

# Planning and Approval of New Academic Programs

Drake University

Office of the Provost

The review and approval of new academic programs takes place in three steps as detailed below. When cross-college collaborative programs are involved, requests should be prepared jointly by the participating sponsors.

The term “Academic Program” refers to a combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the institution. The term “program” is most often used as a conceptual umbrella that covers programming at both the undergraduate and graduate level, including majors, minors, certificates, specializations, concentrations, etc. Please see Appendix A for an overview of academic program terms.

## **Step 1: Introductory discussion to include appropriate Dean(s) and Provost**

Use *New Program Discussion Outline*, Appendix 1.1

The Dean(s) will submit in writing an outline of the program under consideration, and will include the following information:

- Tentative name of the new program
- Degree level
- Purpose of the new program
- Unique aspects of the new program
- How the new program contributes to the University’s academic mission
- How the new program contributes to the University’s research mission

**Review Process:** Following the discussion, the Provost may approve moving forward and invite the Dean(s) in writing to submit a Preliminary Proposal (Step 2).

## **Step 2: Preliminary Proposal (3-7 pages)**

Use *New Program Preliminary Proposal*, Appendix 2.1

1. Describe the program under consideration, including its purpose, degree level, unique aspects, focus, clientele, program start date and length, total number of credit hours, and its proposed implementation date.
2. How does the proposed program support the college mission and University mission? Will the proposed program link with related programs within the university and with similar programs at other institutions? If so, how?

3. Complete the *EAB Market Demand Analysis* (Appendix 2.2). What is the projected demand for the proposed program? What national, state, or local data can you provide to support the need for more people to be prepared in this program at this level? Describe employment opportunities in the field. What evidence is there that the program will attract high-quality students? Market surveys are desirable to support these predictions. Undergraduate program proposals should summarize any available market survey data (or noting the absence of such data).
4. List any similar programs offered by competitors in the Des Moines, State/Regional and broader markets. Explain why Drake should initiate a new program in competition with such programs.
5. Which existing degree programs, if any, may be predicted to lose students as students are recruited into the new program?
6. What existing resources, if any, within the institution will be shifted to support the new program? Identify the program(s), if any, from which resources will be shifted. Explain the anticipated impact on such programs.
7. What new costs will be incurred with this proposed program—faculty, staff, space, library, IT etc? Please coordinate this response with the Chief Information Officer and the Dean of Cowles Library.
8. What new revenue will be generated?
9. Would the program require a [substantive change](#) request with the Higher Learning Commission? Please coordinate this response with the Director of Institutional Research and Assessment. Examples include new degree programs, off-campus activities, expanding distance delivery, or arrangements to outsource a portion of an academic program.
10. Would the program require additional specialized state or accreditation review and approval?
11. In order for proposed certificate programs to be eligible for financial aid, the program must lead to “gainful employment” in a recognized occupation. Please work with the Office of Student Financial Planning to ensure that the proposed certificate program will meet the regulatory standards for Gainful Employment, and that the administrative burden to provide Gainful Employment programs is fully understood and accounted for in program cost projections.

**Review Process:** Preliminary Proposals will be submitted to the Provost and the Deans' Council for review, discussion, and recommendations. If the Preliminary Proposal is approved, an invitation to submit a Full Proposal will be issued and may include a detailed request for additional information in areas that need to be better defined or explained in the Full Proposal.

### **Step 3: Full Proposal**

Use *New Program Full Proposal*, Appendix 3.1

1. Program description (expansion of Item 1 in *Preliminary Proposal*)
2. Contribution to the College and University's Mission (expansion of Item 2 in *Preliminary Proposal*)
3. Clientele Analysis (expansion of Items 3-5 in *Preliminary Proposal*). Complete the *EAB Program Design Checklist* (Appendix 3.2).
  - a) Unique aspects and opportunities provided to clientele
  - b) Evidence for program demand and for ability to attract high quality students
  - c) Competition for clientele from other programs
  - d) Impact on existing programs at Drake University
  - e) Admission criteria and process
4. Educational Objectives and Curriculum
  - a) Educational objectives
  - b) Degree requirements
    - i. Credit hour requirements
    - ii. Minimum academic standards in addition to university requirements (if applicable)
    - iii. Requirements, as applicable, such as residency requirement, qualifying examination, comprehensive examination, proposal defense, language or tool requirements, field component, teaching, thesis or dissertation requirements. For PhD programs, state the point at which doctoral students become degree candidates.
  - c) Curriculum requirements: Program overview, curriculum guide/outline including Drake Curriculum, and pattern of attendance
    - i. Describe the curriculum requirements for completion of the degree programs, with clear identification of required and elective courses.
    - ii. Identify new courses to be developed. Include a curriculum calendar for each pattern of attendance for the program.

- iii. For undergraduate programs indicate how Drake Curriculum Requirements will be met.
- iv. Outline the pattern of attendance based on required terms of attendance as related to accreditation purposes for the program.
- v. Outline the potential ramifications/impact of the curriculum on delivery of other undergraduate/graduate programs, delivery of the Drake Curriculum, or support needs (e.g., Academic Success, Online and Continuing Education, Community Engaged Learning, Drake International). Please coordinate this with unit leadership and Associate Provosts.

d) Program assessment

Use *Assessment Plan Report Template*, Appendix 3.3.

- i. What are the learning outcomes for the program?
- ii. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? Who interprets the evidence? What is the process for interpretation?
- iii. Describe how assessment results will be utilized to improve on the program's effectiveness.
- iv. Provide a matrix and timeline for assessment of the program's success.

e) Program accreditation or adherence to licensing standards (if applicable):

- i. Identify the accrediting/licensing body.
- ii. Describe any communication with the accrediting/licensing body.
- iii. Provide a timeline describing the steps needed to achieve accreditation.
- iv. Indicate any costs/resources required to comply with accreditation/licensing requirements.

## 5. Resources

- a) Assess the faculty strength and expertise currently available to the program and identify any additional faculty resources needed to produce a strong program known for excellence.
- b) List the current faculty (tenured, tenure-track, consecutive term) Drake faculty who are expected to teach as core faculty in the new program and briefly describe their major accomplishments in research, scholarship or creative activity in the area of the program. If additional, faculty (tenure-track or consecutive term) will be needed by the program, note whether they

will be added by reallocation within the college or requested new lines and when any new faculty are expected to be hired. If the program relies on part-time instructors for required courses, project what proportion of courses in the new program will be taught by tenure-track faculty, by full-time nontenure track faculty and by part-time (adjunct) faculty. What will the desired academic or professional qualifications of the program's nontenure track faculty? Identify any additional nontenure track faculty resources needed by the proposed program.

