

February 1, 2006

## **PROGRAM PRIORITIZATION REPORT**

The creation of a Program Prioritization Report by each program and the review of all reports by governance units, deans, and the Program Prioritization Task Force are central to the Program Prioritization Process. The report provides an opportunity for self-reflection and consideration of program direction for the future. The Task Force encourages program faculties to work collaboratively to create the report and use the review process to inform decisions about program improvements. This document provides instructions and suggestions for completing the report as well as a description of the evaluation system that will be used to make recommendations to the Provost.

Each program will prepare a report (a maximum of 10 pages, double-spaced, 12 point Times New Roman, 1 inch margins, in MS Word) that addresses the criteria listed below. The review will address a five year period (2001 through 2005) unless stated otherwise. The timeframe will be adjusted for new programs or those that have undergone substantial changes.<sup>1</sup> Reports will include both descriptive information and reference to official university data. Relevant data will be compiled by OSPIRE and posted by department<sup>2</sup> at the OSPIRE Web site for programs to use as they create their reports.<sup>3</sup> An inventory of the data available appears as Appendix 1 of this document. Each program's dean's office will attach the OSPIRE data to the completed report. In addition, programs may wish to reference other official university information, such as that provided by department reports, accreditation reports, COGNOS, and Banner.

### **Program Report of Criteria-Related Data and Information**

The Program Report provides data and information for each of six criteria (not in priority order). For more information about the development of these criteria, see the Prioritization Task Force Recommendations, available from the Prioritization website (<http://www.indstate.edu/site/acad-aff/2757.html>). The criteria are:

- I. Consistency with University Mission, Vision, Values, and Goals and Goals for Higher Education in Indiana
- II. External and Internal Demand
- III. Quality
- IV. Productivity, Costs, and Efficiency
- V. Potential
- VI. Crucial information not addressed by other criteria

The college review group, dean, and task force will rate each program on each of the criteria. The criteria ratings will then be weighted to reflect the differences in the importance of the

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<sup>1</sup> Data for programs that have changed title or department may be listed under the old and new title/department. This is to accurately reflect history. In these cases, programs should describe the change in the appropriate sections of the report, such as including the aggregate totals for the program.

<sup>2</sup> Most data are available by department only. Information on enrollment and graduation usually are available at the program level.

<sup>3</sup> If there are questions about the data, please contact OSPIRE. If a department believes that official information is inaccurate, the department may attach a short explanation of concerns with their report.

criteria. Weighted scores will be used, with other considerations, to rank the program within the college and the University. Additional information regarding the process is in the Prioritization Task Force Recommendations.

Those who will be rating the programs will be assisted best if the program faculty provide clear and supportable information and documentation rather than declarations and positive characterizations.

### **Evaluation and Weighting**

The program’s responses to each of the six criteria will be given a rating score, based on a scale from 1 to 10, with 1 indicating little appropriate evidence and 10 indicating conclusive evidence. (If no pertinent information is submitted, a 0 will be used.)

Once the six criteria scores have been determined, a weighted average of the scores will be calculated. The weights to be used, developed by consensus by the Task Force, reflect its understanding of the principles of program prioritization as applied to this institution.

<b>Criterion</b>	<b>Weight (points)</b>
1. Mission	9
2. Demand	18
3. Quality	27
4. Productivity	27
5. Potential	9
6. Additional Information	<u>5</u>
	95

In addition, to help account for different program characteristics, an additional 5 points will be applied by the committee to the criterion that will help a program the most. Inclusion of this flexible component makes the weights sum to 100 points.

#### *Example*

Reviewers will rate each program on each criterion and assign a rating score ranging from 1 to 10. Assume that reviewers evaluated this program with the rating scores listed below. Each score was then multiplied by the associated weight for the criterion and these products were totaled. The flexible component was then applied by multiplying the highest Criterion score by a weight of 5 and adding this bonus to the total. A program scoring 10 on every criterion would have a total score of 1000.

<b>Criterion</b>		<b>Rating Score</b>	<b>Weight</b>	<b>Product</b>
1	Mission	2	9	18
2	Demand	8	18	144
3	Quality	6	27	162
4	Productivity	4	27	108
5	Potential	9	9	81
6	Additional Information	5	5	25
	Preliminary Score			538
	Flexible (based on Criterion 5, which is the highest score)	9	5	45
	Total Score			583

Once all the programs have been rated, the evaluators will be able use the ratings to guide their rankings of the programs. Rankings may not be based exclusively on the ratings score.

**Detailed Information for the Report**

Reports should be organized by criteria and programs should address, as applicable, the points listed within each criterion. When university data are used for support, citations should be provided.

**I. Consistency with University Mission, Vision, Values, and Goals**

Describe how the activities of the program are consistent with the University Mission, Vision, Values, and Goals.

1. Describe the ways in which the program advances ISU’s institutional mission, vision, values, and strategic goals (found at <http://www.indstate.edu/site/acad-aff/2325.html>) and responds to the Indiana Commission for Higher Education goals for higher education in Indiana (posted at [http://www.indstate.edu/acad-aff/doc/program\\_prioritization/framework.pdf](http://www.indstate.edu/acad-aff/doc/program_prioritization/framework.pdf)).
2. List up to five key relationships between the program and external constituencies such as collaborations and partnerships with organizations and businesses (these activities should be available from departmental annual reports).

