



GOODWIN COLLEGE

POLICY AND PROCEDURE

TITLE:	Academic Program Development and Evaluation
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POLICY STATEMENT:

Faculty, staff and administration collaborate on the of design and improvement of academic programs to ensure that they meet students' needs. Proposals for a new academic program address issues of need, resources, academic quality, sustainability, and consistency with institutional mission and future directions. Program proposals are completed with assistance from the Office of Institutional Effectiveness and reviewed by the President's Program Development and Evaluation Committee. In addition to approval through the College's governance process, all academic programs are licensed and accredited by the State of Connecticut Office of Higher Education (CTOHE)* and the New England Commission of Higher Education (NECHE). When applicable, academic programs also seek professional accreditation..

*Note: As of July 1st, 2016, State of Connecticut approval of new programs or program modifications has been suspended

PROCEDURE DETAILS:

Program proposals are reviewed using a four-step process (*See Appendix A: Table 1: How an Idea Becomes an Approved Degree Program*).

Step 1: Someone Proposes an Idea

- Ideas are submitted to the Office of Institutional Effectiveness (OIE).
 - OIE begins the process by meeting with the idea originator. OIE researches the idea, writes an initial program proposal (**Part A: Preliminary Program Review**), and places the program idea on the Program Development and Evaluation Committee meeting agenda. See Appendix B for the full proposal application.
 - The Program Development and Evaluation committee evaluates the idea and decides whether or not continue data collection and to discuss a more complete proposal (e.g., that includes program implementation data and financials). This final review will serve as the program's official creation date (i.e., Date of Action required by CT OHE).

Step 2: New Program Advisory Committee Members Review the Program Proposal

- The Program Development and Evaluation Committee, including the Department Chair, reviews the complete proposal during several meetings .
 - The Committee reaches a decision by considering whether or not the new program:
 - Advances or is consistent with the College's mission and core values,
 - Supports the College's strategic plan,
 - Represents a growth area or economic opportunity,

- Effectively integrates other curricular areas and is conducive to interdisciplinary approaches to program and curriculum development,
 - Is cost effective and sustainable,
 - Reflects and builds upon the diversity of our faculty, and
 - Services students' needs for increasingly diverse and relevant programmatic options.
- After discussing the complete proposal, the committee makes a formal recommendation to proceed, to table the program for further discussion at a later date, or decides that the program is not an option at this time.

Step 3: College Governance Process

The following list outlines the typical approval and communication process.

1. When the New Program Development and Evaluation Committee approves a program proposal, the President signs the Proposal Summary.
 - The President or Provost discussed the proposed program with the Cabinet and the Academic Subcommittee of the Board of Trustees. They also present a resolution to the full Board of trustees for approval. The President's Office and OIE saves the completed program proposal and other related documents as evidence for licensure and accreditation evidence.
2. The Research Analyst staffing the committee distributes the summary electronically to all committee members with the minutes. Members of the President's Cabinet distribute and discuss the Program's Executive Summary with their respective constituencies.
 - For example, the Provost updates Faculty Senate, the Department Chair ensures that the information is entered onto the Academic Affairs Committee Consent Agenda along with the curriculum and catalog pages, which ensures inclusion in the catalog.
 - The Vice President of Finance informs Financial Aid.
3. OIE Executive Assistant sends the Program Summary and other descriptive information to relevant departments including: institutional research, admissions, financial aid, the library, registrar, international programs, etc. Program implementation begins; however,
 - Admissions waits for approval from the Director of Financial Aid (e.g., ECAR approval) before enrolling students directly into the program.

