

NOVEMBER 2016 VERSION

NEW PROGRAM DEVELOPMENT PACKET



COLLIN COLLEGE
ACADEMIC SERVICES/CURRICULUM OFFICE



- Checklist of Documents - *submit to* Curriculum Office



CURRICULUM ADVISORY BOARD *documents*

PCF Summary Page

- This form needs a rationale and the list of AAS program(s) and certificate(s). Completed by the Curriculum Office.

PCF Signature Page

- This form has to be signed by the dean of the Program

New Program Documentation

- A detailed explanation for new program documentation is provided on the next page

Curriculum Outline

- Submit for all AAS Program(s) and/or Certificate(s). Sample provided.

New Courses Syllabi

- Submit for all new courses only. Use ACGM / GIPWE for course descriptions and student learning outcomes.





-New Program Documentation-



NEW PROGRAM DOCUMENTATION *must contain the following:*

a. Documentation of Workforce Demand

- A detailed explanation provided - see Documentation for New Program Development



b. Assurance of Basic and Workforce Skills

- Program Course Alignment (form)
- Program Outcome Map (form)
- SCANS/ Competency Chart (form)



c. Enrollment Management Plan

- Must include anticipated enrollment
- Projected number of completers by award per academic years 1-5. A detailed information about recruitment, including special populations, Retention, Completion, and Placement



d. Program Linkages & Demonstration of Non-Duplication

- AAS to BAAS Guided Pathways. For detailed explanation, refer to the Documentation for New Program Development.



e. External Agency Approval, Certification, and Accreditation

- List any external agency, certification, and accreditation needed for the program.





-New Program Documentation-

page 2



NEW PROGRAM DOCUMENTATION *must contain the following:*

f. Assurance of Adequate Funding

- Budget & cost for the proposed new program must be provided
- Funding and Revenue will be provided and calculated by the Curriculum office. Must provide the total number of completers per year for 5 years.



g. Advisory Committee Minutes

- Provide the minutes from the advisory committee meetings.



NOTE: For detailed explanations of each category, please refer to the **Documentation for New Program Development** page from GIPWE at the end of the packet.





- FORMS Index/Samples -

1. PCF Summary Page - Form
2. PCF Signature Page - Form
3. Curriculum Outline Sample
4. Generic Syllabus Template
5. Program Course Alignment – Form
6. Program Outcome Map – Form
7. SCANS/Competency Chart – Form
8. Enrollment Plan
9. Advisory Committee Minutes - Form
10. Documentation for New Program Development
11. Strategic Enrollment Plan



Authorized Signature (Proposer)

2nd Signature (if applicable)

3rd Signature (if applicable)

CAB Recommended

CAB Not Recommended (Give Explanation Below)

Comments:

CAB Chair

Administrative Approved

Administrative Not Approved (Give Explanation Below)

Comments:

Designated Academic Officer Signature

Insert Cluster Here (e.g. Health Science Cluster)

