Career and Technical Education Program Opportunity Guide

Assess Viability of New Program Launch

Two Ways to Use this Resource

- Identify viable program launch opportunities for career & technical education
- Plan for total cost of new programs through holistic measures of sustainability

Community College Executive Forum

CTE Program Viability Roadmap

Navigating This Resource

Roadmap

Overview of EAB's proposed work plan

This Page

Work Plan

Outline of next steps, discussion questions, potential ownership assignments, and a list of relevant EAB resources

Page 3

Resources

Practices and tools from EAB's research library to assist in implementation of work plan

Pages 4 - 23

Roadmap to Determining CTE Program Viability

Identify Best-Fit Opportunities → **Launch New Program to Solve Middle-Skills Needs** → **Ensure Continued Sustainability**

Step 1: Identify Best-Fit Opportunities

Page 4 of this resource outlines the next steps for your college's Leadership team. Workplans A and B (to be completed concurrently) constitute the background needed to:

- Determine the health of your existing market penetration
- Identify feasible partnership opportunities
- Gauge ability to solve the middle skills-gap based on a current, local market assessment.

Step 2: Launch New Program to Solve Middle-Skills Needs

Continued support from EAB upon completion of Step 1 to help your Launch a new non-degree program

- *EAB's New Program Launch Guidebook*

Step 3: Ensure Continued Sustainability

Continued support from EAB to help you sustain a profitable program.

- *Marketing to New Students*
- *Student Success and Retention*
- *Evaluating Program Health (Dashboard to track program performance)*
- *Adapting to Market Demand (Financial Sensitivity Analysis Template)*

Source: EAB interviews and analysis.

CTE Program Viability Work Plan

Workstream A: Identify Viable Employer Partnerships

Question	Action Step	Suggested On-Campus Partner	Deadline
In which industries do we have strong student and alumni representation?	• Audit alumni and student records for existing partnerships • *Practice: Internal Data Mining (pg.4)*	Alumni Association Director of Business Partnerships Online Program Recruiter	

Which of our programs are already well-established in the local market?	• Audit existing career-orientated programs
	• *Implementation questions*:
	  • Which programs receive the most funding from local business?
	  • Which programs provide externship/internship/apprenticeship opportunities with local business?
	  • Which programs have the highest job placement rates with local business?
		Academic Department Heads
		Director of Business Partnerships
		Online Program Recruiter	

What are the middle skills needs of our current employer partners?	• Survey engaged employer partners to determine local middle skills needs • *Practice: Partnership Development Needs Assessment (pg. 5)* • *Tool: Employer Talent Assessment Template (pp. 6-8)*	Director of Business Partnerships	
Which of our current offerings have the potential to be scaled to fit a middle skills curriculum?	• Create a shortlist of existing programs that could feasibly ladder down to middle skills	Academic Department Heads	
What is our value proposition to local employers?	• Conduct a differentiation audit • *Tool: Differentiation Brainstorming Guide (pp. 9-10)*	Leadership Team	

Outputs:

- *Shortlist of existing warm employer leads*
- *Shortlist of existing career concentrations suitable to fill middle skills-gap*
- *Refined value message*

Workstream B: Conduct Market Demand Evaluation

Question	Action Step	Owner	Deadline
What is the status of our local labor market? What are the most in-demand skills/where is the job growth?	• Labor Market Analysis • *Tool: Market Demand Validation Checklist (pp. 13-14)*		**Begin immediately (12-week process)*
Which skills do our current (and incoming) students desire most?	• Student Demand Analysis • *Tool: Market Demand Validation Checklist (pp. 15-16)*		
What are our competitors offering?	• Competitor Analysis • *Tool: Market Demand Validation Checklist (pp. 17-18)*		

Outputs:

- *Viable program launch options*
- *Local skills gap review*
- *Non-degree proposal template (pg. 19-23)*

Source: EAB interviews and analysis.

Curating a Homegrown Warm Leads List

Louisiana State University builds a warm leads list of prioritized prospective partners by mining their open enrollment data. After noticing that companies were enrolling employees in disparate courses without considering how LSU could more holistically serve their needs, LSU staff began to routinely survey noncredit students.

LSU uses publicly available location and employee information about company prospects and combines it with key metrics gained from the open enrollment survey, including the number of employees any given company sends to training, their primary reason for enrollment, popular courses attended, the financial assistance rate, and company training spend. This corporate intelligence is then used to create customized sales pitches for the prioritized partners. Building a leads list from data mining took just 10 hours of labor, but it resulted in a 10 percent increase in revenue in LSU's first year of mining data.

