

**New Program Proposal – Program Benchmarking Service (PBS) Report Crosswalk**

**List of Data Points Included in the PBS General Report:**

**Academic Landscape**

1. Student completions for the identified program at competing institutions (national, regional, Big10)
2. Year over year (YoY) growth for the identified program at competing institutions (national, regional, Big10 & upon request, can go back up to ten years)
3. Tuition at competing institutions offering the identified program (UG as FT tuition, Grad as per credit)
4. Percentage of distance learning (national) completions for the identified program at competing institutions
5. (IF REQUESTED) List of specific institutions with the identified program offered online & related #s for completions and YoY growth
6. (IF REQUESTED) List of specific institutions that offer undergraduate “feeder” programs for planned graduate level new program at Rutgers or list of graduate programs at other institutions that align with a planned undergraduate new program at Rutgers.

**Labor Market**

7. Total # of jobs in this field and in relation to the national average (by percentage)
8. Regional and national change predicted in this field over next five years (by percentage)
9. Regional and national median earnings in this field
10. Total # of job postings in this field (current)
11. Top specialized skills and common skills used in job postings for this field (includes percent of postings with these skills and frequency in posting)
12. Top software skills used in job postings for this field (includes percent of postings with these skills and frequency in posting)
13. Top required qualifications used in job postings in this field
14. (IF REQUESTED) Specific target occupations in this field (can include the top locations/employers in this field).
15. (IF REQUESTED) Age, gender, race breakdown by occupation (can assist with questions such as “is there a large number of retirements upcoming in this field?”)

Relevant data from the PBS General Report that can be used to supplement this new program proposal has been identified for each question below (beginning on page 7 of the [new program proposal form](#)).

## SECTION 1: JUSTIFICATION AND RATIONALE

1. Provide an objective account as to why this is an opportune moment for the initiation of the proposed degree program.

### Components of an Effective Response

- Evidence that the proposed degree program, for example:
  - Represents an emerging field; **PBS 7, 8**
  - Will meet future student demand; and **PBS 1-6 (4-5 is in relation to online demand)**
  - Will meet future employer demand. **PBS 7-15 (15 is in relation to retiring population)**
- Provide objective evidence from reliable, externally cited sources (e.g., academic literature, governmental or non-governmental reports, etc.) that the evolution of the discipline supports the need for the proposed degree program. **PBS 1-15**

2. Explain how the proposed degree program fills an academic need at Rutgers.

### Components of an Effective Response

- How will the program build on current academic strengths, including existing faculty expertise?
- How will the proposed degree program promote new collaborations and/or partnerships? **PBS 6 (identify related “feeder” programs at other institutions) PBS 14 (identify specific industry partners)**
- How will institutional priorities, or other needs, be met through initiation of the proposed degree program and/or how will the proposed degree program address deficiencies in existing programs?
- How will the proposed degree program advance strategic priorities and mission-critical goals at the CLU, school/college, and/or departmental levels?
- How will the proposed degree program support university strategic priorities, including its responsibility to the current and future citizens of the State of New Jersey? **PBS 7-15 (labor market impact)**

3. Explain how the proposed degree program will advance Rutgers' impact and reputation as a leading national university recognized for academic excellence.

Components of an Effective Response

- What niche does the program create, expand, and/or fill among national peers?  
**PBS 1-6 (information about other institutions)**
- Why would students want to enroll in the proposed degree program at Rutgers as opposed to another institution?  
**PBS 1 (peer program size), PBS 2 (peer program growth), PBS 3 (peer program tuition) PBS 14 (possible employers locally)**

4. Provide additional narrative relevant to the proposed degree program not captured in the items above.

Components of an Effective Response

- Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 2: PROGRAM ELEMENTS**

1. Provide clearly stated program goals that are related to institutional and/or CLU mission and, where appropriate, to the careers, professions, and/or further education into which graduates are expected to enter.

Components of an Effective Response

- Describe the purpose of the proposed degree program, including the specific skills and knowledge imparted to graduates.  
**PBS 11-13 (top skills)**
- Outline career and/or educational pathways of graduates, including professional certification or licensure, where appropriate.

2. Provide evidence of program rigor in the curriculum, including:

- a. The proposed curriculum with all required and elective courses and brief course descriptions.