Step 4: Program Development and Implementation

- A. OIE continues to work collaboratively with the Department Chair to develop the program. They complete the State of Connecticut's licensure and accreditation process and the regional and/or professional accreditation process as applicable.
 - As new programs are licensed and accredited, OIE will email a Program Announcement to the Provost, Registrar, Business Analyst, Institutional Advancement and Directors of Assessment, Online Studies, Communications, International Programs and Financial Aid. The Vice President for Academic Affairs is also copied, who in turn, circulates the announcement among the Deans, Chairs, Program Directors, and Advisors.*

Note: Beginning July 1st, 2016, State approval of new programs or program modifications will be temporarily suspended for a two-year period. During that time period, the following adjustments to the procedure will be made:

- *After the official creation date, OIE will notify the State of Connecticut, Office of Higher Education using the form provided by the Office. Specifically, it provides the following information so that they*

can maintain a public, web-based inventory of programs. This website is used by Goodwin College's Office of Financial Aid to complete the ECAR application. The program action form includes:

- A brief description of any new programs
 - Notice of a program modification such as a title change or change in the delivery of instruction (on-ground, online or hybrid)
 - Notice of a program phase-out (2-year period)
 - Notice of final program termination (no students enrolled)
 - A copy of the College's program approval process
 - Once a year, the College provides its financial responsibility composite score as determined by USDOE.
- OIE will continue to send a letter informing NECHE of any new programs as a courtesy.
- B. OIE will collaborate with the Department Chair on the hiring and supervision of a program development consultant, if applicable. OIE manages the program development process, but continues to work closely with all departments that will be affected by the new program.
- C. OIE works to ensure that individual business units have internal Standard Operating Procedures (SOPS) including but not limited to OIE (e.g., recordkeeping and correspondence), Registrar (e.g., program creation in SIS), Financial Aid (e.g., ECAR application), etc.
- D. OIE keeps the Vice President of Academic Affairs and Provost informed throughout the program development process. Once established, the implementation and ongoing management of the academic program becomes the responsibility of the Department Chair. At least once a year, the program presents an update to the Program Development and Evaluation Committee (See Appendix C: Program Evaluation Guidelines). This process, in addition to academic program-level assessment and the specialized programmatic accreditation review process, provides additional opportunity for productive dialogue among administration, faculty and staff (e.g., review of the program dashboard, student learning outcomes, program strengths and concerns).

PUBLISH POLICY STATEMENT (CLICK ON BOX NEXT TO OPTION-SELECT ALL THAT APPLY):

COLLEGE CATALOG

STAFF HANDBOOK

FACULTY HANDBOOK

STUDENT HANDBOOK

DEFINITIONS:

New Academic Program Proposals include a Summary, Environmental Scan, and Implementation Data.

Program Development and Evaluation Committee is a weekly meeting convened by the President, staffed by a Research Analyst, and attended by the Executive Vice President and Provost, Vice President for Economic and Strategic Development, Senior Director of Grants and Planned Giving, Vice President for Enrollment, Marketing and Communications, Vice President of Finance, Assistant Vice President for Strategy and Business Development, and Department Chair of Health and Natural Sciences, Assistant Vice President of Institutional Effectiveness, Director of Institutional Research and Assessment, and Vice President for Academic Affairs. The Department Chairs and Program Directors are included during discussions related to their areas.

EXCLUSIONS:

N/A

OFFICES DIRECTLY AFFECTED BY THE POLICY:

Provost, Vice President of Academic Affairs, AVP Institutional Effectiveness

HISTORY: Drafted in 2014 and approved in 2015 by the: New Program Development Advisory Committee, Academic Affairs Committee. Reviewed 2016. Revised by OIE/Program Development and Evaluation Committee in 2017. Reviewed in 2018.

EFFECTIVE DATE:	Fall 2015
RESPONSIBLE OFFICE (ONLY ONE):	Office for Institutional Effectiveness
REVIEW DATE:	Annually (Jan-March)

APPENDIX:

- Appendix A How an Idea Becomes an Approved Program
- Appendix B Program Proposal Template
- Appendix C Program Evaluation Template
- Appendix D Program Development Process - Visual

APPENDIX A: HOW AN IDEA BECOMES AN APPROVED DEGREE PROGRAM (FALL 2018)

