



# EDUVENTURES

**Academic Leadership  
Learning Collaborative**  
Custom Research Report  
*October 2008*

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## Academic Program Planning: Models and Criteria for Decision-Making

Methodology	Project Profile
<b>Data Source</b>	Qualitative Interviews Literature Review
<b>Data Analysis</b>	Individual Case Studies Cross-Case Trends
<b>Geography</b>	Northeast

### Key Questions

- What frameworks do peer institutions use for academic planning and how are the frameworks developed?
- What processes have peers engaged in when implementing and monitoring their academic plans?
- How satisfied are institutions with their adopted academic planning models and their utility in helping to chart the academic future of the institutions?
- What academic planning model(s) should the inquiring member consider?

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### Inquiry Overview

An Academic Leadership Learning Collaborative (AL-LC) member sought to refine its tools and processes for academic program planning. This will enable the inquiring member to advance its strategic planning and develop a framework for decision-making and resource allocation in the instructional areas of the institution. In addition, the inquiring member will be able to satisfy academic master planning requirements of its regional accreditor. By obtaining academic planning best practices insight from select peers, the inquiring member sought research to facilitate and guide internal engagement in comprehensive academic planning.

### Methodology

In collaboration with the inquiring member, AL-LC staff designed an interview instrument to guide qualitative discussions with peers identified by the inquiring member. In total, four qualitative interviews were conducted with provosts and other key university leaders at public institutions. AL-LC staff also leveraged the knowledge and insight of internal Eduventures experts.

**Custom Research Reports** - *In-depth analysis of issues of concern to individual members.* The AL-LC program maintains dedicated staff to support members' needs for detailed, quick-turnaround research. Requests may be prompted by issues raised in the AL-LC program's Collaborative Research investigations, may seek to leverage the collective experience of the AL-LC membership, or may take the form of small-scale primary research investigations or reviews of secondary literature. Requests are fulfilled on a first-come basis and generally take 10 to 12 weeks to complete subsequent to the receipt of an approved proposal. AL-LC staff works to deliver accurate, reliable data and information in all cases; however, we cannot guarantee the accuracy of data and information from all sources used.

Key steps in this investigation included:

Step 1	Step 2	Step 3	Step 4	Step 5
Define scope and objectives of inquiry, and formulate hypothesis	Identify secondary and/or primary sources to be investigated	Collect data and test research hypothesis	Summarize key findings with reference to supporting evidence	Recommend specific actions and areas for further research, if needed
<ul style="list-style-type: none"> <li>• Interview AL-LC member regarding objectives for inquiry</li> <li>• Formulate research hypothesis: <b>There are common models for developing and implementing an academic plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify relevant secondary research</li> <li>• Identify relevant peer institutions</li> <li>• Identify individual contacts at peer institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Interview key individuals at peer institutions</li> <li>• Identify processes used to develop and implement an academic plan</li> <li>• Identify strategies used to make decisions about academic programs</li> </ul>	<ul style="list-style-type: none"> <li>• Academic plans must be embedded in institutions' larger strategic plans, thus reflecting the institutions' mission and strategic goals.</li> <li>• Regular reviews of key programmatic data enable the evaluation of the plan's success in helping the institution progress toward academic goals.</li> <li>• Widespread faculty and staff buy-in is critical to developing a sustainable academic plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Align academic planning goals with the academic mission and key strategic goals.</li> <li>• Engage faculty, staff, students, and community leaders in discussions about academic priorities.</li> <li>• Consider the strengths of academic planning models used at other institutions to develop a sustainable and applicable framework.</li> </ul>

## Findings

The main goal of this research investigation is to identify effective models for academic program planning. Academic planning is the process by which institutions develop criteria to make decisions to expand or improve existing programs, develop new programs, or retire old programs. In order to meet the requirements for regional accreditation, the inquiring member must engage in regular academic planning and program evaluation “to enhance the achievement of institutional mission and program objectives” (New England Association of Schools and Colleges (NEASC), 2005).<sup>1</sup>

<sup>1</sup> See Appendix for complete NEASC accreditation standards related to academic planning.

Furthermore, this report highlights advantages of and challenges to schools' approaches to academic program decision-making. In addition, this report aims to identify strategies to develop, implement, and monitor an academic plan.

This report is structured as follows: The first section identifies the frameworks and criteria for developing and implementing an academic plan at four institutions. The second section identifies the processes by which institutions monitor and review the progress of their academic plans. The final section identifies suggested strategies for the effective and successful deployment of an academic plan.

Key findings of this research investigation include:

**Academic plans at profiled institutions are ingrained within larger strategic planning frameworks, whereby academic objectives are aligned with institutionwide strategic initiatives.**

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- By aligning the goals of the academic plan with the institutional mission, profiled institutions are able to offer academic programs that are consistent with the needs of the university, its faculty and students, and the community.
- As a component of the strategic plan, the academic plan is subject to regular review and revision, thus allowing for modifications as institutional and global priorities change.

**When developing their academic plan, profiled institutions considered both internal and external factors and involved individuals across the campus community.**

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- University leaders, faculty, and staff were primarily tasked with developing the academic plan, and often sought input from other constituents within the university and throughout the community.
- All institutions took into account the academic planning models used at comparable institutions, pulling elements relevant to their individual campuses and revising components to reflect faculty and staff insight, strengths and weaknesses of previous plans, and targeted program outcomes.