- Indicate (\*) new or substantially revised courses in the “Course Number” column.
- Indicate (C) for core curriculum/general education courses.
- Provide the modality of individual courses, whether in-person, fully online, or hybrid.
  - An in-person course offers all instructional content in a traditional classroom setting.
  - A fully online course delivers all instructional content exclusively online.
  - A hybrid course is a combination of in-person and online instruction that can come in a variety of forms. Some models offer in-person courses with online components while others have a mix of students who attend in-person or via video conference.

Course Number	Course Name	Credit Hours	Modality
<b>Total Credit Hours<sup>1</sup></b>			

- b. A narrative summary, where applicable, detailing program options, concentration, tracks, areas of specialization, and/or areas of focus.

---

<sup>1</sup> Justification should be provided for any proposed undergraduate degree program that exceeds 120 credit hours.

[Components of an Effective Response](#)

- The planned or potential program options available to students applying to or enrolled in the proposed degree program.

- c. A narrative summary, where applicable, of how the proposed degree program will meet professional accreditation standards or licensure requirements.**

[Components of an Effective Response](#)

- For proposed degree programs eligible for professional accreditation or licensure, provide the agency with such accrediting or licensing authority. Articulate how the proposed degree program structure will comply with professional accreditation or licensing requirements.

**PBS 13**

- d. A narrative summary, where applicable, detailing student access to experiential learning opportunities.**

[Components of an Effective Response](#)

- Provide details on current or anticipated partnerships that will ensure student access to such experiential learning opportunities.

- 3. Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the proposed degree program, including:**

- a. A plan to promote enrollment of qualified individuals from historically underrepresented populations.**

[Components of an Effective Response](#)

- How will academic leadership of the proposed degree program promote educational opportunities for, and build pipelines of, students from underrepresented populations?

**PBS 15**

- b. A plan to monitor student progress in the proposed degree program to address unanticipated or unknown barriers to equitable program completion and outcomes.**

[Components of an Effective Response](#)

- What assessments and/or metrics will be used, and by whom, to identify and address barriers to completion?
- Where appropriate, reference program outcomes articulated in Appendix A (Student Learning Outcomes) and Appendix B (Program Outcomes).

- c. A plan to provide student services and accommodations to support equitable program completion outcomes.**

Components of an Effective Response

- Describe the structured student support mechanisms built into the program to promote student success across student populations and, in particular, for underrepresented populations.

**4. Document admissions criteria to the proposed degree program (graduate programs only).**

Components of an Effective Response

- Admissions criteria are clearly stated, including expected credentials, grade point average, standardized tests, letters of recommendation, portfolios, professional experiences, or other required documentation.

**5. Document potentially similar or significantly overlapping degree programs, at the same level, already in operation across Rutgers' four CLUs. **PBS 1****

Components of an Effective Response

- For each similar or significantly overlapping degree program, explain:
  - How the proposed degree program differs from existing programs.
  - How the proposed degree program, if duplicative across Rutgers, represents a strategic need for the sponsoring CLU.
  - How the proposed degree program will provide a unique academic opportunity for students, faculty, the university, and the current and future citizens of the State of New Jersey.
  - How the proposed degree program will positively and/or negatively impact enrollment in existing programs.
  - How the proposed degree program offers opportunity for collaboration with existing programs.

**6. Provide evidence of sufficient consideration of student/faculty support and academic quality within the proposed degree program, including the following:**

- a. A plan to ensure adequate academic advising and coaching to enrolled students throughout the course of the proposed degree program.**

Components of an Effective Response

- How will students be proactively advised throughout the course of the program to ensure retention and completion? Considerations include orientation, course scheduling, degree requirements, and knowledge of institutional/program policies.
- Who will be responsible for student advising?

- b. A plan to promote academic integrity throughout the course of the proposed degree program.**

Components of an Effective Response

- How will examinations be proctored to ensure a commitment to academic integrity?

**c. What instructional design needs are necessary to support faculty members?**

Components of an Effective Response

- What instructional design and development resources are available to provide ongoing support for faculty engaged in the proposed degree program and which unit(s) will provide such resources?

