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**GUIDELINES  
FOR  
ACADEMIC PROGRAM REVIEW  
&  
REGENT POLICY ACIS-1.0 revised April 2010**

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**UW System Office of Academic and Faculty Programs**

**October 2010**



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## **GUIDELINES FOR ACADEMIC PROGRAM REVIEW**

### **PROGRAM REVIEW: A COLLABORATIVE RELATIONSHIP**

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These guidelines are designed to assist the Provost/Vice Chancellor for Academic Affairs, Dean, Department Chair and others involved in academic program planning, review and approval. The Board of Regents' policy governing academic program planning and review is contained in ACIS-1.0, revised April 2010, *Academic Planning and Program Review*. These guidelines outline the process for adding new academic programs and the key issues to consider when proposing new programs. Sample documents and formats that specify the information requested by the Office of Academic and Faculty Programs during the program review process are also provided.

The process of development, review and approval for a new academic degree program is designed to be a collaborative effort between the requesting institution(s) and the UW System Office of Academic and Faculty Programs. See pages 4 & 5 for flow charts of the program review process. At any point during the process, the Provost/Vice Chancellor for Academic Affairs is encouraged to contact the Associate Vice President for Academic and Faculty Programs to discuss questions concerning specific programs, general program review issues, or ideas for new initiatives.

The most successful collaborations result when a UW System academic planner is involved at an early stage in the process of academic program review. The role of the UW System academic planner is to provide the institutional representatives with information and assistance regarding the planning process, to facilitate communication between the institution and the Office of Academic and Faculty Programs, to serve as a member of the Program Review Committee, and to ensure that institutions are informed regarding the Board of Regents' priorities. The institution may request the participation of a UW System academic planner in the Joint Review process.

Some actions regarding academic programs require approval by both the Board of Regents and UW System, some require only approval by UW System, and some require only that UW System be informed of an institutional action. To determine the appropriate process, see the Academic Program Reporting Overview below.

## ACADEMIC PROGRAM REPORTING OVERVIEW

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This table describes the various academic program actions that require approval or Reporting. Institutions are expected to consult with each other and with UW System Administration at appropriate points in the process of developing and implementing all new academic programs.

NOTE: All submissions should be directed to the UW System Associate Vice President for Academic and Faculty Programs at [afgp@uwsa.edu](mailto:afgp@uwsa.edu). All “I” items will be reported to the Board of Regents annually or upon request.

Institutional Action	System Admin Action	Board of Regents Action	Required Documentation
1. Institutional Plan	I	I	Academic Plan, Executive Summary
2. Establish New Academic Degree or Degree Program:			
a1. Entitlement Request	A	I	Memo requesting Entitlement to Plan
or			
a2. Expedited Review Process (undergraduate only)	A	I	Memo requesting Expedited Review
b. Authorization to Implement	A	A	Executive Summary and Proposal for Authorization to Implement
c. Implementation	I	I	Memo stating date of Implementation
d. Joint Review	A	I	Report and Recommendation
3. Offer an Existing Degree Program via Distance Education	I	I	Submit documentation of HLC approval and/or substantive change notice, if applicable, otherwise written notification.
4. Establish or Alter the Institutional Mission	A	A	Written request outlining rationale and analysis of impact on UW System
5. Extend Degree Program to a Second UW System Institution	I	I	Written notification, included in the Annual Program Report

Institutional Action	System Admin Action	Board of Regents Action	Required Documentation
6. Extend Degree Program to an Additional Location (formerly “remote site”)	I	I	Submit documentation of HLC approval, if required; otherwise submit documentation of HLC notification and acknowledgement.
7. Establish a College/School <sup>1</sup>	A	A	Written request
8. Rename or Eliminate a College/School	I	I	Written notification, included in the Annual Program Report
9. Redirect Major/Degree Substantively	A	I	Written request
10. Establish, Rename or Eliminate a Center or Institute <sup>2</sup>	I	I	Written notification, included in the Annual Program Report
11. Eliminate a Degree/Major	I	I	Written notification, included in the Annual Program Report
12. Suspend a Degree/Major	A	I	Written request
13. Rename Major/Degree	I	I	Written notification, included in the Annual Program Report
14. Review General Education Program	I	I	Report to coincide with NCA/HLC re-accreditation review
15. Report on Institutional Program Review	I	I	Summaries due July 1 of each year