AAS – Name of Program

FICE 023614

CIP XX.XXXX

XX credit hours

Prerequisites	<u>Lecture</u>	<u>Lab</u>	<u>External</u>	<u>Contact Hours</u>	<u>Credit Hours</u>
BIOL 2404 Anatomy and Physiology Basic	3	4	0	112	4
HPRS 1204 Basic Health Profession Skills	1	3	0	64	2
HPRS 1206 Essentials of Medical Terminology	1	3	0	64	2
<u>MATH</u> <u>1314</u> <u>College Algebra</u> ¹	3	1	0	64	3
PHYS 1405 Conceptual Physics	3	3	0	96	4
Total Hours	11	14	0	400	15
 FIRST YEAR					
First Semester	<u>Lecture</u>	<u>Lab</u>	<u>External</u>	<u>Contact Hours</u>	<u>Credit Hours</u>
CRSE 1202 Title of the Course	2	1	0	48	2
CRSE 1210 Title of Course	2	0	0	32	2
OTHR 1103 Title of the Course	1	0	0	16	1
<u>ENGL</u> <u>1301</u> <u>Composition I</u>	3	1	0	64	3
<u>PSYC</u> <u>2301</u> <u>General Psychology</u> ²	3	0	0	48	3
Total Hours	11	2	0	208	11
 Second Semester					
Second Semester	<u>Lecture</u>	<u>Lab</u>	<u>External</u>	<u>Contact Hours</u>	<u>Credit Hours</u>
CRSE 1242 Title of the Course	2	1	0	48	2
CRSE 1251 Title of the Course	2	1	0	48	2
CRSE 1341 Title of the Course	3	1	0	64	3
CLIN 1360 Title of Clinical Course	0	0	16	256	3
<u>SPCH</u> <u>1311</u> <u>Introduction to Speech Communication</u> ³	3	0	0	48	3
Total Hours	10	3	16	464	13
 SECOND YEAR					
First Semester	<u>Lecture</u>	<u>Lab</u>	<u>External</u>	<u>Contact Hours</u>	<u>Credit Hours</u>
CRSE 2253 Title of the Course	2	1	0	48	2
CRSE 2254 Title of the Course	2	1	0	48	2
CRSE 2341 Title of the Course	2	2	0	64	3
CLIN 2362 Title of Clinical Course	0	0	16	256	3
Total Hours	9	6	16	496	10
 Second Semester					
Second Semester	<u>Lecture</u>	<u>Lab</u>	<u>External</u>	<u>Contact Hours</u>	<u>Credit Hours</u>
CRSE 2230 Title of the Course	2	1	0	48	2
CRSE 2342 Title of the Course	3	1	0	64	3
CRSE 2363 Title of the Clinical Course	0	0	16	256	3
<u>PHIL</u> <u>2306</u> <u>Introduction to Ethics</u> ⁴	3	0	0	48	3
Total Hours	8	2	16	416	11
 GRAND TOTAL HOURS					
	49	27	48	1984	60

1. May substitute MATH 1324, MATH 1342, MATH 1414, or MATH 2412
2. May substitute ANTH 2302, ANTH 2346, ANTH 2351, ECON 1301, ECON 2301, ECON 2302, GOVT 2305, GOVT 2306, HIST 1301, HIST 1302, HIST 2301, SOCI 1301, or SOCI 1306
3. May substitute SPCH 1315, or SPCH 1321
4. Select one of the following: ARTS 1301, ARTS 1303, ARTS 1304, ARTS 1313, DANC 2303, DRAM 1310, DRAM 2361, DRAM 2362, DRAM 2366, DRAM 2367, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, ENGL 2332, ENGL 2333, ENGL 2342, ENGL 2343, HIST 2311, HIST 2312, HIST 2321, HIST 2322, HUMA 1301, MUSI 1306, MUSI 1307, MUSI 1310, PHIL 1301, PHIL 1304, PHIL 2303, PHIL 2307, or PHIL 2321



COURSE INFORMATION

Course Number: Rubric (ALL CAPS) - Course Number (4 digits)

Course Title: Use the official ACGM or WECM course title

Course Description: Use the official ACGM or WECM course description. Visit <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/> for course descriptions.

Course Credit Hours: (SCH) - Only list the formats that are used

Lecture Hours: Weekly contact hours for lecture

Lab Hours: Weekly contact hours for lab

External/Clinical Hours: Add external, clinical, practicum, internship, and/or co-op if there are any, other than the lecture and lab hours.

Prerequisite(s): If applicable, enter the Course Rubric and Number and/or TSI standard. Please consult with the Testing Center Director for questions about placement below college-level.

Prerequisite/Concurrent Enrollment: If applicable, enter the Course Rubric and Number if the student could either take the course in the same semester or a previous semester as this course.

Corequisite(s): If applicable, enter the Course Rubric and Number.

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:

Get WECM SLO's from

<http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/>

- List all outcomes.

This section will outline the measurable student learning outcomes of the course as agreed upon and submitted by the faculty in the discipline. Insert the list of state-mandated outcomes as published in the ACGM (Academic Course Guide Manual) or WECM (Workforce Education Course Manual). Follow with any "Additional Collin Outcomes", agreed upon by the faculty in the discipline, that are not explicitly covered in the state's SLOs. See below for correct format.