**II. External and Internal Demand**

Describe the current external and internal demand for the program, its courses, and its activities.

1. Is there external demand for graduates of the program? Refer to employment projections based on federal or state information. (For example “Job Outlook” data from the

Occupational Outlook Handbook <http://www.bls.gov/oco/> and The Indiana Department of Workforce Development information at <http://www.in.gov/dwd/inews/lmi2.asp?md=2&tp=05>)

2. What has the program done to encourage interest from and enrollment of transfer students, high school students, and undergraduate students, as appropriate?
3. Describe and address internal demand for major courses and service courses (including general education), and the contribution ratio<sup>4</sup> as provided in the OSPIRE report.
4. What steps has the program taken to increase or better meet demand?

### III. Quality

Describe activities of the program that lead to high program quality and document how that quality is measured.

1. As available, provide information on graduates, in particular, employment and enrollment in graduate programs. Where appropriate, provide information on graduate school admissions tests and licensure exams, using comparative data if available.
2. If accredited, what are the benefits and importance of accreditation, especially to employment of graduates? What would be the impact if the program were not accredited?
3. What steps has the program taken to develop innovative and forward-looking curricula?
4. Provide evidence of program teaching effectiveness.
5. Provide evidence of an active and engaged faculty by completing the table below with information for the last two years for tenured and tenure-track faculty. (All data must be reflected in official university reports of professional activities.)

<b>Year</b>	<b>Number of refereed publications</b>	<b>Number of refereed regional or national presentations</b>	<b>Number of juried creative works and performances</b>	<b>Number of professional service activities at a regional or national level</b>	<b>Other important scholarship and service</b>
2004					
2005					

<sup>4</sup> The ratio of the number of SCH generated by a department for other departments' programs to the total number of SCH generated by the department.

**IV. Productivity, Costs, and Efficiency**

Describe the resources generated and used by the program.

1. List grants and contracts received by the program over the last three years. How have these resources enhanced program productivity and efficiency? Refer to information provided by Office of Sponsored Programs.

<b>Fiscal year</b>	<b>Type of grant/contracts</b>	<b>Approximate dollar amount</b>
2003		
2004		
2005		

2. List other financial resources generated by the program such as donations (include donations for scholarships), externally funded assistantships, internship stipends funded by off-campus sources, conference earnings, etc. How have these resources enhanced program productivity and efficiency?

<b>Fiscal year</b>	<b>Type of resource</b>	<b>Approximate dollar amount</b>
2003		
2004		
2005		

3. Describe the resource requirements of accreditation. (Do not include annual fees or the cost of site visits.)

<b>Impact on faculty teaching load</b>	<b>Course section size limits (including clinical components)</b>	<b>Facility and equipment requirements</b>	<b>Other</b>

4. Information on enrollment and degrees conferred has been tabled in the OSPIRE report. As appropriate, provide any additional description for this data.
5. Information on Student to Faculty ratio, SCH by FTE faculty, and cost per credit hour has been tabled in the OSPIRE report. As appropriate, provide any additional description for this data.

## **V. Potential**

Describe the relationship between current resources and program enrollment capacity, and discuss any differences. Please support your answers with explanations of any forecasts.

1. What is the program's maximum capacity for majors and minors with current resources? What is the maximum capacity for service courses? What has the program done to move from its current situation to its potential? In the last five years, what steps have been taken to strengthen the program and increase enrollment?
2. What has the program done to increase efficiency in the last two years? Describe plans for reallocation and efficiencies within the department. How could the program increase productivity through internal or external consolidation and partnering?

## **VI. Additional Information**

There may be special considerations that contribute to a program's life and have not been covered in the points above. This section provides an opportunity for programs to discuss such considerations.

**Appendix 1: Data provided by OSPIRE**

Faculty headcount, full-time equivalent (FTE) and load are intended to provide background and context to aid in understanding. The rest of the data below are referenced in the report.

**TABLE OF CONTENTS**

**I. Enrollment**

**A. Undergraduate**

First Majors

by College by Department by CIP Code by Degree Level

by College by Department by CIP by Major

Additional Majors

by College by Department by CIP

by College by Department by CIP by Major

Minors

by College by Department by Minor

Certificates

by College by Department by CIP Code by Degree Level

by College by Department by CIP by Major

**B. Graduate**

Doctorates

by College by Department by CIP Code by Degree Level

by College by Department by CIP by Major

Master's

by College by Department by CIP by Major

Certificates

by College by Department by CIP Code by Degree Level

by College by Department by CIP by Major

**II. Degrees Conferred**

by College by Department by CIP by Degree Level

by College by Department by CIP by Major

Certificates

by College by Department by CIP by Degree Level

by College by Department by CIP by Major

**III. Student-Faculty Ratio**

**IV. General Education Courses**

Courses Offered

**V. SCH by FTE Faculty**

by College by Department by Faculty Type

**VI. Faculty Data**

Faculty Headcount, FTE and Load

VII. Cost per Credit Hour  
5-Year Average by College by Department

VIII. Contribution Ratio  
by College by Department