SUBJECT
Program Prioritization Results

REFERENCE

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University, Boise State University, and University of Idaho as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.H., Governor Otter's Zero Base Budgeting (ZBB) Mandate

BACKGROUND/DISCUSSION
At the Board's May 2013, retreat Dr. Robert Dickeson, author of *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*, facilitated a discussion on setting priorities for the Idaho higher education system. Dr. Dickeson walked the Board through the process of planning and structuring a program prioritization effort. As a result, the Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles.

The Board, with input from several institution presidents and provosts, agreed to a framework for initiating program prioritization on each of the campuses to include proposed outcomes and targets for each outcome. Institutions were asked to develop proposed criteria to be used to evaluate programs and the weighting for their criteria. Institutions presented proposals for initiating a program prioritization process to the Board in June and August of last year. The Board approved proposals for the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College.

On April 15, 2014, a joint meeting of the Council on Academic Affairs and Programs and the Financial Vice Presidents was held to discuss the framework

for presenting program prioritization results to the Board. Four key areas were identified to help validate for the Board the efficacy of the initiative.

- Rigor of the process
- Fulfillment of zero-base budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements

Guidance was provided for content to be included or addressed in both the oral and written presentations at the August Board meeting. Each institution will provide an oral presentation to include their respective overarching goals, measurement criteria and units of program analysis, number of programs evaluated and how many programs were placed in each quintile, explanation of common factors that led to programs landing in the top or bottom quintile, lessons learned and actions taking place to include considerations of sustainability.

The written reports will include: (i) a narrative of the process explaining the level of rigor applied; (ii) key process documents such as templates and surveys used to collect data; (iii) key milestones and dates throughout the process; (iv) number of programs in each quintile; (v) number of programs held harmless and why; (vi) key outcomes and recommendations; and (vii) timelines for next steps. The written report will also contain all aspects of the oral presentation.

IMPACT

Program prioritization requires the institutions to conduct an evaluation of programs and services with specific and tangible objectives (goals), and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. This process will provide a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."[1]

Finally, program prioritization serves a critical dual purpose by fulfilling the requirements of the Governor's ZBB mandate.

ATTACHMENTS

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[1] Dickeson, R.C. *Making Metrics Matter: How to Use Indicators to Govern Effectively*, 2013

STAFF COMMENTS AND RECOMMENDATIONS

For the past nine months Program Prioritization has been a standing agenda item for the Instruction, Research, and Student Affairs (IRSA) and Business Affairs and Human Resources (BAHR) committees. This provided Board members with a regular checkpoint and institutions with a forum for technical questions and inter-institutional comparison and dialog.

Per the Guidance Memo referenced above and included as Attachment 1, a system-wide summary of requested findings and outcomes follows:

Programs Evaluated

	BSU	ISU	UI	LCSC
Academic	339*	177	298	65
Non-academic	242	188	60	50
TOTAL	581	365	358	115

Includes 163 Minors, Emphases, Options, Alternate Degrees, Undergraduate Certificates and 45 academic departments all of which were evaluated but not quintiled. Degree and graduate certificate programs quintiled = 135.

Aggregate Programs per Quintile

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
BSU					
Academic	26	25	29	26	29
Non-Academic	49	48	54	44	47
ISU					
Academic	36	35	35	35	36
Non-Academic	38	34	38	39	39
UI					
Academic	46	100	14	9	41
Non-Academic	32	72	23	17	4
LCSC					
Academic	8	31	12	6	8
Non-Academic	6	9	14	11	10

Hold Harmless

For Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) no academic or non-academic programs were exempt from the program prioritization process. Instructional programs less than three years old were excused from Boise State University's (BSU) Program Prioritization because of insufficient data to evaluate. In addition, eight secondary education programs were excluded from BSU's analysis, but will be evaluated jointly by the subject area departments and the College of Education. Evaluation of these programs will be completed and action plans developed by May, 2015.

Sustainability

BSU plans to sustain the benefits of systematic assessment, focusing in particular on the following four areas:
1. Follow-up on implementation of program prioritization action plans
2. Enhance capability to analyze and make use of data on unit and organizational performance
3. Enhance evaluation of instructional programs and academic departments (e.g. refinement of metrics, enhanced assessment of learning outcomes, enhanced periodic review process, etc.)
4. Enhance Evaluation of Administrative and Support Programs to ensure that they will enable an outside reviewer to evaluate the overall effectiveness and efficiency of the unit

ISU Office of Institutional Research stood up a server and built an online application in order to manage the program prioritization input and analysis. ISU's Program Viability System will be used on-going. "The University will continue to refine its institutional expectations for Program Prioritization in the years ahead. … A continued use of Program Prioritization will enforce the need to continually assess the quality and necessity of University programs for the benefit of the State of Idaho and its citizens." ISU has already incorporated program prioritization into its budget development process.

UI's report is silent on sustaining elements of the program prioritization process.

"LCSC [indicates they] will maintain the College-wide assessment teams and program review protocols, strengthened during this past review cycle, and incorporate 'lessons learned' from the Board's prioritization initiative. Interventions based on the major reviews and action plans, will be implemented with an eye toward sustainability." In particular, LCSC credited the program prioritization process with exposing gaps in data at the program level and the existence of multiple data sets on campus creating "confusion as to which data sets are official."

Institution Reports

Idaho State University (ISU) carried out a thorough and inclusive program prioritization process. Major reviews of programs and recommendations have occurred. It is noteworthy that ISU's process included an extensive effort by senior leadership to vet preliminary recommendations with stakeholders prior to providing final recommendations and the development of a three-phased implementation plan. All programs landing in the fifth quintile have required action plans (consolidate, restructure or eliminate). ISU Academic Affairs has also aligned its budget process with program prioritization.

ISU's program prioritization of its non-academic programs used a separate set of metrics unique to these programs. It was an iterative process starting with program directors, moving up through each level of management until final approval by the appropriate vice president. ISU ultimately identified 16 programs "for potential program prioritization actions."

The University of Idaho (UI) listed as one of its overarching goals to review those programs previously placed on a "watch list" during the institution's 2008-09 program review process. UI also identified review of "other programs found to be low priorities" as a key goal. It would appear that as part of the current program prioritization process, UI watch listed some additional academic programs. Additional clarity is needed about this watch list. What level of review will watch-listed programs be subjected to and are they being 'watched' against a pre-determined list of benchmarks? Why are they only being watched and not, like the other programs, restructured, consolidated, eliminated, or invested in? It does not appear the UI has adopted final recommendations or developed firm action plans for all programs.

Boise State University's (BSU) program prioritization process was clearly detailed and documented. The process included an element of increased rigor whereby underproductive programs, based on a threshold number of graduates, were subjected to greater scrutiny. The University identified 22 programs not in the fifth quintile but with a low number of graduates. These programs "were required to develop plans to increase their number of graduates to a level above" an identified threshold value. For instructional degree programs in the 5th quintile "an action plan was developed for programs that describe the substantive change (reinvent, redesign, restructure or phase out)." Degree programs in the 2nd, 3rd or 4th quintiles were required to "develop plans for improvement." In addition, all programs with low numbers of graduates were required to provide an improvement plan.

Lewis-Clark State College (LCSC) integrated the program prioritization principles into an existing assessment process. Clarification is needed regarding the relationship between LCSC's annual assessment cycle at LCSC and the program prioritization process. Specifically, LCSC's report states that prior to this

"program prioritization process, 163 programs" were included in the "annual assessment cycle at LCSC." However, only 115 programs were prioritized here. This raises the question of what happened to the 48 programs included in the last program assessment cycle but omitted from this prioritization process? Additional clarity is also needed about how LCSC developed and applied the quintiling process. While the criteria used to guide prioritization are articulated, their respective weights were not.

LCSC programs assigned to quintile 5 require major program review with "explicit direction" from the vice president, dean and department chair. "Review plans with outcome and timelines are due in October 2014." Quintile 4 programs require an action plan addressing areas for improvement to be identified through the college's assessment processes. These action plans and timelines are also due by October 2014.

Board Processes & Implementation

After the August presentations, the Board and/or the institutions may determine to make programmatic changes based on the program prioritization results. Board staff proposes the following process which may require a one-time waiver of Board policy III.G.:

1. An institution desiring to discontinue a program or consolidate programs may do so *en masse* with one letter of notification as an agenda item to the Board for approval.

2. An institution desiring to split an existing program will be required to submit a program proposal through the regular program review process for approval.

3. An institution desiring to create a new program must follow standard procedures consistent with Board Policy III.G and submit a program proposal through the regular program review process.

Staff recommends the Board request institutions provide a one-year follow-up report on implementation.

BOARD ACTION

I move to approve the program prioritization process executed by Idaho State University as fulfillment of the Governor's zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the program prioritization process executed by the University of Idaho as fulfillment of the Governor's zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the program prioritization process executed by Boise State University as fulfillment of the Governor's zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the program prioritization process executed by Lewis-Clark State College as fulfillment of the Governor's zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION
650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037
208-334-2270 | FAX: 208-334-2632
email: board@osbe.idaho.gov

To: Provosts
                   Vice Presidents for Finance & Administration

From: Chris Mathias and Matt Freeman

Date: May 15, 2014

Re: Guidance Memo – Program Prioritization Deliverables for August Board
                   Work session

On April 15, 2014, members of CAAP and the Financial Vice Presidents met to discuss the framework for presenting the results of the program prioritization process. Specifically, participants discussed what should be included in both the written reports (due to the Board Office by July 14, 2014) and the oral presentations planned for the August 2014 Board Meeting. This memorandum outlines the conclusions drawn and expectations moving forward. In this memorandum, the word "program" covers both academic and non-academic programs.
We identified four key areas which will help validate for the Board the efficacy of the Program Prioritization initiative:

- Rigor of the process
- Fulfillment of Zero-base Budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements

Oral Presentations should be up to **30 minutes in length** (not including questions) and include:
1. The institution's overarching goals (*i.e.* desired outcomes).
2. The measurement criteria and the units of program analysis.
3. How many programs were evaluated and how many programs were placed in each quintile.
4. For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.
5. What lessons were learned (*e.g.* implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.

Written Reports must include everything from the Oral Presentations, as well as:

6. A narrative of the process explaining the level of rigor applied.

7. Key (blank) process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.

8. Key milestones and dates throughout the process.

9. The aggregate number of programs in each quintile.

10. Was there a hold harmless predetermination for any program(s), and if so, why?

11. Key outcomes and recommendations.

12. Timelines for next steps. This should delineate:

    a. What immediate steps have already been taken, if any?

    b. What steps will occur in the future (*i.e.* phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.

    c. Process improvements (*e.g.* eliminate duplication, outsource, centralize services, etc.)

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Academic Programs

Program Prioritization Report

2014

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Academic Programs Program Prioritization Report

Table of Contents

Idaho State
U N I V E R S I T Y

Executive Summary

Idaho State University's Office of Academic Affairs approached academic program prioritization with the goal of supporting Idaho State University's strategic initiatives, strategic plan, and institutional mission and core themes through appropriation of resources based on prioritization of programs. The intent of our process was to strengthen programs and enhance student opportunity.

The Office of Academic Affairs engaged in a twelve-month, data-driven analysis of all academic units and programs as outlined in its Program Prioritization process and timeline documentation. Our process utilized the Dickeson model, as directed by the Board in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Council of Deans, and the Board. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload of building a database system (see Appendix C for details on the Program Viability System) that will be used on-going, beyond the Board mandate of Program Prioritization. Key process documents, including templates and surveys, used to collect the data are provided in Appendices A: Definition & Instructions, B: Score Sheet for Academic Programs and C: Scoring Sheet.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process. This process began September 2, 2013, when Faculty Senate ranked the Dickeson Criteria and reported the results of their ranking to the Deans' Council on September 10, 2013 at which time Faculty Senate leadership and the Dean's Council finalized the Program Prioritization Evaluation Matrix, scoring mechanism, and weights. The evaluation matrix was approved by the State Board of Education at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans' Council meetings since August 2013.

Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the Program Prioritization Template (template and instructions included as Appendix A) and to define the key linkages between the University's mission and Core Themes, and using the Viability Report System for data. The unit/level of analysis generally took place at the college and programmatic level, with some programs

further refining the level of analysis to the degree level. Some programs were combined into a single unit because of budgets and the challenges of separating budgets.

The analysis consisted of a three-tiered process as follows:

(i) Program Chairs/Directors completed the program reports and the initial scoring.

(ii) Deans evaluated the Chairs/Directors recommendations and then provided the second scoring. Included in the analysis, colleges and programs provided an action plan for every low-scoring program.

(iii) The final review and analysis of the prior recommendations from the Chars/Directors and Deans as well as a review of the program-level data was conducted by the Provost, Vice Provost and Associate Vice Presidents during February and March 2014.

This then resulted in Preliminary Program Prioritization Recommendations that were delivered to the Council of Deans for the feedback and response. Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the ISU Special Budget Consultation Committee in early April 2014. Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

Program Chairs/Directors completed the program reports and the initial scoring, then the Deans evaluated the Chairs/Directors recommendations and then provided the second scoring. Included in the analysis, colleges and programs provided an action plan for every low-scoring program. The final review and analysis of the prior recommendations from the Chars/Directors and Deans as well as a review of the program-level data was conducted by the Provost, Vice Provost and Associate Vice Presidents during February and March 2014. This then resulted in Preliminary Program Prioritization Recommendations that were delivered to the Council of Deans for the feedback and response. Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the ISU Special Budget Consultation Committee in early April 2014. Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

Idaho State University evaluated 270 academic programs. All programs were evaluated and none were held harmless. As part of the program review and analysis process, academic programs were combined into 177 individual program-level evaluations. This resulted in programs being divided into the following five quintiles: Q1) 36, Q2) 35, Q3) 35, Q4) 35, and Q5) 36. Results of which quintile a program was placed was determined based on the quantitative and qualitative assessment conducted by the colleges. The academic programs utilized a scoring matrix that included the following categories and weighting: Demand (30%), Quality (30%), Revenue and Cost (20%), and Impact & History (20%), which resulted in a score (for a total amount possible 100%). The descriptors for each of the categories in the matrix can be found in Appendix A.

Academic Affairs also evaluated its non-academic programs, which included the Office of Institutional Research, Office of the Registrar, Library, Graduate School, Early College, Museum, Wellness Center, and the Student Success Center (University Honors Program, TRIO, University Tutoring, Disability Services, and Central Academic Advising). These units used the ISU Non-Academic Programs Analysis Template, and made recommendations for changes to Academic Affairs in February 2014. These recommendations have been analyzed and will be folded into the Academic Affairs implementation plan for the academic program recommendations.

The final analysis and recommendations for academic programs included identification of 75 low quintile programs with required Action Plans (program consolidations, restructures, or eliminations), and four (4) Improvement Plans for low quintile programs. In addition, there were eight (8) expansions identified, and the creation of four (4) new programs – for more than 90 programmatic recommendations. Since the internal deadline of February 14, 2014, there have been an additional 29 program changes identified and requested, bringing the current total to 104 programmatic changes.

Timeline and next steps follow a three-phased approach to accomplish the results and recommendations of Program Prioritization. Items identified under Phase I may require minor approvals, which will be sought during the FY2015 year for implementation in the 2015-2016 catalog year. Phase II requires approval by multiple agencies (SBOE, NWCCU) and approvals will be sought during FY 2015 and 2016 for implementation during the 2016-2017 catalog year. Phase III requires approval by multiple agencies (SBOE, NWCCU) and approvals will be sought during FY 2016 and 2017 for implementation during the 2017-2018 catalog year. The Office of Academic Affairs generated the Program Actions Spreadsheet, based on the State Board of Education's Five Year Plan format, which will be used to implement the three-year, phased approach to Program Prioritization Action Plans (see Appendix D).

The Office of Academic Affairs hired a consultant to assist with implementation of the Program Prioritization recommendations. This work began with the Deans' Retreat in July 2014. As part of that retreat, there were three areas of focus: Session I: Exploring Program Prioritization- ISU & WSU, Session II: Framing the Future, and Session III: Leading ISU Forward.

The results of the retreat have provided a framework moving forward with proposed changes at the campus, college, and program level. These efforts have formed the basis for Idaho State University's strategic planning process for its revised strategic plan, which will launch in January 2015. The Program Viability System will assist colleges and Academic Affairs in conducting on-going assessment of program productivity, demand, and highlight areas of need.

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Academic Program Prioritization Process Narrative

Goal:

Support Idaho State University strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of programs.

Process and Rigor:

The Office of Academic Affairs at Idaho State University has engaged in a twelve-month, data-driven analysis of all of its academic units and programs as outlined in its Program Prioritization process and timeline documentation. Our process utilized the Dickeson Model, as directed by the Idaho State Board of Education in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Council of Deans, and the State Board of Education. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process:

- Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013 and reported the results of their ranking to the Deans' Council on September 10, 2013.

- The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

- Faculty Senate leadership and the Deans' Council finalized the **Program Prioritization Evaluation Matrix**, scoring mechanism, and weights on September 10, 2013. The evaluation matrix was approved by the State Board of Education at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans' Council meetings since August 2013.

- Academic Affairs created a database system (the **Viability Report System**), utilizing staff in Institutional Research, to provide all of the program-level data needed for the evaluation matrix

directly to program directors and chairs. The Viability Report System went live for log-in access in December 2013.

- Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the **Program Prioritization Template** (template and instructions included as Appendix A) and to define the key linkages between the University's mission and Core Themes, and using the Viability Report System for data. This template was submitted to College Deans for analysis using a **Score Sheet** divided out by Department and Program (Score Sheet example included as Appendix B p.17-18). Deans were asked to enter a weighted average for all of the key areas (Demand – 30%, Quality – 30%, Revenue & Cost – 20%, and Impact & History – 20%), which resulted in a score (total amount possible was 100%).

- Following the completion of the program reports, each program chair and/or director and dean scored the programs, and deans submitted the scoring sheets to Academic Affairs.

- Colleges and programs provided an **Action Plan** for every low-scoring program.

- Program reports, score sheets, and action plans were due to the Office of the Provost and Vice President for Academic Affairs on February 14, 2014.

- The Provost, Vice Provost and Associate Vice Presidents reviewed and evaluated all of the reports, score sheets and recommendations during February and March 2014. A **master quintiled list** of all academic programs was created from the score sheets.

- Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the Special Budget Consultation Committee in early April 2014.

- Academic Affairs presented its process and overview of its recommendations to the Vice Presidents, President Vailas, Faculty Senate, and the Council of Deans during March and April 2014.

- Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

- During June 2014, Academic Affairs compiled all of the additional information, feedback, and cost analyses and created a **Program Actions Spreadsheet**, based on the feedback from units, of all Program Prioritization recommendations.

Results and Implementation:

Idaho State University is on schedule with Program Prioritization. All programs have been analyzed using the viability indicators; all programs have been scored at the program and college/division level; programs have been quintiled; and programs have created action plans for every program in the fifth quintile.

Program Prioritization recommendations have been collated, divided into three Phases based on approval timelines and catalog deadlines, and sent back to Colleges, Departments and Programs for cost analysis, program proposal development, and revision for final recommendations. All program proposals, cost analyses, and revisions were due to Academic Affairs on June 1, 2014 for preparation for submission to the Office of the State Board of Education.

Academic Affairs has generated the Program Actions Spreadsheet, which will be used to implement the three-year, phased approach to Program Prioritization Action Plans.

Academic Affairs has hired a consultant to assist with implementation, beginning with the Deans' Retreat in July 2014.

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Academic Program Prioritization Implementation Timeline

[July 4, 2014 Revision]

May 15, 2013: Robert Dickeson presented a workshop to the Idaho State Board of Education.

May 16, 2013: The Idaho State Board of Education approved a motion to direct the four-year Idaho institutions "to institute a prioritization of programs process consistent with Dickeson's prioritization principles and … to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses" (Office of the Idaho State Board of Education Memo, May 17, 2013).

June 2013: Academic Affairs notified the Council of Deans and Faculty Senate leadership that all of the Idaho four-year public institutions had been directed by the Idaho State Board of Education to institute a Program Prioritization process modeled on the Robert Dickeson model.

June 2013: Academic Affairs purchased and distributed the Robert Dickeson Program Prioritization book at the Council of Deans.

June 2013: Academic Affairs produced a Program Prioritization Resources document and shared it with the Council of Deans.

June 2013: Academic Affairs presented preliminary plan for Academic Program Prioritization at the June 2013 Idaho State Board of Education meeting, as directed by the Board. Preliminary plan was accepted without change.

July 2013: Program Prioritization added as a standing agenda item for Council of Deans.

July 2013: Program Prioritization preliminary template discussed at the Council of Deans.

August 2013: Program Prioritization template and Viability Indicators presented and discussed at the President's Retreat with Vice Presidents, Associate Vice Presidents, and Deans present.

August 2013: Deans requested feedback from their colleges/division regarding the Program Prioritization preliminary template.

August 2013: Academic Affairs presented Program Prioritization documents (charge from the Idaho State Board of Education, resources, and preliminary template) at a Faculty Senate meeting.

August 2013: Academic Affairs asked Faculty Senate for feedback on the criteria/indicators used on the preliminary template.

August 2013: Institutional Research created implementation plan for delivery of the Viability Indicators via a web-based system.

September 2013: All criteria and indicators were revised/chosen through a process of feedback and revision with the Council of Deans and the Faculty Senate. Both the Faculty Senate and the Council of Deans ranked the Dickeson criteria.

October 2013: Program Prioritization updates delivered at the Idaho State Board of Education meeting in Lewiston, Idaho. Idaho State University cleared to continue with implementation plan.

October 2013: Institutional Research conducted training for the Council of Deans on the online Program Prioritization application. Screen shots made available to Council of Deans and posted on the Council of Deans Moodle site.

October 2013: Institutional Research built the online application for Program Prioritization, and worked with Information Technology (IT) to install appropriate servers for the Program Prioritization process.

October 2013: Council of Deans directed to begin working with units (in advance of the online delivery of the Viability Indicators) to complete the qualitative data sections of the program prioritization template.

November 2013: Program Prioritization web site created and posted.

November 8, 2013: Access to the Program Prioritization Plan Phase I (P4I) template provided to deans for dissemination to units.

December 2013: Units complete P4I template in accordance with Division/College deadlines.

December 16, 2013: Units receive access to the quantitative data (Viability Indicators).

January 2014: Units will complete the Program Prioritization Microsoft Word template. Follow the instructions below to access the Academic Program Viability Data:

1. Log into BengalWeb

2. Select the **Academics** tab

3. Click on the **Institutional Research Internal Website** link in the *Institutional Research* channel

January 2014: Units deliver all Program Prioritization reports to Deans based on Division/College deadlines.

FEBRUARY 14, 2014: All Academic and Non-Academic Program Prioritization college/division rankings and recommendations due to the Provost.

February 19-21: Provost, Vice Provost and Associate Vice Presidents meet in Meridian to review rankings and finalize recommendations.

March 3, 2014: Academic Affairs presents recommendations to Faculty Senate for feedback/discussion.

March 4, 2014: Academic Affairs presents recommendations to Deans Council for feedback/discussion.

March 14, 2014: Final recommendations due from Academic Affairs to President.

March 14, 2014: Provost presents Academic Affairs Program Prioritization to the President and Vice Presidents of Idaho State University.

March 31, 2014: Provost presents Academic Affairs Program Prioritization update to State Board of Idaho member Richard Westerberg at Idaho State University.

April 7, 2014: Academic Affairs sends it recommendations to Deans and Colleges for feedback, and asks for additional information, including cost analyses for all action plans.

June 1, 2014: Additional feedback from Deans and Colleges due to Academic Affairs, after consultation with units and constituents.

June-July 2014: Academic Affairs analyses additional information from Deans and Colleges and completes report for submission to the State Board of Education.

July 8-9, 2014: Academic Affairs holds Program Prioritization Retreat with Deans and Colleges. Dr. Jane Sherman facilitates the discussion as an outside expert and consultant on Program Prioritization implementation.

July 14, 2014: Academic Affairs Program Prioritization report due to Office of the State Board of Education.

August 2014: Academic Affairs presents Academic Program Prioritization presentation to the State Board of Education at the August State Board meeting in Pocatello.

September-December 2018: Implementation of Phased Implementation Plan for all impacted programs (three phases of implementation planned through 2018). Necessary approvals for program changes will be submitted to the State Board of Education and the Northwest Commission for Colleges and Universities.

Idaho State
U N I V E R S I T Y

Program Prioritization Presentation for the State Board of Education

Academic Affairs
PROGRAM PRIORITIZATION

Program Prioritization Plan
Academic Programs

Goal:

Support strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of programs and the needs of students.

Program Prioritization Plan Academic Programs

System for Review and Feedback:

Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013 and reported the results of their rankings to the Deans' Council on September 10, 2013.

The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

The deans and the Faculty Senate leadership worked together to make changes to the Dickeson Criteria matrix, which was approved by the SBOE in October.

Evaluation Matrix

Dickeson Criteria*	ISU Viability Indicators**	Opportunity Analysis***	Size, Scope, Productivity***	ISU Core Themes	Weighting	Points/Score
Demand Internal Demand	1. Majors/Minors 2. Student Credit Hour Production 3. Unduplicated Student Headcount	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	30% (15%)	
External Demand	1. Market Demand 2. Industry Partnerships 3. Research Partnerships				(15%)	
Quality Quality of Outcomes	1. Degree Production 2. Licensure Rates 3. Specialized Accreditation 4. Certification/ Completion Rates 5. Mission/ Institutional Focus	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	30% (15%)	
Quality of Inputs	1. Departmental Faculty/Staff 2. Instructional FTE/SCH 3. Fall to Fall Retention 4. Scholarship/Research				(15%)	
Revenue & Costs	1. Tuition and Fees 2. Local Fund Revenue 3. Grant Funding 4. Expenditures 5. Cost per Credit Hour	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	20%	
Impact & History	1. Scholarship/ Research 2. Alumni Support 3. Program's Distinction	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	20%	
Points/Score	Points/Score	Points/Score	Points/Score	Summary	100%	**TOTAL**

IRSA

Program Prioritization Plan Academic Programs

Web Application

Program Prioritization Plan
Academic Programs

Reports Available in Program Viability

Program Prioritization Plan
Academic Programs

Program Viability

Program Prioritization Plan Academic Programs

Quintiles

Quintile 1: Programs

Quintile 2: rams/Scores

Quintile 3: Programs/Sc

Quintile 4: ms/Scores

Quintile 5: Programs/Scores

Program Prioritization Plan
Academic Programs

Action Report

College of Technology
Program Prioritization Action Plan

Professional Technical Education Programs

Civil Engineering Technology: This program will increase recruiting efforts and explore new recruiting methods in an attempt to increase enrollment, to include radio and television advertising. Placement has been weak due to the economic downturn and the decrease in new construction. As the economy strengthens, this program expects demand for these jobs to increase, since companies and government agencies have put off construction projects that are becoming critically important to complete. A very high percentage of Idaho Surveyors are over the age of 55. As they begin to retire, there will be more opportunity for graduates over the next ten years than may be indicated in current data. This program is exploring ways to become more cost efficient, including possibly discontinuing the adjunct instructor contract and looking for cooperative partnerships with the Computer Aided Design Drafting Technology program.

Computer Aided Design Drafting Technology: This program will increase recruiting efforts and explore new recruiting methods in an attempt to increase enrollment. Expectations for increased job demand are also tied to the economy for this program. Recent changes in curriculum and faculty make it more cost efficient. The program discontinued summer session instruction and changed program entry points to fall only, allowing the program to run with one fewer faculty members. The two remaining faculty contracts will be reduced from 11 to nine months. Cooperative partnerships between this program and others with Computer Aided Design, drafting, or blueprint reading components, are being explored to include the recently approved Advanced Manufacturing Technology program.

Program Prioritization Plan Academic Programs

Action Reports Include:

Program and Administrative Restructures, Consolidations, Program Improvement Plans, New Programs, Program Eliminations, and other innovations

Program Prioritization Plan Academic Programs

All reports and data have been reviewed at every level (January – February 2014)

Programs did an excellent job of reviewing programs and making substantive recommendations

Program Prioritization Plan
Academic Programs

March through June 2014:

Academic Affairs updated the Vice Presidents, President, Council of Deans, and Faculty Senate

Colleges were asked to analyze the cost/benefit of their recommendations and seek constituent input

Academic Affairs made recommendations to the Colleges that were vetted at the College/Division level

Program Prioritization Plan Academic Programs

June-August 2014:

Academic Affairs received feedback from all Colleges regarding its recommendations and finalized the Action Plans Document for all academic units on June 1

Academic Affairs hosted an external consultant to assist with the implementation plan in July 2014

Implementation of Three-Year Phased Plan will begin in August 2014

Program Prioritization Plan
Academic Programs

Academic Affairs will continue to improve the Indicator Data System (Viability Reports) and will provide data on an annual basis

Appendix A:

Program Prioritization
Definition & Instructions
Academic Programs

Template

> ## Program Prioritization
> ## Definition & Instructions
> ### Academic Programs

College:
Department
Program:
Name:
Email address:

I. Overview

Many institutions and state systems have launched program prioritization plans under the guidance or influence of Robert Dickeson's model as represented in his book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Jossey-Bass, 2010). Robert Dickeson presented a workshop to the Idaho State Board of Education on May 15, 2013. On May 16, 2013, the Idaho State Board of Education approved a motion to direct the four-year Idaho institutions "to institute a prioritization of programs process consistent with Dickeson's prioritization principles and … to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses" (Office of the Idaho State Board of Education Memo, May 17, 2013). Academic Affairs has implemented a campus-wide process that aligns the Idaho State University Viability Report and the ISU Strategic Plan with a program prioritization model based on the Dickeson framework.

II. Instructions for Program Prioritization

The following criteria and viability indicators will be used to create the Academic Program Prioritization & Weighting Analysis Criteria table below. The numbers in each cell match the description below.

Enter your responses for the Program Prioritization criteria in the boxes below.

Demand Row

#1-Demand (row) & ISU Viability Indicator (column)

ISU Viability Indicator definition – *Internal & External Demand* – The criterion of internal demand can be accomplished by rating the relative dependence the campus has on the program (Dickeson, 2010-p.74-75). The external demand criterion seeks to assess the need for and attractiveness of the program, usually driven by national statistics (Dickeson, 2010-p.72-74). The Georgetown study of Idaho jobs is one such national statistic.

> **Georgetown Study Idaho Jobs**
> This report uses data provided by Georgetown University's Georgetown Public Policy Institute Center on Education and the Workforce which projects the number of job openings in Idaho. The Office of Institutional Research at Idaho State University mapped specific jobs from the raw data from Georgetown University to programs/departments. The complete report can be found at http://cew.georgetown.edu/recovery2020/

[Type your response here]

#2 – Demand (row) & Opportunity Analysis (column)

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other

institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#3 – Demand (row) & Size, Scope, Productivity (column)

③ Demand: Size, Scope, Productivity (Narrative)

- Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#4 – Demand (row) & Core Themes (column)

④ Demand: Core Themes (Popup window)

1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □/No □   ISU Mission Statement: The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □/No □   CORE THEME ONE: **LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □/No □   CORE THEME TWO: **ACCESS AND OPPORTUNITY** - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Yes ☐/No ☐   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes ☐/No ☐   CORE THEME FOUR: **COMMUNITY ENGAGEMENT AND IMPACT** - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

[What are the key linkages between your program and the University's Mission & Core Themes?]

#18 – DEMAND Points (column)

(18) **Points Value   (User Input)**

  * Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
  * Range: 0-100

*[Type your response for the **DEMAND points value** here]*

Quality

#5 – Quality (row) & ISU Viability Indicator (column)

(5) **Quality: ISU Viability Indicator (Narrative)**

- **Quality of Outcomes**
  1. Degree Production **(PV)**
  2. Licensure Rates
  3. Specialized Accreditation **(PV)**
  4. Certification/Completion Rates
  5. Mission/Institutional Focus
- **Quality of Inputs**
  1. Departmental Faculty/Staff **(PV)**
  2. Instructional FTE/SCH **(PV)**
  3. Fall to Fall Retention **(PV)**
  4. Scholarship/Research **(AI)**

PV = Program Viability
AI = Activity Insight

Program Viability is available on campus to Deans, Associate Chairs, and Program Directors via BengalWeb.

To access **Program Viability** or **Activity Insight** follow the directions below:

1. Log into **BengalWeb**
2. Click on the **Academics** tab
3. Select the **Institutional Research Internal Website** link for Program Viability or the **Activity Insight** link in the *Instutitional Research* channel

Quality definition – *Quality of Outcomes and Quality of Inputs* – The inputs criterion seeks to address the quality of the program's contributions and evaluate the processes in place to take advantage of the following resources: faculty and staff, percentage of instruction offered by full-time faculty, students, curriculum, and adaptability to technology. Quality outcomes are based on the resources it will take to make a viable program that produces well-rounded graduates ready for the job market (Dickeson, 2010-p.75-79).

[Type your response here]

#6 – Quality (row) & Opportunity Analysis (column)

> **6** Quality: Opportunity Analysis (Narrative)
> - Qualitative Indicators

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#7 – Quality (row) & Size, Scope, Productivity (column)

> **7** Quality: Size, Scope, Productivity (Narrative)
> - Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#8 – Quality (row) & Core Themes (column)

8 Quality: Core Themes (Popup window)

1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □/No □   ISU Mission Statement: The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □/No □   CORE THEME ONE: **LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □/No □   CORE THEME TWO: **ACCESS AND OPPORTUNITY** - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Yes □/No □   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes □/No □   CORE THEME FOUR: **COMMUNITY ENGAGEMENT AND IMPACT** - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

[What are the key linkages between your program and the University's Mission & Core Themes?]

#18 – QUALITY Points (column)

18 Points Value   (User Input)

* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
* Range: 0-100

*[Type your percentage response for the **QUALITY** points value here]*

Revenue & Cost

#9 – Revenue & Cost (row) & ISU Viability Indicator (column)

9 Revenue & Costs: ISU Viability Indicator (Narrative)

1. Tuition and Fees **(PV)**
2. Local Fund Revenue **(PV)**
3. Grant Funding **(PV)**
4. Expenditures **(PV)**
5. Cost per Credit Hour **(PV)**

Revenue & Costs definition – Resources can be generated from enrollment, research grants, fundraising, equipment grants, other sources and potential revenue. Relationships (program-specific, university-corporate, economic development, joint ventures, etc.), for example, may yield many community, state and world benefits that cannot be measured with money, but benefit students greatly. Resources are sometimes more important than money (Dickeson, 2010-p.81-84).

[Type your response here]

#10 – Revenue & Cost (row) & Opportunity Analysis (column)

10 Revenue & Costs: Opportunity Analysis (Narrative)

• Qualitative Indicators

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in

the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#11 – Revenue & Cost (row) & Size, Scope, Productivity (column)

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#12 – Revenue & Cost (row) & Core Themes (column)

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □/No □   ISU Mission Statement: The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □/No □   CORE THEME ONE: **LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □/No □   CORE THEME TWO: **ACCESS AND OPPORTUNITY** - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Yes □/No □   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes □/No □   CORE THEME FOUR: **COMMUNITY ENGAGEMENT AND IMPACT** - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

[What are the key linkages between your program and the University's Mission & Core Themes?]

#18 – REVENUE & COST Points (column)

18 Points Value   (User Input)

   ·* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
   * Range: 0-100

*[Type your response for the **REVENUE & COST** points value here]*

Impact & History

#13 – Impact & History (row) & ISU Viability Indicator (column)

13 Impact & History: ISU Viability Indicators (Narrative)

   1. Scholarship/Research **(AI)**
   2. Alumni Support
   3. Program's Distinction **(PV)**

Impact & History definition – Consider why the program was established and what were the institution's original expectations? Has the program adapted to meet changing demands: locally, regionally, and nationally

since its inception? Is the program still able to produce well rounded students according to today's job market and expectations? (Dickeson, 2010-p.71-72) and (Dickeson, 2010-p.84-85)

[Type your response here]

#14 – Impact & History (row) & Opportunity Analysis (column)

⑭ Impact & History: Opportunity Analysis (Narrative)

- Qualitative Indicators

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university's future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#15 – Impact & History (row) & Size, Scope, Productivity (column)

⑮ Impact & History: Size, Scope, Productivity (Narrative)

- Qualitative Indicators

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#16 – Impact & History (row) & Core Themes (column)

⑯ Impact & History: Core Themes (Popup window)

1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University's mission and Core Themes.

Yes □ /No □   ISU Mission Statement: The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □ /No □   CORE THEME ONE: **LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □ /No □   CORE THEME TWO: **ACCESS AND OPPORTUNITY** - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Yes □ /No □   CORE THEME THREE: **LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes □ /No □   CORE THEME FOUR: **COMMUNITY ENGAGEMENT AND IMPACT** - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

[What are the key linkages between your program and the University's Mission & Core Themes?]