A=Approval Required

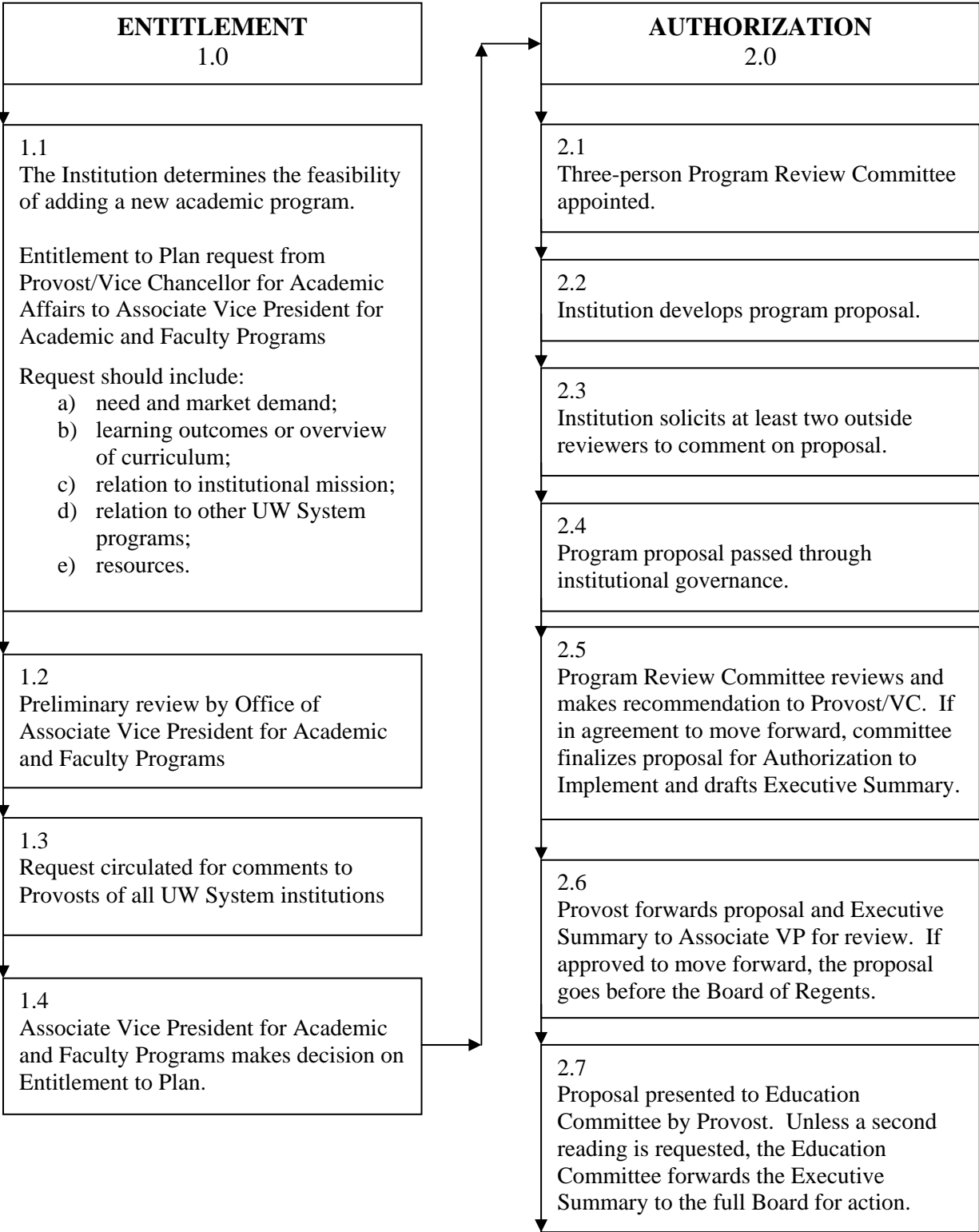
I=Information Only

<sup>1</sup>=Section 36.09 (1)(gm), *Wis. Stats.*, applies to creation of some schools or colleges

<sup>2</sup>=Only when state funds are involved initially or as a commitment for continuing the center or institute

**NEW PROGRAM ENTITLEMENT TO PLAN AND AUTHORIZATION TO IMPLEMENT**

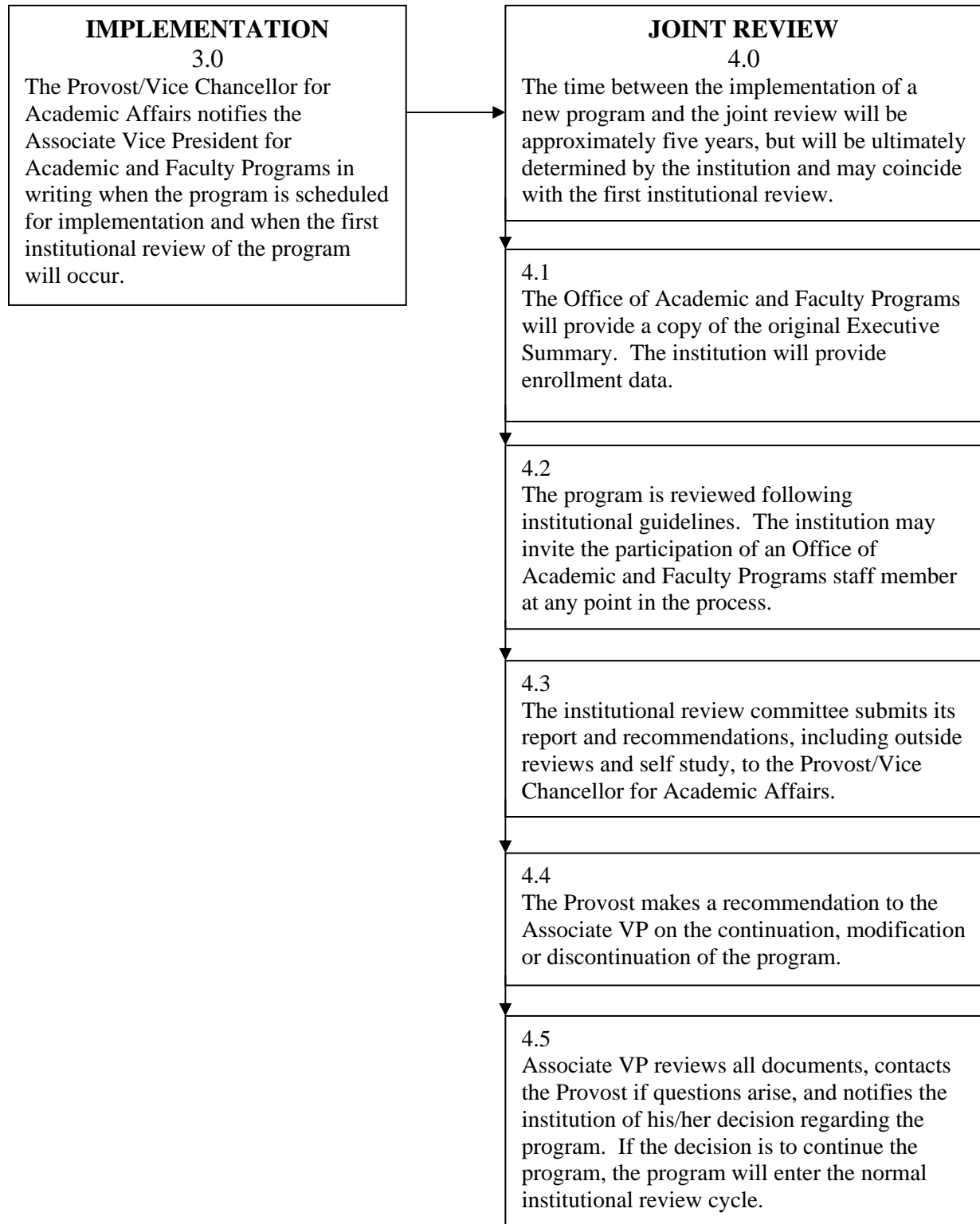
A Collaborative Effort between UW Institutions and the UW System Office of Academic and Faculty Programs. All correspondence should be directed to the UW System Associate Vice President for Academic and Faculty Programs at [afgp@uwsa.edu](mailto:afgp@uwsa.edu).



## NEW PROGRAM IMPLEMENTATION AND JOINT REVIEW

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A Collaborative Effort between UW Institutions and the UW System Office of Academic and Faculty Programs.



