Creation of New Academic Programs at the Commonwealth Campuses

Hendricks Conference
May 12, 2015

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Associate VP for the Commonwealth Campuses and Senior Associate Dean for Academic Programs
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Three goals

1) Describe the process by which potential academic programs are identified.

2) Describe the process by which programs are approved for delivery on the campuses.

3) Assess the appeal of select programs to adult learners at UP and the campuses.
Commonwealth Campus Aggregate Memo (8/24/11)
“[N]ew programs should be strategically selected, based on high prospective demand and high student interest, and, to the extent possible, be career-oriented.”


- **High prospective demand** = appealing to high school students and families
- **High student interest** = as demonstrated by enrollment numbers of current students
- **Career-oriented** = realistic pathway to jobs in demand
### Top 10 Occupations in the Southwestern Region that Require a Bachelor’s Degree

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Accountants &amp; Auditors</td>
<td>11,820</td>
<td>12,770</td>
<td>950</td>
<td>96</td>
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<tr>
<td>Elementary School Teachers</td>
<td>9,450</td>
<td>9,580</td>
<td>130</td>
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<tr>
<td>Middle School Teachers</td>
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<td>6,860</td>
<td>100</td>
<td>11</td>
<td>149</td>
<td>160</td>
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<tr>
<td>Human Resources, Labor Relations, &amp; Training Specialists</td>
<td>4,530</td>
<td>5,190</td>
<td>660</td>
<td>65</td>
<td>77</td>
<td>142</td>
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<tr>
<td>Computer Systems Analysts</td>
<td>4,420</td>
<td>4,630</td>
<td>210</td>
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<tr>
<td>Civil Engineers</td>
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<td>4,050</td>
<td>480</td>
<td>46</td>
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<td>Management Analysts</td>
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<td>3,950</td>
<td>120</td>
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<tr>
<td>Industrial Engineers</td>
<td>3,450</td>
<td>3,920</td>
<td>470</td>
<td>47</td>
<td>76</td>
<td>123</td>
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<tr>
<td>Network &amp; Computer Systems Administrators</td>
<td>3,440</td>
<td>3,910</td>
<td>470</td>
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<tr>
<td>Market Research Analysts &amp; Marketing Specialists</td>
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<table>
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<th>low</th>
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<tr>
<td>low</td>
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<table>
<thead>
<tr>
<th>Criminal Justice</th>
<th>Mechanical Engineering</th>
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<tr>
<td>Journalism</td>
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<td>Psychology</td>
<td>Nursing</td>
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<td>Philosophy</td>
<td>Software Engineering</td>
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<td>Classics</td>
<td>Computer Science</td>
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<tr>
<td>Theatre</td>
<td>Rehabilitation and Human Services</td>
</tr>
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</table>

**Market Demand for Jobs Requiring a Baccalaureate Degree**
Projected Enrollment

Program Costs (one-time startup, faculty, facilities, equipment, supplies, etc.)

- Low cost, High enrollment
- High cost, High enrollment
- Low cost, Low enrollment
- High cost, Low enrollment
Commonwealth Campus Aggregate Memo (8/24/11)
“The Core Council recommends that the consolidation and shared resources approach to administrative infrastructures at the Commonwealth Campuses by extended to faculty sharing arrangements where feasible and appropriate . . . Faculty may be appointed on the budgets of more than one campus and physically teach at more than one campus where logistics and distance are not prohibitive . . . [S]tudents on multiple campuses may be able to utilize a course offered from another campus using video or other technology.”

“The Vice President for Commonwealth Campuses will be charged to develop, where appropriate, regional clusters of activity and resource-sharing among Penn State Campuses. These arrangements are not restricted to actions within a single academic college, but may cross college structures of the campuses in order to facilitate programmatic collaboration, cost savings, and more effective utilization of resources.”

Penn State's Campuses and Organizational Structures: Building on the Past, Preparing for the Future, Penn State News -- 3/22/05 (http://live.psu.edu/story/11049)
Examples of Shared Programs

2010
• Administration of Justice (Beaver, New Kensington, Shenango)
  *Total enrollment of 96 students in Fall 2014*

2014
• Administration of Justice (DuBois, Fayette, Greater Allegheny)
• Administration of Justice (Hazleton, Wilkes-Barre)
• Accounting option of Business (Hazleton, Schuylkill, Wilkes-Barre)
• Biology (Harrisburg, York)
• Corporate Communication (Hazleton, Lehigh Valley, Schuylkill, Wilkes-Barre)
• Rehabilitation and Human Services (Hazleton, Wilkes-Barre)

2015 (anticipated)
• Biobehavioral Health (Greater Allegheny, New Kensington)
• Health Policy and Administration (Harrisburg, Mont Alto)
• Project and Supply Chain Management (Beaver, Fayette, Greater Allegheny, New Kensington, Shenango)
Academic Administrative Policies and Procedures Manual

P: Curricular Principles and Procedures
http://www.psu.edu/oue/aappm/P-0-curricular-principles-and-procedures.html

P1: New Undergraduate Degrees/Majors, Options, IUGs, and Minors; Name Changes
http://www.psu.edu/oue/aappm/P-1-new-undergraduate-degrees-majors-options-iugs-minors.html

P2: Changes in Undergraduate Programs/Major, Options, IUGS, and Minors
http://www.psu.edu/oue/aappm/P-2-changes-in-undergraduate-programs-majors-options-iugs-minors.html

P3: Moving/Sharing/Discontinuing Degree Programs among Colleges and Campuses
http://www.psu.edu/oue/aappm/P-3-moving-sharing-discontinuing-degree-programs-among-colleges-campuses.html