**The review of key institutional and environmental data provides validation for programmatic decision-making and more effective allocation of institutional resources.**

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- Profiled institutions typically review the following types of data:
  - Program quality
  - Student demand
  - Outlook
  - Competitive environment
  - Internal financial factors

**The academic plan review process is overseen by the office of academic affairs at profiled institutions and supported by widespread participation of university constituents.**

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- To evaluate the academic plan's progress toward achieving academic goals, profiled institutions regularly review a variety of institutional reports and key benchmark data. Some examples include:
  - Student enrollment
  - Four- and six-year graduation rates
  - Program finances
  - Student outcomes
- Institutions routinely provide updates on progress relative to the plan and any impending changes to the campus community through a variety of formats, including newsletters, the university Web site, and formal campuswide meetings and events.

**When profiled institutions engage in these processes, they report that they experience success with their academic planning frameworks, and now have a more purposeful approach to making decisions about program offerings.**

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- Academic plans that emulate the institutional mission and goals offer a systematic method for decision-making that ensures results intended to further the institution's chief academic initiatives and create higher quality educational offerings.

**University leaders must have a strategic yet flexible vision and be adept at bringing stakeholders together in order to establish a meaningful academic planning model.**

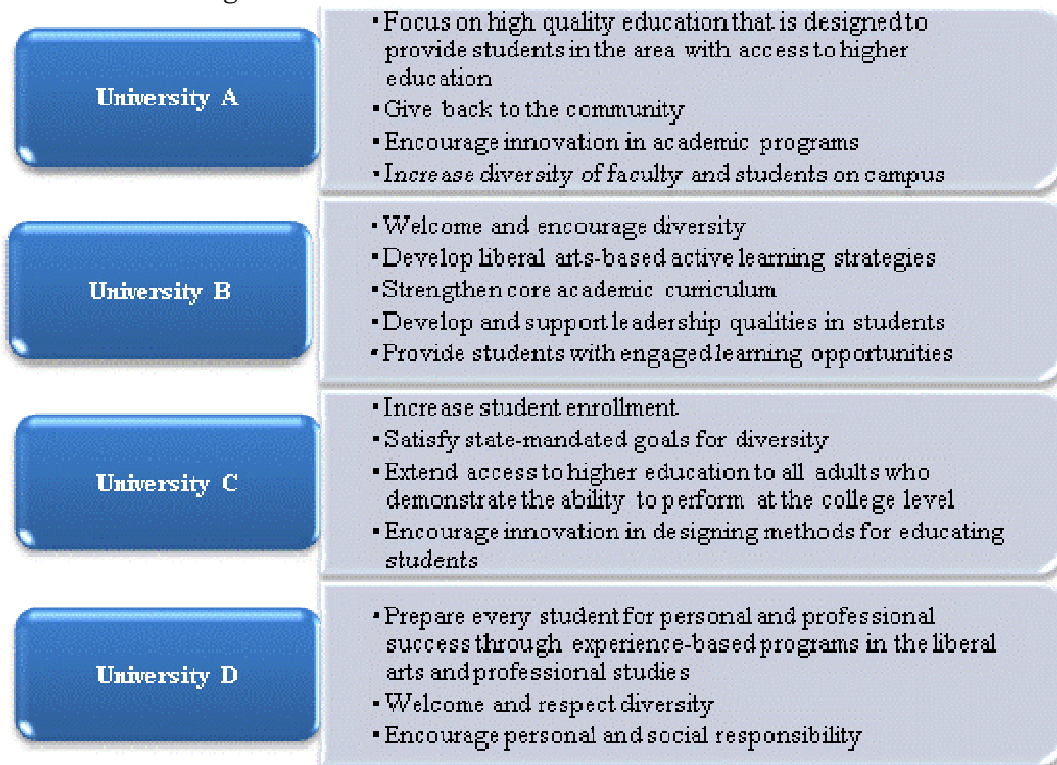
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- It is important to develop widespread faculty and staff buy-in in order to move forward with a sustainable academic plan; however, too much collaboration can be problematic – *Therefore, there needs to be a leader who oversees the academic planning process and is able to solicit feedback from faculty, staff, and students to ensure participation in and acceptance of the planning process.*
- The academic plan is not a scientific formula for making programmatic decisions, but rather serves as a framework for approaching program development and retirement – *Therefore, institutions should be aware that unforeseeable changes do occur and maintaining flexibility is key to implementing a successful academic plan.*

## Development of Academic Planning Models

The academic plan provides a framework for decision making and resource allocation in the instructional areas of the institution and for making decisions about new and existing program development. Academic plans are typically embedded in an institution's larger strategic planning model. As with many university initiatives, academic plans are developed in alignment with the institutional mission to ensure that academic programs and goals are consistent with the needs of the university, its faculty and students, and the community. Therefore, it is important to understand the institutional mission relative to strategic planning. Eduventures staff interviewed four institutions for this investigation. Figure 1 below highlights the fundamental aspects of each university's mission.

**Figure 1. Core Elements of Profiled Institutional Missions**



Source: Eduventures' interviews, 2008

During the development phase, all profiled institutions incorporated their missions' core elements into their academic plans, and members of each university's campus community played an active and vital role in shaping the plan.