- c) Describe any space needs for the program. Coordinate cost estimates for new space renovation with Facilities.
- d) Describe library resources needed for the program. Coordinate cost estimates for library resources with Dean Cowles Library.
- e) Describe information technology resources needed for the program. Coordinate cost estimates for additional technology resources with Chief Information Officer.

## 6. Budget

Use *Summary Program Budget Template*, Appendix 3.4.

- a) Provide detailed information on start-up budget needed (prior to any revenue) including marketing expenses.
- b) Provide projected enrollment and estimated revenue and expenses for the first five years of this program.
- c) Will any new funds for this program, including scholarships, tuition remission, graduate stipends be required? If so, how much?
- d) Will graduate incentives be a part of the budget? If so, based upon which method?
- e) Complete the *Summary Program Budget Template* and complete the budget approval process as outlined in the *Steps in the Process of Developing a Budget for a New Program*. (included as an appendix) The signed budget proposal form (Appendix B) will be forwarded with a copy of the budget.
- f) Provide a detailed implementation plan, including recruitment and marketing aspects. This should be a multi-year plan and detail specific implementation tasks to be undertaken by stakeholders.

## 7. Include any additional information for consideration.

## **Review Process**

1. The New Program proposal along with appendices must be submitted and approved by the appropriate college curriculum committee(s).
2. The college curriculum committee(s) will forward the proposal for approval of the faculty of the college(s) as required by the college(s).
3. The college curriculum committee(s) will forward the proposal to CAAD, who will review for potential cross-curricular implications.
4. The New Program will be submitted by the college(s) for review to the Iowa Coordinating Council for Post-High School Education (ICCPHSE), using the Intent to Offer Form.
5. The Dean or designated college official will forward the New Program Proposal and appendices for review and approval by the University Curriculum Committee.
6. The University Curriculum Committee will notify the Faculty Senate of approved proposal, for general information and for coordination of interdisciplinary programs.
7. The New Program proposal and appendices will be presented by the appropriate unit leadership to the Deans' Council and Provost.
8. Upon review of the full program proposal and appendices by the Deans' Council and approval by the Provost, the New Program proposal and appendices will be presented and approved by the Office of the President.
9. The Provost will present the New Program proposal and budget to the Teaching and Learning Committee of the Board of Trustees for approval.
10. The Chair of the Teaching and Learning Committee of the Board of Trustees will forward a notice of the change to the full Board of Trustees.

### **Step 4: Year 2 and Subsequent Audit(s)**

Use **Year 2 and Subsequent Audit Form**, Appendix 4.1.

**Review Process:** Submit to the Office of the Provost. The Provost's Office will supply feedback as necessary and may request additional yearly audits as the New Program is implemented.

# List of Appendices

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Appendix B: Flowchart

Appendix 1.1: New Program Discussion Outline

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Appendix 2.2: *EAB Market Demand Analysis*

Appendix 3.1: New Program Full Proposal

Appendix 3.2: *EAB Program Design Checklist*

Appendix 3.3: New Program Assessment Plan Report Template

Appendix 3.4: Summary Program Budget Template

Appendix 3.5: ICCPHSE Intent to Offer Form

Appendix 4.1: Year 2 and Subsequent Audit Form

Appendix C: New or Modified Program Review, Approval, and Notification Chart

Appendix D: Stakeholders for Consideration

## Academic Program Definitions

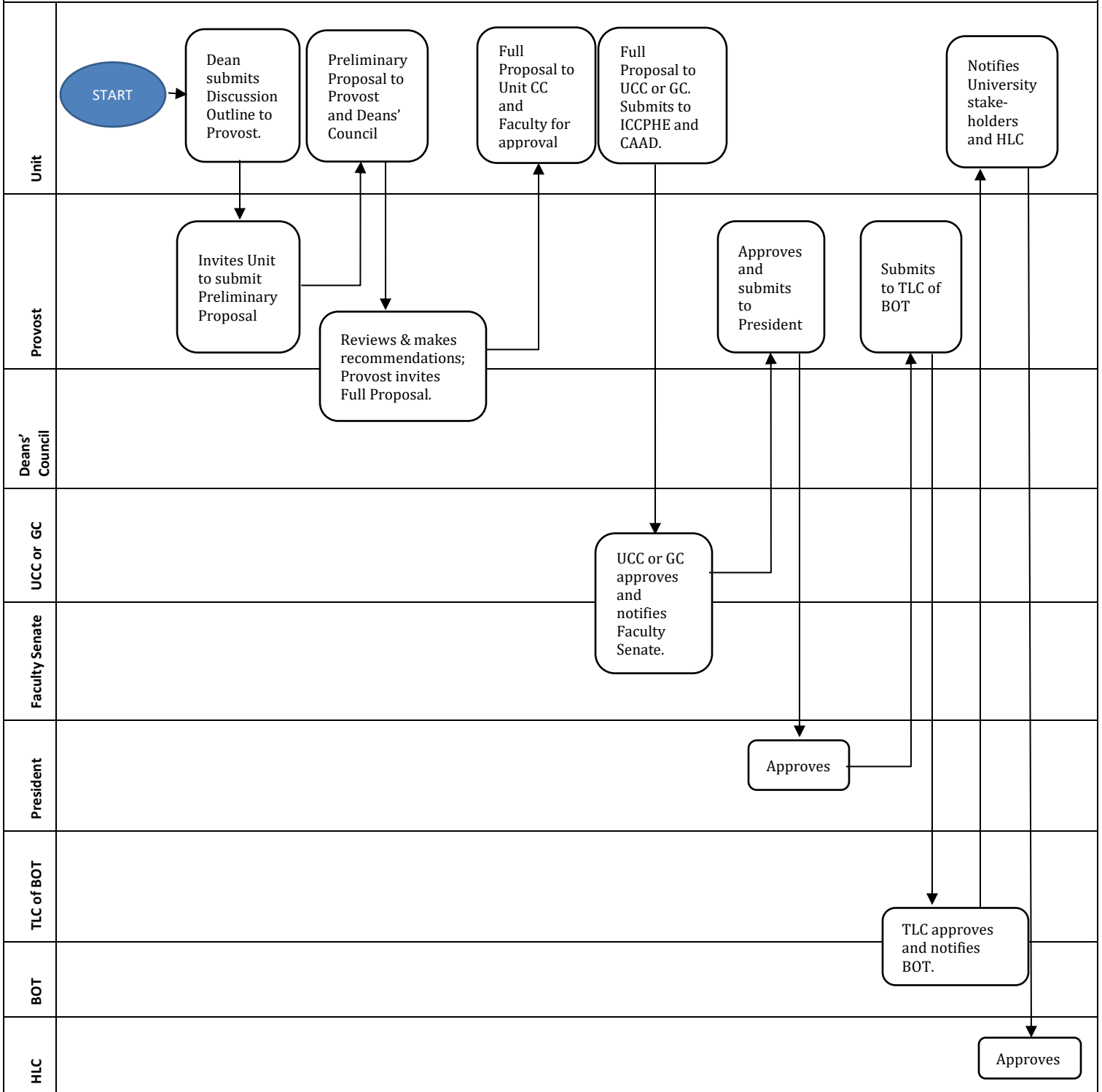
An academic program is a combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the University. This includes programming at both the undergraduate, graduate and professional levels and consists of degrees, majors, minors, certificates, concentrations, and specializations.