P4: Academic Program or Minor Closure
http://www.psu.edu/oue/aappm/P-4-academic-program-minor-closure.html
Commonwealth Campuses

P-3 Academic Program Approval Path – Moving/Discontinuing Degree Programs
Effective Summer 2006

List of Abbreviations:
AAPPM – Academic Administrative Policies and Procedures Manual
ACUE – Administrative Council for Undergraduate Education
AD / DAA – Associate Dean / Director of Academic Affairs
UFS – University Faculty Senate
OVCC – Office of the Vice President for Commonwealth Campuses
VPCC – Vice President for Commonwealth Campuses
OVUPE – Office of the Vice President for Undergraduate Education
VPUE – Vice President for Undergraduate Education

PROSPECTUS PROCESS

Return to Campus

PROPOSAL PROCESS

Return to Campus
Learning Quality Indicators for P1, P2, and P3 Proposals

- On-going availability of a minimum of three or more standing faculty;
- Program leadership by senior-level faculty;
- Availability of a standing faculty cohort academically and disciplinarily aligned with the proposed program;
- Ability to move student program cohorts through in a timely manner;
- Impact on the University's preference to utilize, whenever possible, standing or tenure track senior level faculty in lower division undergraduate courses;
- Availability of faculty to deliver currently authorized, as well as new programs;
- Availability of a sufficient number of program electives within the discipline and in supporting area of study;
- University-wide curricular integrity that includes disciplinary community engagement and the avoidance of curricular drift;
- Ability to minimize the need for core course substitutions and explicit rationale for, and justification of, necessary core substitutions.

[http://www.psu.edu/oue/aappm/P-1-new-undergraduate-degrees-majors-options-iugs-minors.html](http://www.psu.edu/oue/aappm/P-1-new-undergraduate-degrees-majors-options-iugs-minors.html)
II. Market Analysis

**Campus Instructions:** insert one or two paragraphs that contextualize the data presented below, including an overview of the career paths of students who will graduate in the proposed program, a summary of the national and state employment outlook, and a statement regarding the regional competition. Local market information may be added if relevant. For programs leading to graduate study, include the graduate fields of study students may be eligible to pursue.

<table>
<thead>
<tr>
<th>Job Market for Graduates</th>
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<tbody>
<tr>
<td>National Employment Outlook <strong>(OVPCC will complete)</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>State Employment Outlook  <strong>(OVPCC will complete)</strong></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

b. Competition within the Region

| Regional Colleges and the Number of Degrees Awarded  **(OVPCC will complete)** |
|---|---|---|
| | | |
IV. Faculty Resources

*Campus Instructions:* In a narrative statement, address the following:
(1) ability of your current faculty to contribute to the program,
(2) identify the senior faculty member(s) who will assume leadership for the program,
(3) how you will address gaps in coverage for the proposed program, and
(4) your plans to hire additional full-time faculty members to meet the University minimum of three core faculty members to offer the program.

*Maximum length without tables: one page.*

Existing Full-Time Faculty Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointment Type</th>
<th>Discipline and Specialization Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>example: Milman Parry</td>
<td><em>TT</em></td>
<td>Classics; Greek epic poetry</td>
</tr>
</tbody>
</table>

Full-Time Faculty Hiring Plan

<table>
<thead>
<tr>
<th>Appointment Type</th>
<th>Discipline and Specialization Area</th>
<th>Start Date</th>
</tr>
</thead>
</table>
VII. Facilities and Technology Resources

*Campus Instructions:* Explain how the campus’s physical infrastructure will support the program. If there are any gaps in coverage, identify them and include a plan on how you will address them in a timely fashion. Be specific to the program. Maximum length: two pages.

a. Classroom and Laboratory Facilities

b. Library Resources

c. Computing Resources

VIII. Academic Support for Students

*Campus Instructions:* Explain how the campus’s personnel will support the program. Be specific to the program. Maximum length: four pages.

a. Academic Advising

b. Learning Support

c. Internships (if relevant)

d. Career Advising
<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
<th>P1 College</th>
<th>Prospectus</th>
<th>ACUE Review</th>
<th>Submitted</th>
<th>Status</th>
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<td>Accounting</td>
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<td>Nov 2013</td>
<td>Dec 2013</td>
<td>Mar 2014</td>
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<td>Berks</td>
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<td>Jan 2014</td>
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<td>UC</td>
<td>Sep 2013</td>
<td>Dec 2013</td>
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<td>UC</td>
<td>Oct 2013</td>
<td>Feb 2014</td>
<td>Feb 2014</td>
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<td>Dec 2013</td>
<td>Apr 2014</td>
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<td>Apr 2014</td>
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# Status of 2014-15 New Programs

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<th>Approved</th>
<th>Campus</th>
<th>Program</th>
<th>P1 College</th>
<th>Prospectus</th>
<th>ACUE Review</th>
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### Status of 2014-15 New Programs

#### ACUE Review Completed

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<td>Global Language and Culture (minor)</td>
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#### Prospectus Submitted

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<td>IST - Design option</td>
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<td>DuBois (via WC)</td>
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*Bold: First Year a Commonwealth Campuses Program Awarded a Degree*
## Percentage of Degrees Awarded to Adult Students 2002-2013

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Low #  High #
Academic Consortia
“The organizational structure of the Commonwealth Campuses and the University College, University Park, new technology developments in course delivery, and the University's commitment to viewing Penn State as one university also enable a consortium of Penn State colleges and/or campuses to integrate faculty, administrative, fiscal, and physical resources to deliver a single academic program . . . [C]onsortium degree authorization and delivery is based upon the sum of consortium resources across members, rather than the presence of all necessary elements within a single campus or academic unit.”

http://www.psu.edu/oue/aappm/P-0-curricular-principles-and-procedures.html