***ALL Core Curriculum Courses:** Designate at least one outcome for each required core objective by adding in parenthesis the course objective being taught [e.g., Demonstrate an understanding of the impact of arts on culture. (Social Responsibility)]. See the following for objectives required for courses by discipline area:*

http://www.collin.edu/academics/programs/pdf/TexasCoreCurriculum_CoreObjectives_031913.pdf

- **Additional Collin Outcomes:**

For Workforce Courses (WECM), add the following:

Secretary's Commission on the Acquisition of Necessary Skills (SCANS) - SCANS skills are a group of foundational skills and workplace competencies that the Secretary's Commission on the Acquisition of Necessary Skills established as vitally important for workplace success in the 21st century. In Collin's workforce programs, the SCANS skills are developed and reinforced

throughout the curriculum to provide students with an opportunity to hone these skills/competencies in the context of their education. Over the course of an entire degree program, the successful student is expected to demonstrate all of the SCANS skills and competencies as part of their education. The SCANS Foundation Skills and Workplace Competencies are described at:

http://www.collin.edu/academics/programs/Workforce_SCANS_Syllabi_Code_Key.pdf

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Add Semester at the end of the Page - New

Program Course Alignment Sample (POCA)

Program Learning Outcomes	Measure	Standard	Course(s) where it will be assessed
Leadership and Teamwork Skills and abilities that allow individuals to function in an organizational setting.	Review of organizational effectiveness a multinational corporation's Supply Chain department.	75%	COURSE 101
Analytical Learned in an academic setting, and include cognitive functions and thinking styles.	Economic Analysis (history and forecast) of a selected multinational corporation's integrated Supply Chain.	75%	COURSE 101
Personal Effectiveness Motives and traits as well as interpersonal and self-management styles.	Presentation of multinational corporation's Supply Chain operations, organizational effectiveness, economic situation, including any recommendation for improvement.	75%	COURSE 101
Purchasing Knowledge, skills, and abilities needed by supply chain managers.	Evaluate and provide improvement recommendations for the Purchasing component of a multinational corporation's integrated Supply Chain.	75%	COURSE 101
Logistics Knowledge, skills, and abilities needed by Logistic managers.	Evaluate and provide improvement recommendations for the Logistic component of a multinational corporation's integrated Supply Chain.	75%	COURSE 101



Program Outcome Mapping Sample

Program Courses	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5
BMGT 1313			E	I	
BMGT 1344	I	E	E		
SPCH 1321	E	E	I	E	
MATH 1314		I			
ENGL 1301		E	I		
IBUS 1341	E		E	A	E
BCIS 1305		I			
ECON 1301		I			
BMGT 1341				E	E
Gen Ed Course					
LMGT 1319					I
BMGT 1309	E	P			E
BUSI 2301				E	E
BMGT 1307	E		I		
ACNT 1303		I		E	
LMGT 2330				A	E
LMGT 1325					I
BMGT 2303	I				
BMGT 2309	E		E		
IBUS 2332			A	A	

I - Introduced P - Practiced E - Emphasized A- Assessed



Sample SCANS Matrix Model

Program: Precision Metal Working Award: Machine Tool Technology/Machinist CIP: 48.0501									Credential: Certificate	
LIST OF ALL COURSES REQUIRED AND IDENTIFIED COMPETENCIES										
SCANS COMPETENCIES								Course Number	Course Title	
1	2	3	4	5	6	7	8			
x	x	x	x	x	x	x	x	ORIE 0102	Introduction to College	
x	x	x	x	x	x	x	x	MCHN 1438	Basic Machine Shop I	
x	x	x	x	x	x	x	x	MCHN 1343	Machine Shop Mathematics	
x	x	x	x	x	x	x	x	MCHN 1317	Machine Shop Blueprint Reading	
x	x	x	x	x	x	x	x	TECH 1341	Occupational Mathematics	
x	x	x	x	x	x	x	x	MCHN 1341	Basic Machine Shop II	
x	x		x		x		x	ENGL 1301	Oral and Written Communications	
x	x	x	x	x	x	x	x	WLDG 1421	Introduction to Welding Fundamentals	
x	x		x	x	x			PSYC 1301	Human Relations	
x	x	x	x	x	x	x	x	MCHN 1352	Intermediate Machining I	
x	x	x	x	x	x	x	x	MCHN 1330	Statistical Process Control for Machinist	
x	x	x	x	x	x	x	x	MCHN 2344	Computerized Numerical Control Programming	
x	x	x	x	x	x	x		MCHN 1354	Intermediate Machining II	
x	x	x	x	x	x	x		MCHN 2335	Advanced CNC Machining	
								PROGRAM COMPETENCIES (as determined by advisory committee)		
								8. BASIC USE OF COMPUTERS		
								7. WORKPLACE COMPETENCIES		
								6. PERSONAL QUALITIES		
								5. THINKING SKILLS		
								4. SPEAKING AND LISTENING		
								3. ARITHMETIC OR MATHEMATICS		
								2. WRITING		
								1. READING		