- Degree Program: An academic program of study leading to a bachelor's, master's, Ph.D. or professional degree. All degree programs require that a minimum number of semester credit hours be earned, as referenced in the official bulletins of the University that are produced each academic year.
- Major: A comprehensive course of study in a given discipline at the undergraduate level. A minimum of 30 semester credit hours must be earned in the major.
- Minor: A course of study in a discipline or interdisciplinary cluster at the undergraduate level that is other than the student's major area of study. A minimum of 18 semester credit hours must be earned in the minor.
- Certificate: A post-baccalaureate or post-master program of study offered at the graduate level, in which a specific skill set is demonstrated at the end of the program, usually culminating in a capstone course. In order to earn a certificate, the program of study must be offered apart from a degree; however, the courses in a certificate program may be applied toward a graduate degree program. A minimum of 12 semester credit hours must be earned in a certificate program.
- Specialization: An integrated, coherent set of courses that define a limited topic or field of study at the graduate level that is taken within the degree program. A minimum of 12 semester credit hours must be earned in the specialization.
- Concentration: A sub-set of a discipline organized in clusters of focused courses taken within an undergraduate major. A minimum of 9 semester credit hours must be earned in the concentration.
- Accelerated Bachelor's/Master's Degree Program: Designed to provide a more efficient means to obtain a master's degree. Allows students to begin accumulating credits towards completion of a master's degree while still enrolled as an undergraduate.
- Dual degree: a formal agreement where two degrees are conferred simultaneously from two institutions (or colleges/schools within a university), some courses/credits taken at both institutions/colleges/schools apply to both degrees and two diplomas are produced, one for each degree.
- Joint degree: a formal agreement where one degree is conferred from two institutions (or colleges/schools within a university), some courses/credits taken at both institutions/colleges/schools apply to the degree and both institutions/college/school are listed on a single diploma.



Appendix B

New Academic Program Approval Flow Chart  
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This Flow Chart assumes that the New Academic Program planning and approval process proceeds without any body denying the progress of the proposal. Any individual or body with approval authority may make recommendations for revision or may deny the proposal. Please refer to the guidelines for clarifications.

## New Program Discussion Outline

To be submitted by the Dean to the Provost's Office. Unit will wait until approved in writing by the Provost to proceed to Step 2: *Preliminary Proposal*.

**Tentative new program name:**

**Degree level:**

**Purpose of the new program:**

**Unique aspects of the new program:**

**How the new program contributes to the University's academic mission:**

**How the new program contributes to the University's research mission:**

**Submitted by (Dean's signature):** \_\_\_\_\_

**Date:** \_\_\_\_\_

# New Program Preliminary Proposal

To be submitted by the Dean to the Provost's Office and the Deans' Council. Unit will wait until directed to proceed to Step 3: *Full Proposal*.

**Tentative name of new program:**

## 1. Description

- **Purpose:**
- **Degree level:**
- **Unique aspects:**
- **Focus:**
- **Clientele:**
- **Program start date:**
- **Program length:**
- **Total number of credit hours:**
- **Proposed implementation date:**

## 2. Support of Mission

**How does the proposed program support the college mission and University mission?**

**Will the proposed program link with related programs within the University and with similar programs at other institutions? If so, how?**

## 3. Market Analysis

Complete the *EAB Market Demand Analysis* (Appendix 2.2). Market surveys are desirable to support these predictions. Undergraduate program proposals should summarize any available market survey data (or noting the absence of such data).

**What is the projected demand for the proposed program? What national, state, or local data can you provide to support the need for more people to be prepared in this program at this level?**

**Describe employment opportunities in the field.**

**What evidence is there that the program will attract high-quality students?**

#### 4. Competing Programs

List any similar programs offered by competitors in the Des Moines, State/Regional and broader markets.

Explain why Drake should initiate a new program in competition with such programs.

#### 5. Effect on Existing Drake Programs

Which existing degree programs, if any, may be predicted to lose students as students are recruited into the new program?

#### 6. Shifting Resources

What existing resources, if any, within the institution will be shifted to support the new program? Identify the program(s), if any, from which resources will be shifted. Explain the anticipated impact on such programs.

Resource to be Shifted	Shifted Away From	Anticipated Impact

#### 7. New Costs

Please coordinate this response with the Chief Information Officer and the Dean of Cowles Library.

What new costs will be incurred with this proposed program—faculty, staff, space, library, IT etc?

#### 8. New Revenue

What new revenue will be generated?

#### 9. Substantive Change from HLC

Please coordinate this response with the Director of Institutional Research and Assessment.

Would the program require a [substantive change](#) request with the Higher Learning Commission?

10. Specialized Accreditation Review

**Would the program require additional specialized state or accreditation review and approval?**

11. Determination of Need for Stand-alone Certificate Program

Please coordinate this response with the Director of Financial Aid.

**Submitted by (Dean's signature):** \_\_\_\_\_

**Date:** \_\_\_\_\_

# EAB: Market Demand Validation Checklist

## Overview

This checklist details three different types of market demand data: labor market, student market, and competitor data. It also provides guidance on sourcing and interpreting this data to evaluate demand potential, and prompts valuable questions about the sufficiency and applicability of data analyzed.

