

PROPOSAL TO ESTABLISH
THE
COLLEGE OF APPLIED AND PROFESSIONAL STUDIES
(CAPS)
RUTGERS UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR CONTINUOUS EDUCATION AND OUTREACH

DRAFT REVISION
OCTOBER 1, 2001

INTRODUCTION

Over the next quarter of a century, higher education will undergo an irreversible revolution, driven by powerful societal, economic, and technological forces. Demographic data indicate that the 18-22 year old cohort is growing at a rate of about 2.2 percent per year; a 30 percent increase will occur between 1996 and 2008. The growth rate for the post-baccalaureate educational sector is even higher, some estimates placing it as high as 18 percent annually. Higher education will be facing a massive paradigm shift.

Post-baccalaureate education will increasingly become place-flexible for a growing portion of our future clientele. Many of these people will have long-since graduated from college, and will be out in the workforce. They need further education for personal and professional development. Many of them need (and will profit from) a Rutgers-caliber program. To serve these future educational consumers, we will have to take the education to them.

Rutgers can meet this challenge with a distributed adult education network for the entire state of New Jersey. Our natural clientele is the upper segment of the educational market. This is the group of people who require high-caliber applied and professional training to broaden their own skills, and enable their upward employment mobility. Some of that can be accomplished by moving the instructor to areas of regional need, taking the education to the students, rather than having them come to campus, the traditional strategy. This type of response, distributed program delivery for adult and place bound students, will take on even greater importance as all of higher education, Rutgers included, strives to meet the enrollment demands of the emerging tidal wave of traditional 18 to 22 year olds.

Other strategies are available for taking the instructor to where there is need. We can serve many portions of the state electronically from our three campuses or from strategically located off-campus facilities. Interactive video classroom facilities are already available on all three campuses, Freehold, and other off-campus locations. Thus, interactive synchronous instruction is currently available. Through the Rutgers Regional Network SONET-ring technology slated for completion April 2002, and connectivity through NJedge.net we will be able to reach virtually any location in the state with synchronous interactive and/or asynchronous instruction.

We are engaged in ongoing conversations with both regional groups and community colleges about unmet educational needs within the state. The call for baccalaureate degree completion programs, via distance learning for that distributed community college clientele, is so pressing that the State Commission on Higher Education has agreed to serve as a clearinghouse for such programs throughout the state. Rutgers is clearly the institution that is best positioned to deliver the top-quality upper division credit and degree-bearing programs.

There is some urgency. Every institution in our region is experimenting with distance learning. The large AAU publics from neighboring states are already approaching our potential New Jersey higher education partners. Several of our county colleges have even entered articulation agreements with an institution not yet even licensed in New Jersey. If we do not seize this opportunity, someone else will, and we will become progressively marginalized. We must act now or cede our public service and outreach mission to others.

For these reasons, we propose the establishment of a new academic unit at Rutgers University, designed to better align academic planning and distributed program delivery with rapidly changing workforce developments in the state of New Jersey.

Challenges nationally in higher education

The entire nation finds itself in an increasingly complex educational environment, and the higher education community is scrambling to respond to very rapid changes, among which are the following¹:

- Part-time students are the fastest growing clientele in higher education, a demographic trend that will continue well into this new century.
- The composition of the U.S. civilian labor force will change dramatically by the year 2005, but the number of new entrants into that labor force will be insufficient for the economy's needs.
- Tuition costs continue to outpace inflation, thereby placing ever greater emphasis on flexibility in acquiring affordable portions of programs and degrees.
- More Americans are college-bound than ever before, encompassing a much broader range in age and ethnicity, as well as more equitable participation by gender.
- Continuous learning yields higher earnings, as workers upgrade the skill sets being demanded by virtually all professions.
- Nearly half of the adult population participates annually in continuing professional education activities. Approximately 6.4 million adult students over the age of 25, will enroll in higher education by 2002.²
- Single women head increasing numbers of families. This particular group is especially interested in educational opportunities that are convenient, both in time and place.
- The total current enrollment in credit-bearing asynchronous distance learning courses is almost 700,000 adults. This number is expected to grow to over 2.5 million by 2005, representing a compound growth rate of approximately 20 percent per year.
- Job growth is fastest in occupational groups requiring more education, thereby placing greater demands on the educational system. Much of this education will be at the post-baccalaureate level.
- The older adult population is expanding rapidly, with individuals remaining in the work force longer, reinforcing the need for lifelong post-baccalaureate opportunities that are skill-focused and career related.

¹ *Life Long Learning Trends, A Profile of Continuing Higher Education*. National University Continuing Education Association. 4th edition, April 1996.

² Fischetti, Mark, et. al., Education? *University Business*, pp. 45-51.

Colleges and universities throughout the nation are now working to serve the adult student and broader sectors of our market area, through the delivery of needed or desired programs. The adult, off-campus clientele will have different needs than traditional, on-campus 18-22 year olds. In addition to programs that develop very specific job market skills, adult-oriented programs are also designed to broaden, enlighten and entertain. Collegiate units that routinely serve the adult student have admissions criteria that recognize the learning derived from life or work experience.

The New Jersey challenge

The national trends mentioned above are particularly evident in New Jersey, where an estimated 25,000 adults are enrolled in asynchronous distance learning courses.³ This trend is fueled by employer interest in advanced education and training for its workforce that is accessible, but that does not interfere with 'job time'. The number of students in asynchronous courses in New Jersey will grow to over 100,000 within the next five years. Surveying the challenges facing our state over the next decade or two, it is clear that we need a rapid-response academic unit. Even a very superficial glance at emerging issues provides a clear picture of the significant challenges facing the state.

In keeping with emerging nationwide trends, it is estimated that the number of New Jersey high school graduates will increase from 78,762 in 1996 to 102,600 in 2008. Every one of the state's higher education institutions will be hard pressed to respond to on-campus demands, resulting from the enrollment growth from this 'baby boom shadow'. Higher Education in New Jersey is scrambling to keep up, and is already falling behind. The leading edge of this demographic wave is already passing through its collegiate years, hinting at further growth in post-baccalaureate adult continuing professional education based solely upon demographics.

To make the situation worse, systemic and structural changes in business and industry since the mid-1980s require lifelong professional education for people in the work force who wish to remain competitive in a rapidly evolving labor market. It is estimated that today's typical college graduate will require the equivalent of seven additional years of education and/or training, over a working lifetime, to stay competitive in the employment marketplace with the current rate of change.

Just as structural changes in the economy have resulted in the increased need for life-long learning for workforce competitiveness, so has the need for such programs to be locally accessible. People must retrain periodically, but they cannot do so by returning to campus to do so. It is clear that Higher Education will have to take the education and training to them.

Several studies now show the need for upper-division degree-completion programs, distributed throughout the state. A recent survey of community college presidents has identified 110 currently unmet requests for upper-division off-campus or distance learning degree completion programs ([Appendix A](#)) for regionally place bound and adult students. The delivery of cogent programs in a marketplace that is shifting rapidly over space and time is not well-served by the traditional 'bricks and mortar' solution. We have to 'take our show on the road'.

In addition to growth in distance learning challenges, several areas in New Jersey are, or soon will be, critically deficient in public upper division and graduate programs. The Commis-

³ Several documented cases with significant New Jersey enrollments include: Colorado State University (MBA, est. NJ enrollment 400); Ball State University (MBA, est. NJ enrollment 350); and the University of Delaware (several programs including Hotel Management, 350).

sion on Higher Education already has identified the Monmouth/Ocean County region as a priority. There, the number of students graduating from high school will increase 50 percent within the next decade, and job growth in technology and tourism, key elements in that region's economy, will outpace the state average. The northwestern region of the state, including Warren, Sussex, and Western Morris counties, will also experience higher than average growth, in both population and industry. The population of Sussex County, for example, continues to grow at approximately 20 percent per decade, far exceeding the state's average growth rate. Adults in this region are not well served by public higher education. The creation of a new 'bricks and mortar' institution is not recommended, nor is it probable that the projected regional growth will be accommodated within the bounds of existing campuses.

What has been happening in higher education and what will continue to happen is that students change. They are just as bright, just as interested and just as motivated. But they are also employed, older and have responsibilities. Many of tomorrow's students will not be able or willing to take two to four years off so that they can qualify for an on-campus degree. That doesn't mean that institutions will go without students, it simply means that some of the best and the brightest will look for more attractive or feasible alternatives.

So, Rutgers doesn't have to do a thing and enrollments on-campus will stay up, and even increase based on a growing number of "typical" college-aged students. Does the State University want to educate that population of students residing in the state who cannot come to campus? Many of them are just as capable students, who may live and work at distances that make commutation to one of our three main campuses impractical. Many of our counterparts have decided that they like qualified students regardless of location. In fact, they think that New Jersey is fertile ground for great students. Babson and Duke are two examples of out of state institutions currently providing programs to AT&T and Lucent, corporations we would regard as "neighbors". So, the void is being and will continue to be filled. The only question is does Rutgers participate in filling it?

The need for new undergraduate degree programs

Although Rutgers has a number of professional schools (e.g. management, social work, education, pharmacy), we offer fewer distributed degree programs than many large institutions. Programs such as Management of Justice Systems have considerable distributed potential, but have not been developed well to date. Programs that are most conspicuous by their absence within the university, given major current economic activity, are real estate and land development, recreation administration, applied computing and network administration, allied health administration, and aviation. Peer land grant and state university institutions have successfully added many such programs to their distributed education portfolios.

Rutgers was one of the first universities in New Jersey to enter into partnership with a community college in an effort to provide coordinated upper level courses for off-campus students completing a baccalaureate degree. A growing number of place-bound non-traditional community college graduates want to obtain a baccalaureate degree, but do not have convenient access to a state four-year institution. The statewide need for degree completion programs is so critical that the NJCHE is assisting with the assessment of regional requests. If New Jersey institutions cannot meet these programmatic needs, 'out of state' institutions will.

There are several advantages to providing new applied programs through a coordinated approach within a new academic unit, including:

- (1) A new university-wide academic unit will more likely achieve the externalities of scale that would improve the level of service to the regional place-bound and adult off-campus student.
- (2) It would more likely be able to provide a wider range of applied and professional undergraduate and graduate opportunities than would narrowly defined professional schools.
- (3) It will be better positioned to respond to the public need for new programming in a timely fashion.
- (4) By operating on a self-sustaining basis, it will seek to reallocate resources in an appropriate manner to programs with growing demand, from those programs no longer in demand.
- (5) It would be in a better position to develop a state-wide network of off-campus learning facilities, thereby supporting large scale, state-wide programs more effectively.

All of these advantages, and more, would allow us to fulfill public service roles that historically have been within our own domain, but that Rutgers has allowed to atrophy as it focused on research and traditional campus bound populations.

The need for new graduate and professional certification programs

Previous efforts to provide credit courses at off-campus locations have been decentralized and largely circumscribed. Courses have been highly focused albeit with limited degree availability. This is in striking contrast to developments among our peer institutions, both regionally and nationwide. Penn State, for example, has announced its plan to make as many as 25 of its leading graduate professional degrees available off-campus, and via the Internet, projecting enrollments as large as 10,000 annually. University College of the University of Maryland, with 30 degrees, is also expanding off-campus degree availability.