Program Course Alignment Form

Program Learning Outcomes	Measure	Standard	Course(s) where it will be assessed



Program Outcome Mapping Form

Program Courses	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5

I - Introduced P - Practiced E - Emphasized A- Assessed



The **enrollment plan** is a replicable sequence of actions to bring about a goal defined, in part, by targets.

Include sufficient detail in an enrollment plan so that another person could execute it.

Addressed three elements in an Enrollment Plan:

1. Recruitment, including Special Populations
2. Retention
3. Completion

A fourth element, **4. Placement** is desired because the US Department of Education requires colleges to post placement rates for each workforce program. Placement rates may be viewed as a recruiting tool.

RECRUITMENT, INCLUDING SPECIAL POPULATIONS

Find out how many students are needed to offer a full complement of scheduled classes. This is your optimum enrollment number. **TYPE NUMBER HERE**. How you get there depends on recruitment, conversion to enrollment, retention and completion.

- **For each subpopulation, complete steps 1-7.**

1. Identify each subpopulation that you believe to be a potential source of program prospects. i.e. graduating high school students, incumbent workers, members of special interest groups

Note: Do not include in your enrollment plan Collin College students who are currently enrolled in another program. The aim of new program is to serve employers and to attract new populations of prospective students.

Use this table to document your recruitment sub-populations.

Sub population	Subpopulation size	Recruitment Target

2. Include special populations. Check **ALL** that apply.
 - Racial/Ethnic Groups
 - Veterans
 - Student with disabilities
 - Displaced workers
 - Gender disparities by occupation
 - Nontraditional students
 - Women returning to workforce after children and/or divorce
 - People recently released from incarceration
 - Under-employment
 - Recent Immigrants

Others; describe [Click here to enter text.](#)

- For each population, determine from a credible source the population estimate or its size, i.e. For example **520** students;

26 high schools with a related program or courses
20 (average) students enrolled in courses related to program discipline

Therefore, **26 schools * 1 related course * 20 students = 520 students** in your initial high school pool.

- Describe how you will identify who is in the subpopulation. For example, veterans may be released in the DFW area but how will you know who they are. How can you target the subpopulation?
[Click here to enter text.](#)

- Describe how you intend to contact members of the subpopulation.
[Click here to enter text.](#)

- What number of students do you think will inquire or otherwise begin the enrollment process?
[Click here to enter text.](#)

- What number of students do you think you will convert to enrolled status for your program?
[Click here to enter text.](#)

- (This is your conversion rate. For example, you contact 100 students for an event. 30 respond. Of these 2 enroll. Your conversion rate is 2%. In the future, you should use 2% to help you predict how many enrollees you will get from your contact pool. You may also take action to increase the effectiveness of your recruitment strategies. If you add a new activity, determine the number of responses and the number of students from the respondents who progress to enrollment. If it is higher than your expected number, based on your prior conversion rate, the strategy was effective.)

- Add up all the enrollment conversion estimates from each subpopulation (identified in repeating steps 1-7) to arrive at a fairly realistic total number of projected program enrollees.

The table below is an example. You can delete the content to add your information.