## THE PROCESS FOR ACADEMIC PROGRAM REVIEW

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The Board of Regents' policy calls for joint planning of new degree programs, with formal Board approval to ensure such planning meets the policies and principles contained in ACIS-1.0, *Academic Planning and Program Review*. The Program Planning and Review Process involves four major phases:

- Request for Entitlement to Plan an Academic Program (Entitlement)
- Authorization to Implement a New Academic Program (Authorization)
- Implementation of a New Academic Program (Implementation)
- Joint Program Review (Joint Review)

The following four sections list the major steps in each phase of Program Review:

### I. Entitlement

- A. The institution determines the feasibility of developing and requesting a new degree program. Informal consultation with other UW institutions and UW System is strongly encouraged.
- B. The Provost/Vice Chancellor for Academic Affairs sends a written notice to the UW System Associate Vice President for Academic and Faculty Programs requesting an Entitlement to Plan a new degree program. While extensive documentation is not necessary, the request from the Provost/Vice Chancellor should include a brief program description, and address the following key questions:
  1. Need: What is the need for the program? Include data on student demand and market demand for graduates.
  2. Curriculum: Identify the learning outcomes and provide a brief overview of the curriculum for this program.
  3. Mission Compatibility: How does this new degree program relate to the institutional mission, strategic plan, goals and objectives?
  4. Comparable Programs: How does this new degree program relate to other academic programs in the UW System, the region and, if appropriate, the nation? How is this program similar or different from other majors (and sub-majors/emphases) system wide?
  5. Collaboration: Discuss how options for UW System inter-institutional collaboration have been explored. Describe plans for future collaboration.
  6. Preliminary Budget: Provide preliminary budget and describe any projected sources of funding. Include detail for personnel and non-personnel expenses associated with the program, as well as sources of funding to cover those costs.
- C. As part of a preliminary review, the UW System Associate Vice President for Academic and Faculty Programs may consult with institutions to determine how the proposed program fits into the systemwide program array.

- D. The Associate Vice President for Academic and Faculty Programs circulates the request for entitlement to the Provosts/Vice Chancellors for Academic Affairs of all institutions for the opportunity to review and provide input. Institutions are asked to respond within 30 calendar days. The institutions' comments are forwarded to the Provost/Vice Chancellor of the requesting institution.
- E. The Associate Vice President for Academic and Faculty Programs makes a decision on the request for Entitlement to Plan. S/he may consult with the Provost/Vice Chancellor for Academic Affairs prior to making that decision. The decision may be to: a) approve the request for Entitlement to Plan; b) return the proposal to the institution for additional work; or c) deny the request.
- F. Approved entitlements expire after five years if the institution takes no further action to implement the program. Address requests for a current list of entitled programs and their entitlement dates to [afgp@uwsa.edu](mailto:afgp@uwsa.edu).

### Expedited Program Review Process

The Expedited Review Process applies only to a new undergraduate academic program (major) that is currently offered as a sub-major (e.g., track, concentration, emphasis). *If approved*, the proposed new program need not go through the Entitlement to Plan process, but can proceed directly to the Authorization process as described in Section II below.

A program is eligible for the expedited review process if:

1. The program has been offered as a sub-major or track for at least 6 years;
2. The program has data to demonstrate sustained student interest and need;
3. The institution can demonstrate that offering the program as a major requires no substantial addition of courses or resources; and
4. The new major has a substantial curriculum that does not duplicate or detract from the program from which it emanated.

If the institution believes their sub-major to major program proposal fits the criteria for an expedited review, it *sends a formal request for determination of eligibility* to the Associate Vice President for Academic and Faculty Programs at [afgp@uwsa.edu](mailto:afgp@uwsa.edu), addressing points 1-4 above. The request must be submitted at least three months prior to a desired BOR action.

## II. Authorization

- A. The institution develops a *Proposal for Authorization to Implement* the entitled program. It should address criteria listed in Attachment #1: Format for Proposal for Authorization to Implement.
- B. The Authorization proposal requires three levels of review:
  - 1. review of the program by at least two reviewers from outside the proposing institution(s) (see section on outside reviews);
  - 2. review of the program by the appropriate institutional governance bodies; and
  - 3. review of the proposal, outside reviews and all supporting documentation by the Program Review Committee.

The Program Review Committee consists of a representative of the Provost/Vice Chancellor for Academic Affairs, an additional institutional representative, and an Academic Planner from the Office of Academic and Faculty Programs of the UW System. The Provost/Vice Chancellor for Academic Affairs appoints the institutional representatives, and the Associate Vice President for Academic and Faculty Programs appoints the System representative. The Provost/Vice Chancellor's representative typically convenes the Committee.

- C. If the Program Review Committee recommends implementation and the Provost/Vice Chancellor for Academic Affairs agrees, the Committee finalizes the Proposal for Authorization to Implement and prepares an Executive Summary (see Attachment #3 for format) to be submitted with all supporting documents (see Attachment #5 for checklist) to the Associate Vice President for Academic and Faculty Programs for review.
- D. If approved to move forward, the proposal goes before the Board of Regents.
- E. New academic program proposals need not be presented formally to the Board of Regents but will be placed on the consent agenda of the Education Committee. Exceptions to this practice include all new doctoral degrees and any innovative or emerging fields of study or new degrees. Guidelines on making a presentation to the Education Committee are appended as Attachment #5. The Education Committee considers the proposal and, unless there is a request by a member of the Education Committee for a second reading, makes a recommendation for action by the Board of Regents. The full Board makes the final decision regarding program authorization.

### III. Implementation of the New Academic Program

- A. The Provost/Vice Chancellor for Academic Affairs notifies the Associate Vice President for Academic and Faculty Programs in writing when the program is scheduled for implementation and when the first institutional review of the program will occur.
- B. The institution is responsible for implementation. If the institution does not implement an authorized program within five years of the date of the Board of Regents approval, the Authorization to Implement expires. Address requests for a current list of authorized programs and their authorization dates to [afgp@uwsa.edu](mailto:afgp@uwsa.edu).

### IV. Joint Review

- A. The institution and UW System Administration undertake a Joint Review approximately five years after implementation of the program. The institution may schedule the review to coincide with the first institutional review, but not to exceed eight years from the date of implementation.
- B. The general purposes of the joint review are to:
  - 1. Determine, based on valid assessment data, whether the goals, objectives, and student learning outcomes as originally stated in the program proposal were met. If the goals and objectives were not met, determine the reasons why;
  - 2. Ascertain the importance of the program within the institutional and systemwide program array;
  - 3. Assess the level of quality the program has attained since its implementation; and
  - 4. Determine the resource implications of continuing this program.
- C. The review of the program will follow the institution's guidelines and format for self-study, external evaluation, and approval by appropriate governance bodies; however, the Office of Academic and Faculty Programs requires that certain information (see Attachment #6) be included with the documents. The Associate Vice President for Academic and Faculty programs will be happy to assign staff to participate in the review committee process and to assist in the preparation of a joint review report. However, this participation is not a requirement and will happen only at the institution's request.
- D. The Joint Review Committee forwards its findings and recommendations to the Provost/Vice Chancellor for Academic Affairs. Following review, the Provost/Vice Chancellor then makes a recommendation to the Associate Vice President for Academic and Faculty Programs on the continuation, modification or discontinuation of the program, forwarding the internal reports and accompanying documents with his/her recommendation.
- E. The Associate Vice President for Academic and Faculty Programs reviews all documents and may contact the Provost/Vice Chancellor for Academic Affairs to discuss any

questions that arise. Following this review, the Associate Vice President for Academic and Faculty Programs notifies the institution of his/her decision regarding the program.