## University A

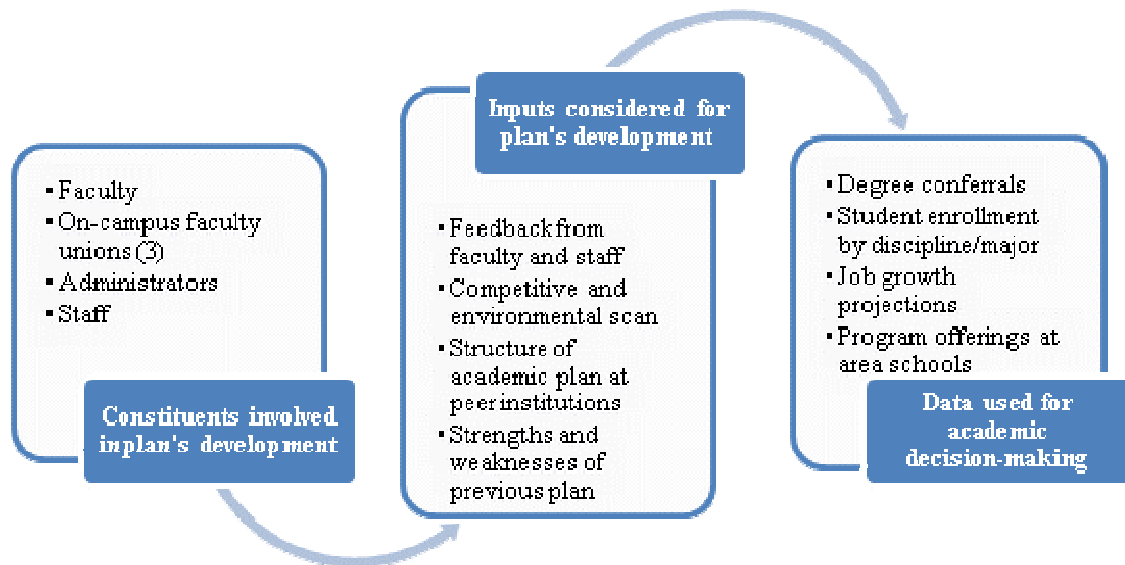
**The successful development of a new plan was enabled by the leadership's ability to identify strengths and weaknesses of previous academic plans and gain widespread campus buy-in**

University A developed its academic plan through collaboration with individuals across campus.

Figure 2 illustrates the development process and highlights the key elements used for making decisions about academic programs.

<b>Control of Institution</b>	Public
<b>Total Enrollment</b>	~5,000
<b>Degree of Urbanization</b>	City: Midsize

**Figure 2. Development of Academic Plan at University A**



Source: Eduventures' interview, 2008

University A was able to consider its previous academic plan's accomplishments and identify areas for improvement in order to develop a new five-year strategic plan, which includes an academic planning component.

### Challenges

Throughout the development process, university leaders encountered challenges, the most prominent of which included effective data collection and gaining buy-in across the campus community. Even with a resourceful office of institutional research, university leaders experienced difficulty with collecting useful data that was meaningful to the planning process. In addition, individuals across the institution were resistant to participating in the development of an academic plan. Despite generally busy schedules, university leaders found that persistence was the key to their communication efforts and ultimately resulted in widespread campus buy-in.

*“Everyone is busy, and [faculty] feel participation in developing our strategic plan is outside their job description... Persistence is key to overcoming that.”*  
– Interviewee

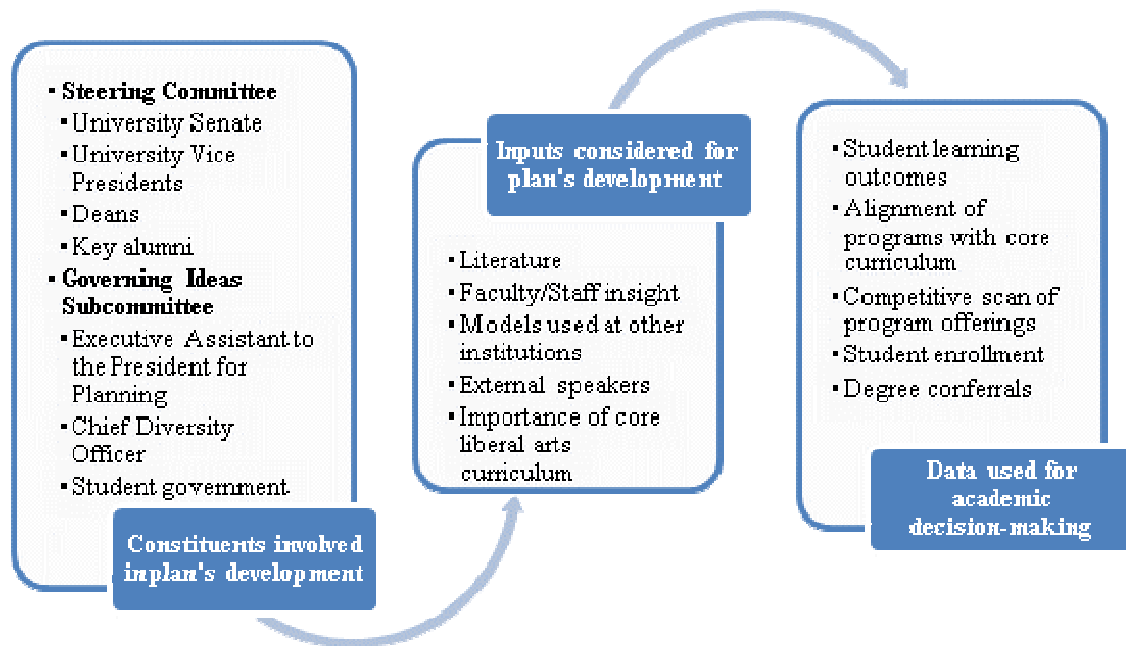
## University B

### External speakers and a core liberal arts curriculum provided the primary inputs for the development of a new academic plan

Spearheaded by a new president, University B engaged in developing a new framework for academic planning. Figure 3 shows the primary components involved in the development of University B's academic plan.

<b>Control of Institution</b>	Public
<b>Total Enrollment</b>	~5,000
<b>Degree of Urbanization</b>	Town: Fringe

**Figure 3. Development of Academic Plan at University B**



Source: Eduventures' interview, 2008

By engaging individuals across the campus in the planning process, University B's new president was able to effect change in both its strategic processes and its academic program structure. The development of a new academic plan was enhanced by individuals on campus who had experience with strategic planning. In turn, leaders at University B crafted a more formal and systematic academic plan that could uphold and further the institution's strategic initiatives.