Rutgers efforts at the graduate level have been largely uncoordinated, as well as decentralized. Although credit-bearing courses are offered at several dozen locations by units from all three campuses, Rutgers fails to achieve a coherent presence in any of these communities. Monmouth County is the exception. In this instance, Rutgers has a coordinated effort, through the Rutgers-Brookdale Partnership in Higher Education. Elsewhere, there is little or no coordination between Rutgers academic units. Each collegiate unit chooses its sites and orchestrates its programmatic development and advertising independently, without regard to other university efforts in the area.

As will be described in detail below, the creation of a new academic unit operating off-campus is not intended to interfere with the autonomy of existing schools in how they plan and operate their off-campus programs. However, the presence of the new school will provide greater program availability and will create a distributed delivery network for those programs. This infrastructure can be a valuable resource that existing units with off-campus efforts would be encouraged to share, yielding significant concomitant benefits to all.

There is considerable statewide demand for degree-granting programs in emerging professional areas that Rutgers has not addressed. Projections of labor demand document a shortage of well-trained professionals in several applied disciplinary areas, including applied computing and network administration, real estate and land development, management of justice systems, and others.

Traditional collegiate faculties, already fully deployed in research and providing on-campus instruction, cannot be expected to redirect resources from these tasks. Not surprisingly, attempts to engage existing academic units to meet the distributed program needs of the state in these rapidly emerging fields have been thwarted, frustrated by full-deployment on-campus, and the natural desire to pursue mission critical research. The workable solution is to create a new unit that will take the development and deployment of market-driven programs as its *raison d'être*, engaging a faculty that will be rewarded for quality distributed instruction as its primary mission. This new unit will be charged with the task of developing an off-campus infrastructure that can foster and encourage mutually beneficial partnerships between itself and with existing Rutgers collegiate units, and community colleges statewide.

LESSONS FROM PEER INSTITUTIONS

Rutgers is not the first major institution to follow this path, and it behooves us to learn from those who have gone before. Virtually all of our peer institutions have found ways to serve the needs of emergent professional programs, and adults seeking to remain competitive in the workforce. Diverse programs in liberal studies are almost always included as a counter-weight as educational enrichment for these service missions. We reviewed four large mid-Atlantic programs, as a way of identifying the lessons that should guide our own efforts. We provide extensive program detail for each of these programs in [Appendix B](#), but a few salient observations here should suffice to convey the central organizational and strategic messages for Rutgers.

University of Maryland, University College

University College of the University of Maryland has pursued its prime mission for 50 years: to provide adult, part-time students with high-quality off-campus educational opportunities. UMUC receives partial state support (\$17M for FY2000), and has 500 full-time faculty. UMUC has a regular faculty track, from Instructor → Assistant Professor → Associate Professor → Professor. Classrooms are positioned throughout the Maryland-Washington, DC area, and at over 100 overseas locations. Students can 'attend class' from anywhere in the world by connecting via the Internet. UMUC has the largest online program of any university in the world; students can choose from dozens of complete Bachelors and Masters programs, via the university's own proprietary interactive classroom software. UMUC provides many of its programs entirely on-line, and deploys highly regarded distance education software that enrolls over 6,300 students in over 23,000 course registrations annually. Multiple curricula, with convenient delivery formats and innovative credit options, are promoted as ideal for adult, part-time students who are looking for a top-quality, practical education.

Johns Hopkins School of Professional Studies in Business and Education

The School of Professional Studies in Business and Education has successfully educated adult part-time students for 90 years, and offers several undergraduate and graduate degree programs, playing a leading role in responsive programming for adult students in business, education, and the liberal arts. Designed specifically for full-time professionals, engaged in part-time study, most courses are taught by the region's leading business practitioners and Hopkins faculty. Both courses and a full range of advising and career services are also available at multiple locations in the Baltimore-Washington area. SPSBE is the largest of the eight Hopkins schools, awards more graduate degrees in education than any other college in Maryland, and operates the nation's ninth-largest business program for part-time students. Programs are offered at the un-

dergraduate, graduate, and post-professional level, with innovative curricula in areas such as Real Estate, Police Executive Leadership, Business in Medicine and MBA/Nursing.

Penn State Outreach and Cooperative Extension system

Outreach and Cooperative Extension receives approximately 17 percent of its budget from state funding, but tuition is set by the Penn State Vice President for Outreach and Continuing Education. The 50 faculty in Outreach and Continuing Education (O&CE) are on self-sustaining positions. Outreach and Cooperative Extension provides for a centralized infrastructure that reaches out to Penn State's 23 regional campuses. Although historically the strength of the Division was in the non-credit arena, this is changing rapidly; the division now offers a variety of credit and non-credit courses and certificates. The new *Penn State World Campus* is an on-line extension of on-campus offerings. Although degree programs are being added slowly, its goal of achieving an enrollment of 10,000 is formidable. The *Independent Learning* program offers a collection of individual courses that may be taken for general interest or used to complete a degree or certificate program. Essentially this is a 'correspondence course' operation that is in process of 'going electronic' and interactive. Penn State seems to be easing its way into distributed education, building upon its extensive outreach and extension tradition, without major restructuring.

New York University School of Continuing and Professional Studies

The School of Continuing and Professional Studies (SCPS) is a separate College within New York University, providing more than 2,000 credit and non-credit courses in its professional and degree programs. The SCPS is generally regarded as the leader in this area, although in size it is the second-largest private institution for adult education in the nation. With annual enrollments of approximately 65,000, serving 7,500 students in degree programs, the SCPS employs 1,300 faculty, nearly all of whom are adjunct instructors on term contracts. As part of a private institution, SCPS has discretion in terms of its tuition and fees. The SCPS offers a range of undergraduate degree programs and six master degree programs, with most registrations in non-degree programs and in credit-bearing certificate programs. The online courses offered through the *Virtual College* are limited, and while there is only a single online degree program currently available, several others are planned. The 'face to face' delivery from NYU is its forte', but electronic distance learning is evolving as it explores partnerships through its newly formed, for-profit subsidiary.

DISTILLED LESSONS

We are learning much from the examples and successes of some of our peer institutions, particularly in the mid-Atlantic region. Beyond our own region, many of our peers have been leaders in this field for many years. For example, the University of Wisconsin established early in the 20th century what was to become known as the "Wisconsin Idea" of public service to the statewide community. The University of Wisconsin Extension Division was established in 1906 and received funding in 1907. The objective was to ensure that the resources of most campus schools and departments would be made available to people in all Wisconsin communities. CAPS has been designed with the Wisconsin Idea in mind. Some of the more important lessons learned from the study of our peer institutions include:

- A separate academic unit dedicated to the mission of applied and professional studies is needed to be responsive to the market.

- A separate academic unit dedicated to the mission of distributed program delivery for place-bound and adult students is necessary to serve clients well.
- The starting point for successful programs in this arena is market demand and workforce development needs.
- The academic product needs to be programmatically coherent and provide added value for the customer.
- A dedicated academic unit can provide a seamless and one-stop administrative apparatus for the customer.
- Like the Wisconsin Idea, the boundaries of the University are the boundaries of the state. CAPS will address this objective through multiple off campus locations and a variety of delivery formats, to provide service, first and foremost, to the entire state of New Jersey.
- There is a natural affinity between continuing, professional, and distance education, and housing all three within the same academic unit makes both academic and administrative sense.
- Highly responsive organizations adapt more quickly to market changes and use routine feedback and quality control elements from the beginning of the program cycle.
- Multiple curricula with convenient delivery formats and innovative opportunities for place-bound and adult part-time students are prerequisite components of successful dedicated schools of applied and professional studies.

COLLEGE OF APPLIED AND PROFESSIONAL STUDIES

Rutgers University's proposed College of Applied and Professional Studies (CAPS) is a natural way to respond to current trends in Higher Education.

Rutgers is unique. It is New Jersey's capstone public university, as well as its land grant institution with outreach education as a substantial part of our historic mandate. Rutgers must reassert its presence throughout the state, by providing carefully selected, and high-quality educational programs to New Jersey's distributed citizenry. This will require vision, understanding of the continuing professional development needs of our state, deployment of high quality innovative programs, central planning and coordination, highly coordinated marketing, and an effective management strategy for a widely distributed operation.

A revitalized outreach vision

This proposal is for the establishment of a new academic unit at Rutgers University, designed to better align academic planning and program delivery with rapidly changing workforce developments in the state of New Jersey. This new academic unit, the Rutgers University College of Applied and Professional Studies (CAPS), will have a clear mandate to develop and deliver high-priority, innovative and flexible educational programs that will have the following distinctive features:

Top Quality: Because Rutgers is the top-quality professional education provider in the state of New Jersey, CAPS will develop and market high quality programs for the top end of the educational market. Rutgers can define and compete for that market by:

- Ensuring that our courses, our curricula, and our faculty have been vetted, via the standard Rutgers review process, involving departmental, collegiate, and university-level evaluation, prior to being offered.
- Requiring subsequent/ongoing self-study, peer review, and outside review of all programs on a regular basis, as well as student evaluations of courses, programs, and faculty.
- Insisting on proper certification/accreditation (within a reasonable time frame) by such professional bodies as normally provide that service for the sorts of professional programs we plan to offer.
- Hiring only top-quality faculty to develop and deliver these programs; faculty who meet the same rigorous standards as on-campus Rutgers faculty, though chosen with their alternative instructionally-focused mission in mind.

Applied and professional studies: CAPS will concentrate on delivering upper division degree completion and post-graduate applied and professional education to a growing adult off-campus clientele, by the following:

- Expanding selected graduate certificate and masters degree programs, consistent with New Jersey's emerging workforce needs (see Appendix A),

- Developing novel upper-division baccalaureate programs, in concert with New Jersey's community colleges and Rutgers' University Colleges on all three campuses, thereby delivering a workforce equipped with the necessary skills for employment in a highly volatile and rapidly changing labor market,
- Restricting development of undergraduate programs to those that serve the off-campus adult and Commission on Higher Education targeted populations, such as applied computing and network administration, the management of justice systems, real estate and land development, and general professional studies programs.
- Developing a high quality full-time faculty, whose reappointment and promotion would be based primarily on teaching-advising-counseling, service, and secondarily on scholarship, the latter oriented toward industrial or public service issues.

Market-driven strategies: CAPS will utilize innovative business models to insure cost-effective/cost recovery delivery of programs, starting with the following

- An initial investment of \$3 million over a three-year period for the development and support of initial infrastructure and 16 non-state funded faculty positions. This investment, like that of both SROA and the Reinvestment in Rutgers initiatives, will provide significant beneficial leverage. This investment will generate 30 additional self-supported full-time faculty positions by 2004-5.
- Enrollment levels projected for 2007-2008 are expected to generate approximately 47 full-time, self-sustaining faculty positions and 15 staff positions, thus leveraging this initial investment by a factor of almost 4:1.

Distributed education: CAPS will decouple higher education from 'place-based' thinking, taking the educational expertise of the University to the clientele. Rutgers will develop a presence throughout the state, thereby bringing the University to the student, through the following actions:

- Creating a network of accessible off-campus locations to expand educational outreach and explicitly linking our educational mission to our Land Grant mandate.
- Employing distance-learning technologies (including both online and interactive video modes of instruction) to extend educational opportunities, both within the borders of the state, and beyond.