**d. What, if any, unique technological needs are necessary to support both faculty and students throughout the course of the proposed degree program? **PBS 12****

Components of an Effective Response

- What technology will be used to deliver programming and which unit(s) will be responsible for providing such support?
- What technology and training, if necessary, will be made available to students enrolled in the proposed degree program?
- What technology will students need to provide themselves to successfully complete the proposed degree program?

**e. Who will be responsible for marketing the proposed degree program to ensure sufficient applications and enrollments?**

Components of an Effective Response

- How will the proposed degree program be marketed to prospective students and who is responsible for such marketing?

**f. Who will be responsible for ensuring the academic quality of the proposed degree program?**

Components of an Effective Response

- By what standards will quality be measured?
- For online degree programs, if using [Quality Matters \(QM\)](#), what is the plan to design individual courses to QM standards?
- Who will review the course(s) prior to launch? What assurances are in place that the course quality review will be conducted by academically and technically qualified professionals, whether faculty and/or staff?
- What is the timeline and plan for regular course review by an assessment committee in defined assessment cycles (see Implementation Schedule, Appendix A and Appendix B) to update and refresh course offerings?
- How will the conversion of existing courses differ from newly created courses?
- What is the development plan, including course sequence, for courses in the proposed degree program?

**g. For online degree programs, articulate a plan for faculty preparedness to teach in the proposed degree program.**

We are all committed to high-quality online programs, and we have expertise in the Office of University Online Education Services (UOES) who can assist you in meeting that goal. If units are proposing an online academic program, they are encouraged to reach out to UOES for consultation and guidance at [questions@uoes.rutgers.edu](mailto:questions@uoes.rutgers.edu).

Components of an Effective Response

- How will determinations be made of instructor preparedness to teach in an online format?
- Especially for new instructors, what training will be provided, and by whom, to ensure minimum competence of instructors in the program with best practices in online teaching and pedagogical excellence?

**h. For online degree programs, articulate a plan to legally offer the proposed degree program outside of New Jersey.**

Components of an Effective Response

- What is the overall plan – strategic and marketing – to offer the proposed degree program to residents outside of New Jersey?
- Are there any additional certifications, endorsements, or other authorizing approvals required for graduates of the proposed degree program?
- Has contact been made with the Office of University Online Education Services (UOES) in terms of the requirements for state authorization outside of New Jersey?

**7. Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

- Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

### SECTION 3: CONTINUOUS IMPROVEMENT

Documenting continuous improvement efforts is a critical component of institutional accreditation with the Middle States Commission on Higher Education (MSCHE). Continuous improvement represents an institutional commitment to establish goals and outcomes, regularly assess such goals and outcomes, review the results of such assessments, and implement program improvements based on the results of such assessments.

Assessment plans for student learning outcomes (SLOs) and program evaluation, along with a copy of the draft program proposal, should be reviewed by the Office for Teaching Evaluation and Assessment Research (OTEAR) prior to submission to the Office of Academic Planning. The Office for Teaching Evaluation and Assessment Research (OTEAR) provides guidance on the development and implementation of student learning outcomes assessment. In order to ensure that the assessment plan is well-integrated into the proposal, units are encouraged to consult with OTEAR as early in the process as feasible. Assessment plans and any questions about assessment should be submitted to [otear@rutgers.edu](mailto:otear@rutgers.edu).

1. In Appendix A (Student Learning Outcomes), provide appropriate student learning outcomes that incorporate:
  - Appropriate scaffolding to enable students to build on knowledge as they progress through the program curriculum.
  - A variety of assessments for students to demonstrate content mastery and skill acquisition.

#### Components of an Effective Response<sup>2</sup> PBS 11-13 (skills)

- The assessment plan's goals:
  - Ask important questions about student learning.
  - Reflect the institution's mission and learning goals.
  - Support the stated departmental goals and objectives for learning.
  - Links Student Learning Outcomes to the courses offered in the new program.
- The assessment plan's methods:
  - Are collegial and collaborative.
  - Are appropriate to departmental and programmatic learning outcome goals.
- The assessment plan's implementation (or "closing the loop") procedures:
  - Are directly linked to decision-making about the program's curriculum.
  - Lead directly to actions for improvement by the department or program.
- The assessment plan provides answers to the following questions:
  - Learning Goals and Objectives: What should students completing the proposed degree program know, value, and do?
  - Methods of Assessment: How can the unit determine if students know, value and do what the unit intends?
  - Implementation: How will the unit use the information gathered to change, add to, or restructure the proposed degree program so that students know, value, and do what the unit finds important and appropriate?

