



Student Success and Institutional Collaborative Summer Convening

Resource Guide: Feasibility Studies

Chief Academic Officers
Tennessee's Public Universities
July 26, 2017



Resource Guide: Feasibility Studies

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Assessing the Feasibility of New Programs

Tennessee Higher Education
Commission

Carol Aslanian & Jane Sadd Smalec
Aslanian Market Research

About Aslanian Market Research

- **1980 – 2000: Office(s) of Adult Learning Services/Community College Relations, The College Board**
 - **Publications & National Studies** on trends in adult learn
 - **Seminars and Conferences** address recruiting and serving adult students
 - **Market Analysis Studies** for 200+ colleges, universities, agencies, consortia
- **2000 – July 2009: Aslanian Group**
 - **Publications:** Trends in Adult Learning (2006), Hindsight, Insight, Foresight: Understanding Adult Learning Trends to Predict Future Opportunities (2009)
 - **Seminars and Conferences:** Marketing to Adult Students, Internet Marketing, Marketing Online Programs to Adult Students...
 - **Market Analysis Studies** for 100+ colleges, universities, consortia
- **2009- Present: Aslanian Market Research, EducationDynamics**
 - **Publications:** Annual Survey of Online College Students (in partnership with Learning House)
 - **Conference:** Annual Conference on Adult Learning and Enrollment Management
 - **Market Analysis Studies and Marketing/ Enrollment management audits:** about 30 per year

Why Do Feasibility Studies?

1. Gather external hard data to underpin faculty/other recommendations.
2. Confirm the existence of “demand” for a program by looking at employment and other data.
3. Determine extent and type of competition for the program.
4. Assess return on investment for the program.
5. Determine your geographic reach for the program.
6. Understand how such a program should be shaped – formats, schedules, services, pricing, etc.
7. Understand how such a program should be marketed/and to whom.

About Our Feasibility Studies

- **Beginnings:** Started in 2010 when e-Cornell asked for assistance with understanding the market for an HR director program.
- **Studies:** About 50 studies since then:
 - Single program focus
 - Prioritizing among multiple programs
- **Clients:** Range from small private colleges to large public universities.
- **Focus:** undergraduate and graduate, traditional and non-traditional, on-campus, hybrid, low residency and online.
- **Methodology:** Built on demand theory, the same theory we employ for your regional market and online market studies.

Examples of our Feasibility Studies

- **New program concept: Totally new/unique topic**
 - **Mindfulness** for a New England private University
 - **Development Engineering** for a mid-Atlantic private university
 - **“Administrative Medicine”** for a Midwestern public university
- **Existing degree, new to your institution**
 - **Master’s in Data Science/Analytics** for a Midwestern public university
 - **Master’s in Clinical Professional Counselling** for a Mid-Atlantic Catholic university
 - **Doctor of Chiropractic** for a Christian Midwestern University
- **Existing degree, new delivery format or location**
 - **Online Bachelor’s in Web Design** for a New England private University
 - **Master’s in Writing for Television** for a European University seeking to enter the US market
- **Existing degrees, repositioned to segment target markets**
 - **Marketing degrees for career advancers/marketing degrees for those entering careers** for a Midwestern private institution

The Dialog About Feasibility Studies.....



Elements of a Typical Model

Focus on Secondary Data:

- **US Department of Education**
 - IPEDS data from the NCES
- **US Department of Labor**
 - Bureau of Labor Statistics

Sometimes...

- Profiles of competitor programs
- Implications for facilities, faculty load, etc.
- Internal surveys and focus groups
- Other things...

Secondary Data does not inform you about:

- **Who is attracted to your program?**
- **How you rate as a provider of such a program?**
- **How much people would pay for your program?**
- **What words, phrases, and techniques connect with prospective students?**

All of which leads to: **How to differentiate your program in crowded market?**

Typical Model and AMR Model

Typical Model

Focus on Secondary Data:

- **US Department of Education**
 - IPEDS data from the NCES
- **US Department of Labor**
 - Bureau of Labor Statistics
- **(Sometimes) profiles of competitor programs**

AMR Model

- **Secondary data is only the beginning**
- **It's not just about product, it's also about**
 - people
 - place
 - price
 - promotion
- **Primary market research provides hard data to help determine ROI**

Question:

Why is this important?

It is no longer good enough to have a high demand program, you must also offer it in the way students want it.

“Upping Your Game” with Primary Market Research about Demand

Primary Market Research Ingredients...

- **Leverages demand methodology where possible**
 - Informed decision makers
 - Knowledgeable about the subject matter
 - Not dreamers and wishful thinkers
- **Recent graduates, enrolled students, or those actively looking to enroll in similar or related programs**
- **Harder to execute among traditional undergraduate population who may not know their intended major and almost for sure will change their minds!**



Sample Question - Two Studies

At the time you enrolled, which of the following statements best describes you?

	Study 1 Percent	Study 2 Percent
I knew/know exactly in what field I want to major	48.8%	22.7%
Some idea of the broad field of major but not sure about the specific subject	35.5%	54.2%
Not sure about broad area of study, or major	15.7%	23.1%

Note: Study 1 Graduate, Study 2 Undergraduate

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Primary Market Research is Quantitative Whenever Possible

- 1st choice: Surveys (online),
 - Single program, discrete subject- 100 responses
 - Examples: Sustainability Science, Physician Assistant, Product Design
 - Broader program (e.g., business and several concentrations), or prioritizing among 2-3 programs within the same discipline: 200 responses
 - Examples: Marketing, Education, Healthcare
- If not possible, focus groups or telephone interviews (smaller "N"s, less than 30). Examples:
 - **Online Master's in Illustration**
 - **Writing for Television**
- Some subjects are best left to a faculty "advocate". Examples:
 - **Equine Therapy**
 - **Bilingual Speech Pathology**

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Getting More Specific: Primary Research Among Students

Our question bank allows us to not only assess demand but also student reactions to a variety of value propositions – about the program in general and YOUR value propositions in particular.

Sample Question 1: Program Descriptions

After reviewing the following descriptions of <civil engineering> programs, please rank your interest on a scale of 1 to 5 with 1 = highest interest.

Strategic marketing: This program will provide the knowledge and skills you need to *advance your career* in marketing. The content focuses on decisions such as strategically determining the demand for products or services, identifying potential customers, recognizing new market opportunities, and developing pricing strategies. You will also enhance your abilities to make the most effective use of advertising and promotion using both digital and traditional methods.

Global Marketing: This program prepares students *to enter careers* in advertising account management, account planning and development, public relations, marketing, brand management, and e-commerce. An integrated approach to marketing communication from a cross-cultural standpoint helps you become acutely aware of the needs of clients and customers

What key phrases caught your attention in your top ranked program description?

Sample Responses 1: Key Words or Phrases

Master of Professional Studies - Sustainability Sciences

This program sounds more hands on and problem solving oriented, environmental science is not the same as sustainability, and should not be seen as the same. There are environmental issues that need to be solved and this option seemed like it got that
For better or for worse, the emphasis on quantitative methods and analysis is in line with the increasing role data is playing in decision-making. Secondly, the ability to communicate effectively - written, oral, AND visually, is a critical skill regardless of field.
I felt like I could actually do well in this program. It's easily worded.

Bachelor's in Web Design

I like the idea of creating a website, and making it as visually appealing as possible. I also like the idea of a User Friendly website--I also enjoy researching. The key words with this that appeal to me is "creative" and "researching."
Hands on experience, constantly changing, creative problem solving, focus on your creative talent

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Sample Question 2: Experience with, and Perception of Online Education

Experience with Online Education (N=210)	Better than classroom	About the same	Not as good
I am currently enrolled or have completed a completely online program	19.7%	59.0%	21.3%
I am enrolled in or have completed a mostly online program	17.4%	60.9%	21.7%
I am enrolled in or have completed one or more online courses but not an online program.	5.8%	60.9%	33.3%
I have only been enrolled in on-campus courses and programs.	3.5%	59.6%	36.8%

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Sample Question 3: Enrollment Decision Factors

Top Ranked Factors in Enrollment Decision – Undergraduate	Top ranked
Cost of program	21.1%
Availability of major or concentration that I want	18.3%
Quality of program	14.7%
Convenience -- the format of the program fits with my home and work responsibilities	11.0%
Time to complete- college is generous about awarding transfer credit for prior higher education and relevant work experience	10.1%
The program's track record for student placement after graduation	8.3%
Content of program (attractiveness of course descriptions)	7.3%
Reputation of the institution offering the program	5.5%
Proximity to the campus to where I currently live or work	3.7%

2 for graduate programs, #1 for Undergraduate programs

Getting More Specific: Primary Research Among Employers

Our employer interviews help contextualize the environment in which graduates of new programs are likely utilizing the skills they will be expected to demonstrate.

Employer Surveys or Interviews

➤ What you can learn:

- Identify skills sets that are hard to find/provide input into program objectives
- Interest in serving on advisory boards and input on new program design
- Interest in hosting internships or clinical rotations
- Availability of tuition assistance benefits

➤ What you won't learn:

- When students enroll
- Preferred delivery formats, etc.
- Specifics of degree programs that employees are enrolled in
- Where to enroll
- Use of tuition benefits

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Employer Interviews: How and Who

➤ How we do it:

- telephone interviews

➤ Who we survey:

- Operations executives, practitioners, thought leaders in relevant organizations, often *surfaced through faculty referrals*, but also through LinkedIn or other directories (ZoomInfo, InfoUSA, etc.)

➤ Who we don't survey:

- HR staff are usually reluctant to share information, citing regulatory and compliance concerns.

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Sample Employer Questions: - Undergrad major in Agriculture

- **In what areas do academic programs in agriculture need to do a better job of being up to date with industry best practices?**
 - In chemistry, you need an alliance with the instrument manufacturers so that the equipment used in the lab is the same as what is used when you get out.
 - The reality of day-to-day farming—most land grant universities are teaching chemical compounds and testing procedures that are 8-9-10 years out of date.

- **Which major would you recommend?**
 - We have too many coming out with Ag. Business. They do Ag business because they don't want to do hard science. They go the easy route. We don't have enough doing the sciences like plant pathology.

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Sample Employer Questions: - MBA programs in Northern California

- **Does your organization project its people and skills needed five years out? Ten years out?**
 - Waste of time in tech. Too dynamic and moving too fast.

- **Are there positions in your organization where it is a requirement, or preferred, to have an MBA?**
 - No, not required or preferred. Well, might be nice in Sales or Corporate Development
 - Not a requirement. Nice to have but real world experience is also important
 - I am looking to hire a business development person and I must admit that in order to get the job without an MBA they would have to make their case exceptionally well. A good MBA will always have an exceptional overview of the organization and how the parts interact and work together.

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Getting More Specific: Market Research Among Competitors

Understanding competitors sets the “landscape” for the program, informs survey development, and separates effective design and execution from hyperbole.

Competitor Program Profiling

- **How we do it:** Web research and secret shopping

- **What we learn:**
 - Program description language (for key word testing in surveys)
 - Relative price points
 - Specific accreditations and industry endorsements
 - Delivery modes and formats, length, time to complete
 - Admissions entrance and program requirements
 - Available specialties, concentrations, etc.

Competitor Program Profiling: How this helps?

- Program descriptions help identify the target market and the words and phrases they THINK appeal to prospective students.
- Understanding curriculum, course titles, cost, locations and class meeting times etc. signals college's interest in the non-traditional student, as does a streamlined admissions process.
- Measures of program length have different implications for hours of study per week for a typical student.
 - Total credit hours (which can affect total cost)
 - Elapsed time
 - Number of courses
- Although competitors may list a program on their website, and their faculty may talk about its success, IPEDS completions data is (sometimes) a better metric for making comparisons.

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Discussion

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KEY DECISION FACTORS

DEMAND FACTORS



Student Demand

- How interested are current and prospective students in this degree?
- How would this new program impact enrollment in our other programs?
- What are the enrollment trends for similar programs at other institutions?
- How would this program impact our brand perception among students?



Competitor Saturation

- What other institutions offer this program? (Consider location, type of institution, competitor institutions)
- What are common program elements across institutions that offer this program?
- What could a new program offer that current programs do not?

SUPPLY FACTORS



Labor Market Trends

- For what occupations will this degree prepare students?
- Are job opportunities in this field expanding?



Implementation Requirements

- Will this program require additional accreditation?
- Can existing faculty administer this course or would new individuals need to be hired?
- Does this program require new facilities or equipment?

Analyzing Demand and Market Position

(adapted from Washington State University)

The purpose of this workbook is to assess whether there is objective, documented demand for the proposed degree sufficient to justify the investment or reallocation of resources. Do employers want this degree? Is there a pool of qualified students available and able to access the degree's location(s)?

Its purpose is also to assess whether the department/campus offering the degree can do so competitively in markets where this institution competes not only with other in-state baccalaureates, but also online providers such as Western Governors and others, and aggressive out-of-state competitors.

The information from this workbook will be used in the Financial Analysis spreadsheet and will be transferred in summary form to the NAPP. It should provide the basis for, and justification of, the enrollment projections in Year 1 and following years.

Demand Analysis:

Employer Demand:

Employer demand is defined as the number of program graduates needed to fill current and anticipated job openings. Sources to determine employer demand for graduates include:

- Good place to start: TN Department of Labor and Workforce Development Occupations in Demand (<https://www.jobs4tn.gov/vosnet/Default.aspx>)
THEC Supply and Demand Reports (<https://www.tn.gov/thec/topic/supply-and-demand-report>)
- TN DOL and Workforce Development Labor Market Reports (<https://www.tn.gov/workforce/article/labor-market-reports>)
- NACE (National Association of Colleges and Employers), job outlook: degrees and majors most in demand
<http://www.naceweb.org/job-market/trends-and-predictions/job-outlook-the-degrees-and-majors-most-in-demand/>
- Burning Glass (commercial but often used; some free data) <http://burning-glass.com/job-market-data/> --recent free data on STEM
- EAB (formerly Educational Advisory Board)—Many institutions have access to various services and reports. EAB works with Burning Glass. A network ID will get you registered for the site: <https://www.eab.com/>
- National Center for Educational Statistics <http://nces.ed.gov/surveys/b&b/>
- Bureau of Labor Statistics (national and regional data) <http://www.bls.gov/>
- O*Net Online (<https://www.onetonline.org>)
- information from professional societies and their publications,
- industry advisory groups and advocacy groups,
- internal studies,
- letters of support, and other sources to estimate current employer demand for graduates of the program.

Questions to ask:

- What is the national employer demand for graduates in this program area?
- Is national employer demand trending upward or downward?
- What is the regional and local employer demand for graduates?
- Is regional and local employer demand trending upward or downward?

Student Demand:

Student demand is the number of qualified students desiring to participate in your program.

Resources for analyzing workforce demand:

- For regional demographics: SREB (Southern Regional Education Board)
<https://www.sreb.org/search/site/analysis%20demand>
- Tennessee report on HS students: Seamless Pathways. Bridging Tennessee's gap between high school and post-secondary
https://tn.gov/assets/entities/education/attachments/rpt_high_school-seamless_pathways.pdf
- National Student Clearinghouse--various reports: <http://nscresearchcenter.org/>
- EAB (formerly Educational Advisory Board)—Many institutions have access to various services and reports. A network ID will get you registered for the site:
<https://www.eab.com/>

Student demand is determined by several factors including:

Market - the geographic area from which the program will attract students.

Questions to ask:

- Where are potential students physically located? (e.g., international, national, state-wide, regional, local, etc.)
- Would potential students be required to relocate or can they remain at home via distance-learning?

Market size - the number of potential students in the market area.

Questions to ask:

- What is the current number of students in existing programs in the proposed market area in this field?
- What is the potential number of students forecasted?

Market Segment - the characteristics of students that you intend to serve.

Questions to ask:

- What are the characteristics of students currently in the department's programs (age, location, employment, goals, etc.)?
- Why do they choose your institution?
- What kind of students choose to go elsewhere for programs like this? Why?

Market capacity – the upper boundary of a market. This would represent and include every potential student interested in the program within the market area. If all of the needs are served and there is an excess of supply over demand, then the market is considered saturated.

Growth rate – the rate at which demand is increasing in the target market (geographic area of interest). What is the expected growth rate of student and employer demand?

Questions to ask:
<ul style="list-style-type: none"> • What are long-term population trends, especially in the target age group? • Are competitor-institutions planning to introduce similar programs/expand existing ones? • Is long-term employer demand expected to grow, remain stable, or decline?

Target Market –This is the group of people whose needs you will focus on fulfilling better than anyone else.

Questions to ask:
<ul style="list-style-type: none"> • Who are they? • What is their need? • How will we serve it?

Estimate the number of individuals you expect to enroll from your target market for the 1st, 2nd and 3rd years. This market segment can be based on demographics -- e.g., the number of students who complete community college in Tennessee each year with an AA degree with a business emphasis, or (for a graduate program) the number of students who graduate with an undergraduate degree in this field in the Southeast. This will help you identify potential trends and your target market.

Your **target market** is usually the segment that has the largest numbers of individuals in it. However, if that segment’s needs are already being taken care of by one of your competitors, you may wish to target another group or go for the specialty “niche,” or secondary market. Note that it may be better to target 50% of a smaller group rather than 2% of a global market

	1st year	2nd year	3rd year
Target	-----	-----	-----

To whom will your marketing efforts be directed? What are the key characteristics of that segment to which you will appeal?

TARGET MARKET:	Characteristics:
-----	-----
-----	-----
-----	-----

Recruitment Plan:

1. How and where are students going to find out about this program?
2. Who will represent this department in its promotion activities?
3. What specific venues can you use to promote an awareness of this new program?
4. What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

Competitive Analysis: The competitive environment includes other institutional departments/schools as well as competitor colleges and universities, both public and private.

Portal to public institutions in TN: <http://thec.ppr.tn.gov/APISearch/>

Determine who your top competitors are. Examine other institutions providing a similar program. Be aware that the “competitor” may not look like your institution and may not provide education in the same manner that you are proposing. For example, the new online MIS program might compete for the same students not just with other MIS providers but also with some technical training and computer science programs. Don't think too narrowly in this area. Choose competitors whom you believe are actively seeking the students you would like to attract. Competitors may include similar programs at your institution.

Select a strongest, geographically nearest, and lowest price competitor that are accessible to the same pool of students, and describe each of them as completely as possible using the following characteristics:

Competitor 1 _____

Competitor 2 _____

Competitor 3 _____

Name of program- indicate the program that is currently being offered. Theirs may not be exactly the same as yours, but should be similar enough to be considered a competitor.
Total Enrollment – number of existing students enrolled in this certificate and/or program.
What is each competitor's market share? – What percent of the total market for this type of program belongs to each institution?

Example: **Market:** all students enrolled in 4-year public TN colleges
Market size: XX, XXX students (source: internet sites for all 9 Public TN universities)
Your enrollment: ~ XX, XXX (all locations) (source: your website)
Your Market share: market size/your enrollment equals approximately XX%)

Credit hours – are the programs comparable in length?

Total Cost for Certificate and/or Program and Cost per credit hour

Support Services – Other than the instructor, what staff and/or services are provided for the student? How does the student gain access to these support services?

How long has this certificate and/or program been offered? – If not currently offered, what is expected timing of entry into the market?

What is each program's advantage? – What specific characteristic makes each institution “stand out”? Why would someone choose the other program over yours? This is also called a differential advantage – the trait that makes you “different” and puts you at an advantage. This should help you in determining what marketing strategy you will take. For example, if you know that one of the others is “cheaper”, you can then decide if you want to lower your prices to compete head-to-head, or take the “quality” approach in marketing your program.

What is each program's weakness? – Think in terms of areas that may work to your advantage.

This table will help you compile information and analyze the competition:

	Competitor 1 (name)	Competitor 2 (name)	Competitor 3 (name)
Name of program			
Total enrollment			
Market share (%)			
Credits			
Cost (total or per credit—specify)			
How long offered?			
Support services			
Advantages			
Weaknesses			

Your competitive position:

Strengths: Why is your department/school able to provide the proposed new degree better than other institutional departments/schools or other universities?

Weaknesses: What characteristics of your department or school disadvantage it in offering the proposed new program relative to other institutional departments/schools or competitor universities? Why might other institutional departments/schools or universities be equally or better able to offer the proposed new degree?

Opportunities: Opportunities, as related to this degree program, are developed from your department's/school's strengths or positive circumstances.

Questions to ask:

- What is happening in the state/nation/higher education now that we can take advantage of?
- How can we best take advantage of it?
- How long will this "window of opportunity" be available?

Threats: A threat is a problem. Relative to the proposed degree, is there anything that appears to endanger your current situation or future opportunities?

Questions to ask yourself:

- What uncontrollable factors can influence our success?
- What is the worst that is likely to happen?
- For how long is the threat likely to continue?
- How can we eliminate or minimize its effects?

Other factors:

Additionally, are there any barriers that might inhibit your institution from entering this market? These might include required economies of scale, brand identity, accreditation standards, known plans of competitors, access to distribution, switching costs and government policy.

Why Conduct A Feasibility Study?

(From Research and Marketing Strategies, Inc)

First and foremost, NOT conducting program feasibility research is often more expensive than the market research investment. We've seen it many times-an internal stakeholder with a vested interest wants to create a new program, but feels that research is not necessary or has the perception that market research will be too costly. The danger in this approach is that the college will be offering a program that may not fit into current and projected labor market needs. This sets the graduates up for disappointment (and lack of return on their investment) when they try to enter a stagnant or saturated workforce. This approach also means that substantial financial resources will be attributed to the creation of a new academic program without the back up support that market research can provide, in turn jeopardizing the credibility of the college and its offerings. It is for these reasons that many colleges and universities are turning to market research firms as part of their initial scoping activities for new programs. There are a few approaches we recommend to clients undertaking this research.

- First, conduct a competitive analysis of your local competition. What other colleges and universities are offering similar programs at the same level (Associate's, Bachelor's, Master's, Doctorate, Certificate, etc)? Figure out the content these competitors are offering, their class schedule, number of credit hours in the program, tuition cost, and other factors that are going to matter to prospective students. An informed market research firm will have the tools necessary to investigate your competition and gain the competitive insight necessary to determine if another college or university already holds a substantial portion of the market share (which would tell you that competition will be steep for that program).
- Next, investigate the labor market demand through occupational supply and demand research. The market research firm will determine the current and projected demand of professions that graduates of the potential program would qualify for, ensuring that the market is not inundated and there will be job opportunities available for graduates. This data will bolster the credibility of the program with internal stakeholders, as well as provide valuable marketing material for prospective students.
- After the first wave of secondary research is completed, we recommend surveying the prospective student population to gauge interest in the potential

program. It is also valuable to know the needs of the potential student population with regard to class schedule, pricing sensitivity, etc. For example, if you're hoping to offer an MBA program, there's a good chance that night and weekend options will be desirable for some prospective students (many of them may have a full time job during business hours, have family obligations, etc), but that is dependent on other lifestyle and geographical factors that need to be considered when determining the best audience for the program. By knowing the needs of the prospective population during the setup phase of program creation, the college is in a stronger position to garner internal administrative support and external interest.