### Challenges

As a public institution, university leaders grappled with maximizing limited financial resources available from the state in order to provide an academic support system to enable students to

*"Finances are a big challenge for us. We can dream really big [but] we're still limited in the number of faculty we can hire."*

— Interviewee

thrive. In addition, administrators generally sensed a feeling of competitiveness among faculty members who fear a tradeoff between serving their academic disciplines and serving the common core. Consequently, administrators desired a more rational model

for deciding the future of academic programs, and they understood a need for reinforcing to faculty that multiple elements play a role in institutional decision-making.

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## University C

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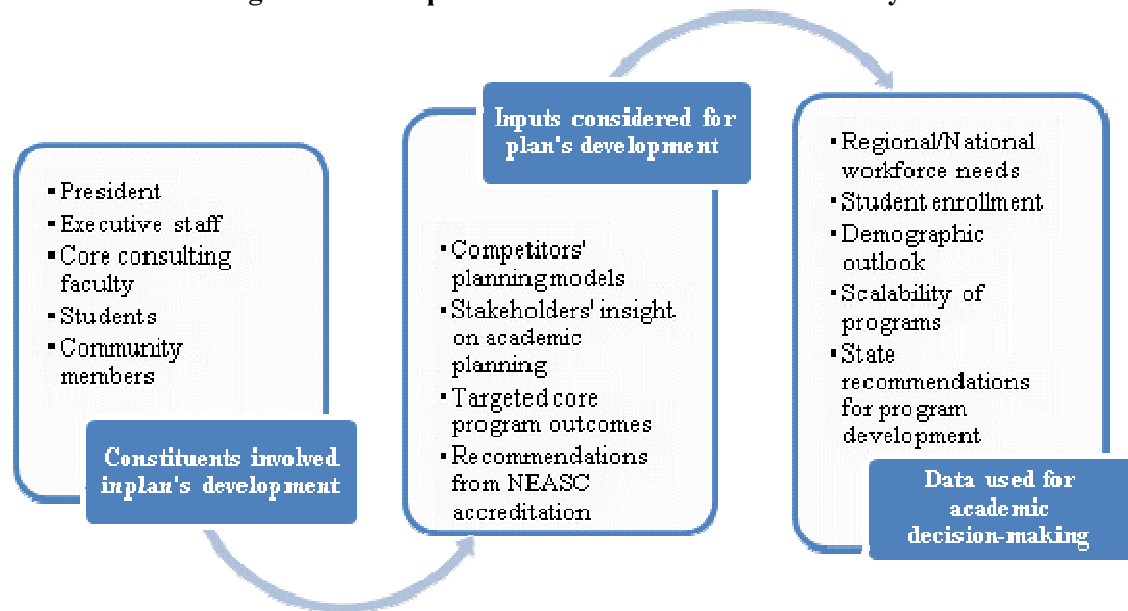
### Adjunct faculty and input from the state contributed to the development of an academic plan with a unique mission

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With guidance from key stakeholders, University C sought to develop an academic plan that aligned with recommendations from its NEASC accreditation report. Figure 4 depicts the considerations made by key constituents at University C when developing a plan for carrying out academic decisions.

<b>Control of Institution</b>	Public
<b>Total Enrollment</b>	~1,500
<b>Degree of Urbanization</b>	Suburb: Large

**Figure 4. Development of Academic Plan at University C**



Source: Eduventures' interview, 2008

As an institution solely offering distance learning opportunities, University C operates with a unique mission and set of objectives aimed at furthering its academic curriculum. Without a physical campus to leverage in facilitating discussions among its constituency, University C was faced with both advantages and disadvantages in developing its academic planning model.

#### Challenges

University C employs only adjunct faculty members. Although not having faculty dedicated to the institution initially slowed the development of an academic plan, university leaders found that adjunct faculty were willing to offer honest advice. Rank and tenure are not an issue for adjunct faculty, which may be one reason that faculty were empowered to voice their opinions.

Furthermore, as a small institution with limited resources, administrators were compelled to consider the scalability of their academic programs and establish an efficient manner in which they develop and expand programs.

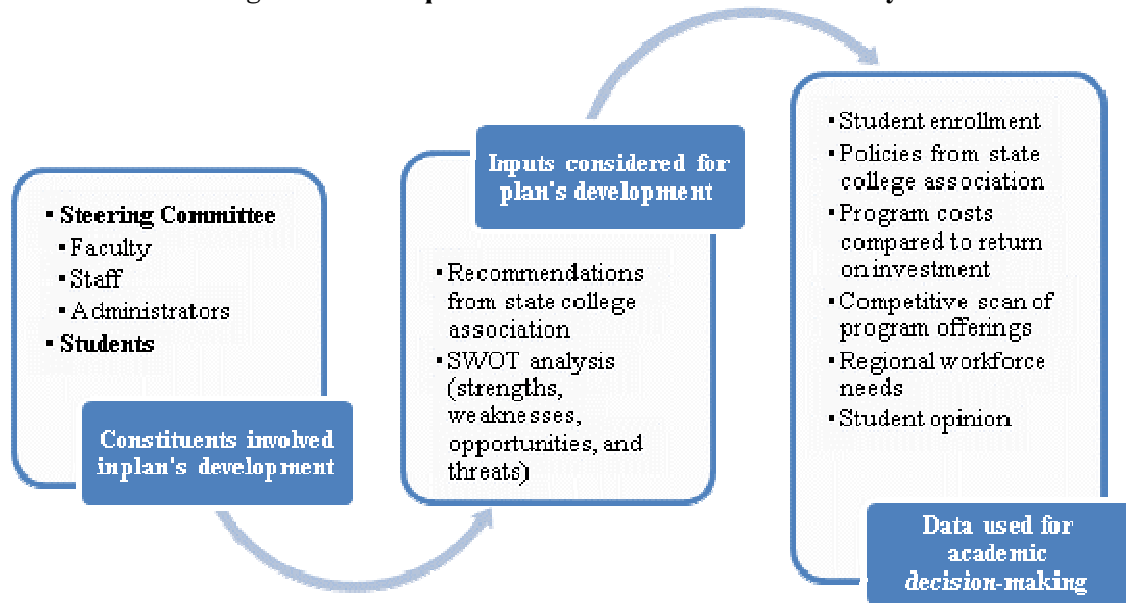
## University D

### Involving every constituent on campus and setting clear academic goals supported by the state college association led to the development of an academic plan that was accepted by all

As an institution that is part of a state college system, University D had to consider recommendations set forth by its state college association when creating its academic plan. Figure 5 shows the elements considered when developing the academic plan and the ways in which university leaders make decisions about the future of academic programs.