Bright Idea	New Program Development Committee			
Step	1 st Discussion → If yes	2 nd Discussion → if yes	3 rd Discussion	4 th Final Discussion
Report Section	New Program Proposal	Secondary Program Review of New Program Proposal	Feasibly Study (Optional)	Program Implementation Plan
Purpose	Begin the Data Collection Process	Additional Information Needed for Decision	Confirm Viability and Cost	Official Approval/Action Date President's Signature
Areas	OIE	OIE and IR, Business Development, Academic Department, Chair/Program Director	Internal and External Surveys, Data Requests	Final Committee Decision
Components	<p>Program Description</p> <p>Relation to GC Mission and Department Mission</p> <p>Competition: Is there a demand for the program?</p> <ul style="list-style-type: none"> State Graduates & Enrollment Data (IPEDS and CTOHE data) Potential sources of students (GC Grads, etc)? <p>Job Outlook/Careers/Growth Rate/Trends (CT, Region)</p> <ul style="list-style-type: none"> Job Types/Openings/Outlook/Need Salary (range, average) <p>Potential Accreditation/Licensing</p> <ul style="list-style-type: none"> General requirements and costs, staffing <p>Curriculum Needs</p> <ul style="list-style-type: none"> Sample degrees from other competitors in the state New course versus existing course development 	<p>Potential Development Timeline</p> <p>Committed Community Partners</p> <ul style="list-style-type: none"> List Clinical Sites List Extern/Internships List of local employers (CBIA and DOL Data) <p>Resources, Costs and Sustainability</p> <ul style="list-style-type: none"> Faculty and Administrative Resources Preliminary Financials <ul style="list-style-type: none"> Faculty Clinical Needs Facilities, Technology Physical Equipment and other Resources Grant Funding Available <p>Preliminary Program Budget</p> <p>Second Curriculum Discussion</p> <ul style="list-style-type: none"> Actual curriculum and relationships to existing degrees Distinguishing factors Potential electives, tracks, etc. 	<p>Population Study</p> <ul style="list-style-type: none"> Confirm Potential Students Future Demand <p>Market Survey</p> <ul style="list-style-type: none"> Survey Potential Students Survey of Potential Clinical Sites <p>Competition Analysis</p> <ul style="list-style-type: none"> Market Comparable Degree programs and Job Placement Success <p>Confirm Costs</p> <ul style="list-style-type: none"> Development Cost Faculty Estimated Potential Revenue ROI Consider Tuition Costs Financial Aid Data 	<p>Curriculum Development Schedule</p> <p>Programmatic Accreditation TimeLine</p> <p>Finances – Preliminary Budget and potential break-even point</p> <p>Advisory Board Details</p> <p>Faculty and Staff Teaching Assignments and Hiring Plan</p> <p>Course Schedule</p> <p>Marketing and Recruiting Plan</p> <p>Target Start Date (student enrollment)</p> <p>Initial Catalog Draft</p>

Approved Program Summary Presented to Governance Committees (one page)	Proposal Summary	What influences the committee's decisions? If a new program: <ul style="list-style-type: none"> Advances or is it consistent with the college's mission and core values? Supports the college's strategic plan? Represents a growth area or economic opportunity? Integrates effectively other curricular areas and is conducive to interdisciplinary approaches to program and curriculum development? Reflects and builds on the diversity of our faculty? Serves students' needs for increasingly diverse and relevant programmatic options? Program's financial plan indicates a positive return on investment?
	Program Description Program Outcomes Curriculum Admission Requirements Potential Jobs Other Information	

Academic Program Proposal: Title

[Originating Department and/or Department Representative]

[Date of First Discussion]

Summary

Results

Conclusion

Program Benefits

1. .

Program Challenges

1. .

Program Description

Distinguishing factors

(e.g., accelerated, etc.)

Student Learning Objectives

Selective Admissions Policy

Anticipated Curriculum

Courses	Learning Outcomes		Credit Hours	If new, insert month/year to be completed	Modality	
	Program outcome	Professional standard			On-ground	Online
Pre-Requisites						
Program Core						
General Education Requirements						
General Elective Courses						

Accreditation

Accreditation Costs

Accreditation Timeline

Accreditation Program Development/ Faculty Requirements

Faculty

Any individuals at Goodwin that could serve as faculty?

