Existing Campus Program Moving Online: Online Delivery Approval Form

Background

To satisfy the reporting requirements of SACSCOC and to strategically prioritize resources that can demonstrate the strongest return on investment based on established metrics, the Office of Academic Planning and Accountability has revised the Program Approval process for existing programs who want to add an online delivery option.

Online Program Audience

Online programs are primarily intended for adults who are working, have a family, or other potential commitments or circumstances that would make it difficult to attend a program on campus or a program with designated meeting times.

Required Steps for Approval

Below are the steps for an <u>existing</u> campus (face-to-face) degree or certificate to move to an online delivery format:

1. The Academic Unit must complete the Online Delivery Approval form demonstrating that the online program will meet the criteria as indicated below.
2. Obtain statement to confirm the unit dean's approval.
3. Email the form and dean's approval to the Program Approval Service Account (PROGAPPR@louisville.edu).
4. The Provost Program Proposal Review Committee reviews Online Delivery Approval (ODA) submissions and makes recommendation to the Provost.
   a. If the committee's recommendation is to proceed, the proponents are notified to begin the process of developing the online program.
   b. Otherwise, the ODA may either be placed on hold pending receipt of additional information, not recommended for further development online, or will not receive advertising and recruiting support from the Delphi Center.
5. OAPA will notify the unit as milestones toward final approval are completed.
6. OAPA will notify SACSCOC when an online delivery option is added to an existing program.

I.   **Program Information**
   a. Program Name
   b. Department
   c. School/College
   d. Implementation Date (Date program is projected to begin)

II.   **Online Program Best Practices**
   Please indicate whether the academic unit will design the program in accordance with the following best practices for online programs by placing an "X" in the appropriate column. Please give serious consideration to each recommendation.

Yes	No	Online Program Best Practice
		8-week courses *For undergraduate programs, this would be major classes at a minimum although also recommended for general education classes*
		Allow part-time enrollment
		Admit students at least two times/year
		Asynchronous classes (no regular required meeting times)
		100% online (in-person experiences that can be done off-site do not affect this factor, meaning it would still be considered 100% online even if the student has to do in-person assignments where they live)
		Graduate-level programs will not require the GRE, GMAT or other standardized tests for admission

III.   **Quality Program Practices**
   Please indicate whether the academic unit will design the program in accordance with the following best practices for online programs by placing an "X" in the appropriate column.

Yes	No	Quality Program Practice
		Require all faculty who will be developing and/or teaching in the program to go throughDelphi U or have gone through an equivalent training
		Require all faculty developing online courses to partner with an instructional designer inthe Delphi Center and adhere to established deadlines for course creation

IV.   **Academic units that cannot agree to recommendations in Sections II and III should explain why and provide substantiation.**

V.   **Student Demand.**
   Specify evidence of student demand and projected enrollments for the first five years of the program going online.

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time					
Part-Time					
Projected new tuition revenue					

VI. **Employer Demand.** Please complete the table in Appendix A at the end of this template.

VII. **Funding Sources**

1. **Lead Fiscal Officer's Review.** Has the unit's lead fiscal officer reviewed the budget calculations in this letter of intent?

2. **Will additional faculty be needed?** If yes, please explain how UofL will pay for the additional cost.

3. **Faculty Workload.** Describe the impact on current faculty workloads. How will the online program be supported based on current faculty effort?

4. **Budgetary rationale.** Provide the financial rationale or benefit to creating this new program. Explain how the program will be funded, what other programs will be affected, and why putting this program online is considered both an efficient and effective use of funds.

5. **Please provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel needed to provide faculty training and/or assistance with instructional design.** This estimate should include expenditures incurred by other administrative units (e.g., Delphi Center for Teaching & Learning). Note that although this program will not bear the full burden of additional personnel in other administrative units, there are costs associated with bringing programs online that should be considered.

6. **Library Resources.** Are adequate library resources available to support an online version of your program? Please provide a letter from the Dean of Libraries addressing their ability to support the program.

7. **Financial Resources and Program Impact**. The Online Delivery Approval should be developed <u>without</u> the expectation of special financial agreements with the Provost. If no internal allocation or reallocation has been committed to the online program, leave that row blank. Projected tuition revenues should go in the "Other revenues" row of the table (and label it as tuition).

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-year Total
General Funds (internal reallocation)						
Grants or Gifts, list each one						
Other revenues, list each one						
Total Projected Revenues						

8. **New Resource Requirements** – Describe the need for any new or additional resources necessary to implement the online program. Document the expected cost/expenditures in the table below:

Projected Expenses	Year 1		Year 2		Year 3		Year 4		Year 5		Five-year Total	
	#	Cost $	#	Cost $	#	Cost $	#	Cost $	#	Cost $	#	Cost $
Faculty Lines (full-time, adjunct or part-time faculty)												
Graduate Assistant Positions												
Library Support	■		■		■		■		■		■	
Facilities, technology or equipment	■		■		■		■		■		■	
Other (please describe below the table)*												
Total Projected Expenses												

Please provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel needed to provide faculty training and/or assistance with instructional design. This estimate should include expenditures incurred by other administrative units (e.g., Delphi Center for Teaching & Learning). Note that although this program will not bear the full burden of additional personnel in other administrative units, there are costs associated with bringing programs online that should be considered.

VIII. **Fall Enrollment** in the campus program for the last 5 years (Cards Analytics data)

Enter Fall Term	Enter Fall Term	Enter Fall Term	Enter Fall Term	Enter Fall Term

IX. **Degree Completions** in the campus program for the last 5 academic years (Cards Analytics data)

Enter Academic Year	Enter Academic Year	Enter Academic Year	Enter Academic Year	Enter Academic Year

X. **Programs that show a decreasing enrollment trend and/or a poor degree completion**
Provide evidence of how the online format will help increase enrollment in the program and/or increase the degrees completed. Examples of evidence include:

a. Student preference data (surveys, focus groups, etc.) indicating desire to learn online
b. Employer partnerships seeking online degrees for their employees
c. Competitive trends toward online degrees/certificates in the field

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)

2. Please provide source of employer demand information and time frame for the projections:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)

Employer Demand Resources:

Please note the timeframe for the projections.

*   Bureau of Labor Statistics' Occupational Outlook Handbook
*   Kentucky Center for Statistics
*   Kentucky, Bridging the Talent Gap
    Document - https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf
    Interactive website: https://bridgingthetalentgap.org/dashboards/