- Upon the completion of all research activities, ask the market research firm to compile their findings in a format that will be conducive to your internal stakeholders. Do you need a lengthy report with in-depth explanations? Or would a PowerPoint deck be more valuable, allowing you to use the information in a presentation? Determine the audience for whom the material will be presented, and shape the reporting around their preferences.
- The last piece of advice is not related to research, but rather to nurture relationships with internal administrative staff. Being cognizant of other stakeholders' agendas is often THE most important factor to preventing roadblocks in the approval process after research has been presented. The research will speak for itself, but understanding the approval process and what is important to all involved is the driving factor for a smooth academic approval.

Academic program portfolio model for universities: Guiding strategic decisions and resource allocations

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The Academic Program Portfolio Model (APPM) described in this paper is a product portfolio strategic analysis tool customized for universities. It is adapted from the General Electric McKinsey Product Portfolio Model used widely in business. The APPM's two dimensions, attractiveness of the academic program's marketplace and capabilities of the program and institution, summarize external conditions beyond the control of the academic program and internal factors to the program that directly influence its long-term success, respectively. The APPM's systematic analysis guides academic administrators in the determination of strategic direction, resource allocation, and performance expectations for each academic program.

Keywords: Product portfolio model, strategic planning, strategic analysis, higher education, university administration, resource allocation

INTRODUCTION

University administrators face the same strategic planning challenges as the top managers in a business organization. Administrators, like corporate managers, are responsible for the allocation and alignment of limited resources so that the university serves its mission and meets its objectives. It is strategic analysis that guides this resource allocation and alignment so that the institution positions itself to leverage its assets, minimize its risks, and satisfy the expectations of its varied stakeholders. Consider just a few stakeholder examples: students expect specific majors and courses, donors expect progressive and exciting initiatives, faculty members expect financial compensation and individualized support, governing boards expect assessment, improvement, and fiscal responsibility.

The administrator's path to success, to integrating all of these issues and more, depends on the strategies employed and the allocation of the institution's resources. Units, departments, and/or academic majors targeted for growth receive additional resources, while others receive funds sufficient to maintain the status quo, and others sacrifice resources, or disappear. Broadly speaking, these strategies are categorized as growth, maintenance, and divestment. By using information, data, and analysis as inputs, an appropriate strategy can be determined.

This paper describes the Academic Program Portfolio Model (APPM) for strategic analysis of the academic programs offered by a university. The APPM is adapted from traditional product portfolio models in widespread use by business organizations. Two dimensions, program marketplace attractiveness and program and institution capabilities, define the APPM and incorporate characteristics of the academic program, the academic institution, and the marketplace in which the program operates. The results of the APPM analysis guide academic administrators with their strategic choices and resource allocations. This paper also presents initial ideas regarding the use of an academic program review to provide the information and data required for strategic analysis using the APPM.

IMPORTANCE OF STRATEGIC ANALYSIS TO UNIVERSITIES

Universities are operating in a turbulent environment characterized by difficult economic conditions, instability in financial markets, decreased federal and state funding, constraints on employment opportunities, and fluctuating student demand (Fathi, 2009, Peterson, 1997, Szekeres, 2010, Vitullo, 2010). Faced with changes in the environment that are completely outside the control of the institution (macro trends), university administrators must rely on strategic analysis to guide the allocation of scarce and valuable resources. Through strategic resource allocation, university administrators are able to sustain a clear and meaningful differential advantage relative to competition and to increase the likelihood of meeting long-term organizational objectives consistent with the institution's mission.

Value of Models for Strategic Analysis

Examples from the literature demonstrate the value of applying and adapting strategic models to university planning processes. Some work, such as the Dolence and Norris (1994) model that follows and Pineno's (2008) adaption of the Balanced Scorecard, addresses the entire scope of strategic planning processes. Others speak to the importance of strategic planning in higher education within a specific context. The work of Kotler and Fox (1985) addresses the

development of a strategic planning tool that focuses on a specific element of strategic analysis, a model for product portfolio analysis.

In order to facilitate strategic decisions, Dolence and Norris (1994) developed the Strategic Decision Engine. This model provides an overview of a strategic planning process customized for universities. It incorporates the analysis of external factors beyond the control of the institution, such as macro trends and competitors, and internal factors under the institution's control, including strengths and weaknesses, organizational performance and design, and organization resource allocation. This model provides administrators a technique to assess the cross-impact of internal and external inputs in strategic analysis, and to apply the analysis at all organizational levels, from the institution in its entirety to individual departments.

Navarro and Gallardo (2003) offer another strategic model to provide guidance for a process of change. Their work underscores the importance of the strategic management of universities and proposes a model of strategic change that integrates the complexities of the environment in which universities operate and the dynamics of organizational capabilities.

Others acknowledge the importance of strategic analysis to the success of academic institutions across various contexts. Rowley, Lujan, and Dolence (1997) and Rowley and Sherman (2001, 2004) offer managerial perspectives emphasizing the importance of strategic analysis in higher education and the need to customize analytical techniques and planning processes for the unique environment and political character of universities. Shirley (2006) advances an overview of strategic planning that analyzes institutional mission, strengths, weaknesses, opportunities, and threats to determine strategic action. Murphy and Stamatakos (1989) focus on planning and analysis to guide university-wide decision-making. Hunt (1997) also advances an overview of strategic planning for higher education while concentrating on the unique complexities of strategic analysis for private universities. Machado and Taylor (2010) focus on the importance of strategic planning and analysis given the complexities of European higher education. Regardless of context, strategic analysis is a process necessary for "...charting university futures and organizing resources to accomplish those futures" (Murphy and Stamatakos, 1989).

Kotler and Fox (1985) examine the relationship of the institution with its markets and stakeholders and the contribution of strategic analysis of the marketplace to the institution's strategic plan. Their approach underscores the importance of strategic analyses to understand and manage student, faculty, and donor markets. Similar to the approaches previously mentioned, Kotler and Fox include analyses to develop understanding of external factors, such as macro trends, competition, and consumers of higher education, and of internal factors, such as institutional resources and capabilities, academic programs, faculty and other personnel, and intellectual capital.

Sources of Information and Data for Strategic Analysis

University faculty and administrators already engage in a multitude of review and assessment activities. An institution's mission and objectives ought to be clearly articulated, the budgeting process well established, accreditation standards and outcomes assessment thoroughly integrated, and customary processes for program development, review, and change firmly entrenched (Rowley, Lujan, and Dolence, 1997). It is to the institution's advantage to use the information, data, and results of these ongoing review and assessment activities in strategic analyses.

To leverage this advantage, administrators must prepare ahead. What specific budget information is required in a strategic analysis? Will an accreditation self-study or a program review include an analysis of macro trends? To assure this, the institution must anticipate the data and information requirements of the models used for its strategic analyses. In this way, administrators anticipate specific data and information needs and design ongoing processes to deliver exactly that information.

An academic program review, for example, designed to aggregate and assess information descriptive of an academic program's situation and status, focuses on factors internal to the program and the institution. The review includes evaluation of program objectives, accomplishments toward those objectives, quality of faculty, quality of students, and rigor of the curriculum. Though the Council of Graduate Schools suggests otherwise (2005), a program review may go on to evaluate financial resource allocations and requirements. Strategic analyses require all of this information to determine the alignment of the academic program with the mission of the institution.

The institution's allocation of financial resources, however, depends not only on internal information, but also on external factors. What macro trends effect employer interest in graduates of the program? What competing universities attract the best students and why? What drives a student to select one academic program over another? What organizations or foundations will fund the academic program? Continuing with the example of academic program reviews mentioned above, the opportunity exists for periodic and systematic reviews to answer questions such as these and to provide data and information that translates directly into models of strategic analyses. These analyses, in turn, inform the institution's allocation of resources.

Product Portfolio Models

Product portfolio models are tools for strategic analysis with a long history of use in organizational strategic planning processes. These models analyze the current and potential value of each product (or product line or strategic business unit) to the organization and provide guidance for strategic choices and resource allocations. In this section the Academic Portfolio Model, built specifically for university strategic planning, is described first. Next, two general product portfolio models are introduced, and their customization for higher education and healthcare is reviewed. Finally, a new, more robust model customized for universities is proposed.

The Academic Portfolio Model

Kotler and Fox (1985) designed a product portfolio model, the Academic Portfolio Model, applicable for the strategic analysis of a university's academic programs. This model focuses on outcomes to guide strategic decisions and resource allocations and offers insight into the application and importance of product portfolio models in the academic setting.

As discussed by Kotler and Fox:

During decades of expansion, many institutions added courses and programs. When the financial crunch hit in the 1970s, many faced the choice of making cuts across the board or of identifying the stronger programs for full support while drawing funds away from weaker programs. This can be an exceedingly painful process, but economic realities suggest that each institution focus its financial and other resources on programs that further

its mission, build on institutional strengths, and meet the needs of identifiable target markets.

They identify three dimensions for the assessment of academic portfolio strategy: (1) the centrality of the program to the university's mission, (2) the quality of the program, and (3) the viability of the market. Centrality is the assessment of the relationship between the program and the current mission of the institution. The assessment of centrality is high when the relationship between program and mission is direct. Academic depth and rigor and the quality of the faculty, two variables assessed based on judgment, reflect program quality. Finally, present demand and forecasted future demand for the academic program determine program viability.

To illustrate, academic programs high in centrality, low in quality, and low in market viability may require an infusion of resources to build quality. Programs low in centrality, high in quality, and low in market viability may be candidates for termination. To make these determinations, university administrators must consider the entire portfolio of academic programs. While this model integrates internal and external factors important to strategic analysis, the criteria applied to the assessment of each of the three dimensions are not entirely explicit.

Customized Product Portfolio Models

The General Electric McKinsey (GE McKinsey) Product Portfolio Model and the Boston Consulting Group (BCG) Growth Share Matrix are two readily recognized models that have gained wide acceptance in business. A comprehensive discussion of both models may be found in the Harvard Business School article authored by George Yip (1984). These two models have been customized for applications beyond the traditional business setting, including attempts to adapt product portfolio models for higher education and for healthcare.

The BCG model uses market growth rate and relative market share to assess the viability of a product line or organizational unit. Newbould (1980) was one of the first to discuss the customization of the BCG's product portfolio model for universities. Newbould translated market growth rate into the growth in FTE (full-time equivalent) students in the academic field over the past five years and relative market share into the ratio of FTE students in the field at the university in question to the FTE students at the largest competing university. With this translation, the university compares academic programs to identify those requiring management and resource allocation for growth, maintenance, or possible termination. While direct in its measurement, this model fails to capture the complexities associated with the marketplace and the operations of academic programs in universities. The growth rate of an academic discipline derives from a multitude of factors beyond student demand. Growth rate may reflect government investment, industry expansion, societal demands, innovation, or scholarly/scientific breakthroughs. Relative market share may reflect specific program design features, not shifts in student demand based on competitive strategies.

Nancy Lyle (2007) described the customization of both the BCG model and the GE McKinsey model for application in the healthcare industry. She concluded that while the BCG model is attractive, its assumptions relating market share and profitability are not necessarily true when equating service lines for the treatment of diseases to product offerings, and that the GE McKinsey model, which incorporates multiple factors and is structurally more readily adapted to different settings, is better suited for healthcare. By customizing the GE McKinsey model, Lyle developed the Triad Consulting Group (TCG) Portfolio Growth Model for applications in the

healthcare industry. With her approach, she demonstrates the value of the model to differentiate among service lines and to provide guidance for the allocation of resources to support future growth and financial performance.

While the GE McKinsey model has not yet been adapted specifically for universities, the importance of academic program portfolio analysis as articulated by Kotler and Fox and the depth and complexity of analysis offered by the GE McKinsey model as demonstrated by Lyle in the healthcare industry warrant the model's customization for higher education. The Academic Program Portfolio Model described below does exactly this.

THE ACADEMIC PROGRAM PORTFOLIO MODEL: THE GE MCKINSEY MODEL CUSTOMIZED FOR HIGHER EDUCATION

The GE McKinsey model readily lends itself to customization for higher education. Since this model is the foundation for the development of a new program portfolio model for universities, a description of the basic model precedes the presentation of the customized version.

The GE McKinsey Product Portfolio Model

The GE McKinsey Product Portfolio Model captures both external and internal factors important to strategic analysis through two dimensions: competitive capabilities and industry attractiveness. Examples of criteria typically used to define competitive capabilities (the internal factors referenced earlier) and used to define the attractiveness of the industry (the external factors), appear in Table 1 (Appendix). The internal factors are relevant to the organization's ability to differentiate itself from competitors and reflect current resource allocations. External factors, by their very nature, are beyond the control of the organization, but are important in determining resource allocation.

As shown in Table 2 (Appendix), the GE McKinsey Product Portfolio Model is a nine-cell model with three scale values for each of the two dimensions. The assessment of industry attractiveness results in a highly attractive, moderately attractive, or unattractive evaluation based on judgment (qualitative evaluation) or metrics (interval data assigned to indicate the importance of each criterion and strength of the unit on each criterion). The assessment of competitive capabilities results in a strong, moderate, or weak evaluation.

The organization assesses each of its products, product lines, divisions, or strategic units along each dimension using criteria relevant to the firm and industry. This analysis results in the identification of a strategic direction and resource requirements for each offering. Table 2 displays the appropriate strategies corresponding with each pair of variables associated with industry attractiveness and competitive capabilities.

The Academic Program Portfolio Model

The customization of the GE McKinsey Product Portfolio Model is attractive for at least three reasons. First, the two dimensions measured, industry attractiveness and competitive capabilities, when altered appropriately, are relevant in the marketplace of higher education. Second, multiple criteria to assess each dimension are readily identifiable. Finally, the information and data relevant to the assessment of the criteria may be available through existing processes of review, evaluation, and assessment. As shown in Table 3 (Appendix), industry attractiveness

becomes attractiveness of the program marketplace, which defines the academic program's market for students, the market for graduates, competing programs, and other external factors influencing that marketplace. Competitive capabilities translate into program and institution capabilities, which define the critical internal characteristics influencing the academic program's ability to compete successfully in the marketplace.

Criteria important to the determination of program and institution capabilities align with those used by business organizations to assess competitive capabilities. Examples of criteria germane to universities appear in Table 4 (Appendix). Comparisons between the criteria listed in Table 1 and those appearing in Table 4 underscore the logical consistency between the two models. Instead of measuring the percentage of sales, a university measures the percentage of students selecting its degree program relative to all students in the market for that degree. Brand reputation of products and companies in industry translate into the reputation of the degree program and of the university. Product quality, production issues, and research and development become faculty qualifications and scholarship.

Table 4 also lists criteria relevant to the attractiveness of the program marketplace customized for the APPM. As previously discussed, a criterion relevant to industry attractiveness is market size, which for universities becomes potential student demand for a degree program. Similarly, annual market growth rate for an industry becomes annual growth rate of student demand for a degree program. Student demand relates to employers' demand for graduates with a particular degree, competition includes other colleges, universities, or organizations offering the same or substitutable degree programs, and the legal and political issues are influenced by the orientation and actions of local, state, and federal governments. Accordingly, the criteria listed in Table 4 include those germane to the unique aspects of the nature of higher education.

The APPM in Table 5 (Appendix) depicts the dimensions, matrix, and strategies of the customized GE McKinsey Product Portfolio Model from Table 2. The institution's administration assesses each academic program, department, or unit along each dimension based on selected, relevant criteria. These assessment results identify the location of each academic program, department, or unit within the matrix. Those falling in the lower left are at risk and subject to divestment or reduction strategies, while those falling in the upper right are attractive and candidates for maintenance or growth strategies. The results of the analysis guide strategic direction and resource allocations consistent with marketplace opportunities, program and institution capabilities, and the institution's objectives.

The Academic Program Portfolio Model in Use

The APPM analysis gives university administrators a snapshot of the relative value of multiple academic programs based on unique program and institution capabilities and the attractiveness of the marketplace for the academic programs. Embedded in these two dimensions are the criteria reflective of the institution's mission, objectives, and strategies, the competitive environment, relevant macro trends, and the distinctive competencies of each academic program.

In order to illustrate the use of APPM analysis, consider a scenario in which a dean and provost have administrative responsibility for determining the strategic direction and the allocation of resources for all graduate programs in a College of Arts and Sciences. The locus of control for each degree resides in an academic department, with responsibility and authority for the program

in the hands of the department's faculty and its chairperson. The provost and dean, however, control the allocation of financial resources from the university's general fund.

Application of the APPM first requires the identification of criteria to assess the capabilities of each graduate program and of the institution relative to that program. In addition, it requires the identification of the criteria necessary to assess the attractiveness of each program's marketplace. For purposes of this illustration, the College of Arts and Sciences graduate programs under consideration are limited to the sciences which includes these seven majors; Chemistry, Biology, Biochemistry, Geology, Environmental Geology, Physics, and Medical Sciences. In this example, it is assumed that graduate programs in the sciences focus on attracting students from national and international markets and meeting the demand of regional employers for graduates. With this in mind, the criteria included reflect the geographic and regional orientation.

The criteria, presented in Table 6 (Appendix), reflect the judgment of the administrators and faculty engaged with the strategic planning process. The selection of criteria produces a model customized to the specific situation and conditions relevant to the academic programs under consideration.

In addition to the identification of the criteria, judgment is also used to determine the relative importance of each criterion to the overall assessment of capabilities (relative weights totaling 1.00) and to the overall assessment of marketplace attractiveness (relative weights totaling 1.00). Similarly, the value of each criterion, i.e. the strength of the academic program on each criterion, is determined using judgment (1 to 5 scales, 1 meaning weak and 5 meaning strong). The importance weights and the values for the analysis of the graduate program in Chemistry appear in Table 7 (Appendix). The value multiplied by the relative importance weight of each criterion determines the weighted score. The total of these weighted scores provides a composite measure of capabilities and attractiveness, and are the coordinates that locate the graduate program in the APPM matrix. By virtue of this calculation, these composite scores must fall between 1 and 5. The weighted and composite scores for the graduate program in Chemistry also appear in Table 7. For example, the composite program and institution capability rating is 3.25, while the rating for composite program marketplace attractiveness is 2.5.

The same systematic analyzes are done for the graduate programs in the six other science disciplines. The criteria for program capabilities and attractiveness of the program marketplace remain the same in all seven cases. The relative importance weights and values vary based on the internal and external factors unique to each of the science programs. For example, the flexibility of the faculty to vary schedules and locations may be a more important determinate of the capabilities of the graduate program in Geology than it is for the program in Chemistry. Faculty members in Geology need to have the flexibility to instruct students in the field as well as the lab. Given the close alignment of graduate programs in the sciences, the importance weights for the criteria that influence marketplace attractiveness will likely be the same in all cases. This would not be the case if the analysis included disparate graduate programs. The rate at which technology becomes obsolete, while a factor in the assessment of graduate programs in both the sciences and the social sciences, may be much more important to the determination of marketplace attractiveness for Physics than it would be for Psychology.

The value ratings vary from program to program based on a variety of reasons. Past resource allocations, the research activity of the faculty, regional trends in industry, and the strength of competition influence the capabilities and marketplace for graduate programs in the sciences differentially. The rating of each program on each criterion is a reflection of these differences.

A summary of the composite scores for each of the seven science areas calculated for the APPM analysis appears in Table 8 (Appendix). Included is the relative size of each of the science programs, stated as a percentage of the total number of graduate students in all seven academic programs. In this example, the academic program in Medical Sciences enrolls the largest number of students with 25 percent of the total.

Figure 1 (Appendix) displays the results of the analysis. The size of each circle reflects the relative size of each of the four programs. Based on these results, the assessment of the specific criteria, and the strategies customized for higher education appearing in Table 5, administrators have guidance regarding the strategic direction of each program and the appropriate allocation of resources.

The program in Chemistry operates in a moderately attractive marketplace supported by moderate program and institution capabilities and attracts 12 percent of those majoring in the sciences. A review of the assessment of the criteria indicates that employer demand for graduates over the next five years, a relatively important factor, is weak and that the reputation of the program, another important factor, needs strengthening. In this situation, a strategy that maintains and protects the Chemistry program in anticipation of future employment opportunities is appropriate. Depending on available resources, investments to develop attractive subareas of Chemistry that appeal to select student and employer market segments are reasonable. For example, assume that a large number of research hospitals and strong demand for physicians distinguishes the region. Also, assume that the capabilities of the Medical Sciences program are constrained mainly by limited capacity. A new program in medical chemistry, a subarea of Chemistry, could relieve that capacity constraint and utilize the department's faculty in ways that take advantage of the attractive marketplace for Medical Sciences.

Biochemistry may also benefit from a similar strategic realignment of resources. While this program operates in a relatively attractive marketplace, its capabilities are relatively weak. A reasonable strategy is to build on any existing program strengths by investing and/or realigning resources. In comparison, Environmental Geology is operating in a relatively attractive marketplace, and it benefits from strong program and institution capabilities. The administration should consider making resource investments designed for strategic growth while maintaining the Environmental Geology program's strengths. The program in Physics, with the attractive marketplace and relatively large number of student majors, is positioned for the strategic development of capabilities.

Even though they attract large numbers of graduate students, Geology and Biology both operate in relatively unattractive marketplaces. Without a favorable shift in employment opportunities or positive swings in macro trends, these two programs are at risk. To manage this risk, administrators may focus on redirecting student demand to other, more attractive science programs, thus freeing resources previously allocated to Geology and Biology. While using these available resources to support the growth of other science programs, efforts should be made to maintain the current capabilities of both programs. A strategy of concentrating existing capabilities in specialized areas may serve this purpose.

In the near term, this analysis suggests resource investments adequate to maintain the program in Chemistry and the development of subareas to enhance the capabilities of other programs in the sciences. In addition, it supports resources shifts from Geology and Biology to support growth in Environmental Geology, the development of capabilities in Physics, and the leveraging of any existing capabilities in Biochemistry. Finally, the analysis suggests investments

to build the program and institution capabilities in Medical Sciences and sufficient to protect total enrollments in the sciences.

Sources of Information and Data for the APPM Analysis

As mentioned earlier, requirements for assessment and evaluation inundate university faculty and administrators. Government agencies demand accountability, accrediting organizations impose standards, stakeholders exact responsibility, and potential students require data and information to facilitate their program selection. The extent to which these ongoing processes map directly into the APPM analysis influences both the efficiency of the process and the alignment of resource allocation decisions with the institution's objectives and mission.

Since this application of the APPM is program based, graduate program reviews are an ideal way to gather the necessary information and data. Graduate program reviews provide an example of how existing evaluation processes can produce a valuable assessment of the program and provide the data and information necessary to inform strategic analyses.

The graduate program review can serve a dual purpose. From the vantage point of a faculty member, it provides a formal opportunity to highlight and promote the program's successes, to assess whether or not there are sufficient resources devoted to the program, and to improve the program. From the point of view of a university administrator, it is an opportunity to assess if the program remains viable given the strategic direction of the university, and, if so, what additional resources or actions are required to improve its operations.

In practice, graduate program reviews ultimately inform the allocation of institutional resources, though incomplete information may limit the extent of that influence. In many instances, those performing the program review do not possess expertise in strategic analysis; consequently, the review performed may not address all issues adequately, and, in fact, may omit entirely the inclusion and measurement of variables that provide information and data for strategic decisions.