#18 – IMPACT & HISTORY Points (column)

18 Points Value (User Input)

'* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight
* Range: 0-100

[Type your response for the REVENUE & COST points value here]

References

Dickeson, R. C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance.*

Appendix B:

Program Prioritization
Score Sheet
Academic Programs

Program Prioritization
Score Sheet Example
Academic Programs

College of Arts and Letters			WEIGHTS = 100 %					
			30%	30%	20%	20%		
Dept	**Program**	**Scorer:**	**Demand Score**	**Quality Score**	**Revenue/Cost Score**	**Impact and History Score**	**TOTAL SCORE**	MS Word Supporting Document Name
Anthropology	Anthropology	DEPT CHAIR					0	
Anthropology	Anthropology	DEAN					0	
Anthropology	Anthropology	PROVOST					0	
Anthropology	Shoshoni						0	
Anthropology	Shoshoni						0	
Anthropology	Shoshoni						0	
Art	Art						0	
Art	Art						0	
Art	Art						0	
College of Arts and Letters	General Studies						0	
College of Arts and Letters	General Studies						0	
College of Arts and Letters	General Studies						0	
College of Arts and Letters	Interdisciplinary Studies						0	
College of Arts and Letters	Interdisciplinary Studies						0	
College of Arts and Letters	Interdisciplinary Studies						0	
College of Arts and Letters	International Studies						0	
College of Arts and Letters	International Studies						0	
College of Arts and Letters	International Studies						0	
College of Arts and Letters	University Studies						0	
College of Arts and Letters	University Studies						0	
College of Arts and Letters	University Studies						0	
Communication & Rhetorical Studies	Comm/Rhetorical Studies						0	
Communication & Rhetorical Studies	Comm/Rhetorical Studies						0	
Communication & Rhetorical Studies	Comm/Rhetorical Studies						0	
Communication & Rhetorical Studies	Mass Communication						0	
Communication & Rhetorical Studies	Mass Communication						0	
Communication & Rhetorical Studies	Mass Communication						0	
Communication & Rhetorical Studies	Organizational Communication						0	

If multiple documents support a single score, include all the file names of the documents in same cell, separated by commas

Appendix C:

Program Prioritization
Viability Report System
Academic Programs

Program Viability v1.0.1 — Idaho State UNIVERSITY

College: College of Arts and Letters | Department: History - 3112 | Report Section: All Reports | User: cesschri [Logout]

+ Class Information - Spring 2012
+ Class Information - Fall 2011
+ Financial Information
+ Net Income
+ Unduplicated Student Headcount by Subject
+ Special Accreditations
- Fall to Fall Retention

Fall to Fall Retention : College of Arts and Letters : History

Term	ORG_LEV4	Col	COLLEGE_DESC	Dept	Department Description	Stud Lev	Stud Cat	Major	Major Desc	DLev	Tot HC	Retained	Pct Retained
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	GR	GR	HIRM	Historical Resource Management	MA	6	6	100
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	GR	GR	HIRM	Historical Resource Management	MA	11	8	72.73
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	AS	3	3	100
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	AS	3	2	66.67
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	BA	29	18	62.07
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	BA	36	21	58.33
Fall 2013	3112	AL	College of Arts and Letters	HISD	History	UG	JUSE	HIST	History	BA	1	0	0
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	UG	JUSE	HIST	History	BA	64	49	76.56
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	UG	JUSE	HIST	History	BA	51	36	70.59

+ FY Student Credit Hour Production
+ Georgetown Study Idaho Jobs
+ Crosswalk CIP Codes
+ Course List by CIP Code

ISU Institutional Research
Program Viability

Program Viability v1.0.1 — Idaho State UNIVERSITY

College: College of Arts and Letters | Department: History - 3112 | Report Section: All Reports | User: cesschri [Logout]

- College of Arts and Letters
  - History
    + Delaware Instructional Courseload - Fall 2012
    + Delaware Instructional Courseload - Fall 2011
    + Delaware Instructional Courseload - Fall 2010
    - Majors by Fall Term

Majors by Fall Term : College of Arts and Letters : History

Col	Dept	Department Description	Major	Major Description	Student Level	Degree Level	Degree Level Desc	FALL2012	FALL2011	FALL2010
AL	HISD	History	HIRM	Historical Resource Management	GR	MA	Master of Arts	4	6	11
AL	HISD	History	HIRM	Historical Resource Management	GR			4	6	11
AL	HISD	History	HIRM	Historical Resource Management				4	6	11
AL	HISD	History	HIST	History	FRSO	AA	Associate of Arts	7	3	3
AL	HISD	History	HIST	History	FRSO	BA	Bachelor of Arts	25	30	36
AL	HISD	History	HIST	History	FRSO	HBA	Honors Bachelor of Arts	1		
AL	HISD	History	HIST	History	FRSO			33	33	39
AL	HISD	History	HIST	History	JUSE	AA	Associate of Arts	2		
AL	HISD	History	HIST	History	JUSE	BA	Bachelor of Arts	70	67	55
AL	HISD	History	HIST	History	JUSE			72	67	55
AL	HISD	History	HIST	History				105	100	94
AL	HISD	History						109	106	105

+ Minors by Fall Term
+ Degree Production
+ Double Major Degrees
+ Minors Awarded
+ Class Information - Summer 2013
+ Class Information - Spring 2013
+ Class Information - Fall 2012
+ Class Information - Summer 2012

College: College of Arts and Letters | Department: History - 3112 | Report Section: All Reports

Program Viability v1.0.1   Idaho State UNIVERSITY

User: cesschri   Logout

All: [-] [+]   College: [-] [+]   Dept: [-] [+]   Report: [-] [+]   Report Ht: 600px   Links

- College of Arts and Letters
  - History
    - Delaware Instructional Courseload - Fall 2012

Delaware Instructional Courseload : Fall 2012 : College of Arts and Letters : History

Faculty					Student Credit Hours									Organized Class Sections				
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	5	.05	4.95		372	282	192	846	9	7	16	862			4	7.74	.26	12
Other Regular Faculty	5	0	5		1260	111	1134	2505	13		13	2518		1	10	4.45	.55	16
Supplemental Faculty	6.08		6.08		807	118	573	1498	20	9	29	1527			8.32	2.91	1.14	12.37
TOTAL	16.08	.05	16.03		2439	511	1899	4849	42	16	58	4907		1	22.32	15.1	1.95	40.37

+ Delaware Instructional Courseload - Fall 2011
+ Delaware Instructional Courseload - Fall 2010
+ Majors by Fall Term
+ Minors by Fall Term
+ Degree Production
+ Double Major Degrees
+ Minors Awarded
+ Class Information - Summer 2013
+ Class Information - Spring 2013
+ Class Information - Fall 2012
+ Class Information - Summer 2012
+ Class Information - Spring 2012
+ Class Information - Fall 2011
+ Financial Information
+ Net Income
+ Unduplicated Student Headcount by Subject
+ Special Accreditations
+ Fall to Fall Retention
+ FY Student Credit Hour Production
+ Georgetown Study Idaho Jobs

Appendix D:

Academic Programs
Key Outcomes and Recommendations
&
Key Outcomes Action Plan

Idaho State
U N I V E R S I T Y

Academic Affairs Key Outcomes and Recommendations

Program Prioritization Recommendations for Academic Programs

PRELIMINARY RECOMMENDATIONS

PRESENTED TO THE COUNCIL OF DEANS ON APRIL 8, 2014

LEGEND:

Yellow Highlighting: Approvals obtained or none needed; incorporated into current budget cycle for implementation during FY 2015. Catalog Year 2014-2015.

Phase I: Approvals needed, but may be in process. Approvals will be sought during FY 2015 for implementation for Catalog Year 2015-2016.

Phase II: Approvals needed, often by multiple agencies (including SBOE and NWCCU). Approvals will be sought during FY 2015 or FY 2016 for implementation for Catalog Year 2016-2017.

Phase III: Approvals needed, often by multiple agencies (including SBOE and NWCCU). If approved, Academic Affairs will seek implementation during FY 2016 for inclusion in the 2017-2018 Catalog Year.

Academic Affairs makes the following general recommendations:

Increase recruiting in every college. Develop recruiting plan for each college. Utilize workload to engage faculty in recruiting. **PHASE I**

Audit of reduced tuition employee students (five dollar credit hour) in graduate programs. **PHASE I**

Treat the General Education Program as an Academic Affairs program for the purposes of data collection, analysis, and strategic planning. **PHASE I**

Continue to reform Remedial Education in conjunction with the State Board of Education's 60% Goal. Scale up Remedial Pilot Project by Fall 2015. **Currently in Progress; PHASE I.**

Create centralized budget for all non-specialized accreditation activities; audit/analyze budgets and spending for specialized accreditation. **PHASE I**

Centralize the purchasing of specialized software packages within Academic Affairs. **PHASE I**

In anticipation of expansion for Twin Falls, AA recommends that a single UBO for all outreach centers be assigned that would work with one financial tech for Meridian, one for Idaho Falls, and one for Twin Falls. It is the intent that all hiring in the Colleges and outreach centers be supportive and in alignment with the Five-Year Plan. **PHASE III**

Division of Health Sciences: Academic Affairs has eleven specific recommendations that include: two program improvement plans; one elimination; four restructures; two consolidations; and two expansions.

1) Support the DHS recommendation that the School of Nursing evaluate the curriculum in its baccalaureate degree program, including the baccalaureate completion portion of their curriculum to make the program more financially competitive with other available programs in the state. The investment and the expansion of this program to Twin Falls and Idaho Falls could generate revenue for the institution. **RESTRUCTURE**
   a. **PHASE I; FY 2016; Catalog Year 2015-2016; Curriculum Redesign Required; Internal Approvals.**

2) Support DHS recommendation that a full redesign of the basic natural and physical sciences associated with the health professional programs occur. **RESTRUCTURE** MULTIPLE PROGRAMS IMPACTED IN COLLEGE OF SCIENCE AND ENGINEERING.
   a. **PHASE II; FY 2017; Catalog Year 2016-2017; Curriculum Redesign Required; Internal Approvals; May require SBOE and NWCCU approvals.**

3) Support DHS recommendation that the Health Education and Public Health programs combine into a single department with a single chair to improve the efficiency of the administration of the programs and assure that curricular overlap across the two programs is minimized. **CONSOLIDATION**
   a. **PHASE I; FY 2016; Catalog Year 2015-2016; Notification of the SBOE required.**

4) Support DHS recommendation that Fire Services Administration and Emergency Management move from College of Technology to DHS with the Paramedic Science to be incorporated into an Emergency Services Department. AA further recommends the

==programs be monitored for enrollment numbers as the changes take place, and to explore a self-support model for long-term sustainability.== **CONSOLIDATION**

    a. ==**PHASE I; FY 2015; Catalog Year 2015-2016; Notification of the SBOE required; IN PROCESS.**==

    b. ==COST REDUCTION: DHS is calculating possible savings in administration costs.==

5) Support DHS recommendation that the Dental Hygiene Program move forward with plans to locate in Meridian. Rather than splitting the program of 30 into two 15 cohorts, AA recommends a study for the expansion of a full cohort to Meridian (or, the move of a cohort to Twin Falls). This move will increase ISU's presence in the Treasure Valley and improve our applicant rate. AA further recommends DHS identify ways to generate more revenue to increase faculty, and that DHS explore a self-support model for long-term sustainability. **EXPANSION**

    a. **PHASE II; FY 2017; Catalog Year 2016-2017; Approvals from Specialized Accreditor, SBOE, NWCCU.**

    b. Evaluate possible self-support model to manage faculty support needed for expansion.

6) AA recommends DHS develop a Program Improvement Plan for the Bachelor of Science in Educational Interpreting. AA supports the DSH plan to develop a medical interpreting component to the program. **RESTRUCTURE/PROGRAM IMPROVEMENT PLAN**

    a. **PHASE I; FY 2015; Catalog Year 2015-2016; Internal Approvals; SBOE notification may be required for curricular change.**

7) AA supports DHS recommendation that the BS in Educational Interpreting move to the Meridian campus. **RESTRUCTURE**

    a. **PHASE I; FY 2015; Catalog Year 2015-2016; Specialized Accreditor, SBOE, NWCCU approvals/notification required**.

8) AA recommends additional study and possible closure of the Associate degree in Sign Language Studies. **PROGRAM IMPROVEMENT PLAN/ELIMINATION**

    a. **PHASE I; FY 2015 (PROGRAM IMPROVEMENT PLAN); Catalog Year 2015-2016; SBOE, NWCCU approvals and teach-out plan approvals required.**

9) Support DHS recommendation that Medical Laboratory Science Program be expanded to the Idaho Falls/Rexburg area. **EXPANSION**

    a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE, NWCCU notification required.**

Arts and Letters: Academic Affairs has eleven specific recommendations and one overall recommendation to the College that include: ten eliminations, one program improvement plan,

and a review to be conducted of all minors with low-enrollment (e.g., Latino Studies, Folklore) and a program improvement plan developed for each (or elimination/consolidation of the minors).

1) Support A&L recommendation to discontinue the Bachelor of University Studies. This will produce savings in advising and faculty time. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

2) Support A&L recommendation to discontinue the Bachelor of Art in French. This will produce savings that can be reallocated to higher demand languages. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

3) Support A&L recommendation to discontinue the Bachelor of Art in German. This will produce savings that can be reallocated to higher demand languages. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

4) Support A&L recommendation to discontinue the Interdisciplinary MA degree offerings in the Humanities and Social Science fields. **AT LEAST THREE ELIMINATIONS**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; approvals under investigation.**

5) AA recommends A&L develop a Program Improvement Plan for the School of Performing Arts. This plan should specifically address low retention and graduation rates as well as focus on increased donor activity and potential prospects. **SCHOOL IMPROVEMENT PLAN**
   a. **PHASE I; FY 2015.**

6) AA recommends that A&L consolidate and/or eliminate the Bachelor of Arts or the Bachelor of Science in Political Science rather than maintain both a BA and BS, since the curriculum is identical. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

7) AA recommends that A&L consolidate and/or eliminate the Bachelor of Arts or the Bachelor of Science in Theatre rather than maintain both a BA and BS, since the curriculum is identical. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE and NWCCU approvals required; SBOE and NWCCU teach-out plan approvals required.**

8) AA recommends consolidation and elimination of either the Master of Arts in Anthropology or the Master of Science in Anthropology. This will result in a cost savings in faculty committee time. **ELIMINATION**

   a. PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; NWCCU notification required; SBOE and NWCCU teach-out plan approvals required.

9) AA recommends elimination of the Communication and Rhetorical Studies undergraduate degree program as part of the ongoing plan to create the Communication, Media & Persuasion consolidated undergraduate degree within the newly consolidated department. **ELIMINATION**

   a. PHASE I; FY 2015; Catalog Year 2015-2016; SBOE and NWCCU approvals required; SBOE and NWCCU teach-out plan approvals required.

10) AA recommends the review and program improvement plans for all low-enrolled minors in the College of Arts and Letters (Folklore, Latino Studies). College will evaluate options including curricular consolidation and/or elimination. **PROGRAM IMPROVEMENT/ELIMINATION/CONSOLIDATION**

   a. PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.

Science & Engineering: Academic Affairs has twelve specific recommendations to the College that include: five eliminations, two consolidations, three restructures and two expansions.

1) AA recommends the CoSE develop a common academic core for first two years of engineering and eliminate the course codes for mechanical, electrical, civil, and nuclear and replace them with ENGR. This would result in cost efficiencies, and greater transparency and transferability for students. **RESTRUCTURE**

   a. PHASE II; FY 2016; Catalog Year 2016-2017; Internal approvals required; Specialized Accreditor approvals may be required.

2) AA supports CoSE recommendation to create a B.S. degree in Applied Electrical Engineering, which will be a joint program between the Electrical Engineering Department and the College of Technology. This will provide graduates greater opportunity and increase the economic impact in the region. **EXPANSION**

   a. PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required.

3) AA recommends that CoSE evaluate and revise the curriculum of the Engineering and Applied Science doctoral program to better meet the needs of students and the market. Program will be offered in full in Idaho Falls. **RESTRUCTURE/EXPANSION**

   a. PHASE I; FY 2015; Catalog Year 2015-2016; Internal approvals required.

4) AA supports the CoSE recommendation that a biomedical core transfer to the Meridian campus. This restructure will strengthen and support the Anatomy and Physiology Lab

==and expansion of health profession programs in the Treasure Valley. AA further recommends that for all future biology hires that biomedical become the top priority, followed by microbiology.== **RESTRUCTURE**

     a. ==**PHASE I; FY 2015; Internal approvals required.**==

5) AA recommends that the Master of Natural Science in Biology be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

     a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

6) AA recommends that the Master of Natural Science in Physics be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

     a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

7) AA recommends that the Master of Natural Science in Geology be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

     a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

8) AA recommends that the Master of Natural Science in Chemistry be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

     a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

9) AA recommends that CoSE create a consolidated, interdisciplinary Master of Natural Science for use for all CoSE disciplines. Students from eliminated programs may be transitioned to the new program. **CONSOLIDATION**

     a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

10) AA recommends that CoSE create a consolidated, interdisciplinary Associate of Science degree for use for all CoSE science disciplines, and eliminate the other A.S. degrees in the College. **CONSOLIDATION**

     a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

11) AA recommends that CoSE eliminate the A.S. degree in Geology, and create an interdisciplinary A.S. degree in Science. **ELIMINATION**

    a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

College of Education: Academic Affairs has one general recommendation to the College to evaluate its thirty-six Secondary Education degrees, and seven specific recommendations that include two eliminations, three restructures and the creation of two new programs.

1) AA recommends that the College analyze the curriculum and structure of its thirty-six Secondary Education degrees. Efficiencies for Departments, Colleges, and students may result from consolidation or restructuring of these degree options, and through the reexamination of their location in the curriculum. AA recommends that this analysis be conducted in conjunction with the Content Areas, and within the context of national data regarding content, state endorsement requirements, and accreditation requirements. **UP TO 36 CONSOLIDATIONS/RESTRUCTURES/ELIMINATIONS**

    a. **PHASE III; FY 2016; Catalog Year 2016-2017 OR 2017-2018; SBOE, NWCCU approvals required; additional approvals may be required (including the Idaho State Department of Education).**

2) AA recommends that the College enhance its web site and other marketing venues to highlight Alternate Route and Accelerated Program options leading to teacher education certification, and clearly define and catalog the route to certification for current bachelor degree holders, or bachelor-seeking students who are not enrolled in the College of Education. Create an additional curriculum or course structure if needed to support students with existing bachelor degree.

    a. **PHASE I; FY 2015; Internal Approvals May be Required; SBOE and State Department of Education approvals may be needed.**

3) AA recommends the development of a Master of Art in Teaching (MAT) that would meet the needs of the Magic Valley and Wood River Valley markets. **NEW PROGRAM**

    a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; additional approvals may be required.**

4) AA recommends the creation of an on-line secondary education teacher certification program. **RESTRUCTURE, NEW PROGRAM**

    a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; additional approvals may be required.**

5) AA supports CoE recommendation to eliminate the Master of Education with Child and Family Studies Emphasis. **ELIMINATION**

    a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

6) AA recommends that CoE eliminate *either* the BA or the BS degree in General Family and Consumer Sciences. **ELIMINATION**

    a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; other approvals may also be required.**

7) AA recommends that CoE restructure and renew the Intermountain Center for Educational Effectiveness and include all regional consultants with collaborative research, outreach and development opportunities for faculty. **RESTRUCTURE**

    a. **PHASE I; FY 2015; in progress. Salary savings reallocated to other programs within the College of Education.**

8) AA accepts the CoE recommendation to restructure and revitalize the Instructional Design PhD Program to include interdisciplinary concentration areas. This restructure supports recommendations made by external reviewers. **RESTRUCTURE**

    a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE letter required; cost savings possible.**

College of Business: Academic Affairs has six specific recommendations to the College that include: two restructures, two eliminations, one expansion and the creation of one new program.

1) AA recommends that the transfer of the Economics program from the College of A&L to the CoB be completed, that curriculum streamlining be continued, and that CoB develop an enrollment and degree completion improvement plan for Economics. **RESTRUCTURE**

    a. **PHASE I; FY 2015; Catalog Year 2014-2015; SBOE approval obtained; in process.**

2) AA recommends CoB pursue the creation of additional business health care programs, including emphases areas and the Healthcare Informatics master's degree. AA further recommends that this unique program be offered in the Magic Valley. **NEW PROGRAM/EXPANSION**

    a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval needed; other approvals may be needed.**

3) AA supports the College of Business recommendation to merge the Department of Management and the Department of Marketing into a single administrative unit, The Department of Management and Marketing. There are only 3.5 FTE in the Department of Marketing and it is not cost effective for the CoB to support a course release and a stipend for a Chair to oversee the remaining 2.5 FTE. **RESTRUCTURE**

    a. **PHASE I; FY 2015; cost savings include the course release and chair stipend.**

4) AA supports the CoB recommendation to eliminate the Double Major in Management and Marketing. This elimination has been proposed and accepted by the CoB's Undergraduate Curriculum Committee as well as the University's Undergraduate Curriculum Council. The introduction of the "Flexible BBA" has negated the necessity for the dual major. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

5) AA supports the CoB recommendation that the Native American Business Administration emphasis be reconsidered. The College of Business no longer has a faculty member with this expertise area, and the two Management courses focusing on Native American enterprise have not been offered in some time. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

College of Technology: Academic Affairs has two general recommendations to the College in accordance with the Idaho State Division of Professional Technical Programs. In addition, Academic Affairs has two specific recommendations including one restructure and one elimination.

1) AA acknowledges that the CoT has eliminated more than a dozen programs in the past several years as part of their program review required by the Division of Professional Technical Education and the Idaho State Board of Education. CoT is currently adding new programs as recommended. **ELIMINATIONS/NEW PROGRAMS**
   a. **PHASE I; approvals obtained during FY 2014; in process for Catalog Year 2014-2015.**

2) AA recommends that CoT continue to consider elimination of small, under-subscribed programs in accordance with the Division of Professional Technical Education guidelines. **ELIMINATIONS**
   b. **PHASE II, FY 2016, Catalog Year 2016-2017, PTE and SBOE approvals required.**

3) AA recommends that the Geomatics Program name be changed to better reflect its focus, and that ties with Civil Engineering be strengthened in terms of both partnerships and curriculum. AA recommends that the Geomatics program in Meridian be eliminated. **RESTRUCTURE/ELIMINATION**
   c. **PHASE II, FY 2016, Catalog Year 2016-2017, SBOE approval required, SBOE and NWCCU teach-out approvals required. MOU with CWI, BSU or other partnering institution may mitigate teach-out need.**

<u>ISU Meridian Campus:</u> Academic Affairs has three specific recommendations to the Meridian campus that include: two eliminations, and two restructures. Further, AA will conduct a desk audit of classified staff support.

1) AA recommends elimination of all non-health related programs in Meridian, and that the B.S. Geomatics Technology and MPE in Athletic Administration (due to competition from BSU) be considered for retraction to the Pocatello campus. **TWO ELIMINATIONS**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval needed; MOU with Boise State needed.**

2) AA recommends that the Meridian Campus establish additional administrative supports for all clinical health professions. **RESTRUCTURE**
   a. **PHASE III; FY 2017; SBOE and NWCCU notifications may be needed. Space and moving needs also incurred.**

3) AA recommends the development of a self-support model for the Institute of Emergency Management Programs. (Paramedic Science & Fire Services Admin and Emergency Management). **RESTRUCTURE**
   a. **PHASE II; Internal Approvals Needed; SBOE Approvals Needed.**

<u>ISU Idaho Falls Campus:</u> Academic Affairs has four specific recommendations to the Idaho Falls Campus that include: two restructures, one expansion, and the creation of one new program. Line commission recommends creation of polytechnic institution in Idaho Falls (appendix item).

1) AA recommends the Idaho Falls Campus transition from primarily offering the first two years of lower division undergraduate courses to providing bachelor's and graduate degrees in Engineering, Health Care, Business, Education, and the Liberal Arts. AA further recommends that faculty located at this campus have primary research emphasis in the areas of Engineering, Science, Energy, and Forensics. **RESTRUCTURE**
   a. **PHASE I, PHASE II, PHASE III**

2) AA recommends the Idaho Falls Campus expand the following existing programs: **EXPANSION**
   a. Health Care, BSN Completion **PHASE I**
   b. Engineering, Nuclear, Mechanical, Civil, Electrical, and Computer Science in a two- phased approach. **PHASE I**—all existing Bachelor of Art undergraduate and graduate programs to the campus; and **PHASE II**—expand all relevant existing Engineering programs to Idaho Falls.
   c. Education, Secondary Education certificate. **PHASE I, PHASE II**
   d. Business, BBA, MBA, and MAcc. **PHASE I**

e. Liberal Arts basic undergraduate degrees with faculty research emphasis on energy related areas. **PHASE I**

3) AA recommends the Idaho Falls Campus establish Forensic Science programs complimentary with INL and their Homeland Security focus. (Revisit the idea NWRCL would be located in Idaho and ISU would be premiere institution in relationship to the crime lab.) Accomplish through joint appointments with INL and restructuring. Work with Office of Research for implementation. **NEW PROGRAMS**

   a. **PHASE III; FY 2017; Catalog Year 2016-2017; SBOE and NWCCU approvals needed. Space needed.**

12) AA recommends the Idaho Falls Campus continue to increase the number of partnership master's degrees with BYUI (3+2, 4+1). **RESTRUCTURE/EXPANSION**

   a. **PHASE I; FY 2015-FY 2016; MOUs in process; Catalog Years 2015-2016, 2016-2017; SBOE approvals needed for MOUs and Programs; other approvals may be needed.**

ISU Twin Falls Campus: Academic Affairs recommends significantly expanding ISU-Twin Falls programs to better meet the needs of ISU's Magic Valley service region. Idaho State University has served the Magic Valley for fifty years. Magic Valley's demographic profile supports this strategy, as the Magic Valley is projected to grow dramatically during the next decade. The 2010 U.S. Federal Census reported that the counties of the Magic Valley had a combined population of 185,790, or nearly 12% of Idaho's population.

1) AA recommends that the Twin Falls Campus expand its current Twin Falls offerings (21 programs), and programs in the following areas through partnerships with CSI. **EXPANSION**:

   a. Selected Health Care Programs
   b. Education Bachelor and Graduate Degree Programs
   c. Healthcare Administration and Informatics
   d. Liberal Arts and Sciences, basic upper-division undergraduate

      i. **PHASE II; FY 2016; Catalog Year 2016-2017; some additional approvals may be needed.**

2) AA recommends that the Twin Falls Campus develop space (a new building) and increase staffing in support of academic programs. **EXPANSION**

   a. **PHASE II; FY 2015-FY 2016; Catalog Year 2016-2017.**

3) AA recommends that the Twin Falls Campus explore expansion of Education and other programs to the CSI/Blaine County Campus in the Wood River Valley, as determined by current study/pilot. **EXPANSION**

a. <mark>**PHASE I; FY 2015; currently in process.**</mark>

The Recommendations from Academic Affairs have been entered into the Key Recommendations and Action Plan spreadsheet. All further changes/updates to Program Prioritization will be reflected in that document.

Action/ Recommendation		Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Increase recruiting in every college.	All	All	x	x			N/A	Align college recruiting with Admissions and Recruiting.
Develop recruiting plan, utilize workload to engage faculty in recruiting.	All	All	x	x			N/A	
Audit of reduced tuition employee students in graduate programs.	All	All		x			N/A	
Create centralized budget for all non-specialized accreditation activities.	All	All		x			N/A	
Audit/analyze budgets and spending for specialized accreditation.	All	All		x			N/A	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Centralize purchasing of specialized software packages within Academic Affairs.	All	All		x			N/A	
Discontinue the Bachelor of University Studies.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	
Discontinue the BA in French.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	
Discontinue the BA in German.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Discontinue the Interdisciplinary MA degree in the Humanities and Social Science fields.	Arts & Letters			Approvals under investigation.			Elimination	
Develop a Program Improvement Plan for the School of Performing Arts.	Arts & Letters			x			Improvement Plan	
Consolidate or eliminate the BA/BS in Political Science.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	
Consolidate or eliminate the BA/BS in Theatre.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Consolidate or eliminate the BA/BS in Anthropology.	Arts & Letters			SBOE approval required. NWCCU notification required. SBOE and NWCCU teach-out plan approvals required.	x		Elimination	
Eliminate/ consolidate the Communication and Rhetorical Studies undergraduate degree program.	Arts & Letters			SBOE and NWCCU approvals required. SBOE and NWCCU teach-out plan approvals required.			Elimination	
Review and/or Improvement Plan for all low-enrolled minors in the College of Arts & Letters.	Arts & Letters			SBOE notification required.			Improvement Plan/Elimination/ Consolidation	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Rename emphasis area in Communication from Organization Communication emphasis to Corporation Communication emphasis.	Arts & Letters						Restructure	
Rename emphasis area in Communication from Rhetorical Studies to Rhetoric.	Arts & Letters						Restructure	Cost savings include the merging of teaching, scholarship, and service.
Rename emphasis area in Communication from Journalism to Multiplatform Journalism.	Arts & Letters						Restructure	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Discontinue four emphasis areas in Mass Communication: Advertising, Media Studies, Public Relations, and Television.	Arts & Letters		Teach-out already in process.				Discontinue	Cost savings include course release and chair stipend.
Rename the minor Organizational Communication to Corporate Communication.	Arts & Letters						Restructure	
Rename the minor Rhetorical Studies to Rhetoric.	Arts & Letters						Restructure	
Rename the minor Mass Communication to Visual Communication.	Arts & Letters						Restructure	Cost reduction: DHS is calculating possible savings in administrative costs.
Rename the minor Leadership Studies to Leadership.	Arts & Letters						Restructure	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Close the Clinical Nurse option.	Division of Health Sciences						Elimination	
Evaluate curriculum in Nursing baccalaureate degree program.	Division of Health Sciences	Twin Falls, Idaho Falls, Pocatello		Curriculum redesign required. Internal approvals.			Restructure	
Combine Health Education and Public Health Programs into a single department, with single chair.	Division of Health Sciences			Notification to SBOE required.			Consolidation	
Expand Dental Hygiene Programs to Meridian and Twin Falls.	Division of Health Sciences				Approvals from Specialized Accreditor, SBOE, and NWCCU.		Expansion	Evaluate possible self-support model to manage faculty support needed for expansion.

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Develop a Program Improvement Plan for BS in Educational Interpreting.	Division of Health Sciences			Internal approvals. SBOE notification may be required for curricular change.			Restructure/ Improvement Plan	
BS in Educational Interpreting move to the Meridian Campus.	Division of Health Sciences	Meridian		Approvals from Specialized Accreditor, SBOE, NWCCU. Notification required.			Restructure	
Expand Medical Laboratory Science Program.	Division of Health Sciences	Rexburg, Idaho Falls		Approvals from Specialized Accreditor, SBOE, NWCCU. Teach out plan approvals required.			Expansion	
Study of the AS degree in Sign Language Studies, possible closure.	Division of Health Sciences			SBOE and NWCCU notification required.			Improvement Plan/Elimination	

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Redesign of basic natural and physical sciences associated with the health professional programs.	Division of Health Sciences & College of Science & Engineering	Pocatello			Curriculum redesign required. Internal approvals, possibly SBOE and NWCCU approvals.		Restructure	
Analyze the curriculum and structure of its 36 secondary education degrees.	Education					SBOE and NWCCU approvals required. Idaho State Department of Education approval may be required.	Consolidation/ Restructure/ Elimination	
Enhance website/marketing venues to highlight Alternate Route and Accelerated Program options.	Education			Internal, SBOE, and State Department of Education approvals may be required.			N/A	
Development of Master of Arts in Teaching (MAT).	Education				SBOE approval required.		New Program	

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Creation of an online secondary teacher certification.	Education				SBOE approval required.		Restructure, New Program	
Eliminate Master of Education with Child/Family Studies emphasis.	Education				SBOE approval required.		Elimination	
Eliminate either BA or BS in General Family and Consumer Sciences.	Education			SBOE approval required.			Elimination	
Restructure and renew the Intermountain Center for Educational Effectiveness.	Education			In process.			Restructure	Salary savings reallocated to other programs within the College of Education.
Restructure the Department of Teaching and Educational Studies.	Education						Restructure	

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Restructure the Department of Sport Science and Physical Education.	Education						Restructure	
Restructure the Department of School Psychology and Educational Leadership.	Education						Restructure	
Restructure the Department of Organizational Learning and Performance	Education			Currently in progress.			Restructure	Cost savings possible.
Eliminate Department of School Psychology, Literacy, and Special Education.	Education						Elimination	
Revitalize and restructure the Instructional Design PhD.	Education			SBOE letter required.			Restructure	Cost savings possible.

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Treat General Education Program as an Academic Affairs Program for purposes of data collection, analysis, and strategic planning.	N/A	All		x			N/A	
Reform in conjunction with SBOE 60% Goal.	N/A	All		Currently in progress.			N/A	
One UBO be assigned to all outreach centers, with a financial tech in each center.	N/A	Twin Falls, Meridian & Idaho Falls				x	N/A	

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Develop a common academic core for first two years of engineering, eliminating course codes for mechanical, electrical, civil, and nuclear replacing them with ENGR.	Science & Engineering			Currently in progress.	Internal approvals required. Specialized Accreditor may be required.		Restructure	
Create BS degree in Applied Electrical Engineering.	Science & Engineering			SBOE approval required. Currently in progress.			Expansion	Proposal under review at the Office of the State Board.
Evaluate and revise the curriculum of the Engineering and Applied Science doctoral program.	Science & Engineering		Internal approvals required.				Restructure Curriculum redesign	
Biomedical faculty to move to Meridian to support A&P Lab and Dentistry.	Science & Engineering		Internal approvals required.				Restructure	

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Eliminate the Master of Natural Science in Biology, Physics, Geology, and Chemistry and consolidated into single Master of Natural Science.	Science & Engineering				SBOE approval required. SBOE and NWCCU teach-out plan approvals required. Restructure one existing program to include the curriculum from the others.		Elimination/ Consolidation	
Create a consolidated, interdisciplinary Associate of Science degree for all science disciplines, and eliminate all other AS degrees.	Science & Engineering				SBOE approval required.		Elimination/ Consolidation	
Rename Geomatics Program to emphasize ties with engineering.	Technology				SBOE approval required.		Restructure	

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Eliminate AA in Geomatics Program.	Technology				SBOE approval required. SBOE and NWCCU teach-out plan approvals required. MOU with CWI, BSU or other partnering institution may mitigate teach-out need.		Elimination	
Expand existing programs in Education, Secondary Education certificate.	University Programs- Idaho Falls			x	x		Expansion	
Expand existing programs in Business, BBA, MBA, Macc.	University Programs- Idaho Falls			x			Expansion	

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Transition from lower division undergraduate courses to bachelors and graduate degrees in Engineering, Health Care, Business, Education, and Liberal Arts.	University Programs- Idaho Falls			x	x	x	Restructure	Agreements in process with partners in IF.
Expand existing programs in Health Care, BSN Completion.	University Programs- Idaho Falls			x			Expansion	
Expand existing programs in Engineering, Nuclear, Mechanical, Civil, Electrical, and Computer Science.	University Programs- Idaho Falls			x	x		Expansion	

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Expand existing programs in Liberal Arts basic undergraduate degrees.	University Programs- Idaho Falls			x			Expansion	
Establish Forensic Science programs complimentary with INL and Homeland Security focus.	University Programs- Idaho Falls					SBOE and NWCCU approvals required.	New Programs	Space needed.
Increase the number of partnership degrees with BYUI.	University Programs- Idaho Falls			MOU's in process.	SBOE approvals needed for MOUs and programs.		Restructure/ Expansion	
Elimination of all non-health related programs at Meridian campus.	University Programs- Meridian			SBOE approval required.			Elimination	

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Evaluate Geomatics Technology and MPE in Athletic Administration in Meridian.	University Programs-Meridian			SBOE approval required. MOU with BSU needed.			Elimination	
Establish additional administrative supports for all clinical health professions.	University Programs-Meridian					SBOE and NWCCU notifications may be needed.	Restructure	Space and moving needs also incurred.
Development of a self-support model for the Institute of Emergency Management Programs.	University Programs-Meridian			Partially completed.	Internal and SBOE approvals required.		Restructure	
Expand current offerings in Twin Falls (21 programs).	University Programs-Twin Falls		Approvals may be needed.				Expansion	

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 13, 2014

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Expand partnerships with CSI in Health Care programs, Education BA and Graduate Degree Programs, Healthcare Administration and Informatics, and Liberal Arts and Sciences.	University Programs- Twin Falls		Approvals may be needed.				Expansion	Discussions underway.
Develop new space and increase staffing at Twin Falls campus.	University Programs- Twin Falls				x		Expansion	
Explore expansion of Education and other programs to CSI/Blaine County Campus.	University Programs- Twin Falls		Currently in process.				Expansion	Currently working to provide services to a cohort of para-educators in Hailey.

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Expand office and classroom space at University Place for ISU residential faculty. Part of plan to expand programs and restructure offerings in IF.	University Programs-Idaho Falls		Currently in process.	Funded as part of ISU facilities project requests for 2015.				Construction slated to begin in August 2014.

Appendix E:

Idaho State University Strategic Plan

Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

2015-2019

Idaho State University
Strategic Plan
2015-2019

Vision: Leading in Opportunity and Innovation

Mission

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

   Objective 1.1   ISU provides a rich learning environment, in and out of the classroom.
   Performance Measures
   1.1.1   Number of online course sections offered.
   1.1.2   Number of students participating in Career Path Internships.
   1.1.3   Number of high school students participating in ISU dual credit courses.
   Benchmarks:
   1.1.1   900 course sections
   1.1.2   600 CPI students
   1.1.3   1,800 dual credit students

   Objective 1.2   ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.

Performance Measure:

1.2.1   Number of certificate and degree programs begun/expanded/revised; and number of certificate and degree programs discontinued.

Benchmark:

1.2.1   Number of new programs approximately equal to number of programs discontinued.

Objective 1.3   Undergraduate and graduate students participate in undergraduate teaching.

Performance Measures

1.3.1   Number of graduate assistantships and fellowships with teaching responsibilities.

1.3.2   Number of students employed as English, math, and content area tutors.

Benchmarks:

1.3.1   Increase graduate teaching assistants by 10 over the next 3 years.

1.3.2   Maintain adequate numbers of tutors to meet student need.

Objective 1.4   Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures

1.4.1   Number of students employed to work with a faculty member on research/creativity activities.

1.4.2   Number of students who participate each year in ISU's research symposia.

Benchmarks:

1.4.1   Increase by 3% per year for next five years.

1.4.2   Increase to 250 students per year.

Objective 1.5   The core faculty is actively engaged in research and creative/scholarly activity.

Performance Measures

1.5.1   Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.

1.5.2   Number of proposals submitted for external funding, number funded, and total amount of funding received.

Benchmarks:

1.5.1   This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).

1.5.2   Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

Objective 1.6   Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels.

Performance Measures

1.6.1   Pass rates on professional licensure and certification exams.

1.6.2   Placement rates of graduates from academic, professional, and professional-technical programs.

Benchmarks:

1.6.1   Maintain pass rates at or above the national averages for each program where national data are available.

1.6.2   Maintain placement rates at or above the national averages for each program where national data are available.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

Objective 2.1 Support services provided to enhance retention are utilized by students.

Performance Measures

2.1.1 Number of face-to-face advising contacts provided to undergraduate students by the central academic advising office.

2.1.2 Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.

2.1.3 Average amount of need-based and merit-based financial aid/scholarships awarded to students.

2.1.4 Number of hours the content area tutoring, math and writing centers are utilized.

Benchmarks:

2.1.1 Maintain sufficient access to Central Academic Advising.

2.1.2 Increase to 50% over the next 3 years.

2.1.3 To be determined (based on changes in federal and state financial aid/scholarship programs).

2.1.4 To be determined (based on SBOE changes to the remedial education delivery models).

Objective 2.2 Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).

Performance Measures (red text indicates 2013-2014 SBOE-required measures for all institutions)

2.2.1 Average time to degree completion by college for full-time and part-time students.

2.2.2 Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.

2.2.3 Cost per weighted credit hour to deliver undergraduate education.

2.2.4 Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).

2.2.5 Total degree production (split by undergraduate/graduate).

2.2.6 Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).

2.2.7 Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).