Mine Internal COE Data for Quick-Win Leads

LSU | Continuing Education

Assemble **internal intelligence** based upon open enrollment student information form

Employer	Most Popular Course	Company Training Spend
Johnson Construction	Project Management	$18,500
Lafayette Credit Union	Strategic and Organizational Planning	$14,000

Key Data Fields for Collection

- Total employer training spend
- Most popular courses
- Authorizing agents

Warm Leads Offer Quick Boost to Training Revenue

10%

Increase in training revenue in first year of data mining

<10

Hours of total staff time for data mining and consolidation

The University of Delaware takes a similar approach by referencing current employer engagement to identify warm leads. Business development staff created a one-page document outlining various ways corporate partners can engage with the institution, from executive education to technology products and career services. Staff at Delaware looked beyond what many institutions would classify as partnership activities and were able to identify more than 400 employers with existing relationships to the institution. The vast majority of those employers had limited engagements with the college, which presented strong opportunities to upsell and expand the existing partnership.

Identify Partnerships Beyond the Obvious

University of Delaware | Lerner College of Business & Economics

Executive Education

Corporate Associate Programs

Typical extent of partnership definition

\+

Undergraduate Mentoring

MBA Enrollments

Student IT Projects

Broadened Partner Definition Grows Prospect Pool

400+

Existing Lerner College Partners

9%

Of current partners maintain multiple engagements

LSU and the University of Delaware both challenge the typical definition of partnership and approach employers with the necessary knowledge of how they were already benefiting from University programs and services, making a partnership pitch more likely to succeed.

Source: EAB interviews and analysis.

Proactively Surface Influencers' Needs

UC Irvine's HR Pre-assessment Primes Employers for Internal Coordination

Recognizing that initial sales meetings are often unproductive, as HR representatives are typically far removed from the business managers who hold critical context on training needs, the **University of California – Irvine** created a primer assessment that is circulated to prospective partners ahead of an introductory call.

The document lays out all the necessary information UC Irvine needs to create a high-quality custom training program, including basic company information, a detailed analysis of training needs, audience profile, and delivery preferences. It also frames the necessary information for the HR manager, who, while often in charge of liaising with the University, is rarely the person who initiates the training.

Lead → **Assess** → **Proposal** → **Curriculum Development**

UCI Division of Continuing Education

1. Pinpoint **key influencers**

   Q: *Who is sponsoring this training?*

2. Establish **competencies of audience** for best-fit training

   Q: *What is the education level of the group?*

3. Define and diagnose **current performance** levels

   Q: *Do you have best practices we can use as examples?*

4. Identify **motivational impediments** to success

   Q: *What is the attitude of the audience toward the training?*

Case in Brief

- UC Irvine account managers hold **introductory phone call with prospect**
- **Follow up with assessment** to ease burden on employer and uncover insights for training design
- Insights **accelerate sales cycle and improve training design**

By arming partner stakeholders with key questions, UC Irvine staff enter introductory calls with detailed insights on the employer's needs and the programs that could meet them. As a result, fewer calls and meetings are required to agree on a scope of partnership, effectively shortening the B2B sales cycle. They're also able to lay out clear expectations, leading to higher satisfaction and renewability. The benefits on campus are substantial: 70% of corporate training revenue comes from repeat business.

Source: EAB interviews and analysis.

Tool : Employer Talent Assessment Template

Purpose of the Tool

COE custom and contract training proposals are typically constructed after a college's initial interaction with an individual corporate executive. This reactive approach is problematic for two reasons: one, role-based bias and organizational silos typically prevent the HR representative in charge of liaising with the college from accurately describing the training need; two, waiting until after the first in-person interaction has occurred to create a proposal does not leave time for a COE unit to create a nuanced proposal, resulting in stalled approval processes.

By proactively offering assessment services, universities can demonstrate tailored customer insight in the negotiation process and design a proposal that appeals to multiple influencers within the organization. UC Irvine's standardized needs-assessment helps the primary purchaser navigate internal silos while also gathering information pertinent to program design. B2B sales representatives should use this tool early in the sales cycle, typically in their initial conversations with HR executives.