For this reason, it is advocated that a systems approach be used in the design of the graduate program review process. A systems approach produces a comprehensive program review that incorporates the study of the characteristics of the graduate program, its organizational structure, students and student markets, faculty and staff, and external stakeholders, such as employers, governments, and the academic discipline. These entities, and the nature of their relationships, identify both internal and external factors important to strategic analyses and map directly into the APPM. Figure 2 (Appendix) provides a schematic to be used in a systems approach that provides assistance to faculty and administrators responsible for graduate program review. An approach like this ensures that the information and data used for the review is consistent across academic units and informs strategic analysis. In addition, the inclusion of the chair and/or senior faculty from the program under review on the review committee has advantages. Just as the chair and senior faculty know the details of the programs, the faculty, and the students, they also have first-hand knowledge of macro trends, actions of competitors, and changes in the discipline.

When members of the faculty who are responsible for an academic program assist in aggregation, synthesis, and reporting of the required information and data, they have the opportunity to understand its impact in strategic analysis and university planning. Assuring that the academic program review generates the required internal and external information and that

faculty members are closely involved in the review process facilitates strategic analysis and increases the likelihood of faculty acceptance of strategic choices.

Conclusions

University administrators manage the risk associated with the allocation of limited resources in an ever-changing environment. Use of a product portfolio designed for higher education, the APPM, offers the opportunity to assess the strategic direction of specific academic programs relative to one another and relative to the institution. With a strategic direction, the implications for resource allocations become more obvious.

Two dimensions, program marketplace attractiveness and program and institution capabilities, define the APPM. Using relevant criteria to assess each dimension, administrators simultaneously consider multiple academic programs relative to strategic direction, resource allocation, financial returns, and importance to the institution. The complexity of the APPM allows for varied contingencies unique to academic organizations.

Academic administrators may use a broad set of planning tools to facilitate strategic analysis and choice. A product portfolio model like the APPM should be in this set. It provides a process that integrates external opportunities and internal capabilities, measured by a unique set of relevant criteria, across multiple academic programs. Leveraging the results of the APPM, administrators prepare themselves to manage resources, control risk, and influence outcomes for the long-term well-being of the academic institution.

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APPENDIX

Table 1: Dimensions and Criteria of the GE McKinsey Product Portfolio Model

Competitive Capabilities (Internal Factors)	Industry Attractiveness (External Factors)
Market share	Overall market size
Share growth	Annual market growth rate
Product quality	Historical profit margin
Brand reputation	Competitive intensity
Distribution network	Technological requirements
Promotional expertise	Inflationary vulnerability
Productive efficiency	Energy requirements
Unit costs	Environmental impact
Material supplies	Social trends
R&D performance	Legal issues
Managerial expertise	Political issues

Table 2: GE McKinsey Product Portfolio Model with Strategies

		Competitive Capabilities		
		Weak	Moderate	Strong
Industry Attractiveness	Highly Attractive	Withdraw from industry Invest to address weaknesses	Build selectively on strengths	Invest to grow Maintain strengths
	Moderately Attractive	Control risk Harvest products	Protect product Invest in selected market segments	Invest in selected market segments
	Unattractive	Divest Cut costs and investments	Concentrate on viable segments Minimize investments	Concentrate on viable segments Focus on current earnings

Table 3: Dimensions of the GE McKinsey Model Customized for the APPM

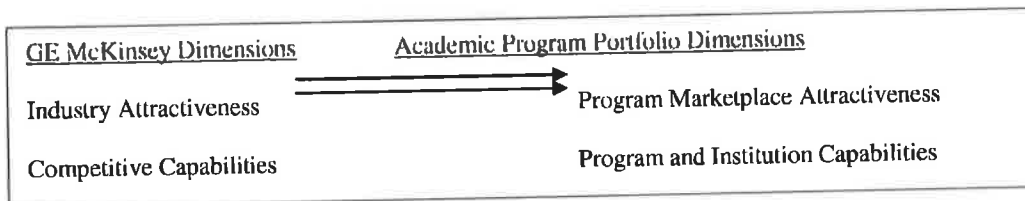


Table 4: Criteria for the APPM

Program and Institution Capabilities	Program Marketplace Attractiveness
Market share	Student demand for degree
Share growth	Growth rate of student demand for degree
Quality of degree program	Employer demand for graduates
Reputation of degree program	Growth in employer demand for graduates
Market access to degree program	Number of Universities offering degree and extent of competition
Promotional effectiveness	Technological requirements necessary to offer degree
Graduation rate and time	Sensitivity of demand to economic conditions
Per student costs	Demand for intellectual capital of the program
Access to tangible resources	Social trends influencing market and employer demand
Research of faculty	Legal issues
Quality of faculty	Political issues

Table 5: Academic Program Portfolio Model

	Program and Institution Capabilities			
		Weak	Moderate	Strong
Attractiveness of Program Market	Highly Attractive	Withdraw from academic area Invest to address program weaknesses	Build selectively on program strengths Invest to build on strengths	Invest to grow academic program Maintain program strengths
	Moderately Attractive	Control risks of offering program Reduce academic program	Protect program Invest in select programs and select market segments	Invest in select market segments Invest in academic programs in niche areas
	Unattractive	Eliminate program Cut costs and investments	Concentrate on few market segments Minimize investments Reduce weak program areas	Concentrate on a few viable market segments Focus on redirecting strengths

Table 6: Criteria for Program and Institution Capabilities and Program Marketplace Attractiveness

Program and Institution Capabilities	Program Marketplace Attractiveness
<p>Average market share over past 5 years</p> <p>Quality and timeliness of degree program</p> <p>Reputation of degree program in region</p> <p>Consistency with university objective to collaborate with region for economic development</p> <p>Flexibility of faculty to vary class schedules, times, and locations</p> <p>Average number of academic terms to complete the degree program</p> <p>Number and quality of faculty committed to degree program</p> <p>Consistency of research interests of faculty teaching in the program</p>	<p>Potential student demand for degree over next five years</p> <p>Employer/graduate program demand for graduates over next five years</p> <p>Number and strength of competing universities</p> <p>Sensitivity of student demand to economic conditions</p> <p>Rate at which required technology becomes obsolete</p> <p>Political and social pressures on discipline</p>

Table 7: Criteria and Metrics for Assessment of Graduate Program in Chemistry

Graduate Program in Chemistry			
	Relative Importance Weight	Value	Weighted Score
Program and Institution Capabilities			
Average market share over past 5 years	0.15	4	0.6
Quality and timeliness of degree program	0.2	4	0.8
Reputation of degree program in region	0.2	3	0.6
Consistency with university objective to collaborate with region for economic development	0.15	3	0.45
Flexibility of faculty to vary class schedules, times, and locations	0.05	2	0.1
Average number of academic terms to complete the degree program	0.05	4	0.2
Number and quality of faculty committed to degree program	0.1	2	0.2
Consistency of research interests of faculty teaching in the program	0.1	3	0.3
	1.0		3.25
Program Marketplace Attractiveness			
Potential student demand for degree over next five years	0.2	3	0.6
Employer/academic demand for graduates over next five years	0.2	2	0.4
Number and strength of competing universities	0.15	3	0.45
Sensitivity of student demand to economic conditions	0.15	2	0.3
Rate at which required technology becomes obsolete	0.15	3	0.45
Political and social pressures on discipline	0.15	2	0.3
	1.0		2.5

Table 8: APPM Metrics for Graduate Programs in the Sciences

College of Arts and Sciences Science Programs	Composite Score for Program and Institution Capabilities	Composite Score for Program Marketplace Attractiveness	Relative Size of Academic Program Based on Number of Students
Chemistry	3.25	2.50	0.120
Biology	2.10	2.30	0.200
Biochemistry	1.95	4.00	0.043
Geology	4.00	1.50	0.167
Environmental Geology	4.70	4.60	0.04
Physics	3.00	4.50	0.18
Medical Sciences	2.10	4.70	0.25
			1.000

Figure 1: Academic Program Portfolio Model for the Sciences

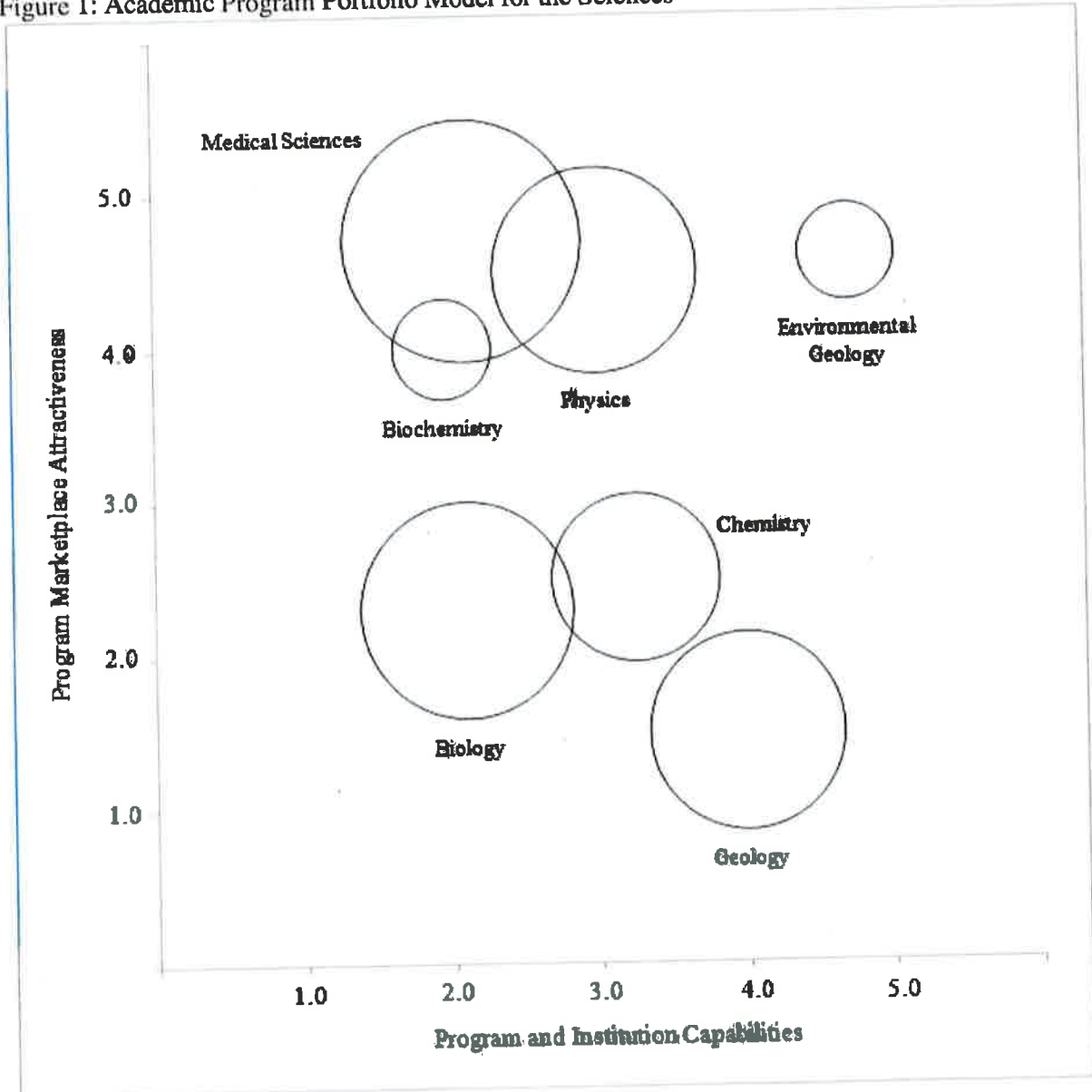
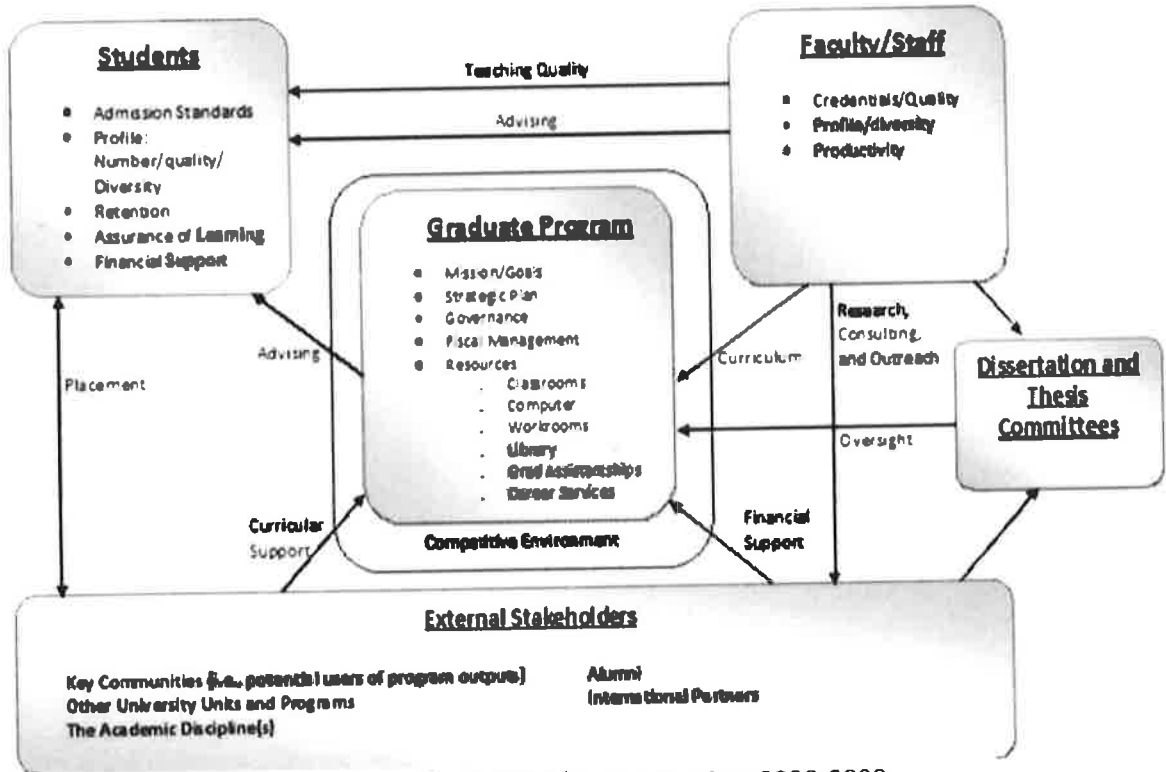


Figure 2: Systems Approach to Graduate Program Review

Relationships among Stakeholders of the Graduate Program



Source: School of Business Administration MBA Program Review 2008-2009

Academic Program Review

Touching the Third Rail of Higher Education Finance

Rick Staisloff, Principal

October 17, 2012

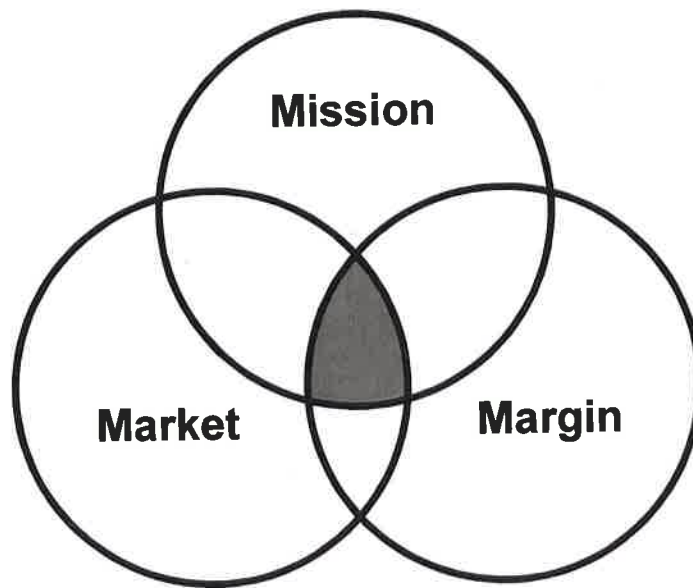
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Webinar Objectives

- Use strategic cost and demand analysis for improved academic program decision making
- Learn how to implement program review best practice
- Create a change agenda that supports strategic reallocation

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Managing the New Normal



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Mission, Market and Margin

Living at the Intersection of Mission, Market and Margin:

Three Questions

What are we good at? (Mission)

What do people want? (Market)

How do we bring these together in a way that is true to our mission and generates resources? (Margin)

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How should we respond to the external and internal environment?

1. Know where your economic engines are
2. Focus on mission/market/margin opportunities
3. Have the courage to reallocate

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Academic Portfolio Analysis

- For successful academic portfolio analysis, institutions must be clear about the rules of the game
 - How assessment will occur
 - How the data and analysis will be used
- Data can only be used effectively when seen in comparison to an appropriate benchmark group

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Academic Portfolio Analysis - Tools

- Net Revenue
- Cost Structures
- Student Demand and Yield
- Scorecards
- Business Plan Pro Formas

Getting to Net Revenue

- **An understanding of net revenue is an essential component of determining return on investment**
- **Represents a key cultural shift in the move from “spending” to “investing”**
- **Calculating net revenue requires:**
 - Right General Ledger Structure
 - Cost Center Based Budgeting

Net Revenue – Sample Analysis

Net Revenue Modelling - By Division

	PT		Accelerated	Graduate	Institutes	Total
	Undergraduate	Undergraduate				
Revenue	15,686,486	2,481,446	3,999,994	10,266,637	464,207	32,898,770
Tuition Discounting	5,656,577	40,026	0	876,158	0	6,572,761
Discounted Revenue	10,029,909	2,441,420	3,999,994	9,390,479	464,207	26,326,009
Total Discount %	36.06%	1.61%	0.00%	8.53%	0.00%	19.98%

	PT		Accelerated	Graduate	Institutes	Total
	Undergraduate	Undergraduate				
Discounted Revenue	10,029,909	2,441,420	3,999,994	9,390,479	464,207	26,326,009
Direct Costs	8,284,316	1,277,669	1,584,435	2,874,851	347,933	14,339,204
Net Revenue	1,745,593	1,163,751	2,445,559	6,515,628	116,274	11,986,805
Net Revenue %	17%	48%	61%	69%	25%	46%

	PT		Accelerated	Graduate	Institutes	Total
	Undergraduate	Undergraduate				
Discounted Revenue	10,029,909	2,441,420	3,999,994	9,390,479	464,207	26,326,009
Total Direct and Allocated Cost	9,954,583	2,366,828	3,149,668	7,858,580	347,933	23,677,592
Net Revenue	75,326	74,592	850,326	1,531,899	116,274	2,648,417
Net Revenue % - FY 2010	0.8%	3.1%	21.3%	16.3%		10.1%
Net Revenue % - FY 2009	2.1%	18.8%	28.8%	25.0%		16.5%
Net Revenue % - FY 2008	5.5%	23.0%	20.0%	25.0%		18.0%

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Net Revenue – Sample Analysis

Net Revenue Modelling - By Division

	Undergraduate
Revenue	15,686,486
Tuition Discounting	5,656,577
Discounted Revenue	10,029,909
Total Discount %	36.06%

The undergraduate program appears profitable when measuring gross revenue

	Undergraduate
Discounted Revenue	10,029,909
Direct Costs	8,284,316
Net Revenue	1,745,593
Net Revenue %	17%

	Undergraduate
Discounted Revenue	10,029,909
Total Direct and Allocated Cost	9,954,583
Net Revenue	75,326
Net Revenue % - FY 2010	0.8%
Net Revenue % - FY 2009	2.1%
Net Revenue % - FY 2008	5.5%

But is barely breaking even when measuring net revenue

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Net Revenue – Pitfalls to Avoid

- Remember that you are creating a model, and that no model is perfect
- Failed attempts at calculating net revenue typically result from over complication of allocation formulas – keep it simple

Getting to Net Revenue

- Cross Subsidies:
 - Almost all institutions have subsidized academic programs
 - Cross subsidies are not bad, however institutions need to be more transparent about where they occur
 - When determining the appropriateness of a subsidy, institutions should consider:
 - Program's relation to mission
 - How long the subsidy should occur
 - Amount of the subsidy

Understanding Academic Cost Structures

1. Question - Are departmental costs higher or lower than the benchmark group?

Metric - Cost per unit - Student Credit Hour and Full-time equivalent

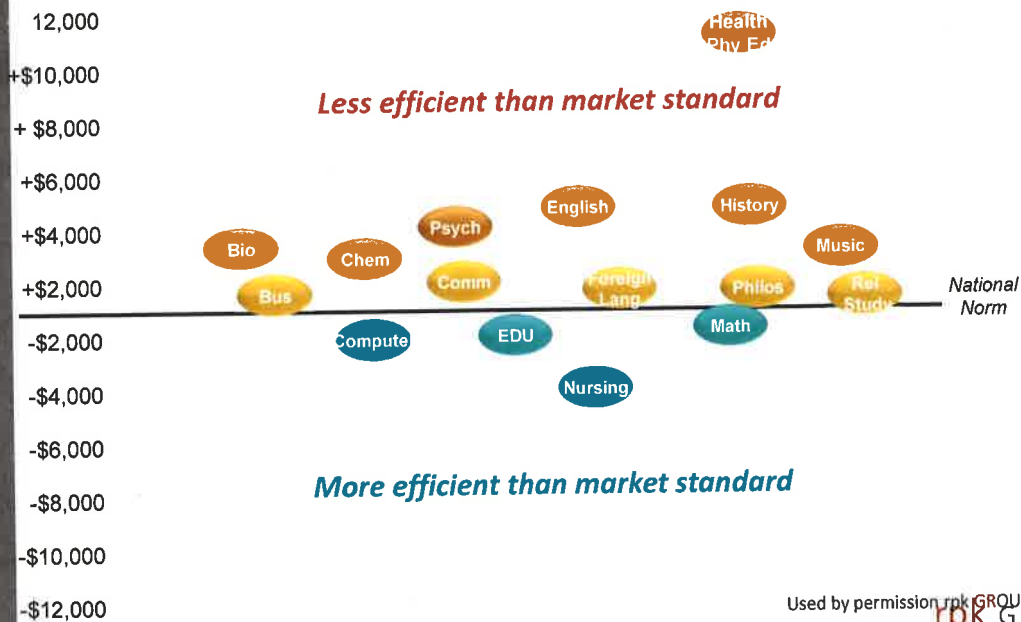
2. Question - Is the department more or less efficient?

