



Academic Program Planning to Support Strategic Enrolment Management

Presenter

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Education:

- MBA, Ivey School of Business, Western University
- BA, Western University

Academic Experience:

- Full-time instructor in Marketing and Retailing at Ryerson University
- Full-time instructor, Marketing and Management plus academic leadership roles at Mount Royal University
- Part-time teaching at University of Calgary

Consulting Experience:

- 20 Years consulting with Post-Secondary Institutions
- Evidence-based solutions supported by research and consultation
 - Academic Program Planning, Strategic and Business Planning
 - Organizational Structure and Efficiency
 - Streamlining Processes
 - SEMM Support
 - Diversity and Inclusion

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Presentation Outline and Objectives

Presentation Outline:

- Current Challenges
- Program Planning Literature
- An Approach to Consider
- Discovering New Programs
- Evaluating Options
- Conclusions

Session Objectives:

- Introduce a proven approach to academic program planning
- Demonstrate the process with concrete examples
- Provide enough information to enable you to try the approach in your institution

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Current Challenges with Academic Program Planning

Clients have said that decisions regarding the overall program mix and the introduction of new academic programs is challenging. Some of the reasons mentioned include:

- Lengthy internal processes
- Lengthy government approval processes
- Competition between faculties for new program dollars
- Lack of rigor in process for bringing new program opportunities forward
- Changing economy and jobs shortages
- Changing learner expectations

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Academic Program Planning Literature Perspectives

- “Historically program planning focused less on market segments and more on what faculty interest/expertise existed within the College” (Academic Planning: The Heart and Soul of the Academic Strategic Plan, Daniel James Rowley and Herbert Sherman, 2004)
- “Most program review processes lack rigor” (Strategic Enrolment Management: Canada’s First Book On Strategic Enrolment Management, Jim Black et al, 2010)
- “No institution can effectively recruit for programs if they are tone deaf to the needs and expectations of external constituents” (Black et al, 2010)

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Program Planning Literature Perspectives (cont'd)

- “Programs need to respond better to the needs of the modern student” (Rowley and Sherman, 2004)
- “And become learner-centred” (Leading the Learner-Centred Campus: An Administrator’s Framework for Improving Student Learning Outcomes, Michael Harris and Roxanne Cullen, 2010)
- “The changing nature of work will create additional challenges for young Canadians who are already experiencing suboptimal labour market outcomes.” (The Globe and Mail, October 2017)

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Our Conclusions Regarding the Current State of Academic Program Planning

- There is a need to be more **market focused** in academic program planning including a focus on emerging jobs and changing economies.
- New program **opportunity identification** should be a formal and ongoing process.
- Institutions need to be more **nimble** and move new programs to market more quickly.
- There is a need for **shared institution-wide criteria** to enable meaningful evaluation of alternatives across faculty and department lines.
- Data-driven **quantitative evaluation** of alternative new program opportunities is required.

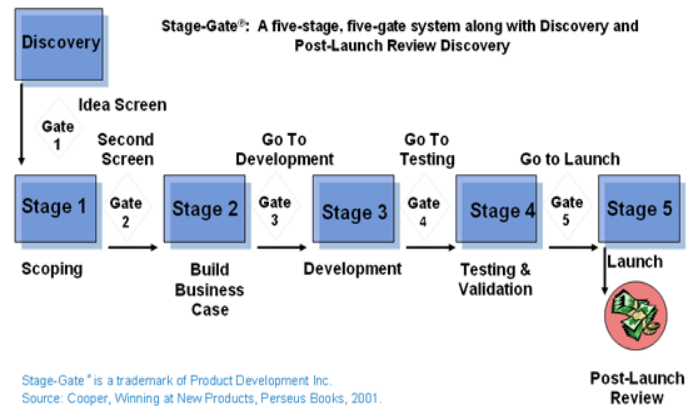
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Searching for an Approach

In searching for an effective approach to new program planning we turned to Dr. Robert Cooper's Stage-Gate® process, which you may recall includes:

- Discovery
- Scoping
- Build Business Case
- Development
- Testing and Validation
- Launch
- Post-Launch Review