Contact Point: CAPS will provide, where mutually agreed to, an infrastructure umbrella for Rutgers' widely disparate, and eclectic collection of off-campus offerings by:

- Working with Rutgers' on-campus colleges whenever that is mutually beneficial, and in the same fashion as with the community colleges, capitalizing on their educational expertise, while providing the CAPS staffing, administrative, and marketing umbrella for the benefit of our entire off-campus enterprise, to ensure that CAPS will complement ongoing efforts, building on current successes.
- Developing high-quality initiatives that will take nothing away from any existing off-campus program, and will work toward mutually beneficial relationships by (1) setting up

off-campus connections, partnerships and resources, (2) putting in place with RUCS and NJEdge.net the Internet and telecommunications network, and (3) continuing to survey the demand for new and existing programs.

- Ensuring that existing schools will be able to determine if they want to participate, when they want to participate, and how they will want to participate in these initiatives.

The expertise of current tenure-track faculty will be an invaluable resource for CAPS students and faculty, and CAPS will work to extend the services provided by its infrastructure to any other departments or schools whose students and faculty will benefit from such collaboration.

Degrees to be offered and possible programmatic priorities

Since CAPS is designed to provide applied and professional training to adult students, it should grant degrees that both represent the nature of these programs and appropriately differentiate CAPS degrees from those granted by other Rutgers schools and colleges. Thus, CAPS will offer the Bachelor in Professional Studies (BPS) and the Master in Professional Studies degree (MPS) only.

A variety of factors were considered in the development of proposed programmatic priorities, including: (a) identification of regional program demands, (b) identification of key service areas, and (c) efficient and effective delivery modalities. The recent Commission on Higher Education Survey of two-year colleges was useful in these efforts, as were workforce demand data. In response to these developing educational challenges, we are considering development and implementation the following preliminary set of off-campus, place-bound and adult focused program initiatives:

- upper division degree-completion and master degree programs in applied computing and network administration with programming, database, digital video and animation, webmaster, and media and graphics subspecialties;
- upper division degree-completion and master degree programs in the management of justice systems;
- upper division degree-completion and master degree programs in real estate and economic development, including development, finance, management, and construction project management subspecialties;
- upper division degree-completion program in recreation and tourism management, with subspecialties in turf & golf course management, hospitality, and recreation management; and
- upper division degree completion and master degree programs in general professional studies, the former focusing particularly upon graduates from narrowly defined community-college technical programs that award the A.S. and A.A.S. degrees, which are difficult to articulate into existing baccalaureate degree-completion programs.

Common to all programs would be the integration of several professional competencies including, but not limited to: leadership, diversity awareness, critical thinking, mediation and ne-

gotiation skills, communication skills, information technology, and teamwork. Weaving a common professional studies theme through several program areas is an efficacious model for working adults with successful precedent (the BPS model developed at Syracuse is one example).

The challenge will be to develop curriculum and faculty at a rapid pace while maintaining educational integrity and excellence worthy of the Rutgers name. Mechanisms for doing so, through collaboration with existing units and involvement of tenured faculty, are discussed later in this document.

Regional coverage

It is obvious that the need for these and other programs is widely dispersed throughout the state. New Jersey's Higher Education Capacity Task Force has, among other findings, recommended partnerships between institutions as one way of addressing existing and future demand in regions of the state that are currently underserved by public higher education. As New Jersey's comprehensive public research university, Rutgers must provide leadership in such partnerships, addressing these new challenges. CAPS will provide a mechanism for addressing program priorities that have not been well served to date.

To meet these pressing and growing needs, CAPS will be the degree-granting collegiate unit for Rutgers' off-campus campus and distance learning communities, especially for applied and professional masters, baccalaureate-completion, and undergraduate inter-disciplinary courses, programs and degrees not yet available through an existing unit. This single point of contact for off-campus students establishes a visible and tangible off-campus presence for Rutgers, throughout the state of New Jersey.

Rutgers plans to deploy these and other appropriate programs initially in several regions throughout the state that have been identified by CHE as underserved by public higher education: e.g. Monmouth-Ocean, Trenton-Flemington, Atlantic-Cape May, and Northwestern New Jersey. We already have a presence in the first two areas; the third is being discussed with the higher education and government officials in the Atlantic City region, and the newly located Western Morris continuing education center can provide a preliminary site while other deployment strategies are explored for the northwestern portion of the state.

While leased facilities throughout these strategically defined regions will serve as locations for in-person program delivery, Rutgers will also integrate telecommunication and internet technologies extensively into CAPS programming, through both two-way interactive video and internet (or web-based) courses, making use of the Rutgers Regional Network and NJEdge.net where feasible. Thus, the CAPS instructional program will be successfully distributed throughout the state because the fundamental strategy is built upon a range of delivery methods including: live instruction at distributed sites, live instruction at multiple distributed sites using two-way interactive technologies, live hybrid courses that utilize considerable internet support and finally, courses that are based entirely upon asynchronous interactive pedagogy.

Rutgers will deploy instruction and training resources to meet strategic regional workforce needs, in collaboration with our community college partners and the state. It may be useful to have a regional presence at the local community colleges, but details aside, the operative principle will be to provide a physical presence wherever needed to handle the traffic that will develop.

Advantages of a separate college

The development of a stand-alone academic unit, with a broadly defined professional and applied mission to serve off-campus and distance learning students, has the following advantages:

- Rutgers clearly is the preferred program provider in the state, and it needs a mechanism to respond to statewide needs in a coherent and timely manner. Today's service model of choice is "one-stop-shopping." There are a number of competitors in this arena of applied and professional studies. However, when given the option, time and again adult and continuing education students have expressed the desire to receive their education from Rutgers University. At the same time, these very students, busy with professional lives and family commitments, are not willing to spend an inordinate amount of time navigating a difficult Rutgers bureaucracy. Furthermore, for many, the inconvenience of travel to one of the Rutgers campuses is the final, and critical barrier to participation.
- The establishment of an academic unit charged specifically with the task of off-campus and distance-learning programs provides for a clear and single point of responsibility. This is one of the clear lessons of success that has been learned by our peer institutions. Providing a seamless academic and administrative apparatus for the customer is impossible without a dedicated academic unit with this mission.
- The new College can ensure and enforce quality control and quality program assurance over developing off-campus programs. It will protect the off-campus portfolio from unplanned growth, something that can divert much needed resources from other institutional initiatives. Just as the on-campus program is developed with strategic goals and targets in mind, the distributed education model must follow a strategic plan that can only be achieved through coordination within a single academic unit.
- Partnerships with CAPS will provide the benefits of administrative services, marketing, and consistency of delivery for purposes of accreditation.
- After high quality, cost effective delivery becomes a central organizing principle of the new College. This self-supporting, market-driven unit must use resources wisely to be successful. Careful strategic planning, a singular mission, a dedicated focus and responsiveness to market are all critical factors that come together to provide cost effective delivery of programs. The more cost effective that this unit is, the greater value that can be delivered to the student. Moreover, by locating the programs and services in a single unit, certain economies of scale can be achieved that would not otherwise be possible. Again, these are lessons that have been learned by our top-level peer institutions.

CAPS administration

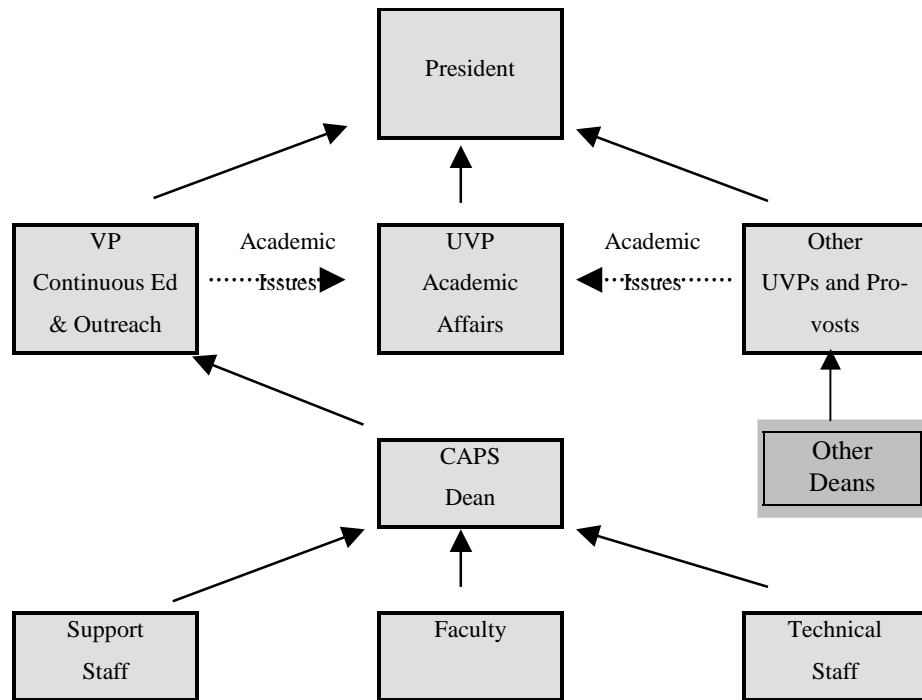
In order to achieve the goals outlined above, CAPS needs to be established as a freestanding College. Borrowing somewhat from the very successful University of Maryland University College model, CAPS would be the 'off-campus campus' of Rutgers University.

The CAPS Dean: The Dean of the College will be appointed as the Chief Executive Officer (CEO) of the College, charged with the further development and execution of its strategic

plan. The charge will include responsibility for personnel, academic planning, execution of the instructional program, student advising, counseling, and all other matters normally associated with the dean of a professional unit.

The dean of the College of Applied and Professional Studies will be responsible for overseeing the academic and business aspects of the College. This oversight includes working with adjunct and full-time faculty, maintaining excellence within the academic programs, and maintaining the Middle States Commission on Higher Education accreditation standards within the College. The Dean must be highly knowledgeable of the educational milieu, understand adult education, possess a knowledge base and passion for innovative modalities of educational delivery, and have a rigorous commitment to quality (a preliminary job description for this position is available in Appendix C).

Consistent with its off-campus mission, the Dean of CAPS will report to the Vice President for Continuous Education & Outreach, who will serve in the role of chief campus academic officer for this ‘off-campus campus’. The Vice President for Continuous Education and Outreach will provide leadership and vision on matters of strategic planning and program development, and will be responsible for insuring the academic quality of all programs within the College. In that same capacity, the Vice President for Continuous Education & Outreach will report and be accountable to the University Vice President for Academic Affairs on matters of academic quality and policy, but will continue reporting to the President on all other matters. The organizational reporting chart is indicated below.



Executive Board: It is essential, particularly in the formative stages of the college, that the CAPS dean receive advice and consent in the decision-making process. There is the need for CAPS being agile and responsive, but not at the expense of prudent review and discussion. In

traditional academic units, faculty serve this role. Accordingly, an Executive Board will be established to provide the dean with advice and consent normally associated with faculty bodies.

The CAPS Executive Board will be comprised of full-time faculty from CAPS, tenured faculty from traditional academic units, and academic associate deans holding tenured faculty positions; a majority of the Executive Board will be tenured. The Executive Board will be charged with the review and approval of CAPS faculty, programs, and curricula, including the appointment of new faculty and the approval of new academic programs, and the promotion and renewal of existing faculty.

The Executive Board will also provide key links between CAPS and the rest of the university community, allowing CAPS to benefit from the experience and expertise of faculty from other units and ensuring the development of mutually-beneficial relationships between CAPS and the university as a whole.

Other Professional Staffing In CAPS

The CAPS Dean will be assisted by (a) an infrastructure support staff, and (b) full-time faculty serving as undergraduate and graduate program directors.

