DEVELOPING NEW DEGREE PROGRAMS

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2012 Institute for Chief Academic Officers
New Program Development
A ‘Game Changer’
A College in Transition

- Private, independent, founded 1878 as a proprietary business college
- Non-profit status in 1966
- Two-year college until 1991
- 53 full-time faculty in 2005
- 100 full-time faculty in 2012
A College in Transition

- 2100 traditional undergraduates, 440 master’s level students, 700 continuing ed students
- 70% increase in freshmen applicants this year with 32 point increase in SAT of enrolled freshmen
A 21st Century Institution

- Strategically focused
- Very nimble
- Constant reinvigoration of our curriculum
Game Design / Game Art & Animation
Originally submitted as “Electronic Game & Interactive Development” in 2004

- Uniquely positioned: Montreal and Boston major e-gaming sites
- Importance of a champion
What did we have to overcome?

- No experience with similar programs
- 14 new courses being added all at once
- Questions about appropriateness as a college program
- Program viability?
  - Enrollment
  - Finding qualified faculty
  - Employability of graduates
Current Process: Concept Phase

- Idea for a new program? Start with the Dean.
- Dean reviews with Provost.
- Senior Leadership reviews.
- Submit approved proposals as concept to the Curriculum Committee.
Current Process: New Program Proposal

- Courses offered in the first year must be submitted as complete proposals
- Courses offered beyond first year may be submitted as ‘Phase I’ proposals
Strategically Thinking Our Way Through the Perfect Storm
A “Big Picture” Look at Potential New Programs

Betsy Fuller
VPAA
Three Categories of Institutional Tasks

“The Power of Strategic Thinking,” *Trusteeship* magazine*

1. Make core business as excellent as possible
2. Eliminate activities no longer productive or useful (“strategic forgetting”)
3. Disruptive innovation: *selective experimentation* with projects that anticipate the future

* The Power of Strategic Thinking, *Trusteeship*, March/April 2012
Methodology:

- Scan peer and aspirant institutions for innovative existing programs.
- Programs that complement our existing programs.
- Use labor market and other sources to anticipate new programs that will prepare students for careers of the future. Use best intelligence about emergent and pre-emergent careers for which we can prepare students.
- Evaluate academic programs using criteria.
Evaluating Potential Programs

Measure potential programs against the following 10 criteria:

1. Does the program support Becker’s mission?
2. Does Becker currently have related programs?
3. Could faculty resources be arranged to deliver the program?
4. Do current faculty support the program?
5. Is there sufficient student demand for the program?
6. Is there labor market demand for program graduates?
7. Is the program distinctive among area colleges?
8. Does the program support a recruit to retain enrollment strategy?
9. Does the program improve the college’s financial position?
10. Does the program increase the college’s visibility/recognition?
How do we Capture the Next Great Thing?

• The next great thing may not currently exist as a program at our aspirant colleges or within U.S. higher education.
• Consider emerging or pre-emergent professions for which Becker can begin to prepare students
• Explore potential partnership/affiliation opportunities
• **Selective experimentation** can help us discover the next great thing.
ACADEMIC PROGRAM DEVELOPMENT: A PROCESS IN NEED OF ANALYTICS

“Because we can’t afford to miss”

Frank E. Pettigrew
Provost, Ashland University
Ashland, Ohio
ASHLAND UNIVERSITY

- Four Academic Degree Granting Colleges
  - College of Arts and Sciences
  - College of Business and Economics
  - College of Education
  - College of Nursing
  - (Consisting of 30 Academic Departments)

- Two Independent Schools
  - Founders School of Continuing Education
  - Graduate School

- Four Off-Site Centers

- 4,800 FTE - 6,000 Students
DEVELOPING NEW ACADEMIC PROGRAMS

**Process Overview**

The process for introducing new degrees or academic programs which includes new degrees, new majors, new minors, new concentrations, new tracks, new licenses and new certificates consists of six steps:
DEVELOPMENT PROCESS

1.) The faculty sponsor(s) of the program prepares a concept paper which is reviewed by their department(s) and the Dean(s) of the College.

2.) The Academic Council with approval of the Dean reviews both the concept paper and the feedback and either approves or not the development of a feasibility report.
3.) In light of the feedback, the faculty sponsor(s) prepares a feasibility report which is reviewed by their department(s) and the Deans(s) of the College(s).

4.) The Academic Council reviews the feasibility report and the feedback, the last three years of the department review snapshot report and either approves or not the feasibility report.
5.) The faculty sponsor(s) creates a program/curriculum proposal which is submitted through the appropriate the undergraduate or graduate curricular process.

6.) If approved, the new program proposal is submitted to any other necessary external bodies.
ANALYTICS IS KEY

Using data analysis and informatic techniques to insure success.
Building a Niche Program

Dale H. Simmons
Former Provost & VPAA
November 4, 2012
Building a Niche Program

- Know the needs of your client.
- Know the historical, aesthetic, and cultural context for the location of your building.
Building a Niche Program

• Understand the environmental impact.
• Take advantage of your local resources.
Building a Niche Program

• Know the building codes in your area.
• Create a realistic budget that you can live within.
Building a Niche Program

• Plan for contingencies.

• Maintenance/Sustainability.
Building a Niche Program

Questions?