---

<sup>2</sup> See <https://otear.rutgers.edu/assessment/guidelines.html>.

2. In Appendix B (Program Outcomes), provide a plan for continuous review and improvement of program outcomes. CLU specific continuous improvement plans can be found [here](#).

Components of an Effective Response

- Plans for continuous review and improvement should incorporate the following:
  - The primary activities within the proposed degree program to be reviewed.
  - Metrics for continuous program monitoring, including individuals or committees responsible for program monitoring.
  - Where appropriate, assesses fidelity of implementation of program activities such as student support services to understand impact on program outcomes and make adjustments as needed.
  - Identification of an Assessment Committee or other body responsible for program assessment.
  - A description of how the assessment committee will respond should assessment reveal program weaknesses (e.g., make recommendations for interventions and further monitor outcome in question).
  - Regularly scheduled time periods/intervals for such review, including the individuals or committees responsible for implementing proposed changes to the proposed degree program based on such review. Special attention should be given to collaborative programs (e.g., interdepartmental, interinstitutional, etc.) to ensure authority and responsibility for monitoring program outcomes is clear.

3. Provide a plan to evaluate the success of the proposed degree program and include a sunset provision.

Components of an Effective Response

- The evaluation plan should include but not be limited to the following:
  - A start date and estimated timeframe for the formal evaluation process (e.g., beginning five years from enrollment of first students and concluding within 12-18 months).
  - Components of the evaluation process (e.g., self-study, internal review committee, external review team, site-visit, unit response to external review team feedback, etc.). See chancellor-led unit program review process for guidance.
  - Type of data/information that will be collected and reviewed (e.g., student enrollment, student retention, course evaluations, job placements of graduates, graduate program acceptances, annual budget data).
  - A means to determine if the program is still in alignment with strategic academic priorities at the departmental, school or college, and chancellor-led unit levels.
  - Specifics on how the evaluation will be conducted including who will carry out the review and who will evaluate the results.

- Each new program proposal must include a potential sunset strategy. If a new program does not yield projected enrollments as specified in the budget template by year five, or if a program’s enrollment drops significantly in a given year after year six, steps should be taken to understand the enrollment drop and implement a plan to revitalize or sunset the program. This section should include a list of deciding factors and metrics (e.g., enrollments, retention and graduation rates, etc.) that must be considered in determining whether a program may require a revitalization plan or sunset plan.

**4. Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

- Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 4: DEMAND ANALYSIS**

**Student Enrollment and Demand**

1. Provide the anticipated enrollment in the proposed degree program. To complete this table:

- Enter the appropriate years in the second row.
- Enter the anticipated fall headcount (HDCT) enrollment and annual full-time equivalent (FTE) enrollment in the third row.
- Year 5 represents the year in which the unit anticipates full program enrollment. Include projected graduates (GRAD) in Year 5.

Year 1		Year 2		Year 3		Year 4		Year 5		
20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__		20__ - 20__		
HDCT	FTEs	HDCT	FTEs	HDCT	FTEs	HDCT	FTEs	HDCT	FTEs	GRAD

2. Provide evidence that the proposed degree program will meet the projected enrollments above.

Components of an Effective Response

- Provide evidence of emerging and/or currently unmet student demand, such as:
  - Surveys or interviews of current and/or prospective students.
  - Input from faculty, staff, and/or community members.
  - Documented capacity constraints in existing programs. **PBS 1**
  - Data on state and/or regional degree completion trends. **PBS 1-3**

**Employer and/or Post-Graduate Demand**

3. For students entering the labor market upon graduation, provide labor market data for graduates of the proposed degree program across the United States and in New Jersey. Labor market data represents only one data point in the consideration of proposed degree programs. It is not intended to be the sole consideration for review/approval of a proposed degree program. *[The blue entries below represent sample labor market data for a specific occupation. Delete these entries when completing labor market data for the proposed degree program.]* **PBS 7-10, 13-14**

SOC Code	Occupation	Geographic Area	Median Wages	Projected Growth (%)
11.3021	Computer & Information System Managers	United States	\$159,010	11%
11.3021	Computer & Information System Managers	New Jersey	\$169,130	7%
21-1021	Child, Family, and School Social Workers	United States	\$49,150	13%