Metric - Throughput - Student credit hours generated by each faculty member

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Sample Metric - Direct Instructional Expenditure per FTE Student

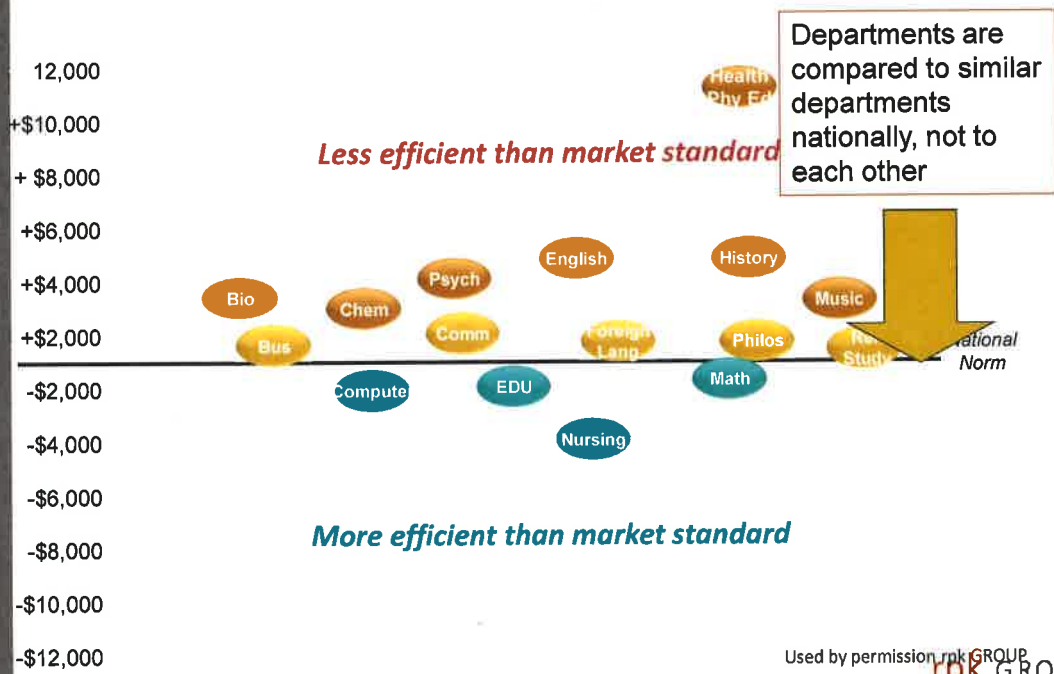


Source: Delaware Instructional Cost Study

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Sample Metric - Direct Instructional Expenditure per FTE Student

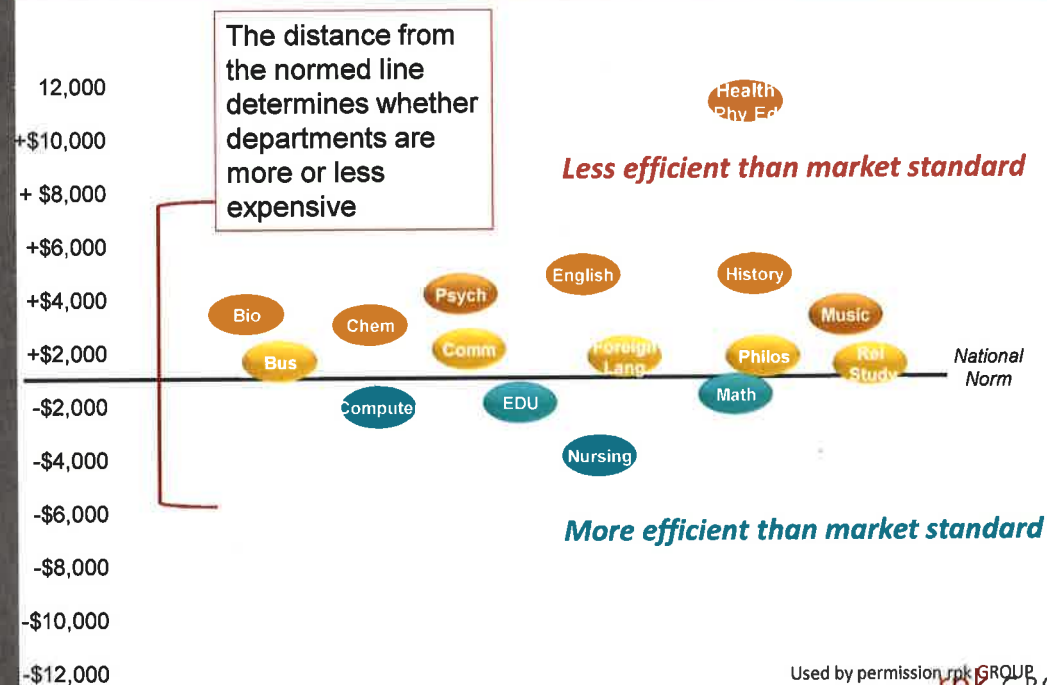


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Sample Metric - Direct Instructional Expenditure per FTE Student

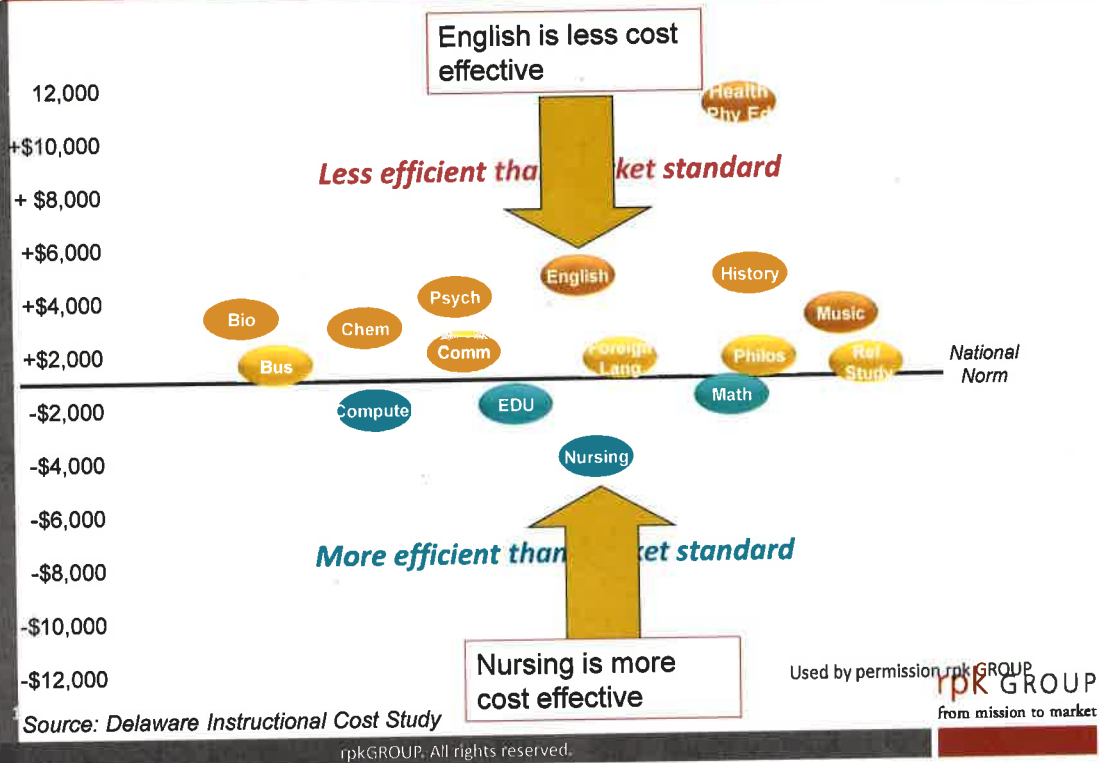


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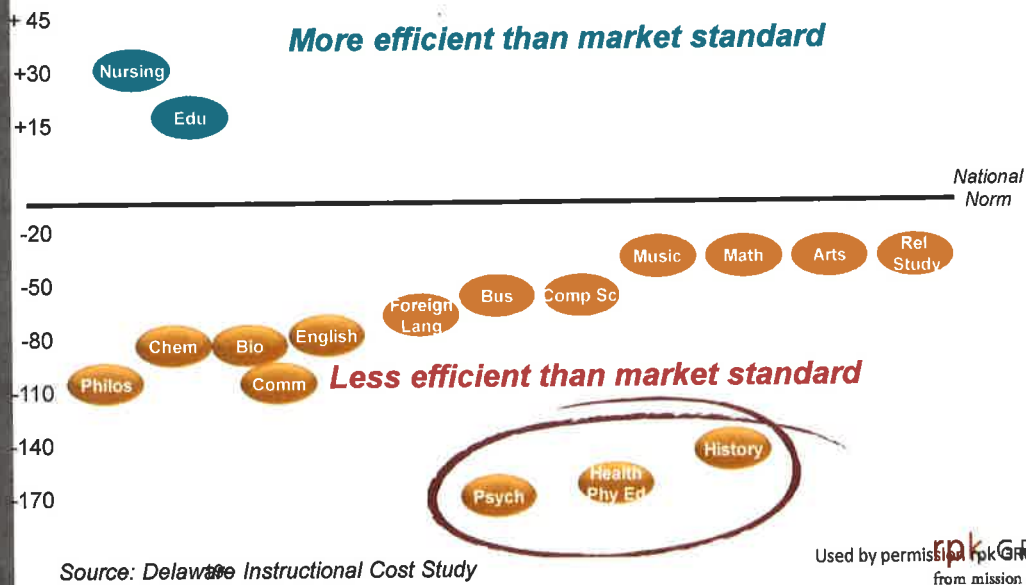
Sample Metric - Direct Instructional Expenditure per FTE Student



Cost Effectiveness

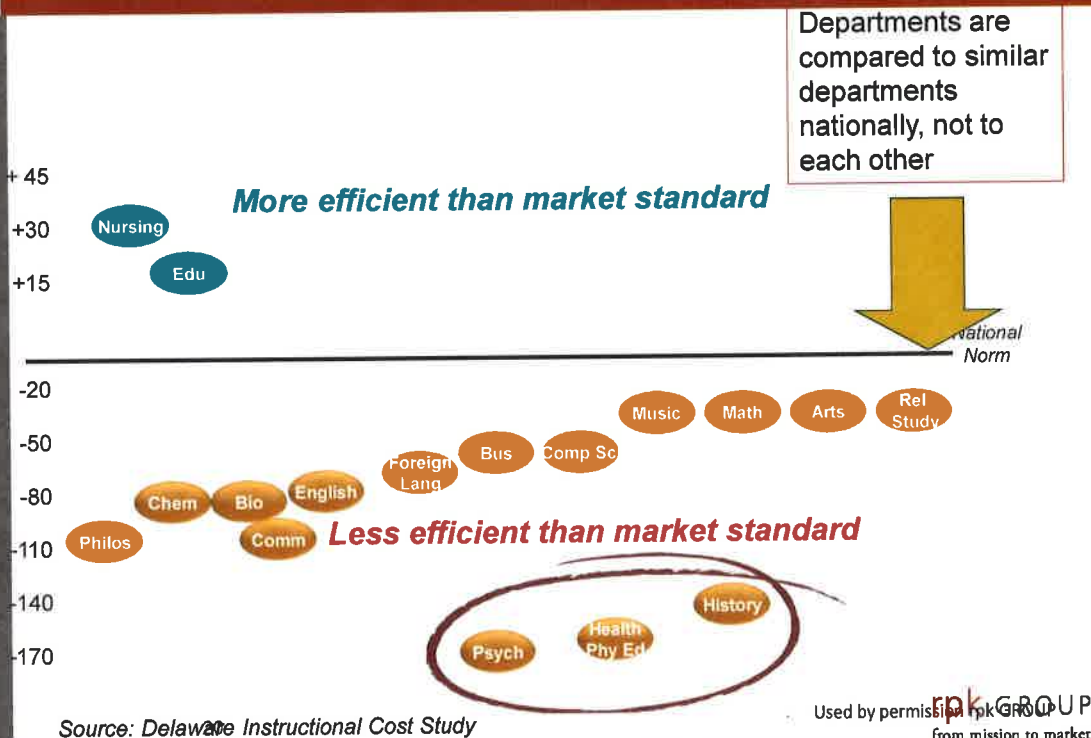
- Once they determine the relative cost effectiveness, institutions can identify departments for additional focus and drill down to determine why cost structures vary.
- Key areas of focus for the drill down include:
 - Labor Costs as a % of Total Department Costs
 - Mix of Full-time and Part-time faculty
 - Mix of faculty rank
 - Average SCH taught by FTE faculty (throughput)
 - Average class size

Sample Metric - Student Credit Hours per FTE Faculty



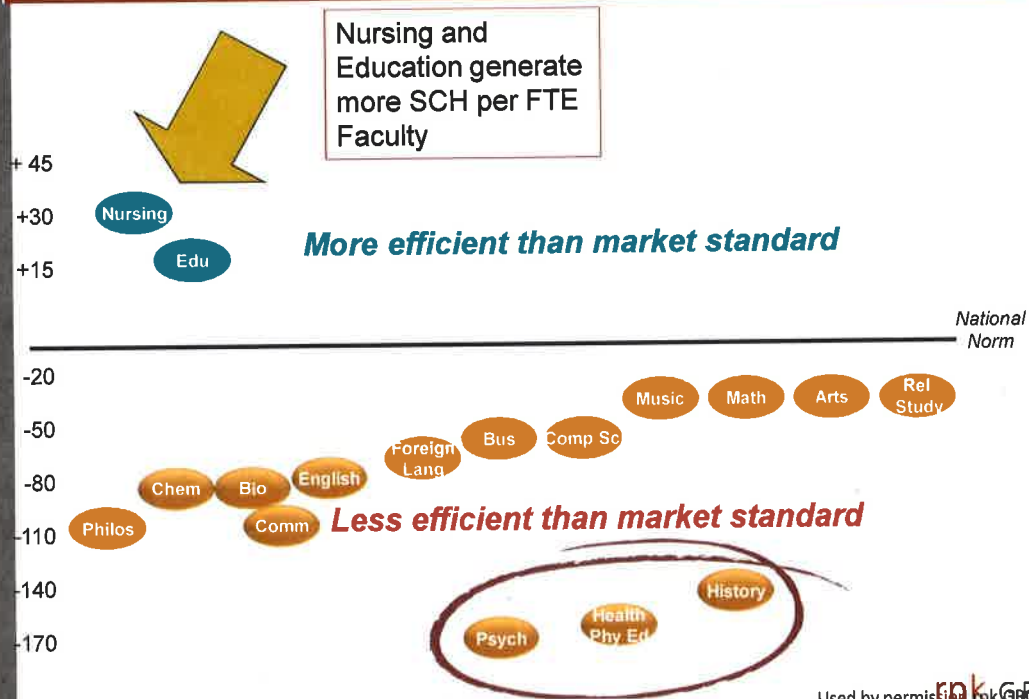
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Student Credit Hours per FTE Faculty



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Student Credit Hours per FTE Faculty



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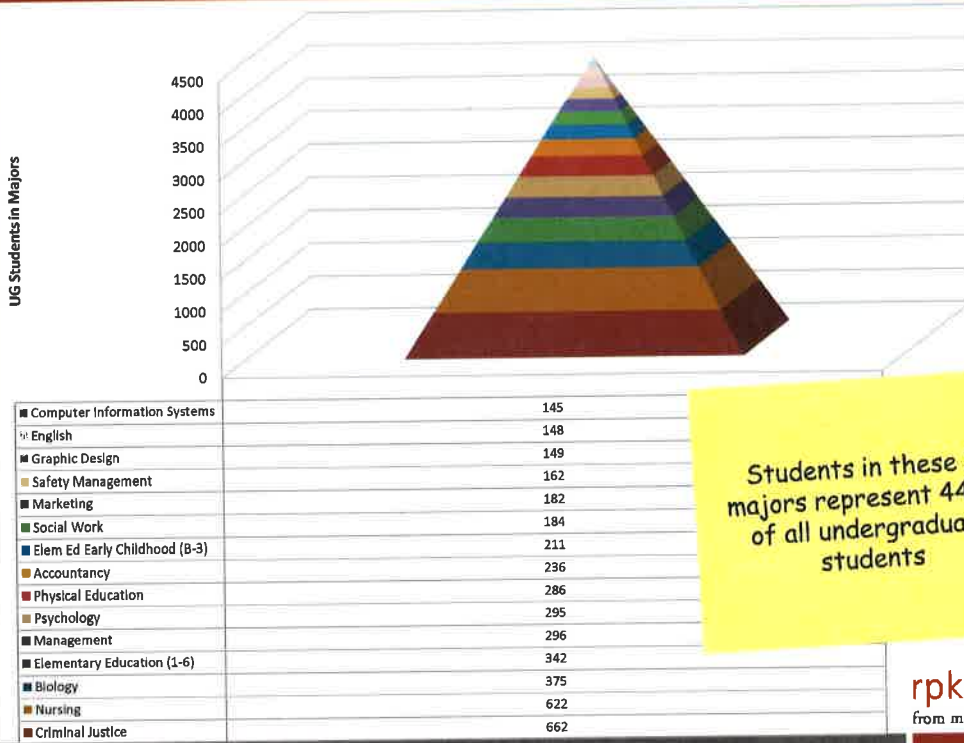
Tapping Into Student Demand

- Which programs house most of the institution's students?
- How well am I responding to market demand?
 - Current academic portfolio
 - Untapped opportunities
- What is my student yield, particularly within high demand programs?

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Undergraduate Students by Major - Fall 2011

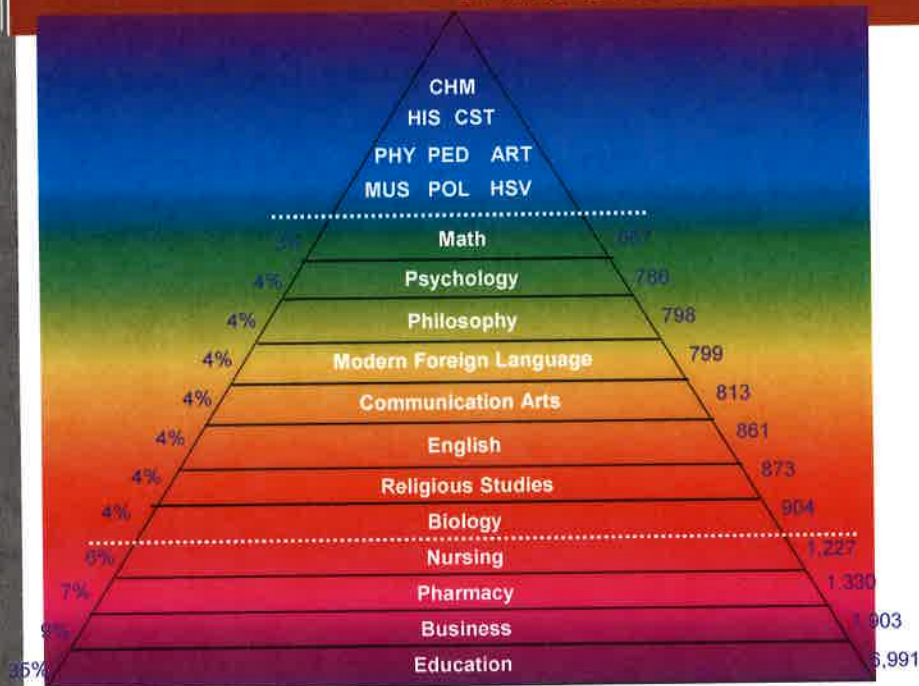


Students in these 15 majors represent 44.9% of all undergraduate students

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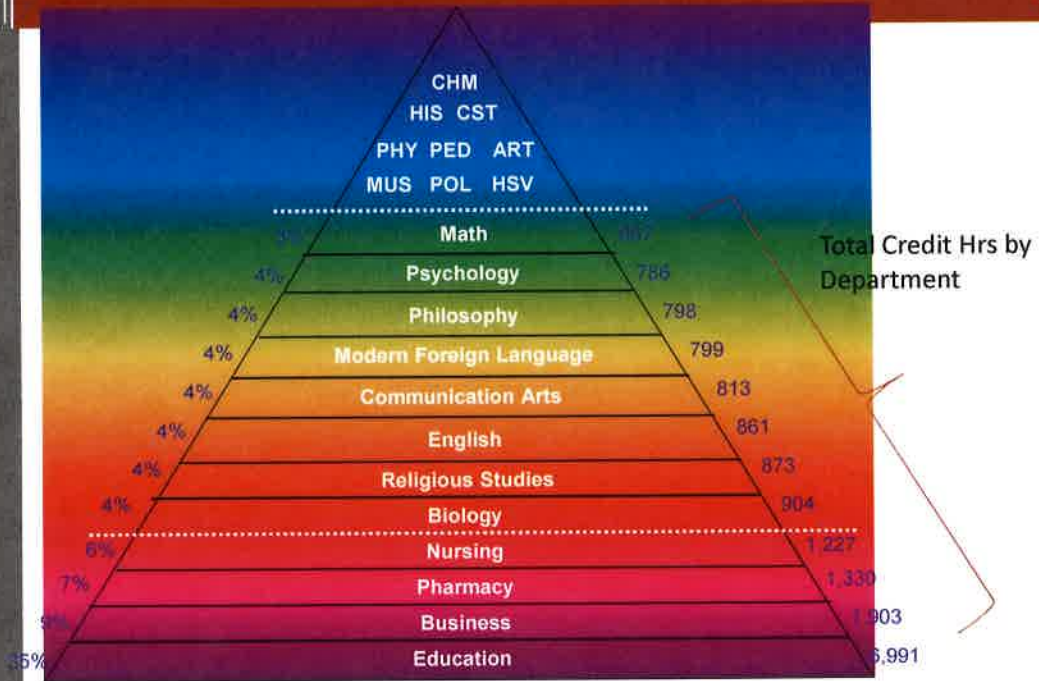
What Drives Student Activity?



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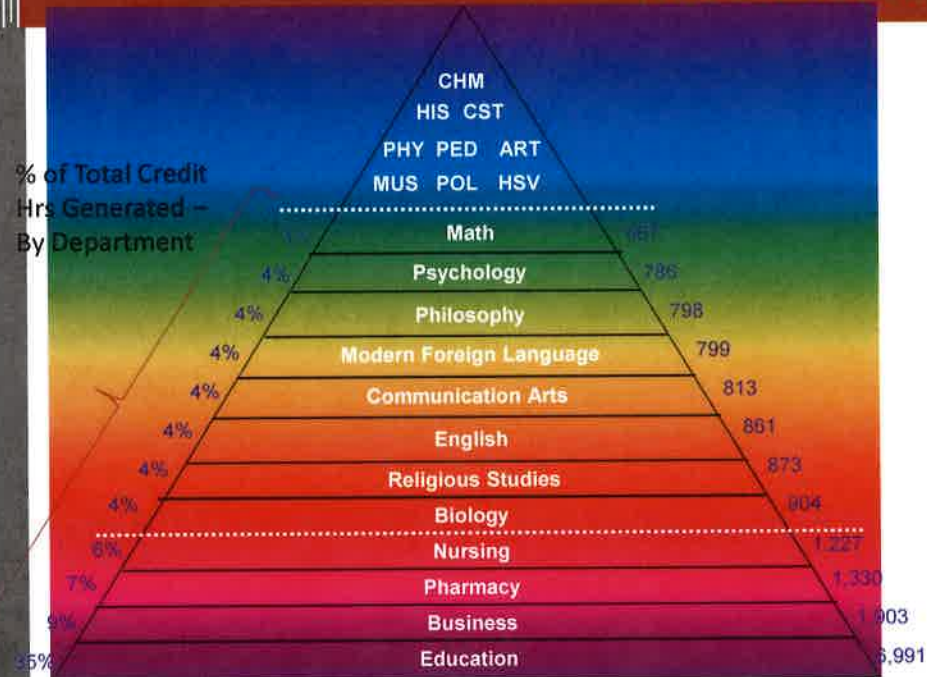
What Drives Activity?



