



Toward an Academic Planning Process

June 2005

Members of the Subcommittee of the Task Force on Academic Planning charged with outlining an academic planning process for CSUCI made a number of recommendations. Members of the subcommittee were Gary Berg, Scott Frisch, Nancy Mozingo, and Steve Lefevre. These recommendations were modified by the Task Force and approved in the language below:

Institutionalizing the Process of Academic Planning

A long range academic plan is central to the success of overall University planning efforts. Institutionalizing the process of academic planning is intended to provide for thoughtful discussion of program growth, to assist the campus in responding to regional and state program needs, and to support the University's mission. Additionally, the Western Association of Schools and Colleges (WASC) standards and recommendations underscore the need for a planning process.

CSU Channel Islands' academic plan is intended to direct on-going discussion of facilities needs and to assist the campus in identifying and prioritizing future construction and renovation. Academic planning is essential in projecting future faculty and staff hiring and in setting campus budget priorities. Finally, academic planning is central to CSUCI attaining student enrollment targets projected for the next ten years.

Toward this end, we recommend that CSU Channel Islands commit to an ongoing academic planning process. We recommend that the University's academic plan, as it emerges from the Task Force's work this spring, and is approved by the Senate and the Provost, is updated on a regular basis.

It recommends that we have in place an Academic Planning Committee (APC) of faculty and administrators charged with:

- collecting empirical data and information on program needs in the region and the state;
- identifying emerging fields and degree opportunities that further CSUCI's mission;
- soliciting input from campus and community constituencies on program priorities;
- providing cost estimates for new and projected programs;

- providing recommendations on majors, minors, emphases and other programs to the Provost and the Academic Senate; all new degrees need to be approved by the Senate
- coordinating the introduction of state-support and self-support programs by working closely with the Dean of Extended Education.

Composition of the Academic Planning Committee.

The Academic Planning Committee should be composed of the following members:

Faculty serving on the Curriculum Committee. These faculty will provide continuity and flow of information between those involved in planning and those responsible for reviewing proposals for new majors, minors, and courses.

The AVP for Academic Programs and Planning, the Dean of Extended Education, a designee from the President's Office, the Director of Institutional Research, a faculty representative from the General Education Committee, and a student representative.

Other administrative areas may be asked for information and staff support in order to assist the planning process. The AVP for Academic Programs and Planning will coordinate the activities of the Academic Planning Committee.

Responsibilities of the Academic Planning Committee would include:

Updating the Campus Master Plan. Each January, the University submits an updated five- or ten-year master plan to the Chancellor's Office. The Planning Committee will provide recommendations to the Academic Senate and Provost on updates to that plan. While this annual Academic Plan updates only degrees and only lists each of these by name, the Planning Committee in contrast may make recommendations not only on degrees, but also on credentials, minors, and emphases within programs to assist the campus to anticipate the phasing in of new program areas over time.

Developing Timelines for New Degrees and Programs. Produce an implementation time line for each new degree and program approved as part of the University's academic plan. That time line would identify key decision points along the path from initial program conception to implementation: short form approval, long form approval, recruitment and hiring decision-points, submission to the Chancellor's Office, catalog publication, articulation, and course approval deadlines.

Identify and Develop Timelines for Emphases within Existing Majors and Programs. The Task Force agrees that an important aspect of the expansion of future academic offerings will be the creation and implementation of emphases

within existing majors and programs, and the addition of minors. As the campus addresses the need for innovation and mission related degrees, unique 'tracks,' 'certificates,' and 'credentials' within existing majors will play a significant role. They help the campus identify areas of distinctive programming within familiar titles and majors. They develop out of existing programs where student interest and enrollment have been demonstrated, and they typically do not require new resources in administrative organization. Yet, because of their impact on the academic program these emphases and minors need to be incorporated into the academic planning process.

Therefore, the Task Force recommends that, with the leadership of the faculty and chair of the relevant program area or areas, the Academic Planning Committee identify new emphases and minors and calendar them as part of master planning process. The planning lead time for emphases does not need to be as lengthy as for new degrees, in part because these do not require off-campus approval. Planning for emphases and minors should begin at least 18 months before intended implementation to allow for curriculum committee and academic affairs approval, inclusion in the catalog and schedule, dissemination program information, and articulation.

Moving Programs from Self-Support to State Support. When it is proposed that degrees offered through self support by the Office of Extended Education should be moved to state support, these degrees should be submitted to the Academic Planning Committee eighteen months before intended implementation. After discussion with interested parties, the APC will make a recommendation to the Senate and the Provost for approval.

Providing Program Information to the Curriculum Committee. With a timeline for new degrees in place, the Curriculum Committee will continue its current responsibilities for reviewing and recommending approval of new degrees, majors, minors, emphases, and courses. It is important to affirm that the Academic Planning Committee will not supersede the Curriculum Committee's responsibilities for program and course approval. Instead, it will assist that Committee and others with wider program planning information and review and approval of degree short forms.

Solicit Input on New Majors and Programs. Solicit suggestions from faculty and staff, Provost and President, and from community constituencies about innovative and in-demand programs that would provide vital educational opportunities for students in the region. This input may come in the form of organized information meetings with community organizations, businesses, educational Committee, and public agencies.