- F. If the decision is to continue the program, the final step in the development of a new academic program will be complete, and that program will enter the normal institutional review cycle.

## KEY ISSUES TO CONSIDER

(for any proposal, review, or document related to new academic programs)

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Regent Policy ACIS-1.0 establishes that UW System Administration “is responsible for planning and oversight of the systemwide program array.” The policy delineates clear principles for considering new program proposals. These principles include:

- Using resources effectively and efficiently to develop and maintain high quality academic programs;
- Providing the highest quality, most cost-effective university system possible for the citizens of Wisconsin;
- Ensuring that academic programs are consistent with the institutional and UW System missions;
- Reducing unnecessary program duplication; and
- Maintaining excellent undergraduate basic arts, humanities, and science programs at each institution.

In line with these principles, institutions should demonstrate that their program is consistent with the following priorities:

### **1. Relation to Institutional and System Mission**

A strong proposal will demonstrate that the new program is congruent with the strategic plan and mission of the institution.

A strong proposal will identify what similar majors, or sub-majors/emphases/certificates already exist within the UW System and explain why the proposed program is different, not duplicative, and how it ‘adds value’ to the systemwide program array. (This issue connects closely to “market research,” see below.)

## 2. Market Research

The Regents expect all new program proposals to be supported by market research data addressing the following factors:

### A. The Competitive Environment

- Are there similar degree programs that exist nationally or statewide?
- What are some key program features of the competitive programs? For example, delivery method, course scheduling and tuition.
- How many students currently graduate from competitive programs statewide or nationally? What is the five-year trend?

### B. The Current and Projected Job Market

- What is the state of the current labor force regionally, statewide or nationally? In other words, how many people are currently employed in positions for which graduates of the proposed degree program would be eligible? Is there a shortage or surplus of qualified individuals?
- What are the labor force or job market projections for the relevant occupation(s)?

### C. Student demand:

- What is the educational need of key stakeholders (e.g., employers in the area, or working adults who do not have a Bachelor's degree, etc.)? Quantify the need.
- Profile the respondents that are most likely to enroll in your program. Who are they? Where do they live? What content areas are they most interested in? What scheduling options are most appealing?

## 3. Assessment

Three Stages of Program Assessment:

1. *Articulating program goals.* What are the goals of your program and how do they relate to your institution's goals or to accreditation goal standards? Example: "When they complete our program, students will be able to..."
2. *Gather data directly related to your goals.* This can be done by using direct and indirect measures. (For the purposes of Authorization proposals, 4-5 measures are sufficient).
3. *Use the information for improvement.* Form a department or program committee to systematically review the data (on an annual or bi-annual basis) and determine if you are meeting your goals. Indicate how you plan to proceed, e.g. how you will strengthen or change certain aspects of the program, if needed.

#### **4. Collaboration**

Inter-institutional collaboration is an effective use of resources and means to share faculty expertise. A strong proposal will demonstrate that institutional leaders have worked with their colleagues to consider options for inter-institutional collaboration. This may be a challenging prospect; however, the Regents will be seeking evidence that faculty and leaders from the proposing institution have spoken with faculty and leaders at other UW System institutions to think creatively on the issue of program collaboration. For example, collaboration might occur through the exchange of students; or of administrative or instructional staff; or through shared access to specialized facilities such as laboratories, technical equipment or library resources or shared courses. A program might consider the possibilities of distance education as an avenue for students to take advantage of programs occurring at other institutions, or as a means for distant faculty to confer, plan and implement courses in a collaborative program.

#### **5. Diversity**

The Board of Regents has made the presence of diverse faculty, staff, and perspectives a high priority for UW System institutions. The BOR approved the UWSA *Inclusive Excellence* plan which defines diversity broadly as “individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.” Strong proposals will show evidence that the following questions have been considered:

- A. What methods will be used to attract students and faculty/staff from diverse backgrounds into the program?
- B. What support systems will be available to ensure the success of diverse students and faculty/staff?
- C. How will knowledge about diverse perspectives be infused into the curriculum?
- D. How will the program prepare students to work in a diverse workplace?

#### **6. Budget**

The budget documents should make clear both current and new costs associated with the program, as well as current and additional resources. The institution can obtain assistance in developing the budget narrative and form by contacting your institution’s budget officer or the UWSA academic planner assigned to the program.

- A. Provide a detailed narrative of the budget. Information to include in the budget narrative and a budget template can be found in Attachment #2.
- B. Assume that no new general purpose revenue funds will be available.
- C. Costs and resources should balance.
- D. Be realistic in the budget information. If the new program is approved, underestimated costs or overestimated resources at the time of authorization will undoubtedly come up as concerns in the five-year joint review process.

## 7. Outside Reviews

The purpose of the outside review is to provide the UW System committee with an additional assessment of the program by academic leaders in the discipline who can add insights beyond the campus or system level. Typically, external reviewers have no current or former ties to the university or the department developing the proposed program.

The role of the external reviewers is to assess the strengths and challenges of the program and should address the following:

- A. Student Demand (regional and national)
- B. Market and Employer Need (regional and national)
- C. Curriculum, Student Learning Outcomes, and Program Assessment
- D. Pedagogy and Modes of Instructional Delivery
- E. Administration and Structure of the Program within the Department or College
- F. Compliance with Accreditation and Professional Societies' Requirements
- G. Adequacy of Resource Base and Sustainability of Budget Projections
- H. Trends in the Discipline

The department or campus faculty proposing or reviewing the program should address the reviewers' comments and suggestions by making any needed improvements or modifications to the program and/or proposal for authorization to implement.

The Provost/Vice Chancellor for Academic Affairs issues letters of request for external review and copies the review team on all correspondence.



# Proposal for Authorization to Implement New Program

While you do not need to follow this format exactly, you do need to ensure that the information requested is contained in your proposal.

## 1. PROGRAM IDENTIFICATION

- 1.1 **Title of Proposed Program:**
- 1.2 **Department or Functional Equivalent:**
- 1.3 **College, School, or Functional Equivalent:**
- 1.4 **Anticipated Time of BOR Review and Implementation:**
- 1.5 **Delivery Method:**

## 2. CONTEXT

- 2.1 **History of Program:** Provide a brief chronological history outlining the development of the proposed program. If the proposed program started as a sub-major or minor, describe its enrollment history and placement rates to date.
- 2.2 **Instructional Setting of Program:** Describe where the proposed program fits within the university structure, i.e. department, division, school/college.
- 2.3 **Relation to Mission and Academic Plan:** Describe how the proposed program fits with institutional mission, strategic plan, five-year academic plan, as well as the UW System Growth Agenda.