Benchmarks:

2.2.1 Positively impact time to degree by 5% over next 3 years.

2.2.2 Positively impact retention rates by 5% over next 3 years.

2.2.3 Positively impact by 5% over next 3 years.

2.2.4 Positively impact this ratio by 5% over next 3 years.

2.2.5 Increase undergraduate and graduate awards by 5% over the next 3 years.

2.2.6 Positively impact this ratio by 5% over next 3 years.

2.2.7 Increase retention rate to 75% over the next 3 years.

Objective 2.3 Students who require remedial coursework are successful in completing their

certificate or degree programs.

Performance Measures

2.3.1   Percent of students who successfully complete required remedial courses.

2.3.2   Retention rates (fall to fall) of students who complete remedial courses.

Benchmarks:

2.3.1   To be determined based on changes to be made by the SBOE on remediation delivery models.

2.3.2   Increase retention rate to 70% over the next 3 years.

Objective 2.4   Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs.

Performance Measures

2.4.1   Total number of students enrolled in ISU's Early College program, and total number of credits earned.

Benchmark:

2.4.1   Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5   Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures

2.5.1   Number of student organizations, and annual number of students participating in those organizations.

Benchmarks:

2.5.1   Increase number of students participating in student organizations to 4,500 over next 3 years.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1   A broad array of health professions certificate and degree programs are offered, many statewide.

Performance Measures

3.1.1   Number of certificate and degree programs offered, and number of students enrolled, in ISU's health professions programs.

3.1.2   Percent of graduates of ISU health professions programs who obtain employment in Idaho.

3.1.3   Pass rates on clinical licensure and certification exams in the health professions.

Benchmarks:

3.1.1   Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.

3.1.2 To be determined (Data to be obtained in the future from the State Longitudinal Data System (SLDS).

3.1.3 Maintain pass rates at or above the national averages, where national data is available.

Objective 3.2   ISU serves the State, the public, and its health professions students through its clinics and other community health venues.

Performance Measures

3.2.1 Number of patient visits to ISU clinics and clinical services.

3.2.2 Number of people served by ISU's community health fairs and screening events.

Benchmarks:

3.2.1 Number of patient visits will increase by 5% over the next 3 years.

3.2.2 Number of people attending these events will increase by 5% over the next 3 years.

Objective 3.3   ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

Performance Measures

3.3.1 Number of faculty engaged in research in the health and biomedical sciences.

3.3.2 Amount of external funding received for health-related and biomedical research.

3.3.3 Number of students participating in clinical research/scholarly activity as part of their degree program.

Benchmarks:

3.3.1 Increase to 40 faculty over the next 3 years.

3.3.2 Funding will increase by 3% per year over the next 3 years.

3.3.3 Increase to 750 students over the next 3 years.

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Objective 4.1   ISU directly contributes to the economic well-being of the State, region, and communities it serves.

Performance Measure:

4.1.1 Total economic impact of the University.

Benchmark:

4.1.1 Total economic impact will increase by 5% over the next 5 years.

Objective 4.2   Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State.

Performance Measure:

4.2.1 Resource conservation efforts initiated.

Benchmark:

4.2.1 ISU's efforts to conserve campus resources will continue to be developed.

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure:

4.3.1   Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

Benchmark:

4.3.1   Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1   The institutional reserves meet the Board's expectations based on best practices.

Performance Measures:

5.1.1   Level of Institutional reserves as a percent of total operating budget.

Benchmark:

5.1.1   The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2   The institution continually assesses and periodically reviews its utilization of resources.

Performance Measure:

5.2.1   Number of academic, co-curricular, and non-academic program/unit reviews completed each year.

Benchmark:

5.2.1   All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.

Key External Factors
(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

	ISU STRATEGIC PLAN GOALS				
Idaho State UNIVERSITY	Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
GOAL 1: A WELL EDUCATED CITIZENRY	✓	✓	✓	✓	
Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. - Postsecondary student enrollment by race/ethnicity/gender as compared against population.	✓	✓			
Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. - Percent of high school students enrolled and number of credits earned in duel credit. - Percent of first-year full-time freshmen returning for second year. - Number of postsecondary unduplicated students receiving awards (Associate, bachelor's, master's, doctoral degrees) each year.	✓	✓	✓		
Improve the processes and increase the options for re-integration of adult learners into the education system. - Number of bridge programs. - Number of adults enrolled in upgrade and customized training. - Percent of first-year part-time freshmen returning for second year.	✓	✓		✓	
Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace. - Number of degrees conferred in STEM fields. - Percent of students participating in internships. - Percent of students participating in undergraduate research.	✓	✓	✓	✓	✓

(Left vertical label: STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDCATION)

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

	ISU STRATEGIC PLAN GOALS					
STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION		Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
	GOAL 2: CRITICAL THINKING AND INNOVATION	✓	✓	✓	✓	
	Increase research and development of new ideas into solutions that benefit society. - Institution expenditures from competitive Federally funded grants. - Institution expenditures from competitive industry funded grants. - Number of sponsored projects involving the private sector. - Total amount of research expenditures.	✓		✓		✓
	Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff. - Percent of first-time students from public institution teacher training programs that pass the Praxis II	✓				
	GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS	✓	✓	✓		✓
	Increase productivity and cost-effectiveness. - Cost per successfully completed weighted student credit hour. - Average net cost to attend public 4 year institution. - Average number of credits earned at completion of a degree program. - Institutional reserves comparable to best practice.	✓	✓	✓		✓
	Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data.					✓

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

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Idaho State University

Program Prioritization Report – Non-Academic Programs

July 14, 2014

TABLE OF CONTENTS

APPENDICES – PROCESS DOCUMENTATION, TEMPLATES, AND SURVEYS:

Principles of Program Prioritization

Program Prioritization is a model in which the institution engages in efforts to rank and prioritize its programs in order to reallocate resources from lower priority programs to higher priority ones. The goal of the Program Prioritization initiative was to manage and allocate our financial resources in ways that will best meet the needs of our students and community. The Program Prioritization model is based upon Dr. Robert Dickeson's book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. Dickeson is a national leader in higher education and has served in administrative posts at three universities and was the past president of the University of Northern Colorado.

The Idaho State Board of Education, with input from several institution presidents and provosts, agreed to a framework for initiating Program Prioritization on each of the Idaho university campuses. The institutions were asked to develop the following:

- Proposed outcomes (i.e. an overall goal of what they hoped to achieve from the program prioritization process).

- Targets for each outcome (e.g. a specific reallocation of resources in support of the outcome).

- In addition, institutions were to develop proposed weighted criteria to be used to evaluate programs.

- Institutions were directed to group programs into quintiles such that those in the top 20% may be eligible for reallocated funds while those in the bottom 20% will require further review, assessment, and an action plan to determine what options will be taken.

How ISU Program Prioritization Has Achieved the Essence of Zero-Base Budgeting

The State of Idaho's Division of Financial Management defines Zero-Base Budgeting (ZBB) as "a budgeting process wherein base budget cost centers are 1) identified, 2) justified, and then 3) prioritized and 4) aligned for the most efficient and effective fulfillment of an agency's strategic plan and statutory mission" (http://dfm.idaho.gov/st_agency_guide/zbb/ZBB_Presentation7-12.pdf). ISU has addressed each of the 4 major goals of the Governor's ZBB initiative through the process of Program Prioritization as outlined in the steps below.

1) **Identification of Programs**

   All departments and units have identified programs (i.e. referred to as "decision units" in ZBB) for review. A program is defined by Dickeson as any activity or collection of activities that consumes resources (dollars, people, time, space, and equipment).

2) **Justification of Program Existence**

All departments and units have answered a collection of surveys and questionnaires for each of their programs addressing key factors and criteria weighted according to their relative importance to the University's mission, core themes, and the existence of any federal or state mandates. Fiscal discipline and operational efficiency were emphsized throughout the process. Any programs that were not considered essential to the University's mission were placed in lower quintiles and in some cases, action steps were required that might include program mergers, consolidations, or eliminations.

3) **Prioritization of Programs**

All non-academic departments and units have scored, ranked, and quintiled their programs based upon a methodology designed specifically for non-academic programs.

4) **Alignment For the Most Efficient and Effective Fulfillment of ISU's Strategic Plan and Statutory Mission**

All departments and units have created action plans for all programs in quintile five including quantified savings. On March 14, 2014, Program Prioritization results were presented by each respective vice president to the President. The presentations summarized which programs were identified in quintile five, the action plans for each of these programs, and the identified savings for each vice presidential unit. On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed budget including the results and savings identified from Program Prioritization. This process will enable ISU to reallocate its resources from lower-performing programs into higher-performing programs that are essential to the University's mission and strategic plan. This is consistent with the goals of ZBB.

Institution's Program Prioritization Goals and Outcomes

ISU has established two key objectives that the University is funding as a result of Program Prioritization:

1) An ongoing university-wide compensation plan for faculty and staff at an average preferred target level of 1.5% per year in annual ongoing compensation increases, or a minimum target level of 1.5% per year, in annual one-time special merit compensation payments.

2) Ongoing student programs for maximizing student success in terms of access, opportunity, and retention, with a focus on additional scholarship funding for this purpose.

Additionally, the University intends to align its programs to support its mission, vision, core themes, strategic plan, and mandates, discover process improvements, and achieve operational efficiencies as the result of Program Prioritization.

Identification of Programs

According to Dickeson, a program is defined as any activity or collection of activities that consumes resources (dollars, people, time, space, or equipment). Non-academic program directors identified each budget in his or her reporting area and the services, programs, and activities that make up each budget. In some cases, these activities themselves may be subdivided further into additional programs. However, in order to not produce more programs than can be reasonably evaluated in our first pass of this new program prioritization process, areas were encouraged to keep programs broadly defined.

Then, the program directors of each of the functional units that comprise each non-academic vice presidential unit identified the major and significant activities that consume resources as advised by the Methodology for Quintiling Non-Academic Programs document (included as Appendix A).

Each program director also used his/her professional judgment in determining which activities were major and significant to identify programs. The program directors' identification and selection of programs was reviewed and approved at each level of management until receiving final approval by the appropriate vice president and, ultimately, the President.

Measurement Criteria Used for Analyzing, Reviewing, and Ranking Programs

For non-academic programs, in an assessment of the experiences of five other higher education institutions, we found that surveys were used to assess key non-academic Program Prioritization factors. The approach of one of these institutions, Seattle Central Community College, was specifically endorsed by Dickeson. The survey approach developed at ISU was uniquely adapted to the needs of ISU and addresses the following six major areas:

- Key Goals and Objectives

- Key Services Provided to Customers

- Key Processes

- Organization Review

- Budgeting and Planning

- Opportunities for Savings or Additional Investments

Based on the six major areas above, the following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

1. Cost Effectiveness (budget vs. actual, productivity, performance) **(25% weight)**

2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates) **(20% weight)**

3. Demand (internal, external) **(20% weight)**

4. Quality (input, outcomes, how well delivered, research, student retention) **(20% weight)**

5. Opportunity (collaboration, resource sharing, savings, improvements) **(15% weight)**

In addition, Student Affairs used the following criteria for ranking programs:

a. Federal, state, local laws or statutes; SBOE Policy; NWCCU Mandates

b. Services that directly contribute to recruitment, admission, retention, and graduation as measured by the number of students served

c. Services that provide an essential life function or need, e.g., health, safety, shelter (Maslow's Hierarchy), contiguous to campus and non-mobile students

d. Services that help students pay for their education

e. Services that enhance co-curricular learning and engagement beyond the classroom

f. Services that eliminate barriers to enrollment

g. Services that provide educational outreach to the greater Southeastern Idaho community

h. CAS (Council on the Advancement of Standards for Higher Education) standards of best practice for student affairs (http://www.cas.edu/standards)

Hold Harmless Predeterminations

Regardless of the quintile score computed, if programs are required by federal or state mandates, then that program was held harmless from elimination and could not be ranked in quintile five. However, this did not preclude the program from going through the Program Prioritization analysis, review, and ranking process to attempt to identify opportunities for efficiency, effectiveness, and improving demand

and quality. None of the University's programs conducted within the authority of the non-academic vice presidents were excluded from this process.

Top/Bottom Quintile Common Factors That Led To A Program's Current Placement

All of the non-academic programs identified by ISU were assigned to one of the five quintiles. Programs were assigned a higher (or top) quintile ranking generally due to the following factors: 1) programs classified as essential to the University's mission, 2) required by either NWCCU, federal, state, SBOE policy, or local mandates, 3) in high demand, 4) cost effective, or 5) non-financial factors (e.g. quality). For example, programs such as payroll processing, building maintenance, and IT security were considered essential to the University's mission and in high demand, and, as a result, were ranked in the top quintile.

Programs were assigned a lower (or bottom) quintile ranking generally due to the following factors: 1) programs considered non-essential to the University's mission, 2) not required by NWCCU, federal, state, or SBOE mandates, 3) in low demand, 4) not cost effective, or 5) responsibilities could be shifted to other programs to eliminate redundant programs, duplication of effort, or to achieve operational efficiencies. For example, the intracampus mail center was ranked in the bottom quintile as its costs exceeded its revenues and, therefore, the decision was made to merge the mail center with the Total Copy Center to achieve operational efficiencies and an immediate cost savings.

A Narrative of the Program Prioritization Process

For non-academic programs, the Program Prioritization process was comprised of three major steps: program analysis, program review, and program ranking. This approach was used for the Office of Finance and Administration, University Advancement, Athletics, the Office of Research and Economic Development, and Student Affairs.

1. *Program Analysis*

   Each program director answered a series of questions addressing the six major areas and five measurement criteria for non-academic programs (included as Appendix A).

2. *Program Review*

   Based on the questionnaires completed by program directors in the previous step, each program director assigned a score to each program based on whether the program exceeds, meets, or does not achieve its measurement criteria. Each of the measurement criteria was weighted according to its relative importance to achieve a total weighted program score.

3. *Program Ranking*

Each program director used the weighted score(s) from the Program Review as a guide to rank and assign each of the programs to a quintile. The program directors' program rankings were reviewed and approved at each level of management until receiving final approval by the appropriate vice president. Results for each vice presidential unit were reported to the President in the format shown in Appendix E.

Action Plans for Programs in Quintile Five and Integration With the Budget Process

For each program identified in quintile five, the responsible vice presidential unit(s) created action plans including strategies to consolidate or eliminate programs and the quantified cost savings identified for each action. On March 14, 2014, Program Prioritization materials summarized by vice presidential unit were presented in written form and through oral presentations by each of the university vice presidents to the President.

On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed program-prioritized budget including the results and savings identified from his/her Program Prioritization review.

Key Outcomes and Recommendations

ISU identified 16 non-academic programs for potential program prioritization actions. If fully implemented, these actions may result in cumulative savings of over $760,000 for the University during the three fiscal years from 2015 through 2017.

Immediate Steps Taken

Idaho State University has successfully completed its Program Prioritization campus-wide review. Actions are already underway to implement the action plans identified by Program Prioritization for identifying and reallocating savings. University vice presidents, in consultation with their teams, are preparing plans to implement the action plans and recommendations identified by Program Prioritization in their respective areas of responsibility.

To date, *Finance and Administration* has identified over $360,000 of potential cost savings expected to be sustainable for the foreseeable future. The Assistant Director of Financial Aid position in Idaho Falls has been eliminated and the person in that position has retired. The Idaho Falls reporting structure has been revised in that the financial aid staff reports directly to the Director of Student Services, and professional coverage is being provided by a staff member from Pocatello once per week.
In Information Technology, personnel position eliminations in three vacant ERP training positions have been completed. Electronic Repair and Services's telecommunications responsibilities have been shifted to NeTel and Electronic Repair and Services has been merged with the Total Copy Center.

The intracampus mail service and Total Copy Center responsibilities have been merged and are now under one manager.

As a result of Program Prioritization, *Student Affairs* is now more closely monitoring attendance at University sponsored community events for the public to determine the need and interest for these events. Student Affairs also has established revenue-generating goals for its quintile five programs.

Planned Future Actions

In *Finance and Administration*, legacy software systems (particularly HP1) will be phased out by December 2014, which is expected to result in cumulative savings for the University during the three fiscal years from 2015 through 2017.

Steps Co-Dependent On the Actions of Others or Contingent Upon Further Analysis and Review

In *Finance and Administration*, the Campus Cable infrastructure in IT is no longer being actively supported, which should result in annual maintenance cost savings. When the equipment is no longer operational, it is not expected to be replaced. A proposal was made in March to close down the Twin Falls video classrooms and computer lab that were expected to yield savings from materials and supplies. However, that proposal was not implemented because it was determined that Twin Falls is an essential market for the University's plans to increase student enrollment and plans are currently underway to expand our educational offerings in that location. In addition, IT may also discontinue its security awareness program, resulting in materials and supplies savings, but the decision was made to postpone this reduction at this time and will be further analyzed and reviewed.

At present, Purchasing Services and Facilities Services both employ a storekeeper. It was proposed in March to consider moving all University Stores operations to Facilities Services, resulting in savings through the reduction of one storekeeper position. This proposed action is contingent upon further analysis and review.

In March, a proposal was made to eliminate the energy and sustainability program in Facilities Services resulting in a potential materials and supplies savings. This proposed action is contingent upon further analysis and review.

The Diversity Resource Center is expected to be merged into the Gender Resource Center increasing operational efficiencies and resulting in savings in materials and supplies when the merger is fully implemented.

Student Affairs has indicated some of its quintile five programs (Bengal Newspaper, KISU-FM, the Bengal Dancers, and Summer Activities) were targeted for further analysis and review. Consultation with and

input from newly elected ASISU student leaders is necessary before identifying the next steps in the review process.

Process Improvements Identified

In *Finance and Administration*, the actions implemented in Financial Aid will provide a clearer reporting structure and better management oversight of the federal Quality Assurance process, consolidation of the outreach efforts to local high schools, and bring the processing of consortium agreements fully into the Pocatello office. In addition, a formal plan is being developed in Information Technology for transitioning away from computer labs.

Lessons Learned

At a university-wide level, Program Prioritization can help ISU to manage and allocate its financial resources in ways that will best meet the needs of our students and community. It can provide data for better program planning and funding allocation decisions, integrate planning efforts, and reallocate resources from lower to higher priorities, thereby making institutional and State of Idaho missions operational. This process can create an environment of accountability at the departmental level, encouraging department heads to deliver process improvement and cost savings ideas from the bottom-up. It emphasizes the importance of using a range of metrics in measuring program performance and can support our efforts to commit funds to projects and programs with the highest potential return on investable dollars. Further, it reinforces the concept of fiscal discipline across the institution and the understanding that funding for additional resource requests will need to come from a reallocation of existing resources.

The University will continue to refine its institutional expectations for Program Prioritization in the years ahead. Program Prioritiation provides a means for a greater infusion of performance metrics into institutional budgeting decisions. In general, there seems to be a cultural resistance to eliminating programs that, while interesting or useful, do not contribute to overall organizational success. Program Prioritization also provides a means to allow the institution to make its programs self-supporting and to adjust funding levels as necessary as demand increases or decreases for the programs. It was further noted that some units looked at Program Prioritization as a cost cutting exercise, while others viewed it strictly as a review to reallocate current programs without cost cutting. A thorough, well thought out, and consistent approach throughout the University with clear language and goals will be essential to ensure a high quality review on an annual basis.

In summary, the Program Prioritization exercise provides a constructive and consistent way to assess the effectiveness and efficiency of programs across department and division boundaries. A continued use of Program Prioritization will enforce the need to continually assess the quality and necessity of University programs for the benefit of the State of Idaho and its citizens.

APPENDIX A – METHODOLOGY FOR QUINTILING NON-ACADEMIC PROGRAMS

Idaho State
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Methodology for Quintiling Non-Academic Programs

The first step towards non-academic program prioritization by way of the attached questionnaire will be to have each non-academic area identify its respective programs to be reviewed. Once the programs for evaluation are identified and reviewed, the following criteria and weights will be used to rank non-academic programs into quintiles:

- 25% - Cost-Effectiveness *(budget vs. actual, productivity, performance)*
- 20% - Importance to the institution *(mission, vision, strategic plan, core themes, mandates)*
- 20% - Demand *(internal, external)*
- 20% - Quality *(input, outcomes, how well delivered)*
- 15% - Opportunity *(collaboration, resource sharing, savings, improvements)*

Each program will be scored from 1 to 5 for each of the above criteria according to the following scale:

1. Does not meet criteria
2. Slightly meets criteria
3. Meets criteria
4. Slightly exceeds criteria
5. Exceeds criteria

The score (1-5) for each criteria will be converted to a weighted score according to the importance of the criteria. Under this methodology, the maximum score a program could receive is 5 and the lowest is 1. For instance, a program receiving a 5 (exceeds criteria) for each of the five criteria at their respective weights, would receive a total weighted score of 5 because the weights total 100% (100% x 5 = 5). Or, a program receiving a 1 (does not meet criteria) for each of the five criteria at their respective weights, would receive a total weighted score of 1 (100% x 1 = 1). To better illustrate this scoring methodology, following is an example of how an intermediate non-academic program could be scored:

Criteria	Weight	Score	Weighted Score
Cost-Effectiveness	0.25	1	0.25
Institutional Importance	0.20	4	0.80
Demand	0.20	4	0.80
Quality	0.20	2	0.40
Opportunity	0.15	3	0.45
		Total Weighted Score	*2.70*

Each program will sum to a total weighted score that will enable categorization into quintiles with the following rankings:

1. Programs needing enrichment.
2. Programs needing a higher level of continued support.
3. Programs needing a neutral or similar level of continued support.
4. Programs needing a lower level of continued support.
5. Programs requiring further review, assessment, and action plan to determine what options will be taken.

The following scores will determine which quintiles the program will fall into:

Score	Quintile
4.21 – 5.00	1. Programs needing enrichment
3.41 – 4.20	2. Programs needing a higher level of continued support
2.61 – 3.40	3. Programs needing a neutral or similar level of continued support
1.81 – 2.60	4. Programs needing a lower level of continued support
1.00 – 1.80	5. Programs requiring further review, assessment, and action plan to determine what options will be taken

In the previous example illustrating how an intermediate program could be scored, the example program received a weighted score of 2.70. This score places the program in quintile three, a program needing a neutral or similar level of continued support.

APPENDIX B – ADMINISTRATIVE (NON-ACADEMIC) PROGRAM REVIEW

Idaho State
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Idaho State University

Administrative (Non-Academic) Program Review
for University Program Prioritization[1]

Program Name:

Administrator: Department/Unit:

Program Definition: any activity or collection of activities that consumes resources
(i.e. dollars, people, time, space, equipment)

For your responsible area, please identify the major, significant activities that consume resources and complete this questionnaire for each of these programs. For example, in the Controller's Office there is the general accounting department that has major, significant activities such as accounts payable, collections, financial reporting, travel, and cash management that will qualify as separate programs within the single area of general accounting. In some cases, these activities themselves may be subdivided further into additional programs. The major, significant activities are the programs that will be reviewed through program prioritization by use of this questionnaire. Identify your programs to be reviewed as those that are major activities consuming significant resources. Please keep in mind that on our first pass with this new program prioritization process, areas are encouraged to keep programs broadly defined, so as not to produce more programs that can be reasonably evaluated.

1. **Key Goals and Objectives:**
- Organizational structure and performance

1.a. Is this program mandated federally?

Yes	No	Provide Details

---

[1] Adapted from materials obtained from Seattle Central Community College, Washington State University, College of Micronesia, and the University of Central Oklahoma.

1.b. Is this program mandated by the state?

Yes	No	Provide Details

1.c. Is this program required because of obligations other than federal or state?

If the program is required by previously signed contracts or agreements, identify the party or parties involved in the agreement, the date and history of the agreement, and the date of expiration of the agreement.

Yes	No	Provide Details

1.d. Is this program <u>essential</u> to the operation of the university?

Yes	No	Provide Details

ISU Mission Statement

The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Core Themes

Learning and Discovery, Access and Opportunity, Leadership in the Health Sciences, and Community Engagement and Impact.

1.e. How does this program support the mission, vision, strategic plan, core themes, and institutional objectives of the university?

Provide Details

1.f. How is the program's performance reviewed? By whom? How often?

Methods of Reviewing Performance	Person/Group Reviewing Method	How Often is Success Reviewed

2. Key Services Provided to Customers (Internal/External)

2.a. Please provide a brief description of each service/function your program provides, its primary customers, and the nature of demand.

Description of Service/Function	Primary Customers	Demand: 1. # of people served/unit time (e.g. 10/day) 2. Increasing/Stable/Decreasing	
		Internal	**External**
Example: *i.e. Planning*	*List the primary customers of the service*	*Insert the number of people this function services per unit of time (day, week or month) and if that number is increasing, stable, or decreasing for internal users*	*Insert the number of people this function services per unit of time (day, week or month) and if that number is increasing, stable, or decreasing for external users*

2.b. How many positions were assigned to the program over the last two years?

| Position Type | 2011 – 2012 (FY12) | | | | 2012 – 2013 (FY13) | | | |
| | Headcount | | | FTE | Headcount | | | FTE |
	FT	PT	Total		FT	PT	Total	
Professional								
Classified								
Student								
Exempt								
Other								
Total								

2.c. How does the size and scope compare with similar/same programs at peer institutions?

Provide Details

2.d. Are there any current or proposed state, regional, or local mandates, or new policies or laws that may impact <u>external</u> demand for the program's services?

Yes	No	Provide Details (describe the expected impacts)

2.e. Are there any current or proposed state or regional mandates or new policies that may impact <u>internal</u> demand for the program's services?

Yes	No	Provide Details (describe the expected impacts)

3. Key Processes or Implementation Elements:

   - Review to reduce bureaucracy and/or streamline operations

3.a. What are the key processes or implementation elements for this program? How many personnel are assigned to the key processes or implementation elements? Can any of these key processes or implementation elements be streamlined or eliminated?

1. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

2. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

3. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

4. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

5. Key Implementation Element Identified	Personnel Assigned to Key Element

Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

3.b. Does the program have unmet equipment/software needs?

Yes	No

If yes, complete the chart below.

Description of What is Needed	Role of the Needed Item in Fulfilling Program Mission	Approximate Cost
Describe equipment/software needs	*How will the equipment/software enable your office to work effectively and efficiently*	*Estimate the cost*

3.c. What technologies are available to the program? Are there technological improvements that could be made to save on labor, or to improve the product/service offered? How does the program get technological support?

Technologies Available	Improvements Could Be Made For Savings	Savings Expected on Labor/Products/Service Currently Offered	Technological Support Currently Receiving

4. Organization Review

    - Detailed organization chart for program area

        • Position analysis

        • Span of control

4.a. Display, or attach, the program organization chart with the number of positions in each program area. Name the key positions identified in span of control.

4.b. Designate the key positions in each program area. Which individuals are cross-trained and in what areas?

Position/Title	Cross-Trained Yes / No	If Yes, List Areas

4.c. Are there other campus programs providing similar services? If yes, how are this program's services different than those of other programs?

Yes	No	Provide Details

4.d. Are there any external or outsourced programs/services providing similar services? If yes, how do this program's services differ from theirs?

Yes	No	Name of External Services	Provide Details

4.e. Does this program have any external collaborations? If yes, how do these external collaborations benefit the university? Examples include, but are not limited to, cooperative agreements, articulation agreements, outreach efforts, corporate partnerships, economic relationships, etc.

Yes	No	Provide Details

---

5. Budgeting/Planning

   - Organization structure and performance metrics comparisons to:

   • Similar institutions

5.a. Does the program have any operations that generate revenue?

Yes	No

   If yes, provide a list of financial resources generated by the program.

Revenue Source	Amount $
List the source of any revenue collected, i.e. sales, consultancy, etc.	*List the amount per program/year*

5.b. What were the budgeted costs of the program, actual expenditures, and difference between the two for fiscal year 2012?

Program Expenditures	Budget	Expenditures	Difference
Salaries			
Benefits			
Services			
Supplies			
Travel			
Equipment			
Professional Development			
Other			
TOTAL			

5.c. What metrics are used to evaluate the program's performance? How does this program's performance metric compare to those from peer institutions, national standards, and industry benchmarks? *Click on Peer Institutions to see a list of Institutional Research identified peers.*

Name/Description of Performance Metric	Program Metric Value "N/A" if not applicable or metric does not exist	Peer Institution Metric Value "N/A" if not applicable or metric does not exist	Industry Benchmark Metric Value "N/A" if not applicable or metric does not exist

6. Opportunities for Savings or Additional Investments

6.a. Have you identified any opportunities for savings or additional investments? If yes, please describe.

Yes	No	Provide Details

Program Review Signature and Date

Program Director: _____   Date: _____

Vice President: _____   Date: _____

APPENDIX C – NUMBER OF PROGRAMS EVALUATED AND PLACED IN QUINTILES

Number of Non-Academic Programs Evaluated and Placed in Quintiles	
Vice Presidential Unit	**Number of Programs**
Office of Finance and Administration	104
Office of Research and Economic Development	14
Athletics	5
University Advancement	30
Student Affairs	35
Total Number of Programs Evaluated and Placed in Quintiles	**188**

APPENDIX D – KEY MILESTONES AND DATES DURING THE PROCESS – NON-ACADEMIC PROGRAMS

1/10/2014 – Program directors forwarded Program Prioritization documents to unit heads and directors

1/27/2014 – Unit heads and directors reviewed and approved the Program Prioritization documents

2/14/2014 – Recommendations for prioritization and reallocation were forwarded to vice presidents

3/3/2014 – Vice presidents reviewed and finalized recommendations for prioritization and reallocation

3/12/2014 – Vice presidents' Program Prioritization results were due to the President (written reports)

3/14/2014 – Vice presidents presented Program Prioritization results to the President (oral presentations)

3/27/2014 – Vice presidents' proposed budgets (reflecting the assigned budget targets) and SBCC budget presentations were due to ISU's Budget Office

4/1-2/2014 – Fiscal year 2015 budget presentations were made to the Special Budget Consultation Committee (SBCC)

4/7/2014 – SBCC finalized ISU's fiscal year 2015 program-prioritized budget and forwarded its recommendations to the President

4/30/2014 – ISU completed its final draft of the fiscal year 2015 program-prioritized budget for Idaho State Board of Education (SBOE) approval

APPENDIX E – PROGRAM PRIORITIZATION RESULTS BY VICE PRESIDENTIAL UNIT

Idaho State
U N I V E R S I T Y

Program Prioritization Results
By Vice President Unit

Vice President Unit/Area:

Vice President:

Number of Programs Identified and Reviewed:

Please Describe How You Identified Programs for Program Prioritization Analysis:

Please Describe the Methodology Used for Reviewing, Analyzing, and Ranking Your Unit's Programs:

Please Describe Any Other Criteria, Other Than Those Identified by the Institution, You Used for Program Prioritization (Criteria Identified by Institution: Cost-Effectiveness, Importance to the Institution, Demand, Quality, Opportunity, Revenue & Cost, Impact & History):

ON THE NEXT FIVE PAGES, PLEASE PROVIDE THE FINALIZED LIST OF YOUR UNIT'S PRIORITIZED PROGRAMS BY QUINTILE

QUINTILE 1: Programs Possibly Needing Enrichment (Highest Priority)

Number of Quintile 1 Programs:

Quintile 1 Programs Identified – Please List:

1.	34.
2.	35.
3.	36.
4.	37.
5.	38.
6.	39.
7.	40.
8.	41.
9.	42.
10.	43.
11.	44.
12.	45.
13.	46.
14.	47.
15.	48.
16.	49.
17.	50.
18.	51.
19.	52.
20.	53.
21.	54.
22.	55.
23.	56.
24.	57.
25.	58.
26.	59.
27.	60.
28.	61.
29.	62.
30.	63.
31.	64.
32.	65.
33.	

QUINTILE 2: Programs Possibly Needing A Higher Level of Continued Support

<u>**Number of Quintile 2 Programs:**</u>

<u>**Quintile 2 Programs Identified – Please List:**</u>

1.	36.
2.	37.
3.	38.
4.	39.
5.	40.
6.	41.
7.	42.
8.	43.
9.	44.
10.	45.
11.	46.
12.	47.
13.	48.
14.	49.
15.	50.
16.	51.
17.	52.
18.	53.
19.	54.
20.	55.
21.	56.
22.	57.
23.	58.
24.	59.
25.	60.
26.	61.
27.	62.
28.	63.
29.	64.
30.	65.
31.	66.
32.	67.
33.	68.
34.	69.
35.	70.

QUINTILE 3: Programs Possibly Needing A Neutral or Similar Level of Continued Support

Number of Quintile 3 Programs:

Quintile 3 Programs Identified – Please List:

1.	36.
2.	37.
3.	38.
4.	39.
5.	40.
6.	41.
7.	42.
8.	43.
9.	44.
10.	45.
11.	46.
12.	47.
13.	48.
14.	49.
15.	50.
16.	51.
17.	52.
18.	53.
19.	54.
20.	55.
21.	56.
22.	57.
23.	58.
24.	59.
25.	60.
26.	61.
27.	62.
28.	63.
29.	64.
30.	65.
31.	66.
32.	67.
33.	68.
34.	69.
35.	70.

QUINTILE 4: Programs Possibly Needing A Lower Level of Continued Support

Number of Quintile 4 Programs:

Quintile 4 Programs Identified – Please List:

1.	36.
2.	37.
3.	38.
4.	39.
5.	40.
6.	41.
7.	42.
8.	43.
9.	44.
10.	45.
11.	46.
12.	47.
13.	48.
14.	49.
15.	50.
16.	51.
17.	52.
18.	53.
19.	54.
20.	55.
21.	56.
22.	57.
23.	58.
24.	59.
25.	60.
26.	61.
27.	62.
28.	63.
29.	64.
30.	65.
31.	66.
32.	67.
33.	68.
34.	69.
35.	70.

QUINTILE 5: Programs Requiring Further Review, Assessment, and Action Plan to Determine What Options Will Be Taken (Lowest Priority)

<u>**Number of Quintile 5 Programs:**</u>

<u>**Quintile 5 Programs Identified – Please List:**</u>

1.	36.
2.	37.
3.	38.
4.	39.
5.	40.
6.	41.
7.	42.
8.	43.
9.	44.
10.	45.
11.	46.
12.	47.
13.	48.
14.	49.
15.	50.
16.	51.
17.	52.
18.	53.
19.	54.
20.	55.
21.	56.
22.	57.
23.	58.
24.	59.
25.	60.
26.	61.
27.	62.
28.	63.
29.	64.
30.	65.
31.	66.
32.	67.
33.	68.
34.	69.
35.	70.

Program Prioritization Results Summary

Please Describe the Results of Your Program Prioritization Analysis Specifying the Existing Programs or Activities Can Be Done More Efficiently, Streamlined, or Eliminated:

Please Summarize Your Action Plan for Each Quintile 5 Program:

Please Identify the Amount of Resources by Program Identified for Reallocation, Reduction, or Elimination. What is the Amount for Current Period Savings? What is the Amount for On-going or Over-time, Phased Savings? (Projection If Necessary):

Please Describe Other Specific Recommendations Identified Through the Program Prioritization Process:

How Will Your Program Prioritization Results Be Incorporated Into Your Budget Proposal?

University _of_ Idaho
A LEGACY OF LEADING

Program Prioritization Report to the Idaho State Board of Education
August 6, 2014

The below report summarizing the results of program prioritization activities over the last year in responding to guidelines distributed May 15, 2014 and subsequent instruction at the July IRSA meeting in preparation for the August Board Work Session.

1. **The institution's overarching goals (i.e. desired outcomes).**

The three institutional goals established for this program prioritization process, which the University of Idaho internally referred to as Focus for the Future, were:

Prioritized Faculty Hiring. All new and vacated full-time faculty positions would be invested in high-level University strategic priorities, including "cluster hires" that advance select disciplinary and interdisciplinary efforts, student success, research revenue opportunities, accreditation achievement, and solutions to the most important societal problems. All academic units, including academic units in which the new or vacated faculty positions originate, would be required to make investment proposals according to priority areas identified by the Dickeson-based prioritization process for academic programs. No faculty investments would be made in low priority areas. Faculty resources would be used strategically to advance higher University and State of Idaho priorities. Investments would reflect all dimensions of the University of Idaho's mission: teaching, scholarship, outreach, and engagement.

Program Review. A rigorous review would be conducted of programs placed on a "watch" list during the University's previous prioritization process, as well as other programs found to be low priorities according to the criteria used in the current prioritization process. Such programs would be considered for remediation if they are indispensable to a core mission, and if specific remediation steps can be taken cost-effectively; otherwise, they would be considered for closure or consolidation, and resources will be aligned with higher priorities.

Enhanced Operational Efficiency. We would review the efficiency in administrative units and "programs" as defined in the State Board's directive (and accompanying staff memorandum). These units and "programs" would be evaluated according to the same process and criteria used in the academic unit prioritization process, to the extent they are applicable directly or by analogy. Particular attention would be paid to opportunities for University-wide centralization or decentralization and standardization of equipment and procedures (e.g., information technology, personnel administration, and fiscal management). The timing of the evaluation of nonacademic units and "programs" might have been affected by the pace at which the academic programs were evaluated, because the academic program array would determine in part the distribution of administrative support for the academic programs.

2. The measurement criteria and the units of program analysis.

As was described in the June 2013 report to the State Board of Education/University of Idaho Board of Regents, the University of Idaho implemented, and has been using Dickeson's concept of program prioritization since 2008 – 2009 when all of our academic programs were assessed as part of our ongoing assessment and continuous improvement efforts. To be clear, our process was not solely his evaluation scheme, but the concepts were foundational.   In order to apply a common set of criteria to all academic and non-academic programs as well as administrative and operating units, we refined our understanding of the criteria and adopted the following definitions for our review:

- **Centrality.** The program is central to the mission and future of the University of Idaho as a land-grant, national, research institution. The program is responsive to the vision and strategic plan of the University and to important stakeholders throughout Idaho.
- **External Demand.** The current and future demand for program graduates, research, scholarship, and outreach is strong; the program plays a unique role in the state and stakeholders seek the expertise of the program faculty.
- **Internal Demand.** The program is relied upon by other programs outside the department for coursework, scholarly collaborations, grant collaborations, or core services.
- **Quality.** The program contributes to the national and international reputation of the University, and the work of the faculty is nationally and internationally recognized as significant. Faculty achievements in teaching, research, professional service, and outreach are nationally recognized. The program enables student success through the demonstrated achievement of established UI learning outcomes. It provides students with high quality learning experiences that offer integrated learning opportunities and skill building for addressing complex problems.   The program enhances the quality of the learning experience through diversity of students, faculty, and staff.
- **Size and Scope.** The program includes a critical mass of faculty and provides a program to a significant number of students.
- **Productivity**. On a per FTE basis, the program produces significant numbers (when compared to appropriate peers) of graduates, student credit hours, scholarly products or performances, and outreach events and participants.
- **Cost Effectiveness.** The program expenditures relative to the various productivity measures are comparable to similar programs at other national research institutions. Evidence indicates that the funds invested in the program produce a healthy mix of student enrollment, research activity and funding, and other income.
- **Impact.** The outreach work of the program has produced significant changes in the practices or conditions of key stakeholder audiences. The program's research, teaching, and outreach components contain mutually-beneficial outcomes. The program is responsive to the vision and strategic plan of the University and to relevant stakeholders throughout Idaho.
- **Synergies**. The program is engaged in cooperative interactions across departments or other administrative units both within the University of Idaho and/or with groups outside the UI that enhance quality and/or productivity providing clear benefits to students and/or faculty. Complex problems are addressed with interdisciplinary strength.