<b>Control of Institution</b>	Public
<b>Total Enrollment</b>	~1,500
<b>Degree of Urbanization</b>	Town: Remote

**Figure 5. Development of Academic Plan at University D**



Source: Eduventures' interview, 2008

After engaging in a yearlong, campuswide process dedicated to developing a new strategic and academic plan, University D is committed to offering academic programs that will benefit students both personally and professionally. University leaders were successful in involving the campus community in every aspect of the development process, and steering committee members met with every constituent group on campus to endorse the new plan.

### Challenges

Although the academic plan does serve as a framework for making decisions about academic programs, University D acknowledged that the plan is not scientific. The greatest challenge university leaders faced when developing an academic plan was accepting the notion that most of the process cannot be controlled, and wrong turns do occur. In hindsight, administrators recognize the importance of being modest with investments made up front to avoid a potential overextension of resources.

*"Some amount [of the process] is educated hunches, reading tea leaves for the future... You can create a great program, but you don't know if it will look great to prospective students."*

– Interviewee

**Key Takeaways: Development of Academic Plans**

- *Constituency* – All profiled institutions involve individuals across campus and within the community in the development of their academic plans.
- *Inputs* – Profiled institutions rely on key inputs for the development of their academic plans, including the structure of academic plans at peer institutions and insight from faculty and staff.
- *Data* – Academic decision-making at all profiled institutions revolves around the evaluation of key programmatic data, such as degree conferrals, student learning outcomes, competitive program offerings, and workforce needs.

**Review of Institutions’ Progress Toward Achieving Academic Goals**

Institutions’ offices of academic affairs often assume responsibility for monitoring the academic plan and reviewing its progress toward achieving strategic academic goals. Typically, representatives from all sectors of the institution participate in the review process, thus encouraging widespread input and reducing bias. Figure 6 denotes the individuals – both leaders and contributors – involved in the monitoring and review of the academic plan at each profiled institution.

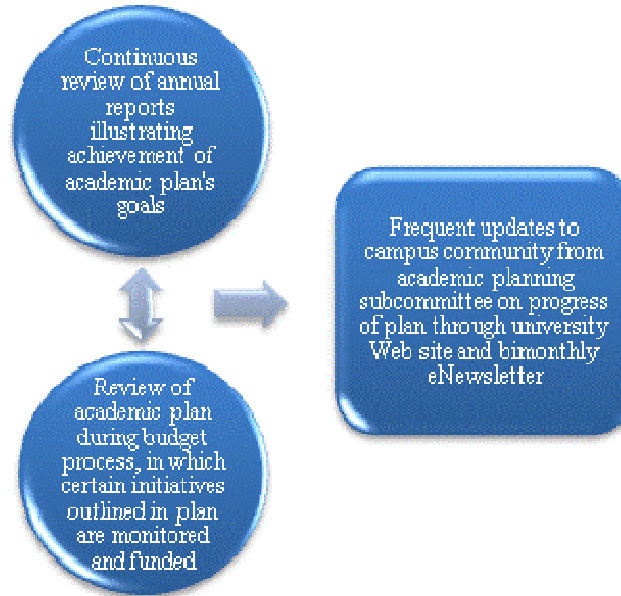
<b>Figure 6. Individuals Responsible for Reviewing the Academic Plan</b>		
	<b>Leader</b>	<b>Contributors</b>
University A	<ul style="list-style-type: none"> <li>• V.P. for Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Affairs Office</li> <li>• Student Affairs Office</li> <li>• Alumni and Development Office</li> <li>• Finance Office</li> <li>• Academic Planning Subcommittee (faculty, staff, students)</li> </ul>
University B	<ul style="list-style-type: none"> <li>• Executive Assistant to the President for Planning (First year)</li> <li>• V.P. for Academic Affairs (Second year and on)</li> </ul>	<ul style="list-style-type: none"> <li>• President’s Advisory Committee</li> <li>• Academic Affairs Office</li> <li>• Academic Initiatives Committee chairs</li> </ul>
University C	<ul style="list-style-type: none"> <li>• Provost</li> <li>• Director of Institutional Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• Admissions directors</li> <li>• Financial Aid Office</li> <li>• Assessment Committee</li> </ul>
University D	<ul style="list-style-type: none"> <li>• Dean of Academic and Student Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• State college association</li> </ul>

Source: Eduventures’ interviews, 2008

At each profiled institution, the academic plan review process entails the examination of institutional reports. These reports are intended to gauge the progress and success of the academic plan.

As highlighted in Figure 7, University A performs regular reviews of its academic plan and frequently communicates the plan's progress to the entire campus community.