Any individuals that could serve as program director?

Faculty Qualifications?

Name, Title, and Position	Status (FT, PT, Adjunct)	Highest Credential /Institution	Area of Specialization/Pertinent Experience and Course(s) to be Taught*	Other Administrative or Teaching Responsibilities
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Advisory Board

Name	Title	Organization

How often will meetings take place?

When will the first meeting be held?

Partnerships

- Would the partner send their employees to be students?
- Internships and/or Apprenticeships?
- Possible articulation agreements?
- Clinical?
- How many partners?

Facilities, Equipment and Technology

Describe additional facilities, facility modifications, equipment, and technology that will be required for use in the proposed program.

Economic Need Nationally

Source 1: Bureau of Labor Statistics

Source 2: Gray Associates

Source 3: Glassdoor

Economic Need in Connecticut

Source 1: Connecticut Department of Labor

Job Projections, 2017-2024					
Job Position	CT Median Pay, April 2016	Number of CT Jobs, 2017 projection	Number of CT Jobs, 2024 projection	Percent Change in CT 2017-2024	Projected Annual Job Openings
	\$__ per hour \$__ annually				
	\$__ per hour \$__ annually				
Total		__ total projected CT jobs in 2017	__ total projected CT jobs in 2024	__% average projected change in jobs 2017-2024	__ total projected annual job openings

Data Source: [Connecticut Department of Labor, Office of Research, State of Connecticut Occupational Projections 2014-2024](#), and [Short Term Occupational Projections](#)

Source 2: Burning Glass

	Connecticut Job Outlook – Labor Insight/Burning Glass		Salary Range ¹ (Burning Glass)	Most frequently cited Education Level	Estimated CT Job Postings (Year to Date)
	Job title	Job Description (O-Net)			
1			Mean Salary: \$ Median Salary: \$		
2			Mean Salary: \$ Median Salary: \$		
3			Mean Salary: \$ Median Salary: \$		
4			Mean Salary: \$ Median Salary: \$		
5			Mean Salary: \$ Median Salary: \$		
6			Mean Salary: \$ Median Salary: \$		
7			Mean Salary: \$ Median Salary: \$		

8			Mean Salary: \$ Median Salary: \$		
9			Mean Salary: \$ Median Salary: \$		
10			Mean Salary: \$ Median Salary: \$		
Total					_ Total estimated job postings in CT
¹ Salaries are not necessarily representative of <u>entry level pay</u>					
Data Source: Burning Glass Labor Insight , Glassdoor					

Source 3: Indeed.com

Number of Job Postings, Wages if available, education requirements

Updated Fall 2018

Competition in Higher Education

Institution	CIP Code	Degree	Mode	Number of Graduates						Trendline	
				2010-11	2011-12	2012-13	2013- 14	2014-15	2015-16		2016-17
1.											
2.											
3.											
4.											
Total graduated with Degree											
Data Source: College Navigator National Center for Education Statistics and IES National Center for Education Statistics IPEDS											

Student Demand

Google trends, Survey data, other quantifiable interest, etc.



Updated Fall 2018

Does the Program meet Goodwin College's Mission?

The mission of Goodwin College is to educate a diverse student population in a dynamic environment that aligns education, commerce and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing college community we challenge students, faculty, staff and administration to fully realize their highest academic, professional and personal potential.

1. A diverse student population: How?
2. A dynamic environment that aligns education, commerce and community: How?
3. Innovative programs of study: How?
4. Promoting lifelong learning and civic responsibility: How?
5. We challenge students, faculty, staff and administration to fully realize their highest academic, professional and personal potential: How?

Describe the extent to which this program relates to Goodwin College's strategic plan priorities.