Assessment

UCI Extension
Continuing Education

Company Information

Key Questions/Information	Response
What is the name of your company?	
Purchaser contact information (name, title, email, phone number, other purchasers)	
How did you hear about working with our unit?	• Internet search • Professional association • Internet ad • Word-of-mouth referral (if so, by whom?) • Print ad

Training Needs Analysis

Key Questions/Information	Response
What are the specific reasons for this training request?	
Who is requesting this training, i.e., the target audience, senior leadership, a given department, human resources, training and development, management?	

Source: EAB interviews and analysis.

Tool : Employer Talent Assessment Template (cont.)

Key Questions/Information	Response
Who is sponsoring/paying for this training or partnership, i.e., the target audience, senior leadership, a given department, human resources?	
What are the specific goals/learning objectives and outcomes of this training?	
Is the request motivated by deficient performance? If so, what is the issue, and how is it affecting your business?	
Are any new processes, workflows, or employee expectations being put in place?	
Are there existing best practices or company processes that we should embed in training or course programming?	

Audience Profile

Key Questions/Information	Response
Who is the audience for this training or partnership?	
What are their job titles? What departments do they work in?	
What are the primary responsibilities of the audience?	
What is the anticipated number of employees needing training or development?	
What experience profile do these employees possess, i.e., years of professional experience, education level?	
What is the general attitude of the audience toward the training?	
Have there been previous attempts to provide training or development for this audience in this competency area? Was it well received? Was it effective? Were there any lessons learned?	

Source: EAB interviews and analysis.

Tool : Employer Talent Assessment Template (cont.)

Key Questions/Information	Response
Is this training or program mandatory? How will that impact attendance? Are there any incentives or consequences attached to attendance?	

Program Delivery and Logistics

Key Questions/Information	Response
What is the ideal time frame for delivering training or enrolling in programming?	
Is there a deadline for completion? Any other causes for urgency in program launch or completion?	
What is the preferred delivery method for training?	• Face-to-face • Face-to-face, on-site at employer • Online, synchronous • Online, asynchronous • Blended

Marketing

Key Questions/Information	Response
Do you need assistance with promoting this training or program to your employees?	
If marketing assistance is needed, what channels do you think would be most effective with your employees?	• Email • On-site information sessions • Flyers and physical collateral • Webinar
Would your employees benefit from/enjoy occasional updates on our institution's program offerings for career development?	

Source: EAB interviews and analysis.

Tool : Differentiation Brainstorming Guide

Purpose of the Tool

Many institutions looking to partner with employers struggle to differentiate their own offerings from alternatives in an increasingly crowded training marketplace. Without a clearly articulated message, externally facing college stakeholders will struggle to scale outreach to employers and deepen or renew existing relationships. This can result in unintended consequences including under-representing the full benefits of a college partnership or using imprecise language in sales messaging that doesn't resonate with employer needs.

Convening stakeholders at your institution and defining unique differentiators can result in the added benefits of institutional alignment and confidence in messaging. Circulate the brainstorming guide below to members of your COE unit (B2B sales, marketing, program development) as well as academic department partners and senior leaders in externally facing units to determine how to best position your college's offerings in the employer marketplace.

Brainstorming Differentiators

Items to Consider	Response	Supporting Evidence
How does our institution's programs or services help partner organizations: • Attract or retain employees? • Add a critical skill set? • Improve operational efficiency? • Increase revenue? • Manage risk? • Improve/maintain product quality? • Build and strengthen brand?	*Example: Project management training can make an immediate impact on organizational effectiveness through development of root cause analysis skills. We've also seen employers improve employee retention through a "cohort" effect that builds camaraderie and signals investment in personal growth.*	*Example: Our project management certificate program trained 23 mid-level managers at Employer X in 2015. Employer X saw an immediate increase in retention among the management cohort in the program—who on average stayed with the company an extra year longer than their peers. This saved employer X over $300k in recruitment and retraining costs in 2016.*
How have your best current employer partners chosen to utilize college programs or services? This could indicate a strength that was previously ignored.		
What would a new hire in your unit say are your strengths? This perspective could help break through status quo thinking.		

Key Note

Differentiators are not…

- Always programs. Instead, consider what elements of delivery model, curriculum, or student support set your program apart from competitors. Only in rare cases are programs themselves differentiators.
- Always inexpensive. Some institutions succeed in competitive B2B markets by establishing that college services are worth the additional expense.
- Always about the employer. Consider how you can serve individual employees and meet their long-term career goals.

Source: EAB interviews and analysis.

Tool : Differentiation Brainstorming Guide (cont.)