## 3. DESCRIPTION

- 3.1 **Program Description:** Provide a brief description of the instructional design of the program that includes the number of credits in the major and in general education. Describe planned tracks and concentrations, if applicable, and explain how the institution will ensure the integrity of student work and the credibility of the proposed degree.
- 3.2 **Objectives:** List the academic program goals for student learning. If objectives and learning outcomes are derived from a professional or accreditation organization, reference those. Indicate how the program fits with institutional as well as UW System Shared Learning Goals for undergraduates.
- 3.3 **Curriculum:** Describe program entrance requirements, (e.g., completion of a number of credits, minimum GPA or GRE score). Explain the proposed sequence of courses and provide a course matrix for the program, clearly indicating existing courses and new courses developed for this program. Note prerequisites and required courses within and outside the sponsoring department. Outline the credits-to-degree and timelines for degree completion. Describe all degree completion requirements (e.g., portfolio, theses, oral exams, foreign language proficiency, capstone seminar,

- senior project, internship, service learning, and study abroad). If it is a graduate program, discuss the mix of graduate-only and undergraduate/graduate courses and research requirements.
- 3.4 Delivery Method:** Describe the ways in which this program will be delivered. If appropriate, refer to UW System Distance Education policies on pricing and students services. Discuss security issues, including how plagiarism and fraud will be addressed. Explain how the institution will monitor whether students make appropriate use of learning resources and whether intervention is needed.
  - 3.5 Interrelationship with Other Curricula:** Briefly describe how the new program will support and/or be supported by other academic programs.
  - 3.6 Accreditation Requirement:** Indicate whether there is a program-specific accreditation available for this field, and address the program's accreditations plans.
  - 3.7 Diversity:** Describe the ways in which diversity-related content will be infused into the curriculum, integrated into program goals for student learning, and pedagogical practices. Describe how the faculty teaching in the new major will reach out to underserved populations and minorities in the regions the institution serves. In what other ways might faculty and staff be involved in actions engendering inclusiveness and equity? How will diverse faculty be recruited and retained in the new program? Demonstrate the program's relevance to university- and systemwide diversity initiatives and describe how the new program and its faculty and students will be part of these inclusivity projects. Diversity is defined as "individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning." (See UWSA *Inclusive Excellence*).
  - 3.8 High-Impact Practices:** Describe the High-Impact Practices that you are incorporating into the program. Examples include: first-year seminars & experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments & projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses & projects. High-Impact Practices have been widely tested and shown to be beneficial for the retention of college students from many diverse backgrounds. (See <http://www.aacu.org/LEAP/hip.cfm>).
  - 3.9 Collaboration:** Determine the value of inter-institutional collaboration in terms of cost savings, shared faculty expertise and resources. Outline plans for future collaboration with other UW institutions.
  - 3.10 Outreach:** Outline credit and noncredit outreach functions, including public service, PK-16 and pre-college initiatives, applied research, and connection to the *Wisconsin Idea* of community service.

**4. NEED**

- 4.1 Comparable Programs in Wisconsin:** Identify similar programs in the state for the purpose of examining duplication, added value, and uniqueness. Compare these programs (i.e., their curricula, targeted student pipeline, capacity, and enrollment trends) to the proposed program.
- 4.2 Comparable Programs Outside Wisconsin:** Identify similar programs in neighboring states available to Wisconsin residents. Compare these programs and their current positioning in the market and in the discipline with the proposed program. Examine issues of duplication, added value, and uniqueness.
- 4.3 Regional, State and National Needs:** Identify reliable data that document need for the proposed program. Sources of data may include: Wisconsin Department of Workforce Development, the Federal Bureau of Labor, and professional organizations. Discuss estimated future employment opportunities for graduates of this program and compare the estimated need/demand with the supply of graduates from existing programs in and outside Wisconsin. Document any special need for this program articulated by the Growth Agenda, state agencies, industry, research centers, or other educational institutions.
- 4.4 Student Demand – Future Enrollment:** Identify student demand and the methods used to determine interest in the program. Reference surveys or market studies and clearly identify your student pipeline in connection with the region the institution serves. If the proposed program replaces an existing sub-major, how will this affect your institution’s program array? Provide projections for anticipated enrollment and number of degrees to be granted for each of the first five years. (Address projected attrition and retention rates. For example, new students admitted + continuing students (including transfers) = total enrollment in the first year; subtract graduating students and students lost by attrition to get total of “continuing students in the 2<sup>nd</sup> year; repeat for subsequent years.)

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted					
Continuing students					
Total enrollment					
Graduating students					

- 4.5 Alternate Program Delivery and Collaboration to satisfy need:** Discuss and evaluate alternatives for the planned delivery of the program, such as offering the program as a sub-major in conjunction with an existing program at your institution. If a stand-alone major is necessary, give compelling reasons why this is so. Consider the advantages, disadvantages, logistics, and implications of offering the proposed, or an equivalent program, collaboratively with another UW institution. If collaboration agreements have been reached, cite them.

## 5. ASSESSMENT AND ADVISING

- 5.1 Assessment:** Outline a general plan for assessment that includes a description of how data will be collected and used to continuously improve the program. Indicate the direct and indirect measures that will be used to ascertain that the program goals for student learning are being met and that all students, including members of under-represented groups, have mastered the learning outcomes listed in 3.2. Indicate who will conduct the assessment, how often it will occur, and how it will be used to ensure on-going program improvement. Outline ways in which program assessment results will be integrated into institution-wide assessment.
- 5.2 Advising:** Describe the academic and career advisory services directly related and available to prospective and enrolled students of the program. For distance education programs, explain how advising will be made accessible for students outside your region, i.e. students enrolled from other states or countries. Identify any retention initiatives or structures in place that guarantee that all students receive equitable levels of advising and guidance.
- 5.3 Access for Individuals with Disabilities:** Discuss the methods by which the institution will address the needs of individuals with disabilities who enroll in this program. Check with the institution's compliance officer regarding federal and state laws governing access for individuals with disabilities. Consider the use of Universal Design strategies that are conducive to optimal learning for all students regardless of ability.

## 6. PERSONNEL

- 6.1 Current Faculty Resources:** Indicate the current number of faculty (in FTE) who will directly participate in the proposed program as instructors. (See Budget Guidelines in Attachment #2 on figuring FTE). Indicate other current FTE faculty members who will be involved as student advisors, program and assessment coordinators and/or in another related capacity. How will they be reassigned and how will resources be allocated for these reassignments? Consider tenure density in the department and Higher Learning Commission recommendations concerning the use of qualified faculty.
- 6.2 Additional Faculty Resources & Expertise:** Indicate the number of additional faculty members (in FTE) required to initiate the program. Generally, the elevation of a sub-major to a major requires additional curriculum, staff, and matching resources. Project long-range needs for additional faculty with tentative timetable and detailed plans for sustainability. Discuss the ratio between full-time faculty members and part-time academic staff. If faculty are reallocated to this program, consider whether this will adversely affect the areas where they had been previously teaching.
- 6.3 Academic Staff:** Indicate the current FTE instructional and non-instructional academic staff members who would be assigned to the proposed program. Indicate the number of additional academic staff, if any, required to initiate the program, and project long-range needs for new academic staff, with tentative timetable. How will

diverse academic staff be attracted to and retained in the program? Indicate whether new positions are required or if they can be reallocated from elsewhere within the institution. Outline funding for the additional hires in section 9.5. If you plan to reallocate staffing resources from elsewhere within the institution, analyze the impact of that reallocation on the sustainability of existing programs and new programs currently in the planning stage at your institution.