## Goal

The checklist improves market demand projections by helping faculty champions better understand market data. Specifically, it helps faculty quickly identify the right sources of data to consider when evaluating market demand potential, where to obtain that data, and how to interpret it. Further, it prompts senior leaders to ask the right questions about demand projections to vet assumptions and analyses.

## Mistake Avoided

**Using one-dimensional demand data to evaluate market potential.** Without a comprehensive approach to market estimation, institutions risk using inappropriate or insufficient data to evaluate market viability. Alternatively, even with appropriate and sufficient data, data may not be interpreted accurately. As a result, institutions ultimately base program launch decisions on demand projections that underestimate competition or overestimate student interest.

## Intended User

Faculty should consult this checklist to help prepare initial demand projections for proposed programs. Senior leaders should later refer to the checklist when vetting initial projections.

## Summary of Common Demand Data Sources and Limitations

Across the next several pages, please answer questions related to the three main categories of market demand data: labor market demand, student demand, and competitor. Note, the table below details where these three data types typically originate and their respective limitations. The limitations are not meant to discourage the use of these sources but to suggest where discounting or augmenting data will be useful.

All of these sources are valuable and worth considering when evaluating market demand. However, it is important to recognize their limitations and evaluate multiple sources to get a complete picture of demand.

Type of Data	Source	Limitations
Labor Market Demand	National and State or Provincial Government Databases (e.g., Bureau of Labor Statistics)	<ul style="list-style-type: none"> <li>Databases updated infrequently (i.e., every 3-5 years), so not all new and emerging fields (e.g., data science) are included.</li> <li>National and state/provincial labor trends do not always apply to local context.</li> </ul>
	Industry Associations (e.g., American Nurses)	Industry-sourced growth projections often overly optimistic.
	Real-Time Employer Demand Analytics (e.g., EMSI)	Labor market demand does not always translate into student demand.
Student Demand	National and State or Provincial Government Databases (e.g., National Center for Education Statistics)	National and state/provincial student trends do not always apply to local context.
	Institutional Surveys	Indicated interest from representative students (i.e., individuals in target demographic not actively seeking credential) does not always translate into actual student enrollments.
Competitor	Integrated Postsecondary Education Data System (IPEDS)	Multi-year lag time for some datasets (e.g., two-year lag between enrollment period and enrollment data update).

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## Section 1: Labor Market Demand

**Labor market data** refers to information about employment trends in a given market (e.g., city, region, industry). It offers insight into the hiring needs of employers within that market. Labor market data typically takes two forms: structural and real-time.

- **Structural** labor market data sources rely on surveys and other instruments that collect data periodically. Organizations that provide structural data include the Bureau of Labor Statistics, Statistics Canada, state or provincial departments of labor, and industry associations.
- **Real-time** labor market data sources use web crawling technology to analyze job postings and other employer hiring data. They provide insights into current hiring needs in a given market, including total number of job openings, top hiring employers, skills required to fill open positions, and trends by geography. Sources that provide real-time data include Burning Glass Labor Insight and EMSI.

**Valuable questions to ask about labor market demand data include the following:**

Question	Guidance	Answer
<b><i>I. Data Preparation</i></b>		
List all labor market data sources considered when projecting program enrollment.	See page 19 for a list of most common data sources to consider and their relative limitations. Consider multiple sources where possible to improve accuracy of projections.	
Were internal or external stakeholders consulted when evaluating labor demand? Which ones?	Alumni advisory boards, part-time working professional faculty, and local employers can provide valuable feedback on market trends and the accuracy of projections.	
<b><i>II. Data Sufficiency</i></b>		
If employer or industry association data was considered, was it independently verified by a neutral third party?	Industry-sourced growth projections can be biased and overly optimistic. Use verified data when possible, or evaluate industry forecasts alongside objective data sources (e.g., governmental).	
How recent is the labor market demand data analyzed?	Up-to-date labor market demand data enhances accuracy of projections. Refer to the table on page 19 for more information on data lags inherent in certain data sources.	

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## Section 1: Labor Market Demand (cont.)

Question	Guidance	Answer
<b>III. Labor Market Analysis</b>		
What degree level is necessary to obtain in-demand jobs in prospective students' target industry?	Occupational credential preference data can be accessed from O*NET. <sup>1</sup> Prospective students are more likely to pursue additional education if their target profession requires or prefers advanced credentials.	
Is employer demand apparent in target geographic market?	National, state, or provincial trends do not always apply to local context. Where possible, use data specific to the target market to assess demand.	
What is the expected growth rate of prospective students' target industry or occupation?	Growth rates can be accessed from the BLS, StatCan, state departments of labor, or industry associations. Where possible, use growth rates specific to the target market. Higher growth rates suggest greater future program demand.	
What salaries can program graduates expect to earn in our target market?	Salary information can be accessed from sources such as the BLS and O*NET. Higher salaries typically translate to greater student demand for credentials.	
For programs serving regional markets, how do salaries and career opportunities for program's target industry compare to other regional industries?	Data on relative attractiveness of other industries can be accessed from the BLS and state or provincial occupational data sources. Even if a program's target industry is growing, prospective students may favor opportunities in other industries that offer higher salaries and growth prospects.	

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## Section 2: Student Demand

**Student demand data** reflects qualitative or quantitative assessments of student interest and market size. Common examples include number of high school graduates (from the National Center for Education Statistics), number of degree completions in a particular field (from IPEDS<sup>1</sup>), and institutional surveys of individuals in the target audience.

**Valuable questions to ask about student demand data include the following:**

Question	Guidance	Answer
<b><i>I. Data Preparation</i></b>		
List all student demand data sources considered when projecting program enrollment.	See page 19 for a list of most common data sources to consider and their relative limitations. Consider multiple sources where possible to improve accuracy of projections.	
Did you consult other internal or external stakeholders when evaluating student demand? Which ones?	Enrollment management and current students can provide valuable feedback on student preferences and accuracy of demand projections.	
<b><i>II. Data Analysis</i></b>		
How recent is the student demand data used?	Up-to-date student demand data enhances accuracy of projections. Refer to the table on page 19 for more information on data lags inherent in certain data sources.	
<b><i>III. Student Market Analysis</i></b>		
Is student demand apparent in target geographic market?	<p>National, state, or provincial trends do not always apply to local context. Where possible, use data specific to the target market to assess demand.</p> <p>For online programs, nearly 75% of North American students enroll in programs within 100 miles of their homes. If proposed online program targets students outside of 100 mile radius of campus, please explain why program can attract a broader student audience.</p>	

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## Section 2: Student Demand (cont.)