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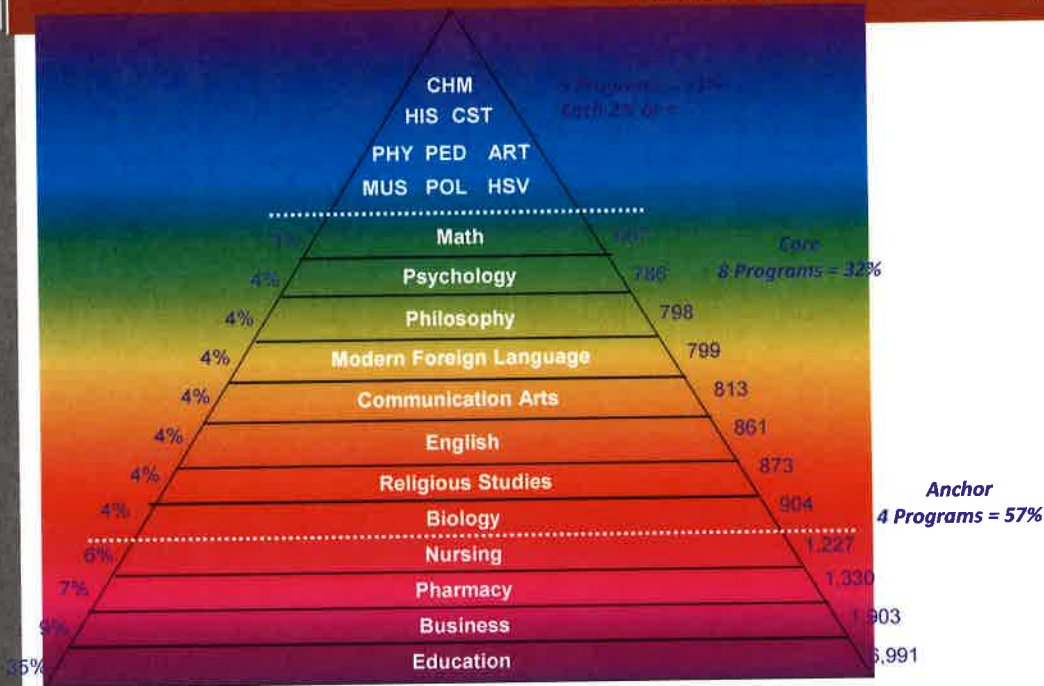
What Drives Activity?



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What Drives Activity?

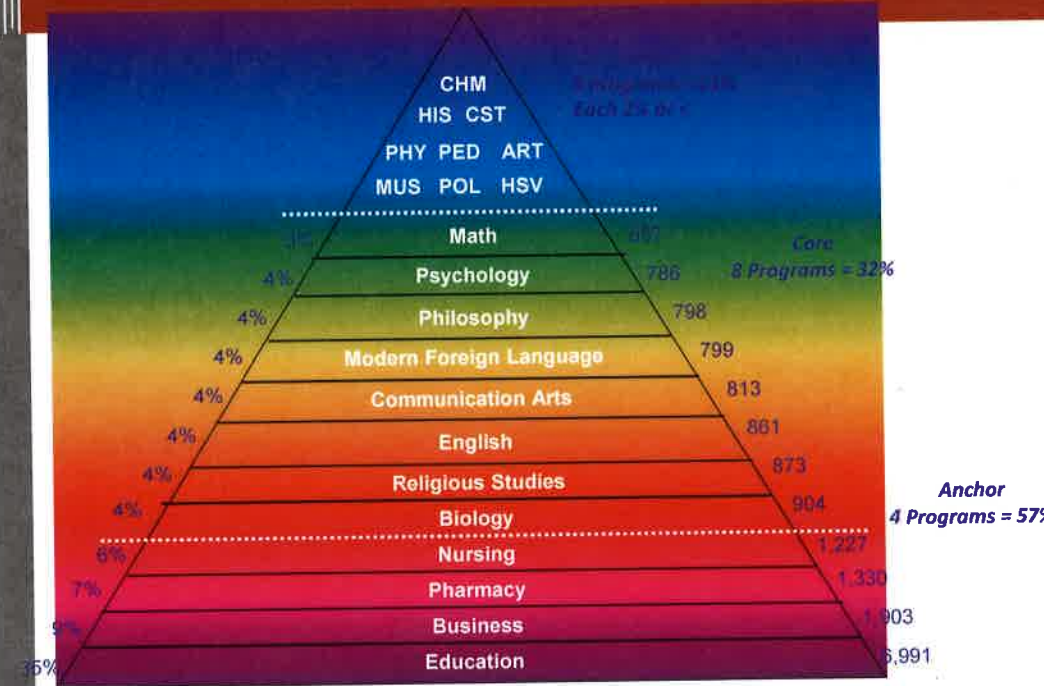


Anchor
4 Programs = 57%

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What Drives Activity?



Anchor
4 Programs = 57%

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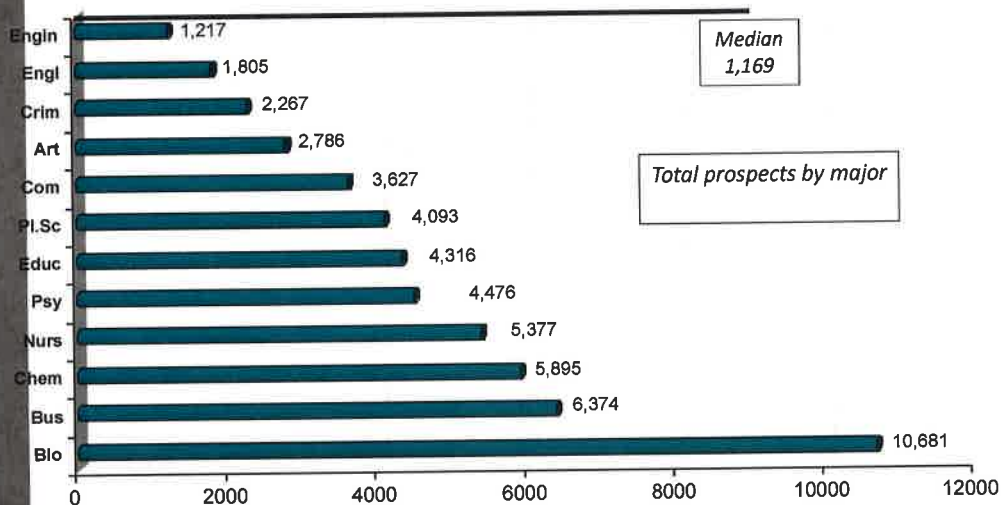
Demand in the Market

- In order to drive revenue from tuition and fees (and indirectly from auxiliaries), we must understand student demand in the market.
- The following analysis assesses the highest level of student interest – at the time of inquiry.

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Demand – What Do People Want?



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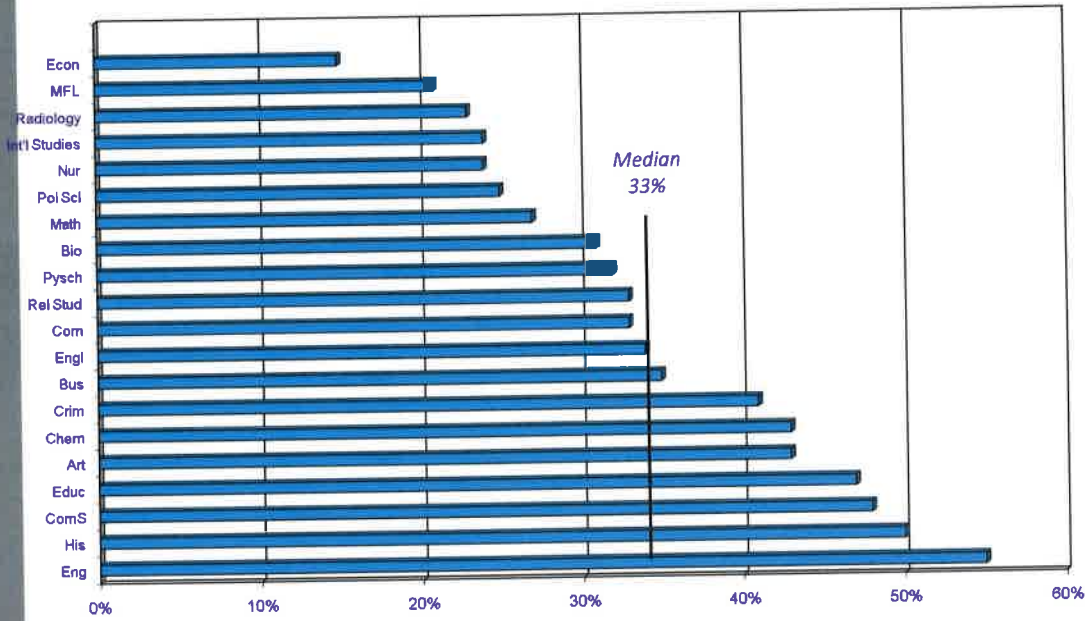
Demand in the Market

- Student demand can also be measured at the point of application, acceptance and attendance.
- By tracking student demand, we can determine how well we are capturing the market that is already aware of the University, and the programs and majors that are attracting student attention.

Student Yield

- Student yield indicates what percentage of interested students actually end up attending the University.
- As with demand, yield can be measured at various milestones in the enrollment process – inquiry, application, acceptance and attendance

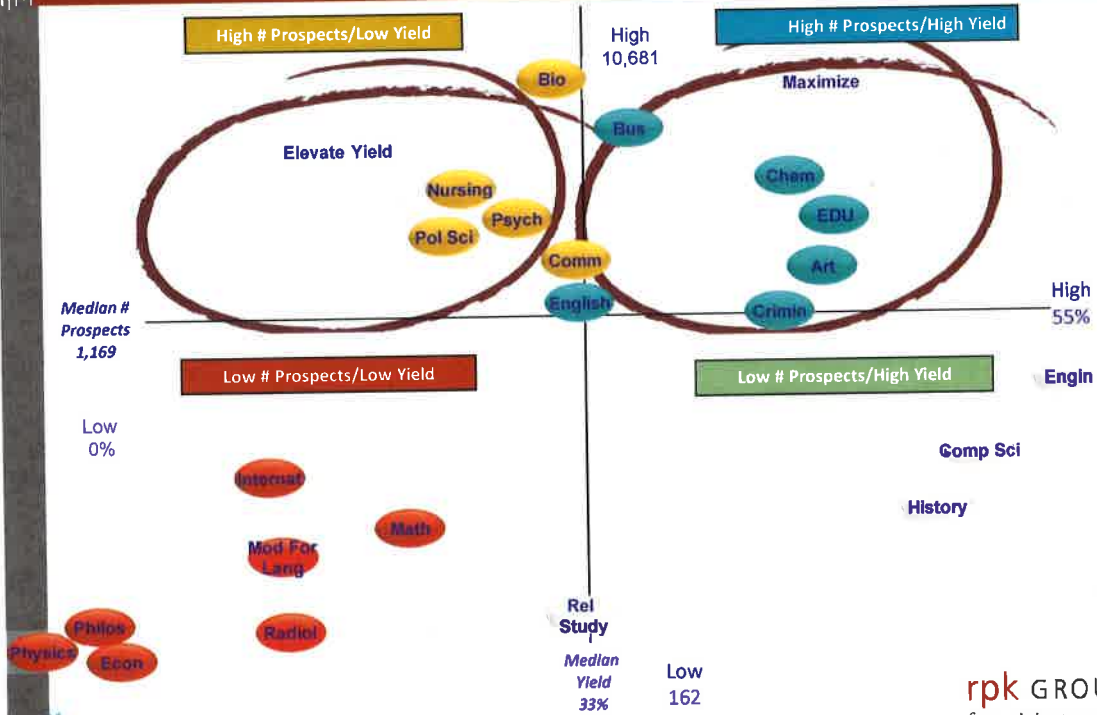
Yield – Percentage of Accepted Students Who Attend



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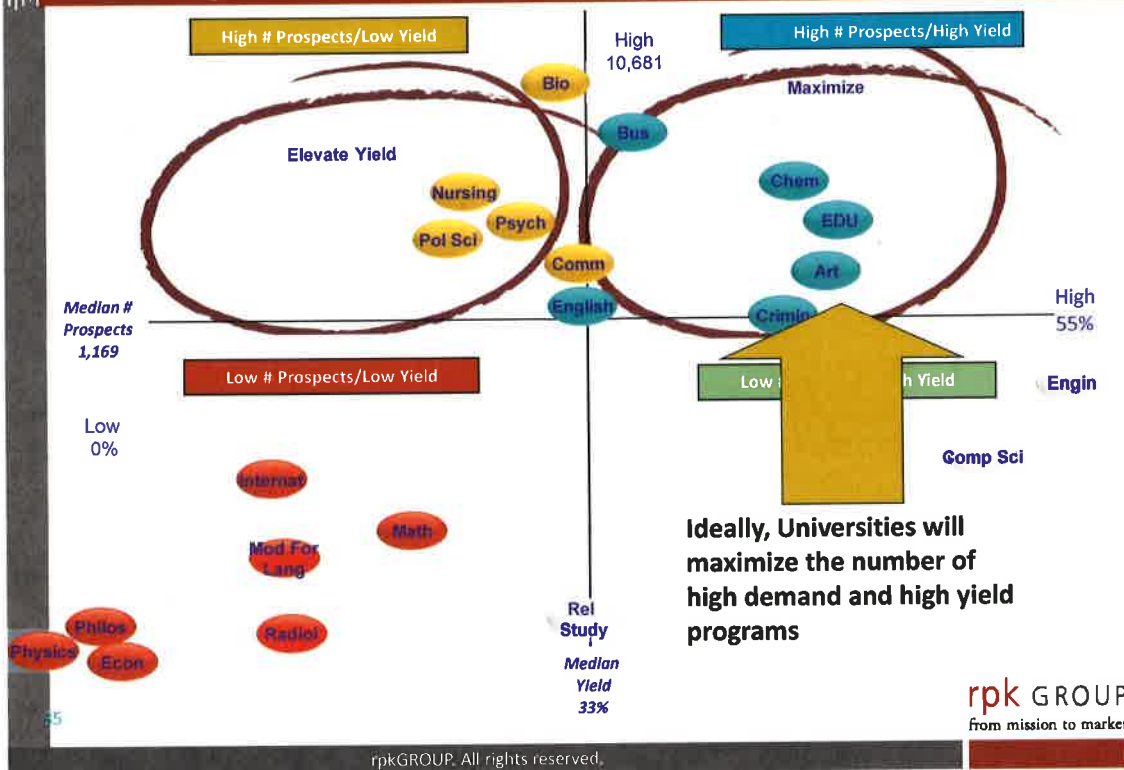
of Prospects vs. Yield (accepted to enrolled)



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of Prospects vs. Yield (accepted to enrolled)



Using Scorecards in Academic Portfolio Analysis

- A review of an academic program involves multiple variables, both qualitative and quantitative

Using Scorecards in Academic Portfolio Analysis

- Scorecard variables could include data such as:
 - Relation to mission
 - Market Demand
 - Student Yield
 - Retention and Graduation Rates
 - SCH Generation
 - Efficiency
 - Net Revenue

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Sample Academic Program Review Scorecard

	Mission	Demand	Conversion	Contribution	Efficiency	Net Revenue	Graduates
Program	Mission	# Prospects	Yield	Credit Hours	Student Cr Hr/FTE Faculty	Direct and Indirect Allocated Cost Model	Annual Number of Graduates
A	Yes	> 5,000	>33%	> 1,000	Above Benchmark	Positive	Above Target
B	Yes	< 1,000	< 33%	> 500	At Benchmark	Positive	At Target
C	Yes	> 1,000	< 33%	> 500	Below Benchmark	Negative	Below Target
D	No	< 1,000	< 33%	< 500	Below Benchmark	Negative	Below Target

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Sample Academic Program Review Scorecard



- Based on the scorecard review, programs can be placed into one of four categories:

- Grow
- Maintain
- Redesign
- Sunset

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Untapped Market Opportunities

- In addition to increasing yield in high demand programs, institutions must also examine new market opportunities.
- Assessing the market
 - Current employers
 - Governmental sources
 - Areas of workforce shortage
 - Economic development agencies
- It is usually easier to begin by building on existing areas of strength
- **Key question: Who owns business development at your institution?**

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Business Plan Pro Formas

- A more detailed analysis of proposed or existing academic programs can be provided through the use of pro formas
- Pro Formas project revenue and expense activity in order to determine start-up costs and return on investment
- Pro Formas also serve as an important accountability tool

Business Plan Pro Formas

- Before financial analysis begins, programs should undergo the a review based upon:
 - *Relation to mission*
 - *Market analysis*
 - *Competition*
- This analysis should be test externally through peer review and dialog with local employers

Business Plan – What To Include

- A pro forma analysis should include the following:
 - At least two years of actual and three years of projected data
 - Enrollment
 - Revenue
 - Expense
 - Analysis of program start-up costs and break even requirement

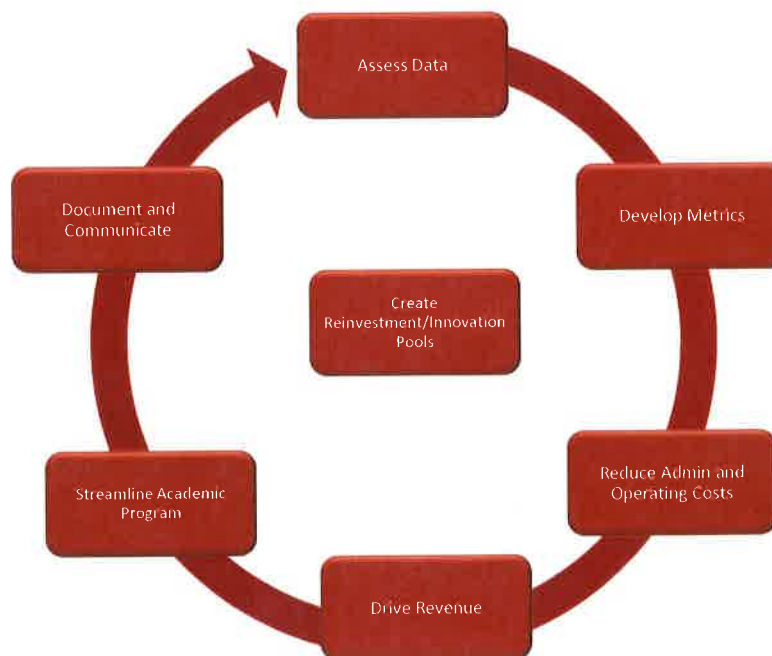
Business Pro Formas – What's In It For Me?

- Pro Forma analysis benefits academic departments
 - Sets an expectation for analysis. Departments must do their homework before proposing investments.
 - Creates milestones throughout the process. Departments need only complete one step at a time. For example, if relation to mission, market demand and competition are not positive, there is no need to move forward with revenue and expense projections.
 - Once the review is completed, the pro forma should flow easily into the budget process. In this way, resources are identified up front to support the program.
 - Pro forma analysis builds accountability by projecting enrollment, setting resource requirements and the expected return on investment.

Successful Academic Portfolio Review

- Communicates the rules of the game up front
- Is based on data
- Benchmarks departments/programs
- Includes a mix of qualitative and quantitative factors

A Strategic Finance Agenda



To continue the dialogue . . .

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LOYOLA
UNIVERSITY CHICAGO

Academic Innovation Team

Loyola University Chicago seeks to enhance the academic program offerings and the student learning environment. One way of achieving this is to leverage existing university resources to support innovation, particularly new, innovative academic programs that are well-aligned with the higher education market and which are likely to increase enrollment streams and add net revenue to academic units. To achieve this goal, the university has formed a team to evaluate proposals for academic innovation and recommend those that would benefit from start-up funds to launch the initiatives.

To facilitate the implementation of new academic programs, the leaders of schools and institutes have requested assistance in the development of entrepreneurial initiatives that would expand program offerings and create new enrollment streams. The creation of an Academic Innovation Team will coordinate the research (market and enrollments), resource allocation needs and options, and budgetary implications of launching new initiatives. The team will be drawn from existing university assets and services which--while working as a team --can advance and launch new program initiatives with the necessary support to be successful.

The Academic Innovation Team will be convened, as needed, to respond to requests from academic leaders for assistance with research, analytics, and resource requirements for new programs. The scope of analytical work of the team may include:

- Curricular development and alignment with current programs
- Strategic contribution of new programs to advancing *Plan 2020* and academic diversity
- Market analysis and enrollment projections
- Tuition pricing analysis
- Resource requirements and options (faculty, staff, facility, training and development, marketing)
- Budgetary implications (reprogramming/reallocation vs. new revenue and expense streams; startup costs)
- Career and gainful employment outcomes (i.e. certificates, degrees)
- Assessment planning
- Development of realistic timetables for each phase of a project, including lead time, roll out, and subsequent evaluations of outcomes
- Review of requests for academic innovation startup funds

The team will include the following positions/offices:

Academic Innovation Team

Chair: Joan Phillips, Professor of Marketing, Special Assistant to Provost

Associate Provost for Curriculum Development

Assistant Provost for Academic Business Operations

Assistant Provost for Academic Diversity

Director of Enrollment Systems, Research, Reporting

Enrollment Marketing (Staff)

Office of Institutional Effectiveness (Staff)

Additional faculty or staff resources, as needed, for data analytics, marketing, advertising, higher education, etc.

Administrative Support Staff liaison (Kara Doszkewycz, Office of the Provost)

The team will do its work on behalf of academic leaders prior to or on a parallel track with the academic program approval process (e.g. BUS, GSCB), and assist in the preparation of materials that may be needed by the Office of the Provost or the Budget Review Team to make resource allocation decisions for new programs.

Processes

The Academic Innovation Team (AIT) Charge:

(1) Assists Deans in the development of proposals for entrepreneurial initiatives that would expand program offerings and create new enrollment streams.

(2) Evaluates program proposals requesting startup funds and makes funding recommendations to the Provost.

The AIT coordinates Loyola University Chicago (LUC) resources to assist academic unit leaders with fully developing proposals for new academic programs in accordance with the Proposal Guidelines for New Programs in the Provost Office document, Academic Program Development: Processes for Review, Approval & Implementation.

The AIT's second charge is to evaluate proposals of new programs that are also requesting startup funds from the Provost's Office. The review process for proposals requesting startup funds is the same as the new program review procedures noted above, but new program proposals seeking startup funding should include a market analysis conducted by Enrollment Systems, Research and Reporting (ESRR) and startup funding request. See Proposal Guidelines for New Programs Seeking Startup Funding and AIT Evaluation Criteria for New Program Startup Funding.