The above criteria were weighted, and the following definitions were developed for scoring:

1 – Poor Alignment. The program does not effectively support the criterion statement

2 – Moderate Alignment. The program moderately supports some of the characteristics in the criterion statement

3 – Good Alignment. The program generally supports the characteristics of the criterion statement

4 – Strong Alignment. The program strongly supports nearly all of the characteristics of the criterion statement

5 – Highest Alignment. The program convincingly supports all of the characteristics of the criterion statement

3. **How many programs were evaluated and how many programs were placed in each quintile.**

The University of Idaho applied the criteria and evaluation metrics to 358 programs. Scores to two decimals ranged from 1.00 to 5.00. Leadership initially placed programs in quintiles based upon those scores then academic degree programs with the lowest enrollment were assigned to the 5th quintile.

Number of programs by type	Preliminary /Absolute Quintiles (reverse of scoring)					
	1st	2nd	3rd	4th	5th	Total
Academic Programs (degrees, certificates & majors)	46	100	14	9	41	**210**
Academic and Student Support Programs/Units	17	57	13	1	0	**88**
Non-Academic Programs/Units	15	15	10	16	4	**60**
Total	**78**	**172**	**37**	**26**	**45**	**358**

The data was then re-examined and leadership assigned quintiles based on a combination of rubric scores and the qualitative components of the review. These final/relative quintiles normalized the data and created five distinct groups that were representative of the rubric scores, metrics such as enrollment and expenditures, and extensive qualitative data.

Number of programs by type	Final/Relative Quintiles					
	1st	2nd	3rd	4th	5th	Total
Academic Programs (degrees, certificates & majors)	30	44	44	51	41	**210**
Academic and Student Support Programs/Units	17	15	15	27	14	**88**
Non-Academic Programs/Units	15	9	11	14	11	**60**
Total	**62**	**68**	**70**	**92**	**66**	**358**

4. For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.

Our application of the weighted criteria informed quintile placement. *Centrality*, or lack thereof, in terms of the University of Idaho's historic land grant mission and the institution's position as a comprehensive research institution were clearly a major factor. The other emphasis was on program *quality*. This aligns well with the State Board of Education/University of Idaho Board of Regents intention related to program prioritization, that it fulfills the requirements of zero based budgeting. Certainly the allocation of resources to programs and conversely the decision to not do so were major contributing factors to quintile placement.

5. What lessons were learned (e.g. implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.

The process resulted in several key conclusions. First, despite reduced state allocations over the last several years the University continues to fulfill its historic land grant mission and quality remains high. While this rigorous process did highlight some programs that were under-performing and/or no longer of central importance—the most noteworthy conclusion for various constituencies was a recognition of a deep commitment to quality and a higher level of accomplishment than community members hypothesized prior to completion of the process. Consequently, one implication for the University is a widespread dedication to purposeful communication regarding the University of Idaho's people and programs and their considerable

positive impact upon Idaho, the nation, and the world. A second lesson learned was that forward-looking leadership demands that the institution stay the course in terms of making changes that enhance the quality of our programs and ensure that they align strongly with our mission as a land-grant, national, research institution. Third, the University of Idaho community must own its own destiny if the institution's second 125 years is to continue the impressive trajectory of the previous 125 years. Fourth, the Focus for the Future program prioritization work at the University of Idaho pointed to a number of crucial areas that cross or transcend "programs" but are nonetheless areas that demand attention. These include compliance, information technology, interdisciplinary programs, financial aid, and procurement.

Since 2008 the University of Idaho has been committed to program prioritization as a means of assessing and continually aligning programs, activities and resources with the mission and goals of the institution. Focused program prioritization efforts over the last year strengthen and build upon our institutional process. President Chuck Staben's arrival, the launch of a national search for a permanent provost and executive vice president, and the restructuring of our Institutional Research Office provide an opportunity for implementing a long-term strategy for ongoing review of both academic and non-academic programs. We will continue to use the shared governance approved criteria in place since 2008 and the weighting established as part of the current program prioritization process, and we will continue to refine the data sets required for program prioritization.

6. A narrative of the process explaining the level of rigor applied.

This comprehensive review of all programs advanced the work accomplished in 2008 as it tested the effectiveness of earlier program review and expanded it through inclusion of non-academic programs in addition to a thorough and rigorous review of our academic programs.

The University of Idaho's shared governance tradition dictated the institution's program prioritization process. The year-long program prioritization process—Focus for the Future—therefore included broad participation from various constituencies and representing the more than 70 University locations around the state of Idaho. A session that included more than 100 University leaders resulted in definitions of the program prioritization criteria and consensus regarding the weight of each of the criteria (centrality, external demand, internal demand, quality, size and scope, productivity, cost effectiveness, impact, and synergies). Various units worked for approximately one month in order to compile a working list of programs. University leadership assessed this list and compiled a list of 358 programs and units for evaluation. Program stakeholders engaged in comprehensive conversations regarding appropriate metrics. Although not apparent at the outset, these activities turned out to be incredibly valuable as units reflected upon their work, evaluation methodology, and national best practices and benchmarks. Gathering the data at a complex institution demanded significant effort from the entire University of Idaho community. Program leaders then compiled complete program reports using the nine established criteria. Unit leaders conducted their own assessments that included evaluating the data, metrics, and conclusions from program leader reports. Vice presidents reviewed this work. A January 13-14, 2014 retreat allowed leadership to consider all of the reports. Following considerable discussion, the retreat resulted in the formation of 6

work groups tasked with further fine-tuning of the data and reports, providing a more holistic consideration of both. Incorporating the results of these parallel efforts, the Interim Provost and Executive Vice President communicated proposed actions to the university community on April 23, 2014. Colleges and other units conducted all inclusive meetings to discuss the April 23 proposals and provided minutes of these meetings to the executive leadership. Approximately 350 people provided comments on the Focus for the Future website. President Chuck Staben met with stakeholder groups that requested a meeting and conducted in depth conversation with his leadership team. President Staben issued final Focus for the Future/Program Prioritization decisions on July 1, 2014.

7. **Key process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.**

   Attached are seven documents developed for this process:
   1. Program Scoring Rubric
   2. Summary Report for Academic Departments
   3. Summary Report for Academic Programs
   4. Summary Report for All Colleges
   5. Summary Report for All Programs
   6. Summary Report for Sub-Units
   7. Summary Report for All Units

8. **Key milestones and dates throughout the process.**

Phase 1	Process Overview
5/28/13	Interim President Burnett held meetings with senior leadership and Faculty Senate leadership to discuss the continued use of UI criteria that had initial discussion and approval in 2008 process
6/19/13	Board approved proposed criteria at SBOE meeting
7/22/13	Community-wide communication about Focus for the Future sent from Provost and Executive Vice President Katherine Aiken
9/16/13	Presented and collected input at President's Breakfast
10/14/13	Provost/EVP appointed the Phase 1 Task Force
10/25/13	All Unit Leads submitted list of programs to Provost/EVP for approval
10/29/13	Provost/EVP approved or required changes to program list
10/30/13	Focus for the Future Open Forum: Final program template, rubric, and review process materials distributed to Unit Leads
10/30/13 – 11/30/13	One month feedback period

12/2/13	All Unit Preliminary Reports submitted to supervising VP/EVP
12/3/13	Status report provided to the Faculty Senate
12/3/13 – 12/9/13	VP/EVP reviewed and provided feedback on Preliminary Unit Reports
12/10/13	Unit Leads submitted final Unit Reports to Provost/EVP and supervising VP

Phase 2	**University-Wide Prioritization**
11/1/13	Provost/EVP appointed Phase 2 Task Force
1/13/14 – 1/14/14	Focus For the Future Retreat (Provost's Council)
1/15-14 – 2/28/14	Focus groups meet
2/3/14	Focus groups reported out
2/10/14	Executive Leadership discussed focus group data
3/10/14	Focus For the Future planning meeting
3/24/14	Focus For the Future package and communication plan discussed
3/24/14 – 4/23/14	Colleges identified unit meeting dates to discuss FFF proposals and report to Provost/EVP
4/11/14	Status report submitted to the State Board of Education
4/23/14	University-wide communication sent regarding Focus For the Future proposals
4/24/14 – 4/30/14	Unit meetings held to discuss proposals
4/23/14 – 5/7/14	Two week comment period for suggestions to Provost Council and other groups for consideration and recommendations to President Staben
5/23/14	University-wide communication sent regarding Focus For the Future Feedback responses received
7/1/14	University-wide communication regarding final decisions on the Focus For the Future proposals

9. The aggregate number of programs ln each quintile.

Of the 358 programs reviewed, 62 were placed in the first (top) quintile, 68 were placed in the second quintile, 70 were placed in the third quintile, 92 were placed in the fourth quintile, and 66 were placed in the fifth (lowest) quintile.

10. Was there a hold harmless predetermination for any program(s), and if so, why?

In an effort to honor the principles of zero-based budgeting, nothing was exempt from this process. All divisions and all programs (academic and non-academic) statewide were included in the review with the exception of externally-funded programs such as grants and contracts.

11. Key outcomes and recommendations.

Below is a summary of the findings and plans we have as a result of this review. Several recommendations have already been implemented. Others require further consideration or time for implementation. Many of the proposed changes will generate savings, while some are efficiencies whose impact is difficult to assess directly. One is a significant investment essential to enhance safety and to minimize institutional risk. We expect that financial effects of these changes will occur primarily in the next fiscal year and later.

Non-Academic Programs:
- Create greater efficiencies in administrative personnel processes such as payroll, worker's compensation self-insurance, hiring (implemented People Admin), and revised classification system
- Assess electronic purchasing practices for potential resource savings
- Close or change selected auxiliary operations such as the campus pharmacy (closed-services available locally)
- Consolidate select IT functions including technology/electronics purchases. Plan to be developed in 2014-15
- Reorganize and invest in University compliance functions
- Evaluate institutionally based financial aid for net tuition savings
- Fully fund the Vandal Scholarship Fund (Athletic Scholarships) through fundraising
- Close the Office of Community Partnerships
- Transfer Student Sustainability Center to Facilities
- Assess assignments of Development Officers
- Invest in Enrollment Management and Marketing

Academic Programs:
- Evaluate vacant faculty lines for strategic hiring; evaluate affiliate faculty assignments
- Move interdisciplinary programs to colleges
    - Bioinformatics and Computational Biology to the College of Science
    - Bioregional Planning to the College of Art & Architecture
    - Environmental Science and Waters of the West to the College of Natural Resources (continue consultation in Fall 2014)
    - Neuroscience to the Department of Biology, College of Science
- Move the Biological and Agricultural Engineering degree programs to the College of Engineering
- Close Bio-energy unit in Boise
- Restructure Department of Conservation Social Sciences in College of Natural Resources

Academic Degree Programs and proposed actions:

Bachelors	
Degree	**Recommendation**
Biochemistry - B.S.Biochem.	No action
Renewable Materials - B.S.Renew.Mat.	Watch list
Dance - B.S.Dan.	Watch list
Music Degree Programs Applied – B.A., B.S. Vocal Performance – B. Mus. Education: Vocal-Instrumental – B. Mus. Theory – B.A., B.S. Education: Vocal – B. Mus. History and Literature – B.A., B.S. Business – B. Mus.	Restructure
Art Education - B.S.Art Ed.	Consolidate in B.S. Art
Interdisciplinary Studies - B.A., B.S.	Watch list
Musical Theatre - B.F.A.	Eliminate
Agricultural Economics - B.S.Ag.Econ.	Ag Econ programs consolidated
Latin-American Studies - B.A.	Consolidate with Modern Languages
American Studies - B.A., B.S.	Eliminate
French - B.A.	Restructure
Medical Technology - B.S.	Eliminate
Masters	
Degree	**Recommendation**
Computer Engineering - M.S., M.Engr.	No action
Geological Engineering - M.S.	No action
Hydrology - M.S.	Consolidate with Geology
Interdisciplinary Studies - M.A., M.S.	Watch list
Food Science - M.S.	Invest
Biology - M.S.	No action
Political Science - M.A.	Watch list
Biological and Agricultural Engineering - M.S., M. Engr.	Move program to College of Engineering (organizational restructure)
Bioinformatics and Computational Biology - M.S.	See UWP recommendation
Environmental Engineering - M.S., M.Engr.	Eliminate
Art - M.A.T.	Eliminate
Microbiology, Molecular Biology and Biochemistry - M.S.	Consolidate with Biology
English - M.A.T.	Eliminate

Neuroscience - M.S.	Move program to Biology (organizational restructure); see interdisciplinary program recommendation
PhD	
Degree	**Recommendation**
Chemical Engineering - Ph.D.	Watch list
Materials Science and Engineering - Ph.D.	Watch list
Neuroscience - Ph.D.	Move program to Biology (organizational restructure); see interdisciplinary program recommendation
Food Science - Ph.D.	Invest
History - Ph.D.	Watch list and consider social sciences doctoral program
Soil and Land Resources - Ph.D.	Consolidate in single PSES degree

12. **Timelines for next steps. This should delineate:**

a. **What immediate steps have already been taken, if any?**

The University of Idaho has completed the following:
- Instituted new employee classification system designed to address salary compression and fairness issues
- Implemented the PeopleAdmin talent management system
- Closed the campus pharmacy ($260,000)
- Closed the Office of Community Partnerships ($480,000)
- Transferred the Student Sustainability Center to Facilities
- Moved Bioinformatics and Computational Biology to the College of Science
- Moved Bioregional Planning to the College of Art & Architecture
- Reexamined our options for funding our Other Post-Employment Benefits (OPEB) ($1,300,000)

b. **What steps will occur in the future (i.e. phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.**

Many of the below initiatives require faculty participation in planning and implementing the changes. Some may require the letter to the State Board of Education Office and

communication with NWCCU. We anticipate notifications to be complete by December 31, 2014.

Action	Timeline
Move/restructure administration of degree programs	• Action plans due September 30, 2014
Consolidate degree programs	• Action plans due September 30, 2014
Eliminate degree programs	• Action plans due September 30, 2014
Conservation Social Sciences	• Action plans due September 30, 2014
Benefit reviews (beyond OPEB mentioned above)	• Compile a list of programs for review and prioritize by September 1, 2014 • Complete reviews by February 1, 2015 • Implement changes as allowable depending on the restrictions of each program.
Invest in Compliance Functions	• Establish operating budgets and transfer funds by September 15, 2014 • Make staff hires by December 31, 2014
Enrollment Management	• Develop an annual business plan and transfer of funds by December 31, 2014
Marketing	• Develop an annual business plan and transfer of funds by December 31, 2014
Degree programs on the watch list	• Develop action plans for approval by the Provost no later than December 1, 2014 • Report on implementation of action plan by June 15, 2015
All programs in the 4th final/relative quintile	• Develop action plans for improvement no later than December 1, 2014 for Provost's approval • Report on implementation of action plan by June 15, 2015

c. **Process improvements (e.g. eliminate duplication, outsource, centralize services, etc.)**

The University of Idaho has launched initiatives to examine and refine various processes. The anticipated completion date for this work in June 30, 2015.
- Assess electronic purchasing/procurement practices for potential savings
- Consolidate selected IT functions including technology/electronics purchases
- Evaluate institutionally based financial aid
- Develop a plan to fully fund the Vandal Scholarship Fund through private sources

Focus for the Future Program Scoring Rubric

Poor Alignment	Moderate Alignment	Good Alignment	Strong Alignment	Highest Alignment
1	2	3	4	5
The program **does not effectively support** the criterion statement	The program **moderately supports some** of the characteristics in the criterion statement	The program **generally supports** the characteristics of the criterion statement	The program **strongly supports nearly all** of the characteristics of the criterion statement	The program **convincingly supports all** of the characteristics of the criterion statement

	Criteria	Wt	Data and Program Comments Supporting the Score (150 words max per criterion)	Program Self Review	Unit Lead Review	% Wt	Program Weighted Score	Unit Lead Weighted Score
1	Centrality	5	Program Comments: Unit Lead Comments:			13.9%	0	0
2	External Demand	4	Program Comments: *Unit Lead Comments:*			11.1%	0	0
3	Internal Demand	4	Program Comments: *Unit Lead Comments:*			11.1%	0	0
4	Quality	5	Program Comments: *Unit Lead Comments:*			13.9%	0	0
5	Size & Scope	3	Program Comments: *Unit Lead Comments:*			8.3%	0	0
6	Productivity	3	Program Comments: *Unit Lead Comments:*			8.3%	0	0
7	Cost Effectiveness	4	Program Comments: *Unit Lead Comments:*			11.1%	0	0
8	Impact	4	Program Comments: *Unit Lead Comments:*			11.1%	0	0
9	Synergies	4	Program Comments: *Unit Lead Comments:*			11.1%	0	0
						100.0%	0	0
							Program Score	Unit Score

University _of_ Idaho

Focus for the Future Academic Department Report

Academic Department _____

College Containing Department _____

Department Lead _____

Summary
Overview of the academic department describing programs, facilities, etc. (75 words max)
How the department promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Department					
Program1				**Program Criteria Score**	
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**	**Self**	**Dean**
Number of Students					
FTE in Major					
Program2					
Number of Students					
FTE in Major					
Program3					
Number of Students					
FTE in Major					
Program4					
Number of Students					
FTE in Major					

Metrics for the Academic Department	Academic Yr	Academic Yr	Academic Yr
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Total Number of Undergraduate Students			
Total Number of Undergraduate Credits			
Total Number of Master's Students			
Total Number of Certificate Students			
Total Number of Ph.D. Students			
Total Number of Graduate Credits			
Total Credit Hour Production – Department wide			
Number Tenure Track Faculty			
Total Tenure Track Faculty FTE			
Number non-Tenure Track Faculty (including instructors)			
Total non-Tenure Track Faculty FTE (including instructors)			
Student to Tenure Track Faculty Ratio			

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Student to Total Faculty Ratio			
Number of TA's			
Total Number of Technical Personnel (scientist, engineers, etc.)			
Total Number Publications			
Expenditures - Salaries			
Expenditures – Instruction			
Expenditures – Research			
Expenditures – Public Service			
Total Department Expenditures			
Instruction Expenditures per Tenure Track Faculty FTE			
Research Expenditures per Tenure Track Faculty FTE			
Public Service Expenditures per Tenure Track Faculty FTE			
Optional Department Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

University *of* **Idaho**

Focus for the Future Program Report

Program _____

Department Containing Program _____

Program Lead _____

Summary
Overview of the program describing purpose, stakeholders, etc. (50 words max)
Summary of how the program promotes the 9 criteria (200 words max)

Metrics for the Program			
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Number of Students			
FTE in Major			
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

Focus for the Future Academic College Report

Academic College _____
Dean _____

Summary
Overview of the college describing departments, programs, facilities, etc. (100 words max)
How the college promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

College of Metrics	Academic Yr 2010 – 2011	Academic Yr 2011 – 2012	Academic Yr 2012 – 2013
Total Number of Undergraduate Students			
Total Number of Undergraduate Credits			
Total Number of Master's Students			
Total Number of Certificate Students			
Total Number of Ph.D. Students			
Total Number of Graduate Credits			
Total Credit Hour Production – College wide			
Number Tenure Track Faculty			
Total Tenure Track Faculty FTE			
Number non-Tenure Track Faculty (including instructors)			
Total non-Tenure Track Faculty FTE (including instructors)			
Student to Tenure Track Faculty Ratio			
Student to Total Faculty Ratio			
Number of TA's			
Total Number of Technical Personnel (scientist, engineers, etc)			
Total Number Publications			
Expenditures - Salaries			
Expenditures – Instruction			
Expenditures – Research			
Expenditures – Public Service			
Total College Expenditures			
Effective F&A Rate, %			
F&A recovered, $			
Instruction Expenditures per Tenure Track Faculty FTE			
Research Expenditures per Tenure Track Faculty FTE			
Public Service Expenditures per Tenure Track Faculty FTE			
Optional College Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

Focus for the Future Program Report

Program _____

Unit or Sub-unit Containing Program _____

Program Lead _____

Summary
Overview of the program describing purpose, stakeholders, etc. (50 words max)
Summary of how the program promotes the 9 criteria (200 words max)

Metrics for the Program			
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric >*

Focus for the Future Sub-unit Report

Sub-unit _____

Unit Containing Sub-unit _____

Sub-unit Lead _____

Summary
Overview of the sub-unit describing services, facilities, etc. (75 words max)
How the sub-unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Sub-unit					
Program1				**Program Criteria Score**	
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**	**Self**	**Unit Lead**
Program2					
Program3					
Program4					

Metrics for the Sub-unit	Academic Yr	Academic Yr	Academic Yr
Common Metrics	**2010 –2011**	**2011 – 2012**	**2012 – 2013**
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

Focus for the Future Unit Report

Unit _____
Unit Lead _____

Summary
Overview of the unit describing sub-units, programs, facilities, etc. (100 words max)
How the unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for the Unit	Academic Yr	Academic Yr	Academic Yr
Common Metrics	**2010 – 2011**	**2011 – 2012**	**2012 – 2013**
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

B

BOISE STATE UNIVERSITY

Final Report to the
Idaho State Board of Education
on

Program Prioritization

Submitted July 18, 2014

Table of Contents

Executive Summary:

Between June 2013 and July 2014, as directed by the Idaho State Board of Education, Boise State University engaged in the process known as "Program Prioritization" using methodology modified from that of the primary exponent of the process, Robert Dickeson. The primary goal of Program Prioritization, as outlined by Dickeson, is to increase alignment of resources with institutional priorities; the State Board established the additional goal of program improvement.

For the first time ever, all programs were put on the table and evaluated at the same time. This model of evaluation enabled us to make comparisons among programs and require substantial changes from a significant proportion of them.

We identified a total of 651 programs at the university: 163 degree and graduate certificate programs, 198 minors, emphases, options, and alternate degrees, 45 academic departments, and 245 administrative and support programs. A total of 70 programs were excluded from evaluation, primarily instructional programs that are less than three years old. Of the 135 degree and graduate certificate programs evaluated, 29 (21.5%) were placed in the fifth quintile, requiring them to make substantive changes. Another 22 degree and graduate certificate programs were flagged for a low number of graduates, requiring them to increase productivity. Of the 242 administrative and support programs evaluated, 47 (19.4%) were placed in the fifth quintile, requiring them to make substantive changes.

Our process was open and participatory. Each division oversaw and carried out the process in the programs within that division. Administrative and support programs were tasked with developing metrics to effectively measure the four criteria (relevance, quality, productivity, and efficiency). For some programs, well-established metrics were further refined for use in Program Prioritization. For others, Program Prioritization required that metrics be developed for the first time. Academic departments, faculty members, and the faculty senate were actively involved in the development of metrics used to evaluate instructional programs and academic departments. Numerous public presentations and a website were used to keep the campus community informed during the process.

Our process was logical and sensible. When evaluating and making decisions about programs, we paid attention to the context of the university, that is, the maturity of the institution and needs of the region. We also incorporated initiatives already underway to ensure alignment of those initiatives with any new actions. The four criteria established to guide evaluation of programs are simple and straightforward, are easy to remember and apply, and provided substantial utility in their application. We were careful in our interpretation and the application to decision-making of the metrics used in the process. Finally, although programs assigned to the bottom quintile are required to make substantial changes in order to meet specified outcomes, it was often the programs themselves that had the responsibility to determine the best way to meet those outcomes.

Our process was comprehensive. Every effort was made to ensure that all university programs were evaluated, including those that might have been excluded because of separate governance or absence of a state appropriation.

Our process was rigorous and impactful. Underlying that rigor was the understanding that without it, the process would have little external or internal credibility. We avoided cosmetic changes, that is, we avoided changes that lacked tangible impact.

Our process is sustainable. We will integrate Program Prioritization with our strategic plan, *Focus on Effectiveness*, and with regional accreditation, which requires that we create an ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Program Prioritization presented an opportunity to restructure colleges in order to better align with University initiatives and to increase synergy among units.
- The creation of a new School of Public Service consisting of five departments from the College of Social Sciences and Public Affairs will be finalized. The dean of the school will report to the Provost.
- The School of Social Work will move from the College of Social Sciences and Public Affairs to the College of Health Sciences.
- The remaining departments and programs in the College of Social Sciences and Public Affairs will be relocated to the College of Arts and Sciences.
- The College of Social Sciences and Public Affairs will be discontinued.
- A new School of Allied Health will be created within the College of Health Sciences; the new School will contain three departments currently in the College of Health Sciences and one department (Kinesiology) moved from the College of Education.
- The Department of Bilingual Education in the College of Education will be dissolved and tenured faculty absorbed into the Department of Literacy; that department will be renamed the Department of Literacy, Language, and Culture.

Results of Program Prioritization pertaining to instructional programs and academic departments can be summarized as follows:
- Evaluation of degree programs and graduate certificates resulted in 29 programs assigned to the fifth quintile; four will be discontinued and the remaining 25 must make substantial changes increase their productivity, relevance, quality and/or efficiency.
- Eighty additional degree and certificate programs were assigned to the second, third, or fourth quintiles and are required to make improvements. Of those eighty, 22 were flagged for a low number of graduates, and are therefore required to specifically make changes to increase production of graduates.
- Evaluation of minors, emphases, options, and alternate degrees resulted in 76 programs being flagged for low numbers of graduates. Of those, 43 will make substantial changes in curriculum and/or recruiting to increase the number of graduates, 16 will be consolidated or discontinued, and 17 will remain as they are.
- Thirteen academic departments are required to make changes that address causes of relatively low progress-to-degree and causes of instructional cost per credit hour that are relatively high at Boise State.

The following is a selection of notable outcomes from the evaluation of administrative and support programs:

- University Health Services will be moved from the Division of Student Affairs to the College of Health Sciences to align with the college's academic programs and create teaching and research clinic opportunities. This will allow students to gain additional exposure to real world instructional situations and faculty members will be able to augment their instruction and research through actual practice within their professions.

- Resources will be reallocated from the Meridian Center and relatively low-demand regional sites at Gowen Field and Mountain Home to staffing and instruction for: (i) degree completion programs housed at the College of Western Idaho and (ii) AfterWork programs that serve non-traditional students.

- Albertson Library will (i) eliminate an associate dean position and reallocate the resulting resources to library content and (ii) make shifts in subscription and changes to purchasing policy that will enable the reallocation of $183k to other library content.

- Research Computing will centralize services for support of cyber infrastructure for research to maximize support to researchers. A central model of support is the emerging trend in higher education research intensive institutions. The University is investing $132,500 to hire a research computing professional to provide greater support for research activity, including data analysis, visualization, and GIS support.

- The Sign Shop (Campus Facilities) and the Print Shop (OIT) will be structurally reassigned to Communications and Marketing to create new efficiencies and enhance their ability to manage and service the brand expectations across the university.

- In the division of University Advancement, an associate vice president position will be dissolved and the salary savings will be reallocated to further research and analytic capacity as well as to hire additional gift officers.

- Creation of a new Office of Public Safety will lower the University's overall safety risk. By consolidating University Security; Transportation and Parking Services; and Environmental Health, Safety and Sustainability (EHSS); the University will have increased ability to plan for events and meet emergency needs as they arise, placing the responsibility for evacuation of campus traffic with parking event staff, clearing the way for university security and Boise Police to handle emergency situations.

- The Office of Academic Technologies is being restructured into two new units: (i) a Learning Technologies Solutions unit within the Office of Information Technology will focus on providing leading-edge technological infrastructure to support learning; (ii) a unit within the Center for Teaching and Learning will focus on design of courses with the intentional incorporation of technology.

- Routine maintenance across campus performed centrally by Facilities Operations and Maintenance will be funded centrally rather than through interdepartmental billing. Central funding will reduce associated bureaucratic activities and provide for a more consistent and flexible maintenance program across campus. Resulting savings in academic departments will be available for use to enhance their work with students.

- The Story Initiative will be eliminated as a stand-alone initiative and moved to the Arts and Humanities Institute. Funds associated with the directorship will be reallocated.

Introduction

Objectives of the Process

At the onset of Program Prioritization, we established these objectives to guide our work.

Objective #1: Engage in a process of sufficient rigor and impact to serve as an acceptable proxy for zero-based budgeting and result in meaningful changes at the University. The University does not want Program Prioritization to be a flurry of activity with no measurable impact. Instead, it is important that we achieve meaningful changes that include: (i) reallocation of resources to better align them with institutional priorities, in order to better serve our constituency; and (ii) substantial improvements in academic and administrative/support programs.

Objective #2: Pay attention to the context of the university. Boise State is a relatively young institution that provides the bulk of university programming to a growing metropolitan area. Several mission-central and high-demand programs are in start-up or early-growth mode.

Objective #3: Use a process that is fair and open. It was important that the process involve the campus community, be applied in a fair manner, and be transparent to stakeholders.

Object #4: Look beyond changes to individual programs. Program Prioritization is by its nature focused on individual "programs" and not on the University as a whole. That said, we were fully aware that evaluation of individual programs would lead to a number of broad-scale changes that impacted multiple programs and required changes to organizational structure. As we will continue our analysis and planning on a university-wide scale we will make use of our newly acquired knowledge of individual programs as a foundation for future change.

Objective #5: Pay attention to initiatives already underway. Initiatives such as the PeopleSoft Renovation Project are making substantial changes to system infrastructure. Any actions resulting from Program Prioritization must be aligned with those initiatives.

Objective #6: Sustain the value of Program Prioritization. To gain the most value from Program Prioritization it was important that the process not be a one-time event. Instead, the University is integrating the Program Prioritization process into several ongoing planning and assessment activities. The process: (i) provides an opportunity to refine, and in some cases newly identify, enduring metrics that meaningfully evaluate unit-level effectiveness; (ii) will strengthen already-existing assessment processes and identify where new processes are necessary; (iii) will help us achieve Goal 5 of our strategic plan, which focuses on reinvention of business processes; (iv) meshes well with regional accreditation, which requires the creation of an ongoing, systematic structure for measurement of institutional and unit-level effectiveness. Standard 4.A.1 is especially relevant:

"The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives."

Administration of and Participation in the Process

A central committee with representatives from most divisions provided coordination and commonality of process across the university. However, each division undertook customization and control of Program Prioritization, as described in the Methodology section that follows. We believe this approach led to substantial "buy-in" that would not have occurred had the process been completely standardized at a university-wide level. Furthermore, the approach increased rigor and effectiveness by accounting for variation among divisions in role and business processes.

The central coordinating committee was the primary conduit of communication to the campus, providing a website with FAQs and other materials (see prioritization.boisestate.edu), delivering presentations to various constituencies, and holding working sessions to assist units in the process.

There was substantial participation by a variety of campus constituents in ad hoc meetings, surveys, presentations, workshops, evaluation committees, and report development. Importantly, the metrics for evaluation were developed with substantial input from those closest to the workings of the programs, not solely by high-level administrators.

Methodology

Delineation of "Programs"

"Programs" to be evaluated were first delineated within each division. A total of 651 "programs" were identified.

Instructional "programs" were delineated at two levels. The first level consisted of minors, emphases, options, undergraduate certificates and alternate degrees. Such programs were addressed first in order to simplify the work of the second level, which consisted of all degree and graduate certificate programs. Furthermore, as subsets of degrees, elimination of first-level programs would not typically provide funding reallocation without eliminating the second-level (degree) programs within which they reside. Table I summarizes the numbers of various types of instructional programs. Academic departments as a whole were evaluated separately using methods and metrics similar to those used for instructional programs.

Table I. Instructional Programs & Academic Departments	Minors, emphases, options, undergraduate certificates, alternate degrees	198 programs
	Degree and graduate certificate programs	163 programs
	Academic Departments	45 programs

Administrative and Support Programs consist of all programs at the university that are not academic departments or instructional programs. Delineation was done within each division and typically involved substantial discussion to achieve the appropriate scale of analysis and action for each program. In some cases the delineation of programs was modified based on insights gained during Program Prioritization. Table II summarizes the numbers of programs in each division.

Table II. Administrative and Support Programs	Division of Campus Operations and General Counsel	35 programs
	Division of Finance and Administration	55 programs
	President's Office reports	17 programs
	Division of Research and Economic Development	9 programs
	Division of Student Affairs	59 programs
	Division of University Advancement and BSU Foundation	12 programs
	Division of Academic Affairs	29 programs
	Centers and Institutes	29 programs

Exclusions from the Process ("Hold Harmless Predeterminations")

The following programs were either excluded from Program Prioritization or were evaluated using a modified process.

- Instructional programs less than three years old were excused from Program Prioritization because of insufficient data to evaluate.

- Eight secondary education programs were excluded from analysis, but will be evaluated jointly by the subject area departments and the College of Education. Because many of these programs have low numbers of graduates, they would likely have ended up in a low quintile. However, they generally require few additional resources to offer, therefore, their termination would not have resulted in significant cost savings. Evaluation of these programs will be completed and action plans developed by May, 2015.

- Associates degree programs were not evaluated because their discontinuance would have no effect on resources.

Criteria Used to Guide Evaluation of Programs

We distilled the ten criteria presented in Dickeson's model into five that we believed would best guide our evaluation of programs and be robust for academic programs, as well as administrative and support programs. Four criteria were used in the initial evaluation of programs: relevance, quality, productivity, and efficiency. The fifth criterion, opportunity analysis, was used during the development of action plans.

- **Relevance**: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.

- **Quality**: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.

- **Productivity**: Output or production per investment of time or resources.

- **Efficiency**: Here defined to reflect the operational effectiveness of the program. For example, a key component of efficiency for an instructional program is the ability of students to progress toward degree in a timely manner.

- **Opportunity Analysis**: A description of enhancements that can be made to address unmet needs and/or better advance the goals of the university.

Metrics and Evaluation of Instructional Programs and Academic Departments

Minors, emphases, options, and alternate degrees

Initial evaluation of minors, emphases, options, and alternate degrees was done to simplify subsequent consideration of entire degree programs and to prevent their use as easy-to-discard programs that might protect entire degree programs from more thorough scrutiny and subsequent action.

Programs in this group were evaluated based primarily on the criterion of Productivity, and secondarily on Relevance. Graduate level emphases, options, and alternate degrees were flagged if the average number of graduates per year over the last three years was less than three. Undergraduate level emphases, options, certificates, and alternate degrees were flagged

if the average number of graduates per year over the last three years was less than five. Owners of flagged programs were required to submit a plan that: (i) is designed to increase the number of graduates; (ii) justifies the continued existence of the program given the low number of graduates; or (iii) discontinues the program. Minors, emphases, options, and alternate degrees that were not flagged were further considered as part of the associated degree program (i.e., degree programs are comprised of all emphases, options, and alternate degrees).

Academic Degree and Graduate Certificate Programs

Because there is substantial consistency in functionality of academic programs and academic departments, it was feasible to develop a common set of metrics for application to both. The subset of metrics used to evaluate degree and graduate certificates is summarized in Table III. The development of metrics was an iterative process that incorporated feedback from faculty, department chairs, and deans. The metrics include quantitative measures (e.g., # of graduates) as well as student and alumni surveys and other qualitative data focused on relevance and quality.

Table III. Metrics Used to Assess Instructional Programs (degree and graduate certificate)	
Criterion	**Metric**
Relevance	3 year average junior-senior headcount enrollment
	3 year average enrollment for graduate programs
	Alumni Survey - preparation for work and further education
	Alumni Survey - contribution of department/major to civic engagement
	Department response (essay): contribution to mission, core themes, and strategic plan.
	Department response (essay): changes to meet student and community needs
	Department response (essay): success of and demand for graduates
Quality	Graduating Student Survey – satisfaction with program
	Graduating Student Survey - perceived quality of faculty
	Department response (essay): program distinctiveness and reputational contribution
	Program Assessment Plan overall rubric score
Productivity	3year average number of graduates
	Graduates per year per $100k instructional cost
	Graduates per year per tenured/tenure-track (T/TT) faculty full-time equivalent (FTE)
Efficiency	3year average baccalaureate graduates per junior-senior FTE
	3 year average masters and doctoral grads per enrolled student
	3 year average credits at graduation (baccalaureate native students only)
	Direct instructional cost per student credit hour (SCH) as a % of peers (using Delaware Study peer data; see following text)
	Average time to degree (doctoral degrees only)
	Program attrition (doctoral programs only)

Quantitative and student survey data for instructional programs was assembled by the University's Office of Institutional Research. Direct instructional cost per student credit hour was benchmarked against the University of Delaware's National Study of Instructional Costs and Productivity (http://www.udel.edu/IR/cost/). Qualitative data was evaluated by teams of faculty members using pre-determined rubrics (see Appendix VI) to score department responses to the essay questions listed in Table III. A key metric used to evaluate the quality of

each program was a description of how the learning outcomes of the program are assessed. Each such Program Assessment Report was evaluated by a team of faculty members using the pre-determined rubric.

For headcounts and numbers of graduates, data were compared within degree type. For student survey data, all programs at the same "level" (i.e., undergraduate or graduate) in a given department received the same score. Cost per student credit hour and several similar metrics were necessarily calculated at the department level; therefore, all programs within a department received the same score for those metrics.

Additionally, instructional degree programs were flagged if their average annual number of graduates was below a specified threshold: fewer than 10 per year for baccalaureate degrees; fewer than five per year for master's degrees and graduate certificates; and fewer than three per year for doctoral programs.

