# New Degree or Certificate Proposal Feasibility Study Template

**Feasibility Study for New** **Organizational Leadership Certificate**

**Executive Summary**

Scheduled for Fall 2024, the certificate program in Organizational Leadership is anticipated to commence with no initial startup costs as all courses are already available and offered on a regular schedule. The program's asynchronous delivery mode ensures flexibility for working professionals seeking to enhance their leadership skills and career ladder. However, future semesters may necessitate additional course sections and adjunct instructors to accommodate potential growth and demand beyond the anticipated launch.

**Description:**

The Organizational Leadership certificate targets individuals with an existing degree(s) or professionals already active in the workforce. This program aims to engage a broader demographic, extending beyond UW, to support working individuals seeking to enhance their leadership capabilities and promotion prospects. Many prospective students are not looking to pursue another degree but rather aspire to acquire these essential skills through an online learning format. This asynchronous approach accommodates the diverse schedules of non-traditional, employed students.

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**Feasibility Study Required Contents:**

**Overview and Description of Degree or Certificate, Purpose, Strategic Play Overlay**

The Organizational Leadership certificate aligns seamlessly with the Bachelor’s in Applied Science (BAS) in Organizational Leadership, sharing identical student learning objectives as outlined in the BAS program. This certificate caters to individuals seeking an alternative to pursuing an additional degree in an asynchronous learning environment. Tailored to meet the needs of non-traditional students juggling work commitments, this certificate offers essential leadership skills necessary for professional growth. The proposed certificate aligns to the strategic plan and president’s goals listed:

* Strategic Direction 1: Enhance academic, distance education, and advising programs to support student success and increased student enrollment with particular focus on recruitment, retention, and graduation rates.
* Strategic Direction 4: Prioritize and foster excellence in core areas of academics and research that are responsive to the needs of students, employers, and the State.

**Learning Outcomes**

SLO (Student Learning Outcome) 1: Students will learn and compare a variety of leadership and management theories that represent and reflect on organizational structures.

SLO 2: Students will analyze and demonstrate how diversity in a workplace is necessary to produce results and innovative change.

SLO 3: Students will explore ethical theories and understand how those theories are useful in approaching decisions that have moral implications.

SLO 4: Students will demonstrate proficiency in verbal and written communication of information and research data as is needed to be successful within an organizational structure.

SLO 5: Students will implement AI (Artificial Intelligence) tools and software in ethical and professional ways to bring resources and benefits to the organizational structure.

**Curriculum Map and Program Structure – Certificate will be 12 credits in total.**

Students will choose two of the three in bold italics:

***ORGL 3100 – 3 credits***

***ORGL 4100 – 3 credits***

***ORGL 4200 – 3 credits***

ORGL 4960 – 3 credits

ORGL 4900 – 3 credits

**Course Descriptions – All courses are online asynchronous**

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| ORGL 3100 – Innovation & Creativity  | Students will acquire knowledge through a survey of leading theories of organizational change. Students will learn the core principles of each theory, which involves inspiring positive changes in those led. The leader is vested in the success of every single member involved in the process. Students will begin to understand how to empower an organization to create, plan, and innovate to achieve success and produce positive results within its structure.  |
| ORGL 4100 – Diversity & Change  | Students will develop an understanding of complex organizational concepts required to run a successful, diverse team, including a foundation of common legal and regulatory compliance. Students will learn how to relate and apply concepts including organizational structure, management theories, common elements of industrial/organizational (I/O) psychology, and topics in human resource management (hiring and termination processes, conflict resolution strategies, etc.). |
| ORGL 4200 – Ethics in Organization  | To foster critical reflection and more self-aware leadership, the course begins with a survey of three of the most influential moral theories: utilitarianism, deontology (Kantian ethics), and virtue ethics. We will then read and reflect about how context matters, that reasoning about the best course of action may be different in an institutional setting than in one’s private life or a typical interpersonal setting. In addition, what kind of context also matters, such as in a public agency versus a not-for-profit versus a private corporation. In the final weeks of the semester, we will critically examine case studies of moral issues in a range of institutional settings.  |
| ORGL 4960 – Internship | Students will be given an opportunity to complete a 42.5-85-hour leadership project, either in their own place of employment or an internship location of their choosing, even in an online setting. This gives students practical experience in a leadership setting.  Required to complete academic assignments such as reflections journals, goal setting, project presentation, and final evaluation assignments in addition to their field-based responsibilities. |
| ORGL 4900 – Capstone: Leadership in Practice (Elective Option)  | Students will be provided with four case studies in leadership and cohesive organizations, the climate of an organization, ethics, and innovation/creativity. The student will have an organization summary, the dilemma, and possible courses of actions to analyze the dilemma, organizational structure and create their own solution(s). |

**Assessment Plan**

Student learning outcomes will be assessed in each of the individual courses as outlined in the program curriculum map.