As illustrated below, the proposal process for startup funding begins with an idea generated by a faculty member. If the Dean approves the idea for the new program, the Dean refers the faculty member (i.e., proposal writer) to the AIT for assistance with developing the proposal for the new academic program in accordance with the guidelines. Once the proposal is complete it returns to the academic unit to begin the process of multi-level review and approval. Once the proposed program is approved by academic unit, the AIT and the university level Board of Undergraduate Studies (BUS) or Graduate Studies Coordinating Board (GSCB) review the proposal concurrently. The Provost provides final approval for new programs and funding.



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Clarke University

Academic Innovation Team

Membership and Process for AIT

The Academic Innovation Team (AIT) is responsible for environmental scanning year-round, coordinating the review of proposals, and supplying supporting materials to pre-proposals (e.g., market analysis) and full proposals (e.g., marketing and recruitment plans and budget projections).

The Academic Innovation Team consists of a core team and ad-hoc review teams. Unlike the core team, the review teams will vary in composition for each proposal being evaluated.

AIT CORE TEAM MEMBERS INCLUDE

- Vice President for Academic Affairs (Chair)
- Representative(s) from Marketing
- Dean of Undergraduate Studies
- Dean of Adult and Graduate Studies
- Vice President for Enrollment Management
- Chair of, or designate from, Educational Policy Committee (EPC)
- Chair of, or designate from, Graduate Policy Committee (GPC)
- Two additional faculty members, elected by Faculty Senate

Each full proposal will require the formation of a new review team that will include representation from the core team and additional members.

REVIEW TEAM ADDITIONAL MEMBERS WILL INCLUDE

- Representatives from Division Chairs (as determined by the AIT core team and connected to pre-proposal)
- Representative from the Business and Finance Office
- Faculty or Staff Champion of the pre-proposed program
- Representative from Financial Aid Office
- Director of Compass and Career Services or designate
- Experts in the field as needed

Ideas for new programs can come from three sources: internal constituents (e.g., faculty, staff), external constituents (e.g., alums, board members), and/or the Academic Innovation Team's ongoing environmental scanning. When new ideas are generated or submitted, the AIT core team will conduct initial market analysis to see if a pre-proposal should be developed. If a pre-proposal is warranted, the core team will seek faculty member(s) to develop a brief pre-proposal. Faculty are welcome to submit pre-proposals without first submitting an idea to AIT.

When a pre-proposal is received, the core Academic Innovation Team will conduct a supporting market analysis to determine approval. If the pre-proposal is not approved and additional information is needed, then the faculty member may work with the core Academic Innovation Team to seek additional information/data before resubmitting the pre-proposal. If the team does not approve the pre-proposal and does not need additional information, then the program will not be pursued by the University. If the pre-proposal is approved by the core AIT team, then the faculty member(s) will be asked to submit a full proposal for review by the full Academic Innovation Team (core and review teams).

If the full proposal is not approved, and more data is necessary, then the faculty member(s) may work with the core Academic Innovation Team to seek additional information/data before resubmitting the full proposal. If the team does not approve the full proposal and does not need additional information, then the program will not be pursued by the University. If the full AIT team (core and review) approves the full proposal, then the faculty member(s) will complete the necessary forms and the Department Chair will submit a complete package of EPC/GPC forms and approved full proposal to EPC/GPC Chair(s).

If the curriculum submission to EPC/GPC is not approved, then the faculty member(s) and Department Chair will revise and resubmit to EPC/GPC. Upon EPC/GPC approval, catalog copy is created, marketing and recruitment plans are implemented, and the program launches. The core team of the Academic Innovation Team is responsible for post-approval monitoring of newly launched programs.



UNIVERSITY

New Program Approval Pre-Proposal Guide

Clarke University depends upon the involvement of its community members' participation in the innovation of new academic programs. The purpose of the Pre-Proposal is to allow the Academic Innovation Team (AIT) to review submissions and conduct further market analysis and preliminary budget projections to determine whether the Pre-Proposal moves to the next step of full proposal development and review (see Academic Innovation Process flowchart). The following questions should be the basis for submission of the brief Pre-Proposal (maximum five pages). This Pre-Proposal is submitted to Susan Burns, VPAA and Chair of the AIT. If the Pre-Proposal is incomplete or if further information is necessary, AIT will contact the submitter.

Please include the following information:

Person Submitting Proposal:

Date of Submission:

Name of Proposed Program:

Department(s):

Additional Key Contact(s):

Program Type (select one)

Delivery Mode (select one)

Bachelor's Degree (BS BA Other)

Online (50% or more of the required courses delivered online)

Traditional

On-ground (100% of courses are delivered face-to-face)

TimeSaver

Undergraduate Certificate

Graduate Certificate

Graduate Degree (Masters Doctorate Other _____)

Key elements to address in the pre-proposal:

1. Brief description of the proposed program and explanation of why Clarke needs or should offer this program.
2. Explanation of how the new program aligns with the mission and scope and strategic plan of Clarke University.
3. Brief description of why students would enroll in this program. In other words, what would be the key messages/selling points to a prospective student?
4. Indication of the market for the program (e.g., student interest, possible market segments, employer demand, societal needs, potential for generating new revenue).*
5. Clarification of how the program does not duplicate programs existing within Clarke University, community, or region. If this, or similar, program exists at Clarke or elsewhere in the region, describe unique features of this program and/or additional need for this program.
6. Overview of resources required to offer this program: personnel, physical facilities, technology, library, support services, etc. For this portion of the pre-proposal, AIT does not expect a fully articulated budget, but estimation of needs associated with the program.
7. Explanation of format, location, and/or schedule for the new program that does not follow a model currently offered at Clarke, or if it would require affiliation or articulation with another entity (HLC accreditation implications).
8. Indication of whether separate professional accreditation would be necessary for the new program.
9. In the case of interdisciplinary/joint (e.g., MBA/MOL) programs, or when faculty are committed to teach in multiple undergraduate or graduate programs, please explain faculty load capacity associated with the new program.

*AIT asks that the writer of the pre-proposal does some initial brief investigation of market; however, AIT will conduct further market analysis upon receiving the proposal.



Clarke

UNIVERSITY

New Program Full Proposal Guide

Full Proposals for new programs are submitted to Susan Burns, VPAA and Chair of AIT, after approval of the Program Pre-Proposal (see Academic Innovation Process flowchart). New program proposals expand upon elements of the Pre-Proposal and include the following components:

Faculty Champion (i.e., primary faculty member advocating for and overseeing the development and implementation of the new program):

Today's Date:

Name of Proposed Program:

Department(s) in which the program would be housed:

Department Chair/Coordinator:

Proposal Components:

1. Explanation of the "history" of the new program idea and the planning process that led to the proposal; include an explicit statement about the link between the program and the University's mission and/or Strategic Plan.
2. Full description of the proposed program including:
 - a. statement of program philosophy, objectives, and outcomes (if submitted program is a graduate program, clear distinctive *graduate* outcomes);
 - b. identification of all new courses, cross-listed courses, and impact on existing courses (i.e., capacity for new students in existing sections, ability to offer additional sections);
 - c. description of any supplementary curricular offerings to the proposed program (e.g., tracks, minors, emphases, certificates);
 - d. proposed exceptions to existing policies as stated in the catalog (e.g., required study abroad, reduced GNED requirements);
 - e. explanation of any special conditions or specific admission requirements (e.g., limited cohort capacity, GPA requirements).

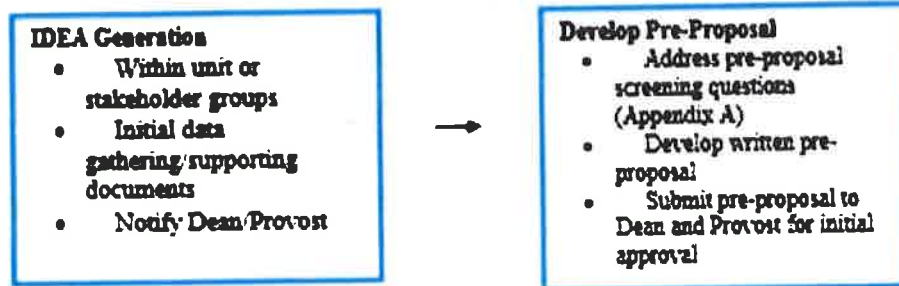
NOTE: Approval of AIT does not imply or replace EPC/GPC approval. Curricular descriptions provided in this section are meant only to provide an overview of the proposed program. EPC and GPC examine and vet curriculum.

3. List of the resources necessary for the proposed program. It is important to consider and include these anticipated resources /costs connected to the first five years of the new program. AIT will develop a five-year budget projection utilizing the information below.
 - a. Human resources
 - Number and minimum qualifications of faculty needed to provide instruction, including new faculty budget lines if applicable
 - Description of additional support staff (e.g., office manager, technology support, etc.) if applicable

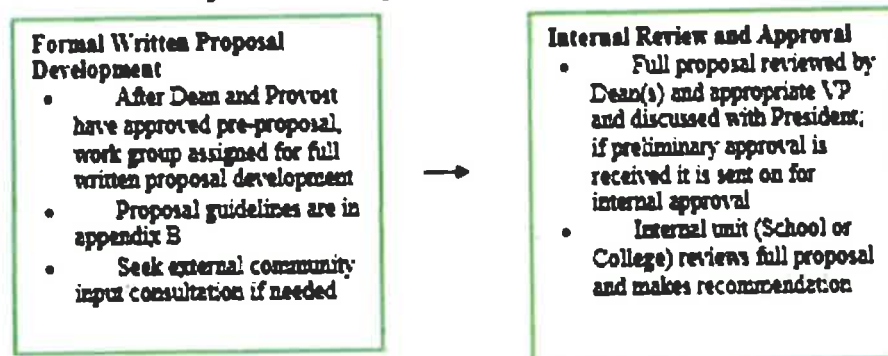
- b. Physical resources
 - Description of necessary classroom, lab, and office space
 - c. Instructional resources
 - Additional library resources required to support the program
 - Specialized software
 - For online or blended programs, list the existing and/or additional instructional technology resources required to support the program's learning outcomes and educational environment
 - d. Other required resources such as start-up costs, equipment, accreditation expenses if applicable
 - e. List additional non-required resources that would enhance the content, delivery, and viability of the program. Think of these resources as items on a "dream list."
4. Any ideas for *departmental* involvement in student recruitment activities.
5. Appendices
- a. Pre-proposal submission that was approved by the AIT core team
 - b. Market analysis provided by the AIT core team
 - c. Any updates of or responses to the Pre-Proposal or market analysis since the approval of the Pre-Proposal by the AIT core team
 - d. If multiple departments are involved in the delivery of this new program, include supportive letter(s) of commitment from department chairs
 - e. Names of experts in the field who could possibly volunteer to serve on AIT Review Team. Include contact information if available.
-

New Academic Program Review and Approval Process

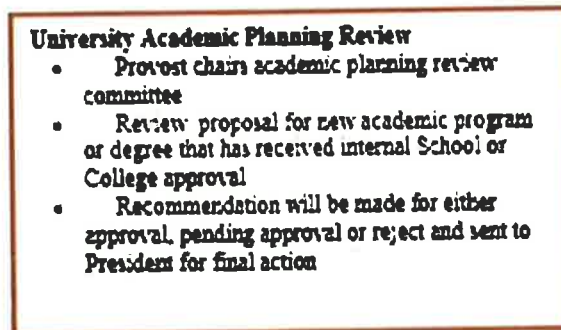
Phase 1: Preliminary Planning/Pre-Proposal Development



Phase 2: Formal Proposal Development/Internal Unit Approval



Phase 3: University Review and Approval



<https://www.creighton.edu/center-for-academic-innovation/new-program-proposals>

CREIGHTON UNIVERSITY
New Program Approval Template

Name of Proposed Program: _____

Department/Division: _____

Program Director(s): _____

Proposed Start Date: _____

Program Type and Delivery Mode:

Program Type (select one)

Delivery Mode (select one)

- | | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Bachelor's Degree (<input type="checkbox"/> BS <input type="checkbox"/> BA) | <input type="checkbox"/> Online (50% or more of the required courses are delivered online) |
| <input type="checkbox"/> Graduate Certificate | <input type="checkbox"/> On-ground (100% of courses are delivered face-to-face) |
| <input type="checkbox"/> Graduate Degree | <input type="checkbox"/> Blended (51% - 99% of courses are delivered on-ground) |
| <input type="checkbox"/> MS <input type="checkbox"/> MA <input type="checkbox"/> PhD <input type="checkbox"/> Other _____ | |

New Program/Major Proposal Process Checklist

Proposal Development		
1	Secure approval from Dean	The champion secures permission from the Dean of the school/college hosting the program to proceed with development of the proposal.
2	Contact the Center for Academic Innovation	The champion for the new program/major notifies CAI. CAI will serve as a resource to the champion and coordinating unit for develop new program proposal.
3	Stakeholder Meeting	CAI works with the champion and coordinates bringing together stakeholders including mission, budget, market analysis, marketing, enrollment management, faculty, administrators, etc.
4	Market Analysis & Competitor Analysis	CAI's Associate Director for Market Research works with the champion and stakeholders
5	Budget Creation	Senior Director for Budget – Provost's office will contact the champion to initiate creation of pro-forma budget
6	Contact the Global Engagement Office	GEO is responsible for registering academic programs with the Department of Homeland Security, issuing visa application documents, and facilitating visa maintenance for international students. Academic programs should consider how to integrate international students based on multiple federal regulations including minimum language competency, campus residency requirements, and so on.
6	Proposal Development	CAI is an ongoing resource to assist the champion in development of the proposal
Proposal Approvals		
7	Champion seeks approval of involved academic units	When proposal is complete, the champion seeks approval from each involved academic unit
8	Champion notifies CAI	Notify CAI when proposal is approved by involved academic unit(s)
9	Academic Planning Review Committee	CAI notifies Academic Planning Review Committee and provides proposal document (APRC includes GEO representative) Program champion(s) present to the Academic Planning Review Committee Program champion(s) and CAI notified by Committee when approved
10a	Graduate Board (new graduate programs)	CAI notifies Graduate School and provides proposal document, program champion(s) present to the Graduate Board. Program champion and CAI notified by Graduate School when proposal is approved
10b	Adult Learning Council (new CPS programs)	CAI notifies Adult Learning Council and provides proposal document Program champion(s) presents to the Adult Learning Council Program champion(s) and CAI notified by ALC when proposal is approved
11	Dean's Council/Provost Office	CAI notifies Provost's office, Provost's office will schedule presentations of the proposal to the Dean's Council New Program champion invited to Dean's Council meeting to discuss proposal
12	Approval communicated to Creighton offices and units	The Provost's office communicates approval of the new program/major to the program champion(s), CAI and to Creighton offices and units
13	Marketing and Enrollment Management	Marketing and Enrollment Management contact new program/major champion to develop and implement program marketing and enrollment management strategies. These strategies may be implemented prior to final approval of the program in order to meet program launch enrollment targets.

Overview

New program development is critical to the University and is both encouraged and expected. New programs refer to any new degree program, certificate program, or doctoral minors.

This document is designed to guide faculty and administrators in the development of new program proposals. The policy, Approval of a New Academic Program (4.1.4) located at <http://www.creighton.edu/fileadmin/user/president/docs/Guide.pdf> includes the procedures, structure and approval requirements for new academic programs.

New Program Proposal Development

- 1. Program Overview and Description**
- 2. Justification/Rationale for Program, Link to CU Mission & Jesuit education, Program's educational philosophy**

This section includes a description of the "history" of the idea, why the University should start this program, and the planning process that led to the proposal; include an explicit statement about the link between the program and the University's mission. For new graduate programs, the proposal will address how the program relates to the graduate philosophy statement.

- 3. Market Demand Analysis**

This section will be completed by the Associate Director for Market Research in collaboration with the new program champion, see Appendix A for additional information. Market demand analysis will include, when appropriate, demand for international student audience.

The rationale will also include an assessment of the market for the program. Activities of local and regional competitors that directly or tangentially address this market niche/educational needs are analyzed. The discussion explains how the new program is different from competitors' programs. It addresses the following:

- Unmet needs, demand for the program (educational needs that Creighton University would meet by offering the program)*
- Ability to attract and maintain a sufficient number of tuition-paying students to remain financially viable*
- Identify competing programs*
- Provide statistics and opinions by authorities about the external environment, statistics will reflect both the current environment as well as the projected future*
- Provide information for how the program will draw students from other University programs or locations, how it will attract new learners*
- The anticipated impact (negative or positive) of the proposed program on the wider community (campus and non-campus), provide supporting information and data*

4. External Comparisons

This section will include a comparison of the proposed program with similar programs in other regionally accredited institutions in Nebraska and elsewhere and comparable Jesuit institutions. Describe how this program is different from the competitors identified in the Market Analysis, describe what distinguishes the Creighton program.

This section will be completed by the Associate Director for Market Research in collaboration with the new program champion.

5. Admission Requirements

For new graduate programs, admission standards must include four of the following or their equivalents:

- *Bachelor's degree from a regionally accredited college or university;*
- *demonstration of satisfactory writing ability;*
- *demonstration of appropriate academic preparation of applicant;*
- *specification of required grade point average for admission;*
- *minimum TOEFL score or personal interview to assure language proficiency for international students;*
- *other: equivalent experience, testing, etc.*

6. Learning Outcomes and Assessment Plan

All new academic program proposals will include a clear description of the program's learning outcomes, identify how the program outcomes support achievement of the University's Six Student Learning Outcomes

(<http://www.creighton.edu/aea/assessmentofstudentlearning/universityleveloutcomes/index.php>), and specify methods for assessing student learning. The proposal will include:

- *List of each program student learning outcome*
- *How each program student learning outcome supports the achievement of at least one University Student Learning Outcome*
- *Curriculum Assessment Matrix (see example in Appendix B) illustrating the alignment of program outcomes with the program's curriculum*
- *Assessment Plan for Student Learning (see example in Appendix C), to include specific learning outcomes, sources of evidence (activities supporting the objective), assessment method, and data collection points*
- *Process for reviewing student learning outcomes data and making curricular revisions.*

7. Plan for Program Evaluation

Describe the strategies for regular evaluation of the program including the following. See Appendix D for a sample Program Evaluation plan.

- *List of evaluation activities; these may include, but are not limited to*

- Faculty program review and reflection
- Student end of course evaluations
- Graduate exit survey data
- Employer evaluations
- Administrative monitoring or program success
- Financial viability of the program, ability of the program to meet financial goals
- Ongoing market viability of the program
- Advisory board feedback
- Timeline for each evaluation activity
- Process for reviewing program evaluation data and making programmatic decisions. Evidence of faculty and administrative involvement is required.

8. Curriculum/Program Delivery Schedule

For all new academic programs, this section will include:

- *a statement of the broad curricular philosophy and rationale for the curricular architecture*
- *a listing of all courses and descriptions that constitute the proposed program with clear identification of all new courses and any cross listing of courses. Use Appendix E for course descriptions.*
- *course development matrix (see example in Appendix F)*
- *program of study – identifying number of credit hours required for graduation, courses that are required, and those that are electives*
- *the curricular cycle including the timing and sequence of course offerings*
- *The program length: how long the program is designed to take a full-time student to complete (Required by the Department of Education to be reported and must match the information provided in marketing materials)*
- *mode of delivery, including number of starts for distance delivered programs*
- *required on-campus orientation or other on-campus requirements for distance delivered programs*
- *proposed start date*

All new graduate programs must meet the following curricular standards:

- *Includes a minimum of 30 semester hours; a curriculum exceeding 36 semester hours requires special justification*
- *Includes a research component*
- *Includes a thesis or applied project and substantive written report*
- *Describe any field or internships requirements*

9. Accreditation

This section will address all accreditation implications raised by the proposal and any steps taken to satisfy them.

10. Resources

This section will describe how the University has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed program. For all resources, the proposal should clearly indicate which resources already exist, which resources must be acquired, and what strategies will be employed to acquire them.

Proposals will include a discussion of the following:

- *Human Resources*
 - *A person qualified by education and experience to administer the program*
 - *An administrative structure through which appropriate control can be exercised*
 - *The number and qualifications of administrative and support personnel needed to support the proposal*
 - *Student support resources (e.g., writing center, academic support services)*
 - *The number and qualifications of faculty needed to provide the instruction required by the proposal (include faculty CVs and/or proposed requirements, list in Appendix G)*
- *Financial Resources (The Senior Financial Analyst, Office of the Provost, will work with the new program champion to complete this section, see Appendix H for additional information)*
 - *A detailed account of the financial resources available and budgeted to cover all start-up costs as well as anticipated costs to maintain the necessary administrative, instructional, and support personnel over succeeding years*
 - *An institutionally approved projected budget for the first five years of the new program including one-time start-up expenses, the anticipated sources for first year funding, projected operating costs and income for at least five years, and a line item justification showing the derivation of each estimation of cost and revenue.*
 - *A sound business plan enumerating underlying assumptions that has been reviewed and approved by the School or College's academic governance body.*
- *Physical Resources*
 - *Adequate classroom, lab, and office space*
- *Instructional Resources*
 - *Identify the existing and/or additional instructional and library resources required to support the program, including adequacy and appropriateness of the library resources for the degree being granted*
 - *(This section will be completed in collaboration with the new program champion and CAI) For distance or blended programs, identify the existing and/or additional instructional technology resources required to support the program's learning outcomes*

11. Program Development Timeline

The timeline for development of the program will include plans/timelines for:

- *program marketing – this will be completed in collaboration with University Marketing and the program champion*
- *student recruitment activities - this will be completed in collaboration with Enrollment Management and the program champion*

- *course development*
- *faculty recruitment if applicable*
- *faculty preparation for teaching distance courses if applicable*

12. Outside consultation

A description of all consultation outside of the University will be provided, including costs associated with the consultation.

13. Affirmative action considerations – include in proposal if applicable

Appendix A: Market Research Data: Types of data to be collected and reported

The Associate Director for Market Research will work the champion of the new program to collect market demand data. Following are examples of the type of data to be collected and included in the new program proposal.