Short List of Differentiators

Items to Consider	Answer	Is this unique? Valuable? Proven?
What do we believe are the four strongest differentiators for our programs and services?	1. 2. 3. 4.	
How would our employer partners articulate what they believe are the strongest differentiators for our programs and services?	1. 2. 3. 4.	

Capturing External Perception from Current Partners

Units that already engage in productive partnerships should also engage their end users to impart an industry perspective on their institution's programs and services. Employer insights have the benefit of being in industry-centric language, increasing the likelihood these messages will resonate with employers.

For this exercise, designate the partnership's relationship owner to set up a phone conversation or in-person meeting with your partnership contact. Use the following questions as a rough guide for an informal conversation about the value of higher education partnerships. Once the interview is complete, brainstorm ways to serve that current partner more deeply, or alternately, hypothesize how you might message your value statement to prospective partners in the future.

Question	Partner Response	Institution Opportunities
What would you say are your organization's three to five most pressing challenges for the coming year?		
What are your strategic priorities for the coming years?		
What do you look for in a training/ education partner organization? How would they help you meet your business goals?		
What have been the impacts of working with our institution? Have there been any non-obvious or unanticipated benefits?		

Source: EAB interviews and analysis.

Tool

Market Demand Validation Checklist

Overview

This checklist details three different types of market demand data: labor market, student market, and competitor data. It also provides guidance on sourcing and interpreting this data to evaluate demand potential, and prompts valuable questions about the sufficiency and applicability of data analyzed.

Goal

The checklist improves market demand projections by helping faculty champions better understand market data. Specifically, it helps faculty quickly identify the right sources of data to consider when evaluating market demand potential, where to obtain that data, and how to interpret it. Further, it prompts senior leaders to ask the right questions about demand projections to vet assumptions and analyses.

Mistake Avoided

Using one-dimensional demand data to evaluate market potential. Without a comprehensive approach to market estimation, institutions risk using inappropriate or insufficient data to evaluate market viability. Alternatively, even with appropriate and sufficient data, data may not be interpreted accurately. As a result, institutions ultimately base program launch decisions on demand projections that underestimate competition or overestimate student interest.

Intended User

Faculty should consult this checklist to help prepare initial demand projections for proposed programs. Senior leaders should later refer to the checklist when vetting initial projections.

Access this tool: **eab.com/baf/programlaunchtools**

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist

Summary of Common Demand Data Sources and Limitations

Across the next several pages, please answer questions related to the three main categories of market demand data: labor market demand, student demand, and competitor. Note, the table below details where these three data types typically originate and their respective limitations. The limitations are not meant to discourage the use of these sources but to suggest where discounting or augmenting data will be useful.

All of these sources are valuable and worth considering when evaluating market demand. However, it is important to recognize their limitations and evaluate multiple sources to get a complete picture of demand.

Type of Data	Source	Limitations
Labor Market Demand	National and State or Provincial Government Databases (e.g., Bureau of Labor Statistics)	• Databases updated infrequently (i.e., every 3-5 years), so not all new and emerging fields (e.g., data science) are included. • National and state/provincial labor trends do not always apply to local context.
	Industry Associations (e.g., American Nurses Association)	Industry-sourced growth projections often overly optimistic.
	Real-Time Employer Demand Analytics (e.g., EMSI)	Labor market demand does not always translate into student demand.
Student Demand	National and State or Provincial Government Databases (e.g., National Center for Education Statistics)	National and state/provincial student trends do not always apply to local context.
	Institutional Surveys	Indicated interest from representative students (i.e., individuals in target demographic not actively seeking credential) does not always translate into actual student enrollments.
Competitor	Integrated Postsecondary Education Data System (IPEDS)	Multi-year lag time for some datasets (e.g., two-year lag between enrollment period and enrollment data update).

Download market demand validation checklist at **eab.com/baf/programlaunchtools**.

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 1: Labor Market Demand

Labor market data refers to information about employment trends in a given market (e.g., city, region, industry). It offers insight into the hiring needs of employers within that market. Labor market data typically takes two forms: structural and real-time.

- **Structural** labor market data sources rely on surveys and other instruments that collect data periodically. Organizations that provide structural data include the Bureau of Labor Statistics, Statistics Canada, state or provincial departments of labor, and industry associations.
- **Real-time** labor market data sources use web crawling technology to analyze job postings and other employer hiring data. They provide insights into current hiring needs in a given market, including total number of job openings, top hiring employers, skills required to fill open positions, and trends by geography. Sources that provide real-time data include Burning Glass Labor Insight and EMSI.

