These include course development support, instructional support, student support, market assessment, plan development and implementation, program planning and coordination, contract, financial and human resource management support. As part of its general program planning and development support OEE assists in developing the proposal and obtaining funding, formalizing contractual and institutional agreements, processing memoranda of understanding (MOU), Instructional Services Agreements (ISA), and Non-Credit

Program Proposals, processing instructor payments and overcomps, and managing logistics. It also helps in reporting by providing data on enrollment, headcount, and outreach.

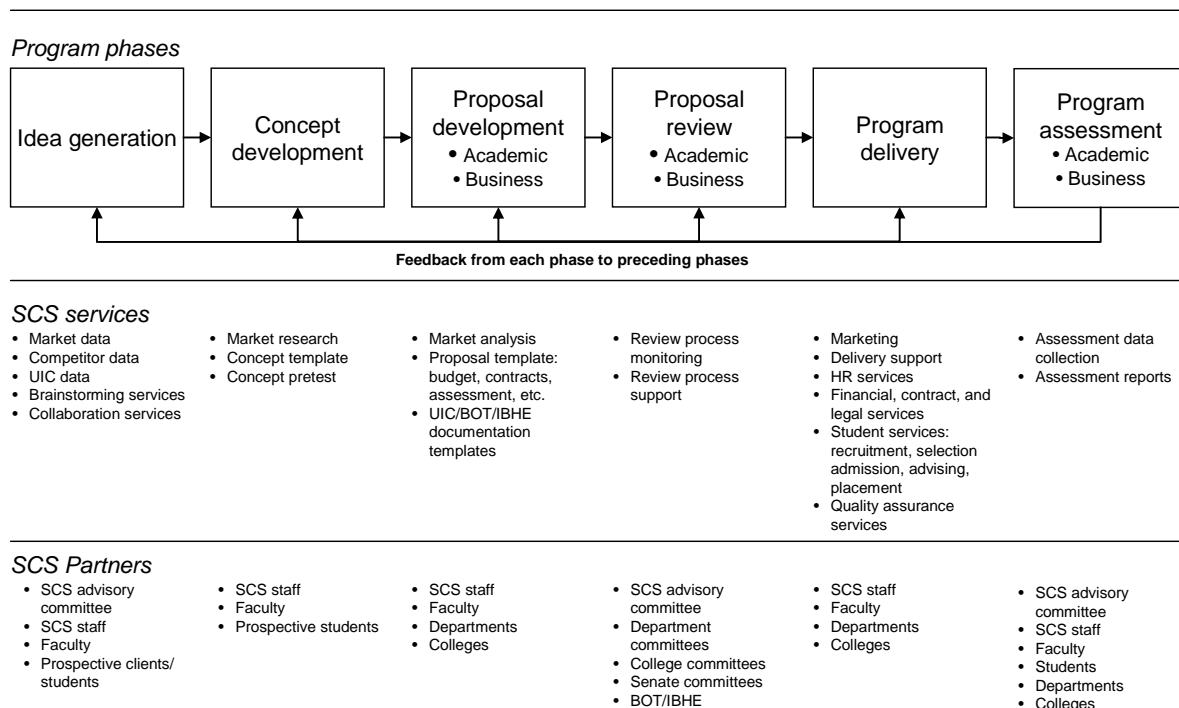
C. Proposed Continuing Studies Services

The UIC-SCS will help us ‘brand’ the programs and ‘expand’ the scale and scope of UIC’s continuing education activity in a competitive marketplace. It will support all phases of the SCS Program Cycle (see figure below), through a variety of services, delivered by its units and in partnership with others on and off campus. These phases include: idea generation, concept development, proposal development, proposal approval, program delivery, and program assessment. The phases are interconnected through feedback from each phase to the preceding phases. The figure below lists the proposed SCS services corresponding to each phase, and the SCS partners in delivering these services.

UIC-SCS will work with the academic units to brand the programs. It will help them to: (a) define, position, and advance their continuing studies identity in the marketplace; (b) integrate their continuing studies programs into a coherent identity; and (c) differentiate their continuing studies programs from their traditional programs. At the campus level it will foster synergies between the UIC and UIC-SCS brands, while at the same time advance the UIC brand, and foster synergies with the UI Global Campus programs.