Infrastructure support staff: The Dean will have an appropriate initial infrastructure support staff, consisting of a small core of professionals: a marketing specialist, a college computer manager, site supervisors for regional facilities, a portfolio specialist and academic counselor(s), whose respective responsibilities will be:

- **Marketing specialist:** The marketing specialist will have a dual responsibility: to assess needs of the degree completion and post-baccalaureate market accurately and directly assist the collegiate management team to develop successful strategies for program development, marketing, and enrollment management for these distributed off-campus and online programs.
- **Computer and Curriculum Design Specialists:** These professionals will be responsible for collegiate on-line instructional systems, web-sites, and electronic communication strategies. These technical and instructional design professionals at the college will work closely with the RUCS dean, program directors and faculty to insure effective distributed strategies throughout all resources (RUNet, the Rutgers Regional Network, and NJedge).
- **Portfolio Specialist/Academic Counselor:** CAPS will need an Assistant Academic Dean with a background in adult education and academic counseling experience. Many returning adult students need appropriate, accurate and timely assessment of their prior learning credentials. In addition, it is increasingly important to provide for alternative assessment and portfolio assessment to allocate academic credit for learning derived from professional experience. Currently Rutgers does not provide this service “in-house” but sends adult students to other institutions, like Thomas Edison State College (TESC), for these services. The credits assessed by TESC are then accepted for transfer into Rutgers University. We propose bringing this service in-house as part of the seamless academic and administrative apparatus for the adult student.
- **Site Supervisors:** CAPS will require full time professionals to be deployed for each major service area. These site supervisors will perform a variety of tasks including recruitment

and counseling, as well as actual on-site coordination of facilities between CAPS and other Rutgers academic units.

The full time CAPS collegiate faculty

For the College to meet its mandate, it must develop a quality faculty, and do so without redirecting existing state funded research and teaching resources. Accordingly, faculty will be placed on non-state funded budget positions and will receive term appointments consistent with University policy. The core instructional, curriculum and advising staffing at CAPS will be by such term full-time faculty, budgeted directly to the college. Each full-time faculty member will be a member of the faculty of a degree program(s).

We will need a different sort of faculty member for CAPS than is embodied in our standard teaching/scholarship/service paradigm, where scholarship is paramount. Teaching, counseling and advising will be their primary responsibilities, with public service and practitioner-oriented scholarship as secondary responsibilities. While the CAPS faculty will not be tenure-eligible or tenured, they will benefit from operating within an environment where they are represented by a bargaining agent. In addition, significant involvement of tenured faculty from other Rutgers units in the appointment, review, and promotion of CAPS faculty will provide both quality control and an important pro-active mechanism to help insure academic freedom among the term CAPS faculty.

We need to recruit high-caliber professionals: to attract and hold the best. We must search for and retain people who can meet high quality Rutgers standards, but who are chosen primarily for their instructional qualifications. Appointments will be subject to rigorous academic review of performance and renewable upon mutual agreement, with the involvement of the CAPS Executive Board. Review will be based primarily on instructional quality, with due regard for service and applied scholarship. Faculty performance review will follow the standard Rutgers faculty reappointment process. Involvement of tenured faculty in the recruitment, appointment, and review of CAPS faculty will also insure that the quality of the collegiate faculty is commensurate with Rutgers' standards and academic standing.

As in the case with all quality appointments, individuals must know that there is an opportunity for advancement in rank. The Collegiate Faculty will follow the traditional tracked pattern [Instructor → Assistant Professor → Associate Professor → Professor], with the possibility of promotion. Most appointments will start at the Instructor level. Term instructors may be granted reappointment annually after review of their performance, and at some point could be recommended for promotion to Assistant Professor. Promotion to Assistant Professor would result from a formal review process that would mirror that elsewhere in the University. Faculty review will commence with the senior program faculty and tenured personnel committee faculty, go to the CAPS Executive Committee. This will be followed by decanal review and transmission of recommendations to the vice president, and where appropriate, to the PRC. CAPS faculty, therefore, will undergo a review process analogous to the administrative path for on-campus faculty review, from department (Personnel Committee) → A&P (Executive Committee) → college dean → provost → PRC. CAPS appointment, reappointment, and promotion committees will be comprised mainly of tenured faculty from appropriate units within the university. These committees will follow standard Rutgers University processes for the appointment, reappointment, and promotion of tenure-track and tenured faculty, but will re-weight criteria to reflect the mission of CAPS.

After six years in service as an Assistant Professor, promotion to Associate Professor becomes a possibility, subject again to mutual agreement and a full review. Similarly for Professorial rank, individuals would be eligible for promotion after six years in rank. In special cases where on-campus or Emeritus faculty would like to segue into this alternate role, entry rank will be laterally transferred, but without tenure.

Collegiate faculty will be expected to maintain a full teaching load each semester. At the discretion of the Dean, course load may be reduced in direct proportion to significant increases in student enrollments per contact section.

The collegiate faculty: part-time

Like all other faculties at the University, the College will also make use of casual or per course instructors (PTLs), and will strive to obtain roughly a 50/50 distribution in instructional load between full-time faculty and per course instructors. Usual university standards and policies regarding casual appointments will be applied at CAPS.

Use of existing university faculty

CAPS will draw on the expertise of existing tenured faculty in the development, approval, and instruction of its academic programs. These collaborations will work to the mutual benefit of CAPS and the existing tenured faculty and schools, and will exist *only when mutually agreed upon*. However, the value of the contribution of current tenured faculty in ensuring the initial and continuing quality of all CAPS programs cannot be understated.

CAPS will seek to develop mutually beneficial partnerships with existing schools and colleges, and encourage participation in CAPS programs by those on-campus faculty who both wish to contribute and whose participation is endorsed by their departments and deans. *Participation in CAPS programs by existing faculty may take one or more of many forms.*

Existing faculty may receive appointments in a particular academic program in CAPS, and/or participate fully in the design, development, and oversight of these newly emerging CAPS programs. In this instance, faculty would be able to help construct CAPS programs as part of a CAPS *Program Planning Committee*, but they would not be required to teach in the off-campus programs should they choose not to. Where appropriate, existing faculty may teach in CAPS programs, on terms that are mutually agreed to.

Partnerships may be developed whereby on-campus courses may be transmitted using interactive video. In liberal arts areas, for example, where CAPS will not build faculty capacity, considerable opportunities exist for partnerships with many departments on all three main campuses. Cooperation and coordination with emerging CAPS programs will provide existing departments with opportunities to generate resources to support their own on-campus programs.

Under existing circumstances, a department contributing a single course to an off-campus initiative would not likely yield sufficient enrollments to be worth the investment of resources. However, as part of a larger, centrally coordinated effort larger thresholds become possible and these individual contributions and partnerships have the capacity to add significant breadth and quality to our statewide effort. Both in the liberal arts and cognate professional programs (management, education, etc.), the possibility would also exist for CAPS to provide faculty positions that could be budgeted to an existing school or faculty rather than in CAPS, in return for an

agreed upon level of instruction off-campus or at a distance. Hence, CAPS will be an important catalyst to generate new resources by and for existing academic units.

Opportunities therefore exist for schools and departments to participate in the CAPS off-campus efforts in a variety of ways that are appropriate and mutually beneficial. Existing schools would have enhanced opportunities to generate resources that could be used by them to further support their traditional on-campus mission. As mentioned earlier, existing units would be free to decide whether they wish to partner, when they wish to partner, and how they wish to partner.

Relationship to existing university units

It is desirable to ensure that CAPS is of the highest possible quality, so that its programs will work to enhance Rutgers' reputation and to complement existing programs. The quality of CAPS will begin with and will continue to be ensured by a high level of involvement from current units, where that involvement is mutually beneficial. It is obviously of great benefit for CAPS to be associated with Rutgers' tradition of academic excellence; this association should not be in name only.

In some cases, there may be an overlap between the mission of CAPS and existing university units. Where these units are willing, they and CAPS can work collaboratively to enhance both the current offerings of the existing unit and CAPS's off-campus and/or online offerings. In no case should CAPS disrupt the operation of currently existing off-campus professional programs; rather, these programs should be able, at their discretion, to make use of available resources that emerge out of CAPS's infrastructure. CAPS will also work closely with the three University Colleges to determine the ways in which the UCs' adult students can benefit from CAPS's academic programs and distributed infrastructure.

Where CAPS identifies need for program development in areas that are currently under the purview of an existing academic unit, CAPS will work with that unit to determine how program development might proceed and where the program will be located. The result may be that the existing unit is able to draw on CAPS resources in the planning and roll-out of this new program or vice versa, or the program may be developed in collaboration between CAPS and the existing unit. If the existing unit has no interest in imminent pursuit of the new program, CAPS would be permitted to proceed with program development as agreed upon by CAPS and the existing program.

We expect that new program development will emerge out of discussions between the CAPS dean and other faculty deans. Academic units with off-campus programs must be allowed to continue their outreach programs without interference, although collaboration and partnerships should be encouraged, seen as mutually beneficial opportunities by both CAPS and existing units. In rare cases where agreement cannot be reached, the University Vice President for Academic Affairs will be called upon for resolution.

In general, the aim is to prevent competition and encourage cooperation wherever it is of benefit to both CAPS and the unit currently engaged in outreach programs. The goal is to provide the best possible quality of both academics and student services to adult and continuing education students in New Jersey.

Relationship between on campus students and CAPS students

CAPS will consider for admission students who have completed an associates degree or who can present completion of 60 credits in good academic standing. Students admitted to CAPS must have completed all lower division general education requirements and pre-requisite courses. Most of these students will tend to be adult, over 25, and currently employed. Students applying to other RU collegiate units will not be offered automatic admission into CAPS; students must affirmatively apply for admission into CAPS just as they would for any other Rutgers unit.

If an on-campus Rutgers student wishes to major in a CAPS program, that student will need to transfer from their current school to CAPS. On-campus undergraduate students will not be able to major in a CAPS program unless it is jointly offered by CAPS and an on campus unit. Transfers from CAPS to an on-campus school would require the same application review as any other transfer from one campus to another. While CAPS courses will meet free elective credit, whether CAPS courses fulfill on-campus major or collegiate general education (distribution) requirements would be left entirely up to the faculty or fellows of the individual schools.

Academic organization

Initially CAPS will have programs, not departments. Faculty appointed to a particular academic program (management of justice systems, real estate and land development, etc.) will be responsible for the academic oversight of that program. Each of four initial programs (management of justice systems, internet technologies, real estate and land development, and general professional studies) will have at least one senior full-time faculty member budgeted during the planning year. This faculty member will serve as program director.

Recruitment for these positions will occur shortly after approval of CAPS by the Board of Governors. *Personnel Selection Committees*, consisting primarily of existing tenured faculty, will be appointed and charged with the responsibility of recruitment and selection of these program directors. Once selected these program directors will, in turn, work with the dean and cognate faculty at the university to recruit, and recommend for hire four additional full-time faculty (most likely, one each in management of justice systems, real estate, and two in applied computing and internet technologies).

Academic oversight and quality control of individual major programs will be vested in the program faculties. At the outset, the CAPS Executive Board will determine the general education requirements for each of the CAPS major programs. At such time as CAPS has 20 full-time faculty, the establishment of collegiate general education requirements will become the domain of the CAPS Faculty, with consent of the Executive Board, not unreasonably withheld.