Question	Guidance	Answer
<b>III. Student Market Analysis (cont.)</b>		
Does data support student interest in proposed modality?	Prospective student surveys can reveal whether target audiences are interested in one program modality more than another (e.g., online over face-to-face).	
<i>(If student surveys were used to assess demand)</i> How accurate have institutional surveys been in the past?	Indicated interest from representative prospective students (i.e., individuals in target demographic not actively seeking credential) does not always translate into actual student enrollments. Consider student survey data alongside other labor and student data sources to gain a more reliable understanding of demand.	
To what extent could economic or public policy changes impact student demand for the program?	Economic or public policy shifts (e.g., local employer stops reimbursing employees for graduate tuition; legislation ends financial incentives for advanced degrees) can dramatically affect program enrollment. Employer advisory boards can provide feedback on events causing potential demand shifts.	

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## Section 3: Competitor

**Competitor data** refers to qualitative or quantitative assessments of similar or identical programs in an institution’s market. Competitors include both traditional peer institutions and non-peer competitors in prospective students’ consideration set. External competitors may also include nontraditional alternatives such as bootcamps. Internally, existing programs in similar fields might also compete for enrollments with proposed programs. Common competitor data sources include IPEDS<sup>1</sup> and institutional websites.

**Valuable questions to ask about competitor data include the following:**

Question	Guidance	Answer
<b><i>I. Market Evaluation</i></b>		
What is the ratio of relevant degree completions in target market to available jobs?	Relevant degree completions can be sourced from IPEDS, <sup>1</sup> and open jobs data can be obtained from labor market demand data sources (listed in table on page 19). A ratio lower than two job postings to one relevant degree completion suggests the market might be oversaturated.	
<b><i>II. External Competitor Analysis</i></b>		
Please list the top four competitor programs. How does the proposed program compare in price, size, modality, and other factors?	Programs targeting adult and working professionals may have a different competitor set than traditional undergraduate or research competitors. Non-peer competitors can include national institutions with strong online presence (e.g., Southern New Hampshire University, Arizona State University), community colleges, for-profit institutions (e.g., University of Phoenix), and for-profit bootcamp providers.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
What are the primary reasons a prospective student would choose this program over competitors?	Particularly in saturated markets, new programs should have distinctive features (e.g., lower price, more convenient delivery, specialized curriculum, experiential learning features) to attract prospective students.	

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## Section 3: Competitor (cont.)

Question	Guidance	Answer
<b>II. External Competitor Analysis (cont.)</b>		
Are competitor institutions seeing high demand from prospective students? How has demand changed over time?	Trends in competitor program enrollments can be accessed from IPEDS <sup>1</sup> . Growing demand for competitor programs can indicate potential unmet market demand, while declining or stagnant demand might signal that new programs need to provide unique value propositions to attract students.	
Is expected class size larger than competitors'? If yes, please justify why program will achieve higher enrollments.	Competitor class sizes are often limited by accreditation or a competitive market for students. New programs may struggle to exceed existing program class sizes without evidence otherwise.	
<b>III. Internal Competitor Analysis</b>		
What existing institutional offerings might attract similar student audiences?	New programs should be sufficiently differentiated from existing campus programs to attract net-new students.	
What new market need does the proposed program address that is not already met by related existing offerings?		

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# New Program Full Proposal

This Full Proposal is to be completed in collaboration with the Office of the Registrar and the Office of Student Financial Planning. Each will sign-off on the proposal. In addition, please consult with Facilities, Cowles Library, and ITS in preparation of this proposal.

The complete proposal and indicated appendices are to be submitted to the unit Curriculum Committee, and then to the college Faculty for approval. New Programs must be submitted to the Iowa Coordinating Council for Post-High School Education (ICCPHSE) using the *Intent to Offer* form, Appendix 3.5. Contact the Provost's Office with questions.

Once approved at the unit level, the Full Proposal will be submitted to the University Curriculum Committee or Graduate Council. (Decision of the University Curriculum Committee or Graduate Council will be communicated to the Faculty Senate.)

Upon approval by the University Curriculum Committee or Graduate Council, the Full Proposal will be moved to the Office of the Provost.

## **Name of new program:**

## Program description

## Contribution to the College and University's Mission

## Clientele analysis

Complete the *EAB Program Design Checklist* (Appendix 3.2).

- a) Unique aspects and opportunity provided to clientele
- b) Evidence for program demand and for ability to attract high quality students
- c) Competition for clientele from other programs
- d) Impact on existing programs at Drake University
- e) Admission criteria and process

## Educational Objectives and Curriculum

- a) Educational objectives
- b) Degree requirements
  - i. Credit hour requirements
  - ii. Minimum academic standards in addition to university requirements (if applicable)
  - iii. Requirements, as applicable, such as residency requirement qualifying examination, comprehensive examination, proposal defense, language or tool

requirements, field component, teaching, thesis or dissertation requirements. For Ph.D programs, state the point at which doctoral students become degree candidates.

- c) Curriculum requirements: Program overview, curriculum guide/outline including Drake Curriculum, and pattern of attendance
- i. Describe the curriculum requirements for completion of the degree programs, with clear identification of required and elective courses.
  - ii. Identify new courses to be developed. Include a curriculum calendar for each pattern of attendance for the program.
  - iii. For undergraduate programs indicate how Drake Curriculum Requirements will be met.
  - iv. Outline the pattern of attendance based on required terms of attendance as related to accreditation purposes for the program.
  - v. Outline the potential ramifications/impact of the curriculum on delivery of other undergraduate/graduate programs, delivery of the Drake Curriculum, or support needs (e.g., Academic Success, online programming, community engaged learning, Drake International). . Please coordinate this with unit leadership and Associate Provosts.
- d) Program assessment

Use *Assessment Plan Report Template*, Appendix 3.3.