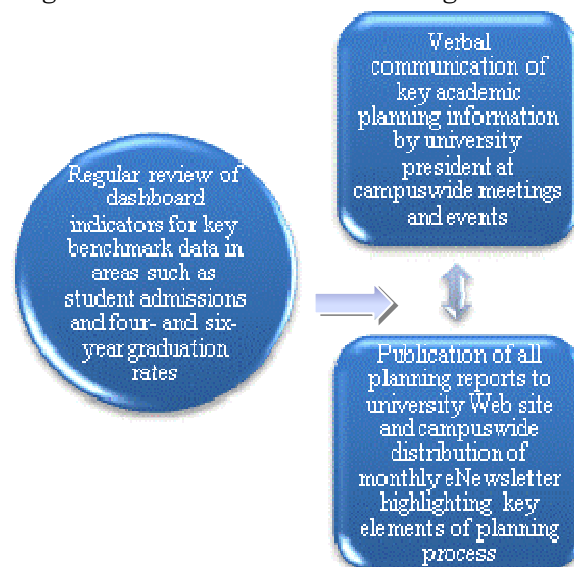
**Figure 7. Review of Academic Progress at University A**



Source: Eduventures' interview, 2008

University B, however, relies on the review of benchmark data and key academic indicators to assess the progress of its academic plan, as noted in Figure 8.

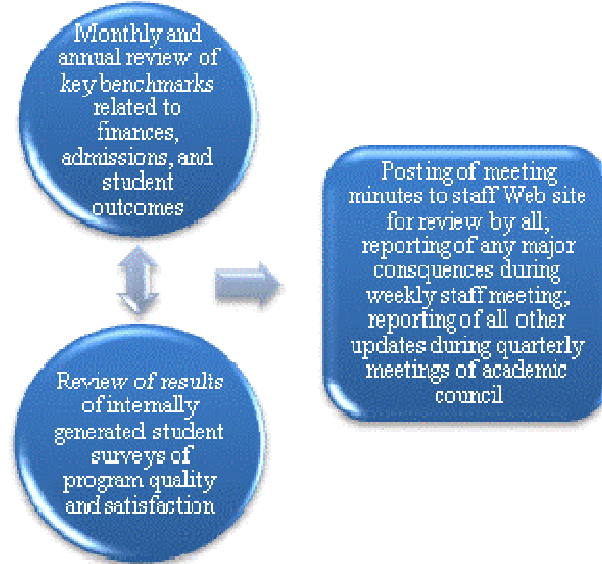
**Figure 8. Review of Academic Progress at University B**



Source: Eduventures' interview, 2008

Similarly, University C evaluates the progress of its academic plan through regular reviews of key benchmark data and the results of student surveys, as illustrated in Figure 9.

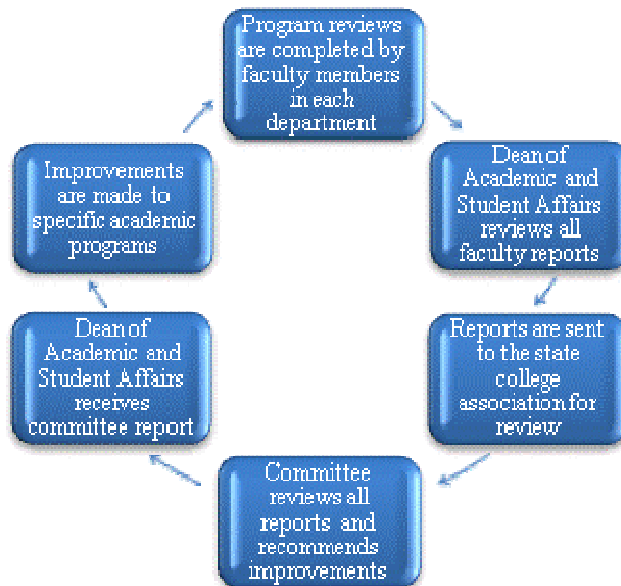
**Figure 9. Review of Academic Progress at University C**



Source: Eduventures' interview, 2008

Unlike the other profiled institutions, University D is required to submit all academic program reviews to its state college association. There, a designated committee reviews each report and consults with individuals from other colleges in the state and industry representatives. The elements of this review cycle, which occurs every five years for each academic program, are detailed in Figure 10.

**Figure 10. Review of Academic Progress at University D**



Source: Eduventures' interview, 2008

Campuswide communication related to academic planning at University D is typically reserved for updates on programs that are either closing or just beginning. Communication around improvements made to particular programs often occurs solely between the dean of academic and student affairs and individuals within the specific program or department.

**Key Takeaways: Review of Progress Toward Achieving Academic Planning Goals**

- Profiled institutions’ offices of academic affairs, with support from individuals across the institution, are responsible for monitoring and reviewing academic plans.
- Regular reviews of institutional and programmatic data enable profiled institutional leaders to monitor and communicate the progress of their academic plan toward achieving their academic goals.

**Success of Academic Plans**

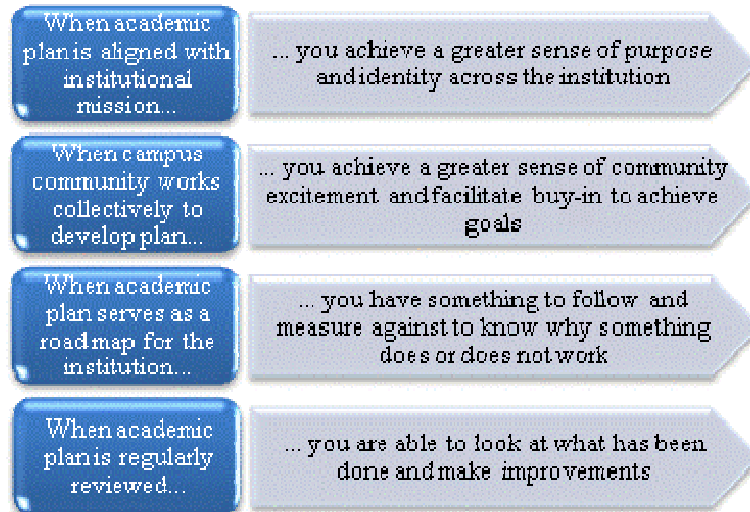
Academic plans are most effective when they produce results that are aligned with the institution’s mission and strategic goals. Representatives from each profiled institution reported that they have been positively impacted by their academic plans, as noted in Figure 11.