UIC-SCS will help expand the continuing studies programs by fostering (a) systematic methods for design, development, delivery, and assessment of continuing studies programs; (b) multi-disciplinary collaborative programs; and (c) developing infrastructure for design, development,

SCS Program Cycle



and delivery of continuing studies programs. Critical to this growth is the development of a comprehensive plan for campus-wide development, with clear criteria for the development and launching of programming that is academically vigorous and market-competitive. Necessary components of this planning process will be development of a growth model for instructional space, technical support facilities, and other campus infrastructure. The School will be ideally placed to play the lead role in this planning.

Thus, UIC-SCS will provide centralized business and academic support services to help the academic colleges and schools to capitalize on their core competencies in research and teaching to deliver continuing studies programs, and in so doing to generate resources to advance these competencies further. It will thus be a service unit to the academic units on campus and their constituencies. UIC as a whole will benefit from the economies of scale and scope of these centralized services. The constituent units of the SCS already have expertise in these critical service areas, and will further develop and expand that expertise to meet the expanding needs and expectations of the campus. Since credit and non-credit programs may require a different mix of services, UIC-SCS will adapt its services to the needs of a particular program.

The School of Continuing Studies will also coordinate with the University of Illinois Global Campus Partnership on behalf of UIC, and help develop an effective relationship between the two. This partnership may take multiple forms, including offering UIC programs via the Global Campus Partnership, or contracting with the Global Campus Partnership to bring enhanced services to UIC programs.

In summary, UIC-SCS will offer the following business and academic support services in cooperation with the appropriate campus and university units:

- (a) Conduct market research and analysis;
- (b) Provide catalysis, guidance and support in design and development of business and academic plans;
- (c) Market and advertise programs;
- (d) Facilitate, support, and systematize program delivery;
- (e) Coordinate or provide (as appropriate) student services, including recruitment, admissions, financial aid, advising, and placement;
- (f) Provide curriculum and instructional development support;
- (g) Provide budgeting, contracting, and financial management services; and
- (h) Provide technological and classroom facilities and support.

The following are some examples of outcomes of the UIC-SCS services:

- UIC-SCS will contribute to development of an attractive physical and virtual learning environment for individuals, small groups, and professionals. It will help assure that the students in the program have a satisfying learning experience, and that the quality and consistency of the programs they receive is high.
- UIC-SCS will help design, develop, and implement marketing strategies for the programs based on specific goals, objectives, and market data. It will help determine the best marketing

processes, technologies, channels, and media mix. It will also help assess their impact and learn from the effort.

- UIC-SCS will help recruit students through enrollment advisory services, creation of a student service focused culture, having enrollment advisors, and creating a database of effectively managing enrollment leads.
- UIC-SCS will help assess the potential viability of programs by analyzing the audience profile, demand drivers, accessibility, and competitive landscape.

OUTCOMES

7. Organization

UIC-SCS will be formed by the reorganization of the Office of Continuing Education, the Office of External Education (including UIC Online), Office of Summer Session and Tutorium in Intensive English. Over the course of calendar 2007 and 2008, the newly-formed School will undergo a process of organizational development to assess the needs of its clients and clarify its internal structure. It will develop staff expertise in market research, strategic planning, program development, marketing, budgeting, contracting, curriculum and instruction design, human resource management, assessment, and student services. At the appropriate time, a search will be conducted for a unit executive officer, who will report to the Provost or his designee.

In its operation it will adhere to the following academic, administrative, and financial principles which are essential to ensure the integrity and quality of programs: (a) credit and degree programs will be approved through establish faculty review processes to ensure adherence to UIC standards and accreditation requirements; (b) faculty in the academic units will be responsible for the content and quality of programs; (c) intellectual property rights of UIC faculty and academic units will be maintained; (d) UIC-SCS programs have to be cost effective; and (e) resources generated by the programs will flow back to the campus and delivering units based on formulas established by the provost, similar to range, differential, and eTuition distribution.

In consultation with the Deans Council and UIC Senate, an Advisory Committee will be developed to provide guidance to the school on its strategies and policies.