Program faculty are responsible for the academic oversight of the major degree programs, adding, modifying, and deleting of courses within their respective programs, monitoring quality and standards, advising and certifying students, and all other issues related to the successful delivery of baccalaureate and professional master degree programs.

Faculty academic governance at the college will be similar to other small-to-moderate sized faculties at the University. Standing committees at the college would include appropriate statutory bodies. These would include, among others, Curriculum and Instruction, Appointments and Promotion, Admissions, Planning, and Library, Technology and Instructional Re-

sources. Again, existing tenured faculty would have opportunities, where mutually agreed to, to participate in these committees.

Curricular Issues

Rutgers is not in competition with the state's community college system; we need to view and cultivate those institutions as our partners in this enterprise, serving the citizenry of New Jersey. Rutgers is in competition with every AAU sister institution in the mid-Atlantic region, and for our distance learning efforts, with every major provider in North America. That competition is severe, and if we are to achieve a meaningful market share, the byword for everything we do will have to be quality. We view the 'top-end' portion of the market as our natural domain, and to ensure that we acquire and hold it, we must ensure that each course offered is of the same quality as our on-campus offerings, not necessarily interchangeable (these are different programs, after all), but of the same quality, with the same rigorous standards. This will be ensured by reviewing each course via an analogous administrative process to that used for on-campus collegiate offerings (Program, CAPS, and Rutgers review), with significant involvement by tenured faculty from existing Rutgers units.

To ensure that the courses offered constitute a coherent curricular thrust, that there is a clientele (in sufficient numbers to justify the investment), and a marketable educational product, CAPS will follow the same processes as used by on-campus units. In an arena where a misstep can be very expensive and hard to recoup, the Marketing Specialist for CAPS is charged with doing the market research that will ensure that programmatic investments are timely and on-target. Since the entire enterprise has to be cost-effective, attention to the details will probably be even closer than is routine on-campus, with even greater sensitivity to instructional quality.

For those programs that are normally reviewed for accreditation by regional or national professional bodies, CAPS will aggressively seek formal certification. The idea is to ensure that the students completing the program are fully credentialed and have received top-end 'professional value' for their investment. The essence of this strategy is simple: quality sells. The Rutgers logo must continue to be synonymous with 'quality'.

To ensure continuous quality control, CAPS will entrain continuous monitoring of course and instructor quality, by using the standard mechanisms (faculty peer review and student evaluations) and the same quality standards as are used for on-campus courses. Efforts will be aimed at continually improving all aspects of service and instruction, with best practices integrated throughout the collegiate culture. Ongoing quality review will insure that changes will be made to what is not working well, while high quality instruction will be rewarded. Decisions will be made to jettison what is either no longer in demand or working badly. If we offer a poor (or misdirected) product, our students will drift away. These adults are experienced learners; they will vote with their (sometimes electronic) feet. They have elsewhere to go if we cannot or will not deliver a quality program.

Program Development and Approval

The development of initial program proposals for CAPS will require the involvement of tenured and tenure-track faculty from existing units. The involvement of such faculty will not only ensure the quality of the programs developed by CAPS, but will also prevent CAPS from working to develop programs that are already in development by existing units. Current tenured faculty should be involved with the development of academic programs from the concept level

to the approval level. A key locus for the involvement of current faculty will be the CAPS Executive Board, but it is also desirable to seek additional collaboration from units in cognate disciplines to those in which CAPS wishes to develop its programs. New programs offered through CAPS will follow the standard Rutgers procedures for approval.

Facilities

Instructional, office and infrastructure space requirements will reach approximately 70,000 usable square feet by 2007. Anticipating that CAPS will be successful in deploying programs statewide, broad space infrastructure requirements would consist of the following:

Faculty and Staff Offices	70	10,500 square feet		
Instructional classrooms	36	32,400	“	“
ITV Classrooms	8	12,000	“	“
Computer labs	8	12,000	“	“
Reception, storage, utility, etc.	5	<u>3,100</u>	“	“
		70,000	“	“

Consistent with the organizational principles of CAPS, securing appropriate facilities will be accomplished through several strategies: (1) through partnerships with community colleges, (2) through leasing of strategically located space from private developers or institutions, (3) use of appropriate university resources statewide where and when it may be appropriate, (4) innovative reallocation of certain university facilities, and (5) other appropriate strategies.

Initially, CAPS administration and some of the faculty will be domiciled on the New Brunswick Campus, being assigned sections of the University Inn and Conference Center. The Inn and Conference Center, in turn, would undergo a transition that would allow it to focus primarily on residential guests, while its existing conference rooms and classrooms would be redeployed for faculty and staff offices. The University Inn Annex, capable of housing as many as eight faculty, also would be available for redeployment for this purpose by 2003. Other faculty will be located in leased space.

Budgetary Issues

This proposal for a new, degree-granting collegiate unit requires an investment in the human resource infrastructure necessary for the efficient operation of a market-responsive unit. Initial operations, during the planning year, will require a small staff of seven, including: the dean, a marketing specialist, four program directors, and a secretarial assistant. This plan enables the rapid deployment of CAPS, while allowing for the development of programs, degrees, and faculty. Over the five-year development plan, CAPS will develop its own support staff, utilizing the newest technology and programming to provide *client-friendly* service, in a cost-efficient manner. This includes making extensive use of online/electronic capabilities that are available through the University’s contract with eCollege.com and similar vendors, promoting a single point of contact for the new college.

Essential academic support personnel and resources, including library, computing, and the support of electronically mediated instruction, will be budgeted as part of the CAPS tuition and fee structure. Every effort has and will continue to be made to insure that essential services are built into the CAPS business model.

Several summaries of projected staffing requirements, cost of operations, and revenue appear in Appendix C, and are summarized in the table below. Successfully deploying CAPS will require a multi-year commitment that will in fairly reasonable order begin to generate resources for redistribution elsewhere throughout Rutgers.

The CAPS business plan is based on leveraging these baseline resources, thereby generating an equal number of 'matching' (and self-sustaining) positions by 2004. By 2007-2008, the development costs associated with CAPS will be approximately \$12 million less cumulatively than expansion of outreach efforts through existing academic units. Further, we anticipate that every dollar of baseline support will generate almost eight dollars of self-sustaining revenue, an extraordinarily efficacious cost/benefit ratio.

**PROJECTED CAPS
FISCAL DEVELOPMENT
(* IN MILLIONS OF DOLLARS)**

Fiscal Year	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Funding Required	\$ 1.959*	\$0.741*	\$ 0	\$ 0	\$ 0	\$ 0
Faculty Positions FT	8.0	11.2	21.87	31.57	40.60	46.65
Staff Positions	8.0	13.0	15.0	15.0	15.0	15.0
Non Salary Support	\$ 789*	\$ 1,099*	\$ 1,397*	\$1,688*	\$ 1,975*	\$ 2,117*
Self-Sustaining Revenue	\$ 0.259*	\$ 3.116*	\$ 7.987*	\$ 11.436*	\$ 14.776*	\$ 17.652*
Costs of Operation	\$ 2.219*	\$3.857*	\$6.168*	\$ 8.372*	\$ 10.463	\$ 12.077*
Faculty lines from Self Sustaining Revenue	0.0	22.79	44.52	64.27	82.66	94.96
Available for Quality Im- provement Reinvestment	(\$ 1.959)*	(\$0 .741)*	\$ 0.187*	\$ 1.399*	\$ 2.615*	\$ 3.843*

Appendix A

Commission on Higher Education

Survey Results

Degree Completion Requests from Community Colleges

Results of CHE Survey

Baccalaureate Degree Completion Programs Requested by Community Colleges at their Campuses⁴

Baccalaureate Degree Program Requested	Grand Total	Bus. Mgmt.	Net & Info Tech.	Pub Serv Prof'ns	Liberal Arts	Health & Nursing
BA in Business Administration	15	15				
BS in Criminal Justice	8			8		
BS Computer Inform. Syst./ Information Tech.	7		7			
BA in Liberal Arts	6				6	
BA in Psychology	6				6	
BA in Social Science/Sociology	6			6	6	
BS in Nursing/ (RN-BSN)	6					6
BS in Human Services Counseling	5			5		
BS in Computer Science	4		4			
BS in Health Sciences/Allied Health Education	4					4
BS in Management	4	4				
BA in Education - Elementary Education	4			4		
BA in English	3				3	
BA in History	3				3	
BS in Engineering Sci./Environment Tech.	3					
BS in Marketing	3	3				
BS in Communications (Interdiscip. Studies)	3				3	
BA in Accounting	3	3				
BA in Education	2			2		
BA in Education - Early Childhood	2			2		
BS in E-commerce/Website	2		2			
BA in Broadcasting	2					
BA in Literature	1				1	
BA in Science in General Studies	1					
BS in Biology	1					
BS in General Studies	1				1	
BS in Health Management	1	1				1
BS in Hospitality	1	1				
BS in International Business	1	1				
BS in Paralegal	1			1		
BS Interdisciplinary Stud. - Teacher Preparation	1			1		
Grand Totals	110	28	13	29	29	11

⁴ Summary of New Jersey Commission on Higher Education Survey of Community College Degree Completion Program Needs, April 27, 2000.

Appendix B

Comparative Analysis

Continuing Education Colleges from Regional Peer Institutions

University of Maryland University College

Johns Hopkins

Penn State University

New York University

WORKING MODELS OF CONTINUING EDUCATION COLLEGES FROM OTHER INSTITUTIONS

To illustrate how CAPS might be structured and how it might operate, we have chosen a quartet of successful ventures by peer institutions in our region. Each of these ventures is a bit different, having grown out of earlier arrangements and structures that were particular to their respective host institutions. All share two features in common; they build on strength, and they work! We will need a Rutgers-specific solution for CAPS, but there are good ideas (and lots of experience) here that we can borrow from, to advantage.

University of Maryland - University College

University College is one of the 13 different units in the University of Maryland system, eleven of which are degree granting. University College has pursued its prime mission for 50 years: to serve adult, part-time students, with high-quality educational opportunities. Classrooms are found throughout Maryland, the Washington, D.C. metropolitan area, and at over 100 overseas locations. Students also can "attend class" from anywhere in the world by connecting electronically via the Internet. University College's online program offers more than any other university in the world. Students can choose from dozens of complete Bachelors and Masters programs, completely online, via the university's own proprietary interactive classroom software.

University College has an Executive Vice President, who reports to the Chancellor of the University of Maryland System. The College has a Provost, who reports to the Executive VP. The Deans of Undergraduate and Graduate studies, respectively, report to the Provost. The University College has received partial state support for approximately the last 5 years, this year receiving about \$17 million. UMUC has 500 full-time faculty, on term contracts, mostly in Europe and Asia. Many of the faculty also have administrative responsibilities. UMUC has also implemented a staged track, from Instructor → Asst. Professor → Assoc. Professor → Professor.