<b>Figure 11. Impact and Success of Academic Plan on Institution</b>		
	<b>Impact</b>	<b>Success</b>
University A	<ul style="list-style-type: none"> <li>• Strengthened institutional vision</li> <li>• Allowed campus to become more research-focused while maintaining status of top teaching institution</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively aligned institutional budgeting process with elements of academic plan</li> <li>• Developed more comprehensive academic plan than in years past</li> </ul>
University B	<ul style="list-style-type: none"> <li>• Created more seamless and holistic institutional identity</li> <li>• Allowed for greater alignment with academic mission across university</li> </ul>	<ul style="list-style-type: none"> <li>• Developed new core curriculum</li> <li>• Established key academic initiatives</li> <li>• Discovered new resources to grow and improve quality of academic programs</li> </ul>
University C	<ul style="list-style-type: none"> <li>• Enabled more purposeful approaches to academic program decision-making</li> <li>• Allowing institution to remain true to its strategic mission</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively made decisions about budget and changes in resource allocation</li> <li>• Effectively evaluated data for programmatic decision-making</li> </ul>
University D	<ul style="list-style-type: none"> <li>• Provided framework to accomplish institutional goals and objectives</li> <li>• Allowed institution to progress towards becoming a higher quality institution</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively linked academic planning to recruiting and retaining students</li> <li>• Enabled development of quality programs to attract new faculty</li> </ul>

Source: Eduventures’ interviews, 2008

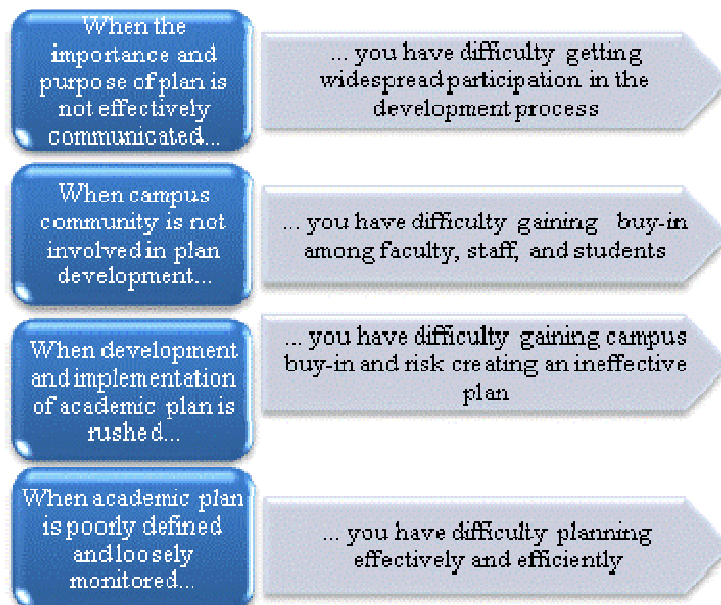
Although each profiled institution’s academic plan has produced individual results, they have all provided a methodical approach to academic program decision-making. As such, components of the academic plan as well as its development and implementation process may yield both advantages and challenges, as highlighted in Figures 12 and 13, respectively.

**Figure 12. Core Elements of *Successful* Academic Plan Development and Implementation**



Source: Eduventures’ interviews and analysis, 2008

**Figure 13. Challenges to Academic Plan Development and Implementation**



Source: Eduventures’ interviews and analysis, 2008

One concern regarding an academic plan is how to deal with resulting changes in staffing. To date, no profiled institution has been compelled to implement a faculty redeployment or replacement plan as a result of their academic planning model. Even when changes occur, many faculty members are able to assume roles in other departments within their institution.

## Analysis and Recommendations

Developing and implementing an academic planning model is a necessary component in establishing a systematic approach to institutional decision-making. The academic plan ultimately provides institutions with a process by which they develop criteria to make decisions to expand or improve existing programs, develop new programs, or retire old programs. Each of the four profiled institutions has experienced relative success with their academic plans as a result of their alignment with the institutional mission and strategic goals. However, each institution has identified areas for improvement and recognizes the need for regular review and adjustment, thus emphasizing that the academic plan is fluid and must be revised to reflect changing institutional and global priorities.

There are important elements involved in academic planning. Throughout the academic planning process, collecting and reviewing appropriate and relevant data is essential. Data types that play an important role in academic planning are included in Figure 14.

**Figure 14. Typical Elements for Academic Decision-Making**

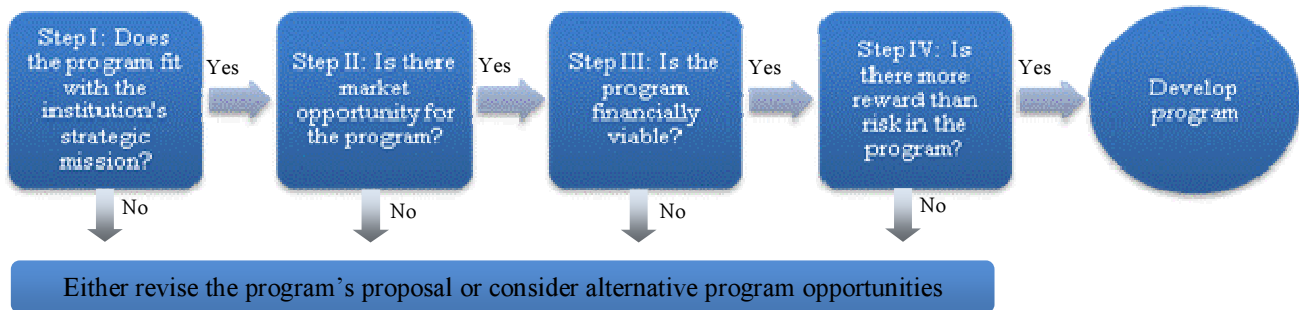


Source: Eduventures' interviews and analysis, 2008

There are also important parts of the academic planning process. Communication across the campus community is vital in order to gain widespread buy-in throughout the development and implementation of the academic plan. Some profiled institutions further recommended seeking the assistance of an outside consultant to guide the academic planning process. Although gaining a fresh, unbiased perspective is important and can be helpful, institutional leaders should realize that academic planning is a sensitive matter and must therefore clearly communicate their intentions with the entire campus community.