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| --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes (SLOs) | ORGL 3100 | ORGL 4100 | ORGL 4200 | ORGL 4900 | ORGL 4960 |
| Students will compare a variety of leadership and management theories that are present in organizational structures. | X | X |  | X |  |
| Students will demonstrate the importance of diversity in the workplace necessary to produce innovative change and results in the organizational structure. | X | X | X | X | X |
| Students will explore ethical theories and understand how ethical decisions are made by organizational structures and critically reflect and analyze data and problems within these structures. |  |  | X | X |  |
| Students will demonstrate verbal and written communication of research data, and peer/instructor interactions needed to be successful within the organizational structure. | X | X | X | X | X |
| Students will implement AI (Artificial Intelligence) tools and software in ethical and professional ways to bring resources and benefit to the organizational structure. | X | X | X | X |  |

**Degree Program Evaluation**

Annually, our students will be given an opportunity to complete a gap analysis survey. Each question on the survey have been designed around our student learning objectives. There is at least one question for each learning objective. In addition to these survey questions, demographic questions are asked to better understand the results. Course evaluations will also be used to determine the effectiveness of each individual course.

**Substantive Change Determination**

Higher Learning Commission (HLC), UW’s regional accrediting agency, must approve all substantive changes to UW’s offering. HLC considers substantive change as the addition of a program (degree or certificate/credential level) not previously included in the institution’s accreditation, usually judged to be a program that is a significant departure from normal offerings, the addition of a program with 50%+ new coursework required, or the addition or change to an existing program which will be delivered 50%+ through alternative (hybrid, online) delivery. Substantive change may also be defined as a new program which does not meet the above guidelines, but which requires a significant amount of financial investment to be made. Please contact the HLC Accreditation Liaison Officer (currently Steve Barrett, steveb@uwyo.edu) to make this determination.

**New Resources Required**

Describe new resources required, including:

* Faculty and instructional staffing – We currently have a new faculty lecturer position that will teach three of our ORGL courses per year. As additional sections are required due to increased course enrollments, we will have highly qualified adjunct instructors who are in leadership roles teaching additional course sections.
* Program administration and staff support – The BAS director will oversee the certificate. Additional staffing support would be helpful, especially in advising.
* Technology – Since all our programs and courses are already online, we have the existing technology we need to be successful.
* Library and digital resources – UW Libraries have extensive resources available to online students; UW Information Technology provides access to important software licenses, including Office 365, Adobe, and statistical analysis packages.
* Marketing – We are currently working with the UW advising team on all our fully online programs at the university. The new certificate will be marketed through this effort as well as marketing initiatives that our UW Casper teams has, such as brochures, social media, classroom visits, and outreach to other institutions and businesses.

**Executive Summary of Demand Statistics**

With the addition of our certificate program in an online asynchronous format, we anticipate an expanded market scope, encompassing more students on a national scale. Our current Organizational Leadership program enrolls an average of 100 students per academic year, with approximately 88% being in-state. There is a lot of room for national-level marketability and growth. According to the U.S. Department of Labor, post-secondary certificate holders earn up to 20% more than without a certificate and are in high demand with the increase in the workforce credential requirements. They also discussed how certificates can be earned in six months to a year, decreasing costs for students. The sustained high demand for this program, exemplified by its top ranking in Gray Associate’s Data, prompted us to consider introducing a certificate program in leadership. This strategic move aims to grant access to leadership courses, offering individuals with a bachelor's degree or relevant work experience an opportunity to earn an Organizational Leadership certificate, thus equipping them with vital skills in this domain.

Market and student demand statistics, inclusive of peer comparisons regarding enrollment size, completions, and trajectory (growth or decline) of similar programs, provide compelling insights:

* The fully online nature of the Organizational Leadership certificate broadens its market reach. Nationally, online degree completions surged from 242,403 in 2019 to 272,767 in 2021, marking a 12.52% increase over three years. Regionally, the growth was notable, increasing from 36,294 in 2019 to 43,390 in 2021, a 19.53% rise. Moreover, national online certificate completions witnessed a substantial upsurge from 72,770 in 2019 to 97,006 in 2021, indicating a 33.28% increase. Regionally, the completion numbers soared from 3,703 in 2019 to 5,534 in 2021, a significant 49.5% increase.
* Specifically, business-related online certificate completions experienced a noteworthy 14.98% increase nationally and 17.728% regionally.

Analyzing the CIP Code 52.0213 for Organizational Leadership revealed substantial growth: a 26.858% increase in online bachelor’s programs nationally and a striking 71.428% completion rate regionally. Notably, certificate completions in this area showcased an 89.01% regional increase, emphasizing the abundance of business career opportunities within this code and its ongoing growth.

Employment trends and projections, aligning with the core competencies of the degree or certificate, remain robust:

* Over the past three years, business-related fields have exhibited consistent employment strength.
* The Bureau of Labor Statistics forecasts a robust 10-year growth for business-related fields, particularly in Organizational Leadership, at both the bachelor and undergraduate certificate levels.
* The Organizational Management employment market remains largely unsaturated, offering abundant employment prospects.

Post-completion trends and considerations:

* Certificates, when integrated or coordinated with undergraduate or graduate degrees, can be advantageous.
* Stackable certificates that collectively contribute to a degree hold significant value for future enrollments and align with our growth plan.
* Certificates serve as an expedited enrollment avenue, acting as a steppingstone for students aspiring to pursue a bachelor’s degree in the future.

Furthermore, the mean average salary for Organizational Leadership in our region stands at $86,389, further substantiating the viability and relevance of this program.

(All data referenced from Gray Associates data.)