University College offers BA or BS degrees, with a primary specialization in one of 28 academic areas, including 15 that are available entirely at-a-distance, and graduate degrees in almost a dozen disciplines. UMUC has a highly regarded distance education suite of programs that currently enroll over 6,300 students in over 23,000 course registrations annually (or the equivalent of teaching all of our Camden undergraduates via distance learning). These curricula, with convenient delivery formats and innovative credit options, are promoted as ideal for adult, part-time students who are looking for top-quality, practical education. Undergraduate degrees are offered in the following areas:

Accounting Business and Management Related Fields - Areas of Specialization

- Accounting
- Business and Management
- Health Services Management
- Hotel and Restaurant Management
- Management (contemporary management theory and practice)
- Management Studies (multi-disciplinary management principles)
- Technology and Management

Behavioral, Social and Natural Sciences and Paralegal Studies - Areas of Specialization

- Behavioral and Social Sciences
- Criminology/Criminal Justice
- Economics
- Environmental Management
- Fire Science
- Gerontology
- Government and Politics
- Microbiology
- Psychology
- Paralegal Studies
- Sociology
- Sociology/Anthropology

Communication, Arts and Humanities - Areas of Specialization

- Area Studies
- Art
- Communication Studies
- English
- History
- Humanities

Computer and Mathematical Sciences - Areas of Specialization

- Computer Applications
- Computer Science
- Computer Studies
- Computer and Information Science
- Computer Information Technology
- Information Systems Management
- Mathematics

Graduate Degrees at UMUC

Established in 1978, the Graduate School serves working adults throughout Maryland, the surrounding region, and around the world. With more than 5,500 students and 215 faculty, it is one of the largest schools of Applied Management and Technology in the region. Ten graduate programs, at both the master's and doctoral level, are offered, with a number of specialty tracks. Three executive programs and certificates are offered at times and locations convenient to students. All programs, except the doctorate and the executive programs, are offered online.

Masters Programs

UMUC now offers a Doctor of Management degree program. The program leads to the degree of Doctor of Management, with specializations in Technology and Information Systems, Organizational Processes, or International Operations. In addition, the following Masters level programs are offered:

- MS in Biotechnology Studies

- Master of Business Administration
- MS in Computer Systems Management
- MS in Electronic Commerce
- MS in Environmental Management
- MS in Information Technology Management
- MS in Management
- MA in Teaching
- MS in Technology Management
- MS in Telecommunication Management
- Master of Distance Education
- Master of Education
- Master of International Management
- Master of Software Engineering

Executive Masters Programs

- Executive MBA
- Executive MS in Information Technology
- Executive MS in Technology Management

Distance Education at UMUC

UMUC's experience in distance education spans more than a quarter century. Their programs connect students to faculty, course-mates, and advisors through today's communication technology, including online computer conferencing, telephone conferencing, and e-mail.

Online Undergraduate Degree Programs: Students may pursue a Bachelors degree, with a specialization in any of the following 15 academic areas:

- Accounting
- Behavioral and Social Sciences
- Business and Management
- Communication Studies
- Computer and Information Science
- Computer Studies
- English
- Environmental Management
- Fire Science
- History
- Humanities
- Information Systems Management
- Management Studies
- Paralegal Studies
- Psychology

Online Graduate Degree Programs: University of Maryland University College (UMUC) is the largest virtual university in the United States, in terms of enrolled students and graduates. UMUC offers degree programs online through the World Wide Web, using their proprietary system, WebTycho. Academic course content, texts, requirements, assignments, and class participation are the same for online and onsite courses. The following graduate degree programs are offered online, with no residency requirement:

Master of Business Administration

- Master of Business Administration
- Dual Masters/MBA Degrees
 - MS in Management/MBA
 - MS in Technology Management/MBA
 - Master of International Management/MBA
 - MS in E-Commerce/MBA

Master of Science

- Biotechnology Studies (pending approval)
- Computer Systems Management, with specialty tracks in:
 - Applied Computer Systems
 - Database Systems and Security
 - Information Resources Management
 - Software Development Management
- Electronic Commerce
- Environmental Management
- Information Technology
- Management, with specialty tracks in:
 - Accounting
 - Financial Management
 - Health Care Administration
 - Human Resource Management
 - Interdisciplinary Studies in Management
 - Management Information Systems
 - Marketing
 - Not-for-Profit Management
 - Procurement and Contract Management
- Technology Management, with specialty tracks in:
 - Biotechnology Management
 - Technology Systems Management
- Telecommunications Management

Education and Teaching

- Master of Distance Education
- Master of Education
- Master of Arts in Teaching (pending approval)

Master of International Management (with specialty tracks in):

- International Commerce
- International Finance
- International Marketing

Master of Software Engineering

Johns Hopkins School of Professional Studies in Business and Education

SPSBE (formerly the School of Continuing Studies) has successfully educated adult part-time students for 90 years, and offers several undergraduate and graduate degree programs, playing a leading role in responsive programming for adult students in business, education, and the liberal arts. The term “professional studies” was chosen to reflect a special commitment to individuals who seek to advance their careers in business and education through part-time study.

Over half of Johns Hopkins students are enrolled in part-time programs. The SPSBE is the largest in enrollment of the eight Hopkins schools, with more than 4,700 students registered in courses for credit. The school offers classes on the university's Homewood campus in north Baltimore, and in off-campus centers in downtown Baltimore and Washington, D.C., in Columbia, and near Rockville in Montgomery County. SPSBE awards more graduate degrees in education than any other college in Maryland and operates the nation’s ninth-largest business program for part-time students, with 2,815 students enrolled last fall. Beginning in fall 1999, graduate business students were able to earn an MBA, replacing the MS in Business degree.

Programs are offered at the undergraduate, graduate, and post-professional level, with innovative curricula in areas such as real estate and police executive leadership. Partnerships with the School of Medicine and School of Nursing enable SPSBE to offer programs such as the Business of Medicine Graduate Certificate, as well as the combined MBA/MS in Nursing.

Since the 1980s, part-time programs in engineering and nursing have been transferred to autonomous schools in those disciplines, re-established by the university in 1979 and 1984, respectively. The Master of Liberal Arts program, created by the former School of Continuing Studies in 1962, has become part of the growing part-time program in the Krieger School of Arts and Sciences. Business and Education, not taught elsewhere in the university, remain part of newly named SPSBE.

A new degree program, the Master of Science in Organizational Counseling, is offered in collaboration with the Department of Management in the Division of Business, SPSBE. This degree is intended to provide training in the emerging, rather specialized field of organizational counseling, which combines counseling theory and practice with human resource expertise.

The School of Professional Studies offers academic degrees in Business and Education, within three divisions: Business and Management, Education, and Undergraduate Studies. Degrees offered by the school include a Baccalaureate in Interdisciplinary Studies, a Baccalaureate in Information Systems, both Bachelors and Master’s degrees in Business and Management, and Master’s and Doctoral degrees in Education.

Division of Business and Management

Johns Hopkins boasts the largest, most comprehensive program of its kind in the Baltimore-Washington area. Designed specifically for full-time professionals, engaged in part-time study, most courses are taught by the region's leading business practitioners and Hopkins faculty, and are offered six days a week. Both courses and a full range of advising and career services are also available at the following locations:

- The Homewood Campus (North Baltimore)
- The Downtown Center in Baltimore
- The Columbia Center (Howard County, Maryland)
- The Montgomery County Center (Rockville, Maryland)
- The Washington, D.C. Center

The Business program offers 7 graduate degrees, three of which we will describe in some detail, as a way of illustrating how these extremely popular Hopkins programs are organized:

- Master of Business Administration
- Master of Science in Real Estate
- Police Executive Leadership Program (PELP)
- Master of Science in Marketing
- Master of Science in Nursing/Business
- Master of Science in Organization Development and Human Resources
- Master of Science in Information and Telecommunication Systems

Master in Business Administration - The Hopkins MBA (51 credits that must be completed in six years) contains five basic elements:

- A pre-MBA assessment ensures all students possess the necessary communication and computing skills to succeed in the program.
- Five foundation courses (which may be waived by students who have completed comparable undergraduate or graduate work) provide the essential knowledge and practical skills required of effective business leaders.
- Seven core courses provide a comprehensive rigorous knowledge base for students as they proceed through the program.
- Four electives from a wide range of business & management topics or a concentration in a specialized business field provides flexibility in customizing the path of study.
- The capstone, the MBA's final course, promotes an integrative, in-depth business strategy by grouping students in small teams to formulate solutions to business challenges of selected regional organizations.

Master of Science in Real Estate

The MS in Real Estate is a 40-credit program that provides students with a comprehensive understanding of real estate investment, development, and management. The core curriculum integrates the study of market analysis, law, design, construction, investment analysis, finance, and land use regulation. Students may specialize in real estate development, institutional real estate investment analysis, or in real estate appraisal.

The Johns Hopkins MS in Real Estate is the Baltimore-Washington region's only graduate program for real estate and land use professionals. The curriculum offers students several options, and the sequence of study is determined by individual student needs and approval of an

adviser. Students complete 13 courses, including 10 core courses (30 credits), two track courses (6 credits), and a final Practicum or Applied Research Project (4 credits). The requirements must be completed within 5 years. With the approval of the program director, a student may transfer a maximum of 6 graduate credits from an accredited college or university. These courses must be directly applicable to the program and taken within the 5-year time limit.

PELP – MS in Management

PELP is a 45-credit Master's degree program, which begins each September. This is a 2-year cohort program, leading to a Hopkins MS in Management degree, with a concentration in Community Development. The curriculum consists of 15 three-credit courses, covering areas such as leadership, change management, building quality organizations, management decision-making, ethics, and integrity. The content of the courses is relevant and responsive, reflecting continuing changes within the community and the police profession. Classroom activities are supplemented by field trips, workshops and seminars, and special events to enhance the learning experience. Program courses include:

- Proseminar (leadership style assessment)
- Ethics and Integrity
- Leadership and Organizational Behavior
- Change Management
- Ethics and Society
- Managing Differences
- Building Quality Organizations
- Strategic Planning: Problem Solving and Decision Making
- Advanced Leadership
- Management of Quality
- Case Studies in Leadership
- Decision Making for Leaders
- Managing Information Systems and Networks

THE GRADUATE DIVISION OF EDUCATION

The Graduate Division of Education offers various Masters degrees through 4 departments, in addition to offering a Doctorate in Education, with concentrations in Special Education, Counseling, and General Education. The Department of Counseling and Human Services offers a MS in Counseling degree. The Special Education Department offers programs leading to the MS in Special Education. The Department of Technology in Education offers programs leading to MS degrees in Education and in Technology in Special Education. The Department of Teacher Development and Leadership offers MS degrees in Teaching and in Education.

DIVISION OF UNDERGRADUATE STUDIES

The Division offers several undergraduate degree programs. The BS in Business and Management is a degree completion program that allows students to transfer up to 60 credits, taken elsewhere, toward the 120-credit total. The curriculum blends theory with contemporary business practices, and incorporates an interdisciplinary core.

Qualified students also may apply for the Advancing Business Professionals Program (ABP Program), which accelerates the completion of 48 upper-level credits toward the BS in Business and Management. Tailored to the needs of adult students who want to complete an undergraduate Business degree quickly, without sacrificing content or quality, the ABP features a cohort-group format of four 10-week terms, while allowing for 12 weeks of vacation per year.

The BS in Information Systems is a 120-credit program, tailored to professionals in the information systems field who are seeking to enhance their career prospects by completing their undergraduate degrees. Students learn how to use the latest computer and telecommunications technologies, while they develop strategies for adjusting to rapidly changing technological environments. A maximum of 54 credits may be transferred from other programs.

The BS in Interdisciplinary Studies is a 120-credit program that offers a solid foundation in analytical, communications, and technological skills. Students may major in Humanities, Social Sciences, or Communications, with a minor in Business and Management. A maximum of 60 credits may be transferred from elsewhere, and can be applied toward the degree.