Using the data for each metric and the weightings of each of the criteria (relevance 26.2%; quality 28.5%; productivity 23.2%; efficiency 22.0%), a single numerical score was calculated for each program. Within each college, the overall scores for programs within that college were ranked and percentiles calculated. Those percentiles provided a rough-cut for consideration of quintile placement by the dean, with the lowest 20% being in the lowest quintile, the next 20% being in the fourth quintile, and so on. Descriptions of the quintiles are as follows:

- Top Quintile: Best practice.
- Middle three quintiles: categorized by the specific challenges identified for each program:
  - Improve productivity and/or efficiency
  - Improve quality and/or relevance category
  - Improve productivity and/or efficiency and improve quality and/or relevance.
- Bottom Quintile: needs substantial change (e.g., reinvent, restructure, phase out)

Initial categorization of programs, program context, and potential for change were discussed by the Deans Council, then discussed extensively by the deans, associate deans, and department chairs within each college. Colleges and departments were then tasked with the following:

- For the 20% of programs in the "substantive change" category an action plan was developed for each program that describes the substantive change (reinvent, redesign, restructure, or phase out) that would be implemented for that program (see template in Appendix VII).
- The top 20% of programs were excused from further consideration, although some colleges required that those programs also create a plan for improvement.
- The 60% of programs in the middle three quintiles were asked to develop plans for improvement to address the specific challenges identified by the data.
- Colleges making broad scale changes involving multiple programs were asked to complete a broad-scale action plan.
- Any program that was flagged for a low annual number of graduates was required to specifically address the way in which it will increase the number of graduates to a defined level.

Academic Departments

The set of metrics used to evaluate academic departments included, and was substantially broader than, the set used to evaluate degree and graduate certificate programs. Several metrics pertaining to productivity and efficiency were benchmarked against the University Delaware's National Study of Instructional Costs and Productivity. Metrics were also derived by consolidation or averaging of the scores of the instructional programs offered by that department. Table IV depicts the metrics used.

Table IV: Metrics Used to Assess Academic Departments		
Progression to Degree	Student perceptions regarding degree progression	Graduating student survey: advising effectiveness
		Graduating student survey: frequency of meeting with an advisor
		Graduating student survey: redundancy of courses
		Graduating student survey: delay because of course availability
	Progression to Degree Metrics	Annual baccalaureate graduates per 100 FTE of juniors + seniors
		Annual master's and doctoral graduates per 100 enrolled
		Time to degree (doctoral programs only)
		Attrition from program (doctoral programs only)
		Average total credits at graduation for baccalaureate graduates: native
		Average total credits at graduation for baccalaureate graduates: difference between native and transfer
Instructional Program Quality and Relevance	Student perceptions of relevance and quality	Alumni survey: preparation for employment and education
		Graduating Student Survey: satisfaction with major
		Graduating Student survey: interactions with faculty members and peers
		Retention of juniors in the department's programs.
	Qualitative Info on Relevance and Quality	Department response (essay): contribution to mission, core themes, and strategic plan
		Department response (essay): changes to meet student and community needs
		Department response (essay): success of and demand for graduates
		Overall evaluation of program assessment reports
		Department response (essay): program distinctiveness; impact on university reputation
Instructional Productivity and Efficiency	Gross Instructional Productivity	# of graduates per year
		Average annual student credit hours
		Coursework demand: non-Disciplinary Lens (DL) course SCH taken by students in other majors
		Demand for DL courses by students in other majors: SCH
		# of juniors and seniors
		# of enrolled graduate students
	Instructional Productivity per Resource Invested	Graduates per year per $100k instructional cost
		Graduates per year per T/TT faculty FTE
		# of upper division majors per T/TT faculty FTE
		# of upper division majors per instructional cost
		SCH per faculty (including adjunct) FTE
		$ value of SCH per $ total instructional cost
		Direct instructional cost per SCH as submitted to Delaware Study

	Instructional data relative to peers	Direct instructional cost per SCH as a % of Delaware Study peers
		SCH per T/TT faculty relative to Delaware Study peers
		Undergrad teaching: proportion by T/TT faculty as a % of Delaware Study peers
		Teaching load of T/TT faculty relative to Delaware Study peers
	Class-size metrics	% of upper division courses with below-threshold headcount
		% of graduate courses with below-threshold headcount
Research and Service Activity		3 year average research grant expenditures per year
		3 year average instructional and public service grant expenditures per year
		Average annual research $ per T/TT FTE as reported to Delaware Study
		Research $ per T/TT FTE relative to Delaware Study peers
		Research and creative activity per T/TT FTE
		Community service per T/TT FTE

For each metric, each academic department was also given a university-wide percentile score. The resulting information was used for two purposes. First, it provided broad context for the evaluation of degree and graduate certificate programs. Second, the metrics were examined for patterns pertaining to instructional efficiency, teaching load, productivity, and progression to degree of students. Departments and deans have been tasked with further exploring those patterns and outlining a plan of action to rectify identified deficiencies. Finally, 13 of 45 departments have been given a list of tasks to be completed over the next year and goals to be reached over the next three years, all associated with the results of program prioritization.

Metrics and Evaluation of Administrative and Support Programs

For Administrative and Support programs, each program developed a written report that contains information in response to the prompts listed in Table V. For those prompts in the second column, specific metrics were developed as follows: each program underwent an iterative process in which metrics were proposed, reviewed, discussed, and revised. Resulting metrics were reviewed by division leadership to ensure that they would provide adequate information for review and placement of programs into quintiles. Several workshops supported the development of effective metrics (See Appendix). For those questions in the third column, programs provided written responses.

Table V. Questionnaire Prompts Used for Evaluation of Administrative and Support Programs		
Criterion	**Aspects scored based on metrics, benchmarked against peers as possible**	**Aspects scored based on written response**
Relevance	• What is the demand for the program's services?	• Alignment with and support of the University's mission, strategic plan, and core themes. • External mandates that will affect demand? • Required for compliance? • Essentiality of services/functions provided • Who is served? • Overlap with function of other units?
Quality	• How are quality and effectiveness assessed? • What measures are used and with what regularity? • How well are functions executed and services provided? • Evidence demonstrating how well the services meet the needs of customers	• Actions to improve quality of services such as training for personnel? • Other factors affecting quality, e.g., turnover, complexity of role, etc.?
Productivity	• How is the program's impact measured? • What evidence demonstrates the volume of work performed? • How well does the program perform compared to benchmarks?	• What improvements could be made to save on labor or to improve the product/services?
Efficiency	• National benchmark data comparing resources of the program with national averages	• Scope of duties performed by this program • Operations or collaborations that generate revenue or result in cost savings • Anticipated changes that will affect efficiency in the near future • Opportunities for savings or additional investments

The report for each program was then scored, typically by a committee using a predetermined rubric (see Appendix II). Scoring committees typically consisted of a set of divisional leaders and often included selected participants from outside the division. The resulting scores were used to rank programs for placement into one of five quintiles, generally described as follows:

- Top Quintile: Best practice, candidate for expansion.
- Middle three quintiles: Improvement required, at varying levels depending on quintile.
- Bottom Quintile: Candidate for substantial change (e.g., reinvent, restructure, phase out)

Scores, initial quintile placement, program context, and potential actions for each program were discussed extensively by the leadership group of each division. That discussion led to an initial determination of specific actions to be required of each program.

Each proposed action can be categorized into one of three dimensions, as illustrated in the adjacent figure:

- Changes to organizational structure
- Improvement to processes and procedures
- Investment or divestment of resources

The vice president of the division then finalized the actions proposed for each program and prepared the report as described in the following section.
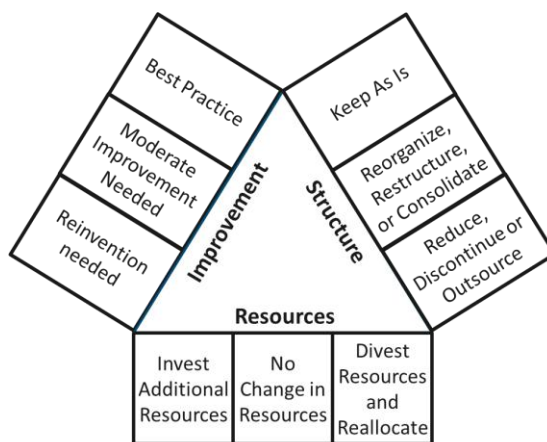
Presidential Approval of Proposed Actions

Each vice president prepared for the President of the University a summary report of the Program Prioritization process and results for his/her division, which included the following components:

- Executive summary
- Overview of methodology to confirm rigor
- Listings of programs arranged in quintiles
- Proposed changes to organizational structure
- Proposed improvements
- Proposed savings, elimination of programs, reallocations, and investments

The President reviewed and provided feedback before approval of the reports. Under the President's direction, each vice president is charged with overseeing the implementation of actions identified during Program Prioritization.

Table VI. Key Milestones and Dates: Instructional Programs and Academic Departments

Role	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14
Due Date →			Sept 10	Oct. 1 / Oct. 8 / Oct 22 / Nov. 1	Nov. 8	Dec. 15		Feb. 7 / Feb. 14 / Feb. 21 / Feb. 28	Mar. 7 / Mar. 21	Apr. 15	
Executive Team		Approve model, criteria, and methodology									
Implementation Team	Draft of basic model, criteria, metrics. Program delineation/definition		1st Draft Metrics	2nd draft Metrics / Final Draft							
Faculty/ Faculty Senate			Feedback on 1st Draft Metrics	Feedback on 2nd draft							
Provost & Dean's Council			Feedback on 1st Draft Metrics	Feedback on 2nd draft / Approve Metrics							
Faculty			Update Digital Measures Information	Verify Digital Measures Information				Rubric Scoring by Faculty teams			
Institutional Research				Data on minors, emphases, etc	Develop & Issue Data on Degr Prog			Dept-level metrics to deans			
Depts/ Programs					Reports and proposed actions re: minors, emphases, etc	Develop program assessment reports.			Dean-Chair discussions / Develop Action Plans		
Deans					verify & approve				scores to deans / retreat to discuss / Categorize for Action		
Provost & Dean's Council										Final Decisions	
Executive Team										synthesis and final decisions	
President										synthesis and final decisions	

Table VII. Key Milestones and Dates: Administrative and Support Programs

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14
Implementation Team	Draft of basic model, generic questionnaire to guide development of metrics, communication plan		Workshops, presentations, meetings to clarify and facilitate								
Executive Team		Approve model, criteria, and methodology									
Institutional Research			Consult on Customer Survey, setup for departments								
Rubric Team								Rubric Scoring of Program Assessment Reports			
Units/Programs			Develop and send out customer survey	Develop Metrics	Compile unit data for approved metrics / Benchmark (as appropriate) / Develop Program Assessment Report						
VP's AVP's			Define and delineate programs	Vet and approve metrics					Meetings, Discussion, Decisions. Creation of report		
Executive Team											synthesis & final decisions
President											synthesis & final decisions

Results and Discussion for
Instructional Programs and Academic Departments

Instructional Programs

Minors, Emphases, Options, Alternate Degrees, and Undergraduate Certificates

For minors, emphases, options, undergraduate certificate, and alternate degrees, 35 programs were less than three years old and excluded from further consideration. Four programs were deferred to the degree program stage because of minimal differences between the two alternate degrees. Seventy-six of the 163 remaining programs were flagged for a low annual number of graduates.

Table VIII. Results of Evaluation of Minors, Emphases, Options, and Alternate Degrees							
		Not Evaluated		Evaluated: Above threshold number of graduates?			
			# deferred	# above	Below Threshold: what action?		
Type of Program	Total # programs	# new program	to degree stage	threshold	increase # of graduates	keep as is	Consolidate or discontinue
Alternate Degrees	34	2	4	16	2	10	
Emphases	88	20	0	32	17	5	14
Minors	66	7	0	32	23	2	2
Undergrad Certificates	10	6		3	1		
Totals	198	35	4	83	43	17	16
Percent of Total	100%	17.7%	2.0%	41.9%	21.7%	8.6%	8.1%

Forty-three programs will make substantial changes to increase the number of graduates, generally through increased recruiting and/or streamlining of curriculum. Seventeen programs gave adequate justification, based on relevance and cost, for being kept as is.

Sixteen programs will be consolidated or discontinued: (i) four emphases will be discontinued in the BA Special Education, the Master of Health Sciences, and the minor in Spanish; (ii) the minor in Civil Engineering will be discontinued; (iii) nine emphases within the BS Biology will be consolidated into four and six emphases within the BA Theatre Arts will be consolidated into one.

Degree and Graduate Certificate Programs

As noted above and depicted in Table IX, three groups of degree/graduate certificate programs were not evaluated in Program Prioritization: (i) associates degree programs were excluded; (ii) nine secondary education programs, most with low enrollments, will be evaluated as a group over the next year by the College of Education and the relevant subject-area departments; and (iii) programs newer than 3 years old were not evaluated. One hundred thirty-five programs were evaluated.

Table IX. Evaluation of Degree and Certificate Programs: exclusions from the process					
		Programs not evaluated			Programs
Program Type	Total # of Programs	associates excluded	select secondary educ. excluded	new programs excluded	that were evaluated
Associate's	4	4			0
Bachelor's	80		9		71
Master's	50			4	46
Graduate Certificate	19			5	14
Educational Specialist	1			1	0
Doctoral	9			5	4
Totals	163	4	9	15	135
Percent of Total	100%	2.5%	5.5%	9.2%	82.8%

Table X depicts the assignment of degree/graduate certificate programs to quintiles, based on scores received. Note that 29 programs were classified into the fifth quintile, and therefore required to develop plans for substantive change.

Table X. Quintile Assignments of Degree and Graduate Certificate Programs						
	Total Programs	Quintile assignments				
Program Type	Evaluated	First	Second	Third	Fourth	Fifth
Bachelor	71	18	11	15	16	11
Master's	46	8	10	9	7	12
Graduate Certificate	14		2	4	3	5
Doctoral	4		2	1		1
Totals	135	26	25	29	26	29
% of total per quintile	100%	19.3%	18.5%	21.5%	19.3%	21.5%

Table XI summarizes the primary criteria responsible for a program being assigned to the fifth quintile. The most common deficiency was productivity, typically resulting from a low number of graduates. The other three criteria were approximately equal in their importance as a cause of assignment to the fifth quintile: (i) low scores for relevance were caused by low enrollment (an indicator of demand), low student satisfaction with the preparation provided by their degree program, insufficient changes made to meet students and community needs, low success of or demand for graduates, and/or lack of contribution to the University mission and strategic plan; (ii) low scores for quality were caused by low student satisfaction with quality and/or a poor program assessment report; and (iii) low scores for efficiency were caused by relatively difficult progression through the degree.

Table XI. Causes of Placement into the Fifth Quintile				
	Criterion			
	Relevance	Quality	Productivity	Efficiency
Number of Fifth-Quintile Programs with relatively low scores in Criterion (out of 29 programs)	19	17	23	16

The following are examples of actions that are planned to remedy the challenges identified by Program Prioritization. All programs in the fifth quintile will be re-evaluated at the end of fiscal year 2017.

- Four programs will be discontinued and resources made available by those discontinuations will be reallocated to other programs.
- Eight programs must specifically improve their assessment of learning outcomes, in order to evaluate and ensure quality.
- Nine programs will be restructured by either adding an emphasis or option to attract more students, or consolidating programs in order to streamline the options for students and provide a more robust faculty.
- Three programs will restructure their curriculum to make it more efficient for students to progress through the program.
- Five programs will increase recruitment in order to increase enrollments and production of graduates, with specific targets established.

Table XII depicts the flagging of programs for low numbers of graduates. The farthest right column details 22 programs that were not in the fifth quintile but had a low number of graduates. Thus, in addition to the 29 fifth-quintile programs that developed plans for substantive action, 22 additional programs with a low number of graduates were required to develop plans to increase their number of graduates to a level above the threshold value (10 for baccalaureate, five for master's and graduate certificate, and three for doctoral).

Table XII. Programs Flagged for Low Number of Graduates				
Program Type (and flag threshold)	Total programs evaluated	Programs not flagged for low # of graduates	Programs flagged for Low # of Graduates	
			In fifth quintile	Not in fifth quintile
Bachelor's (<10)	71	52	8	11
Master's (<5)	46	32	7	7
Graduate Certificate (<5)	14	9	3	2
Doctoral (<3)	4	1	1	2
Totals	135	94	19	22
Percent of Total	100%	69.6%	14.1%	16.3%

Academic Departments and their Organization

Evaluation of Academic Departments

Metrics regarding academic departments were examined for patterns pertaining to student progression to degree, instructional costs, and teaching load of faculty members. Areas of concern were identified by the Provost for thirteen departments, and those departments were asked to develop plans for corrective actions. The following are the primary types of actions:

- Address causes of relatively low progress-to-degree as evidenced by low proportion of students graduating each year, low retention of juniors and seniors in the major, and/or high average credits at graduation.
- Address causes of instructional cost per credit hour that are relatively high at Boise State and student credit hours per faculty member that are relatively low relative to other departments at Boise State.

Table XIII depicts the numbers of departments in each category.

Table XIII. Results of Evaluation of Academic Departments					
	Concern(s) to be addressed				
	Progress to degree only	Instructional costs/ teaching load only	Both Progress to degree and instructional cost/teaching load	Neither	Total Evaluated
# of departments in category	5	7	1	32	45
% of departments in category	11.1%	15.6%	2.2%	71.1%	

Broad-scale Organizational Changes

Program Prioritization presented an opportunity to restructure colleges in order to better align with University initiatives and increase synergy among units.

- The creation of a new School of Public Service consisting of five departments from the College of Social Sciences and Public Affairs will be finalized. The dean of the school will report to the Provost.
- The School of Social Work will move from the College of Social Sciences and Public Affairs to the College of Health Sciences.
- The remaining departments and programs in the College of Social Sciences and Public Affairs will be organizationally moved to the College of Arts and Sciences.
- The College of Social Sciences and Public Affairs will be discontinued.
- A new School of Allied Health will be created within the College of Health Sciences; the new School will contain three departments currently in the College of Health Sciences and one department (Kinesiology) moved from the College of Education.
- The Department of Bilingual Education in the College of Education will be dissolved and tenured faculty absorbed into the Department of Literacy; that department will be renamed the Department of Literacy, Language, and Culture.

The following figure depicts the structure of the academic units of the Division of Academic Affairs as of Fall, 2015. Departments and programs that were moved are underlined.
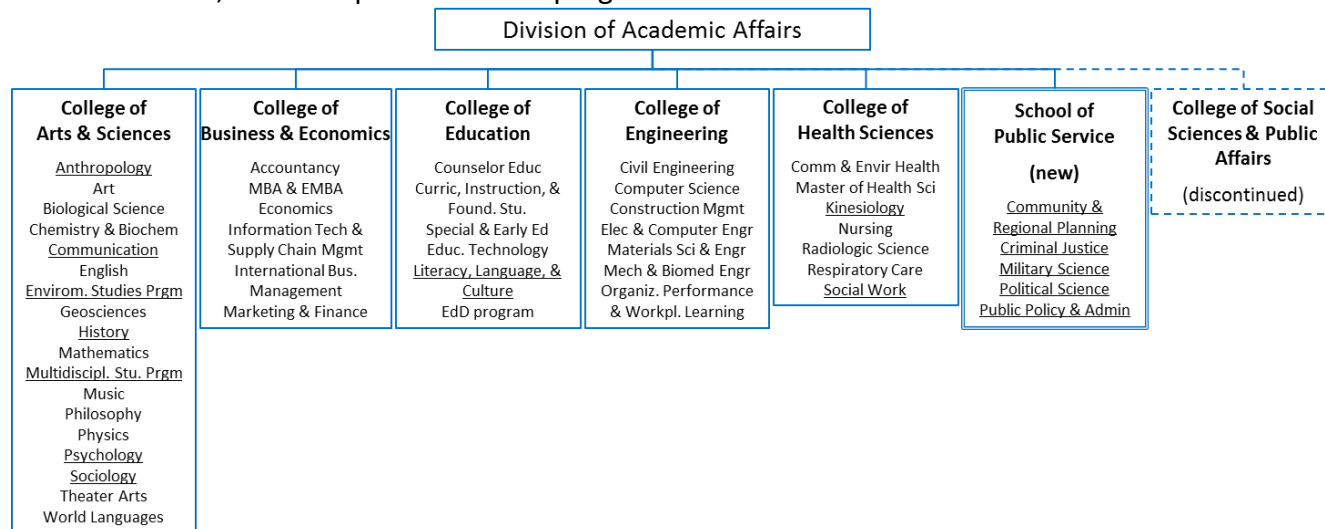
Results and Discussion for
Administrative and Support Programs

Division of Campus Operations and General Counsel

Programs within the Division of Campus Operations and General Counsel are organized as depicted in the following diagram.
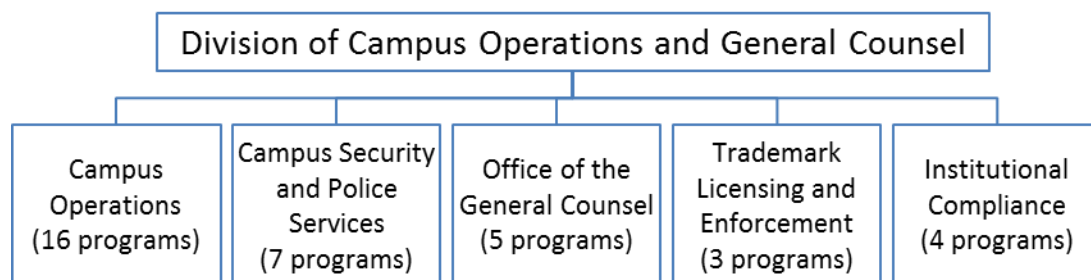
Key context, challenges, and overarching themes:

Five themes emerged from the analysis of divisional programs:

- Program Prioritization reaffirmed that there is relatively high risk in the broad area of public safety. In particular, both federal regulations and the reality of operating a university campus in an urban area have resulted in a noticeable need for police and public safety enhancements.
- Presently, the business operations offices in the division are decentralized; substantial opportunity exists for increased coordination, consistency, and efficiency.
- Several key operations in the division rely on the generation of local funds. A change in that focus, as well as selective investment of appropriated funds, will provide services more in tune with the needs of the campus.
- Compliance with federal and state regulations remains an area of growing focus and necessary investment at institutions of higher education.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XIV.

| Table XIV. Quintile Assignments in the Division of Campus Operations and General Counsel						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
# of programs in quintile	7	6	7	8	7	35
Percent of total in quintile	20.0%	17.1%	20.0%	22.9%	20.0%	

Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- The business operations of Facilities, Operations, and Maintenance (FOAM) will be integrated into a single business operations unit at the division level, producing substantial increases in effectiveness and efficiency. The new divisional unit will also provide coordination among business operations across the division.

- Creation of a new Office of Public Safety will lower the University's overall safety risk. It will be created by consolidating University Security, Transportation and Parking Services, and Environmental Health, Safety and Sustainability (EHSS). These units will be organized into three primary offices: EHSS, Operations, and Events. As an example of the impact of this change, the University will have increased ability to plan for events and meet emergency needs as they arise, placing the responsibility for evacuation of campus traffic with parking event staff and clearing the way for university security and Boise Police to handle emergency situations.

- Presently, some of the work and maintenance provided to academic departments and others on campus by FOAM is funded by the units receiving the work. In the future most of this work will be funded centrally with occupancy funds. As a result, the red tape associated with these activities can be greatly reduced and FOAM will be able to respond much more quickly and flexibly to the needs of departments. In addition, there will be a reduction in outlay of funds from academic and administrative units of approximately $840,000 between FY13 and FY15.

- FOAM will be restructured into a zoned maintenance operation, which is the model used by several peer institutions. The new model moves the operation from reactive to proactive and will provide long term cost savings through more efficient services.

- In order to increase productivity and efficiency of the Contracts Program under General Counsel a Contracts Officer will be hired, allowing for expansion of intellectual property management.

Division of Finance and Administration

The administrative and support programs of the Division of Finance and Administration are organized as depicted in following diagram.
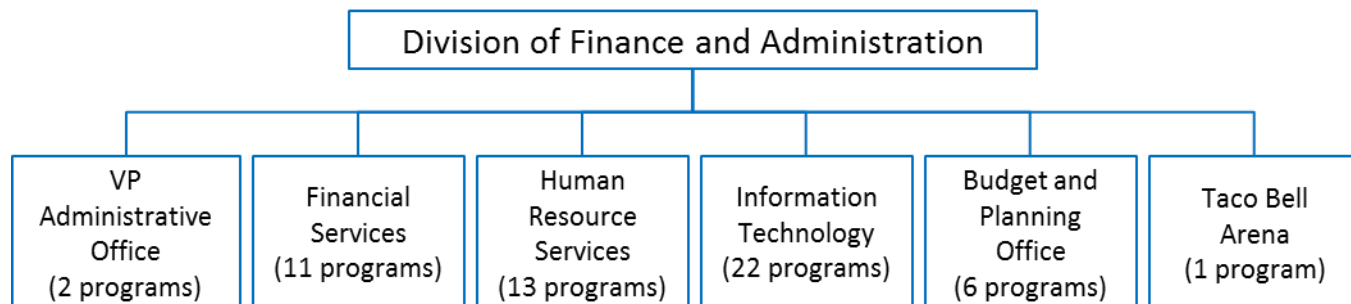
Key context, challenges, and overarching themes:

Five themes emerged from the analysis of divisional programs:

- Program Prioritization reaffirmed the benefits the University would gain were it to achieve administrative independence from, and/or flexibility for certain processes required by, various State agencies because many of these processes are manual and duplicative, do not result in operating or financial improvements and in some cases are outdated and inflexible.
- Federal and state compliance requirements have a major impact on the function of the division; in fact, forty-nine percent of programs within the division were created for the purpose of maintaining compliance. Although there is often an inverse relationship between regulation (compliance) and efficiency, our compliance efforts are continually scrutinized to avoid inserting unnecessary processes when implementing compliance improvements. Note that many of the divisional compliance functions share responsibilities with the Office of Institutional Compliance in the Division of Campus Operations and General Counsel.
- Taking a cross-divisional view of business process and administrative systems will produce improvements and efficiencies of a magnitude not otherwise attainable.
- Program Prioritization identified a number of opportunities for cross-divisional consolidation of services, such as support for research computing and classroom technology.
- Major upgrades to the PeopleSoft enterprise systems will enable a substantial number of business process improvements, resulting in greatly improved administrative efficiency and effectiveness of business processes and systems for campus end users.
- Program Prioritization provided the opportunity to reexamine, refine, and strengthen the metrics used by each of our programs to assess effectiveness and efficiency.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XV.

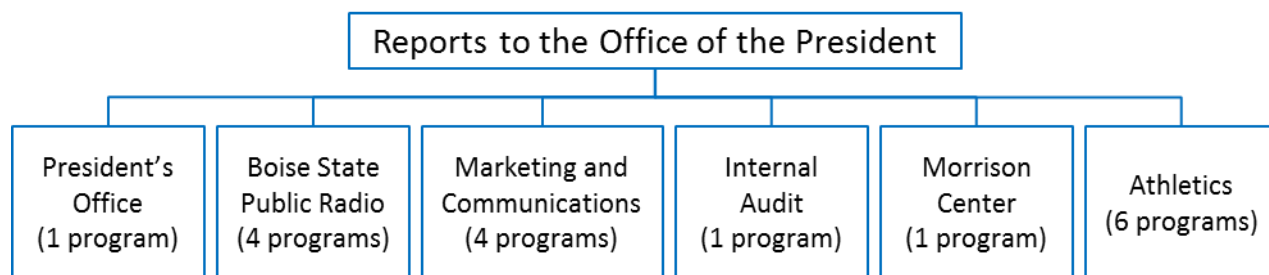| Table XV. Quintile Assignments in the Division of Finance and Administration						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
# of programs in quintile	8	11	19	6	11	55
Percent in quintile	14.5%	20.0%	34.5%	10.9%	20.0%	

Examples of Planned Actions

The following are examples of actions planned as a result of Program Prioritization:

- Boise State Tickets will be merged into Treasury Services and its director position eliminated. In addition, the program will narrow its focus to on-campus ticketing services unrelated to athletics or the entertainment venues. Taco Bell Arena, the Morrison Center and Athletics will outsource ticketing and manage their own operations and customer service activities.
- Early in Program Prioritization a new administrative unit was formed: Systems and Process Improvement. It is comprised of Finance Special Projects, Finance Systems, and Student Financials Systems, and is responsible for leveraging technology improvements to improve services, including identifying and implementing process efficiencies, improving understanding and awareness of policies and procedures and providing data analysis and monitoring to be used by management. Their primary responsibility is to maximize our investment in administrative systems and relieve administrative burdens and redundancies campus-wide.
- Student Financials was moved from the Controller to Treasury Services to take advantage of Treasury's cash management expertise, strengthen payment card industry standards compliance, and coordinate accounts receivable to better manage cash flow and collections. The merging of these operations will provide for more responsive and efficient processes when managing the large volume of revenues and transactions that flow through the various systems.
- Human Resources Processing was recently combined with Payroll Services under a single manager to ensure standardization of data entry, in order to better support federal research effort reporting issues and leverage improvements from the revamping of PeopleSoft.
- Research Computing will centralize services for support of cyber infrastructure for research to maximize support to researchers. A central model of support is the emerging trend in higher education research-intensive institutions. The University is investing $132,500 to hire a research computing professional to provide greater support for research activity, including data analysis, visualization, and GIS support.

Reports to the Office of the President

The programs reporting to the Office of the President are organized as depicted in following diagram.

```
                    Reports to the Office of the President

President's      Boise State      Marketing and      Internal      Morrison      Athletics
  Office       Public Radio      Communications       Audit         Center      (6 programs)
(1 program)    (4 programs)      (4 programs)      (1 program)   (1 program)
```

Key context, challenges, and overarching themes:

Three themes emerged from the analysis of divisional programs:

- The majority of programs in this umbrella have strong customer service functions and ties to the brand and image of the University. Therefore, reallocations, investments, and structural realignments will increase the quality in several areas and result in enhanced reputation and constituent relations.
- Program Prioritization identified a number of opportunities for cross-divisional consolidation of operations, such as facilities maintenance, gift processing, and news programming.
- Maintaining up-to-date facilities and equipment is a costly challenge for several programs.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XVI.

Table XVI. Quintile Assignments in the Units Reporting to the Office of the President						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
# of programs in quintile	5	4	3	2	3	17
% of total in quintile	30%	23%	18%	11%	18%	

Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- Campus partnerships in facilities operations and event management will be developed to improve efficiency and effectiveness of facilities operations in athletics and result in savings and potentially increased revenue to the overall athletic program.
- Centralization and consolidation of gift processing at Boise State Radio with the rest of campus will result in reduced administrative functions and allow reallocation of staff time to fundraising.

- The associate director for government relations position will be redefined to serve more critical needs in community relations.
- Transfer of university policy management from the President's Office to the General Counsel's office will create synergy with functions already assigned to the General Counsel's office related to policy interpretation and compliance.
- A new investment in a shared position focused on journalism education will enhance the curriculum offered to students majoring in Communications, and will contribute to the news services and programming provided by Boise State Public Radio.
- Transfer of two programs currently outside of this umbrella – the sign shop and the print shop – to the division of Communications and Marketing will enhance their ability to manage and service the brand expectations of the university and needs of divisions across campus.
- Investments in additional staff and resources will enhance the quality and productivity of the division of Communications and Marketing and ensure that web and audio/visual services remain strong.
- Internal reallocations to support increased travel, training and an increase in staff will further strengthen already strong compliance and business functions in the Department of Athletics.

Division of Research and Economic Development

The programs of the Division of Research and Economic Development are organized as depicted in following diagram.
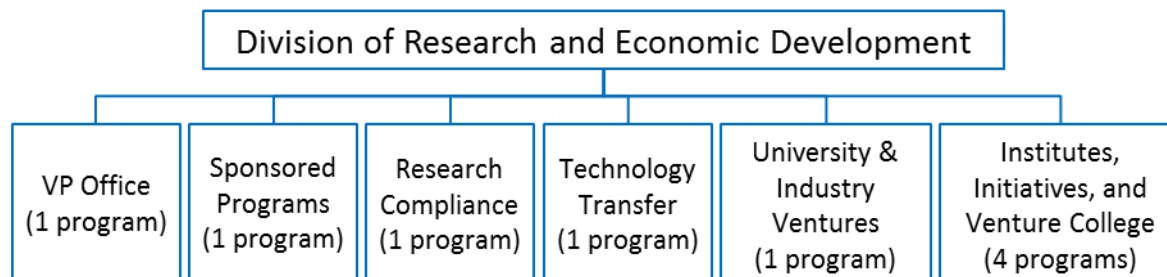
Key context, challenges, and overarching themes:

Four themes emerged from the analysis of divisional programs:

- Each office in the division is understaffed in comparison to peer institutions. The mission and strategic plan of the University calls for continued growth in research. Our continued success in that realm (as evidenced by a doubling of research expenditures over the last several years) will require new resources as well as a more efficient use of existing resources.
- A sustained assessment program is needed in all units of the division to provide information needed for improvement, in order to ensure high-quality customer service.
- Better interoffice coordination and communication will increase divisional effectiveness and efficiency.
- Process improvements in the area of agreements and contracting are needed.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XVII.

Table XVII. Quintile Assignments in the Division of Research and Economic Development						
	Quintile assignments					Total Evaluated
	First	Second	Third	Fourth	Fifth	
# of programs in quintile	1	1	2	1	1	6
% of total in quintile	16.7%	16.7%	33.3%	16.7%	16.7%	

Note: Three programs underwent initial evaluation but were not placed into quintiles and are not included in the table above: The CAES Energy Efficiency Research Initiative and the Energy Policy Institute will be included in the next round of evaluation of Centers and Institutes. The Venture College is too new to have sufficient data to provide a robust evaluation.
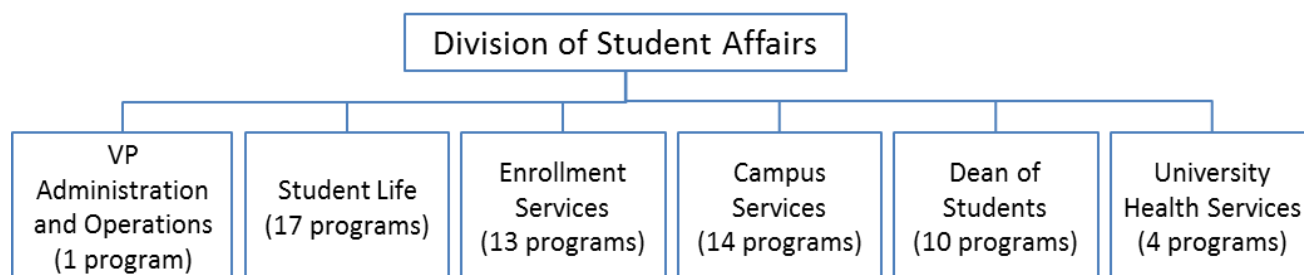
Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- The Story Initiative will be eliminated as a stand-alone initiative and will move to the Arts and Humanities Institute. Funds associated with the director position will be reallocated.
- The Office of Technology Transfer has improved efficiencies, enabling reallocation of one FTE.
- The division office will receive one reallocated FTE to support economic development activities.
- The division office will receive two additional FTE to serve as project coordinators in research development and grant writing. One FTE will be reallocated (from above) and the second will result from a University allocation during the FY2015 budgeting process.

Division of Student Affairs

The administrative and support programs of the Division of Student Affairs are organized as depicted in following diagram.

```
                        Division of Student Affairs
      ┌──────────┬──────────┬──────────┬──────────┬──────────┐
  VP            Student    Enrollment  Campus     Dean of    University
  Administration Life      Services    Services   Students   Health Services
  and Operations (17       (13         (14        (10        (4 programs)
  (1 program)   programs)  programs)   programs)  programs)
```

Key context, challenges, and overarching themes:

- Many of the units in the division have direct interactions with students and, consequently, have substantial influence on how students perceive the university. Therefore, it is important that units of the division pay particular attention to the quality of service provided to students.
- Program Prioritization identified a number of opportunities for cross-divisional coordination and/or consolidation of operations, such as facilities maintenance. For example, Student Affairs is investigating a potential restructuring of facilities maintenance, custodial, and conference service functions for its auxiliary units to align with those in the Division of Campus Operations and General Counsel and Intercollegiate Athletics.
- A number of very strong cross-dependencies exist between programs in the division and those in the Division of Academic Affairs. In a number of cases, effectiveness of programs will depend on the strength of collaborative relationships.
- Many of the programs in the division have a strong history in assessing program effectiveness. Program Prioritization provided the opportunity to build on that foundation and to develop assessment structures where they did not yet exist.

Quintiles
Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XIII.

| Table XIII. Quintile Assignments in the Division of Student Affairs						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
Number of programs in quintile	9	16	12	12	10	59
Percent of total in quintile	15.3%	27.1%	20.3%	20.3%	16.9%	

Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- Move University Health Services from the Division of Student Affairs to the College of Health Sciences, in order to align with the college's academic programs and create teaching and research clinic opportunities. This will enable students to gain additional exposure to real world instructional situations, and faculty members will be able to augment their instruction and research through actual practice within their professions.
- Consolidate International Student Services with Multicultural Student Services, in order to improve service to students by providing stronger leadership and a shift in focus from awareness programs to retention activities.
- In order to increase effectiveness in the delivery of scholarship funds to students: (i) realign personnel to create a position with strategic oversight of scholarships; and (ii) invest in a software package that will provide better management of funds and increase efficiency of delivery.
- Reorganize and repurpose the IT support unit entitled "Campus Community" by moving PeopleSoft support functions to the Office of Information Technology and data support and analysis to the Office of Enrollment Services.
- Strategically use facilities and assignment of office space to co-locate student service units, e.g., Disability Resource Center with Veteran's Service, in order to increase administrative efficiencies, improve access, and enhance opportunities for training to meet the changing needs of students.

