

Off-Campus Expansion of Existing Academic Program

Milestones

Milestone #	Activity	Sign-off by:
1	Meeting between on-campus department chair and off-campus center director	Department Chair (with appeal to Dean)
2	Preliminary [internal] feasibility study [generated by off-campus center director]	Dean and Department Chair; Off-campus center director (memo sent to Provost)
3	Proposal/design [prepared by off-campus center director]	Dean and Department Chair; Provost
4	[External] feasibility study [conducted by professional and unbiased outside firm/consultant]	
5	Presentation of Milestones #1-4	Chair, Chemical Hygiene Officer (or designee of the University Safety Committee), Dean, Academic Program Review Committee, Faculty Senate, Provost
6	Notification/report to outside accrediting body (if required)	External accrediting agency
7	Startup of program, if approved, with followup in two years	Academic Program Review Committee, Dean, Provost

Milestone #1

The process for establishment of an existing program to an off-campus center involves an initial conversation between the center director and the program's department chair. This conversation should include discussion of questions asked in the preliminary feasibility study. A major topic of discussion should involve Bolivar campus faculty involvement and department chair's involvement in the proposed existing program being offered off-campus. Following this discussion, the department chair can say no to the initiation of this existing program off-campus. However, the center director may appeal to the dean of the College requesting that the process be taken to Milestone #2.

Milestone #2

The preliminary feasibility study should be conducted by the off-campus center director (in consultation with the department chair). It should be of sufficient length to adequately address the following information:

1. How does the offering of this program off-campus meet the mission of SBU, the College and department?
2. How does this program meet the needs of a community (local, student, etc.)?
3. What are the program needs with regard to faculty?
4. What is the effect of this program on faculty load and chair load both at the Bolivar campus and off-campus?
5. Include a curriculum matrix (sequence of courses) and assessment plans for the proposed program. What is the length of time to complete the program for an average student at the center?

6. Discuss briefly the impact this program will have on technology (delivery method, other technology needs), the library (current status of the off-campus center's library related to this program), and market for the new program (including a rationale for choosing this program).

If the preliminary feasibility study is approved by the entities listed above, the off-campus program can continue to develop a more detailed proposal and feasibility/market analysis study according to the guidelines listed below.

Milestone #3

The program proposal and required worksheets/analyses are to be completed by the center director and must be submitted to the department chair, chemical hygiene officer, dean, and provost for review. If approval is given to proceed following submission of the proposal, a feasibility/market analysis study will be conducted by an outside consultant.

Program Proposal:

1. The title of the program and the degree to be awarded.
2. The resource requirements for the program and the source of funds to support the program for the first two years of program implementation.
3. The relationship of the off-campus program to university purpose and mission.
4. A description of how the program meets a market need.
5. The need and demand for this program in terms of specific local, state, or national needs for graduates; job opportunities that are available to persons who complete the program and evidence of market demand through supporting data including results of surveys which have been recently conducted.
6. Any similar program(s) offered within the same geographical region (including other SBU sites). Where a similar program exists, describe the similarities or differences in the degree to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study. Include the impact of this program on other SBU centers including the Bolivar campus.
7. What kind of students will be involved in the program (full or part time)? How long will it take each kind of student to complete the program?
8. Describe the method of instructional delivery, including ITV, on-site faculty, and the mix of full-time and adjunct instructors.
9. Describe the means to be used to monitor and ensure the quality of the overall academic program to include the following:
 - Procedures for systematic evaluation of instructional results
 - Process for monitoring and evaluating programs at the new site
 - Qualifications of faculty teaching at the new site
 - Procedures for the evaluation of faculty teaching at the off-campus site
 - Effect on the Bolivar campus department and department chair
10. Means by which the university provides support services for students enrolled at the site(s): e.g., the areas of admissions, skills assessment, records maintenance, academic advising, counseling, etc.

11. Discuss safety issues, OSHA requirements, etc. for the proposed program and how the center will meet those requirements. Detail any needed employee safety training, personal safety equipment, environmental monitoring, capital equipment needs, facility renovations or other expenditures needed in support of the safety aspects of the new program to bring the center into full compliance with local, state and federal safety standards, particularly the OSHA standards (e.g., the Hazardous Communications Act).
12. Include the following worksheets/analyses: recruitment plan, financial analysis (in consultation with Vice-President for Administration), library impact (completed by library services), technology impact (in consultation with Vice President of Information and Technology Services), administrative impact, and physical resources impact.