The Accelerated MA in Teaching (AMAT) is a program that enables qualified upper class undergraduate Arts and Sciences majors to begin their Masters degree or Teacher Certification programs, prior to completing their Bachelors degrees. The students who are accepted enter the program after the completion of 75 undergraduate credits.

In addition to the SPSBE, the Krieger School of Arts and Sciences offers degree programs for part-time students. Masters degree programs are offered in Applied Economics, Biotechnology, Developmental Psychology, Environmental Sciences, Government, Liberal Arts, and Writing.

Penn State Outreach and Cooperative Extension

Penn State operates like a private institution, with a public mission. Outreach and Cooperative Extension, which operates the Distance Education program, receives approximately 17% of its budget in state funding each year. There are approximately 50 faculty in O&CE, all of whom are on term contracts. While the Board of Trustees sets in-state, resident tuition for undergraduate and graduate (on-campus?) education, there are no restrictions on setting tuition for other clientele. For the O&CE, including Distance Education, the President has delegated this responsibility to the Vice President for O&CE.

O&CE provides for a centralized infrastructure that reaches out to Penn State's 23 regional campuses. This division offers a variety of credit and non-credit courses and certificates. The only degree identified as being offered on the main campus is the Master's Degree in Counselor Education with a Chemical Dependency Counseling emphasis. The real strength in the O&CE is in the non-credit arena, especially in conferences and symposia.

Penn State promotes its new online initiative, the World Campus, as the 25th campus in the Pennsylvania State University system. World Campus courses are developed and taught by the same Penn State faculty members teaching in “traditional” Penn State classrooms. The World Campus offers one Master of Education in Adult Education as the only graduate degree offered online. In addition, six post-Baccalaureate certificates are available online, through the World Campus. Additional degree programs are anticipated shortly. The World Campus offers 5 undergraduate certificate programs, as well as the following undergraduate degrees:

Undergraduate Degree Programs

- Dietetic Food Systems Management - Associate’s (AA or AAS?) Degree (Health Care/Dietetic Technician emphasis)
- Dietetic Food Systems Management Associate’s Degree (school food service emphasis)
- Hotel, Restaurant, and Institutional Management - Associate’s Degree (AA or AAS?)

The other component of the Penn State Distance Learning effort is the older Independent Learning program. The Independent Learning program offers a collection of more than 150 individual courses that can be taken for general interest or used to complete a degree or certificate program. Students work one-on-one with their instructors at their own pace and can register for courses at any time throughout the year. Though some Independent Learning courses are enhanced electronically, most are predominantly print based. One Baccalaureate degree is offered in Letters, Arts and Sciences. Several Associate degrees and various certificates are available through the Independent Learning program.

New York University School of Continuing and Professional Studies

Founded in 1831, New York University is the largest private (not-for-profit) university in the United States. The University, which includes 13 schools and colleges, occupies 5 major centers in Manhattan. NYU also operates branch campus and research programs in other parts of the United States, as well as study abroad programs in more than 20 countries.

The School of Continuing Education at NYU was founded in 1934, as a separate School within the University. In 1998, the School changed its name to the School of Continuing & Professional Studies, a name chosen, according to former Dean Gerald Heeger (*not coincidentally, current President of UM - UC*), to reflect the School’s role as a career training ground for professionals at all levels. The change is intended to represent the changing role of education, from preparation in advance of a career, to a life-long commitment, carried through a range of careers. SCPS the leading and largest private institution for adult education in the country, having annual enrollments of approximately 65,000, with 7,500 students enrolled in degree programs, providing more than 2,000 credit and non-credit courses in its professional and degree programs. Like Penn State, the majority of the NYU SCPS registrations are in non-degree programs, credit-bearing certificate programs, and non-credit programs. The online courses, offered through the Virtual College, are limited and make available only one online degree program. SCPS does offer a small range of undergraduate degree programs:

- BS programs in three different disciplines

Health Services Policy and Planning
Real Estate, in cooperation with the Real Estate Institute of SCPS
Communications Technologies, preparing students for the new industries of the 21st century

SCPS also offers a Bachelor of Arts degree, requiring 128 credits. Students enter the BA program by transferring between 30 and 64 credits from other accredited colleges or universities, either in the US or recognized international institutions, by earning between 30 and 64 credits from another undergraduate division of NYU, or by completing a minimum of 30 credits in the Associate in Arts Program or the Associate in Applied Science Programs, or no more than 30 credits in the Educational Options Program in the Paul McGhee Division. The graduate degree programs include:

- MS in Direct Marketing Communications
- MS in Hospitality Industry Studies
- MS in Tourism and Travel Management
- MS in Management and Systems
- Master of Science in Real Estate
- MS in Publishing

Book Concentration
Magazine Concentration
Electronic Concentration

SCPS, through the Information Technologies Institute, offers one online graduate program, a 36-credit MS in Management and Systems. This Masters program is designed to prepare mid-career audit, systems and other professionals for information management responsibilities within their own departments or organizations.

SCPS has always been an autonomous unit, with its own financial aid, admissions and registrar offices, but all working closely with the admissions office for traditional age students. SCPS is a “pay as you go” unit; they are charged for facility usage, telephone, and operating costs. There is an indirect charge that is added to everything as well, including outside rentals. There is even a formula - based on usage - to support the library and central services.

SCPS receives tremendous university support and a significant amount of up-front development funding for new programs. Originally offering primarily non-credit programming, they are now moving toward credit programs and industry-specific offerings. As noted above, they now offer a small number of full credit degrees, both undergraduate and graduate. Their credit programs are approved by Albany and university faculty committees. The process takes at least one year for each new degree offered.

SCPS has several full-time people in each of these programs, as determined by need and program success. They have a Program Director for each program area. Each Director has an Associate/Assistant Director and other staff, as needed. SCPS employs 1,300 teaching professionals, nearly all of whom are adjunct instructors on term contracts, without benefits. The faculty costs within SCPS are consequently “light,” compared with other units. For example, their program Masters in Real Estate began with one full faculty member, and they now have 3 or 4. Their undergraduate programs have a handful of full-time faculty, but most are

adjuncts. SCPS has long-term adjuncts who have been with them for 20 - 30 years. SCPS recognizes faculty each year with outstanding faculty awards.

SCPS works with the various schools of the university, but the Business School is apparently “less of a player.” There are unwritten internal rules about respecting turf as well as a “balance of trade” with the on-campus units. There are even formulae for revenue sharing. Each school gets a piece of the revenue. While SCPS does not offer a business degree, they offer related degrees, such as Behavior, Organization & Communication, to appeal to the adult degree students. That is, they offer business-related programs, without the business school.

They have articulation agreements with community colleges, especially in the areas of hospitality and sports. These tend to attract more traditional age students.

In summary, this is a very successful, large, private, high-quality, fully staffed, totally autonomous, degree-granting unit that is focused primarily on the non-traditional student and industry-specific degree programs. They bring in *significant* dollars that supports the more traditional segments of the university, so they are treated well because of that.

SCPS is the private operation *par excellence*. Gross revenues exceed \$95 million each year, with approximately \$7-8 million surplus, turned back to the central administration. In 1999, they had a banner year and the surplus was much bigger. The budget is submitted in January for the following fiscal year; it must be approved by the central university administration. According to one of their deans, they have budgeting, “down to a science, with respect to income and expense ratios.” As a private institution, SCPS has discretion in terms of its tuition and fees.

Appendix C

Preliminary Job Description

**Dean
CAPS**

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
COLLEGE OF APPLIED AND PROFESSIONAL STUDIES (CAPS)
POSITION DESCRIPTION

Job Title: Dean, College of Applied and Professional Studies

Unit: College of Applied and Professional Studies

Reports To: Vice President for Continuous Education and Outreach

BASIC FUNCTION

The Dean of the College of Applied and Professional Studies is responsible for providing leadership and direction to the academic mission of the College of Applied and Professional Studies, a new unit at Rutgers, the State University of New Jersey. The Dean will be expected to work with program directors, fulltime faculty and adjunct faculty in maintaining excellence within the academic programs. The Dean will be responsible for ensuring that the College meets all appropriate accreditation standards.

RESPECTIVE CHALLENGES

The College of Applied and Professional Studies will be a fast-paced, high growth work environment dedicated to nontraditional and innovative modalities of distance learning. Moving with alacrity while ensuring academic excellence is a must. The College of Applied and Professional Studies will be an important element in the impact and success of Rutgers University in the years to come. The Dean must be highly knowledgeable of the educational milieu, show forth an understanding of adult education, and possess a knowledge base and passion for innovative modalities of educational delivery. The challenge will be to develop curriculum and faculty at a rapid pace while maintaining educational integrity and excellence worthy of the Rutgers name. The job description is very comprehensive, and we have listed *preferred* qualifications for prospective candidates realizing that no one person may possess all of these qualifications. The Dean works under the direction and guidance of the Vice President for Continuous Education and Outreach.

SPECIFIC RESPONSIBILITIES AND DUTIES

- Provide academic leadership to fulltime and adjunct faculty members within the College of Applied and Professional Studies.
- Be responsible for the development and implementation of new courses and degree program curricula. Ensure steady and rapid progression of course development.
- Ensure that the courses created for CAPS maintain academic excellence.
- Institute and oversee quality assurance and assessment procedures for all academic programs and courses within CAPS with particular emphasis placed upon ensuring that course content and design are appropriate to the medium being utilized, that CAPS's academic procedures are of the highest quality, and that RU-CAP'S is in compliance with Middle States Commission of Higher Education guidelines.
- This position is responsible for the recruiting, securing, developing and evaluating of all adjunct and fulltime faculty serving the College of Applied and Professional Studies.
- Monitor CAPS's relationship with the Middle States Commission on Higher Education, accreditation guidelines, issues, etc.
- Assist in program accreditation applications, reviews and reports.
- Hear and process matters and concerns initiated by individual students relating to the academic program in a prompt and appropriate manner.

- Be a supporting member of the faculty committee for the College of Applied and Professional Studies.
- Work in concert with appropriate university personnel in the development of grant proposals, business plans, etc., in seeking external support for the College of Applied and Professional Studies.
- Exercise solid fiscal management of RU-CAP's academic program budgets for faculty, curriculum development and instruction under the direction of the Vice President for Continuous Education and Outreach.
- Be actively involved in academic advising of current students and recruiting of potential students.
- Be responsible for academic statistics such as retention rate, course completion rate, etc.
- Foster relationships with alumni, community, businesses, and other outside agencies/organizations and marketing the courses and programs.
- Oversee academic staff reporting to the Dean.
- Carry out other assignments as directed by the Vice President for Continuous Education and Outreach.

UNDERSTANDINGS

- This is a non-tenure track, twelve-month, administrative position that carries with it faculty status and rank.
- This is a new position within the University that is expected to help ensure success in CAPS's academic endeavors and programs.
- The College of Applied and Professional Studies must work to bring about rapid change in what has been a highly traditional research university. This must be done with a total university perspective and excellent working relationships with faculty and deans throughout the university.

PREFERRED QUALIFICATIONS

- An earned academic doctorate from a regionally accredited university.
- An innovator in the initiation, development, and implementation of innovative delivery systems and instructional programs particularly within a distance/distributive learning technology environment.
- A record of successful college level teaching is desired, particularly teaching experiences using academic technology and innovative methodologies.
- Knowledge of higher education issues and trends, particularly as they concern adult education and distance learning.
- Familiarity and experience with regional accreditation standards and procedures.
- Demonstrated leadership in academic and community affairs and the ability to develop and maintain good working relationships with faculty, staff, and administrators in a variety of areas.
- Experience as an academic administrator including planning, budget management, and supervision of staff.
- Experience, familiarity, or willingness to work with Prior Learning Assessment.
- Ability to represent CAPS to various constituencies.
- Ability to attract external support.
- Ability to work and collaborate with others.