Division of University Advancement

The programs of the Division of University Advancement are organized as depicted in following diagram. Note that the University Foundation and the Division of University Advancement are connected via a Memorandum of Agreement and a shared mission, but not by formal reporting lines.
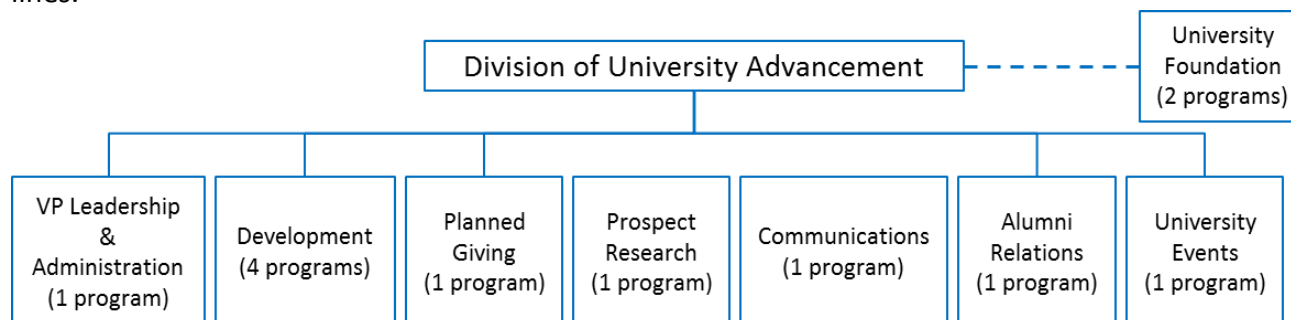
Key context, challenges, and overarching themes:

Three themes emerged from the analysis of divisional programs:

- Benchmarking against national studies consistently shows that fundraising and related donor and alumni functions at Boise State are under-budgeted, under-staffed, and have a higher return on investment than similar universities. This highlights a tremendous opportunity cost. Two specific areas understaffed are gift officers and research staff.
- The division routinely gathers and reports multiple types of data, analysis, and benchmarking information to a variety of agencies. However, Program Prioritization revealed that the division does not make optimal use of that data to support decision making or to improve understanding of the division's contribution to academics.
- The results of Program Prioritization were consistent with recent consultant reports, business process reviews, and the proposed philanthropy growth plan.
- A number of opportunities exist to make use of social media and other electronic communication strategies to increase donor responsiveness and better connect with alumni.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XIX.

| Table XIX. Quintile Assignments in the Division of University Advancement						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
# of programs in quintile	3	2	3	2	2	12
Percent of total in quintile	25.0%	16.7%	25.0%	16.7%	16.7%	

Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization. The redistribution and investment of approximately $500,000 is estimated to yield an increase in annual income of more than $7 million.

- Dissolve an associate vice president position and reallocate resources to other functions.
- Invest reallocated funds in additional research and analytic capacity, especially in the area of data mining, in order to increase the number of identified potential donors and the productivity of gift officers.
- Invest reallocated and new university funds in the hiring of four additional gift officers over three years to increase overall productivity of the division. Distribute gift officers according to college prospect pool-giving capacity and periodically measure and report the return on investment in these positions.
- Implement findings of surveys of Boise State Alumni attitudes to guide alumni programming, communication, and annual giving strategies.
- Broaden responsibilities of the Foundation Chief Operating Officer to include those of Chief Investment Officer, in order to save consultant fees. Transition the Foundation from an actively managed fund to a passive index fund, in order to save annual investment fees.

Division of Academic Affairs

The administrative and support programs of the Division of Academic Affairs that were evaluated during Program Prioritization are organized as depicted in the following diagram.
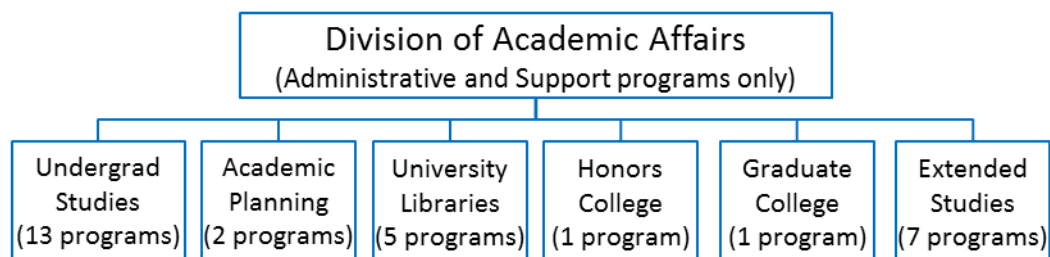
Key context, challenges, and overarching themes:

Five themes emerged from the analysis of divisional programs:

- Many programs have strong interdependence with programs in other divisions. Cross-divisional initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.
- Several programs have a strong connection to students, and will therefore color student perceptions of the university and affect student success. Several such programs are substantially under-resourced compared to peer institutions.
- Program Prioritization reinforced the centrality and importance of our Foundational Studies Program for undergraduate majors.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XX.

Table XX. Quintile Assignments in the Administrative and Support Programs of the Division of Academic Affairs						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
# of programs in quintile	9	4	6	4	6	29
% of total in quintile	30.0%	13.3%	20.0%	13.3%	20.0%	

Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:
- The Office of Academic Technologies will be restructured into two new units: (i) a Learning Technologies Solutions unit within the Office of Information Technology will focus on providing leading-edge technological infrastructure to support learning; and (ii) a unit within the Center for Teaching and Learning will focus on design of courses with the intentional incorporation of technology.
- Resources will be reallocated from the Meridian Center and relatively low-demand regional sites at Gowen Field and Mountain Home to staff (i) degree completion programs

housed at the College of Western Idaho and (ii) AfterWork programs that serve non-traditional students.

- Albertson Library will: (i) eliminate an associate dean position and reallocate the resources to library content; and (ii) make shifts in subscription and changes to purchasing policy that enable the reallocation of $183k to other library content.
- The Graduate College will restructure its front office and thesis/dissertation staff to improve operations with the use of funds reallocated from retirement salary savings and operating expense.
- Service Learning, International Learning, and Student Research will be co-located and integrated to align the applied learning opportunities with the university learning outcomes; streamline the in-take, orientation, reflection and assessment process for students and partners; and enhance faculty development in these areas.

Centers and Institutes
(Divisions of Academic Affairs and Research & Economic Development)

Key context, challenges, and overarching themes:

- Evaluation of Centers and Institutes was well underway before Program Prioritization was initiated. Fortunately, it was reasonable to modify the Centers and Institutes evaluation process to mesh with Program Prioritization.
- A number of Centers and Institutes operate on very small budgets and could have considerably greater impact with additional investment in infrastructural support. Program Prioritization has provided information that will help the university to prioritize such investments.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XXI.

Table XXI. Quintile Assignments of the Centers and Institutes of the University						
	Quintile assignments					Total
	First	Second	Third	Fourth	Fifth	Evaluated
# of programs in quintile	7	4	2	9	7	29
Percent of total in quintile	24.1%	13.8%	6.9%	31.0%	24.1%	

Note: Eight additional centers, institutes, core facilities, and laboratories were initially evaluated, but were deemed to not be true centers or institutes as defined by BSU Policy 5000. Instead these entities are, for example, service centers, and instructional support units. Several were evaluated in other parts of this report.

Categories of Planned Actions

- First Quintile: In general, these programs are doing very well. No actions are required, but improvements and/or expansions were suggested, where appropriate.
- Second Quintile: In general, these programs are also doing well, but suggestions made by the review committee were more substantial. Examples of suggested changes include: (i) strengthen the relationship between a Center and the associated academic department to ensure value is added; (ii) Increase student involvement; and (iii) involve a broader community of faculty.
- Third Quintile: Programs in this quintile are required to submit a new business plan within one year to ensure financial viability.
- Fourth Quintile: Programs in this quintile are required to provide a new business plan within one year to ensure financial viability. In addition, each program is required to develop a new strategy to increase the impact of the Center/Institute. Examples of issues raised are: (i) a need to substantially increase involvement of faculty from a variety of disciplines; and (ii) a need to broaden extramural grant support.
- Fifth quintile: Programs in the fifth quintile are required to be substantially improved or they will be discontinued.

Sustaining the Process, Lessons Learned, and Next Steps

In many ways, Program Prioritization is not new to Boise State University. Many programs undergo regular and rigorous evaluation. Programs are discontinued if they are undersubscribed and new programs are created to serve identified needs in the community. Programs and departments are reorganized as needed to improve operations and implement efficiencies.

That said, we can always do more. We used Program Prioritization as an opportunity to scrutinize all operations, structures, and programs together in a systematic fashion, in order to identify ways to improve them and realign resources. Now that the year-long process has come to a close, we will make every attempt to sustain the benefits of systematic assessment.

Aspects of the process especially relevant to its long-term sustainability:

- For the first time ever, all programs were put on the table and evaluated at the same time. This model of evaluation enabled us to make comparisons among programs and require substantial changes from a significant proportion of them.
- We have identified metrics for evaluating the efficiency and effectiveness of all administrative and support programs. For some programs, well-established metrics were further refined for use in Program Prioritization. For others, Program Prioritization required that metrics be developed for the first time. The next step is to ensure that all metrics are effective and robust.
- We refined metrics for academic departments and instructional programs and used them as a basis for requiring action. The next step is to further refine the metrics and focus on those that are the most meaningful and robust.
- Although Program Prioritization focused on individual programs, the process brought to light opportunities that involve multiple programs.
    - We made significant changes to organizational structure, in some cases involving cross-divisional shifts of programs and/or responsibilities. The next step is to institutionalize the process for periodically examining organizational structure for the purpose of maximizing the effectiveness and efficiency of the University.
    - There are a number of strong interdependencies among programs that reside within different reporting structures, highlighting the need to ensure collaboration among those programs.
    - There are a number of duplicative functions, for example, several facilities maintenance and IT support operations on campus, indicating the need to research additional opportunities for consolidation.
- Because the process focused on individual programs, it was not explicitly tied to campus-wide issues such as diversity and campus climate. We must continue to develop initiatives in those realms, in addition to the work associated with Program Prioritization.

In the sections that follow we describe four areas in which we must focus our activity, in order to ensure the long-term sustainability of the benefits gained from Program Prioritization.

1. Follow-up on Implementation of Program Prioritization Action Plans

As a way of tracking implementation of the actions outlined in divisional reports to the President, each division will create a checklist of key actions proposed for each program, categorized by (i) reorganization, (ii) improvement, and (iii) resource investment/savings. Each action will have a time-frame ascribed to it. The Office of the President will evaluate progress on implementation as part of the yearly evaluation of each Vice President. The checklists will provide a mechanism to communicate to the campus community the changes brought about by Program Prioritization and ensure that actions are taken.

2. Enhance Our Analytic Capability

Key to our making the most of Program Prioritization will be the expansion of all aspects of our capability to analyze and make use of data on unit and organizational performance.

Refinement and Finalization of Metrics

First, we must refine and finalize the assessment metrics to be used going forward. As we do so we will pay attention to a quote attributed to Albert Einstein, "Not all that counts can be counted; not all that can be counted counts." That is, we will not use a metric merely because it is convenient and easily measured, rather it must effectively measure the targeted criterion.

As required by NWCCU accreditation, we have developed key performance indicators (KPIs) to assess university-wide performance in terms of our four core themes: undergraduate education, graduate education, research and creative activity, and community engagement. And we have developed KPIs to assess our progress in meeting the goals of our strategic plan, *Focus on Effectiveness 2012-17*, as well as our Strategic Enrollment plan. As a next step, we will ensure that the three sets of KPIs are consistent where it makes sense. More importantly, we will carefully evaluate the KPIs to ensure they are effective indicators of success.

Refinement and finalization of metrics for academic departments, instructional programs, administrative and support programs are discussed below.

Data Integrity and Quality

Each of the elements above (metrics, reports, and analytical tools) is only valuable if the underlying data is accurate and consistent. Two broad strategies are underway in this realm.

First, data held within core systems is presently being scrutinized, and in some cases converted to new structures, in order to provide a better foundational base for reporting. Examples of improvements from projects underway include:
- The revised core configuration within the Human Resource PeopleSoft system will address consistency of data elements. Data is being scrubbed and converted to eliminate errors. For example, should a student employee who teaches be counted as an adjunct instructor or a student?
- A data dictionary for end users will facilitate understanding of which data elements will provide the information required to develop metrics or answer questions correctly.

- Processes are under development that will eliminate manual interpretation and data entry in the Human Resource system, thereby improving data accuracy.
- An analysis of the current chart of accounts is addressing the evolving complexity of the University. As the organization moves from a traditional "siloed" hierarchy to a more collaborative cross-divisional operation, data must be easily accessible to facilitate analyses. Security structures must still allow diverse views into the data.

Second, the University has recently created a Data Quality Council that has the charge, "To improve data quality and promote consistency in the definition and use of data at Boise State University." The Council will: (i) identify data quality issues that hinder accurate and consistent data applications; (ii) define clear and commonly-used structures, models, definitions, and processes to support coordination and collaboration, effective decision-support, and efficient use of University resources around data quality; (iii) provide guidance and recommendations concerning our institutional data needs, including how we identify and capture data elements; and (iv) ensure access to data needed by various units at the University.

Reporting the Data

We will increase the availability and utility of metrics in several ways. First, we will create a series of dashboards to increase the visibility of our university-wide KPIs, in order to better inform the public and campus community of our progress and performance. The KPIs will, by definition, constitute our "official reporting," helping with consistency of data definitions and vertical alignment from high level KPIs to unit performance.

Second, we will standardize periodic reporting to ensure that units are gathering appropriate data for their metrics and fully understand which metrics are focused on what criteria when measuring performance.

An important consideration for all metrics is ensuring the availability of data needed to evaluate programs. For all academic departments, instructional programs, and many administrative and support units, the data warehouse will be key, and we must ensure that (i) the appropriate data is extracted from PeopleSoft, (ii) other non-PeopleSoft data sources are pulled into the data warehouse, and (iii) the reports created to make the data available are accurate and useful.

Development of Tools and Operational Reports

The importance of enhancing our analytic capacity is greater than simply measuring our performance: it will increase effectiveness by supporting operations and decision making.

Development of specific analytic tools, each consisting of a set of interrelated reports and analyses, will help us to focus on and solve particular challenges. For example, this spring we are developing several analytic tools focused on increasing student success. Additional analytic tools are required to maximize the efficiency of course offerings and reduce the impact of bottleneck courses.

Enhancement of operational reporting will increase the effectiveness of our units. Reports must provide accurate and timely data in a form that is understandable and user-friendly.

Data to Information to Insight

As important as ensuring easy access to accurate data is ensuring that the data is used wisely. Thus, we will focus on building knowledge from data, increasing understanding of the meaning of data, drawing appropriate conclusions, and advancing a culture of data-informed decision making.

3. Enhance Evaluation of Instructional Programs and Academic Departments

Refinement of Metrics

During the next year, refinement and finalization of metrics for academic departments and programs will focus on ensuring: (i) the utility of the metrics in accurately evaluating the relevance, quality, productivity, and efficiency of departments/programs; (ii) the alignment of metrics across instructional programs, departments, colleges, and university; and (iii) the quality of the data being used for each metric.

Enhanced Assessment of Learning Outcomes

Key to ensuring the quality of our instructional programs is the use of a rigorous process of assessment of expected learning outcomes, in order to improve program quality and student learning. It is important to note that the assessment of learning outcomes is a primary focus of regional accreditation. At Boise State, two sets of learning outcomes must be assessed:

- University Learning Outcomes (ULOs) fall into the following categories: written and oral communication (ULOs 1-2); critical inquiry, innovation, and teamwork (ULOs 3-4); civic and ethical foundations (ULOs 5-6); and disciplinary specific learning outcomes (ULOs 7-11). Students are expected to achieve these outcomes through coursework in the Foundational Studies Program, and through coursework and activities in the major, as well as co-curricular activities.
- Program Learning Outcomes (PLOs) are defined by individual instructional programs as the set of skills and knowledge that should have been mastered by a graduate of the program.

The University is in the midst of implementing an ePortfolio program using the software package "Digication," which will provide a structure for assessing ULOs and PLOs. ePortfolios enable students to show instructors, employers, graduate schools, and other students the knowledge and expertise attained. They are creative, powerful, and flexible digital tools that provide showcases of students' coursework, activities, and ideas and that encourage students to curate artifacts of their learning and reflect on these activities.

Creation and Discontinuation of Instructional Programs

The following actions will help ensure that instructional programs are relevant, high quality, productive, and efficient, discontinuing (or reinventing) those that are not.

- A new College of Innovation and Design will serve a key role in creating new academic programs that are relevant to the needs of society and our students. Often, the needs of society evolve more quickly than change can occur within a specific discipline. The

Page 40

college will breech the constraints of individual disciplines by facilitating the creation of transdisciplinary academic programs that pull together knowledge and skills from multiple disciplines. The college has begun its work with an initial Request for Proposals for undergraduate degree programs, certificates, minors, or badges. Twenty-four proposals were received and it is anticipated that several new programs will be developed as a result.

- As part of our Strategic Enrollment Plan, we are in the process of developing methods to identify the instructional programs in which we should invest to fulfill the goals of (i) producing college graduates to help the state achieve the 60% goal of Complete College Idaho and (ii) producing college graduates that fulfill the needs of society. The criteria used include: (i) capacity for additional students; (ii) cost efficiency; (iii) societal need and student demand; and (iv) ability of students to progress to graduation in a timely fashion.
- Thresholds for average annual number of graduates from instructional programs will be established along the lines of those used for flagging programs during Program Prioritization.   Instructional programs with a three year running average number of graduates less than the threshold value will be required to take action to increase the number of graduates or be discontinued, unless there is a compelling reason to keep a program that produces relatively few graduates.

Enhanced Periodic Review Process

Presently, each academic department is required to go through Periodic Review every five years. The process involves: (i) supplying a wide range of data to the department, including the number of graduates, enrollments, and student survey information; (ii) preparation by the department of a self-study that addresses instructional programs, research, and service; (iii) evaluation of the program by external reviewers; and (iv) preparation of an action plan to address any weaknesses and opportunities identified by the reviewers.

The Periodic Review process will be revised as follows:

- Metrics supplied at the beginning of the process will be expanded, standardized, and coordinated with annual reports supplied to the departments.
- Metrics will be put in the context of (i) other departments at the university and (ii) peers from the Delaware Study, where appropriate.
- Metrics will be subjected to a preliminary self-study analysis by the Provost's Office to identify specific concerns that need to be addressed in the self-study. Areas of focus of that analysis will include: (i) low progress to graduation; (ii) low student satisfaction with the program and/or faculty, as indicated by surveys; (iii) weak assessment of program expected learning outcomes; (iv) low teaching loads in the context of research/creative activity output; (v) high instructional costs relative to peers; (vi) low number of graduates per faculty member; and (vii) small average class size.
- As part of the self-study, departments will be required to develop action plans to address specific concerns raised by the above analysis. For some areas of concern a more in-depth analysis might be required, such a review of curriculum structure, looking for unnecessary prerequisites or other requirements.

4. Enhance Evaluation of Administrative and Support Programs

Refinement of Metrics

Refinement and finalization of unit-level and department-level metrics for administrative and support programs is a challenge because of the high amount of variation among units in their functions and outputs. As noted earlier, all programs developed metrics. However, an examination of those metrics revealed that some were measures of activity instead of impact. Therefore, during 2014-15 we will undertake a campus-wide evaluation of the set of metrics for each unit to ensure that, taken together, they will enable an outside reviewer to evaluate the overall effectiveness and efficiency of the unit. Metrics will also be evaluated for alignment with, and contribution to, university-wide KPIs.

Continued Implementation of Focus on Effectiveness 2012-17

Goal 5 of the University's strategic plan reads, "Transform our operations to serve the contemporary mission of the university." One of the strategic projects developed as part of the implementation of *Focus on Effectiveness* is entitled "Achieve Institutional Effectiveness through Comprehensive and Systematic Assessment" and is described as follows:

> *This project will create a structure to ensure systematic and sustained assessment, at both the unit and university levels, of our effectiveness as an institution. Assessment will be used to improve our performance, understand the impact of those improvements, and to hold ourselves accountable.*

The implementation of this strategic project was purposely delayed until after Program Prioritization was complete. Program Prioritization has provided the foundation for the implementation of this project, which will develop a key method to sustain the benefits we have gained during the process.

As part of finalizing implementation of the "comprehensive and systematic assessment" strategic project, we will undertake the following:

- Refine and finalize unit-level metrics as described above.
- Develop a periodic reporting framework tied to the Annual Planning and Budget Process.
   - Each unit at the university will report on its performance and improvements made during the past year.
   - Each division will provide an evaluation of the performance and improvements reported by each unit in that division.
- Develop a periodic review cycle, similar to that used by academic departments, which will provide each unit with the opportunity to take an in-depth look at its operations and performance. The review will focus on alignment with the university's mission, contribution to the core themes, unit effectiveness and efficiency, and improvements made.

Another part of the implementation of this strategic project will focus on cross-unit and cross-divisional business processes, functions, and operations. There are two common challenges: (i) too often cross-unit processes affect and have tasks divided among the units, but no one unit owns and is ultimately responsible for ensuring the effectiveness and efficiency of the entire

process (ii) there is often insufficient bandwidth in existing units to engage in all that is required for process improvement. Two examples illustrate how our work at the cross-unit level will occur.

- We will use the new Systems and Process Improvement (S&PI) unit recently formed in the Division of Finance and Administration as a model for facilitating process improvement in other divisions. S&PI functions by: (i) doing much of the legwork required to enable process improvement, including identification of processes in need of improvement, analysis of relevant policies and procedures, and providing data analysis and monitoring; and (ii) bringing together key individuals to work through the existing process and design improvements.
- Another of our strategic projects, "Strengthening the Structure and Operations of Academic Departments," involves partnership primarily between the Divisions of Academic Affairs and Finance and Administration. A consultant's report has identified a number of actions that would greatly increase the effectiveness of academic departments by (i) restructuring the support staff within departments and colleges, and (ii) increasing the leadership role of department chairs.

Regional Accreditation

The new standards for regional accreditation by the Northwest Commission on Colleges and Universities focus on providing evidence of mission fulfillment.   Each university is required to develop a set of core themes that elaborate on a key aspect of the mission; Boise State's core themes are Undergraduate Education, Graduate Education, Research and Creative Activity, and Community Commitment.   This process requires institutions to develop an assessment structure that demonstrates institution-level performance relative to the university mission, and unit-level effectiveness and alignment with that mission.

Two NWCCU standards give guidance.

The overall description for *Standard Two: Resources and Capacity* reads:

> *By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.*

The 89 specific elements of Standard 2 each address a specific aspect of the resources and capacity of the university. In some cases the element requires a specific action for compliance, but in many cases the element specifically addresses the effectiveness of a particular unit or set of units at the university in helping the university accomplish its mission. The following element demonstrates this sort of language.

> *2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program*

Page 43

requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

This and other elements specifically require that units within the university have working systems to evaluate their effectiveness.

Standard Four (*Effectiveness and Improvement*) provides guidance on a broader scale, requiring the institution to "regularly and systematically [collect] data related to clearly defined indicators of achievement, [analyze] those data, and [formulate] evidence-based evaluations of the achievement of core theme objectives." The following elements of Standard Four are particularly relevant:

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 (first part) The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

These elements require that we create an ongoing, systematic structure for measurement of institutional and unit-level effectiveness, and that we use the resulting information to continue to improve the University.

Appendices: Key Process Documents (following pages)

BOISE STATE UNIVERSITY

Criteria and Metrics for "Academic Programs:"
Degree/Certificate Programs and Academic Departments

Final Draft

Approved by Deans Council, November 7, 2013

Criteria: Five criteria will be used to evaluate programs. The first four (relevance, quality, productivity, and efficiency) will be used for initial categorization. The fifth criterion (opportunity analysis) will be used to inform decisions on specific actions.

- Relevance: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.

- Quality: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.

- Productivity: Output or production per investment of time or resources.

- Efficiency: Here defined to reflect the operational effectiveness of the program. For example, for an instructional program, a key component of efficiency is ability of students to progress in a timely manner.

- Opportunity Analysis: A description of enhancements that can be made to address unmet needs and/or better advance the goals of the university.

Weighting: The relative "weight" given to each of the criteria. Weightings are to-be-determined.

Data/Information Sources: Metrics in the tables that follow are in two categories corresponding to the source.

- "Data from IR" will be data provided, in easy to use format, by the Office of Institutional Research. The primary source of that data will be the Data Warehouse. Departments will be given the opportunity to verify that data.

- "Info from Dept" will be information provided by the department, and will consist of (i) qualitative and quantitative information in response to specific prompts (ii) additional information that the department regards relevant, and (iii) contextual information to help ensure that information provided by Institutional Research is interpreted correctly.

Key acronyms: **IR**: Office of Institutional Research; **SCH**: Student Credit Hours; **FTE**: Full time equivalent.

Scales of Analysis: Programs will be evaluated at three scales:

- Each emphasis or option, each minor, and each alternate degree (e.g., M.S. and M.Engr.)
- Each degree and certificate program (with all emphases, options, and alternate degrees consolidated within the appropriate degree program).
- Each academic department.

In the process of Program Prioritization, "Programs" should be defined in a way that facilitates the assessment and improvement of discrete university functions or activities. The three scales of analysis listed above are appropriate for academic departments. For each scale, deans will compare and make action-oriented decisions using a different set of metrics. There is substantial overlap in the functionality of those three scales; consequently, the analyses and subsequent actions will also overlap. In particular, degree/ certificate program metrics roll up to constitute one of six components of department function. Those elements are: (i) offering of degree & certificate programs, (ii) other instructional activity, e.g., Disciplinary Lens courses and service courses for other departments, (iii) research and creative activity, (iv) service and community outreach, (v) advising and graduation success, and (vi) department administrative structure and support.

Emphasis & Minor Scale Metrics: Applied to each emphasis, options, minor, and alternate degree (e.g., M.S. vs. M.Engr.).

Note: Some emphases and options are distinct enough from other program components and popular enough that they are candidates for becoming separate degree programs. Those emphases/options should be evaluated using "instructional program scale metrics" below.

Relevance	Quality	Productivity	Efficiency
Degr/Cert program info from Dept: • Description of how the program meets needs of students, community, etc.	Degr/Cert program info from Dept: • Description of program distinctiveness and of impact on university reputation	Degr/Cert program data from IR: • # of graduates per year	Degr/Cert program info from Dept: • Which courses required by the emphasis/minor are required by only that emphasis/minor? *(Note #1)*

Opportunity Analysis: What changes could be made to increase impact? Examples:
- Proposal to enhance, restructure, reduce, reorient, consolidate, reinvent, or phase out a program to produce more overall impact.

Instructional Program Scale Metrics: Applied to each degree and certificate program			
Relevance	**Quality**	**Productivity**	**Efficiency**
Degr/Cert program data from IR: • # of juniors and seniors as measure of student demand • Alumni survey *(Note #2)* dept-level results regarding: (i) preparation for employment & continued education *(Note #3)* and (ii) contribution to civic engagement *(Note #4)* Degr/Cert program info from Dept: • Context for # of majors if program is selective • Description and evidence regarding contribution of program to university mission, core themes, and strategic plan *(Note #5)* • Evidence of changes made to meet needs of students, community, etc., e.g., relevance to national trends, use of advisory board, etc. • Evidence of success of and specific demand for graduates, as available, e.g., market data; community & national demand; job placement rates; relevance of job to degree • Additional considerations & context *(see note)*	Degr/Cert program data from IR: • Graduating Student Survey *(Note #6)* dept-level results regarding (i) satisfaction with major *(Note #7)* and (ii) perceptions re: faculty *(Note #8)* • Alumni survey dept-level results regarding satisfaction with major *(Note #9)* Degr/Cert program info from Dept: • Evidence of student achievement of program learning goals • Quality of program learning goal assessment structure and process • Use of assessment results for curricular and pedagogical innovation and improvement • Description of program distinctiveness and of impact on university reputation • Additional considerations & context	Degr/Cert program data from IR: • # of graduates per year Degr/Cert program info from Dept: • As appropriate: self-support program performance information: $ per credit cost, total income, total expenses • Additional considerations & context	Degr/Cert program data from IR: • Annual baccalaureate graduates per FTE of juniors + seniors • Average total credits at graduation for baccalaureate graduates *(Note #10)* • Time to degree and attrition from program (doctoral programs only) *(Note #11)* Degr/Cert program info from Dept: • Additional considerations & context

Opportunity Analysis: What changes could be made to increase impact? Examples:
  • Proposal to facilitate timely graduation of students, e.g., by streamlining curriculum, reducing bottlenecks, etc.
  • Proposal to enhance quality and/or relevance and/or productivity and/or efficiency of program.
  • Proposal to enhance, reduce, restructure, or phase out a program to produce more overall impact and/or to simplify student programmatic choices.

Department Scale Metrics for Six Components

Department Component 1: Rolled-up Metrics from Degree & Certificate Programs

Relevance	Quality	Productivity	Efficiency
"Instructional Program Scale Metrics" (see above) rolled up from all degree & certificate programs offered	"Instructional Program Scale Metrics" (see above) rolled up from all degree & certificate programs offered	"Instructional Program Scale Metrics" (see above) rolled up from all degree & certificate programs offered	"Instructional Program Scale Metrics" (see above) rolled up from all degree & certificate programs offered
	Additional Dept-level data from IR: • Retention of juniors in the department's programs *(Note #12)*	Additional Dept-level data from IR: • Graduates per year per instructional cost (all sources) • Graduates per year per faculty FTE • # of upper division majors per faculty FTE • # of upper division majors per instructional cost (all sources)	Additional Dept-level data from IR: • Graduating Student Survey results re: (i) redundancy of courses *(Note #14)* and (ii) offering of courses at appropriate times *(Note #15)* • % of upper division and graduate courses with below-threshold headcount *(Note #16)*
Information from Department • Additional considerations &context	Information from Department • Additional considerations & context	Information from Department • Changes for greater productivity & evidence of impact *(Note #13)* • Additional considerations & context	Information from Department • Changes for greater efficiency & evidence of impact • Additional considerations & context

Dept Component 2: Instructional activity beyond Degree & Cert Programs (e.g., DL, courses for other majors), & total instructional activity

Relevance	Quality	Productivity	Efficiency
Data from IR: • Coursework demand for service courses: non-DL student credit hours (SCH) taken by students in other majors • Demand for DL courses by students in other majors: SCH Information from Department: • Improvements/innovations, additional considerations,& context	Data from IR: • Undergrad teaching: proportion by full-time faculty as a % of peers (Delaware *[Note #17] [Note #18]*) Information from Department: • Evidence of teaching effectiveness and commitment to teaching improvement • Evidence of actions to improve non-degree instructional activity, for example, increased pass rates. • Additional considerations & context	Data from IR: • Student Credit Hours per instructional cost as a % of peers (Delaware *[Note #19]*) • Student Credit Hours per faculty (including adjunct) FTE *(Note #20)* • Teaching load of tenured/tenure-track faculty relative to national peers (Delaware) Information from Department • Improvements/innovations, additional considerations,& context	Information from Department • Description of methods to assess need and to supply necessary capacity for non-majors courses. • Improvements/innovations, additional considerations,& context

Department Component 3: Elements related to Research and Creative Activity

Relevance	Quality	Productivity	Efficiency
Information from Department: • Contribution of research & creative activity to University mission, core themes, and strategic plan • Relevance to national trends & initiatives • Strategic changes/improvements made re: departmental research/creative activity • Additional considerations & context	Information from Department: • Distinctiveness and impact on the University's reputation of research & creative activity • Other indicators of quality, e.g., discussion and interpretation of listing of top journals and venues • Improvements/innovations, additional considerations, & context	Data from IR: • Research/creative activity per FTE --Research/creative activity per faculty FTE from Digital Measures report *(Note #21)* --research $ per FTE relative to national peers (Delaware *[Note #22]*; as relevant) • Measure of interdepartmental collaborations in research and creative activity *(Note #23)* Information from Department • Student research/creative activity • Additional considerations & context	Information from Department • Innovations/improvements to facilitate research/creative activity • Evidence of efficient use of resources, e.g., collaborations and shared access to equipment and facilities • Additional considerations & context

Department Component 4: Community Outreach and Service

Relevance	Quality	Productivity	Efficiency
Information from Department: • Contribution of service/outreach to University mission, core themes, and strategic plan. • Description of five most impactful community partnerships *(Note #24)* • Description of five most impactful outreach/community service activities *(Note #25)* • Description of five most impactful University service contributions • Description of five most impactful professional service activities • Improvements/innovations, additional considerations,& context	Information from Department: • Distinctiveness and reputational impact of community partnerships and outreach • Evidence of actions to improve community outreach and service of the department • Additional considerations & context	Data from IR: • Community service per FTE from Digital Measures report • University service per FTE from Digital Measures report • Professional service per FTE from Digital Measures report Information from Department: • Improvements/innovations, additional considerations,& context	Information from Department • Improvements/innovations, additional considerations,& context

Department Component 5: Elements related to advising, graduation success, alumni connection			
Relevance	**Quality**	**Productivity**	**Efficiency**
Data from IR: • Graduating Student Survey results regarding advising effectiveness *(Note #26)* Information from Department • Evidence of engagement of students in discipline-related activities, e.g., internships, research/creative activity, employment, community activity, etc. • Improvements/innovations, additional considerations,& context	Data from IR: • Graduating Student survey results regarding interactions with faculty members and peers *(Note #27)* Information from Department • Evidence of value added of advising and student success actions • Evidence of actions to improve advising and other actions related to graduation success. • Additional considerations & context	Data from IR: • Graduating Student survey results regarding frequency of meeting with an advisor *(Note #28)* Information from Department • Information on connection with alumni such as participation in advisory boards • Improvements/innovations, additional considerations,& context	Data from IR: • Graduating student survey results regarding delay because of course availability *(Note #29)* • Average total credits at graduation for baccalaureate grads: native & transfer & differential between (undergraduate programs only) *(Note #30)* Information from Department • Evidence of ease of accessibility of advising information, e.g., weblink, etc. • Improvements/innovations, additional considerations,& context

Department Scale (continued)
Opportunity Analysis: What changes could be made to increase impact?

Examples of potential items to include:
  • Proposal to create a new transdisciplinary academic program.
  • Identification of barriers to success (in all aspects of department function)
  • As reasonable, proposals for solution to those barriers (including, as possible, budget-neutral solutions)
  • Proposal for internal shift of resources to produce greater impact
  • Proposal for department-level and/or broader scale reorganization/restructuring to increase university impact and/or efficiency.
  • Proposal for increased impact with additional investment

Notes:

"Additional considerations & context" and "Improvements/innovations, additional considerations, & context" are prompts for the department to do three things:

- In those cells where information on innovations/improvements is not already sought, the department may describe any key innovations and improvements made that are relevant to that cell (e.g., describe innovations/improvements in the cell focused on relevance of research/creative activity).
- The department should provide context for data provided by Institutional Research so as to prevent misinterpretation of the data by individuals unfamiliar with the context of the department. A very simple example would be to note that a paucity of graduates is the result of the newness of a program.
- It is impossible to list in this document every possible type of evidence a department might bring to bear regarding its relevance, quality, productivity, and efficiency. Departments are encouraged to provide additional evidence such as surveys conducted by the department, benchmark data specific to the discipline, information from professional accreditation reviews, and description of impacts on particular student populations (e.g., underrepresented groups), etc.

Note 1: If there are courses that are required only by a particular emphasis/minor, then a department typically must continue to offer those courses if it continues to offer the emphasis/minor. This information will be relevant if there are few graduates from that emphasis/minor and if enrollments in those courses are overly small.

Note 2: The alumni survey has been offered for decades. For the last two administrations of the alumni survey, the response rates have been: 2007-2008 graduates administered in 2009-10 - 42%; 2009-2010 graduates administered in 2011-12 - 54%. The survey is administered every other year to graduates who are one year out. The 2013-14 survey of 2011-12 graduates was sent out in early October, 2013, and results will be available to be used in the process. Graduate students and undergraduates will be reported separately. Results of the survey will only be used when there are sufficient responses to provide relatively reliable information.

Note 3: Responses to the following questions: i) "How well did BSU prepare you for your current employment?" ii) "How well did BSU prepare you for graduate/professional school?" iii) "How often are you using knowledge and skills acquired at BSU in your job?"

Note 4: Responses to the following: "How much did your major/academic department contribute to your current level of engagement in in the following:" "community service or volunteer work;" "involvement in community or civic organizations, church activities, etc.;" "voting in local, state, or national elections;" and "attending arts and cultural events." Four answers varying from "extensively" to "little or none." Note that this question was added for the Fall 2013 Alumni Survey only, and so sample sizes may be lower than for other questions.

Note 5: at: The University's Strategic Plan, *Focus on Effectiveness*, can be found at http://academics.boisestate.edu/provost/goals-and-strategies/) The University's mission can be found http://academics.boisestate.edu/strategic-plan/mission/ , and our Core Themes can be found at http://academics.boisestate.edu/strategic-plan/core-themes/ with additional detail on core objectives and indicators at (http://academics.boisestate.edu/planning/accreditation-standard-one/).

Note 6: The graduating student survey has been conducted since 1996; the response rates from the last three administrations of the survey are as follows: Fall 10 - SP 11, 52%; Fall 11- SP 12, 42%; Fall 12-SP 13, 39%. Three years of data will be combined to give better sample sizes. Graduate students and undergraduates will be reported separately. Results of the survey will only be used when there are sufficient responses to provide relatively reliable information.

Note 7: Responses to the following questions: i) "How well did BSU prepare you for your current employment?" ii) "How well did BSU prepare you for graduate/professional school?" iii) "How often are you using knowledge and skills acquired at BSU in your job?"

Note 8: Responses to the following two statements: i) "Faculty were outstanding teachers"; ii) "Faculty members were genuinely interested in the welfare of the students."

Note 9: Responses to the following questions: i) "If you could start over again would you choose the same major at Boise State?" ii) "Would you recommend to current students that they select your major program at Boise State?"

Note 10: Analysis will be limited to students graduating with a single degree/single major and focused on native students (i.e., those that did not transfer).

Note 11: The reason that the attrition and time to degree measure are focused on doctoral programs is that many of our master's programs are professional programs, such as the MBA, which serve a population that includes many part-time students. Attrition and time to degree are not good measures of programs with substantial numbers of part-time students.

Note 12: Measured as proportion of juniors enrolled in a major at 10th day fall semester who re-enroll the following fall in a major in the same department.

Note 13: Departments have the opportunity to describe innovations/improvements made to increase the productivity/efficiency of their offering of degree programs, and to provide evidence of the success of those efforts. Three potential examples: (i) streamlining of the curriculum to enable student to progress in a timely fashion, thereby reducing the number of credits at graduation and the rate of graduation of those students, (ii) reducing the number of very low enrollment "boutique" classes offered for the major, thereby increasing the efficient use of faculty FTE and increasing the per-FTE number of credits offered and number of graduates, (iii) streamlining the curriculum, while maintaining quality of the program, to enable a department to devote additional FTE to research. Note that innovations/improvements regarding quality and relevance were asked about at the degree/certificate program level.

Note 14: Responses regarding the following statement: "A number of courses covered the same material and were redundant."

Note 15: Responses regarding the following statement: "Many department courses were not offered at the right time for me."

Note 16: This measure will quantify the offering, by a department, of courses that are so small that they require an inordinate investment of faculty time for the instructional value of the course. An analogous situation is the use by Extended Studies of enrollment thresholds below which a class does not "make" because there is not enough income from the course to justify its offering. In the case of program prioritization, the thresholds will be lower and will focus on lecture and lab courses, and will exclude classes focused on individual students (e.g., directed research, independent study, private

lessons, etc.). The specific thresholds are yet to be developed; the undergraduate threshold will be higher than the graduate threshold.