Milestone #4

A feasibility study must be conducted by an outside consultant with the report submitted to the Academic Program Review Committee, Provost, Center Director, and Dean of the college involved. The Provost will choose the consulting firm for the study. This consultant will need information from the program proposal and be given any other information requested to complete an unbiased, professional study. The feasibility/market analysis study should include the elements listed below as well as other questions the consultants feel need to be asked.

Feasibility/Market Analysis Study

1. Strength of competition
 - a. Who are three competing institutions for this program (strongest, nearest, lowest price)?
 - b. What does each cost? Advantages of each program? Weaknesses of each program?
 - c. Are there other state/regional institutions with alternative delivery methods that might compete for the same students?
2. Demand analysis (**Demand** – the willingness of individuals to pay to participate in this program. It is a basic measure used in determining whether or not this program will be financially viable.)
 - a. What is the current number of students in existing programs in the market area in this field?
 - b. What is the potential number of students forecasted?
 - c. What is the demand among students for this program?
 - d. What is the current academic or industry demand for graduates of this program?
 - e. What growth rate do you project for this demand?
 - f. What is the market capacity?
 - g. What barriers exist to competitive entry into this market?

Market Place: Target Market

The first step in determining the “demand” for this program is to identify who is willing to “buy” it. What is the population of students that the Center wants to serve? Are employers, as well as students, willing to pay for the program?

Segmentation: A selection process that divides the broad market into manageable groups with common characteristics.

Questions to ask:

1. What are the characteristics of students currently in this department’s programs (age, location, employment, goals, etc.)?
2. Why do they choose SBU?
3. What kind of students choose to go elsewhere for programs like this? Why?

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

Questions to ask:

1. What is their need?
2. How will we serve it?

Estimate the number of individuals expected to enroll from the target market for the 1st, 2nd and 3rd years. This market segment can be based on demographics. For a graduate program this number should be the number of students who graduate with an undergraduate degree in this field in the southwest Missouri/St. Louis area. This will help identify potential trends and the target market.

The **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			
Secondary			

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

TARGET MARKET:

Characteristics:

Milestone #5

The program proposal and feasibility/market analysis study will be submitted to the department chair, chemical hygiene officer, dean, and academic program review committee. Upon receiving recommendations from the dean, chair and academic program review committee, the faculty senate will make a recommendation to the provost of approval, approval with reservations, or denial.

Milestone #6

If approval is given by faculty senate, the program proposal must be sent to an external accrediting agency for approval if required by the program.

Milestone #7

Following program approval, it will be reviewed in two years by the academic program review committee and dean to see if it is meeting its goals including enrollment projections, financial expectations, and quality of education. At that time, the academic program review committee and dean will make a recommendation to the provost regarding continuation of the program with a formal academic program review in 3 years, continuation of the program for another year with a report at the end of the year, or suggest closure of the program if it is not meeting its expected outcomes.

Worksheets

Worksheet #1: Recruitment Plan

1. How and where are students going to find out about this program?
1. How are you going to educate and inform professionals who will assist you in promoting by word-of-mouth?
2. Who specifically will be helpful in your promotion activities? How will you access them?
3. How can you provide recruiting training to necessary departments and support staff?
4. Who will represent this department in its promotion activities?
5. What specific venues can you use to promote an awareness of this new program?
6. What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

Worksheet #2: Financial Analysis

One of the major factors in determining whether or not a proposed program is viable is its financial feasibility.

Enrollment Objectives

Enrollment objectives are established to provide a measurement of the cost of the program. They are based on expected enrollment trends and the capacity of your unit to realize those opportunities by meeting student needs. Projecting enrollment also assists you in determining how many students you will need to attract in order cover costs. This will direct your marketing efforts.

$$(\text{Enrollment} \times \text{Tuition}) + (\text{Other Fees}) + (\text{Other Revenue}) = \text{University Revenue}$$

This information is important. In the long term, the University needs to show a net positive contribution to University operations from new programs. While it is difficult to associate revenue directly with any one program, the University must consider the overall cost of its programs relative to tuition and other revenues. When considering a new program, the focus will be on its cost per student FTE (full time equivalent).

Note: there may be other sources of income to consider either based on enrollment or potential contributions. Be sure to include all sources in worksheet.

Consider all the sources of funding as you complete your cost template. Donations of equipment or in-kind resources should be included in your template, under the Other Sources column.

Cost Projections

Many of the expenses involved in creating courses for new programs are absorbed into the existing structure. However, when one really evaluates the courses on a stand-alone basis, it is evident that there are many expenses involved.