- i. What are the learning outcomes for the program?
  - ii. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? Who interprets the evidence? What is the process for interpretation?
  - iii. Describe how assessment results will be utilized to improve on the program's effectiveness.
  - iv. Provide a matrix and timeline for assessment of the program's success.
- e) Program accreditation or adherence to licensing standards (if applicable):
- i. Identify the accrediting/licensing body.
  - ii. Describe any communication with the accrediting/licensing body.
  - iii. Provide a timeline describing the steps needed to achieve accreditation.
  - iv. Indicate any costs/resources required to comply with accreditation/licensing requirements.

## Resources

- a) Assess the faculty strength and expertise currently available to the program and identify any additional faculty resources needed to produce a strong program known for excellence.

- b) List the current Drake faculty (tenured, tenure-track, consecutive term) who are expected to teach as core faculty in the new program and briefly describe their major accomplishments in research, scholarship or creative activity in the area of the program. If additional, faculty (tenure-track or consecutive term) will be needed by the program, note whether they will be added by reallocation within the college or requested new lines and when any new faculty are expected to be hired. If the program relies on part-time instructors for required courses, project what proportion of courses in the new program will be taught by tenure-track faculty, by full-time nontenure track faculty and by part-time (adjunct) faculty. What will be the desired academic or professional qualifications of the program's nontenure track faculty? Identify any additional nontenure track faculty resources needed by the proposed program.
- c) Describe any space needs for the program. Coordinate cost estimates for new space renovation with Facilities.
- d) Describe library resources needed for the program. Coordinate cost estimates for library resources with Dean Cowles Library.
- e) Describe information technology resources needed for the program. Coordinate cost estimates for additional technology resources with Chief Information Officer.

## Budget

Use *Summary Program Budget Template*, Appendix 3.4.

- a) Provide detailed information on start-up budget needed (prior to any revenue) including marketing expenses.
- b) Provide projected enrollment and estimated revenue and expenses for the first five years of this program.
- c) Will any new funds for this program, including scholarships, tuition remission, graduate stipends be required? If so, how much?
- d) Will graduate incentives be a part of the budget? If so, based upon which method?
- e) Complete the *Summary Program Budget Template* and complete the budget approval process as outlined in the *Steps in the Process of Developing a Budget for a New Program*. (included as an appendix) The signed budget proposal form (Appendix B) will be forwarded with a copy of the budget.
- f) Provide a detailed implementation plan, including recruitment and marketing aspects. This should be a multi-year plan and detail specific implementation tasks to be undertaken by stakeholders.



Include any additional information for consideration.

Signatures and Dates

Registrar Office Signature: \_\_\_\_\_

Student Financial Planning Office Signature: \_\_\_\_\_

Unit Curriculum Committee Approval date: \_\_\_\_\_

Unit Faculty Approval date: \_\_\_\_\_

Submitted to ICCPHSE Submission date: \_\_\_\_\_

University Curriculum Committee or Graduate Council Approval date: \_\_\_\_\_

# Program Design Checklist

## Overview

This checklist details four types of program design decisions—credential, delivery, admissions, and student experience. It provides guidance on using market data to inform design decisions.

## Goal

The checklist helps faculty champions align new program design with market demands. Specifically, it summarizes important design considerations that may impact enrollment or student outcomes. Further, it prompts senior leaders to ask the right questions about design decisions to vet assumptions and ensure program design reflects market needs.

## Mistake Avoided

**Designing programs around academic norms and preferences.** Without evaluating a comprehensive set of design considerations, institutions risk designing programs that mirror existing programs rather than programs that address new market demands. Such programs may not fully address student preferences, and prospective students instead enroll in competitor programs that better meet their needs.

## Intended User

Faculty champions should consult this checklist when designing new programs. Senior leaders should later use the completed form to evaluate program design decisions and guide conversation about the optimal program for the target student audience.

# Program Design Checklist

## Section 1: Credential-Related Decisions

The following questions relate to the proposed program’s type (e.g., BS, MA, certificate), name, and accreditation potential.

**Valuable questions to ask about credential decisions include the following:**

Question	Guidance	Answer
<b><i>I. Program Development</i></b>		
Were internal experts consulted when determining what type of credential to offer and what to name the program?	Enrollment management and marketing leaders can provide valuable feedback on market needs. Consulting them early in the new program development process helps ensure program design reflects target market’s preferences.	
<b><i>II. Credential</i></b>		
Does the target student market seek the proposed credential over other potential credentials?	Different student markets seek different types of credentials (e.g., certificate, bachelor’s degree, master’s degree) to meet their career goals and financial needs. Consult student surveys, frontline enrollment management staff, and competitor program data to understand what type(s) of credential(s) the target market seeks.	
Do employers prefer employees with the proposed credential over other available credentials?	Professional programs should meet workforce needs for candidates with different levels of educational attainment. Consult employer representatives (e.g., alumni advisory board) and labor market demand data to determine what type(s) of credential(s) (e.g., certificate, master’s degree) is in demand in target market.	

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## Section 1: Credential-Related Decisions (cont.)

Question	Guidance	Answer
<b>II. Credential (cont.)</b>		
<p><i>(If proposing non-terminal credential)</i> Is the proposed credential stackable?</p>	<p>Some prospective students look for the option to “stack” credentials when evaluating programs. Stackable credentials can be combined with other credentials to form a full degree. Where applicable, consider allowing students to stack program with related existing program to increase its market potential.</p>	
<b>III. Name</b>		
<p>Do prospective students recognize the proposed program name?</p>	<p>Even if the proposed program provides desired learning outcomes, students will not find or enroll in the program if they do not recognize its name. Google Trends/AdWords, student surveys, and frontline enrollment management staff can share insights into program-naming preferences.</p>	
<b>IV. Accreditation</b>		
<p>Will the proposed program pursue accreditation or certifications?</p>	<p>Some fields (e.g., health informatics) increasingly require employees to possess subject-specific certifications. Consult employer representatives (e.g., alumni advisory boards) and labor market demand data to determine what type(s) of certification is required to obtain jobs in target industry.</p>	

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## Section 2: Delivery-Related Decisions

The following questions relate to the proposed program’s modality, length, and schedule.