Valuable questions to ask about labor market demand data include the following:

Question	Guidance	Answer
I. Data Preparation		
List all labor market data sources considered when projecting program enrollment.	See page 12 for a list of most common data sources to consider and their relative limitations. Consider multiple sources where possible to improve accuracy of projections.	
Were internal or external stakeholders consulted when evaluating labor demand? Which ones?	Alumni advisory boards, part-time working professional faculty, and local employers can provide valuable feedback on market trends and the accuracy of projections.	
II. Data Sufficiency		
If employer or industry association data was considered, was it independently verified by a neutral third party?	Industry-sourced growth projections can be biased and overly optimistic. Use verified data when possible, or evaluate industry forecasts alongside objective data sources (e.g., governmental).	
How recent is the labor market demand data analyzed?	Up-to-date labor market demand data enhances accuracy of projections. Refer to the table on page 12 for more information on data lags inherent in certain data sources.	

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 1: Labor Market Demand (cont.)

Question	Guidance	Answer
III. Labor Market Analysis		
What degree level is necessary to obtain in-demand jobs in prospective students' target industry?	Occupational credential preference data can be accessed from O*NET.[1] Prospective students are more likely to pursue additional education if their target profession requires or prefers advanced credentials.	
Is employer demand apparent in target geographic market?	National, state, or provincial trends do not always apply to local context. Where possible, use data specific to the target market to assess demand.	
What is the expected growth rate of prospective students' target industry or occupation?	Growth rates can be accessed from the BLS, StatCan, state departments of labor, or industry associations. Where possible, use growth rates specific to the target market. Higher growth rates suggest greater future program demand.	
What salaries can program graduates expect to earn in our target market?	Salary information can be accessed from sources such as the BLS and O*NET. Higher salaries typically translate to greater student demand for credentials.	
For programs serving regional markets, how do salaries and career opportunities for program's target industry compare to other regional industries?	Data on relative attractiveness of other industries can be accessed from the BLS and state or provincial occupational data sources. Even if a program's target industry is growing, prospective students may favor opportunities in other industries that offer higher salaries and growth prospects.	

1) Occupational Information Network, free online database with access to career information, including educational and experience requirements needed to access jobs and professions.

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 2: Student Demand

Student demand data reflects qualitative or quantitative assessments of student interest and market size. Common examples include number of high school graduates (from the National Center for Education Statistics), number of degree completions in a particular field (from IPEDS[1]), and institutional surveys of individuals in the target audience.

Valuable questions to ask about student demand data include the following:

Question	Guidance	Answer
I. Data Preparation		
List all student demand data sources considered when projecting program enrollment.	See page 12 for a list of most common data sources to consider and their relative limitations. Consider multiple sources where possible to improve accuracy of projections.	
Did you consult other internal or external stakeholders when evaluating student demand? Which ones?	Enrollment management and current students can provide valuable feedback on student preferences and accuracy of demand projections.	
II. Data Analysis		
How recent is the student demand data used?	Up-to-date student demand data enhances accuracy of projections. Refer to the table on page 12 for more information on data lags inherent in certain data sources.	
III. Student Market Analysis		
Is student demand apparent in target geographic market?	National, state, or provincial trends do not always apply to local context. Where possible, use data specific to the target market to assess demand. For online programs, nearly 75% of North American students enroll in programs within 100 miles of their homes. If proposed online program targets students outside of 100 mile radius of campus, please explain why program can attract a broader student audience.	

1) Integrated Postsecondary Education Data System.

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 2: Student Demand (cont.)

Question	Guidance	Answer
III. Student Market Analysis (cont.)		
Does data support student interest in proposed modality?	Prospective student surveys can reveal whether target audiences are interested in one program modality more than another (e.g., online over face-to-face).	
(If student surveys were used to assess demand) How accurate have institutional surveys been in the past?	Indicated interest from representative prospective students (i.e., individuals in target demographic not actively seeking credential) does not always translate into actual student enrollments. Consider student survey data alongside other labor and student data sources to gain a more reliable understanding of demand.	
To what extent could economic or public policy changes impact student demand for the program?	Economic or public policy shifts (e.g., local employer stops reimbursing employees for graduate tuition; legislation ends financial incentives for advanced degrees) can dramatically affect program enrollment. Employer advisory boards can provide feedback on events causing potential demand shifts.	