Note 17: "The Delaware Study" is the informal title of the "National Study of Instructional Costs and Productivity," which is administered by the University of Delaware. Additional information can be found at http://www.udel.edu/IR/cost/brochure.html. The study provides national benchmark information on four aspects of department function: teaching loads of tenured/tenure track faculty members, proportion of undergraduate teaching carried out by regular faculty members, cost per credit hour, and externally funded research per faculty member. Departments will be provided with the raw data used to produce the ratios for their departments so that the data may be verified.

Note 18: Undergraduate teaching proportion by full time faculty members is calculated as the percent of total undergraduate credit hours that are taught by full time faculty members. "… as a percent of peer" is then calculated. Note that the peer group is not Boise State's SBOE approved peer group, but is instead the set of all public universities that are classified as "research" (which includes the Carnegie Basic classifications at the doctoral level) or "comprehensive" (which includes the Carnegie Basic classifications at the master's level).

Note 19: Initial ratio is calculated as total student credit hours at all levels per budgeted costs (including local and appropriated funds) of the instructional personnel who offered those credit hours. The ratio is then compared to peer data at the level that best matches the department: "Research" for departments that offer doctoral degrees and "Comprehensive" for those departments that do not offer doctoral degrees. "Cost of instruction as a percent of peer" is then calculated. Note that the peer group is not Boise State's SBOE approved peer group, but is instead the set of all public universities that are classified as "research" (which includes the Carnegie Basic classifications at the doctoral level) or "comprehensive" (which includes the Carnegie Basic classifications at the master's level).

Note 20: Includes credits taught by a department's faculty member in courses not offered by the department, e.g., University Foundation courses, cross-listed courses, and college-level courses (e.g., MBA or ENGR).

Note 21: Digital Measures reports will quantify numbers of peer-reviewed publications, other publications, exhibitions, performances, etc. For artistic performances, exhibitions, etc., the level of the venue can be used to give an approximation of quality and impact, and the same applies to presentations at conferences. For publications, the options are more limited. Peer-reviewed vs. not peer-reviewed is one way to determine quality/impact. However, Digital Measures does not include such quantifications as impact factor. Department Chairs will have the opportunity to identify research/creative activity of high impact/quality.

Note 22: The initial ratio is calculated as research expenditures per tenured/tenure track faculty FTE. The ratio is then compared to peer data at the level that best matches the department: "Research" for departments that offer doctoral degrees and "Comprehensive" for those departments that do not offer doctoral degrees. "Cost of instruction as a percent of peer" is then calculated. Note that the peer group is not Boise State's SBOE approved peer group, but is instead the set of all public universities that are classified as "research" (which includes the Carnegie Basic classifications at the doctoral level) or "comprehensive" (which includes the Carnegie Basic classifications at the master's level). Note that this ratio is only calculated for those departments for which the appropriate peer ratio is greater than $0 per faculty member.

Note 23: This measure will compensate, to a certain extent, for the fact that another metric, research expenditures, is assigned to the department of the Principal Investigator, with the result that if a Co-Principal Investigator is in a different department, the Co-PI's department would receive no credit for that grant. The "collaboration" measure will consist the percentage of a department's grants that involve collaboration with PIs or Co-PIs in other departments.

Note 24: A community partnership can be contrasted with community outreach (see next note), and focuses on collaboration that results in benefits to both the community and the campus. The definition of community partnerships as used by the Carnegie Foundation is "collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources"

Note 25: Community outreach can be contrasted with community partnership (see previous note), and consists of the university providing some sort of resource or service to the community. The definition as used by the Carnegie Foundation is "the application and provision of institutional resources for community use with benefits to both campus and community."

Note 26: Responses to the following statements: "I received sound academic advice;" "My advisor: Is a helpful, effective advisor whom I would recommend to other students."

Note 27: Responses to the following statements: "There was good communication between faculty and students regarding student needs/concerns"; ii) "Many opportunities existed outside of class for interactions between students and faculty"; iii) "The interactions and discussions with my peers in the department were a major source of motivation and support."

Note 28: Responses to the following question: "While a student at Boise State University, did you meet with an advisor at least every year?"

Note 29: Responses to the following statement: "I had to delay graduation because of course availability."

Note 30: Analysis will be limited to students graduating with a single degree/single major. Average credits at graduation will be analyzed in two ways: (i) The average credits at graduation will be calculated for students who began at Boise State (i.e., "native" students). This will provide a relative measure of how easily a student can progress to a degree here. (ii) The differential between native students and transfer students in number of credits at graduation will be calculated. This will provide a relative measure of the difficulty a student has in transferring credits for the major.

Administrative & Support Program Review Questionnaire (Program Assessment Report) for University Program Prioritization

Step 1: Please identify the program. A program is any activity or collection of activities that consumes resources (i.e., dollars, people, time, space, equipment, etc.). For your responsible area, please identify the major, significant activities that consume resources and complete one questionnaire for each of these programs. A program may follow org chart guidelines (i.e., a department) or a function (i.e., compliance). Collectively, all activities within an area must be represented within a program. Please keep in mind that areas are encouraged to keep programs broadly defined, so as not to produce more programs that can be reasonably evaluated.

1.a. Program Name/Description. Please provide a 3 to 5 sentence description of the program.

1.b. Administrator:

1.c. Department/Unit:

1.d. Please identify the number of FTE in this program. Attach an organization chart, if applicable.

1.e. What are the total costs of the program by funding source (local, appropriated, one-time, etc.) and expense category (salaries, O&E, travel, etc., excluding capital expenses)? Itemize major operating expenses associated with university wide contracts.

Step 2: Relevance. This measure is intended to demonstrate the importance of the Administrative/support program and how that program is aligned with and supports the mission and strategic plan of the university. In addition, this criterion measures the, overall essentiality and demand for its function.

2.a. Please describe how this program and its elements align and support the University's mission and strategic plan.

2.b. Is this this program required? If so, please elaborate using specific examples as evidence.

2.c. Are there current or proposed state, regional, or local mandates, or new policies or laws that impact external/internal demand for the program services or operations?

2.d. What are the essential services/functions your program provides?

2.e. What is the demand for these services? And, how is that demand measured? How do you expect the demand change in the future and what are the drivers of that change?

2.f. For whom are the services/functions provided? Who are the direct, indirect and primary customers?

2.g. Are there any internal or outsourced programs/units providing similar services? If so, how do the services offered by this program differ from theirs?

Step 3: Quality. This measure is intended to identify the ability of the administrative or support program to meet its stakeholder needs, including evidence of the quality of services performed and how the services provided align with customer expectations.

3.a. How do you assess the quality and effectiveness of what you do?

3.b. What measures do you use and with what regularity?

3.c. How effective/well are functions executed and services provided? Please provide evidence from assessment measures to demonstrate how well the services provided by the program meet the expectations of the customers, including survey results, etc.

3.d. Please elaborate on personnel related occurrences within the program that have an impact to quality of services provided such as training for personnel, staff turnover, complexity of role, expertise, etc.

Step 4: Productivity. This measure is intended to assess not only the quantity of the output of the program, but the overall impact of the work. In addition, the measure includes a scan of potential improvements that could influence overall productivity.

4.a. What are the measures by which you measure program impact?

4.b. Please provide evidence from measures that demonstrate the volume of work performed by this program, such as average turnaround times, and average backlogs.

4.c. Please provide national benchmark data addressing how the resources of the program compare with national averages. Please describe why/how the benchmark was selected as the most appropriate.

4.d. Are there improvements that could be made to save on labor or to improve the product/services offered in the following categories? If so, describe in detail the efficiencies that could be gained.

   a. Technology improvements.

   b. Business process improvements.

   c. Collaborative opportunities.

Step 5: Efficiency. This measure is intended to demonstrate the amount of work being performed and how resourcefully those tasks are performed.

5.a. Please describe the scope of duties performed for this program. Please provide information in major categories and percentage of effort.

5.b. Please provide national benchmark data addressing how the resources of the program compare with national averages. Please describe why/how the benchmark was selected as the most appropriate.

5.c. Does the program have any operations or collaborations that generate revenue (both direct and indirect) or result in cost savings (both direct and indirect)? If yes, please describe and quantify.

5.d. Are there anticipated changes that will affect efficiency of the program in the near future?

5.e. Have opportunities for savings or additional investments been identified? If yes, please describe.

Step 6: Opportunity Analysis. This measure is intended to provide an opportunity to address unmet needs and potential for changes/enhancements to the program that would advance the goals of the university.

6.a. Does the program have unmet needs? How do you know?

6.b. What would the program accomplish if additional resources were made available? What type of investment would be needed and what is the estimated impact?

6.c. What risk factors impact your ability to deliver essential services (funding, staffing, facilities/space, etc.)?

6.d. Do you have resources available to reallocate to another area?

6.e. Please provide information that is relevant to the evaluation of the program that is not included in the questions provided above.

Supporting Documentation Matrix

If you have attached supporting data / evidence to answer a particular question in the Program Assessment Report (Questionnaire), please identify that document below.

Question	Name of attached supporting data / evidence	Location in this report (i.e., Appendix A, pp. 25-26, etc,)
1.a.		
1.b.		
1.c.		
1.d.		
1.e.		
2.a.		
2.b.		
2.c.		
2.d.		
2.e.		
2.f.		
2.g.		
3.a.		
3.b.		
3.c.		
3.d.		
3.e.		
4.a.		
4.b.		
4.c.		
4.d.		
4.e.		
5.a.		
4.b.		
4.c.		
4.d.		
4.e.		
5.a.		
5.b.		
5.c.		
5.d.		
5.e.		
6.a.		
6.b.		
6.c.		
6.d.		
6.e.		

Administrative and Support Programs Review Rubric

1.a. Program Name: _____ 1.b. Administrator: _____ 1.c. Department/Unit: _____

1.d. #FTE in the program: _____

1.e. Total costs by funding source: _____

Item	Criteria	(1 – 3 points) Limited/None	(4 -6 points) Moderate	(7 -9 points) Exemplary	Reviewer Notes
Relevance					
2.a.	Alignment to University strategic plan	Difficult or unable to discern the connection of the program to the University's mission or strategic direction.	Connections to the University's mission are apparent and the program serves an important role in relation to the strategic direction of the University.	Clear and consistent explicit connections to the University's mission; serves an important role in relation to the strategic direction of the University; demonstrates the ability to adapt to changing needs of the University and its stakeholder.	
2.b. 2.c.	Required functions, now or future	The program does not administer or operationalize required compliance or regulatory activities or serve as a required business practice for the University.		The program fulfills University obligations that meet compliance or regulatory requirements or serves as a required business practice.	
2.d.	Scope of services/functions	The scope of services/functions is unclear or unnecessarily diffuse.	The scope of services/functions is articulated, but there is not sufficient detail to understand the core of the program's activities.	The program fulfills essential functions; the scope of the services/functions is clear and provides sufficient detail to know what is at the core of this program's activities.	
2.e.	Demand	The demand for the services/functions is stagnant or declining or no evidence of demand has been provided.	The services/functions are or are anticipated to be in demand though evidence is unclear, not provided, or unavailable.	The services/functions are or anticipated to be in high demand and there is clear and compelling evidence of the need.	
2.f.	Customers	Stakeholders/customers are unclear or undefined or limited connections are made between the customers and the scope of services.	Some stakeholders/customers are identified but the connection to the scope of services is unclear.	Stakeholders/customers are well-defined and the connection to the scope of services is clear.	
2.g.	Distinctiveness	The services/functions performed are duplicative with other program(s) and the	The services/functions performed are distinctive, with some overlap of	The services/functions performed are unique to this program and there is no evidence of direct overlap of	

		distinctiveness is difficult to discern.	responsibilities or duplication of efforts with other program(s).	responsibilities or duplication of efforts OR when overlap is apparent, the program provides evidence of collaboration/connection with the other relevant program(s).	
Item	**Criteria**	**Limited/None**	**Moderate**	**Exemplary**	**Reviewer Notes**
Quality					
3.a.	Assessment process	Little to no evidence that assessment or evaluation processes are used (including customer satisfaction) in the program or, if so, they are inconsistent, infrequent, or exclude all or most customers specified in question 2.f.	Some evidence that assessment and evaluation processes (including customer satisfaction) are employed by the program though all elements may not be in place or well-defined.	Regular and systematic assessment is conducted, including customer satisfaction, and the process for gathering evidence is well-defined (i.e., timelines, cycles, measures, etc.), and customer satisfaction metrics include all customers identified in 2.f.	
3.b.	Measures	Limited or no use of measures OR the measures used were not appropriate to the needs.	Some measures were used; some or most were appropriate to the needs.	Consistently identified and used appropriate measures, which are valid, realistic, and reliable; multiple sources of evidence are used.	
3.c.	Effectiveness	Results were not properly analyzed OR analysis revealed significant needs to improve customer experiences.	Results were analyzed and revealed services/functions needing improvements to increase the overall program effectiveness and customer experience.	Results were analyzed and revealed generally effective services/functions (i.e., positive customer experiences) in the program OR, where improved effectiveness is needed, the improvements are specifically identified.	
3.d.	Context: Occurrences within the program that have an impact to quality of services provided such as training for personnel, staff turnover, etc.				
Productivity					**Reviewer Notes**
4.a.	Measures	Limited or no use of productivity measures.	Some productivity measures are identified OR tracking is inconsistent.	Productivity measures are identified and tracked.	
4.b.	Volume	Limited or no tracking of volume OR the volume of work has declined over time.	The volume of work has remained relatively steady over time.	The volume of work has increased or is expected to increase.	
4.c.	Resource analysis vs. benchmark	Compared to benchmark, the program appears more costly or less efficient or the return on investment is unclear. Or, benchmarks are not provided.	The program appears to be operating on par with benchmark in terms of cost to operate and overall return on investment.	Compared to benchmark , the program appears more efficiently run, with less cost and greater return on investment.	
4.d.	Identified efficiencies	Improvements that are	Identified improvements have	Identified improvements are promising	

| | in □ Technology □ Business process □ Collaborative opportunities | identified appear to have limited capacity to improve efficiency or the gains are not identified. □ Technology □ Business process □ Collaborative opportunities | some capacity to increase efficiency. □ Technology □ Business process □ Collaborative opportunities | and appear to provide strong pathways for increasing efficiency. □ Technology □ Business process □ Collaborative opportunities | |

Item	Criteria	Limited/None	Moderate	Exemplary	Reviewer Notes
Efficiency					
5.a.	Scope of duties by major category and percentage of effort	The scope of duties of within program are not well-defined, alignment to the essential services of the program is unclear, and unclear whether scope appears inefficient in relation to ftes and volumes of program.	The scope of duties within the program are reasonably well-defined and distinctive although alignment to the essential services is unclear and scope appear inefficient in relation to ftes and volumes of program.	The scope of duties within the program are well-defined, aligned to the essential services of the unit, and scope appears efficient in relation to ftes and volume of program.	
5.b.	Resource analysis vs. benchmark	Compared to benchmark, the program appears more costly or less efficient or the return on investment is unclear. Or, benchmarks are not provided.	The program appears to be operating on par with benchmark in terms of cost to operate and overall return on investment.	Compared to benchmark , the program appears more efficiently run, with less cost and greater return on investment.	
5.c.	Revenues or cost savings	The program does not generate revenue or engage in practices that result in cost savings.	The program may generate revenue or engage in practices that result in cost savings.	The program generates revenue and engages in practices that result in cost savings.	
5.d.	Context: Anticipated changes that will affect efficiency of the program in the near future (including any opportunities for savings) have been identified				
Opportunity Analysis					Reviewer Notes
6.a.	Unmet needs and evidence				
6.b.	Use for additional resources, investment needed, & estimated impact				
6.c.	Risk factors (funding, staffing, facilities/space, etc.)	The program appears unstable due to multiple risk factors and is not well-positioned to continue delivering its services.	The program has uncertainties in one or more areas, but appears stable enough to continue delivery services and achieve its goals.	The program appears stable and/or well-positioned to continue delivering its services and striving to meet its goals.	
6.d	Resources available for reallocation				
6.e.	Additional relevant context				

Program	*Dept.:*

Template: Program Prioritization for Degree and Graduate Certificate Programs

The purpose of this document is to gather, from department chairs, a portion of the information that will be used in the Program Prioritization Process to score and categorize Degree and Graduate Certificate programs.

Department Chairs: please follow the "steps" below, filling out one "template" for each of your degree/graduate certificate programs. Background on the process can be found at:
https://docs.google.com/a/boisestate.edu/file/d/0By29C1z0atzBbDlMVmF6NzB3cE0/edit and in other files at
http://president.boisestate.edu/prioritization/academic-programs/.
Emphases, options, and alternate degrees are not treated as separate entities; they are consolidated. Minors have already been considered. Associates degree programs will not be evaluated. New programs, initiated within the last three years, will not be evaluated.

Step One: Note the program name in the header. The program named in the header will be the subject of the rest of this document. So whenever, this document says "this program" it is referring to the program listed in the header.

Step Two: Take a look at pertinent data.

1. The data can be found in your department's folder on the Program Prioritization shared drive. In general, each department will have access only to its own data.

2. "*Grads per year in all degree programs w flags.pdf*" lists five years of graduates from each degree program and the average for the last three years. Averages less than threshold numbers are "flagged" for further attention.

3. "*(your dept name) degree program data.xlsx*" contains all of the quantitative data referred to below.

Step Three: Take this shortcut if discontinuing or consolidating this program.

DISCONTINUING OR CONSOLIDATING?? If your department has already decided to discontinue or consolidate this program (and if such a plan is agreed to by your dean and the Provost), then complete the information in this box. If the action is a simple discontinuation, then do not complete the remainder of this form. If the action is a consolidation of this program with another, then work with the Vice Provost for Academic Planning to create and fill out a single form for the consolidated programs.

Describe proposed action>

What is the rationale for this action?>

Describe in general terms any resources ($$ and/or FTE) that will be reallocated as a result of this action>

Step Four: Provide an overview context for the program. Briefly describe the history of this particular program. Is it new? Have there been substantial recent changes? How does it fit into the broader context of your department's offerings? (100 words max)

Response>

Step Five: Provide responses to prompts below. Also take note of the other information that will be used to derive scores for this program.

Program	*Dept.:*

- The information that departments provide below (in the "response" boxes) will be used to develop scores that will form part of the basis for initial categorization of degree/certificate programs. Those responses will be scored via rubrics; the rubric is available in your department's folder on the Program Prioritization shared drive.

- Quantitative info from the Office of Institutional Research will form the other part of the basis for initial categorization of degree/certificate programs. That data will be normalized by converting either to deciles or z-scores based on the set of programs of the same degree level offered at Boise State. This quantitative data may be found in your department's Program Prioritization shared drive folder in the file "*(your dept name) degree program data.xlsx.*"

Please adhere to the word limits given before each "response" box.

A. Relevance

1. <u>Quantitative information for this section that is being provided separately</u>:
   - ➢ # of juniors and seniors as measure of student demand.
   - ➢ Alumni survey results regarding: (i) preparation for employment & continued education and (ii) contribution to civic engagement

2. <u>Contribution to mission, core themes, strategic plan</u>. Describe the importance of this particular program in the department's contribution to the University's mission, core themes, and strategic plan (http://academics.boisestate.edu/strategic-plan/). One way to think about this question is to ask: "What would be lost to the university if this particular program were discontinued?" (200 words max)

   > Response>

3. <u>Changes made to meet needs.</u> Describe significant changes that have recently (i.e., the last several years) been made to this program to better meet the needs of students, the community, etc., and to increase relevance to national trends and initiatives. If you have an advisory board, briefly describe its function in maintaining relevance of the program. (200 words max)

   > Response>

4. <u>Evidence of success of and specific demand for graduates.</u> As available, provide information on community & national demand, job placement rates, and placement in professional & graduate schools. Comment on relevance of degree to the development both of *discipline-specific* abilities and of *discipline-independent* abilities (e.g., http://career.boisestate.edu/collegiate-employmentworkforce-readiness/ see section on "Skills Critical to Initial Success…") (250 words max)

   > Response>

B. Quality

1. <u>Quantitative information for this section that is being provided separately:</u>
   - ➢ Graduating Student Survey results regarding (i) satisfaction with major and (ii) perceptions re: faculty
   - ➢ Alumni survey results regarding satisfaction with major

Program	*Dept.:*

2. <u>Program distinctiveness and impact on university reputation</u>. Describe (as applicable) how this program is distinctive from programs in the same or similar discipline(s) at other universities. Describe how this program contributes to the local and national reputation of the university. (200 words max)

> Response>

3. <u>As described in Step Six, complete (and submit with this document) the separate document entitled "Program Assessment Report</u>."

C. Productivity

1. <u>Quantitative information for this section that is being provided separately:</u>
   - ➢ # of graduates per year

D. Efficiency

1. <u>Quantitative information for this section that is being provided separately:</u>
   - ➢ Annual baccalaureate graduates per FTE of juniors and seniors
   - ➢ Average total credits at graduation for baccalaureate graduates
   - ➢ Time to degree and attrition from program (doctoral programs only)

Step Six: Complete (and submit with this document) the separate document entitled "Program Assessment Report."

Assessment of program intended learning outcomes is an important aspect of ensuring the quality of our academic programs. In fact, if one were to choose one aspect of a university that our university accrediting agency (Northwest Commission on Colleges and Universities [NWCCU]) cares most about, it would be the assessment of program intended learning outcomes.

1. The Program Assessment Report will serve two purposes:
   - ➢ It will be evaluated as part of the Program Prioritization process as a measure of program quality.
   - ➢ It will be used to document program assessment for our Year 3 Report that is due to the NWCCU in September 2014.

2. The Program Assessment Report will be evaluated using a rubric, which is appended to the Report template. The resulting rubric scores will be included with other scores in Step Five (above) in determining initial categorization of programs. Additionally, information from rubric scoring will be provided to departments as a basis for improvement of their overall assessment structure. If needed, departments will be supported in that effort with workshops, consultations, etc.

Step Seven: Provide context, additional information, and opportunity analysis.

The information in this step will be used by the Dean of your college as he/she contemplates the categorization of your programs. (That categorization will be based, initially, on the scores that came from Steps Five and Six above.)

A. Relevance

If desired, provide (i) context for the information referred to in Step Five and/or (ii) additional information that indicates the relevance of this particular program. (200 words max)

Program	*Dept.:*

Response>

B. Quality

If desired, provide (i) context for the information referred to in Steps Five and Six and/or (ii) additional information that indicates the quality of this particular program. (200 words max)

Response>

C. Productivity

If desired, provide (i) context for the information referred to in step Five and/or (ii) additional information that indicates the productivity of this particular program. If a program is "flagged" in the file *"Grads per year in all degree programs w flags.pdf"*, that fact should be addressed here. Examples of what might be discussed regarding flagged programs: Why is there a low number of graduates? Is that number acceptable? (200 words max)

Response>

D. Efficiency

If desired, provide (i) context for the information referred to in Part 2 and/or (ii) additional information that indicates the efficiency of this particular program. (200 words max)

Response>

E. Opportunity Analysis:

Describe proposed changes to the program that would increase its impact. If a program is "flagged," how will you address the low number of graduates?

Examples of the sorts of items a department might propose: (i) Proposal to facilitate timely graduation of students, e.g., by streamlining curriculum, reducing bottlenecks, etc., (ii) Proposal to enhance quality and/or relevance of program, (iii) Proposal to increase productivity/efficiency of program, and (iv) Proposal to reduce, restructure, or phase out a program to produce more overall impact per investment and/or to simplify student programmatic choices. (400 words max)

Response>

Step Eight: Submit completed documents. The deadline for submission of completed documents is February 7. Once you have finalized this document, save it in the folder entitled "Final Submitted" within your department's folder on the Program Prioritization shared drive. Within that folder you should save the following documents:

➢ One completed "Template: Program Prioritization for Degree and Graduate Certificate Programs" for each of your degree/certificate programs being evaluated (recall that the following are excluded from evaluation: new programs and associates degree programs).

➢ One completed "Program Assessment Report" for each of your degree/certificate programs being evaluated.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 13, 2014

Instructional Program Review Rubric – DRAFT 12.16.13

Program Name: _____ Person completing this document: _____ Department: _____

Criteria and specific prompt	Beginning or Limited	Developing or Moderate	Proficient or Exemplary	Reviewer Notes
Relevance				
Contribution to mission, core themes, University strategic plan	Difficult or unable to discern the connection of the program to the University's mission or strategic direction.	Connections to the University's mission and core themes are apparent. The program serves a moderately important role in achieving the strategic direction of the University.	Clear, compelling integration with and contribution to multiple aspects of the university's mission and core themes. Program plays keystone role in achieving the strategic direction of the University.	
Changes made to meet needs	The program has not demonstrated the ability to adapt to changing needs OR changes are unclear, unfocused, haphazard.	The program has made changes to increase its relevance, although connection of those changes to student/community needs and/or national trends may be difficult to discern.	Demonstrates clear responsiveness and adaptability to meet changing needs of students and the community. Changes are linked to clearly identified needs determined by national trends, community/student needs, and experts in the field (e.g., advisory board), etc.	
Evidence of success of and specific demand for graduates	The demand for the program's graduates is stagnant, declining, or unknown. Placement in employment and/or further education is weak. Development of intended relevant knowledge/ skills/abilities not a focus.	The program's graduates are or are anticipated to be in moderate demand. Placement in employment and/or further education is solid. Development of intended relevant knowledge/skills/abilities is a focus.	The program's graduates are or are anticipated to be in high demand, and there is clear and compelling evidence of the need. Placement in relevant employment and/or graduate/professional schools is exemplary. Development of intended discipline-specific and discipline-independent skills/abilities is a major focus.	
Quality				
Program Intended Learning Outcomes, Methods, Findings, Implications, Actions	(Evaluated via a separate rubric attached to Program Assessment Reports)			
Program distinctiveness and impact on University reputation	Distinctiveness is limited or is difficult to discern. Not a contributor to the reputation of the University.	The program is well rated and/or has demonstrated moderate reputational success among peer programs. Solid contributor to the reputation of the University.	The program is nationally/regionally distinctive, top-rated, and/or has demonstrated a high level of reputational success among peer programs. Plays a key role in the reputation (locally and/or nationally) of the University.	

Program:	**AUGUST 13, 2014**	Dept:

Program Assessment Report

Person completing this report: _____   **Date:** _____

Instructions: Complete the matrix below and then respond to the two open-ended questions beneath the matrix.

List the Intended Learning Outcomes (one per row) Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program.	Methods Used to Assess Outcomes What type(s) of evidence are being used to determine whether the outcome has been achieved? **Direct measure(s)** such as portfolios, embedded assignments, lab reports, etc. **Indirect measure(s)** such as surveys, focus groups, etc. of students, alumni, employers, supervisors, etc. **Informal method(s)** such as faculty observations, informal reports, discussions, etc.	Key Findings On the whole, what have you found out about student learning in each of the intended learning outcomes areas?	Implications & Actions Provide examples of how findings have been used to make changes to the curriculum, specific courses, and/or to the pedagogy used in the program.
1.	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		
2.	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		
3.	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		
4.	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		
5.	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		

Program:	**AUGUST 13, 2014**	Dept:

6.	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		
7. (add rows as necessary)	Mark "x" for all that apply __ Direct measure(s) __ Indirect measure(s) __ Informal		

Please describe what is going well in the assessment of this program? What are the highpoints or noteworthy accomplishments? (100 words max)
Note: Responses to this question will not be rated with the rubric; they will provide information on the program's successes, be used to identify best practices, and assist in University accreditation reporting.

Response>

Identified improvements: What next steps should be taken to better assess learning in this program or improve the assessment process? (150 words max)

Response>

Program:	Dept:

Rubric for Evaluating Program Assessment Reports

		Deficient (0)	Beginning (1-3)	Developing (4-6)	Proficient (7-9)
1.	**Program Intended Learning Outcomes** * Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program.	- No evidence of intended learning outcomes.	- Outcomes are incomplete, overly detailed, disorganized, or not measurable. - May focus on the process or delivery of education (e.g., doing group activities) rather than student learning (e.g., demonstrating the ability to work with diverse groups).	- Most outcomes are clearly defined or the intent is easily discernable. - Include at least two of the domains of learning (knowledge, skills, and dispositions).	- Clearly written, measurable, and manageable number of outcomes. - Include all domains of learning: knowledge, skills, and dispositions.
2.	**Methods**	- No evidence of any methods used.	- Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes. - No use of direct measures or an overreliance on indirect measures.	- Use of at least one direct measure - Some use of indirect measures	- Multiple direct measures are used - Indirect measures are used - Methods used provide sufficient information to guide improvements to the program.
3.	**Findings**	- No findings or analysis presented.	- There is disconnect between the outcomes, the data gathered, and results reported.	- Findings are reported that address outcomes and evaluate student achievement of them.	- Thorough interpretation and meaningful conclusions are provided that address the outcomes and student achievement. - Key findings may include comparison to past trends.
4.	**Implications and Actions**	- No information provided.	- Limited evidence that findings are used to "close the loop" (i.e., to improve the curriculum, individual courses, pedagogy, etc.) - No actions are documented or there are too many plans to reasonably manage.	- Some evidence that findings are used to "close the loop" (i.e., to improve the curriculum, individual courses, pedagogy, etc.). - At least one action has been documented or planned with sufficient detail, timelines, etc.	- Findings are used to "close the loop" – (i.e., to improve the curriculum, individual courses, pedagogy, etc.). - Multiple actions have been implemented or detailed plans for implementing identified changes have been provided.
5.	**Identified Improvements**	- No improvements are identified.	- Stated improvements are unclear, lack specificity, or are otherwise insufficient for moving the program forward in the assessment of student learning.	- Stated improvements are clear and likely to move the program forward in its learning outcomes assessment. - Plan(s) to address the improvements are drafted.	- Stated improvements are clear and well-conceived and will move the program forward in its learning outcomes assessment. - Plan(s) for implementing these improvements contain sufficient detail (timeline, persons responsible, etc.).

<Program Name>

Academic Program Prioritization Analysis and Action Plan

<u>Analysis</u>

Step 1: Analyze and Identify Challenges

Concisely analyze and identify the specific challenges of this program based on the criteria percentile averages and/or underling metrics. If the program was "flagged" for low number of graduates, include that information. (Please limit to ~200 words)

Step 2 (optional): Describe program's context related to its challenges

Identify conditions or factors needed to understand this program's circumstances. Take care to explain the relevant factors, rather than dismissing the data or making excuses. (Please limit to ~200 words)

<u>Action Plan</u>

Describe the actions your department will take in light of program prioritization data to improve the program in question. You may address the same criterion or different criteria at each level.

I.   **Department-level Actions**

   A. **Actions already in progress.**
Describe current, ongoing actions by the department that are addressing the challenges described above. What are the expected outcomes? What is the timeline (Please limit to ~300 words.)

   B. **Proposed future actions**
Formulate one (or more as needed) substantive internal department strategy to improve the program's performance; determine a timeline for instituting the described change(s) and the person or group responsible for implementation. Identify the trade-offs in current operations that will be necessary to implement this strategy. How will the proposed strategy or strategies result in mitigation/improvement of your specific challenge(s) over time? How will you know when you've been successful? (Please limit to ~400 words.)

   C. **Flagged programs**
If this program is flagged for low number of graduates and if it is not the intent of under-way and proposed actions (described in the preceding sections) to increase the number of graduates to a level beyond the flagging threshold, then please provide a justification of why it is reasonable to continue to offer a program with a relatively low number of graduates. (Please limit to 200 words)

II. College-level Partnerships (optional)

Colleges need to support departments seeking to improve their programs. Describe at least one strategy where other departments within your College or the College-level administration and staff might support your work. Determine a timeline for instituting the described change(s) and the person or group responsible for its implementation. Identify the trade-offs in current operations that will be necessary to implement this strategy. How will the proposed strategy result in mitigation/improvement of your specific challenge over time? (Please limit to 200 words)

III. Changes at the University level that would help fix the problem (optional)

If appropriate, offer recommendations for changes/improvements outside the College (whether in other Colleges or outside Academic Affairs) that would mitigate/improve the program's challenges. Specifically, how would the requested changes lead to improvement? (Please limit to 200 words).

IV. Reallocation of Resources

As part of the University's report to the SBOE, we need to describe resource reallocations that we have made as part of the program prioritization process. "Resource reallocation" can involve a shift in funding, in personnel (including redirecting effort of who or parts of FTEs of faculty/staff), or in space.

Please briefly describe resource reallocations that you made since June 2013, or that you plan to make in the future, in the process of implementing the actions described in this document. List only the more substantial of reallocations; an exhaustive list is not necessary.

Reallocation amount	Type of Reallocation (FTE, time & effort, funds, etc.

Signatures

_____
Department Chair

_____
Others within the department responsible for implementation (as needed)

_____
Partners within the College (as needed)

_____
College Dean

Program Prioritization of Emphases and Options: BA in XXXXXXXXXXXXXXXX

This process evaluates only the emphases and options of degree programs. The entire degree program (with all emphases/options consolidated) will be evaluated in a more extensive process.

Students are often confused by an overly diverse array of choices. In addition, a complexity of emphases/options may beget a complexity of course offerings, which may in turn beget a decreased frequency of offering of required courses and overly small enrollments, which may in turn beget a slower rate of completion and lower departmental efficiency. So, all else equal: Simpler is better.

Degree: BA XXXXXXX								"Flagged" if <5	Proposed action for each flagged emphasis: "Discontinue" or "Transform" or "Keep as is" from #2 below
		Annual Graduates from each Emphasis/Option							
Emphasis/Option		2008-09	2009-10	2010-11	2011-12	2012-13		**Average for last 3 years**	
XXXXX Opt 1		4	5	9	6	4		6.3	
XXXXXX Opt 2			1	3	4	3		**3.3**	>
XXXXX Opt 3								0.0	**New, no need to respond to #2**

Overall Structure and Context: Describe the reasoning behind offering the diversity of emphases/options shown above. Do the original reasons for creating the set of emphases/options still hold? Are changes warranted? (limit to no more than 150 words)

Response>

For "Flagged" emphases/options only, answer the following.

1. **Provide additional Information regarding each of the "flagged" emphases/options.**
    a.   How many courses in total are required *only* by flagged emphases/options?

# courses	Level of course
	100-level courses
	200-level courses
	300-level courses
	400-level courses
	Graduate-level courses

If there are such courses, describe the budgetary impact of continuing to offer those courses to support the offering of the flagged program(s).

Response>

2. **Proposed Actions for Flagged Emphases/Options.** Choose one of the following three types of action for EACH flagged emphasis. You may refer to *groups* of emphases/options if convenient.

    a. **Possible Action 1: Discontinue flagged emphasis/emphases.** Either consolidate emphases or discontinue emphasis/emphases so that a student would graduate with a generic degree without an emphasis.

List the emphasis/emphases that will fall in this category and describe the specific changes that you propose.

Response>

b. **Possible Action 2: Transform/enhance/reorient/reinvent flagged emphasis/emphases** to increase enrollments and graduates.
List the flagged emphasis/emphases that you propose for this category and describe the specific enhancements, etc. that you propose. Be specific enough so that your plan can be evaluated, but limit descriptions for each emphasis to no more than 100 words.

Response>

c. **Possible Action 3: Leave the emphasis or group of emphases as is, unchanged in name(s) and substance.**
List each flagged emphasis that you propose for this category, and justify why it should be left as is. What is the relevance? What need does it fill? What would be lost if we discontinue it? Limit response for each emphasis to no more than 100 words.

Response>

Program Prioritization of Emphases and Options: BA in XXXXXXXXXXXXXXXX

This process evaluates only the emphases and options of degree programs. The entire degree program (with all emphases/options consolidated) will be evaluated in a more extensive process.

Students are often confused by an overly diverse array of choices. In addition, a complexity of emphases/options may beget a complexity of course offerings, which may in turn beget a decreased frequency of offering of required courses and overly small enrollments, which may in turn beget a slower rate of completion and lower departmental efficiency. So, all else equal: Simpler is better.

Degree: BA XXXXXXX								"Flagged" if <5	Proposed action for each flagged emphasis: "Discontinue" or "Transform" or "Keep as is" from #2 below
		Annual Graduates from each Emphasis/Option							
Emphasis/Option		**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**		**Average for last 3 years**	
XXXXX Opt 1		4	5	9	6	4		6.3	
XXXXXX Opt 2			1	3	4	3		**3.3**	>
XXXXX Opt 3								0.0	**New, no need to respond to #2**

Overall Structure and Context: Describe the reasoning behind offering the diversity of emphases/options shown above. Do the original reasons for creating the set of emphases/options still hold? Are changes warranted? (limit to no more than 150 words)

Response>

For "Flagged" emphases/options only, answer the following.

1. **Provide additional Information regarding each of the "flagged" emphases/options.**
    a. How many courses in total are required *only* by flagged emphases/options?

# courses	Level of course
	100-level courses
	200-level courses
	300-level courses
	400-level courses
	Graduate-level courses

If there are such courses, describe the budgetary impact of continuing to offer those courses to support the offering of the flagged program(s).

Response>

2. **Proposed Actions for Flagged Emphases/Options.** Choose one of the following three types of action for EACH flagged emphasis. You may refer to *groups* of emphases/options if convenient.

    a. **Possible Action 1: Discontinue flagged emphasis/emphases.** Either consolidate emphases or discontinue emphasis/emphases so that a student would graduate with a generic degree without an emphasis.

List the emphasis/emphases that will fall in this category and describe the specific changes that you propose.

Response>

b. **Possible Action 2: Transform/enhance/reorient/reinvent flagged emphasis/emphases** to increase enrollments and graduates.
List the flagged emphasis/emphases that you propose for this category and describe the specific enhancements, etc. that you propose. Be specific enough so that your plan can be evaluated, but limit descriptions for each emphasis to no more than 100 words.

Response>

c. **Possible Action 3: Leave the emphasis or group of emphases as is, unchanged in name(s) and substance.**
List each flagged emphasis that you propose for this category, and justify why it should be left as is. What is the relevance? What need does it fill? What would be lost if we discontinue it? Limit response for each emphasis to no more than 100 words.

Response>

Program Prioritization of Alternate Graduate Degrees within a Plan:

MA and M.S. in XXXXXX

This process evaluates only situations where within a particular plan (or "major" or "program"), there exist two alternate degrees (e.g., MS in Kinesiology and Master of Kinesiology). The entire degree program (with alternate degrees consolidated) will be evaluated in a more extensive process.

Alternate degrees in a graduate program typically exist to serve two different audiences: an academic audience with the MA or MS, and a professional audience with the discipline included within the degree name (e.g., Master of Kinesiology).