**Valuable questions to ask about delivery decisions include the following:**

Question	Guidance	Answer
<b><i>I. Program Development</i></b>		
Were internal experts consulted when setting program modality, length, and schedule?	Enrollment management and marketing leaders can provide valuable feedback on market needs. Consulting them early in the new program development process helps ensure program design reflects the target market’s preferences.	
<b><i>II. Modality</i></b>		
Do prospective students prefer proposed modality over other potential modalities?	Some prospective students search exclusively for programs in a particular modality (e.g., fully online, face-to-face). Frontline enrollment staff and student surveys can reveal whether target audience is interested in one program modality more than others.	
<b><i>III. Length and Schedule</i></b>		
Is the program longer than competitor programs? If yes, please justify length.	Adult and working professional students typically prefer shorter programs to minimize cost of attendance and time away from the workforce. Programs requiring longer time to complete or more student credit hours than competitors should have unique value propositions (e.g., internship, experiential learning requirement) that justify the added length.	
Are proposed class times convenient to prospective students in target market?	Professional programs should accommodate typical working students’ schedules where possible. Consider evening, weekend, or asynchronous online courses to expand program access to working adults. This is particularly important when competitor programs offer convenient scheduling options.	

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## Section 2: Delivery-Related Decisions (cont.)

Question	Guidance	Answer
<b>III. Length and Schedule (cont.)</b>		
How many start dates does the proposed program offer?	Some adult students prefer to start professional programs as soon as possible, rather than waiting for the traditional start of the academic calendar. Others seek cohort experiences with traditional start dates. Frontline enrollment staff and student surveys can reveal student preferences for traditional versus on-demand start dates.	

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## Section 3: Admissions Criteria and Processes

The following questions relate to the proposed program’s price and application requirements.

### Valuable questions to ask about admissions decisions include the following:

Question	Guidance	Answer
<b>I. Program Development</b>		
Were internal experts consulted when setting program pricing and application requirements?	Enrollment management and marketing leaders can provide valuable feedback on market needs. Consulting them early in the new program development process helps ensure program design reflects target market’s preferences.	
<b>II. Pricing and Aid</b>		
How does proposed list tuition rate compare to competitors’ list prices? If applicable, please justify higher list price.	Prospective adult and working professional students often weigh price over reputation when choosing a program. Review competitor program prices on IPEDS <sup>1</sup> or competitor program websites to assess how proposed list price compares. Generally, for every 5% by which list price exceeds a competitor’s, assume a 0.5% decrease in applicants.	
How do proposed merit- and need-based aid opportunities compare to competitors’ options?	Even small merit awards of \$500 to \$1,000 can attract admitted students to one program over a competitor. Review merit- and need-based aid availability on competitor program websites to assess competitiveness of proposed net pricing strategy.	
Will the program charge application fees?	Application fees can ensure that only serious prospective students apply. However, fees may also dissuade students from applying, particularly if competitor programs require lower or no fees. Consider competitor programs’ application fee requirements when setting fees.	
<b>III. Application Requirements</b>		
How many faculty letters of recommendation are required for admission? Are these necessary to gain a sufficient understanding of student quality?	Academic letters of recommendation are valuable indicators of applicants’ potential to succeed in a program. However, prospective adult and working professional students may lack robust academic networks. Some may opt not to apply to programs requiring multiple academic letters of recommendation. Consider competitor programs’ application requirements when setting admissions criteria.	

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Section 3: Admissions Criteria and Processes (cont.)

Question	Guidance	Answer
<b>III. Application Requirements (cont.)</b>		
<p>What prerequisite courses are required for admission? Are these necessary to gain a sufficient understanding of student readiness?</p>	<p>Prerequisite courses ensure that admitted students are prepared to succeed in a program. However, stringent undergraduate course requirements penalize prospective adult students whose future career goals deviate from their undergraduate majors. Where appropriate, consider offering bridge programs to allow students to complete required foundational coursework before starting the formal program.</p>	
<p>What standardized tests and scores are required for admission? Are these necessary to gain a sufficient understanding of student readiness?</p>	<p>Prospective students have conflicting preferences for standardized tests. Some prospective students seek the prestige signaled by admissions tests and scores, while others are deterred by the time and money required to prepare for standardized exams. Consider competitor program application requirements and consult frontline admissions staff or student surveys when setting standardized test and score requirements.</p>	

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## Section 4: Student Experience Design Decisions

The following questions relate to the proposed program’s curriculum, experiential learning components, and other attributes that shape the day-to-day student experience.

**Valuable questions to ask about experience design decisions include the following:**

Question	Guidance	Answer
<b><i>I. Program Development</i></b>		
Were internal experts consulted when designing the student experience?	Enrollment management and marketing leaders can provide valuable feedback on market needs. Consulting them early in the new program development process helps ensure program design reflects target market’s preferences.	
<b><i>II. Student Experience</i></b>		
What aspects of this program are distinctive compared to competitor programs? Why would prospective students enroll in this program over competitors?	Particularly in saturated markets, distinctive features help attract prospective students away from competitors. This is especially important for programs that cannot compete on price.	
Does the proposed program have an experiential learning component? Do competitor programs?	Prospective students in career-focused programs increasingly seek opportunities to apply new skills while enrolled. Consider relevance of experiential learning when designing programs. Where applicable, work with alumni advisory boards and other employers to develop high- value experiential learning curricula.	
Does the proposed program allow students to customize their academic experience through electives or tracks?	Increasingly, many students seek to personalize curricula. While some programs require set curricula to achieve learning outcomes, consider allowing students to choose tracks or electives where appropriate.	
<i>(If program targets adult and working professionals)</i> Are course assignments due at times that are convenient to working adults?	Professional programs should accommodate working students’ schedules where possible. Adult and working professional students may choose not to apply to programs with assignments due during standard working hours.	

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# New Program Assessment Plan Report Template

**What is your College or School?**

**What is your program?**

**Outcome(s):** List all program learning outcomes. Add to the table below as needed. Once the program is approved, send this template via an e-mail to [gregory.lin@drake.edu](mailto:gregory.lin@drake.edu).