Sub population	Subpopulation size	Recruitment Target
HS related class (such as Computer Programming)	Program in 10 of 37 schools X average class of 20 = 200	15
HS special interest group (such as Computer Geeks Club)	Clubs in 7 schools X average membership of 14 = 98	4
Latino students group	3 groups X 22 members = 66	5
Returning Veterans	15 veterans	2
Total Recruitment Projection	379	26
Conversion rate	=379/26	14.6

- Is this number at or greater than the optimum enrollment target? If not, go back and review your subpopulations. Have omitted a potential pool of prospective students?

Can you take additional actions?

- Designate program specific scholarships
- Invite students on campus to participate in a program-related event
- Approach a local employer of your graduates or one who frequently posts job openings in occupations related to the program
- Other: [Click here to enter text.](#)

RETENTION

What actions will you take to:

1. **Track the progress** of your recruits?
[Click here to enter text.](#)
2. **Mitigate signs of risk.** Check ALL that apply.
 - Absenteeism
 - Failure to turn in assignments
 - Poor academic performance
 - Lack of engagement
 - Other: [Click here to enter text.](#)
3. **Motivate students;** Check ALL that apply.
 - Stackable credentials
 - Encourage students to run degree audits
 - Tours of facilities of major regional employers or other contact
 - Introduction to LinkedIn
 - Student membership in professional associations
 - Guided participation in professional opportunities
 - Ambassador Program to mentor new recruits
 - Co-ops
 - Meet and greet functions
 - Celebrations/recognitions of milestone achievements
 - Other: [Click here to enter text.](#)
4. What number of students is optimum enrollment for offering a full schedule of slated courses? [Click here to enter text.](#) What percentage of your recruitment / enrollment?
[Click here to enter text.](#)
5. What percentage of students are you targeting for retention? _____ (this number impacts your ability to offer a complete schedule of courses in the latter semesters of the degree or certificate. Follow through with your target retention from semester to semester, identifying places where there are barrier courses that reduce enrollment and places where the employment siren calls your students away before completion. Make sure that you will have sufficient enrollment during the last semester to offer required courses that enable student completion.

COMPLETION

Given the demographics of your program, what actions will you take to support completion?
Check **ALL** that apply.

- Analyze the program points** where students leave for employment or face curriculum barriers, prior to completing credential (consider crafting certificates that recognize these employment entry points).

- What **curricular changes** might be needed to enable students to progress normally through the curriculum?
- Is the **curriculum designed in load and sequence** so that part-time students can succeed? Could you use self-check online modules that don't impact the course grade to let students monitor their progress and ensure readiness for the next learning outcome(s)?
- Notify students of approaching completion** of award (i.e. only 12 SCHs remaining; only 6 SCHs remaining, etc.)
- Momentum actions** – Consider building a matrix of Intentional engagement actions that build momentum toward graduation , including Tours of facilities of major regional employers or other contacts; introduction to LinkedIn, student membership in professional associations; guided participation in professional opportunities; ambassador program to mentor new recruits; co-ops, meet and greet functions; invitation to participate in college fairs to partner with a faculty to represent the program opportunities
- Celebrations** – Intentional identification of success points - could be linked to degree audit showing attainment of milestones. Could be through email or a program-level or class event.

Use the table below to tally the number of **projected completers from 1 to 5 years**. The information you will provide will be used to calculate the funding and revenue for the program.

Program	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	5 Years Total
AAS – Program Name	10	12	14	16	20	72
Certificate – Level I – Program Name	15	20	25	30	35	125
Certificate – Level II – Program Name	12	16	18	20	25	91
Total	37	48	57	66	80	288

PLACEMENT (optional)

Actions to support Placement: How will the program support placement? Check **ALL** that apply.

Some suggested actions to support placement:

- Create pipelines to regional employers
- Send lists of upcoming graduates to employers
- Provide a meet and greet for students and Advisory Committee employers;
- Establish co-op or internship opportunities;
- Provide letters of reference;
- Create a Linked in program site or job posting site for local employers hiring in your program area
- Others: [Click here to enter text.](#)

Advisory Committee Meeting Minutes Form

CHAIRPERSON:		
MEETING DATE:	MEETING TIME:	MEETING PLACE:
RECORDER:		PREVIOUS MEETING:

MEMBERS: (P = Present) Add nonmembers present to the bottom of the table with heading "Others Present."