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Adapted Stage Gate® Process for Post-Secondary Academic Program Planning		
Stage	Activity	
Discovery	Canadian and international research combined with consultation to identify new program possibilities and alignment with emerging jobs, changing economies and defined target markets.	Go/No Go
Stage 1 – Scoping	Use identified criteria and data-driven quantitative analysis to identify the programs with the best fit using institution-wide shared criteria.	Go/No Go
Stage 2 – Build Business Case	Conduct a more comprehensive needs assessment for those programs deemed most promising and build business cases.	Go/No Go
Stage 4 – Test Market	Test market new programs through continuing education or brokering.	Go/No Go
Stage 3 – Development	Based on test market metrics assess the potential for the longer term and decide if development of curriculum is warranted.	Go/No Go
Stage 5 – Launch	Develop curriculum for the new program, prepare necessary internal and external submissions for approval, build marketing plan and launch.	Go/No Go
Post-Launch Review	Ongoing assessment and alignment of program with market needs.	Go/No Go

Discovering New Program Opportunities

- **Know your competition**
 - Document your programs compared to all others in your market
- **Search the World – Ongoing Opportunity Scanning**
 - Scan for academic programs offered around the world
 - Research secondary sources such as government and industry reports world-wide
- **Consult** – Students, Industry, Community

GAPS?
OPPORTUNITIES?

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Example

In a recent project we were asked to predict growth job opportunities in a **specific community** related to Green Energy, Energy Efficiency and Information and Communications Technology (ICT)

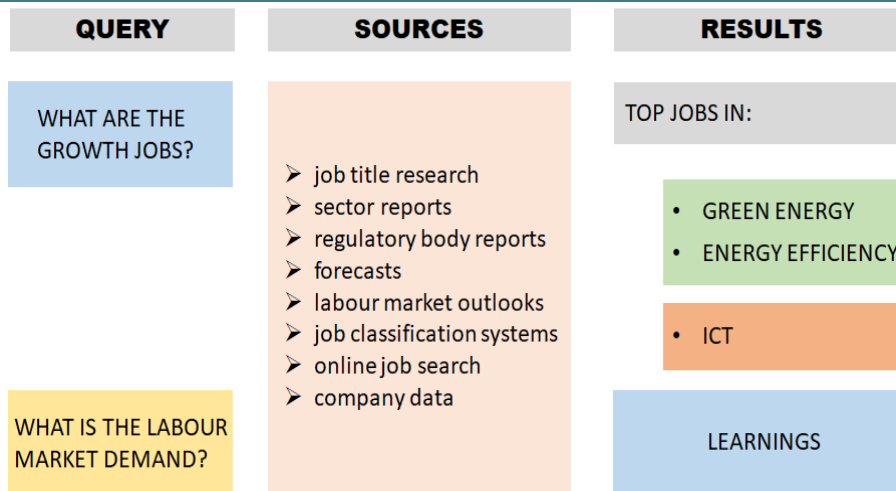
- Our research process took us around the world
 - ❖ What was happening elsewhere – Europe, Great Britain, California
- Then focused in on the current and projected employment opportunities
 - ❖ What jobs were currently available and predicted to emerge
 - ❖ Projected labour market demand and evaluation of those data
- And assessed the education and training available in the community
 - ❖ Significant gaps were identified

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Example



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Example	
QUERY	SOURCES
WHAT ARE THE GROWTH JOBS?	<ul style="list-style-type: none"> • job title research: Bureau of Labour Statistics (BLS) , North American Industry Classification System (NAICS), or National Occupational Classification (NOC and NOC-S), company-specific designations, industry publications, and job postings titles used by hiring organizations • sector reports in Energy Efficiency, Green Energy and Information and Communications Technology • regulatory body reports: Utilities Commission, Energy Regulator • forecasts and reports from government bodies: Energy and Efficiency Advisory Panel (EEAP), and Energy Systems Operator • labour market outlooks: provincial Learning Information Service (ALIS), Regional Occupational Demand Outlook (RODO) and Canadian Occupational Projection System (COPS). • job classification systems: NAICS, NOC and NOC-S • online job sites: www.indeed.com and www.workopolis.com and job banks (Gov.ca, Goodwork.ca) • company data: Government of Canada business directories and MANTA.
WHAT IS THE LABOUR MARKET DEMAND?	

Evaluating Alternatives


When the alternatives have been identified it can be challenging to zero in on the most promising options.



Institution-wide criteria that have been found to be effective for evaluating multiple options include:

- Cost to implement
- Student demand
- Time to implement
- Fit with institutional strategic goals
- Uniqueness
- Labour market demand
- Other?

