

## ASSESSMENT OF POTENTIAL WORKSHEET FOR A DEGREE PROGRAM

Use this worksheet to assess the potential of a new degree program in three domains: social value potential, market potential, sustainability potential. This worksheet can be used to assess current programs or as a tool for exploring future degree programs. Rank + (strong) or – (weak) by number for each item, with 1 being lowest in each category.

| SOCIAL VALUE POTENTIAL     |  |  |
|----------------------------|--|--|
| <i>Value</i>               | +5 <input type="checkbox"/> +4 <input type="checkbox"/> +3 <input type="checkbox"/> +2 <input type="checkbox"/> +1 <input type="checkbox"/> ← HIGH | LOW → -1 <input type="checkbox"/> -2 <input type="checkbox"/> -3 <input type="checkbox"/> -4 <input type="checkbox"/> -5 <input type="checkbox"/>    |
| Strategic alignment        | <input type="checkbox"/> The new degree program has social value that is aligned with the mission of the school                                    | <input type="checkbox"/> The new degree program creates social value but is loosely or indirectly aligned with the mission of the school             |
| Achievable outcomes        | <input type="checkbox"/> The new degree program creates a significant change in user behavior, social conditions, or level of satisfaction         | <input type="checkbox"/> The new degree program creates minimal change in user behavior, social conditions, or satisfaction                          |
| Partnerships and alliances | <input type="checkbox"/> Partners have a synergistic effect and improve or increase chances for desired results and social value                   | <input type="checkbox"/> The new degree program has minimal change potential and would not benefit by a partnership or alliance strategy             |
| Organizational benefit     | <input type="checkbox"/> The new degree program increases or creates positive community perception of and/or support for the seminary or school    | <input type="checkbox"/> Unsuccessful new degree program will have a negative effect on community perception and/or support for seminary or school   |
| MARKET POTENTIAL           |  |  |
| <i>Demand</i>              | +5 <input type="checkbox"/> +4 <input type="checkbox"/> +3 <input type="checkbox"/> +2 <input type="checkbox"/> +1 <input type="checkbox"/> ← HIGH | LOW → -1 <input type="checkbox"/> -2 <input type="checkbox"/> -3 <input type="checkbox"/> -4 <input type="checkbox"/> -5 <input type="checkbox"/>    |
| User need                  | <input type="checkbox"/> Evidence of social need and open window of opportunity  | <input type="checkbox"/> No data or other evidence of social need or a closing window of opportunity   |
| User desire                | <input type="checkbox"/> Evidence of user interest or evidence of success or similar programs in other schools or organizations                    | <input type="checkbox"/> No data or other evidence of user interest available, declining participation in services in other schools or organizations |
| Funder interest            | <input type="checkbox"/> Evidence of interest, or noticeable trends in grant making or contracts for similar programs                              | <input type="checkbox"/> No data or other evidence or findings of interest for similar programs  |
| Market share               | <input type="checkbox"/> Evidence of an open market with little competition for new degree program   | <input type="checkbox"/> Evidence of highly competitive market or no data or other evidence of competition's interest or involvement in the market   |
| SUSTAINABILITY POTENTIAL   |  |  |
| <i>Capital needs</i>       | +5 <input type="checkbox"/> +4 <input type="checkbox"/> +3 <input type="checkbox"/> +2 <input type="checkbox"/> +1 <input type="checkbox"/> ← HIGH | LOW → -1 <input type="checkbox"/> -2 <input type="checkbox"/> -3 <input type="checkbox"/> -4 <input type="checkbox"/> -5 <input type="checkbox"/>    |
| Program development        | <input type="checkbox"/> Research and development resources are available or easily accessible   | <input type="checkbox"/> No funding or staff time available or readily accessible for program development  |
| Startup                    | <input type="checkbox"/> Low cost of startup and/or easily accessible funding for startup  | <input type="checkbox"/> High cost of startup and/or scarcity of available resources or interest   |
| Cost-to-benefit ratio      | <input type="checkbox"/> Low total program costs compared against high public benefit  | <input type="checkbox"/> High total costs compared against low to marginal public benefit  |
| Personnel capacity         | <input type="checkbox"/> Board, staff, and faculty capacity is present and aligned with potential service/product                                  | <input type="checkbox"/> Absence of capacity among existing Board, staff, and faculty  |
| Income potential           | <input type="checkbox"/> Target population with discretionary income potential and/or evidence of ability/desire to pay for program costs          | <input type="checkbox"/> Target population has little discretionary income or evidence of ability/desire to pay minimal fees or program costs        |
| Organizational capacity    | <input type="checkbox"/> Internal structures, space, technology, etc. are in order or easily adjusted for new services or expansion                | <input type="checkbox"/> Internal structures are limited or in need of substantial upgrade to support presenting opportunities                       |
| Funder interest            | <input type="checkbox"/> Clear trends or other evidence of funder interest for three- to five-year horizon   | <input type="checkbox"/> Funder interest unknown or evidence of declining interest over the last three to five years.                                |