(P?)	Name and Title (List all members)	Business Affiliation	Name and Title

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:		
New Business:		
Curriculum Decisions:		
Other:		

AGENDA

MINUTES

Key Discussion Points	Discussio
Old Business:	
New Business:	
Curriculum Decisions:	



Other:		
CHAIRPERSON SIGNATURE (or designee):	DATE:	NEXT MEETING:





Documentation for New Program Development

Institutions should document that the following were reviewed during the new program design and planning process. Coordinating Board staff may request additional documentation during the new program approval process.

1) Documentation of Workforce Demand for the Program

Institutions must document pertinent local, regional, and/or statewide workforce demand for the program. Links to data sources from the Texas Workforce Commission are available at <http://socrates.cdr.state.tx.us/iSocrates/Files/GIPWE.asp>. To satisfy this requirement, institutions must document the program would accomplish at least *two* of the following:

- 1) prepare students for an occupation that has been documented as needed from a strategic planning website such as Economic Modeling Specialists, Inc.;
- 2) prepare students for an occupation that is on the list of targeted, high demand, or priority occupations on the institution's [Local Workforce Development Board](#) website;
- 3) prepare students for an occupation that has been identified as an emerging and/or evolving occupation for the region or state in the Texas Workforce Commission's [Labor Market and Career Information](#);
- 4) offer a program for which the [Occupational Outlook Handbook](#), published by the Bureau of Labor Statistics, indicates high occupational demand for the next five to 10 years;
- 5) offer a program for which a survey of local or regional employers documents sufficient employment opportunities for the projected enrollment in the program. If a survey is used, documentation should include the type of survey (phone, mail, etc.); description and size of the population; description of sampling techniques; number and location (in district, service area, and/or statewide) of employers surveyed, including the total number of surveys sent and the number returned; number of usable responses; salary ranges and employment opportunities by job title; and demonstration that the program education or training results in added value or an entry level wage higher than minimum wage and/or a standard of living above poverty;
- 6) offer a program that meets advisory committee recommendations;
- 7) offer a program for an occupation listed in the [Occupational Information Network \(O*NET\)](#); or
- 8) offer a program that meets new regulatory/accrediting requirements.

2) Assurance of Basic and Workforce Skills

The college must maintain documentation that the appropriate level of academic and workplace skills will be achieved upon completion of the described curriculum. See Chapter Three for more information on identifying program competencies during program development.

3) Enrollment Management Plan

The institution should design a program-specific enrollment management plan. The plan should provide evidence that the proposed new program will have sufficient enrollment to support the program, including the following:

- 1) identification of articulated feeder institutions and programs (e.g., high schools offering



- programs of study or dual credit courses);
- 2) a strategy for enrollment projection and management that includes student recruitment and program marketing;
- 3) a plan that specifies activities for access, recruitment, retention, and placement of students from special populations;
- 4) a history of enrollment in related continuing education/workforce education courses (if applicable); and
- 5) projected enrollment, including the anticipated number of program majors for the first year of program operation, the anticipated average annual enrollment thereafter, and the anticipated annual number of graduates once the program is fully implemented.

4) Program Linkages and Demonstration of Non-Duplication

Each program (or group of similar programs) should document linkage(s) with public secondary schools and/or other institutions of higher education, as well as non- duplication with similar programs within the higher education region and/or service area. Documentation should include the following (as applicable):

- 1) identification of similar workforce education programs and related training programs in the region/service area. Assistive data are available at the Coordinating Board’s [Texas Higher Education Data](#) website;
- 2) documentation that contact has been made with appropriate institutional administrators to initiate program-specific articulation;
- 3) a timeline for the formal initiation of these linkages;
- 4) a statement specifying the form(s) of program linkage(s) that will be initiated [e.g., articulation agreements, programs of study, dual credit; Advanced Technical Credit); and/or
- 5) documentation that clearly justifies the need for any proposed program that duplicates an existing program in the region or service area.

