

## **Academic Program Prioritization Template Simpson University**

The purpose of this template is to provide a more comprehensive examination of the viability of academic programs. This template was designed and agreed upon by the TUG Academic Council in 2016-17. We concluded that the academic areas should provide the necessary evaluative tools on the viability of academic programs. The first section is comprised of quantitative measures as indicated. These will be provided to each department. The second section is an opportunity to write a brief narrative on a major's contribution to the university mission. The third section is an opportunity to write narratives responding in whole to the question provided. This is an opportunity to qualitatively respond to the quantitative measures.

The entire response should not exceed 10 pages. The Academic Council recommended that departments complete this template in 2017-18 in order to establish a baseline view of our academic programs/measures. We also propose that this information and template (with a degree of variation) be utilized in analyzing the introduction of new majors and re-imagining current majors. The Program Prioritization Reports will be completed by September, 2018 in order to distribute to the Board of Trustees in October, 2018.

### **Section 1: Metrics**

#### 1. Return on Investment

- Credits taught
- Faculty, Staff Salaries
- Percentage of credit (salary) applied to general education
- Disaggregate Department and General Ed Credits (include service to other departments and/or credits cross listed)
- Disaggregate Credits sold that serve other majors
- Credits enrolled over time - 4 years
- Minors Offered? Credits sold per semester—4 years
- General Ed Credit sold – (dedicated to faculty salary)

#### 2. Cost of a Four Year Degree in each major

#### 3. Department of Labor Statistics on job prospects

#### 4. Measure of internal demand---10 years data- number of majors

#### 5. Measure of external demand---10 years data -- Inquiries, apps, deposits Migration of Majors

#### 6. Alumni data (graduates and graduates working in the major discipline area)

**Section 2: Mission Critical Majors** -- Provide a brief narrative of how the program is mission critical to Simpson

- Criteria for determination:
  - Christ-centered university
  - Preparing students for service and meaningful work
  - Developing students in faith, mind, and character

**Section 3: Qualitative response to criteria**

- Criterion 1: Importance of the Program to the University Mission

Question 1: Describe how the program contributes to the university's mission statement (Mission Statement will be added).

Question 2: Describe how the program contributes to the promotion of faith and engagement in teaching and learning

Question 3: Describe how the program contributes to the promotion of the Mission across campus

Question 4: How does the program contribute to the university mission.

- Criterion 2: External Demand of the Program

Question 1: Describe the local, state, and national trends for this program. Explain whether the trends indicate a continuing need or expansion of the program. (Department of Commerce)

Question 2: Describe the extent that the program is in demand by newly admitted students and potential students.

Question 3: Describe the degree to which the demand for this program is being met by peer institutions or competing institutions and if they are experiencing the same kind of trends.

- Criterion 3: Internal Demand for the Program

Question 1: Discuss the enrollment trend and whether there are any expected changes in the future.

Question 2: Describe the percentage of program enrollment, in terms of credit hours generated, for these categories: majors, minors, certificates, general education or service purposes. If relevant, describe how the program contributes to the success of other programs.

Question 3: Discuss migration of students in and out of the major using data provided.

- Criterion 4: Financial Efficiency

Question 1: Describe your program's resources as compared to like programs in peer institutions. Are there any national/state benchmarking? (Who are these "peer" institutions?)

Question 2: Discuss trend of program costs (direct - faculty and specific supplies to the program [newspaper and yearbook]/indirect - maintenance costs/heating/electricity/library costs) and revenue as applicable. Per FTE

- Criterion 5: Program's Interdisciplinary/Relationship with other programs

Question 1: Discuss the interdisciplinary opportunities that could be undertaken by the program and how these could be achieved.

- Criterion 6: Program Potential for Growth

Question 1: Discuss opportunities that exist for growing the program (consider shared resource opportunities with other programs or units, collaborative opportunities, the CORE, interdisciplinary cooperation) - *increasing number of students in the major?*

Question 2: Discuss the potential for external impact (outside of the university)

- Criterion 7: Quality of Faculty & Faculty Outcomes

Question 1: Describe and discuss how faculty credentials, skills and capacities affect the quality of the program (full time, part time and adjuncts - [WASC prefers more full time faculty])

Question 2: Describe the recognition (e.g. honors and awards) the faculty bring to the program, and institution in the area of professional and public service and other exemplary performance (committee work, all of the stuff that we do on campus and off campus)

Question 3: Describe and "quantify" the track record of the program faculty in producing research and artistry

Questions 4: Describe and provide measures for the quality and quantity of teaching, including use of adjunct faculty (faculty evaluations)

- Criterion 8: Program's Contribution to Diversity

Question 1: Discuss the diversity trend of students in the program and whether there are any expected changes in the future. Comment on how recruitment efforts are facilitating this trend.

Question 2: Discuss the three year diversity trend of faculty in the program and whether there are expected changes in the future.

Question 3: Describe how the program is addressing the issues of inclusion and diversity through curriculum, research and service.

- Criterion 9: Quality of Students & Student Outcomes

Question 1: Discuss data on student perceptions, including but not limited to student satisfaction, student preparedness, and job placement (exit surveys)

Question 2: Describe student performance and present student data for five years on external measures that your program has available (e.g. state/national exam scores, professional licenses, certification, admission to graduate/professional schools, professional honors, GPA)

Question 3: Discuss trends in student engagement curricular and co-curricular activities related to academic program (internships, research, service learning, study abroad)

Question 4: Discuss retention and graduation trends using data provided. Wherever possible comment on appropriateness of time to degree.