General Information - internal

- Program Name
- Program Type (traditional or adult undergraduate, major/minor, graduate, certificate, online/on campus)
- Contact Name

External Competitive Assessment - look at the following institutions:

- Local institutions
- Jesuit or similar private institutions
- National institutions

Types of information to collect, where available:

- Program name
- Program type (major, minor, bachelors, masters, certificate, etc.)
- Date established
- Format (number of credits, online/on campus, full-time/part-time, duration to complete, etc.)
- Tuition
- Curriculum
- Enrollment trends
- Any other relevant information (marketing, corporate partnerships)

Market Demand Analysis

- Job prospects for graduates/hiring trends for positions requiring this degree - Burning Glass data
- Secondary research or other anecdotal evidence demonstrating demand and growth
- Primary research - direct contact with institutions or other higher education resources
- Education Advisory Board, Hanover Research - archived research or custom analysis if needed
- General literature review (Lexis-Nexis), Web searching
- NCES/IPEDS
- Industry associations

**Appendix B: Curriculum Matrix Example from the
Master's in Education Program**

I = Introduce, D = Develop, M = Master

Course	Program Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	12
EDU 103/503 Foundations of Education	I	I	I	I	I	I	I		I	I	I	I
EDU 208/692 Serving Diverse Populations/ Cultural Issues in Education	D	D							D	D	D	
EDU 210/510 Child and Adolescent Development	D	D							D		D	
EDU 583 Management Practices for Classroom Teachers	D	D				D	D		D	D	D	
EDU 341/551 Methods of Instruction for Secondary Teaching	D	D	D	D	D	D	D	I	D	D	D	D
EDU 342/552 Instructional Technology		D	D		D	D	D	I		D	D	D
EDU 525 Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom	D	D	D		D	D	D	D		D	D	
EDU 575 Action Research in your Content Area		D	D	D	D	D	D	D	D	D	D	
EDU 548 Teaching Reading in Content Areas in Middle and Secondary Schools		D	D	D	D	D	D	D		D	D	
EDU 591 Student Teaching	M	M	M	M	M	M	M	M	M	M	M	M
EDU 593 Seminar in Student Teaching									M	M	M	M

Appendix C: Assessment Plan for Student Learning Example

The {insert program title} program will include a comprehensive assessment strategy including direct and indirect assessment methods to gather data at various points before, during, and after students complete the program. Course-level elements of the assessment plan, such as course-embedded measures of student learning, will be an ongoing source of information for improving individual courses and assignments.

The following details the assessment measures that will be utilized:

University Assessment Goals	Program Outcomes (example from MS in Health Care Ethics)	Source(s) of Evidence	Assessment Measures	Data Collection Points
1. Graduates will demonstrate disciplinary competence and/or professional proficiency.	Discuss how the general concerns of ethics, particularly regarding vulnerability and marginalization, apply to health care practices, systems, policies, and laws.	Course-embedded assessments	Exams, Papers and other forms of student work (see curriculum assessment map)	End of each course and annually
2. Graduates will demonstrate critical thinking skills.	Discern the ethical problems, ambiguities, controversies, and assumptions in health care practices, systems, policies, and laws	Course-embedded assessments	Exams, Papers and other forms of student work (see curriculum assessment map)	End of each course
3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an	Discuss how the general concerns of ethics, particularly regarding vulnerability and marginalization, apply to	Pre-post student reflection essays; Graduate exit survey; Student focus group Course-embedded assessments	Summative critical self-reflections Exams, Papers and other forms of student work (see curriculum assessment map)	End of MHE609 Capstone Project End of each course

exploration of faith and the promotion of justice.	health care practices, systems, policies, and laws.	Pre-post student reflection essays; Graduate exit survey; Student focus group	Summative critical self-reflections	End of MHE609 Capstone Project
4. Graduates will demonstrate the ability to communicate clearly and effectively.	When presented with an issue of ethical concerns, orally and in writing apply ethical principles, norms, and theories; provide justification for a particular response or course of action in a persuasive manner; anticipate counter arguments; and offer suitable rebuttals.	Course-embedded assessment	Papers, group projects, discussion posts, and presentations	End of each course
5. Graduates will demonstrate deliberative reflection for personal and professional formation.	Critically reflect on personal and professional attitudes, actions, and development in response to reading, discussions, clinical cases, or simulations.	Pre/Post test on self-efficacy in MHE600 Scholarly Reading and Writing	Formative assessments in required courses, and Scholarly Writing courses	End of MHE600 course
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture,	Draw upon the humanities and liberal arts in the process of ethical reflection about the structures of health care. Facilitate open discussion among multiple stakeholders in ethically complex situations.	Student admission materials Reflection essay on pre-admission essay and additional questions regarding abilities developed in program	Pre-admission essay; Critical self-reflection Summative critical self-reflections	Pre-admission; three times annually End of MHE609 Capstone project
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture,	Facilitate open discussion among multiple stakeholders in ethically complex situations.	Successful application of learned skills in MHE608	Rubric scores on competency-based (skills) outcomes	End of course
	Reflection essay on pre-	Student essays and self-	End of course and annually	

gender, religion, and
sexual orientation.

reflections

admission essay and
additional questions
regarding abilities
developed in program

**Appendix D: Program Assessment Plan Example
from the M.S. in Health Care Ethics Program**

The {M.S. in Health Care Ethics} program will include a comprehensive program evaluation strategy to gather data at various points before, during, and after students complete the program. Data analysis of program-level assessments will take place after the first two cohorts of students graduate, which will be during the third year of the program and be repeated on an annual basis thereafter.

The following details the program evaluation measures that will be utilized:

Assessment Measure	Source of Evidence	Data Collection Point(s)
Course/faculty evaluations	Course evaluations of organization, teaching and learning methods, faculty performance, and support services jointly developed by CHPE faculty and Deltak	End of each course and annually
Graduate Student Exit Survey	Exit Survey	End of program, before graduation
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of the Alumni Survey (see below)
Graduation and Retention Rates	Program Data/Deltak	Annually
Time-to-Degree Data	Program Data/Deltak	Year 3
Alumni Survey	Alumni Survey regarding usefulness of program content to professional and personal life and current CV	1 year post graduation then 5 years post graduation
Academic Program Review	Reviewers' responses to criteria developed by CHPE faculty	Year 5 and every 7 years thereafter
Annual Report of Course Changes and Rationale from Course Directors	Written report by Course Directors of changes made to his/her course and why	Annually

Appendix E: Course Descriptions

List each course to be included in the new program being proposed as well as a brief description for each.

Appendix F: Course Development Matrix Example from the Master's in Business Administration

Three terms to develop a new online course

Term designated with xxx is term course is completed and undergoes online course design review

Term designated with xxx is term payment for course development occurs

Term immediately after xxx, first term course is taught

	Spr2 2013	Sum1 2013	Sum2 2013	Fall1 2013	Fall2 2013	Spr1 2014	Spr2 2014	Sum2 2014	Fall1 2014	Fall2 2014	Spring 2015	Sum1 2015	Sum2 2015	Fall 2015
Term dates				8/19- 10/13	10/21- 12/15	1/6- 3/2	3/10- 5/4	6/16- 8/10	8/18- 10/12	10/20- 12/14				
MBA 741	J. W.		XXXX											
MBA 731		C.C.		XXXX										
MBA 701			V.R.		XXXX									
MBA 776				A.G.		XXXX								
MBA 771					D.W.		XXXX							
MBA 761						T.M.		XXXX						
MBA 779							TBD		XXXX					
MBA 711								TBD		XXXX				
MBA 779									TBD		XXXX			
MBA 779										TBD		XXXX		
MBA 775											TBD		XXXX	

Appendix G: Program Faculty

List the names, credentials and qualifications of each faculty member/ instructor who will teach in the program.

Appendix H: Pro-forma Budget Development: Information Required

General Information:

- Program Name
- Program Type
 - Traditional Undergraduate Revenue
 - Non-Traditional Undergraduate Revenue
 - Graduate Program Revenue
 - Certificate Program - Flat Rate
 - Certificate Program - Credit Hour Based
 - Other Revenue, includes endowment and gift income
(Can be a mixture of program types)
- Contact Name
- Online Program? (Yes/No)

Revenue Information:

For Traditional Undergraduate Programs:

- Expected full time enrollment counts by year for the first 5 years of the program, by term if known, by class
 - Fall:
 - Freshmen
 - Sophomore
 - Junior
 - Senior
 - Spring:
 - Freshmen
 - Sophomore
 - Junior
 - Senior

For Non-Traditional Undergraduate Programs:

- Expected enrollment counts by year for the first 5 years of the program, by term if known
 - Freshmen
 - Sophomore
 - Junior
 - Senior
- Average Credit Hours Per Student
- Tuition per credit hour
- Tuition discount rate

For Graduate Programs:

- Expected enrollment counts by year for the first 5 years of the program, by term if known
 - 1st year students
 - 2nd year students
- Average Credit Hours Per Student
 - 1st year students
 - 2nd year students

- Tuition per credit hour
- Tuition discount rate

For Certificate Programs – Flat Rate:

- Expected enrollment counts by year for the first 5 years of the program, by term if known
- Certificate revenue per student

For Certificate Programs – Credit Hour Based:

- Expected enrollment counts by year for the first 5 years of the program, by term if known
- Average Credit Hours Per Student
- Tuition per credit hour

For all Other Revenue, including endowment and gift income:

- Endowment income by year
- Gift income by year
- Other revenue by year

Expense Information:

For All Programs:

- Expected full time equivalent hires needed by year for the first 5 years of the program Fall:
 - Faculty
 - Staff
- Course development:
 - Course development schedule, see “New Program Proposal Template” on CAI’s website <http://www.creighton.edu/center-for-academic-innovation/new-program-proposals>
 - amount of course development stipends per year based on above schedule
- Amount of TA/Fellowship Stipends per year
- Student employment wages per year
- Total new faculty salaries per year
- Total new adjunct salaries per year
- Total new staff salaries per year
- Equipment Costs
- Facilities costs to remodel or a new build, if necessary
- Other initial investments
- Other non-salary expenses, office supplies, printing costs, travel, etc.

**EAST CAROLINA UNIVERSITY
FACULTY MANUAL**

PART VI

**Teaching and Curriculum
Regulations, Procedures, and
Academic Program Development**

PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES AND ACADEMIC PROGRAM DEVELOPMENT

SECTION VII

Curriculum Procedures and Academic Program Development (Revised 3-17)

Program and curriculum development are faculty responsibilities. These program and curriculum changes will now be initiated, prepared, and presented for review through the Curriculog curriculum management system. All proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as defined in *ECU Faculty Manual*, Part VI, Section VII. Three levels of approval have been identified and actions grouped according to the specific delegated authority of final approvals. Proposals governed by the policies and procedures of UNC General Administration (GA) and/or Southern Association of Colleges and Schools Commission on Colleges (SACS) will follow additional approval steps and will therefore take longer to proceed through the entire approval process. Instructions and training on specific procedures and documents for program and curriculum development proposals are available on the Curriculog Website. Consultation with the unit curriculum liaison, personnel in the Office of the Registrar, and personnel in Institutional Planning and Accreditation (IPA) is recommended at the onset of curriculum and program development.

The Academic Program Development Collaborative Team (APDCT), an advisory body to the Academic Council, collaborates with units to strengthen program proposals and inform the Educational Policies and Planning Committee (EPPC) of its recommendations to Academic Council and the dean of the Graduate School concerning graduate programs under consideration. The Offices of Continuing Studies and Distance Education and/or IPA process requests to deliver new and existing academic programs through distance education. The chancellor has the final campus authority on academic program decisions.

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the *ECU Faculty Manual* will apply.

The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

A. Definitions

1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University's academic program inventory (API) at the six-digit CIP code level, with a unique GA identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's-level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require final

approval by GA and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

2. Certificates

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. Certificate programs are offered at the pre-baccalaureate, post-baccalaureate, and post-master's, and post-doctoral levels. UNC-GA has indicated that post-baccalaureate and post-master's certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master's) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Once a certificate is approved, ECU will submit it to the Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLAs)

These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate. These may be at either entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, GA must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available on the North Carolina Department of Public Instruction website.

4. Curriculum Development

Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.

5. Program Development

Program development includes developing new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.

B. Levels of Delegated Authority for Curriculum and Program Approval Process

Level I Curricular and Program Changes: Delegated authority to the Undergraduate and Graduate Curriculum Committees. Level I are curricular and program changes that require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. The Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.

The following are Level I Curricular Changes:

1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new or unbanking course (undergraduate courses require Faculty Senate review)

The following are Level I Program Changes:

1. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text
2. Revising titles of existing concentrations and minors
3. Revising certificate course selections (excludes total hours), admission standards, and descriptive text
4. Discontinuing a minor or concentration
5. Adding or removing thesis/non-thesis options of degree program

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total hours of degree programs; change in delivery mode; and moving degree and certificate programs to a new academic home as these actions require EPPC review and some are reported to GA as indicated below.

Level II Curricular and Program Changes: Delegated authority to EPPC and Academic Council
Level II changes are substantial curricular and program changes that require approval at the department, college or school and university levels including Undergraduate Curriculum/Graduate Curriculum Committee and EPPC review prior to Senate review and approval by Academic Council. They require no approval by the Chancellor or by GA.

1. Moving a degree or certificate program
2. Proposing an integrated degree program
3. Proposing a new concentration in an existing degree program
4. Proposing a new minor
5. Moving a minor or concentration to a new academic home

Level III Program Changes: Require Chancellor Approval

Level III changes are also substantial program changes or proposals that require approval at the department, college/school and university levels, chancellor approval, and GA and/or SACS approvals or notifications.

EPPC review and GA and SACS approvals or notifications

1. Discontinuing an existing degree or certificate program
2. Proposing a new certificate program
3. Proposing a new degree program (two-phase process: planning and establishing)
4. Revising an existing degree or certificate title
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree
7. Revising degree or certificate credit hours
8. Changing a degree designation (e.g. MA to MS)

GA and SACS approvals or notifications only (no EPPC review required)

1. Revising a CIP code for an existing degree or certificate program
2. Discontinuing an existing teacher licensure area

C. Program Development Approval Process

Program development includes creation of new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP

code changes, and moving or discontinuing programs.

1. New Degree Programs

Proposals for new academic degrees must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves two distinct phases:

Phase I: Planning (Request to Plan)

Phase II: Development (Request to Establish; curriculum development)

Program proposals on the ECU Academic Program Plan will be presented in a campus-wide forums, with opportunities for questions and written feedback concerning inclusion. All new Requests to Plan undergo a rigorous, thorough campus-wide vetting process. New degree programs follow Level III processes/actions. The Request to Plan, which contains questions of full campus concern, will undergo the full Level III campus review. Once GA approves the plan, ECU has four months to submit the Request to Establish. The Request to Establish updates the Request to Plan, as well as curriculum and other materials that are the purview of unit faculty for administering the program. The Request to Establish will be approved through the appropriate academic units, the APD Collaborative Team, (an advisory body comprised of Undergraduate/Graduate Curriculum Committee chairs; EPPC chair; dean of the Graduate School; representatives from the Office of Continuing Studies and Distance Education, Institutional Planning and Accreditation, and Division of Health Sciences; and the Chair of the Faculty); the EPPC; the Chancellor; and GA. Curriculum development, as part of new degree program development, will follow Level II vetting processes.

2. Process Completion

The proposing academic unit, Institutional Planning and Accreditation, and the Office of the Registrar will collaborate to ensure that all approved actions are communicated to the campus community, as well as to GA and SACS as required.

D. Academic Program Review

Every academic program is required to be reviewed as part of a seven year unit program evaluation. The unit Academic Program Review will be conducted according to the [Academic Program Review Guidelines](#). Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit's operational and strategic planning.

Faculty Senate Resolution #12-50, March 2012
Faculty Senate Resolution #14-62, May 2014
Faculty Senate Resolution #15-63, May 2015
Faculty Senate Resolution #17-13, March 2017

New Academic Program Approval Packet

September 2015

- **These guidelines and forms are used for the approval of proposed new degrees, certificates, concentrations, cooperative degrees, closed site programs, and substantive changes to those, and for proposals to offer existing programs off-campus.**
- **For the approval of proposed new tracks or minors, go to www.umbc.edu/ugc/forms.html for undergraduate programs, or call the Graduate School at x53659 for graduate programs.**

For questions, contact:

Beth Wells, Assistant Vice Provost for Academic Affairs, bwells@umbc.edu, x58907

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New Program Submission and Review Procedures

These procedures concern new academic programs, including undergraduate majors, upper-division certificates, post-baccalaureate certificates, masters and doctoral degree programs. Also included are new concentrations, off-campus delivery of existing programs, cooperative degree programs, closed site programs, and substantive changes to any of the preceding.

(1) Department, Program, or Interdisciplinary Team Initiates Program Concept

Preliminary discussion of a new program may begin within a single academic department or program, with an interdisciplinary team involving two or more departments/programs, or with cooperation between an academic department/program and another campus unit, such as the Division of Professional Studies. The Department chair(s) should discuss the program with the appropriate dean(s) prior to proceeding to the next step. Programs that involve other campuses of the University System of Maryland or other colleges and universities outside the USM will necessarily involve additional steps and some modifications to the procedures described here.

Program Concept

Program Concept Group: A Committee of the Provost, Vice Provost for Academic Affairs, Vice Provost for Professional Studies, Deans, APB Chair, and Faculty Senate President discusses and makes recommendations on the program concept.

Each new program concept is reviewed and evaluated by this committee. A decision is made whether to proceed with proposal development. This committee meets at least twice per semester. Contact Beth Wells at bwells@umbc.edu or x58907 for the meeting schedule.

Guidelines for Submissions to the Program Concept Group

- Describe the program concept in no more than one to two pages, including brief descriptions of the following elements:
 - Proposed name of program
 - Sponsoring department(s)
 - Description of the need for the program and educational objectives
 - Description of the target audience and market demand
 - Proposed curriculum
 - Resources needed
 - Faculty oversight

- On a third page, document the anticipated enrollments and resource needs as shown below. At this stage, what is being developed and reviewed is a program *concept*. Faculty are asked to provide the best available estimates in the following categories for review by the Program Concept Group. It is understood that only after a program concept is approved for development into a full program proposal will faculty and staff invest more time in market research and detailed budget preparation.

○ **Enrollments**

Conservatively estimate enrollments based on currently-available information.

- Year 1: ___ students: (___ new + ___ current students changing to this major)
 Year 2: ___ students: (___ new + ___ current students changing to this major)
 Year 3: ___ students: (___ new + ___ current students changing to this major)
 Year 4: ___ students: (___ new + ___ current students changing to this major)
 Year 5: ___ students: (___ new)

○ **Resource Needs**

Estimate resource needs based on currently-available information.

- \$ _____ (salary plus benefits) for faculty in year(s) _____
- \$ _____ for _____ part-time instructors in year(s) _____
- \$ _____ (salary plus benefits) for staff in year(s) _____
- Operating budget: \$ _____/year, including:
 - Library/Media Budget: \$ _____/year
 - \$ _____ for marketing in year(s) _____
 - Other: \$ _____ for _____ in year(s) _____

○ **Totals:**

Recurring costs = \$ _____/yr.

One-time costs = \$ _____

- Send the three-page concept paper, including narrative and resource needs, to Beth Wells at least one week in advance of the Program Concept Group meeting
- The sponsoring chair or dean presents the concept to the Program Concept Group, with assistance from faculty as requested

- Feedback on the concept is conveyed to the sponsoring department

When a program concept has been approved for development, the Provost's Office sends to the lead faculty or staff a "*Routing Sheet for Review and Approval*" which shows the level and kind of proposal and review that will be needed for this new program. If you are developing a new proposal and have not received this sheet, be sure to contact Beth Wells at x 58907 or bwells@umbc.edu to discuss what you need before proceeding.

Program Development

The format and contents of a program proposal depend on what kind of program is being proposed. These guidelines cover most proposal types, but some requirements can also vary on a case-by-case basis. It is very important for program developers to seek consultation in the event of any questions. See Appendix B for definitions of the various types of proposals and their required components.

Timeline for Approval

It is also very important for program developers to have accurate information about: (a) how often and when the required UMBC faculty governance review committees meet to consider proposals; (b) schedules for USM/MHEC review; and (c) how long it may take each body to deliberate and respond. Program developers should contact Beth Wells, x 58907 bwells@umbc.edu to receive important information, advice, and assistance in the following areas before embarking on proposal development:

- confirmation on what components are required in the proposal
- the current schedule of meetings for all UMBC faculty review committees that will sequentially review the proposal
- the current review schedules for USM and the Maryland Higher Education Commission (MHEC), including the limited "windows" for submission of certain types of proposals
- development of a realistic timeline for faculty completion of the proposal and completion of campus and off-campus review relative to the desired first offering of the program
- advice on developing the proposal itself, including narrative and budget (informal review and feedback while developing)

(2) The proposal is developed and sent for informal review

Informal Review

All program proposals (including budgets) that will be submitted through the formal campus review process must first be reviewed informally by the Assistant Vice Provost for Academic Affairs. The purpose of this informal review is to give feedback to program developers about compliance with UMBC, USM, and MHEC guidelines for narrative and budget portions of proposals and to offer advice on how the proposal might be enhanced for clarity, comprehensiveness, adherence to guidelines, etc. Please submit the proposal for informal review at least two weeks in advance of the proposed date for starting it through the on-campus review process (see "*Routing Sheet for Review and Approval*"), to allow time for suggested revisions.

Proposal Submission & Review

When the proposed program involves collaboration (courses, etc.) with departments in addition to the one(s) making the proposal, letters of support from the collaborating departments are required.

(3) The proposal is submitted to the Vice President for Administration and Finance for budget review

(4) The proposal is sent to appropriate Dean(s), according to the instructions on the "Routing Sheet for Review and Approval"

(5) Proposal is submitted formally to the Vice Provost for Academic Affairs

Once it has been reviewed and approved by chairs and deans, the proposal and all supporting materials are sent to the Office of the Provost, to the attention of the Vice Provost for Academic Affairs. The Provost's Office formally reviews the proposal for sufficiency and clarity of presentation (not for final approval) and transmits it to appropriate faculty governance committees for review.

(6) Provost's Office submits Proposal to Academic Planning and Budget Committee; to the Undergraduate or Graduate Council; and to the Faculty Senate.

(8) Provost's Office Notifies USM

The Provost's Office sends the *Notification of New Program under Development* form (or *Letter of Intent*) to the Vice Chancellor for Academic Affairs at USM.

(9) Faculty Senate receives Committee recommendations and forwards Proposal

The Faculty Senate President receives reports from the APB and the Undergraduate Council or the Graduate Council. Once recommendations from all relevant committees have been received, the Senate President brings the proposal to the Senate for approval. The Faculty Senate President then signs the *Routing Sheet* and sends it to the Vice Provost for Academic Affairs.

(10) Provost Recommends approval of Proposal to President

Upon receipt of the *Routing Sheet* with notification of approval by the Faculty Senate, the Provost transmits the proposal and all supporting materials to the President.

(11) President transmits Proposal for review and approval to USM and MHEC

(12) Program is implemented

Following approval of the Proposal by USM and MHEC, the Provost's Office initiates the program implementation process by which SA and all necessary UMBC data systems add the program so students can register for it and the department can market the program to prospective students.