Soliciting Information from Institutional Research (IR) and the Enrollment Management Committee (EMSS) on Program Growth. Recognizing the importance of enrollment growth and the valuable information generated by IR and EMSS, the Planning Committee would include data on enrollment projections for existing majors and for new majors in making recommendations

on expansion of the university into new curriculum areas. EMSS will supply information on trends in enrollment and IR will supply enrollment projections.

New Degree Program Timeline

The New Degree Program Timeline (Graph I) displays a model timeline for new degree programs, majors, and credentials. It is intended to show the sequence of tasks needed for the successful identification, review, approval, and implementation of new programs.

Emphasis and Credentials. Since enrollment growth in existing majors will require the addition of new emphases, credentials and minors, the timeline includes a process for scheduling their planning and implementation.

This timeline and sequence can be accelerated, especially for programs that do not require off campus approval.

The Workflow for New Degrees (Graph II) displays how this model timeline might be adapted to degrees that currently appear on the University's academic plan and how it might be configured for future degrees identified for 2007 and beyond.

Calendar of the Academic Planning Committee

The Academic Planning Committee would conduct the bulk of its work in spring semester each year, with the responsibility of providing recommendations at the end of the spring term on program changes to the master plan. These recommendations, in the form of an approved short form would be reviewed by the Curriculum Committee and Academic Senate in late spring or early fall. This will enable the campus to have an updated plan ready for submission from the President and Provost to the Chancellor's Office by December.

The AVP for Academic Programs and Planning will be responsible for submitting materials to the Chancellor's Office and responding to System requests for information and program changes.

GRAPH I – New Degree Program Timeline

TIMELINE FOR COMPLETION OF TASKS ►		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
TASKS to COMPLETE ▼		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
PLANNING	Fall of Year One								
	Create Team to Develop Degree	►►►►►							
	Hire Consultant if Needed	►►►►►							
	Solicit Information from Internal/External Groups	►►►►►							
	Draft Short form	►►►►►							
	Spring of Year One								
	Submit/Approval of Short Form to APC		►►►►►						
	Begin Draft of Long Form and Courses		►►►►►						
APPROVAL	Fall of Year Two								
	Submit Long form to Curr Cte by 1st Monday in October			►►►►►					
	Identification of New Faculty Positions			►►►►►					
	Spring of Year Two								
	Long Form Submitted to Chancellor's Office in January				►►►►►				
	Recruitment and Hiring of New Faculty				►►►►►				
	Program Articulation with Community Colleges				►►►►►				
	Respond to Chancellor's Office Review of Long Form (May)				►►►►►				
STAFFING/SCHEDULING	Fall of Year Three								
	Update Program Description and Courses					►►►►►			
	New Faculty: Define Position(s) & Begin Recruitment					►►►►►			
	Accept Freshmen/Transfer Applications					►►►►►			
	Draft Catalog Copy					►►►►►			
	Place Degree on CSU Mentor					►►►►►			
	Spring of Year Three								
	Faculty Interviews and Hiring						►►►►►		
	Student Recruitment						►►►►►		
	Final Printing of Catalog Copy						►►►►►		
	Put Program and Courses in Schedule of Classes						►►►►►		
GO	Fall of Year Four/Implementation of Degree								
	Implementation of Degree							►►►►►	

GRAPH II – Workflow for New Degrees (2005-2010)

DEGREE / PROGRAM	2005	2006	2007	2008	2009	2010
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BA	Performing Arts	Staffing/Scheduling	Implementation
BA	Political Science	Staffing/Scheduling	Implementation
MA	English	Staffing/Scheduling	Implementation

BA	Anthropology	Approvals	Staffing/Scheduling	Implementation
BA	Applied Physics	Approvals	Staffing/Scheduling	Implementation
BA	Chicano Studies	Approvals	Staffing/Scheduling	Implementation
BA	Early Childhood Studies	Approvals	Staffing/Scheduling	Implementation
BS	Applied Physics	Approvals	Staffing/Scheduling	Implementation

2008 Implementation

Degree Model A

Degree Model B

Degree Model C

Planning	Approvals	Staffing/Scheduling	Implementation
Planning	Approvals	Staffing/Scheduling	Implementation
Planning	Approvals	Staffing/Scheduling	Implementation

2009 Implementation

Degree Model A

Degree Model B

Degree Model C

Planning	Approvals	Staffing/Scheduling	Implementation
Planning	Approvals	Staffing/Scheduling	Implementation
Planning	Approvals	Staffing/Scheduling	Implementation

2010 Implementation

Degree Model A

Degree Model B

Degree Model C

Planning	Approvals	Staffing/Scheduling	Implementation
Planning	Approvals	Staffing/Scheduling	Implementation
Planning	Approvals	Staffing/Scheduling	Implementation

Lines of Approval for Academic Planning

The Academic Planning Committee would report its recommendations to the Academic Senate and the Provost. It would make its findings and recommendations available to the President, Provost, Academic Senate Executive Committee, Curriculum Committee, and to UPACC.