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 3: Competitor

Competitor data refers to qualitative or quantitative assessments of similar or identical programs in an institution's market. Competitors include both traditional peer institutions and non-peer competitors in prospective students' consideration set. External competitors may also include nontraditional alternatives such as bootcamps. Internally, existing programs in similar fields might also compete for enrollments with proposed programs. Common competitor data sources include IPEDS[1] and institutional websites.

Valuable questions to ask about competitor data include the following:

Question	Guidance	Answer
I. Market Evaluation		
What is the ratio of relevant degree completions in target market to available jobs?	Relevant degree completions can be sourced from IPEDS,[1] and open jobs data can be obtained from labor market demand data sources (listed in table on page 12). A ratio lower than two job postings to one relevant degree completion suggests the market might be oversaturated.	
II. External Competitor Analysis		
Please list the top four competitor programs. How does the proposed program compare in price, size, modality, and other factors?	Programs targeting adult and working professionals may have a different competitor set than traditional undergraduate or research competitors. Non-peer competitors can include national institutions with strong online presence (e.g., Southern New Hampshire University, Arizona State University), community colleges, for-profit institutions (e.g., University of Phoenix), and for-profit bootcamp providers.	1. 2. 3. 4.
What are the primary reasons a prospective student would choose this program over competitors?	Particularly in saturated markets, new programs should have distinctive features (e.g., lower price, more convenient delivery, specialized curriculum, experiential learning features) to attract prospective students.	

1) Integrated Postsecondary Education Data System.

Source: Business Affairs Forum interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 3: Competitor (cont.)

Question	Guidance	Answer
II. External Competitor Analysis (cont.)		
Are competitor institutions seeing high demand from prospective students? How has demand changed over time?	Trends in competitor program enrollments can be accessed from IPEDS[1]. Growing demand for competitor programs can indicate potential unmet market demand, while declining or stagnant demand might signal that new programs need to provide unique value propositions to attract students.	
Is expected class size larger than competitors'? If yes, please justify why program will achieve higher enrollments.	Competitor class sizes are often limited by accreditation or a competitive market for students. New programs may struggle to exceed existing program class sizes without evidence otherwise.	
III. Internal Competitor Analysis		
What existing institutional offerings might attract similar student audiences?	New programs should be sufficiently differentiated from existing campus programs to attract net-new students.	
What new market need does the proposed program address that is not already met by related existing offerings?		

1) Integrated Postsecondary Education Data System.

Source: Business Affairs Forum interviews and analysis.

(NON-DEGREE PROGRAM PROPOSAL TEMPLATE)

Full Program Proposal

Program Name

UNIVERSITY OF THE FRASER VALLEY

Department
Faculty

Submitted to: (e.g. name of committee)

Date:

©name of PWG

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Program Consultation and Evaluation

Admission and Transfer

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Appendix 7:

Institution, Program and Credential Identification

Name of Institution: University of the Fraser Valley

Title of Program:

Credential to be awarded to graduates:

Length of Program:

Rationale for the credential:

Chair, Program Working Group:	**Title:**
Phone:	**Email:**
Dean:	**Email:**

Institutional contact person: ***(applies only for programs submitted for external peer review through online Post-secondary Institution Proposal System/PSIPS)***

Executive Summary

Summarize the purpose of the proposal, and outline the key objectives and outcomes of the proposed program in one or two pages (500 words maximum).

Program Description

Goals and objectives of the new program

Target audience

Avoiding unnecessary duplication in the system

Labour market demand

Curriculum

Skills, knowledge, or other attributes students will develop from the program

Program/course structure

Provincial, national and/or international certifications and standards

Program Consultation and Evaluation

Other provincial post-secondary institutions consulted about the program

Other consultation

Student Loan Program Eligibility

Adequate depth and breadth of ongoing review and evaluation

Safety and other risk management

Admission and Transfer

Other

- *Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal.*

Appendices *(In a separate document, compile all appendices required for your proposal. Below are some of the most frequently used appendices; there may be others relevant to your proposal. Please list them in the order they are referenced in the body of your proposal.)*

- Calendar Copy
- Full Course Outlines (for new and significantly revised courses if not already published in the UFV Academic Calendar)
- Budget Analysis (if applicable)
- Library Assessment (contact the library for this) – does not necessary apply to short certificates
- Comparable Programs
- Labour Market Information
- Student Surveys
- Institutional and Program Learning Outcomes Map
- Letters of Support

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