5) External Agency Approval, Certification, and Accreditation

Institutions wishing to enter contractual agreements with non-regionally accredited organizations should consult [Coordinating Board Rules Chapter 9, Subchapter G](#). The institution must document the process and timeline for any required or voluntary external agency approval or accreditation required to ensure the eligibility of graduates to take the examinations required for certification, licensure, or registration.

6) Assurance of Adequate Funding

The institution should detail the initial resources needed for the program, including existing and additional faculty, facilities, equipment, and an estimate of annual operating costs. The following areas should be addressed:

- 1) Faculty. For applied associate degree programs, at least one full-time faculty member with appropriate credentials must have his or her primary teaching assignment in the major, curriculum area, or concentration. All certificate programs must have at least an assigned program coordinator who is a full- time employee of the college and at least one part-time faculty member with appropriate credentials. See Chapter Two for more information about personnel requirements;
- 2) Facilities. These must be adequate for the delivery of the program. All out-of-district or off-campus resources must be adequate to support a program of



- quality equal to that of the main campus;
- 3) Equipment. A general list of required equipment, estimated costs, and potential donations must be provided; and
 - 4) Five-year Costs and Revenue. Details of how the institution will meet projected new program costs for the first five years, including personnel, operating expenses, and capital outlay, must be provided.

7) Advisory Committee Minutes

The institution must keep on file the minutes of all advisory committee meetings conducted for the planning of the program. The minutes from at least two formal advisory committee meetings held prior to submitting the new program application should clearly document industry support. See Chapter Three for more information about advisory committee requirements.



A comprehensive approach to integrating all of the College's programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students with of the institution. It becomes Strategic Enrollment Management when it actively integrates planning, strategies and structures in the formal enrollment management units with the institution's evolving strategic planning, its academic vision, and its fundamental mission.

PRINCIPLES that guide all current SEM activity:

- Establishing clear enrollment goals
- Promoting student success
- Determining, achieving and maintaining optimum enrollment
- Enabling the delivery of effective academic programs
- Generating tuition
- Enabling financial planning
- Increasing organization efficiency
- Improving service levels

NINE TIPS for SEM - from Peter Bryant, Noel-Levitz, SEM Strategist

While every program is different, the following nine strategies have helped many campuses not just stay ahead of these changes, but use these changes to their advantage in recruiting and retaining students.

1. SET REALISTIC ENROLLMENT GOALS – NOT PROJECTIONS

Think about the enrollment goals in your own department. Do you know what they are? Do other key personnel know them? Does everyone support them? Every program manager should answer yes to those three questions, yet very many cannot.

WHY?

Because goal-setting is often an abstract exercise free from relevant data and market analysis. *It is crucial to look at who you have been enrolling and who your competition enrolls before you set future goals.* Enrollment goals also need to go beyond one number. They need to be segmented into subpopulations—major, ethnicity, geography, nontraditional, transfer, and so on.

2. IDENTIFY AND SECURE SUFFICIENT RESOURCES TO MEET ENROLLMENT OBJECTIVES

As part of a realistic goal-setting process, you have to *know what resources you will need to reach your goals.* If you say that you will send faculty to staff a college fair table, will you have the manpower to do it? If you say you will visit county high schools, do you have the manpower to make that happen? Be prepared to support your enrollment management plan with a resource request.

3. DEVELOP AN ANNUAL MARKETING AND RECRUITMENT PLAN AS WELL AS A THREE-TO-FIVE-YEAR STRATEGIC ENROLLMENT AND REVENUE PLAN

Much like asking what your goals are, do you know what's in your annual enrollment plan? Is it visible from your desk, or tucked away like a library book? Successful enrollment plans are *living* enrollment plans. They are working action documents that should be referred to regularly and routinely modified. They should also include daily tasks, monthly objectives, and 90-day action plans. They should have sufficient detail to enable you to hand them to someone else to execute.

In addition, it's important to have a working, realistic strategic enrollment plan that looks three to five years ahead. That plan should chart a course for your program from what it is now at startup to what it will become.

4. DEVOTE AS MUCH ATTENTION TO STUDENT RETENTION AS YOU DO RECRUITMENT

Let's say you want to raise enrollment by 5 percent. You could increase incoming enrollment by 5 percent. Or you could increase new students by 2 percent while increasing student retention by 3 percent. The latter approach tends to be much more cost effective.