This intentionally page blank

Appendix D
Financial Summaries

Table 1
CAPS OUTREACH FINANCIAL MODEL

	2002-2003 Planning	2003-2004 Year 1	2004-2005 Year 2	2005-2006 Year 3	2006-2007 Year 4	2007-2008 Year 5
Number of undergraduate sections	14.40	102.80	191.80	263.60	338.80	395.20
Number of graduate sections	0.00	57.14	120.60	187.39	241.26	271.19
Total number of instructional sections	14.40	159.94	312.40	450.99	580.06	666.39
Full time	6.05	67.17	131.21	189.42	243.63	279.88
PTL instruction	8.35	92.77	181.19	261.57	336.43	386.51
Full-time lines at 6:1	1.01	11.20	21.87	31.57	40.60	46.65
Part-time lines at 8:1	1.04	11.60	22.65	32.70	42.05	48.31
Program Leadership Lines	8.00	8.00	8.00	8.00	8.00	8.00
Net other FT instructional lines		3.20	13.87	23.57	32.60	38.65
Infrastructure lines	8.00	12.00	12.00	14.00	14.00	15.00
Cost per full time line	\$ 80,000	\$ 84,000	\$ 88,200	\$ 92,610	\$ 97,241	\$ 102,103
Extended full time cost	\$ 640,000	\$ 940,447	\$ 1,928,758	\$ 2,923,633	\$ 3,948,373	\$ 4,762,807
Cost for part-time lines (loaded)	\$ 44,000	\$ 44,000	\$ 45,100	\$ 46,228	\$ 47,383	\$ 48,568
Extended cost for part time lines	\$ -	\$ 510,209	\$ 1,021,470	\$ 1,511,490	\$ 1,992,669	\$ 2,346,468
Full time Loaded lines	8.00	11.20	21.87	31.57	40.60	46.65
Part time Loaded Lines	0	11.60	22.65	32.70	42.05	48.31
Total loaded faculty positions for CAPS	8.00	22.79	44.52	64.27	82.66	94.96
Infrastructure Lines	8.00	13.00	15.00	15.00	15.00	15.00
Full-time Instructional Cost	\$ 640,000	\$ 940,447	\$ 1,928,758	\$ 2,923,633	\$ 3,948,373	\$ 4,762,807
Part-time instructional cost	\$ -	\$ 510,209	\$ 1,021,470	\$ 1,511,490	\$ 1,992,669	\$ 2,346,468
Technology and student fee related costs	\$ 36,720	\$ 319,260	\$ 613,530	\$ 893,966	\$ 1,140,902	\$ 1,337,093
Estimated system infrastructure	\$ 1,541,842	\$ 2,086,828	\$ 2,604,031	\$ 3,042,963	\$ 3,381,037	\$ 3,631,057
Estimated total costs	\$2,218,562	\$3,856,743	\$6,167,788	\$ 8,372,052	\$ 10,462,980	\$ 12,077,425
Undergraduate revenue	\$ 259,200	\$ 1,822,500	\$ 3,579,270	\$ 5,368,049	\$ 7,108,672	\$ 8,751,397
Graduate Revenue	\$ -	\$ 1,293,600	\$ 2,775,864	\$ 4,403,370	\$ 5,969,521	\$ 7,169,100
Projected University support	\$ 1,600,000	\$ 1,600,000	\$ 1,632,000	\$ 1,664,640	\$ 1,697,933	\$ 1,731,891
TOTAL REVENUE	\$1,859,200	\$4,716,100	\$7,987,134	\$ 11,436,060	\$ 14,776,126	\$ 17,652,388
Available for reinvestment	\$ (359,362)	\$ 859,357	\$ 1,819,346	\$ 3,064,007	\$ 4,313,146	\$ 5,574,964
Less amount budgeted annually	\$ 1,600,000	\$ 1,600,000	\$ 1,632,000	\$ 1,664,640	\$ 1,697,933	\$ 1,731,891
Total reinvestment available	(\$1,959,362)	(\$ 740,643)	\$ 187,346	\$ 1,399,367	\$ 2,615,213	\$ 3,843,072

**Table 2-A
Infrastructure Cost Worksheet**

	2002-2003 Planning	2003-2004 Year 1	2004-2005 Year 2	2005-2006 Year 3	2006-2007 Year 4	2007-2008 Year 5
Dean	\$125,000	\$131,875	\$139,128	\$146,780	\$154,853	\$163,370
Marketing		\$90,000	\$94,500	\$99,225	\$104,186	\$109,396
Portfolio specialist	\$20,000	\$55,000	\$58,795	\$62,852	\$67,189	\$71,825
Secretarial		\$63,500	\$127,500	\$133,875	\$140,569	\$147,597
Budget and AA	\$40,000	\$42,400	\$45,156	\$48,091	\$76,826	\$81,819
Unit Computer Specialist	\$60,000	\$62,000	\$64,480	\$68,671	\$73,135	\$77,889
Central secretarial	\$30,000	\$60,000	\$63,600	\$134,832	\$142,922	\$151,497
Site supervisor - BCC	\$54,180	\$57,973	\$62,031	\$66,373	\$69,691	\$73,873
Site supervisor - RVCC	\$ -	\$30,000	\$57,200	\$60,060	\$63,063	\$67,477
Site supervisor - NWNJ	\$ -	\$30,000	\$57,200	\$61,204	\$64,876	\$68,120
Site supervisor - AC	\$ -	\$30,000	\$57,200	\$61,204	\$64,876	\$68,120
	Salary Sub-total	\$652,748	\$826,790	\$943,167	\$1,022,186	\$1,080,983
Benefits		\$189,297	\$239,769	\$273,518	\$296,434	\$313,485
Course development	\$300,000	\$300,000	\$300,000	\$300,000	\$250,000	\$250,000
Faculty office facilities	\$24,000	\$44,783	\$87,472	\$126,277	\$162,417	\$186,589
ITV classrooms	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 125,000	\$ 100,000
Non-salary support	\$250,000	\$250,000	\$250,000	\$300,000	\$325,000	\$350,000
Rent: Instructional facilities	\$290,000	\$500,000	\$750,000	\$950,000	\$1,200,000	\$1,350,000
	\$1,014,000	\$1,244,783	\$1,537,472	\$1,826,277	\$2,062,417	\$2,236,589
	\$1,541,842	\$2,086,828	\$2,604,031	\$3,042,963	\$3,381,037	\$3,631,057

**Table 2-B
Student fee distribution**

<u>Student fee detail</u>			Year 1	Year 3	Year 5	
			<u>Example</u>	<u>Example</u>	<u>Example</u>	
Library support (to RUL)	\$	50.00	20.00%	\$ 48,600	\$ 131,800	\$ 197,600
CAPS Academic Counseling Support	\$	50.00	20.00%	\$ 48,600	\$ 131,800	\$ 197,600
CAPS Facility Counseling Support	\$	50.00	20.00%	\$ 48,600	\$ 131,800	\$ 197,600
CAPS Online Course Costs	\$	50.00	20.00%	\$ 48,600	\$ 131,800	\$ 197,600
RUCS/CAPS Computing fee	\$	50.00	20.00%	\$ 48,600	\$ 131,800	\$ 197,600
	\$	250.00	100.00%	\$ 243,000	\$ 659,000	\$ 988,000

Table 3
Delivery of CAPS Mission Through Traditional Units

	2002-2003 Planning	2003-2004 Year 1	2004-2005 Year 2	2005-2006 Year 3	2006-2007 Year 4	2007-2008 Year 5
Number of undergraduate sections	14.40	102.80	191.80	263.60	338.80	395.20
Number of graduate sections	0.00	57.14	120.60	187.39	241.26	271.19
Total number of instructional sections	14.40	159.94	312.40	450.99	580.06	666.39
Full-time	6.48	71.97	140.58	202.95	261.03	299.88
PTL instruction	7.92	87.97	171.82	248.04	319.03	366.51
Full-time lines at 4:1	3.60	17.99	35.15	50.74	65.26	74.97
Part-time lines at 8:1	0.00	11.00	21.48	31.01	39.88	45.81
Program Leadership Lines	8.00	8.00	8.00	8.00	8.00	8.00
Net other FT instructional lines		9.99	27.15	42.74	57.26	66.97
Infrastructure lines	8.00	12.00	12.00	14.00	14.00	15.00
Loaded cost per full time line	\$ 96,250	\$ 101,063	\$ 106,116	\$ 111,421	\$ 116,992	\$ 122,842
Extended full time cost	\$ 770,000	\$ 1,818,443	\$ 3,729,434	\$ 5,653,118	\$ 7,634,549	\$ 9,209,334
Cost for part-time lines (loaded)	\$ 43,000	\$ 44,075	\$ 45,177	\$ 46,306	\$ 47,464	\$ 48,651
Extended cost for part time lines	\$ -	\$ 484,643	\$ 970,286	\$ 1,435,753	\$ 1,892,821	\$ 2,228,892
Full time Loaded lines	8.00	17.99	35.15	50.74	65.26	74.97
Part time Loaded Lines	0	11.00	21.48	31.01	39.88	45.81
Total loaded faculty positions for CAPS	8.00	28.99	56.62	81.74	105.14	120.78
Infrastructure Lines	8.00	13.00	15.00	15.00	15.00	15.00
Full-time Instructional Cost	\$ 770,000	\$ 1,818,443	\$ 3,729,434	\$ 5,653,118	\$ 7,634,549	\$ 9,209,334
Part-time instructional cost	\$ -	\$ 484,643	\$ 970,286	\$ 1,435,753	\$ 1,892,821	\$ 2,228,892
Technology and student fee related costs	\$ 21,420	\$ 215,985	\$ 418,880	\$ 613,891	\$ 785,177	\$ 917,193
Estimated system infrastructure	<u>\$1,541,842</u>	<u>\$2,114,017</u>	<u>\$2,657,139</u>	<u>\$ 3,119,631</u>	<u>\$ 3,479,647</u>	<u>\$ 3,744,344</u>
Estimated total costs	\$2,333,262	\$4,633,088	\$7,775,739	\$10,822,393	\$13,792,194	\$16,099,762
Undergraduate revenue	\$ 183,600	\$1,292,760	\$2,542,358	\$ 3,817,949	\$ 5,062,366	\$ 6,239,851
Graduate Revenue	\$ -	\$1,066,800	\$2,287,677	\$ 3,626,662	\$ 4,913,580	\$ 5,897,540
Projected University support	\$1,600,000	\$1,600,000	\$1,632,000	\$ 1,664,640	\$ 1,697,933	\$ 1,731,891
Total Revenue	\$1,783,600	\$3,959,560	\$6,462,035	\$9,109,251	\$11,673,880	\$13,869,283
Net before adjusting University support	\$(549,662)	\$(673,528)	\$(1,313,704)	\$(1,713,142)	\$(2,118,314)	\$(2,230,479)
Total reinvestment available	\$(2,149,662)	\$(2,273,528)	\$(2,945,704)	\$(3,377,782)	\$(3,816,247)	\$(3,962,370)