Finances

I. Projected Enrollment

	Fall Year One		Fall Year Two		Fall Year Three	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Projected enrollment						
Internal Transfers						
New Students						
Returning Students						
Total Enrollment						

We are planning one cohort start in the Fall and anticipating ___ students per incoming cohort. We are also anticipating attrition of ___ students per cohort.

The table above provides a conservative estimate of students who choose the ___-credit option.

II. Projected Revenue

Updated Fall 2018

Projected Program Revenue	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020
Full-time Tuition per Semester			
Part-time* Tuition per Semester			
Student Fees per Semester			
Other Sources (attach description)			
Estimated New Program Annual Revenue			

III. Projected Expenditures

Annual Expenditures	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020
Program Director			
Faculty (full-time total for program) ²			
Faculty (part-time total for program)			
Support Staff			
Library resources proposed			
Other (attach list and explain)			
Total Annual Expenditures			

Explanation of Other expenditures	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020
Curriculum Building ³			
Equipment ⁴			
Background checks ⁵			

Office of Institutional Effectiveness

Goodwin College • One Riverside Drive • East Hartford, CT 06118



Updated Fall 2018

Taskstream ⁶			
Faculty Professional development			
Travel			
Entertainment ⁷			
Payroll taxes ⁸			
Various Education Costs			
Total			

Net Income/Loss	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020

Can the program break even financially between start date and the next five years?

Other Considerations:



Program Evaluation Preliminary Program Review

Program Name:

Originating Department and/or Department Representative:

Evaluation Discussion Date:

1. Provide a description of the program.

2. Program Outcomes

Academic Assessment (Plan / Results – depends on time of year)

3. Curriculum

A large rectangular area with a light green border, intended for curriculum details. It contains several horizontal light green bars of varying lengths, serving as a template for text entry.

4. Accreditation

5. Key Performance Indicators (KPI)

Student Enrollment

	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
Overall Enrollment											
Full-time											
Part-time											

	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
Overall Enrollment											
Full-time											
Part-time											

6. Program Strengths

-

7. Program Challenges

-

8. Competition in Higher Education

9. Data Trends Online

10. Connecticut Job Outlook for Typical Jobs

11. Economic Outlook

Source 1: Connecticut Job Outlook - CTDOL

#	Job Position	CT Median Pay, April 2016	Job Projections, 2014-2024			
			Number of CT Jobs, 2017 projection	Number of CT Jobs, 2024 projection	Percent Change in CT 2017-2024	Projected Annual Job Openings
1						
2						
3						
4						
5						
6						
Totals			total projected CT jobs in 2017	total projected CT jobs in 2024	% average projected change in jobs	total projected annual job openings

Data Source: [Connecticut Department of Labor, Office of Research, State of Connecticut Occupational Projections 2014-2024](#), and [Short Term Occupational Projections](#)

Source 2: Connecticut Job Outlook– Labor Insight/Burning Glass

#	Job Title	Job Description	Estimated Salary	Most Frequently Cited Level of Education	Estimated CT Job Openings (past 12 months)
1					
2					
Total				435 total projected annual job openings	

Source: [CT Department of Labor, State of Connecticut Occupational Projections 2014-2024](#), and [Short-Term Occupational Projections](#)

Source 3: Example of Job Postings Shared with Program from Employers

	Job Posting and Description
1	
2	
3	
4	
5	
6	
7	
8 - 68	

Examples of Partnerships that the program has with other Organizations

	Name of Organization		Name of Organization
1		42	
2		43	
3		44	
4		45	
5		46	
6		47	
7		48	
8		49	
9		50	
10		51	
11		52	
12		53	
13		54	
14		55	
15		56	
16		57	
17		58	
18		59	
19		60	
20		61	
21		62	
22		63	
23		64	
24		65	
25		66	
26		67	
27		68	
28		69	
19		70	
30		71	
31		72	
32		73	
33		74	
34		75	
35		76	
36		77	
37		78	
38		79	
39		80	
40		81	
41		81	

Update/2018

Draft

Final Considerations