21-1021	Child, Family, and School Social Workers	New Jersey	\$76,490	7%
---------	--	------------	----------	----

Components of an Effective Response

- First, use the [CIP-SOC crosswalk](#) to identify Standard Occupational Classification (SOC) codes associated with the Classification of Instructional Programs (CIP) code of the proposed degree program. **PBS Introduction page**
- Second, use the Bureau of Labor Statistics (BLS) [O\\*NET Online](#) (“Occupational Keyword Search”) to determine “Wage and Employment Trends” for one or more SOC codes. For each relevant SOC code, provide:
  - Median wages nationally and for New Jersey. **PBS 9**
  - The projected growth nationally and in New Jersey. **PBS 8**
  - Whether it is listed on the New Jersey Department of Labor and Workforce Development’s most recent [“Demand Occupations List.”](#)
- Additional data may be provided from academic societies, professional associations, consulting firms, or other organizations that provide employment outlook data. O\*Net Online provides possible sources under “Sources of Additional Information” for individual SOC codes.
- In a narrative format, provide representative occupations and job titles for program graduates, which may be found through O\*Net Online under “Job Openings on the Web.” **PBS 14**

**4. For students pursuing higher levels of education upon graduation, provide examples of graduate programs to which such students would be competitive applicants.**

Components of an Effective Response

- Within Rutgers and/or nationally, identify graduate programs for which graduates of the proposed degree program would be competitive applicants based on curricular preparation. **PBS 6**

**5. Explain how the proposed degree program will take advantage of existing and/or new external relationships to assist student transition post-graduation.**

Components of an Effective Response

- How were employers and/or graduate program representatives engaged in program development?
- How will employers and/or graduate program representatives be regularly engaged during delivery of the proposed degree program?

### Similar Programs

- 6. Provide three similar degree programs regionally and/or three similar programs nationally with which the proposed degree program will compete for students. Document how the proposed degree program will be more attractive to prospective students than existing programs. PBS 1-5**

#### Components of an Effective Response

- Explain why students will choose to attend the proposed degree program. Sample considerations may include:
  - Greater student demand than available capacity.
  - Unique curricular elements.
  - Competitive tuition pricing.
  - Opportunities for tuition assistance.
  - A lack of similar programs.

- 7. Provide additional narrative relevant to the proposed degree program not captured in the items above.**

#### Components of an Effective Response

- Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities. For example, is the proposed degree program a new or “cutting edge” area not adequately represented in labor market data or currently offered graduate programs?

## SECTION 5: PROJECTED RESOURCE NEEDS

Please attach a completed Academic Budget Template (Appendix C (Financial Resources)) which documents program revenues and expenses for the first five years of the proposed degree program, including any start-up costs required. All units proposing a new degree program, conversion of an option to full program status and/or repackaging of existing courses to create a new degree program will be required to complete the academic budget template. [A Microsoft Excel version of the budget template](#) may be found on the [Academic Program and Organizational Approvals webpage](#). [A job aid](#) is available to assist with the completion of the budget template.

1. In a narrative format, describe the projected resource needs, for each category below, for the proposed degree program.

Please indicate in the narrative that the projected financial resource needs and associated budget template have been reviewed and approved by the CLU's chief budget officer as well as the Office of the Executive Vice President – Chief Financial Officer and University Treasurer

### a. Faculty

#### Components of an Effective Response

- Will the proposed degree program require the hiring of new faculty members in the first five years, including a program director?
  - If yes, provide the number and types of new faculty members (tenure/tenure-track, non-tenure-track, part-time lecturers) to be hired for the proposed degree program.
- Will the proposed degree program utilize current faculty members to provide instruction, advising, or mentoring in the first five years?
  - If yes, provide the number and types of current faculty members (tenure/tenure-track, non-tenure-track, part-time lecturers) who will contribute to the proposed degree program.
- Will any current faculty members provide instruction on an overload basis in the first five years?
  - If yes, justify the use of overload and articulate a plan to resolve the use of overload as the proposed degree program matures.
  - If no, document what current faculty members will stop doing to maintain their current workload (and how existing courses will be taught when current faculty divert effort to the proposed degree program).