- 6.4 Classified Staff:** Provide information requested in Model Budget (Attachment #2) for classified staff. New programs often require additional classified staff in order to deal with the added administrative reporting requirements and organizational support. If a classified staff is reallocated or shared with other units, please express in partial FTE. Ascertain that the addition of a new program does not create an adverse working climate or add unpaid duties to classified staff's job descriptions.
- 6.5** Describe any realignment of existing programs to accommodate the new program.

## 7. ACADEMIC SUPPORT SERVICES

- 7.1 Library Resources:** Describe and evaluate current library resources necessary for the proposed program. As a new program is added to the program array, typically additional library print and data base sources are needed. Refer to HLC and NCA requirements for quality in library resources and address the use of information technology and library access for the proposed program. Contact the division librarian for an assessment of additional library resources necessary. Also describe the need for additional library personnel needed for the support of new academic programs and for training of faculty and students in media literacy. Tabulate the estimated cost of these additional needs and the source you will use to cover the cost. *For a program offered through distance education or another alternative delivery method* also describe how the institution will ensure that students have access to and can effectively use appropriate library resources.
- 7.1 Access to Student Services:** Describe how the institution will provide adequate access to the range of student services appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling. How will the needs of diverse students be met? If the proposed program is a distance delivery program, describe how the services provided will be on par with residential students' access. Outline which measures are taken to ensure after-hour and synchronous as well as asynchronous access to student services you customarily provide.
- 7.2 Technical Support:** Explain how the institution will provide "help desk" and academic support services electronically. Especially for students taking courses through distance delivery options, pay specific attention to how students will be given timely assistance with technical problems, academic questions, billing questions, library research, textbooks, and degree audit. If 24/7 service is not required, explain how evening and/or weekend service will be provided, especially to out-of-state or international students who reside in different time zones.

## 8. FACILITIES - EQUIPMENT

- 8.1 Capital Resources – Existing Facilities and Capital Equipment:** List and evaluate facilities and capital equipment currently available to the proposed program. Is the additional number of students planning to use existing facilities and capital equipment impinging on building code and/or federal and state regulations of any kind. Is the building in which this program will be offered accessible to students/faculty/academic staff with disabilities?
- 8.2 Capital Budget Needs – Additional Facilities and Capital Equipment Required:** List and describe facilities (special classrooms, laboratories, additional space, minor construction) and capital equipment needed to begin or sustain the proposed program. Provide an estimate of costs and sources of funding. Discuss expectations for extramural funding.
- 8.3 Clinical Facilities:** For science, health science programs or programs making clinical placements, describe the laboratories and/or agencies to be used for clinical instruction. Append supporting statements indicating that these facilities will be available and list the cost of these arrangements.

## II. FINANCE

- 2.1 Operating Budget and Budget Narrative:** In the budget narrative, describe the rationale for the funding requirements that are expressed quantitatively in the budget. The budget should include the total budgetary allocation required to implement this program and to fund it for the first three years. Use the provided sample budget format (Attachment #2) as a model. You can also find this sample budget format in Excel spreadsheet form on the Academic Program Planning & Review web site: <http://www.wisconsin.edu/acss/planning/>
- 2.2 Operating Budget Reallocation:** Most, if not all, of the funding requirements outlined above will be met by reallocation of base resources. Indicate that you are prepared to reallocate the necessary resources. If the necessary resources are not immediately available, explain contingency plans (phase-in of the program; delay in starting the program until additional funds can be found; delay until external fund-raising is successful).
- 2.3 Extramural Research Support:** Indicate sources and amounts of extramural funding support expected to be available for research related to the proposed program. Provide documentation supporting the basis of this expectation.
- For Service-Based Pricing and/or a Distance Education Program also include:*
- 2.4 Costing Methodology:** Confirm your institution's use of the UW System common costing methodology (see your Chief Business Officer for information about this methodology).
- 2.5 Commitment to Maintain Program:** Describe how the institution will ensure that appropriate faculty, equipment, facilities, technical expertise and financial planning exist to sustain the program over time.

**9.6 Tuition Pricing:** Indicate tuition pricing plans for the new program. The tuition charged for the program must follow UW System tuition policies. Explain how tuition rates are estimated if they are different from the standard rates for your institution. For example, if the program is fee based, describe how you arrived at the estimated additional fee resources indicated for each year in the budget table: e.g., (A students) x (B credits a term) x (C cost/credit), and your rationale for this estimated enrollment. Also provide information on what the program will do if enrollments, and therefore tuition revenue, fall below what has been estimated.

## **10. OUTSIDE CONSULTANTS' REVIEWS**

List the names and affiliations of at least 2 outside consultants with no past or present ties to the proposed program. Send out request letters issued by the Provost/Vice Chancellor and set a deadline by which the reviews must be received. The review committee considers the results of the Outside Consultants' review and makes suggestions to improve the program if appropriate.



**11. TABLE OF ESTIMATED TOTAL COSTS AND RESOURCES**

	First Year		Second Year		Third Year	
<b>CURRENT COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/Classified Staff						
<b>Non-personnel</b>						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		\$0		\$0		\$0
<b>ADDITIONAL COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/Classified Staff						
<b>Non-personnel</b>						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		\$0		\$0		\$0
<b>TOTAL COSTS</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
<b>CURRENT RESOURCES</b>						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		\$0		\$0		\$0
<b>ADDITIONAL RESOURCES</b>						
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		\$0		\$0		\$0
<b>TOTAL RESOURCES</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>

## Guidelines for Completing the Model Budget Format

The budget documents should clearly define all costs and resources required for the proposed program. “Current” costs and resources are those that are supporting existing personnel and/or courses that will be incorporated into the proposed program. “Additional” costs and resources are those that will need to be added to the department/division/school budget to support additional personnel and/or courses required by the proposed program. Be sure that your budget reflects all items mentioned in the program plan. You can obtain assistance in developing the budget narrative and form by contacting your institution’s budget officer or the academic planner assigned to the program.