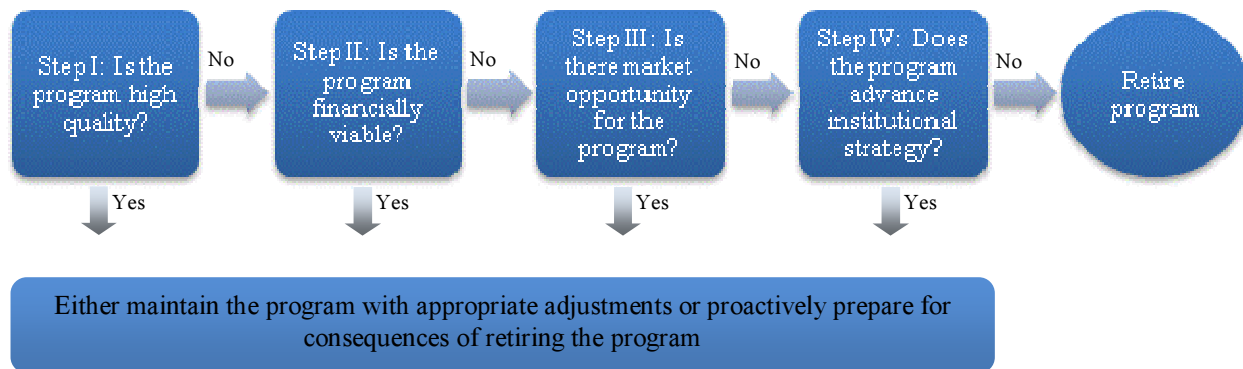
When making decisions about growing or retiring academic programs, institutions often consider similar elements. Figures 15 and 16 illustrate suggested frameworks for decision-making.

**Figure 15. Criteria for Making Decisions About Program Development**



Source: Eduventures' analysis, 2008

**Figure 16. Criteria for Making Decisions About Program Retirement**



Source: Eduventures' analysis, 2008

The purpose of this study is to identify academic planning models used at peer institutions, as well as successes and challenges encountered throughout the planning process, and facilitate a constructive dialogue at the inquiring institution that assesses the primary components of an academic plan and considers next steps in the development process. Therefore, Eduventures recommends the following action steps to develop an academic plan:

1. Identify the institution's academic mission and key strategic goals. Keep these in mind throughout the plan's development and implementation.
2. Solicit feedback from faculty, staff, and students to identify strengths and challenges to the institution's current academic program offerings and consider areas for new program development.
3. Engage in discussions with key community leaders, including school superintendents, business owners, and leaders of major industry organizations, to identify educational needs within the community and challenges to meeting those needs.
4. Harness the support and participation of institutional research staff and identify strengths and challenges to data collection. Come to an agreement on data that are easily attained and offer valuable programmatic information. Create a *dashboard* of these metrics.

5. Establish an academic planning committee containing faculty, staff, and students to lead the planning process and establish a timeline for the plan's development.
6. Review the academic planning models of profiled institutions with faculty and staff, highlighting identified advantages and challenges to their models and considering what impact aspects of their models would make at the inquiring institution.
7. Maintain open communication with the campus community throughout the process, and keep the process moving forward.
8. Understand that an initial framework developed may "miss the mark" once test run and will therefore need to be readjusted to meet changing needs. Maintain flexibility throughout the planning process.

### **Additional Research Opportunities**

This investigation was intended to help the inquiring member identify models for developing and implementing an academic plan at peer institutions, as well as advantages and challenges to the models, and develop a framework that will help facilitate a productive discussion about academic planning. Possible next steps for research, administered by Eduventures staff or internally by the inquiring member, follow:

- Conduct primary research with additional peer institutions to identify models for developing and implementing an academic plan.
- Conduct primary research with faculty, staff, and students to identify strengths and challenges to current academic program offerings.

### **References**

Charter Oak State College. Phone Conversation. August 2008.

Eastern Connecticut State University. Phone Conversation. August 2008.

Lyndon State College. Phone Conversation. September 2008.

*Standards for Accreditation*. New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education, 2005.

SUNY College at Oswego. Phone Conversation. October 2008.

Worcester State College. Phone Conversation. August 2008.

## Appendix

### *NEASC Standards for Accreditation*

#### **Planning and Evaluation**

2.4 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

2.5 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

2.6 Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

#### **The Academic Program**

4.8 The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.

4.9 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.

To review sample academic master plans, please visit the following institution Web sites:

- University of Connecticut  
<http://www.academicplan.uconn.edu/files/UConnAcademicPlan.pdf>
- Northern Essex Community College  
<http://www.necc.mass.edu/vpacademicaffairs/masterplan.php>
- Montgomery College  
<http://www.montgomerycollege.edu/planning/AMP/MCAPM.pdf>
- California State University – Dominguez Hills  
<http://www.csudh.edu/academicaffairs/PDFFiles/AcademicMasterPlan02-15-06.pdf>