

Prioritizing Academic Programs and Services
CAAC Recommendations on Graduate Council Suggestions for Implementation
October, 2005

- This document is written within the context of “Prioritizing Academic Programs and Services” (ISU 10/4/05, available in PDF format from <http://www.indstate.edu/acad-aff/facultyres.html>) which indicates that all programs will be reviewed.
- The “Prioritizing Academic Programs and Services” document suggests that programs be divided into either thirds or quintiles, and we suggest quintiles. The implication is that 20% of programs will be identified for “phasing out, reduction, or consolidation” and 20% will be identified for “enrichment”.
- The questions in each Criterion area were written with an emphasis on data and information that is available to department Chairs. Most of the questions ask for specific data and some ask for narrative answers.
- Most of the data required in this report should be available from BANNER or other ISU data bases and generating this data for each program should be an institutional, not a departmental, priority.
- We suggest that the report generated should be limited to 10 pages of text, with no supplemental material or appendices.
- Clarification needs to be provided on what constitutes a program on ISU’s campus (see Dickeson Chapter 4).
- Unless otherwise noted, responses should be tabulated *by year, for the past 5 years*.

Criterion 1: History, Development, and Expectations of the Program

1. Please provide an executive summary of the program’s history, documenting major structural and curricular changes.

Criterion 2: External Demand for the Program

1. List the number of program graduates employed in companies and organizations according to major professional category (e.g., education, technical, etc.).
2. List other similar academic programs in the state.

Criterion 3: Internal Demand for the Program

1. List the number of students in a) general education courses and b) other service course taught in the department of the major program.
2. Provide a brief narrative describing the consequences that would be incurred by other ISU programs if this program were discontinued?

Criterion 4: Quality of Program Inputs and Processes: Priority Low

1. Cite evidence of:
 - a. Student standardized test scores before and at ISU (if applicable)
 - b. Student class ranking before and at ISU (if applicable)
 - c. Student GPA before and at ISU

2. Cite evidence of:
 - a. Faculty academic preparation, including percentage of terminal degrees held by program faculty
 - b. Faculty service to ISU; priority low
 - c. Faculty service to the profession; priority low
 - d. Extra-departmental faculty teaching awards
3. Cite evidence that:
 - a. The program has been reviewed for accreditation, certification, or other professional recognition.
 - b. The academic program was reviewed by non-ISU personnel.

Criterion 5: Quality of Program Outcomes

1. Cite evidence of:
 - a. Graduation rates for majors
 - b. List major accomplishments of majors, including extra-departmental awards, publications and grants.
2. Cite evidence of:
 - a. Refereed faculty publications
 - b. Faculty professional presentations; enumerate by regional and national/international category.
 - c. Faculty creative works and performance; enumerate by regional and national/international venue
 - d. Noteworthy faculty professional activities, service, and consultations

Criterion 6: Size, Scope, and Productivity of the Program

1. List the number of majors over the past 5 years (Note that all of this data should come only from the “10 day reports”.)
2. List the number of graduates over the past 5 years
3. List the program’s maximum capacity for majors, given current resources (formula needed).
4. List the number of faculty and staff assigned to the program over the past 5 years
5. List the faculty instructional load in the program
6. List the FTE faculty to FTE student ratio in the program
7. List the number of credit hours generated over the past 5 years

Criterion 7: Revenues and Other Resources Associated with the Program

1. List financial resources generated by the program from ISU sources such as grants, contracts, assistantships, licensing, fees, etc.
2. List financial resources generated by the program from non-ISU sources such as grants, contracts, assistantships, licensing, fees, etc.
3. List the number of SCHs for non-major or non-program students offered through program courses and other areas of ISU such as service courses taught or direct services provided to other departments or programs
4. List key relationships between the program and areas outside of ISU such as ongoing collaborations, student teaching opportunities, work with nearby organizations, schools, and colleges.

Criterion 8: Costs and Other Expenses Associated with the Program

1. What are the faculty costs for the program, based on faculty salaries and benefits and faculty FTE dedicated to the program?
2. What are staff costs for the program, based on staff salaries and benefits and staff FTE dedicated to the program?
3. What are the annual specialized equipment and facilities costs associated with the program, other than general classroom and faculty/staff/department office space? For example specialized laboratories, computer, or teaching facilities.

Criterion 9: Impact, Justification, and Overall Essentiality of the Program.

1. Provide a narrative that describes how this program distinguishes ISU from other institutions and furthers the ISU Strategic Plan?

Criterion 10: Opportunity Analysis of the Program: Priority Low

1. Provide a narrative that describes the opportunities for the program to experience growth in the near future, particular with reference to curriculum and technology.
2. If applicable, describe potential opportunities for restructuring the program (e.g., through consolidation, cooperation or other means) to achieve greater productivity.

Additional Considerations:

1. Include here any other appropriate information, such as:
 - a. Student, faculty, or program accreditation or recognition that would reflect student, faculty, or program quality.
 - b. Accreditation requirements restricting enrollments or section size, for example clinical practice class size limits.
 - c. Department policies restricting enrollment or section size, for example section size limits for laboratory or for distance education classes.