### Costs

1. **Current Personnel:** Include faculty and academic staff who are currently teaching courses that will be included in this program. To calculate the #FTE, determine the number of credit hours in courses currently being taught and divide by the normal faculty teaching load. For example, if there are currently six three-credit courses per semester that will be incorporated into the proposed program (18 credit hours total), and if the normal teaching load for a faculty member is 9 credits per semester, then the current #FTE is  $18 \div 9 = 2$ . It is not necessary to account for the percent of students who are taking the courses as a part of a different academic program. The current dollars should be based on the average salary of the faculty or academic staff currently teaching the relevant courses multiplied by the calculated #FTE.
2. **Additional Personnel:** Use the same basic assumptions. If the proposed program will require eight additional three-credit courses (24 credit hours total), then the additional #FTE would be 2.67 ( $24 \div 9 = 2.67$ ). The additional dollars should be based on the average salary of the faculty or academic staff who will be reassigned or hired to teach the additional courses.
3. #FTE and dollars for current and additional Graduate Students should be calculated using the same method.
4. #FTE and dollars for current and additional Classified Staff should be calculated using a similar method, taking into account the change in the percent of time allocated to program.
5. For current non-personnel costs, determine what percent of the total department or division supply and equipment budget, library allocation and computing cost is allocated to the courses that will become incorporated into the proposed program. Estimate the additional non-personnel costs that will be incurred to support the program.
6. Personnel costs are not based on the total number of *individuals* affiliated with the program, but on the portion of employee time designated to the program. FTE can be expressed as partial, for example, a specific academic program may only require .25 FTE classified staff.
7. **Fringe Benefits:** Include fringe benefits in the costs for all personnel categories.
8. **Personnel Cost Increases:** Assume a standard pay increase from year one to two and two to three for all FTE. Get the standard percentage amount to use (generally 1-3%) from your institutional budget office.

### Resources

9. **Current resources:** Identify the dollar amount for each source of funding that is currently supporting the courses that will be incorporated into the proposed program: GPR, grants, gifts, fees, and other. Define any special sources of funds in the program proposal and/or the budget narrative.
10. **Additional resources:** Assume that no new general purpose revenue funds will be available. Explain the source of reallocated resources: from another department, another school, etc. If additional grants or gifts are anticipated, identify the source. Define any fees or other special resources that will support the program.
11. Costs and resources should balance. In special circumstances, the resources may exceed the cost.
12. Be realistic in the budget information. If the new program is approved, underestimated costs or overestimated resources will undoubtedly come up as concerns in the joint review process.

**NEW PROGRAM AUTHORIZATION**  
**[Degree & Program Name]**  
**[Institution]**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised April 2010), the new program proposal for a [degree] in [Program] at [Institution] is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin approximately five years after its implementation. The [Institution] and System Administration will conduct that review jointly, and the results will be reported to the Board.

[insert program positioning / rationale]

**REQUESTED ACTION**

Approval of Resolution [x] authorizing the implementation of [Program] at [Institution].

**DISCUSSION**

**Program Description**

**Program Goals and Objectives**

**Relation to Institutional Mission**

**Program Assessment**

**Need**

**Projected Enrollment (5 years)**

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted					
Continuing students					
Total enrollment					
Graduating students					

**Comparable Programs**  
in Wisconsin  
outside Wisconsin

**Collaboration** (inter-institutional)

**Diversity**  
Perspectives (Program goals for student learning, curriculum, pedagogy)  
Students (Recruitment & Retention)  
Faculty and Staff (Recruitment & Retention)

**High Impact Practices** (see Attachment #8).

**Evaluation from External Reviewers**

**Resource Needs**

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution [x] authorizing the implementation of [Program] at [Institution].

## **RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised April 2010)

## **Materials to be submitted to the Associate Vice President for Academic and Student Services**

Before a proposed authorization to implement can be brought before the Board of Regents for consideration, the Provost/Vice Chancellor of Academic Affairs should submit a letter to the Associate Vice President for Academic and Faculty Programs requesting the program's submission to the board. This request should have appended all supporting documentation (see below) used in preparing the Executive Summary for the board.

Please be sure the following items accompany the letter requesting the program's submission to the board:

- \_\_\_\_\_ Supporting Letter by the Provost
- \_\_\_\_\_ Complete and final copy of the Proposal for Authorization to Implement, with Budget (Sample formats in Attachments #1 and #2)
- \_\_\_\_\_ The Executive Summary (Sample format in Attachment #3)
- \_\_\_\_\_ Signed reports from at least two outside evaluators
- \_\_\_\_\_ Documentation of approval by the appropriate institutional governance bodies

## **Making a New Program Presentation to the Board of Regents Education Committee**

### **I. Procedures**

1. Consult with your Provost/Vice Chancellor for Academic Affairs to review details of the presentation.
2. Length of Presentation: no more than six minutes total.
3. Maximum number of presenters: two (2):
  - Provost/Vice Chancellor for Academic Affairs introduces the program, explains its place in institutional mission; states institutional support, etc. S/he will then preside over the presentation and describe the program or introduce the Dean or Department Chair to do so.
  - Other individuals may be present, but only to respond to questions as appropriate.
4. An overhead projector will be available for your use. If your presentation requires PowerPoint, you must use UW System equipment and submit a copy of your presentation (disk or e-mail) to the UWS academic planner who has worked with you no later than the Friday before the scheduled board meeting.
5. The Academic Planner may make suggestions to help adapt the presentation to the purview of the Board of Regents.

### **II. Presentation**

1. Make certain you have the time and place of the meeting. Contact the UW System academic planner for details.
2. Introduce all persons who come to the meeting table, even if they are only there to respond to questions.
3. Practice in advance.
4. Do not summarize the Executive Summary. Education Committee members have received and reviewed this statement, which is the only document they will have describing the program.
5. Use your time to emphasize demand for the program and program strengths, note unique elements and indicate concerns that have been successfully addressed.

## Self-Study for Joint Review

The Board of Regents' policy governing academic program planning and review is contained in ACIS-1.0, revised April 2010, *Academic Planning and Program Review* and stipulate that the first Institutional Review of a new academic program will serve as the required Joint Review. The process, requirements, and format for the self-study documents will be determined by the Institution but the document should include the information listed below. The following requests for content and format is included to provide a model that may be helpful.

### 1. PROGRAM DESCRIPTION AND CONTEXT

**1.1 Goals and Objectives:** Provide a statement of the objectives and goals of the program as authorized and describe any changes that have occurred since the program was implemented. Analyze these changes. Explain the type of technologies used and any issues that have developed with respect to emerging technologies. In an appendix, attach copies of any printed and/or on-line program information, such as catalog text, brochures, and other pertinent information describing the program. Provide URLs for on-line information.

**1.2 Context:** Describe the context for the program as it is delivered now, including its relationship to the University's mission and long-range plans, and to other academic programs within the UW System. Describe and explain any changes in the context since the program was implemented. Also compare the program's enrollment trends, placement rates, and curriculum to similar types of programs in the region and nation.

**1.3 Need:** Discuss what needs and demands are being met by this program and whether these needs could be met more effectively through future collaboration with other programs in the UW System. Discuss how you are currently collaborating and/or how collaboration might occur.