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Example

University X Criteria:

- Would the new program have intellectual value and meet a societal need
- Is there student interest and demand
- Is there faculty interest and expertise
- Do we have the ability to be a national or regional leader in the area
- Is there an established or planned ability to attain essential resources for program development

An Alternative View of Criteria:

- Cost to implement
- Student demand
- Time to implement
- Fit with institutional strategic goals
- Uniqueness
- Labour market demand

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Data-Driven Quantitative Analysis to Identify Best Opportunities

- Establish criteria, metrics and weightings
- Analyze the data and produce scores for each program under consideration
- Combine the scores plus additional qualitative information
- Conduct sensitivity analysis



Recommend Identified Programs

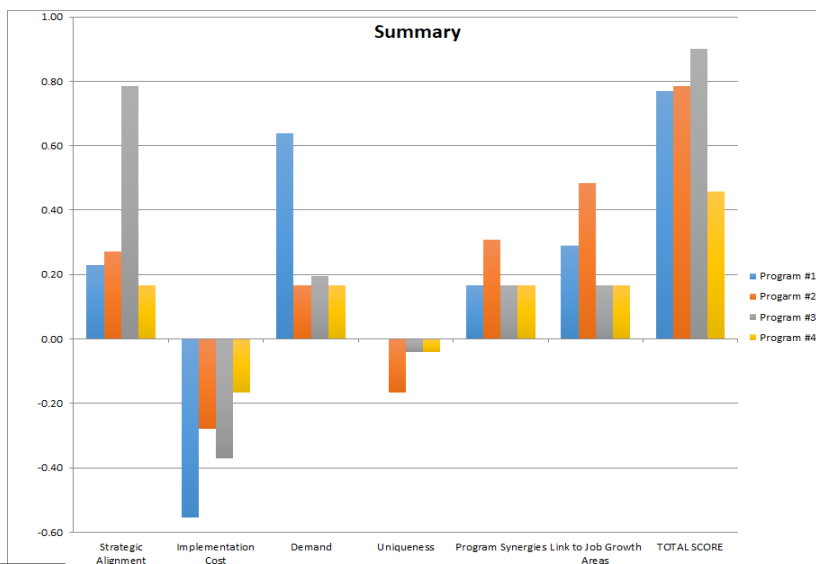
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Example

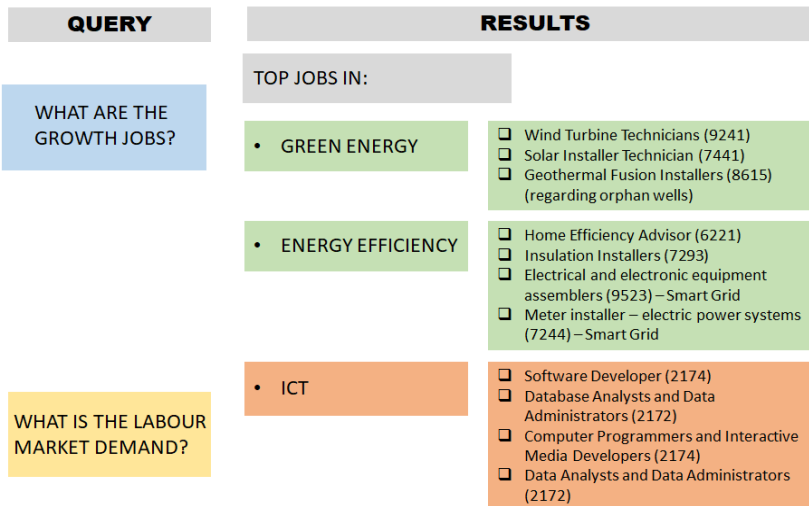


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Example



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Recap: Adapted Stage Gate® Process for Post-Secondary Academic Program Planning		
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Post-Launch Review	Ongoing assessment and alignment of program with market needs.	Go/No Go

Conclusions

- Successful SEMM initiatives assume there is a robust and future-focused range of programs being offered.
- Build or realign programs for the changing economy and emerging jobs.
- Look broadly around the world for ideas in an ongoing new program discovery process.
- Ensure evaluation of alternatives is quantitative and uses criteria that cross-over faculty and department lines so that institution-wide program opportunities can be compared with each other.
- Test market new program possibilities through continuing education or brokering before spending extensive time and money on curriculum development.

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Recap: Presentation Outline and Objectives

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Thank You!

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