Fixed expenses are those that your department will have in offering a course regardless of the number of students in the classes – they will not change (not considering inflation) as you move from Year 1 to Year N when you reach what you consider to be “Full Enrollment.” **Variable** expenses are those costs that vary depending upon the number of students. These costs will grow from Year 1 to Year N. Some costs exhibit a step function pattern; that is, they are fixed for X number of students, but increase for X+1 students and again for 2X students. For purposes of this worksheet, assume your enrollment goals will be met.

If the new program is a variation on an existing program, using similar kinds and sizes of courses and similar methods of delivery, you may be able to project the costs of the new program fairly closely by determining the cost of the existing program.

Direct Expenses - Those costs specifically tied to the proposed program.

1. Instructor salaries and benefits
2. Administrator salaries and benefits
3. Clerical Support salaries and benefits
4. Graduate Assistant salaries and benefits
5. Equipment costs
6. Travel costs
7. Goods and Services – phones, copying, chemical hygiene/hazardous waste, etc.
8. Classroom materials costs
9. Other _____

Indirect Expenses – Those costs that are often associated with existing or additional support services that increase incrementally because of the addition of the program. The indirect costs related to new programs are the facilities, academic support, administrative support and student services costs that are in place to support the delivery of the University’s academic programs.

Opportunity Costs – the cost of not doing something else. This is not a separate category, but should be kept in mind. For example, if an instructor or other existing resources are “re-allocated” to this proposal, what area will be affected and what is the value of these resources? Every time a new program is proposed, we should carefully consider that it is subtracting resources from other programs. If a new program is not taking resources from other programs, the implication is that we have resources that are underutilized. How does your proposal address this?

Projected Revenues and Expenses

Worksheet #3: Library Impact

In specific terms, describe the adequacy of existing capacity:

Questions to ask:

1. How adequate are the existing library collections for the proposed program?
2. How adequate is the existing library equipment for the proposed program?
3. How adequate are the existing personnel and services for the proposed program?
4. How will this program contribute to the funding of existing serials, given their ever increasing costs?

What is the need for new library collections:

Areas to consider:

1. Serials (e.g., journals or indexes in print, electronic format, microform, etc.):
 - a) List new serials titles (and costs) that will be needed.
 - b) What funds have been designated for these titles and for the ongoing serials subscriptions?
 - c) Can any of your current serials subscriptions be cancelled to purchase the new titles?
2. Monographs (e.g., books in print, electronic format, etc.):
 - a) Will monographs need to be purchased?
 - b) Have continuing funds been designated for these and future purchases?
3. Media (e.g., films, videotapes, sound recordings, etc.):
 - a) Are media materials needed?
 - b) Have funds been designated?
4. What additional library equipment will be needed and how will it be funded?

What new library personnel will be needed?

Questions to ask:

1. Will specialized expertise be required to serve your new program?
2. Will additional library staff or faculty need to be hired?
3. If so, how will the position(s) be funded?

What additional library services will be needed?

Questions to ask:

1. To what extent will additional interlibrary loan services be required?
2. On-line network access?
3. References services?
4. Library user education?
5. If so, have funds been designated for this purpose?

For Off-Campus Centers/Extended University Proposals: To what extent will collections and services be provided from Bolivar and to what extent by the off-campus centers or other local libraries?

Are there any other library resource considerations (e.g., additional space)

Worksheet #4: Technology Impact

1. What kinds of technology will be used in teaching this curriculum?
2. What technologies will the students learn to use in order to work in this discipline?
3. What impact will this program have on existing technology and infrastructure and capacity?
4. Will this be an entirely center-based, face-to-face program, or will part or all of it be delivered electronically? If the latter, what parts and by what media?
5. What additional technology expenses will be incurred with this new program?
6. If ITV is required for this program, what is the impact on current scheduling of ITV classes?

Worksheet #5: Administrative Impact

1. What will be the role or participation, if any, of clerical or technical support staff in the delivery or administration of the program?
2. Will additional staff be needed at the center to support the program?
3. What additional load will this create on staff at the Bolivar campus? (e.g., registrar, financial aid, accounting, etc.)

Worksheet #6: Physical Resources Impact

1. Will this program require the remodeling or renovation of existing space? Describe the impact of this new program on space utilization requirements.
2. Indicate the nature of any additional support services (e.g. laboratories, computer facilities) likely to be required by the proposed program.
3. Will this program require specialized equipment? If so, what resources are available for this purpose?
4. Discuss safety issues associated with this program and possible environmental impact. (Include a description of issues related to ventilation and monitoring of air quality, OSHA compliance and installation of personal safety equipment, ADA-related access issues, etc.)