### 2. PERSONNEL

**2.1 Faculty:** Discuss any changes in the FTE and faculty participating directly in the core and elective courses since implementation. Is the number of faculty/academic staff adequate to provide this program? Indicate to what extent new faculty have been recruited. Append short vitae for the core faculty members along with a list of names and departments of other faculty associated with the program. Include information on diversity, the original plans for enhancing diversity, and the final outcomes.

**2.2 Administrative Structure:** Describe the current administrative structure for the program including the relationship between program faculty and their areas of concentration within the program. Describe any changes in the administrative structures that have occurred since implementation. Also describe the relationship and interaction among the program faculty who are from different departments and different schools. Address interdisciplinary and cross-disciplinary structures implemented and how they are being sustained.

**2.3 Adjunct/Part-time Faculty:** Evaluate the use of adjunct and/or part-time faculty in delivery of the program. Consult with the Higher Learning Commission regarding the appropriate and ethical use of part-time and un-tenured faculty and staff. Discuss any problems in this area and explain how the institution has responded to them. If there is an overuse of adjunct and /or part-time faculty that has not been addressed, explain how you will solve this issue.

**2.4 Training and Support:** If this program relies on technology, explain how faculty and staff have been provided with appropriate training and technical support services. Describe any additional training and technical support services needed to address technological progress and new demands.

**3. STUDENTS**

**3.1 Enrollment Trends:** Provide a chart showing the enrollment history and graduates since implementation. Review, verify, and analyze the trends pertaining to degree program enrollment and degrees granted.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted					
Continuing students					
Total enrollment					
Graduating students					

**3.2 Projected Enrollment:** Discuss the enrollment goals for this program. How does the projected enrollment in the program relate to past enrollment and existing resources? If this enrollment plan differs from the approved authorization proposal, explain why.

**4. EVALUATION**

**4.1 Curriculum:** Describe any substantive changes made since implementation. Provide any changes in the initial list of foundation and core courses for the program, and a sample sequence of courses taken by the majority of students in the program. Explain the reasons for these changes, including new federal, state, or accreditation requirements. Include additional sequences if there are multiple areas of specialization within the program.

**4.2 Diversity:** Describe how issues of diversity have been infused into the curriculum. Provide information on processes used to recruit, retain and graduate a diverse body of students. Provide information on processes used to recruit, support and retain diverse faculty and staff and future plans for addressing any shortfalls.

- 4.3 Degree Recipients:** Provide information about the post-baccalaureate employment or graduate training of degree recipients. Identify placement rates.
- 4.4 Assessment:** Using the assessment plan developed for the program in the Authorization to Implement, evaluate the program's success in meeting the stated objectives, including direct and indirect measures used in the assessment of student learning. How was data gathered and used for continuous improvement?
- 4.5 Accreditation:** If specialized accreditation is available for this program, discuss the accreditation status of the program. If the program is accredited, describe the impact of accreditation standards upon the curriculum, and the impact of accreditation standards on changes that have occurred since implementation. If the program is not accredited, explain why.
- 4.6 Concerns:** Describe any problems that the program has faced and provide recommendations for resolving them.
- 4.7 Third Party Vendors:** Discuss any problems the institution has had in cases where it has used third party products (e.g., purchased modules, specialized software, outsourcing program components). Explain how these problems have been addressed.

## 5. ACADEMIC SUPPORT SERVICES

- 5.1 On-going Support:** Evaluate the physical facilities, capital equipment, library resources, technology support, student services, and supplies that sustain the program. Describe and evaluate advising, placement and career services available to students in the program. Discuss any difficulties regarding the aforementioned services, and how you will resolve them
- 5.2 Additional Support:** Evaluate any special programs, faculty, or outreach activities designed to enhance the program. Describe any new program activities added since implementation.
- 5.3 Access for Individuals with Disabilities:** Evaluate the success of programs or methods used in meeting the needs of individuals with disabilities.
- 5.4 Student Access:** Address any difficulties the program has encountered in providing students access to faculty, library resources, and special resources (computers, unique laboratories, audio-visual and other equipment, databases, etc.) required for the program.

## 6. OPERATING COSTS

- 6.1 Budget Requirements:** Discuss whether the current operating budget is adequate to assure program quality. If additional support is needed to sustain program quality, indicate the areas affected and the amount and source of future funding for these areas. Describe any efforts to secure outside funding.
- 6.2 Capital Requirements:** Discuss any capital budget expenditures that have been made since implementation and provide an estimate of costs.

## **7. SUMMARY EVALUATION**

Summarize the program's overall effectiveness with respect to the original expectations and objectives stated in the authorization proposal. Indicate any observed obstacles to the fulfillment of the original objectives and fully describe the measures taken by faculty and the administration to overcome those obstacles. Describe any contributions of the program to the teaching, research, or outreach mission of other departments at your institution or the university as a whole. Have these contributions been recognized?

## **8. RECOMMENDATIONS**

Recommend action for continuation with the final review process for this program, for revision of the program and later final review, or for discontinuance of the program.

**9. TOTAL COSTS AND RESOURCES**

COSTS	THIRD YEAR		FOURTH YEAR		FIFTH YEAR	
	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic /Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
<b>TOTAL COSTS</b>						
<b>RESOURCES</b>						
General Purpose Revenue						
Gifts and Grants						
Fees						
Other (Define)						
<b>TOTAL RESOURCES</b>						

**Guidelines for Completing the Model Budget Format: Joint Review**

The budget documents should clearly define all costs and resources associated with the program. You can obtain assistance in developing the budget narrative and form by contacting your institution’s budget officer or the academic planner assigned to the program.

**Costs**

1. Personnel: Include faculty and academic staff who are currently teaching courses that will be included in this program. To calculate the #FTE, determine the number of credit hours in courses currently being taught and divide by the normal faculty teaching load. For example, if there are currently six three-credit courses per semester that will be incorporated into the proposed program (18 credit hours total), and if the normal teaching load for a faculty member is 9 credits per semester, then the current #FTE is  $18 \div 9 = 2$ . It is not necessary to account for the percent of students who are taking the courses as a part of a different academic program. The dollars should be based on the average salary of the faculty or academic staff currently teaching the relevant courses multiplied by the calculated #FTE.
2. #FTE and dollars for Graduate Students should be calculated using the same method.
3. #FTE and dollars for Classified Staff should be calculated using a similar method, taking into account the percent of time allocated to program.
4. For non-personnel costs, determine what percent of the total department or division supply and equipment budget, library allocation and computing cost is allocated to the courses in the program.

**Resources**

5. Identify the dollar amount for each source of funding that is currently supporting the courses that will be incorporated into the proposed program: GPR, grants, gifts, fees, and other. Define any special sources of funds in the program proposal and/or the budget narrative.
6. Costs and resources should balance. In special circumstances, the resources may exceed the cost.