Degrees: MA and M.S. XXXXXX								"Flagged" if <3	Proposed action for each flagged emphasis: "Discontinue" or "Transform" or "Keep as is" from #2 below
			Annual Graduates from each degree						
Alternate degrees		2008-09	2009-10	2010-11	2011-12	2012-13		**Average for last 3 years**	
MA		2	2	0	0	0		**0.0**	**>**
MS		7	10	7	7	15		9.7	

Overall Structure and Context: Describe the reasoning behind offering the alternate degrees. Do the original reasons for creating the set of alternate degrees still hold? Are changes warranted? (limit to no more than 150 words)
Response>

For "Flagged" alternate degrees only, answer the following.

1. **Provide additional Information regarding the "flagged" alternate degrees.**
   How many, if any, courses in total are required *only* by a flagged alternate degree?

# courses	Level of course
	Graduate-level courses

If there are such courses, describe the budgetary impact of continuing to offer those courses to support the offering of the flagged program(s).

Response>

2. **Proposed Actions for Flagged alternate degrees.** Choose one of the following three alternatives for any flagged alternate degree.
   a. **Possible Action 1: Discontinue the flagged alternate degree or consolidate alternate degrees because there is not sufficient need to justify the present situation.**
      Describe the specific change(s) that you propose.
      Response>

   b. **Possible Action 2: Transform/enhance/reorient/reinvent flagged alternate degree** to increase enrollments and graduates.
      Describe the specific enhancements, etc. that you propose. Be specific enough so that your plan can be evaluated, but limit your response to no more than 150 words.
      Response>

   c. **Possible Action 3: Leave the set of alternate degrees as is.**
      If you propose to keep a flagged alternate degree, please provide a brief explanation of why it is important to do so. Limit response to no more than 100 words.
      Response>

Boise State University
Center, Institute, or Core Facility Reporting Form

Name of Center, Institute, or Core Facility:
Date Reporting Form completed:

For the purpose of periodic review per the University Policy for Centers, Institutes, and Core Facilities, please briefly describe your **Center, Institute, or Core Facility** *administratively* **and** relate it to the following domains (*quality, viability, and effectiveness*):

1. Administrative
   a. Staffing
      i. Director - include name(s), and release time (FTE) dedicated for the Center, Institute, or Core Facility; Staffing and Organizational Structure- include all other staff and release time of each (FTE) dedicated for the Center, Institute, or Core Facility; AND current space for operations and future space needs

      ii. Center, Institute, or Core Facility reporting authority (e.g., Dean's office, Department Chair, Administrative Board)

2. Quality
   a. Context
      i. Brief Chronological History

      ii. Mission

      iii. Examples of consistency with the University's "Charting the Course" strategic plan

      iv. Plans for the future

3. Viability
   a. Investment by the University [e.g., budgeted monies and/or release time granted, on-going appropriated commitment from college(s), department(s)]

   b. External Funding Awarded for fiscal years _____

4. Effectiveness (Outcomes)
   a. Examples of 'outputs' generated from the Center, Institute or Core Facilityover the last <u>two</u> years (e.g., publications, presentations, invited lectures, technical reports, student support, Graduate assistantships awarded, number of people served, policies developed)

   b. Evidence of enhancement provided to the associated academic unit(s) and college(s) by the Center, Institute, or Core Facility [e.g., increased interest, applications, enrollments to associated academic unit(s), increased service to community members, articles in newspapers and other publications, increased research productivity, increased visibility, increased quality of academic degree program(s)

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Lewis-Clark State College

Updated **Report to the State Board of Education: Program Prioritization Results**

August 13, 2014

Introduction

In May 2013, the Idaho State Board of Education (SBOE) directed the universities and Lewis-Clark State College to engage in a *Program Prioritization* process (Dickeson, 2013) to fulfill the Governor's 2008 mandate for zero-base budgeting. Institutions were asked to develop proposed outcomes or overall goals for what they hoped would be achieved in the prioritization process, along with specific targets. Weighed criteria to be used in the evaluation of programs were also required. The term *program* included any activity or collection of activities that consumes resources. Both instructional and non-instructional programs were to be considered in the prioritization process.

The SBOE has requested responses in four key areas to validate the efficacy of the program prioritization initiative. The four areas are:
- Rigor of the process
- Fulfillment of Zero-base Budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements

In this written report, Lewis-Clark State College (LCSC) details it program prioritization process and responds to the twelve (12) specific questions posed by the Board.

1. Institution's overarching goals (*i.e.* desired outcomes).

   Lewis-Clark State College identified four (4) over-arching goals/ outcomes of the program prioritization process which align with the goals of our updated Strategic Plan. The goals are closely aligned with LC's mission and core themes.

   Mission Statement
   Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.

   Core Themes
   1. Connecting Learning to Life Through Academic Programs
   2. Connecting Learning to Life Through Professional-Technical Programs
   3. Connecting Learning to Life Through Community Programs

   Goals
   1. *Sustain and enhance excellence in teaching and learning*. Goal 1 focuses on strengthening courses, programs and curricula in alignment with our Core Themes, ensuring the General Education Core achieves its expected outcomes, optimizing technology-based course delivery

1

and associated resources, maximizing interactions between faculty and students outside the classroom, recruiting and retaining highly qualified and diverse faculty and staff, and providing a safe, healthy and positive teaching-learning environment.

2. *Optimize student enrollment and promote student success*. Goal 2 includes ensuring marketing efforts to prospective students are focused, retaining and graduating a diverse student body, and maximizing student satisfaction and engagement.

3. *Strengthen and expand collaborative relationships and partnerships*. Goal 3 emphasizes increasing volunteer, internship and career placement opportunities for students, collaborating with business and industries for the beneficial exchange of knowledge and resources, increasing engagement of alumni for the advancement of the college, and advancing the college within the community, with business and political leaders and current and future donors.

4. *Leverage resources to maximize institution strength and efficiency*. Goal 4 focuses on the allocation/ reallocation of funds to support priorities and program areas significant in meeting the role and mission of the institution, assessing/ modifying the organizational structure and institutional processes to ensure the most effective use of resources, improving of campus buildings and grounds, creating a timetable for the sustainable acquisition and replacement of technology and infrastructure, and identifying and securing public and private funding in support of strategic initiatives.

There were no pre-determined limits established regarding the amount of resource potentially available for internal reallocation. Rather than elimination of programs, a premise of program prioritization at LCSC was identifying efficiencies in processes and opportunities for restructuring which ensure the quality and integrity of programs and of the institution.

2. Measurement criteria and the units of program analysis.

To establish evaluation criteria, input was solicited from faculty, staff, students and the President's Assessment Council. The criteria were applied to both instructional and non-instructional programs. Additionally, indicators and suggested data sources were identified. A detailing of the five (5) criteria and indicators can be found in the appendix. Briefly, the criteria and select indicators are:

1. Impact, justification and overall essentiality of the program
   a. Connection to the mission, state/ federally mandated, uniqueness of program
2. Quality of program outcomes
   a. Benchmarks, indicators of success (specific per program including pass rates, transfer, placement in graduate/ professional programs), and employer satisfaction
3. External Demand
   a. Enrollment demand/ trends, regional needs
4. Internal Demand
   a. Support to other internal programs, general education support, role in student retention
5. Net Revenue
   a. Program funding sources, budget allocation, student hours generated, and key ratios

2

3. Number of programs evaluated and placed in each quintile.

Prior to initiation of the program prioritization process, 163 programs participated in the annual assessment cycle at LCSC. A program was defined as any activity or collection of activities that engaged in the college Unit Assessment process. Program prioritization and preparation for the Northwest Commission on Colleges and Universities (NWCCU) Mid-Cycle report provided the opportunity to review units identified as 'programs' and make adjustments. In total, 115 programs were quintiled. This reduction in programs resulted in several gains for the institution, including stronger collaboration within units, enabling them to evaluate themselves as a whole rather than as a set of independent parts, more useful and informative data comparisons, and time savings for programs and others across campus (Directors, Deans, VPs, Institution Planning, Research and Assessment).

For each of the five (5) quintiles, action language was identified and programs were assigned to quintiles based on the action level required. The numbers of programs assigned to each action category/ quintile was based on Board guidance.

Action language for the quintiles:

Q	Expected Action
1	Highly successful: Seek additional resources
2	Highly successful: Sustain current support
3	Successful: Areas for enhancement identified
4	Multiple elements needing improvement
5	Needs or is undergoing major review/ restructure

4. For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.

To translate quintile categories into action, we assigned language to each quintile which describes the expected action (as noted above in the table).

▪ Programs assigned to quintile #1 are those which are highly successful with a strong track record of achievement based on program indicators/ benchmarks, and for which additional resources would further enhance the program's success.
   a. Instructional programs: Instructional programs in quintile one (1) are programs which meet or exceed programmatic benchmarks and are in high demand by students. With a modest infusion of resources, programs in quintile one (1) may be able to serve more students, yielding more graduates in high demand areas. Instructional/ student support programs were also assigned to quintile 1. These programs provide service to students across campus in support of student success and retention. Service delivery can be enhanced with additional fiscal or personnel resources.
   b. Non-Instructional programs: Programs which provide service broadly to either students or campus departments or are federally/ state mandated were assigned to quintile 1. These programs are highly effective and are ones for which enhanced resources could yield a greater level of service to students.

3

- Programs assigned to quintile five (5) were those determined to be in need of a major program review and / or restructuring.
  a. Instructional programs: Instructional programs assigned to quintile five (5) included programs with a track-record of declining or low enrollments, those which appear to overlap with other majors/ programs, or instructional programs and support programs requiring major review given changing SBOE policy or based on significant personnel, accreditation, or programmatic changes.
  b. Non-Instructional programs: Non-instructional programs allotted to quintile five (5) are primarily programs which do not directly support the college's mission but provide service to the community, or those programs valued by the community for which alternative funding structures/ sources are under consideration.

5. What lessons were learned (*e.g.* implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.

   Lessons learned:
   - Data at the program level are sparser and less informative than we would have liked, and Divisions/ departments keep 'shadow' databases so there's confusion as to which data sets are official. We have initiated several changes to address this issue including participation in the Delaware Study which will provide some programmatic and program-level comparison data related to costs. We are working with our data management system provider, Ellucian, to reduce reliance on shadow databases and more fully and completely utilize our software system.
   - Continued streamlining and refinement of our program and institution level assessment practices is needed, with emphasis on data analysis and actions based on assessment findings.
   - LCSC's assessment and resource allocation system provides a mechanism for implementation and tracking of action steps, action plans, and major review outcomes.

6. A narrative of the process explaining the level of rigor applied.
   - Program prioritization criteria and indicators were crafted into a questionnaire. Criteria were developed based on input from faculty, staff, students and the President's Assessment Council. The criteria were designed for application to both instructional and non-instructional programs. Additionally, indicators and suggested data sources were identified.
   - Division/ departmental level data were prepared and provided to instructional programs; for instructional programs, only institutional research-generated data was permitted in responding to the program prioritization questions. Administrative and support programs were charged with utilizing internally generated data and trends.
   - Substantive portions of the process include:
     - Programs completed the prioritization questionnaire; to ensure consistency, only institutionally provided data was applied in the responses. At each step in the prioritization process, programs were provided an opportunity for a narrative explanation or elaboration

4

to ensure administration fully understood the role and function of each program and its relative strengths and weaknesses. Programs (instructional and non-instructional) were also tasked to note additional types of data that would be most useful in supporting ongoing assessment.

- Programs shared their program prioritization questionnaire results within departments.
- Next level supervisors reviewed and provided feedback on the questionnaire.
- All questionnaires were posted to the Institutional Planning, Research and Assessment (IPRA) intranet website for review by campus stakeholders.
- Questionnaire responses were assigned numeric value and quintiled.
- The quintiles were reviewed with the Deans/ Department Directors.
- Quintiles were finalized and approved by the President.
- A memorandum detailing the process and general outcome was distributed to faculty, staff and students.
- Timelines for completion of major program reviews and action plans were established.

7. Key (blank) process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.

   Key process documents can be found in the Appendix, including:
   - Table of quintiles and indicators
   - Program prioritization questionnaire
   - GANTT chart/ Timeline/ Implementation graphic

   Web links to key LCSC processes/ documents are noted here:
   - Institutional Planning, Research and Assessment for assessment documents/ dates: http://intranet.lcsc.edu/ir/IRintranet/Assessment%20Forms%20and%20Instructions.html
   - Provost's web page for campus information on Program Prioritization: http://www.lcsc.edu/provost/program-prioritization/

8. Key milestones and dates throughout the process.

   To establish a timeline for completion of program prioritization and track process, a GANTT chart was developed. Progress was tracked on a monthly basis and reported regularly to Faculty Senate, Deans' Council, President's Assessment Council, and President's Cabinet. It was also posted to the program prioritization web page. The GANTT chart is located in the Appendix.

9. The aggregate number of programs in each quintile.

   The following tables detail the number and percentages of instructional and non-instructional programs in each quintile/ action area.

Q	Expected Action	N=115	Requirement
1	Highly successful: Seek additional resources	23	Resource plan
2	Highly successful: Sustain current support	23	Aspirational goals
3	Successful: Areas for enhancement identified	23	Action Plan
4	Multiple elements needing improvement	23	Action Plan
5	Needs or is undergoing major review/ restructure	23	Review → Action Plan

10. Was there a hold harmless predetermination for any program(s), and if so, why?

   In total, 115 instructional and non-instructional LC programs were prioritized into quintiles, including athletics, professional-technical programs, institutional planning, research and assessment, and the auxiliary enterprises. No programs were held harmless.

11. Key outcomes and recommendations.
   ▪ See #5 for Lessons Learned
   ▪ Major program review and action plan required for quintile 5 programs

   All programs in quintile 5 have received explicit direction from the designated VP, Dean and department chair regarding some elements/ expected outcomes of the required program review. Restructuring of some programs, processes, and departments is expected based on the major reviews. Review plans with outcomes and timelines are due in October 2014.

   ▪ Action plans required for quintile 3 and 4 programs

   Quintile 3 and 4 programs require an *action plan* which addresses areas for improvement identified through the usual college assessment processes. The action plans will be based on explicit direction/ expected outcomes from the designated VP, Dean and department chair. Action plans and timelines are due in October 2014. Quintile 4 action plans will address multiple elements where quintile 3 plans may be focused primarily on one key area.

   ▪ Resource plan/ Aspirational goals required for quintile 1 and 2 programs

   During the annual budgeting process, quintile 1 programs will develop a plan focused on resources needed to enhance program delivery or grow the program. Quintile 2 programs will craft a plan which includes aspirational goals such as growth targets, future collaborations, alternative delivery of programs, etc. Plans/ goals are due October 2014.

12. Timelines for next steps.
   a. What immediate steps have already been taken, if any?

   Immediate steps, actions and restructuring are already in process as a result of the prioritization and program review process. Examples:

   • Instructional Division Support Lab: reassigned one staff to the Information Technology department to better serve the technology needs of the entire campus community;

6

relocated lab in closer proximity to the instructional division; enhanced focus in support of program assessment and support to student interns and community partners (SU14).

- Summer School: Created a Program Guidance Initiative committee to assess the current summer school structure and offerings & create a slate of options for reconfiguration. Committee work completed with expected implementation SU15.
- Dental Hygiene: Explore options for partnering with an in-state school (In process).
- Region II Outreach Centers: Explore opportunities for Outreach Centers to better support students matriculating/ going on to college (FA14).
- Grant-funded Student Support Services: Explore possible synergies between grant funded student support services to save on overhead costs; use any resources saved to expand grant activity by increasing direct contact with secondary students (AY14-15).
- College Assessment: Streamline assessment processes, explore mechanisms to ensure accurate, shared data; identify mechanisms for gathering more program level data; reduce dependency on shadow databases (begin FA14).
- College Communications/ Information Technology: Reorganization with web development relocated to IT.

b. What steps will occur in the future (*i.e.* phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.

Examples of future steps resulting from the prioritization process include:

- Any program restructuring is contingent upon the major program reviews. Decisions are pending until reviews are completed and reviewed by administration.
- Accreditation by NACEP for Dual Credit: To strengthen LCSC's Dual Credit program, we will initiate the accreditation process beginning FA14. Based on the data requirements, accreditation is anticipated in approximately a 2-year timeframe.
- SBOE/ DPTE action will be required if instructional programs are restructured.
- NWCCU / SBOE/ DPTE teach-out plans if programs are closed or modified.

c. Process improvements (*e.g.* eliminate duplication, outsource, centralize services, etc.)

Examples of process improvements resulting from the prioritization process include:

- One-Stop Shop for Financial Aid, Admissions & Registrar's office to streamline student access to critical resources: These major student services offices and associated processes are being reconfigured (physical and personnel) SU14 to enhance accessibility to students.
- Merging of student advising for both academic and professional-technical programs into centralized model: All academic programs have participated in a centralized advising system for the past 3 semesters. This model has been highly successful. Beginning FA14, PTE

7

students will participate as well, reducing duplication of services, allowing better utilization of staff, and improving student access to needed services

- Anticipated: Possible merging of Dual Credit and Tech Prep functions to better serve secondary students.

Summary

Lewis-Clark State College's faculty, staff and administration are committed to our mission and meeting the educational needs of students in our service region. We strive to offer high quality, relevant programming to positively contribute to Idaho's economy.

The program prioritization process provided an opportunity to review all college programs, and was and will be helpful in making well-informed decisions on the allocation and reallocation of college resources. As major reviews are conducted and action plans are crafted, efficiencies in programming and processes is expected.

8

Appendix

GANTT Chart / Timeline

Criteria & Indicators

LCSC Unit Assessment Document Part D
(Prioritization questionnaire embedded)

Assessment/ Program Prioritization Implementation

9

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 13 2014

Task	Due Date	Complete	June/July	August	September	October	November	December	January	February	March	April	May	June	July	August
Communicate PP process to Pres Council			met													
Draft criteria/ process			met	met												
Introduce PP to faculty/ staff				met												
Introduce PP to students at Roundtable				met												
Finalize criteria Instructional programs					met											
Finalize criteria non-Instructional programs					met											
Draft indicators with students, faculty, staff, Council					met											
Finalize indicators Instructional/ non-Instructional						met										
Clarify list of programs							met									
Programs begin gathering data/ prepping for UAD cycle							met									
Revamp UAD docs/Update Campus Assmt plan									met							
Introduce revised UADs to division chairs/ programs									met							
Begin 2014 college Assessment (UAD) cycle									met							
UADs presented within Divisions/ Departments										met						
UADs presented to FAACs											met					
Deans, Directors present recommendations to VPs												met				
Meet with OSBE staff to determine details of August presentation to SBOE												met				
Initial population of quintiles by President's Cabinet												met				
Assign 'action verbiage' to quintiles -President's Cabinet													met			
Quintiles/ findings reviewed by Assessment Council														met		
Dissemination/ Comment period for fac, staff, students, Assmt Council														IP	met	
Quintiles amended based on discussion; dissemination														nm		
Quintiles finalized														IP		
Plans created for programs in lower quintiles (due October 2014)														IP		
VPs/Deans begin planning for implementation of recommendations															IP	
Written report/documentation to SBOE																
Presentation to SBOE																
Share implementation plans with faculty/ staff																
Implementation of recommendations																ongoing

10

Lewis-Clark STATE COLLEGE

Program Prioritization Criteria and Indicators

Criteria	Indicators	Data & Sources
1. **Impact, justification, and overall essentiality of the program**	• Is this program mandated by Federal, State, or Idaho State Board of Education policy? • Is the program part of the college's mission? What is the connecting relationship between this program and achievement of the institution's mission? • Does the program enhance the college's reputation and benefit the institution? • Does the program respond to a unique societal need that the institution values; to what extent does this program help the institution differentiate itself from other colleges and universities? • In the last 2 years, has the context changed in which the program is expected to operate?	• Mission statement • Strategic plan • Potential to be state or regional leader • Political influence • Long-term need vs. short-term demand
2. **Quality of program outcomes**	• What are the program's indicators of success/ benchmarks and to what degree are they met? • What other examples of exemplary performance do program students/ graduates demonstrate? • How successful are program graduates in attaining graduate and professional school admission? • What are the degrees of student, alumni, employer, and advisory board satisfaction? • For two year and transfer programs, did students articulate well into upper-division success at LCSC or the receiving institutions? • How successful are program graduates in finding employment in the area in which they studied?	• Pass rates, graduation rates, employment rates • Measures of grad satisfaction • Transfer/ acceptance rates to grad/ prof pg • Recognition/ Awards • Employer satisfaction • Alumni support • Faculty Awards
	• Define the program's external (primary) customers/ stakeholders. To what degree are they served by the program?	• U.S. and Idaho DOL projections

11

3. External demand for the program	• What is the likely potential for future enrollment and/ or demand for the program (Department of Labor projections; regional/ national projections)? • What other forces are at work in the surrounding environment that affect this program? Include any state/ federal demands/ requirements • Do external demands suggest that the institution continue this program? • Has the enrollment in the program remained steady, declined, or grown over the last five years; are there more students interested in the program than can be served?	• Enrollments • IPEDS reports • College Board data • Employer feedback • Student application info • Offer to acceptance rate
4. Internal demand for the program	• Define the program's internal (secondary) customers/ stakeholders. To what degree are they served by the program? • What is the relationship of this program to the success of other programs? • In what ways would other programs suffer, or possibly fail, without the service courses offered by this program? • What proportion of enrollments are for major, minor, general studies, or service purposes? • What role does this program play in student retention?	• Enrollments • Programs that support majors, minors of other programs • SCH generated by major, minor, gen ed and service courses • Projections of future demand
5. Net Revenue	• Number of personnel directly supporting program. • Budget allocated for the program. • How many students (clients, customers, patrons) are being served? Attendance at performances? • Degrees or certificates awarded? • What is the number of student credit hours generated? • Number of students managed under program/ projects overseen by program? • Ratios: certificates or degrees/ faculty or personnel; credit hrs/budget; personnel/ students. • What are the programs funding sources? • Does the program generate income to assist with any of the costs of operation? Does the program provide services to another program that does generate revenue? • Does the program receive outside funding (grants; state agencies)? • Are any funds the institution receives specifically tied to the success of the program?	• IPRA data sets • IPEDS reports • Performance Measures report • Grants • Budget reports • Costs per FTE student • Special program fee income

12

Unit Assessment Document (UAD) Template
Part D—Annual Program Assessment Report
January 2014

UAD General Instructions: Submit your Unit Assessment Document (UAD) draft and any supporting documents in <u>Microsoft Word/Excel</u>-compatible format—PDF files will not be accepted. Use 1.5 inch left margin for "portrait" orientation pages and 1.5 inch top margin for "landscape" orientation pages. Copies of the President's assessment guidance, UAD formats, timelines, program data, PGs, FAAC information, previous years' UADs, etc., are available on the IPRA "assessment and planning information" intranet website. If you have questions related to the program assessment process or UAD formats, please contact your supervisor or IPRA at 792-2162.

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Purpose: Part D is prepared by each unit at LCSC to report on annual program assessment findings. Part D documents are reviewed by higher level supervisors as well as by LCSC assessment committees—Division/Department Assessment Committees (DACs) and Functional Area Assessment Committees (FAACs). In cases where a major, multi-year program review (for example, a specialized accreditation evaluation) has taken place during the year, the Part D will be used to summarize/complement the results of the more extensive program assessment.

This year's Part D template includes a questionnaire which addresses the five criteria in LCSC's SBOE-approved Program Prioritization rubric, i.e.:
   1) centrality/essentiality of the program to LCSC's mission
   2) quality of program outcomes
   3) external (primary customer/stakeholder) demand
   4) internal (secondary customer/stakeholder) demand
   5) resources/efficiency (net costs/revenues)

Part D is also used to show the impact of the assessment process on the planning/budgeting process. It documents actions which have been taken in response to previous assessment cycle findings, and it provides a forecast on anticipated recommendations related to resources (personnel, equipment, space, facilities, etc.) and policies/procedures for consideration during the next UAP planning cycle.

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Due Date: Program Assessment Monitors will submit Part D reports to the next higher supervisory level (e.g., to division chairs for most academic and professional-technical instructional programs; to deans or vice-presidents if that is the next supervisory level above the program assessment monitor; or to the President for Direct Reporting Units) by 5:00 pm, February 14, 2014. Upon receipt, supervisors will consolidate and email copies of the Part D reports from their units to IPRA for posting on the "assessment and planning information" intranet website. Supervisors are responsible for ensuring that all updates made to UADs during the course of the year are forwarded to IPRA so that the most current versions are posted.

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Part D Template: Note –the format below is to be used for all instructional and non-instructional programs. Deans and Vice Presidents may provide additional instructions which are applicable only to their respective units. Check with your supervisor for any special instructions before filling in your Part D. Strive for clear and concise reports. Instructions and examples in blue text should be deleted before submitting your report.

13

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Name of Unit (Reporting Chain): [Example: Humanities Division (Acad. Programs)]
Program:
Program Assessment Monitor:
Date Submitted and Period Covered by the Report: [Part D normally reflects program performance over the current academic/fiscal year. Indicate if the report is for a different period.]
Current as of: [Leave blank. Supervisors enter date in red when updates are made.]

Brief Program Description: [Provide a brief snapshot of the program. What are its key components, sub-functions and purposes? Who are the primary customers and stakeholders? Are there external agencies that regularly assess the program?]

Program Objectives, Performance Measures, Benchmarks, and Results:
[Note: For this year's assessment cycle, the above list of items is duplicated in the Program Prioritization Questionnaire section on Criterion #2, "Quality of Program Outcomes." As a short-cut, Program Assessment Monitors may omit listing these items twice and state: *"See the list of program objectives, performance measures, benchmarks, and results in the response to Criterion #2 in the Program Prioritization Questionnaire."*]

[List the following for each program objective. The first three items—Objectives, Performance Measures, and Objectives—should reflect the Part B list for the program.]
- Program Objective
- Performance Measure(s) for the objective
- Benchmark(s) for the objective (performance target you established to measure success)
- Results: Actual/projected outcome, and whether benchmark was attained.
- Remarks, if needed

Other program performance results or ratios (not listed in Part B), if any, which you used to assess the program (including any data or ratios requested by your functional area supervisory chain). [If any of these additional or assigned measures pertain to one of the five criteria in the Program Prioritization Questionnaire, do not repeat here but state *"See Program Prioritization Questionnaire."*]

Examples:
A. Total student credit hours.
B. Student credit hours passed.
C. Student major count.
D. Total certificates/degrees awarded.
E. Number of requisitions processed.
F. Student financial aid dollars distributed.
G. Adjunct appropriation for 2013.

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Program Prioritization Questionnaire

Criterion 1: Impact, justification, and overall essentiality of the program

Which of the following most accurately describes the program? (Select A, B, or C)

14

A. This program is <u>mandated</u> by Federal, State, or Idaho State Board of Education policy (cite specific code or policy reference in remarks, below) and/or is assessed to be <u>absolutely essential</u> to carrying out LCSC's assigned mission and strategic plan.

B. This program makes an important contribution to LCSC's ability to carry out its assigned mission and primary areas of emphasis, but its objectives could potentially be achieved by other programs or the function(s) could be out-sourced to other agencies. Were this program not in place, there might be negative (but not "fatal") impacts to essential LCSC programs and services.

C. The program supports or complements other core functions at LCSC but is non-essential. While the program is a benefit to the institution and its stakeholder base, it is not considered essential in its own right, nor is it essential to the support of one of LCSC assigned primary emphasis area programs.

Check one of the following: A. ___   B. ___   C. ___

<u>Justification</u>: Briefly outline your rationale for suggesting a rating of A, B, or C, above. For mandatory programs (those which you propose should be in category "A"), cite the applicable statute or policy which supports that rating. For programs in Category B (important, but not absolutely essential) describe the connecting relationship between this program and achievement of the institution's mission or to essential LCSC programs and services.

<u>Other Remarks</u>: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. Does the program enhance the college's reputation and benefit the institution? Does it respond to a unique societal need that the institution values or help the institution differentiate itself from the crowd of other colleges and universities? In the past two years, has the context changed in which the program is expected to operate?]

_____

Criterion 2: Quality of Program Outcomes

Step 1: Summarize the objectives for the program; the methods (assessment tools, metrics, benchmarks, targets) you use to determine whether the outcomes of the program are meeting the stated objectives; and the results of your assessment of the program's performance this year.

[List the following for each program objective. The first three items—Objectives, Performance Measures, and Objectives—should reflect the Part B list for the program.]
- Program Objective
- Performance Measure(s) for the objective
- Benchmark(s) for the objective (performance target you established to measure success)
- Results: Actual/projected outcome, and whether benchmark was attained.
- Remarks, if needed

Step 2: Based on the results of the assessment tools/metrics above, which of the following statements most accurately describes the program.

15

A.   The program consistently achieves its objectives and meets or exceeds its established targets/benchmarks.

B.   The program is approaching its established performance benchmarks and there is a positive trend line indicating it will meet and sustain its targeted level of performance.

C.   The program is not currently meeting its defined objectives/targets/benchmarks. Recent trend line of performance is flat or negative.

Check one of the following: A. ____   B. ____   C. ____

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C, above. Keep narrative brief, but provide enough detail for reviewers outside your unit to determine what criteria are being used to define program success, and whether the program's goals are being attained.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. What examples of exemplary performance does the program demonstrate? What are the degrees of student, alumni, and employer satisfaction? For two-year and transfer programs, did students articulate well into upper-division success at LCSC or the receiving institutions? How successful are program graduates in seeking graduate and professional admission?]
_____

Criterion 3: External demand for the program

Step 1: Define the "external" or "primary" stakeholders for this program (as distinct from any internal or secondary stakeholders described under Criterion #4, "Internal/Secondary Demand").

Step 2: Based on your external or primary stakeholder base, as defined above, which of the following most accurately describes the program?

A.   This program directly serves or impacts all or nearly all of the stakeholders in the defined external or primary target population. [Example: all LCSC students (3,000 students representing 90% of the targeted population of all degree-seeking students), all Professional-Technical Students, all community attendees at LCSC Athletic Events, all LCSC employees].

B.   This program directly serves or impacts greater than one half of the stakeholders in the defined external or primary target population. [Example: about one-half to two-thirds of students who live in the Residence Halls, half of the employees on main campus, etc.].

C. This program serves a selected number of stakeholders (less than one half) within the defined external or primary stakeholder base. [Example: this program typically supports 5% of LCSC students who participate in domestic and/or overseas exchange programs, or 10% of LCSC employees who need special physical accommodations in their work area].

Check one of the following: A. ____   B. ____   C. ____

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C above. In your response, indicate the absolute (approximate when no real numbers are available) number of stakeholders served, as well as the percentage of the targeted external or primary stakeholder base which that number represents. When applicable, use data specified by your supervisor. Cite data source documents.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. Has the enrollment/use of this program remained steady, declined, or grown over the last five years? Are there more students interested in the program than can be served? What is the likely potential for future enrollment in/use of the program? What other forces are at work in the surrounding environment that affects this program? Do external demands suggest that the institution continue this program?]

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Criterion 4: Internal demand for the program

Step 1: Define the "internal" or "secondary" stakeholders for this program (as distinct from the external or primary stakeholders described above under Criterion #3, "External/Primary Demand"), if applicable.

Step 2: Based on your internal or secondary stakeholder base, as defined above, which of the following most accurately describes the program?

A. This program directly serves or impacts <u>all or nearly all</u> of the stakeholders in the defined internal or secondary target population

B. This program directly serves or impacts more than one half of the stakeholders in the defined internal or secondary population.

C. This program serves a selected number of stakeholders (less than one half) within the defined internal or secondary stakeholder base. Use category "C" for programs which do not have a significant secondary stakeholder base.

Check one of the following: A. ____   B. ____   C. ____

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C, above. Describe the absolute numbers (approximate when no real numbers are available) as well as the percentage of

17

people served within your defined external or primary stakeholder base. Whenever available, use data provided by IPRA. Cite data source documents.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. What is the relationship of this program to the success of other programs? What proportion of enrollments are for major, minor, general studies, or service purposes? What programs would suffer, or possibly fail, without the service courses offered by another program? What role does this program play in student retention?]

_____

Criterion 5: Net Revenue/Cost Factors

Step 1: Input Analysis: Review and confirm personnel/budget/output metrics provided for this program by IPRA, the Budget Office, and, if applicable, your supervisor.
- Number of personnel (non-duplicated, based on proportion of time spent on program) directly supporting the program.
- Budget allocated for the program (PC, OE, CO, and IH costs) and source of funds (General Education, Professional-Technical Education, Local, Grants/Auxiliaries, Gifts, Program Revenues).

Step 2: Output Analysis: Review and confirm the key output numbers for your program (including any measures specified by Administration in consultation with Division/Department supervisors, Deans, etc.):
- Output measure 1: (example: student credit hours passed)
- Output measure 2: (example: number of students majoring in program).
- Output measure 3: (example: number of students who received a certificate)
- Output measure 4: (example: number of student cases managed under program)
- Output measure 5: (example: number of projects overseen by program)

Step 3: Ratio Analysis: Review and confirm the ratios of inputs/outputs or outputs/inputs derived from the above data:
- Ratio 1: (example: number of certificates/degrees awarded annually divided by number of faculty/ personnel assigned to the program)
- Ratio 2: (example: number of credit hours passed in the program divided by the funds budgeted to support the program)
- Ratio 3: (example: number of personnel directly supporting the program divided by the number of students majoring in the program)

Step 4: Which of the following statements most closely describes the funding model for your program?

   A.   This program relies primarily on appropriated funds (General Education, Professional-Technical Education, and/or student fees) to sustain its operations.

B. This program depends upon appropriated funding, but generates a significant percentage (greater than 30% of total budget) from external sources such as federal or state grants, private gifts, or resources provided to the program by a collaborating institution.

C. This program is a self-supporting or auxiliary type operation which receives between zero and ten percent of its operating dollars from appropriated funds.

Check one of the following: A. ____   B. ____   C. ____

Justification/Remarks: If desired, briefly explain or provide additional comments related to your selection of "A, B, or C" above, or to any of the input measures, output measures, or input/output ratios.
_____ (**End of Questionnaire Section**_____

RESULTS

Briefly summarize the results of your annual program review using the three categories listed below (strengths, opportunities for improvement, and other insights/findings). How well is the program meeting the goals you have established to meet the needs of your students, customers, and/or other stakeholders? What actions are you taking (or recommending for action) to improve the program, based on your assessment findings?

[Provide a brief, clear, executive summary of the results of your program review. If a lengthy, more detailed assessment report also was prepared (e.g., in response to a specialized accreditation evaluation), cross-reference this in your remarks—do <u>not</u> need to repeat all details of an extensive program review in this report if documented elsewhere. Remember that unit supervisors, division chairs, deans, vice presidents, and colleagues from other functional areas, etc., will read your report—strive to make your report comprehensible to lay readers.]

Strengths: Which aspects of the program are going well? What do you see as positive trends? What are the program's success stories, and to what do you attribute that success? What positive feedback have you received from students, customers, auditors, and other stakeholders? Did any program changes you made in response to last year's assessment findings have a positive impact?

Opportunities for Improvement: What areas need improvement within the program? What program or process weakness did you observe? Are there areas for improvement that require assistance from outside sources (resources, expertise, process/policy revisions, training)?

Other Insights/Findings/Comments: What other significant findings emerged from your annual program assessment? Did you develop any specific suggestions or recommendations for improving your program or other programs/processes at LCSC which support your program?

Impact on Upcoming Planning Cycle: Briefly comment on any findings that may impact next fall's strategic planning and Unit Action Plan process. Outline any other key points that should be elevated through your supervisory chain to the administration or to sister-units.

19

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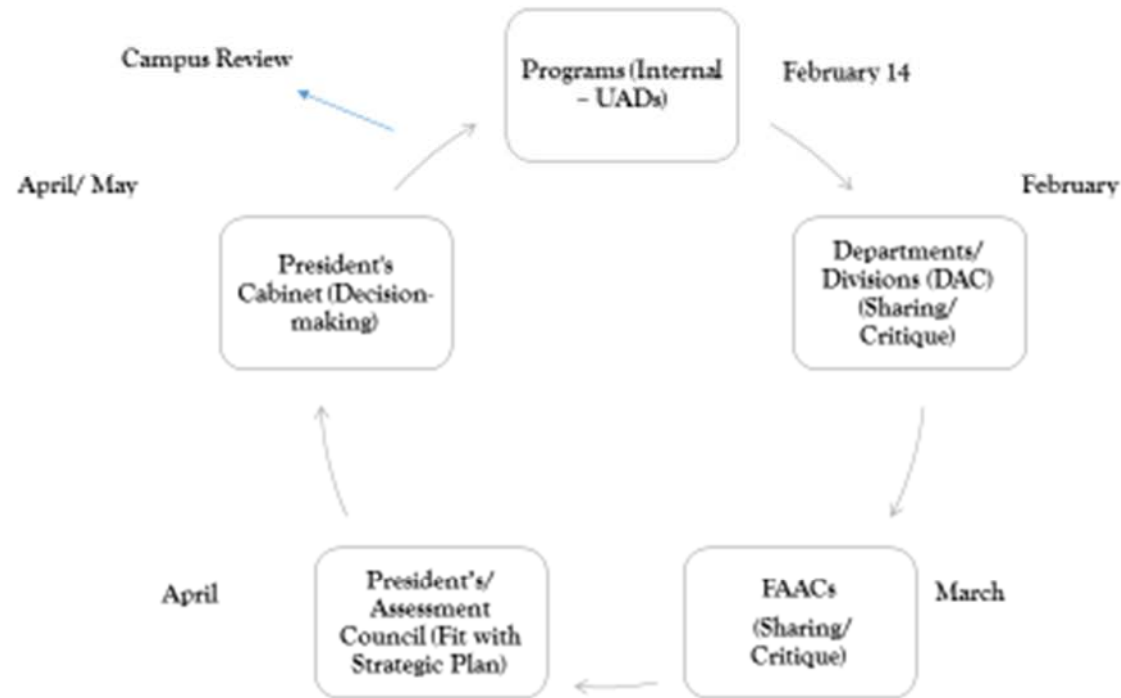**Program Assessment Monitor Name:**
Date of Submission:

First-Level Supervisor Review: [Comments, Name, Position, Date]

Second-Level Supervisor Review: [Comments, Name, Position, Date]

Vice-President Review (President for DRUs): [Comments, Name, Position, Date]

20

Assessment Cycle/ PP Implementation

Campus Review

Programs (Internal – UADs)   February 14

April/ May

President's Cabinet (Decision-making)

Departments/ Divisions (DAC) (Sharing/ Critique)   February

President's/ Assessment Council (Fit with Strategic Plan)   April

FAACs (Sharing/ Critique)   March

7/10/2014

21

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