### b. Staff

#### Components of an Effective Response

- Will the proposed degree program require the hiring of new staff members in the first five years?
  - If yes, provide the number of staff members to be hired for the proposed degree program.
- Will the proposed degree program utilize current staff members to provide administrative support in the first five years?
  - If yes, provide the number of staff members, and the percentage of effort, who will provide administrative support in the first five years.
  - If applicable, articulate any necessary staff reclassifications to accommodate increased responsibilities.

**c. Graduate Assistants and Teaching Assistants**

Components of an Effective Response

- Will the proposed degree program require the use of existing graduate assistants or teaching assistants (GAs/TAs) in the first five years?
  - If yes, provide the number of GAs/TAs to be used for the proposed degree program and by which departments they will be supported.
- Will the proposed degree program require the use of new graduate assistants or teaching assistants (GAs/TAs) in the first five years?
  - If yes, document the source of funding to support additional GA/TA positions.

**d. Physical Resources**

Components of an Effective Response

- Indicate whether the proposed degree program will require new physical resources, including space or equipment, beyond that already available.

**e. Instructional Resources **PBS 11-13****

Components of an Effective Response

- Indicate whether the proposed degree program will require new or expanded library collections/databases, new technology licenses or equipment, distance learning support, and/or other learning resources.

**2. Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

- Additional narrative that includes necessary marketing and communication resources.
- Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

- Include a statement indicating that the projected financial resource needs and associated budget template have been reviewed and approved by the CLU’s chief budget officer.

## SECTION 6: ADDITIONAL CONSIDERATIONS

1. In a narrative format, address the following additional considerations, many of which are relevant to institutional accreditation with the Middle State Commission on Higher Education (MSCHE).

- a. **Proposed Program Location**

Components of an Effective Response

- Indicate where the proposed degree program will be offered.
  - For offerings on a Rutgers campus, indicate Camden, Newark, or New Brunswick (Piscataway).
  - For offerings at a non-Rutgers location, indicate the name and complete address of the location.<sup>3</sup>

- b. **Contractual Agreement or Consortium**

Components of an Effective Response

- Indicate whether the proposed degree program, or any of its constituent courses, will be delivered through a contractual agreement with another institution of higher education, and whether such partnership is covered through an existing agreement or will require the execution of a new agreement.

- c. **Transfer or Articulation Agreements**

Components of an Effective Response

- Indicate whether the proposed degree program will develop a transfer or articulation agreement with another institution of higher education.

- d. **Internship, Practicum, or Clinical Experience**

Components of an Effective Response

---

<sup>3</sup> Offerings at a non-Rutgers location must comply with the substantive change requirements of the Middle States Commission on Higher Education (MSCHE).

- Indicate whether the proposed degree program will require students to complete an internship, practicum, or clinical experience. Are these experiences paid or unpaid?
- If so, what existing partnerships will be utilized or what new partnerships will need to be developed to adequately serve students?
- Will such experiences require any additional faculty/staff resources to provide oversight?
- How will internships, practicums, or clinical experiences be assessed?

**e. Licensure**

Components of an Effective Response **PBS 13**

- Indicate whether the proposed degree program will formally or potentially lead to professional licensure in New Jersey or any other US state or territory.  
NOTE: If this program's curriculum may be used to meet the current educational requirements for licensure or certification in New Jersey, or any other US state or territory, federal regulations may require the disclosure of this information. Please visit the [Professional Licensure Disclosure webpage](#) for additional information.
- If so, indicate the name of the agency with licensing authority.

**f. Accreditation**

Components of an Effective Response

- Indicate whether the proposed degree program is eligible for specialized or professional accreditation.
  - If the proposed degree program is eligible for such accreditation, indicate whether the academic unit intends to apply for such accreditation and the timeline for doing so.

**2. Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

- Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

## **SECTION 7: RESPONSES TO COMMENTS FROM CLUs**

### Components of an Effective Response

- As noted in the “Introduction and Instructions” section, during the initial stages of program development, chancellors/provosts must complete a Notice of Intent (NOI).
- Upon submission, the NOI initiated a 30-day comment period during which the Office of University Academic Affairs and chancellors’ offices may submit comments/feedback to the proposing unit.
- In this section, proposing units must individually address any comments received during the comment period.