However, retention requires attention. Your program has to be committed to persistence and completion and must develop a system for identifying which students need and want assistance, so you can help more succeed and graduate.

5. BUILD YOUR RECRUITMENT DATABASE AND INQUIRY POOL BY DESIGN, NOT BY CHANCE

Getting the enrollment you want begins with a plan to build and manage a database, including an inquiry pool of the right size and shape. You also need to set specific conversion and yield goals so that you can manage your inquiry pool more strategically.

Note, too, that different types of applications will convert at different yield rates. Paper, online, and the Common Application will track differently—be sure to monitor these rates and plan accordingly.

6. TRACK YOUR MARKETING AND RECRUITMENT ACTIVITIES

Michael Porter famously said, "*What gets measured gets done.*" In an era of limited resources for program marketing and recruitment, you cannot afford to put time and dollars into activities with no measurable return on investment.

This process can be boiled into **four main components**:

1. Identify which metrics to track.
2. Know how to track the metrics you identified.
3. Guide your decisions with the data you collect.
4. Monitor the effect of your efforts and adjusting accordingly.

Having a solid set of marketing and recruitment metrics you can track allows you to benchmark your efforts from year to year and make crucial decisions on allocating resources and strategies.

7. QUALITY AND GRADE PROSPECTIVE STUDENTS PRECISELY

The "secret shopper" phenomenon—prospective students who make the first contact at the application stage—is a growing and well-documented development. This has made qualification even more important because the contact at the application stage leaves campuses with so little time and space to maneuver with a prospective student. It's now more imperative than ever to give students opportunities to raise their hands and make contact, especially on your Web site, where many will go for their initial research. Turning a potential secret shopper into an inquiry can buy you valuable time to connect with a prospective student and nurture a relationship that can lead to enrollment.

Predictive modeling is another way to qualify and shape your pool. This statistical model examines the characteristics of students who enrolled at your institution, then uses those data to predict the enrollment likelihood of prospective students. That qualification can dramatically increase the strategic focus of your recruitment efforts and make the allocation of recruitment resources much more efficient.



8. IMPLEMENT A STRATEGIC COMMUNICATIONS FLOW

With the seemingly chaotic mix of print, e-mail, The Web, and social media, there may not seem to be much “flow” with recruitment communications. As with student qualification, though, building a communications flow remains a bountiful recruitment strategy if it is handled strategically.

First, you still have to think through the communications at various enrollment stages— inquiry, applicant, admit, deposit. Regardless of where a student enters the flow, progressing them to the next enrollment stage remains the goal.

Second, focus your electronic communications wisely. Having a Web site that engages students is paramount. You want to invite communication in addition to delivering information. Give students opportunities to provide their e-mail addresses or even opt-in to text messaging. Do the same with social media, but be careful not to go overboard. You are better covering fewer social media outlets well rather than spreading yourself too thin.

Finally, get parents and guardians involved in the flow. According to research conducted by Noel-Levitz, 60 percent of parents and guardians are involved with the college research process. Target them with communications and make them ambassadors for your program.

9. AWARD FINANCIAL AID SO STUDENTS GET WHAT THEY NEED AND EXPECT TO ENROLL

The ability to afford a college education has emerged as the biggest roadblock to attending college. Perhaps nothing will turn away a prospective student faster than a feeling that they cannot afford your institution. You have to address this concern immediately and accurately.

Putting a net price calculator on your program Web site is a great first step to addressing the cost concerns of students and their families. However, you need to make the calculator easy to find and customized to reflect merit aid (something the federal calculator does not do). Providing a price estimate that does not include all eligible aid from federal, state, local, or institutional sources can put your program at a competitive disadvantage.

In addition, you need awarding strategies that address need *and* willingness to pay. Doing this successfully means that you have to understand the price sensitivity of the various student populations you hope to recruit. It is also important to allocate aid for the career of the student. Front-loading awarding could put students at risk of dropping out, which hurts both the student and your campus, as recruiting new student’s costs far more than retaining them.