	<b>Program Learning Outcomes</b>

**Measures:** (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

IOWA COORDINATING COUNCIL FOR POST-HIGH SCHOOL EDUCATION (ICCPHSE)  
**NOTICE OF INTENT TO OFFER A NEW PROGRAM OR LOCATION**  
Reporting Procedures

1. ICCPHSE member institutions who propose new programs (whether on-campus or off-campus) or program locations must submit a completed “Notice of Intent” form on the ICCPHSE member listserv prior to implementing a new program or program location (including transitioning an existing program to a fully online delivery mode). The form is available at the following link:  
<http://www.regents.iowa.gov/ICCPHSE/IntenttoOfferForm.doc>
  2. Upon receiving the listserv notice, ICCPHSE institutions will have 20 calendar days to submit comments about the proposed program or location. Comments on a proposed program/location can be of two types: (1) inquiries; and (2) concerns. Inquiries are questions raised for purposes of clarification, whereas concerns are serious reservations or opposition to a proposed program/location. Inquiries and concerns must be communicated to the proposing institution with a copy to the listserv.
  3. If no comments are submitted to the listserv within the 20 calendar day period, the proposal will be on the agenda and considered for ratification at the next Iowa Coordinating Council meeting.
  4. If comments are submitted, the institution proposing the new program/location must respond on the listserv to all of the comments within 30 calendar days after the comments are posted.
  5. Following receipt of the proposing institution’s response to concerns, the institution which submitted the concerns may withdraw them. Such action must be communicated on the listserv.
  6. If concerns are not withdrawn, the institution’s may submit remaining concerns about the proposed programs or locations in writing to the ICCPHSE Permanent Secretary:  
Rachel Boon, Permanent Secretary  
Iowa Coordinating Council for Post-High School Education  
11260 Aurora Avenue  
Urbandale IA 50322-7905  
Rachel.boon@iowaregents.edu
- This written notice must be received at least 15 calendar days prior to a Council meeting, at which time the proposal and concerns will be considered. The proposing institution and institutions raising concerns are encouraged to attend that Council meeting.
7. Depending on the Council’s action at the meeting, the following may occur:
    - The proposed program/location may be ratified by the Council.
    - The proposing institution and the institution that raised concerns may determine that additional communication is necessary.
    - The Council may decide that a resolution is not possible. In such a case, the unresolved concerns will be forwarded to the appropriate governing board of the institution proposing the program/location. The written comments will also be placed on the ICCPHSE listserv.
  8. Good faith efforts to resolve concerns may include telephone conversations, face-to-face meetings or other approaches to engage in communication.

IOWA COORDINATING COUNCIL FOR POST-HIGH SCHOOL EDUCATION (ICCPHSE)  
 NOTICE OF INTENT TO OFFER A NEW PROGRAM OR LOCATION

SUBMIT THIS COMPLETED FORM AS AN E-MAIL ATTACHMENT TO: [iccphe-notice@iastate.edu](mailto:iccphe-notice@iastate.edu)

1. Name of institution	
2. Address	
3. Name of contact person	
4. Address	
5. Phone and fax numbers	
6. E-mail address	
7. Date	
8. Proposed program name	
9. Brief program description	
10. Proposed program location	
11. Certificate/degree level	
12. CIP number <sup>1</sup>	
13. Projected date for implementation of new program or location.	
14. Projected first-year enrollment of new program or location	
15. Projected fifth-year enrollment of new program or location	
16. Projected number of graduates by year 5 of new program or location	
17. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future. Identify source(s) used to estimate need and demand.	
18. List public and private institutions in the state which have similar offerings.	
19. List same or similar programs in new location.	
20. If this program exists elsewhere in the state, describe unique features of this program and/or additional need for this program or new location.	
21. Delivery system	a. On-campus _____ b. Off-campus _____ (face-to-face) c. Off-campus _____ (on-line)
22. Additional comments	

<sup>1</sup> National Center for Educational Statistics (NCES) Classification of Instructional Programs (CIP)





## New or Modified Program Review, Approval, and Notification Chart

R = Review and Recommend  
 A = Approve, Deny, or Request Revision  
 N = Notification

Tier One: New Program for Degree or Certificate	Reviews, Approvals, Notifications																		
	Step 1: Introductory Discussion: Dean(s) and Provost. Provost approval to move ahead.	Step 2: Dean/College/School - Preparation of Preliminary Proposal. Approved by unit Dean(s).	Step 2: Deans' Council (Which will include Admission, Registrar, OIRA, Student Success, Online & Continuing Ed, International and Marketing Offices)	Step 2: Provost approval to move ahead.	Step 3: Dean/College/School - Preparation of Full Proposal. Includes collaboration with and sign-off from Registrar, Financial Aid, Tuition and Fees	Step 3: Dean/College/School - Full Proposal Approval by Unit Curriculum Committee and Faculty.	Step 3: Unit Submits to ICCPHSE for Review	Step 3: Unit submits to CAAD - Potential Cross-college implications	Step 3: University Curriculum Committee Approval	Step 3: Graduate Council Approval	Step 3: University Curriculum Committee or Graduate Council - Notification to Faculty Senate of Decision(s)	Step 3: Deans' Council (Note and provide examples of cross-unit expectations.)	Step 3: Provost	Step 3: President	Step 3: Teaching & Learning Committee of the BOT	Step 3: Board of Trustees	Step 3: Higher Learning Commission	Final Notifications: Admissions, Registrar, OIRA, Student Success, Online & Continuing, International, Marketing Sponsored Programs; Advancement; Student Financial Aid	
New graduate degree program	A	A	R	A	R	A	R	R	A	N	R	A	A	A	N	A	N		
New baccalaureate degree program	A	A	R	A	R	A	R	A		N	R	A	A	A	N	A	N		
New certificate program (graduate or undergraduate)	A	A	R	A	R	A		A	A	N	R	A	A	A	N	A	N		



Tier Two: Change to Existing Program Major	Creation of new major within an existing bachelor's degree	R	A	R	R	R	A	R	A	N	R	A	N	N	N
	Significant revisions to degree requirements or curricular design	R	A	R	R	R	A	R	A	N	R	A	N	N	N
	Change to degree type awarded	R	A	R	R	R	A	R	A	N	R	A		N	N
	New location for an existing degree or certificate program (including online delivery of a previously on-site program)	R	A	R	R	R	A	R	A	N	R	A		N	N
	Discontinuation of degree or certificate program	R	A	R	R	R	A	R	A	N	R	A	A	N	N
Tier Three: Change to Minor, Track, Emphasis, Concentration, or Specialization. Minor Revisions to Existing Programs.	New track, emphasis, or concentration for existing major		A	R	R	R	A	R	A	N	R	N			N
	New undergraduate minor		A	R	R	R	A	R	A	N	R	A			N
	Discontinuation of minor, track, emphasis, or concentration		A			R	A	R	A	N		N			N
	Name change for track, specialization, or minor		A			R	A	R	A	N		N			N
	Minor revisions to degree requirements or curriculum (e.g., # of credits, required courses, distribution of credits)		A			R	A	R	A	N		N			N