## SECTION 8: CONSULTANT REPORT

The external consultant selection criteria and report format may be found on the [Academic Program and Organizational Approvals webpage](#).

If a waiver was granted and a consultant was not engaged, please attach a copy of the completed *Request for Waiver Converting an Option or Concentration to Full Program Status* form.

**SECTION 9: RESPONSE TO CONSULTANT REPORT**

**Proposing units must adequately respond to any comments or recommendations made in the Consultant Report. Proposing units should not modify the original degree program proposal based on such comments or recommendations. Rather, any modifications to the proposed degree program resulting from the Consultant Report, if applicable, should be incorporated into this section.**

### Appendix A: Student Learning Outcomes (Assessment Plan)<sup>4</sup>

School(s) or College(s): Enter the name of the sponsoring school(s) or college(s).  
Department(s): Enter the name of the sponsoring department(s), if applicable.  
Program Name: Enter the name of the degree and major, such as B.S. in Data Science.

---

Purpose/Mission: Describe the purpose/mission of the proposed degree program.

Assessment Oversight: Describe the individual or committee responsible for the assessment of student learning outcomes, reviewing assessment results, and making recommendations for program improvement based on assessment results. Special attention should be given to collaborative programs (e.g., interdepartmental, interinstitutional, etc.) to ensure authority and responsibility for monitoring student learning outcomes is clear.

The “Program Curriculum Mapping” template articulates what students will learn, the competencies they will be able to demonstrate upon completion of the program, and the levels of mastery students will achieve. Please complete the chart titled “Learning Outcomes & Assessment” on the first tab of the [Program Curriculum Mapping Template](#) and submit it with your draft and final proposal.<sup>8</sup>

---

<sup>4</sup> The Office for Teaching Evaluation and Assessment Research (OTEAR) provides guidance on the development and implementation of student learning outcomes assessment at <https://otear.rutgers.edu/assessment/guidelines.html>. Assessment plans for proposed degree programs must be reviewed by OTEAR prior to institutional review/approval. Assessment plans should be submitted to [otear@docs.rutgers.edu](mailto:otear@docs.rutgers.edu).

## Appendix B: Program Outcomes (Assessment Plan)

School(s) or College(s): Enter the name of the sponsoring school(s) or college(s).  
Department(s): Enter the name of the sponsoring department(s), if applicable.  
Program Name: Enter the name of the degree and major, such as B.S. in Data Science.

---

Purpose/Mission: Describe the purpose/mission of the proposed degree program.

Assessment Oversight: Describe the individual or committee responsible for the assessment of program outcomes, reviewing assessment results, and making recommendations for program improvement based on assessment results. Special attention should be given to collaborative programs (e.g., interdepartmental, interinstitutional, etc.) to ensure authority and responsibility for monitoring program outcomes is clear.

The “Program Curriculum Mapping” template provides programmatic goals related to student success and program efficacy. Please complete the chart titled “Program Goals” on the second tab of the [Program Curriculum Mapping Template](#) and submit it with your draft and final proposal.

Sample program outcomes include:

- First-year retention rates
- Four-year graduation rates
- Junior graduation rates (i.e., two-year graduation rates)
- DFW rates
- Study abroad participation
- Experiential learning participation
- Enrollment trends
- Major migration
- Summer- and winter-session enrollment
- Average student credit hour (SCH) per faculty FTE

## Appendix C: Financial Resources

*Narrative details should be provided in Section 5 (Projected Resource Needs) of the degree program proposal.*

Please attach a completed Academic Budget Template which documents program revenues and expenses for the first five years of the proposed degree program, including any start-up costs required. [A Microsoft Excel version of the budget template](#) may be found on the [Academic Program and Organizational Approvals webpage](#). [A job aid](#) is available to assist with the completion of the budget template.

Please note that prior to requesting Chancellor and/or Provost final approval and submitting the new program proposal to the Office of Academic Planning, the Academic Budget Template must be approved by [the chief budget officer at each Chancellor-Led Unit](#) as well as the Office of the Executive Vice President – Chief Financial Officer and University Treasurer.

Therefore, please submit the Academic Budget Template [to your CBO](#) and once they have completed their review, they should submit it to J. Michael Gower, Executive Vice President - Chief Financial Officer & University Treasurer, and David Moore, Vice President for Financial Planning and Analytics – Chief Budget Officer.