8. Unit Outcomes

UIC-SCS success will be measured by its effectiveness in branding and expanding the continuing studies programs at UIC. Effectiveness of the School will be reflected in the perception of its services by academic units and the perception of the quality and desirability of UIC continuing education programs by students and sponsors. The key indicators of the overall effectiveness of UIC in the continuing education arena are: (a) enrollment – total, credit, non-credit; (b) number of colleges and departments involved; (c) instructional activities – total, multi-course, individual courses, (d) number of courses – total, credit, non-credit, (e) instructional staff – UIC faculty, others, (f) course delivery – FTF (Face to Face), blended, on-line, other, (g) diversity of students; (h) geographical distribution of students – local, regional, national, international; growth of gross revenue and net income.

9. Resources

The School of Continuing Studies will incorporate the existing human, financial and space resources of its four constituent units. Currently those resources combine to a permanent staff of 41 FTE. The combined FY07 budgets total slightly in excess of \$3MM. The following table shows FY06 funds by unit and source of funds:

FY06 Expenditures by Source of Funds

Unit	Total State (GRF + Tuition)	Revolving	Grants & Contracts	Total
Continuing Education	\$658,877	\$52,858		\$711,735
Summer Session	\$235,855			\$235,855
External Education	\$519,899	\$127,394	\$58,555	\$705,848
Tutorium in Intensive English		\$1,520,434		\$1,520,434
Total	\$1,414,631	\$1,710,686	\$58,555	\$3,173,872

The Office of Academic Affairs has initiated a budget and funds flow analysis for the School and for continuing education in general, which will be completed over the balance of FY07 and FY08. The analysis will provide the basis a transition from the initial historical budget to one based on the productivity and development pathway of the School. The composition of that budget will be based on the value added by the School to the total continuing education activity of the universities academic units. Going forward, funding for the School may be provided through four potential revenue sources:

- Core funding for infrastructure;
- A portion of the campus share of tuition dollars generated by its programs;
- Campus funding for services provided for non-School programs; and
- Self-supporting funds from grants, contracts, and non-credit programs.

Table II summarizes the total resource requirements and the sources of funds for the four units which will constitute the UIC-SCS for the current year (FY07) and the FY08 budget year. We repeat the FY08 numbers for the 2nd, 3rd, and 4th years to indicate the baseline for the school's operation at current programming levels. Overall we expect a projected growth of about 25% in total resource requirements during the period, based on overall growth in tuition revenues from continuing education programs. The source of these additional resources will depend upon the portfolio of programs generated by academic units in partnership with the School, and upon the fees, grants and contracts obtained by the School.

10. Quality Assurance Processes

Quality will be a key factor in branding and expanding the continuing studies programs at UIC. The academic quality of credit-bearing programs will be assured by the processes in place in the respective academic units and Academic Affairs, in cooperation with the UIC Senate. The academic quality of the non-credit-bearing programs will be assured through similar methods but administered by the offering unit.

The service quality of all the programs will be assured through continuous data collection about the processes of delivery and outcomes, analysis of the data, and improvements based on the data.

Table II

TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

		FY07	FY08			
		Current	Budget	2nd	3rd	4th
		Year	Year	Year	Year	Year
1	Total Resource Requirements	3,097,208	3,164,109	3,164,109	3,164,109	3,164,109
2	Resources Available from Federal Sources ¹	36,193	36,200	36,200	36,200	36,200
3	Resources Available from Other Non-State Sources ¹	2,015,628	2,068,654	2,068,654	2,068,654	2,068,654
4	Existing State Resources ²	1,045,387	1,059,255	1,059,255	1,059,255	1,059,255
5	Resources Available through Internal Reallocation ³	0	0			
6	New State Resources Required ⁴	0	0			
	Breakdown: New State Resources Required					
7	FTE Staff ⁵					
8	Personal Services					
9	Equipment and Instructional Needs					
10	Library					
11	Other Support Services ⁶					

¹ These lines reflect funds available (not incremental Funds) from non-state sources in any given year

² Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

³ Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

⁴ Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

⁵ Reflects the number of FTE staff to be supported with requested funds. not a dollar entry.

⁶ Other dollars directly assigned to the program. Do not include allocated support services.