Appendix A

Responsibilities in the Review Process for New Program Proposals

Responsibilities of *faculty*:

- To submit, through Dean, a concept document sufficient to requirements of *Program Concept Group* (PCG)¹ found in this document
- If concept is approved, to prepare the full proposal in compliance with:
 - These guidelines and requirements
 - Program stipulations made by the PCG
 - Requirements for consultation with the co-sponsoring or affected Dean(s) indicated
- To submit the draft proposal to the Assistant Vice Provost for Academic Affairs for informal review and to make suggested revisions to comply with guidelines for narrative and budget
- To submit the formal proposal to the Vice President for Administration and Finance for budget review
- To submit to Dean(s) a proposal that meet requirements of guidelines and stipulations

Responsibilities of *Deans*:

- To play a critical academic role in shaping the program concept and examining potential costs
- To play an active role throughout the process
- To present concepts for new programs from their Colleges at PCG
- To review proposals for sufficiency and all stipulations (for program content and for consultation) made by PCG
- To return to the faculty with feedback on any proposal that does not meet guidelines
- To review proposals from other Colleges for which they are co-sponsor, which affect them, or in which their courses are included

Responsibilities of *Vice President for Administration and Finance*:

- To review the budgets of new program proposals

Responsibilities of the *Office of the Provost*:

Responsibilities of *Vice Provost for Academic Affairs*:

- To consult on program proposals with the Provost
- To send program proposals to the shared governance groups after they have been approved by administrators

Responsibilities of *Assistant Vice Provost for Academic Affairs*:

- To serve as primary contact in the Provost's Office for consultation on new program proposal requirements
- To staff the PCG and circulate record of decisions and stipulations
- To conduct the informal review of all program proposals
- To update, as needed, the following:
 - requirements for submission to PCG and dates of meetings
 - information about approval process for different kinds of programs and contact information for those needing advice or consultation
 - requirements for proposals for new programs
- To provide advice and consultation on internal and external approval process and timing
- To develop routing/approval sheets for new program proposals
- To submit Letters of Intent to USM
- To submit new program proposals to USM/MHEC
- To monitor proposal submissions to USM/MHEC

Responsibilities of *Provost*:

- To Chair the PCG
- To present concepts for new programs from Erickson School at PCG
- To review proposals from Erickson & DPS for sufficiency, sending forward through the approval process only those that meet all requirements of PCG and guidelines posted on the website
- To review all proposals at the end of the campus review process
- To notify the Budget Committee of new programs approved

¹ The responsibility of the *Program Concept Group* is preliminary review of the *proposed concept* for any proposed new program, in the form of a brief concept paper. Approval of the program concept by PCG is required before faculty may develop a full proposal for a new program. Stipulations on the development of the new program may be made. Members of the PCG are: The Provost, the Collegiate Deans, Dean of the Graduate School, Dean of Undergraduate Education, Vice Provost for Academic Affairs, Vice Provost for Continuing and Professional Studies., Chair of Academic Planning and Budget, and President of Faculty Senate.

Appendix B

**MHEC PROGRAM CATEGORIES AND DEFINITIONS
AND RELEVANT MHEC AND BOR APPROVAL PROCESSES**

(Questions about the categories, definitions, or processes should be directed to Beth Wells at x58907 or bwells@umbc.edu)

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
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PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
<p>Type A: New Programs, Degrees, and Stand-Alone Certificates (regardless of delivery method)</p>	<ol style="list-style-type: none"> 1. An instructional program leading to a formal award in subject area in which award is not presently authorized. 2. An instructional program in subject area in which formal award is offered at a different degree level. 3. A new major created by combining course work offered in two or more existing degree programs. 4. An award of a different type in a subject matter in which another formal award at the same level is already offered (e.g., MS in Management & MBA). 	<p>Early in planning process, submit to USM/OAA notification letter for distribution to AAAC.</p> <p>Within or slightly before USM program submission window², submit proposal, including budget forms, to USM/OAA for review and preparation of summary for consideration by BOR Committee on Education Policy.</p> <p>IF PROPOSING A BACCALAUREATE DEGREE THAT REQUIRES >120 CREDITS, INCLUDE JUSTIFICATION.</p> <p>USM/BOR is responsible under statute for assuring that proposed new programs are consistent with institutional mission, can be offered within existing resources, and meet standards of quality for academic programs, including demonstrable quality of the faculty; adequacy of facilities and library resources; and adequacy of curriculum design and related learning outcomes, including technology fluency.</p> <p>EPC review must occur after 30-day period for objections. BOR approval must occur within 60 days of submission.</p>	<p>Submit complete proposal, including the fee, to MHEC within USM program submission window. Within 10 days of receipt, MHEC will review and determine if the proposal is complete. If complete, it will be distributed to other segments.</p> <p>MHEC's and other institutions' reviews of new USM proposals are limited in statute to filing objections (within 30 days of submission) based upon:</p> <ol style="list-style-type: none"> (1) Inconsistency of the proposed program with the institution's approved mission; (2) Unreasonable program duplication which would cause demonstrable harm to another institution; or (3) Violation of the State's equal educational opportunity obligations under State and federal law. <p>Absent objection, MHEC will approve the program within 31 to 35 days and is limited to a decision within 60 days of submission. MHEC and BOR review and approval occur concurrently, but are independent.</p> <p>IF PROPOSING A BACCALAUREATE DEGREE THAT REQUIRES >120 CREDITS, INCLUDE JUSTIFICATION.</p>

² The USM "window" is the period of time in which a program proposal should be submitted to MHEC so that its transmittal from MHEC to segments will permit the proposal to be out for comment for 30 days prior to the meeting of the BOR Education Policy Committee while not exceeding the 60-day review period prior to its formal approval at the next scheduled meeting of the full Board.

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
<p>Type B: Substantial Expansion or Modification of Existing Program</p>	<ol style="list-style-type: none"> 1. A change of more than 33 percent of an existing programs course work; 2. Conversion of more than 50 percent of a program previously approved for offering in a distance education format to a classroom or site-based learning format, or conversion of more than 50 percent of a program previously approved for offering in a classroom or site-based learning format to a distance education format; 3. A new program title within an approved program. 4. A new area of concentration within an existing program: <p>Area of concentration = a sequential arrangement of courses within a program which at the</p> <p>Undergraduate level at least 24 semester credit hours</p> <p>Master's level at least 12 semester hours; and</p> <p>Doctoral level at least 18 semester hours.</p>	<p>Submit to USM/OAA one-page notification of change, description, and rationale, requesting Chancellor's approval. Submit any time of year.</p>	<p>Submit complete proposal to MHEC. Within 10 days of receipt, MHEC will review and determine if the proposal is complete. If complete, it will be distributed to other segments. For proposal contents, see Type C on next page.</p> <p>MHEC's and other institutions' reviews of new USM proposals are limited in statute to filing objections (within 30 days of submission) based upon:</p> <ol style="list-style-type: none"> (1) Inconsistency of the proposed program with the institution's approved mission; (2) Unreasonable program duplication which would cause demonstrable harm to another institution; or (3) Violation of the State's equal educational opportunity obligations under State and federal law. <p>Absent objection, MHEC will approve the program within 31 to 35 days and is limited to a decision within 60 days of submission.</p>

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
<p>Type C: Off-Campus Delivery of Existing Program (live instruction only, or partially offered electronically)</p>	<p>1. An existing degree or certificate program that offers more than 1/3 of required course work for the major or certificate at non-campus site during any 12-month period; or</p> <p>2. An existing degree or certificate program for which an institution advertises that course work at an off-campus site will lead to award of certificate or degree, regardless of portion of program offered at off-campus site.</p>	<p>Submit to USM/OAA for information copy of materials submitted to MHEC.</p>	<p>Submit a proposal for substantial modification to MHEC requesting approval of off-campus program. The proposal shall contain the following information regarding need and demand for extending the program and the impact the program may have on similar programs that may exist in the region:</p> <ol style="list-style-type: none"> 1. The title of the program and the degree or certificate to be awarded; 2. The resource requirements for the program and the source of funds to support the program for the first 2 years of program implementation; 3. The need and demand for the program in terms of: <ol style="list-style-type: none"> a. Specific local, regional and State need for graduates; b. Job opportunities available to those who complete the program; and c. Evidence of market demand through supporting data, including results of surveys that have recently been conducted; 4. A description of the following, if a similar program is offered within the same geographical region of the State: <ol style="list-style-type: none"> a. Similarities or differences in the degree to be awarded; b. Area of specialization; and c. Specific academic content of the program; 5. A description of the method of instructional delivery, including distance education, on-site faculty, and the mix of full-time and part-time instructors; 6. A brief description of the academic oversight, quality control, and student services to be provided. 7. Provision for adequate and appropriate library resources within reasonable distance of the instructional site or through institution-sponsored electronic collections and databases.

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
<p>Type D: Certificate Program at Undergrad/Grad Level Exclusively Within Existing Degree Program</p>	<p>Lower-Division Certificate = 12 or more credit hours at the freshman or sophomore level, or both.</p> <p>Upper-Division Certificate = 12 or more credit hours at junior or senior level, or both.</p> <p>Post-Baccalaureate Certificate = 12 or more credits of college-level work, the majority of which are at the master's level.</p> <p>Post-Master's Certificate = 12 credits beyond the master's degree.</p> <p>Certificate of Advanced Study = 30 credits beyond the master's degree.</p> <p>Professional Certificate = the number of courses required by the appropriate National association.</p>	<p>Submit to USM/OAA one-page notification of change, description, and rationale, requesting Chancellor's approval. Submit any time of year.</p> <p>No budget tables required.</p>	<p>Submit a program proposal for a new certificate in an existing degree program may be made in a brief, one-page document that:</p> <ul style="list-style-type: none"> (a) Explains the centrality of the proposed certificate program to the mission of the institution; (b) Provides evidence of the market demand for the proposed certificate program; (c) Sets out the curriculum design; and (d) Shows that adequate faculty resources exist for the proposed certificate program. <p>If the proposed program requires new resources, submit Finance data to include Tables 1 (Resources) and 2 (Expenditures) along with a narrative discussing the resource requirements and sources of funds to support the program.</p> <p>No budget tables required. No 30-day review.</p>

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
<p>Type E: Directed Technology Certificate</p>	<p>Certificate for completion of a specialized learning program developed by the institution specifically for employer training needs at a closed site. A directed technology certificate is designed as a sequence of courses that meets specific training objectives. Its purpose is to dramatically shorten the start-up time for credit training programs and to provide a useful credentialing function for those desiring a formal award. The certificate may be awarded for successfully earning at least 12 semester credit hours, but no more than 24 semester credit hours.</p>	<p>No approval required; notify USM/OAA concurrently with MHEC.</p>	<p>Submit a copy of the curriculum and a letter from the president of the institution that responds to the following:</p> <ul style="list-style-type: none"> • The curriculum for the certificate has been developed in consultation with a specific employer or employers to meet specific training needs; • The curriculum has been reviewed by the appropriate curriculum approval bodies at the institution; • A content specialist will be assigned to ensure high standards and maintain written documentation about the curriculum; and ▪ Financial resources are adequate to support the curriculum.
<p>Type F: Cooperative Degree Program</p>	<p>1. Joint Degree Program = students receive single diploma that bears names and seals of both institutions. Planning and delivery of course work by representatives of all institutions.</p> <p>2. Primary Degree Program = Diploma granted by primary institution, which offers at least 2/3 of course work and plans program in consultation with partners.</p>	<p>Follow process for new programs. Include with proposal submission copy of MOU among participating institutions. For Joint Degree Programs, submit single proposal with appropriate signatures from all participants.</p>	<p>Follow process for new programs. Include with proposal submission copy of MOU among participating institutions. For Joint Degree Programs, MHEC requires one proposal be submitted with appropriate signatures from all participants.</p>

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
Type G: Closed Site Program	A previously approved program offered at the request of a sponsoring agent at a business, industry or governmental site solely for its own employees. (If program is open to general public, institution must follow off-campus approval process.)	Notification not required.	Submit a letter of notification to MHEC describing the program and affirm that there is access to library and faculty resources consistent with the scope and nature of the offerings. Include documentation of sponsoring agent request.
Type H: Bachelor of Technical Studies, Bachelor Professional Studies	An articulated program in a related, specialized area of concentration at a four-year institution for students with an AAS degree. MOU between community college and institution identifies admissions, registration, advising, student services, financial aid, tuition, faculty resources, and programmatic and degree requirements. Program includes minimum 3-credit internship. The BTPS program structure has been coordinated collaboratively across relevant segments.	Submit MOU and budget tables to USM/OAA for review and action by the Chancellor.	Submit MOU to MHEC for approval. Budget tables are not required.
Type I: Program Suspension	Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.	Notify USM/OAA of suspension with brief rationale.	Notify MHEC of suspension with brief rationale.

PROGRAM CATEGORY	PROGRAM DEFINITIONS	USM/BOR PROCESS	MHEC PROCESS
Type J: Program Discontinuance	Termination of program.	See USM Policy on the Review and Abolition of Existing Academic Programs (III-7.02). Submit required documentation to USM/OAA for review and approval by the Chancellor.	Submit documentation in support of program discontinuance to MHEC for approval.
Type K: Reactivate Program	Reactivate a program within three years of suspension.	Notify USM/OAA of intent to reactivate.	Notify MHEC of intent to reactivate.
Type L: Title Change of an Approved Program	Title change of program with no revision of curricular content.	Submit a brief letter of request for title change indicating the existing and proposed titles and a justification for the change to USM/OAA for review and approval by the Chancellor.	Submit a brief letter of request for title change indicating the existing and proposed titles and a justification for the change to MHEC for review and administrative approval. This will <u>not</u> be disseminated for review and comment.
Type M: Articulation Agreement with Maryland Secondary Schools and Non-Degree Institutions	Proposal for articulation of transfer credit of specific courses or programs offered by Maryland Secondary Schools and Non-Degree Institutions.	No approval required; notify USM/OAA concurrently with submission of proposal to MHEC.	Submit to MHEC a written proposal for articulation or transfer of credit of specific courses or programs shall be submitted by the chief executive officer of the school system or the non-degree granting institution to the chief executive officer of the degree granting institution. The proposal shall include, but is not limited to, a complete description of course/program content, instructional/experimental learning hours, expected competencies, and assessment measures used. The proposal shall also indicate whether the intention is for transfer of credit for courses within an articulated program or for transfer of credit for individual courses. Agreements must be approved by the Maryland Higher Education Commission. Agreements must be signed by the chief executive officers of the two institutions entering into the agreement to be valid and considered by the Commission.

Instructions for Completing Proposal Types A, B, C, and F

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

Institution Submitting Proposal

Title of Proposed Program

Degree to be Awarded

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

Department in which program will be located

Department Contact

Contact Phone Number

Contact E-Mail Address

Signature of President or Designee

Date

Body of Proposal: Do not exceed 10 pages in the narrative of the proposal.

The budget tables and appendices may be in addition to these 10 pages. If there is more content needed in the narrative than can fit in 10 pages, use appendices to include that text. **Please be sure to number your pages.** Include in the proposal every lettered and numbered section below, using the same letters and numbers and the same headings as shown. In instances when the section is irrelevant to your proposal, include the letter and title of the section and indicate "Not applicable." Skipping any needed sections or requirements in these guidelines will result in the proposal's being delayed in the MHEC review and MHEC's requiring that the missing information be submitted before its review can proceed.

A. Centrality to institutional mission statement and planning priorities:

Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Include and cite quote(s) from the UMBC mission statement.

<http://www.umbc.edu/aboutumbc/mission.php>

Include and cite quote(s) from UMBC strategic planning documents.

<http://www.umbc.edu/provost/PDFs/frameworkfinal.pdf>

B. Critical and compelling regional or Statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - The need for the advancement and evolution of knowledge;
 - Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
 - The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education and the USM Strategic Plan.

Include relevant information and quote(s) from the Maryland State Plan for Postsecondary Education.

Maryland Ready (PDF)

Include relevant information and quote(s) from the 2010-2020 USM Strategic Plan.

<http://www.usmd.edu/usm/chancellor/specialdocs/>

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
3. Data showing the current and projected supply of prospective graduates.

Provide and cite data from the Bureau of Labor Statistics for the following, with greatest emphasis on the Baltimore region and State of Maryland:

Baltimore area

<http://www.bls.gov/ro3/cesqbalt.htm>

Maryland

<http://www.dllr.state.md.us/lmi/iandoprojshort/>

U.S.

<http://www.bls.gov/ooh/>

D. Reasonableness of program duplication:

1. Specifically and by name of institution identify any similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others.
2. If the proposed program or something similar to it already exists in Maryland, examine the data on degree production of the similar program at http://data.mhec.state.md.us/mac_Trend.asp
3. Use the degree production data examined in (E.2.) above as part of the justification for the proposed program.

E. Relevance to implementation or maintenance of high-demand programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.
2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Specifically identify programs at Morgan State University, Bowie State University, Coppin State University, and University of Maryland Eastern Shore (UMES) that can be perceived as potentially impacted by the proposed new program. Make the case for why no adverse impact will occur.

F. Relevance to the support of the uniqueness and institutional identities of HBI's

Address any potential collaborations between the proposed new program at UMBC and any HBI. Wherever possible, make the case for how the new program will support the mission and success of a program at an HBI.

G. Adequacy of curriculum design and delivery to related learning outcomes:

1. Provide a description of program requirements. Include a list of courses with title and semester credit hours. (Use form included in this packet.) Include a description of each course in an appendix. If the planned total requirements for completion of this program require a student to take more than 120 credits to graduate, consult with Beth Wells about whether this program meets any of the MHEC exemptions for more than 120 credits, or whether plans for the program need to be adjusted.
2. Describe the educational objectives and intended student learning outcomes.
3. Discuss how general education requirements will be met, if applicable.
4. Identify any specialized accreditation or graduate certification requirements for this program and its students.
5. If contracting with another institution or non-collegiate organization regarding delivery of the academic program, include a copy of the MOU or contract.

H. Adequacy of any articulation

Where relevant, this includes attachment of any articulation agreements with other institutions. The agreement must be consistent with COMAR 13B.02.02.16 "Graduation Requirements."

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Provide a brief narrative demonstrating the quality of program faculty.

Include in an appendix a table of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.

Note: It is necessary to show that at least 50% of the program will be offered by full time faculty. (This does not mean that at least 50% of the faculty will be full-time.) If the program does not meet this requirement, provide a justification for this.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

Contact Director of the Albin O. Kuhn Library and Gallery or designee for consultation on what, if any, additional resources are needed in the library for the proposed new program.

For off-campus proposals, address how students will have access to required library resources at the off-campus location or at the home campus location.

For online programs indicate whether student access to library resources will be physical or virtual. If access will be online, include the link.

Include this statement:

"The President assures that appropriate library resources are available to support the needs of this program."

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

Include this statement:

"The President assures that appropriate physical facilities, infrastructure, and instructional equipment are available to support the needs of this program."

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Commitment is to requiring no new general funds from the State, but grants, partnerships, and reallocated Institutional funds used to support the program should be explained in narrative form in this section. Confirmation of grants and partnerships via letters or memorandums of understanding helps to support the case for non-tuition revenue sources. Additionally, any special equipment, library, or facilities identified in the expense table might be addressed here as opposed to briefer footnoting in Tables 1 and 2 (included in this packet).

Include this statement in the narrative:

"The President assures that no new general funds from the State are required."

Institutions have significant leeway in deciding how to complete this section and Tables 1 and 2, but the extent to which *assumptions and decisions affecting resources and expenditures are explicitly delineated* is the extent to which questions and concerns are avoided.

Note:

1. Tables 1 and 2 included in this packet are required by USM and MHEC and must be prepared and included in advance of the proposal's being sent for off-campus review (after the on-campus review and approval).
2. UMBC requirements for review of proposals on campus include completion of a different set of budget tables which can be found at the link below. These must be completed when the proposal is first developed. Contact Chris Steele for questions or assistance regarding completion of these tables. (Contact Tony Moreira for assistance in summarizing the budget information in the UMBC tables for development of the simpler Tables 1 and 2 to go with the proposal to USM and MHEC.)

See UMBC New Program Budget Template

Explanatory footnotes should be included in all budget tables for assumptions made in projecting student and faculty FTE and for any special resource or expenditure data noted.

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 in COMAR

Include the following three paragraphs in the proposal:

"Faculty Evaluation: All tenured faculty are reviewed each year during the Spring Semester by the department chair or program head using the Faculty Annual Report. Student Course Evaluation Questionnaires (SCEQs) from the previous two semesters may be included. The general criteria for the Annual Review of tenured faculty includes those used for workload and merit pay reviews and is consistent with the departmental statement of Performance Expectations. A comprehensive review of faculty occurs every five years using the components involved for promotion and tenure processes. A favorable review for promotion in rank substitutes for this review."

"Academic Program Review: Each UMBC program undergoes an academic program review every seven years, the purpose of which is to assess and improve the quality of the program. Following the self-study and visit by external reviewers, an action plan for continuing to enhance the quality of the program is developed and implemented by the chair and senior management, with review by UMBC's faculty governance committees."

"Program and Institutional Level Evaluation: The 2009 UMBC Assessment Plan delineates roles and responsibilities for learning assessment. The plan requires that academic programs collect data and provide assessment reports to their respective College Deans every two years. The Deans summarize findings in a report that is shared with the Council of Deans. Representatives of the General Education Committee (GEC) join this meeting with the purpose of determining how well the University is assessing and achieving its institutional-level student learning outcomes. The GEC develops a report that captures highlights and proposes recommendations for improvement. The University Assessment Committee, which includes stakeholders across the University, then reviews these reports. Achievements are noted and recommendations made for moving forward."

Supplement the information above with a fourth paragraph on how the department uses information gleaned from its assessment process to improve student learning outcomes, as well as learning and teaching in the department.

N. Consistency with the Commission's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

As appropriate, use and quote from UMBC's Diversity Plan.

UMBC Diversity Plan

As appropriate, use and cite data from UMBC's annual report on diversity.

Progress Report on Institutional Programs of Cultural Diversity 2015

If there are data on diversity in enrollments in the department's programs, quote them.

O. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

If there is no relationship to a low productivity program, state this.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

If no distance learning is included, state this.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹					
2. Tuition/Fee Revenue ² (c+g below)					
a. #F.T Students					
b. Annual Tuition/Fee Rate					
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students					
e. Credit Hour Rate					
f. Annual Credit Hours					
g. Total Part Time Revenue (d x e x f)					
3. Grants, Contracts, & Other External Sources ³					
4. Other Sources					
TOTAL (Add 1 - 4)					

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact

of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

Please footnote and explain all entries in this table.

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Total Support Staff Expenses (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 - 7)					

Please footnote and explain all entries in this table.

Courses in the Program

List the courses and credits in the proposed new program and brief course descriptions.

Degree Requirements: 120 semester hours

Major Requirements	Total credits
MAJR 101 Introduction to the Major I	
MAJR 102 Introduction to the Major II	
MAJR 301 Intermediate Major I	
MAJR 302 Intermediate Major I – Special Topics	
MAJR 303 Intermediate Major II	
MAJR 304 Intermediate Major III	
MAJR 401 Advanced Major I	
MAJR 402 Advanced Major II	
MAJR 401 Advanced Major III	
MAJR 401 Advanced Major IV	
Supporting Courses:	
ACCTG 101 Principles of Accounting I	
ACCTG102 Principles of Accounting II	
Concentration:	
CONC 301 Intermediate Concentration I	
CONC 302 Intermediate Concentration II	
CONC 303 Intermediate Concentration III	
CONC 401 Advanced Concentration I	
CONC 301 Advanced Concentration II	
CONC 301 Advanced Concentration III	
General Education Requirements:	
ENGL 101 Principles of English Composition	
MATH 101 College Algebra	
Arts & Humanities	
Social Sciences	
Sciences + Lab	
Electives	

If the total credits required to graduate in this program exceeds 120 credits, consult with Beth Wells.