Doctoral Program Prioritization
Agenda: Thursday, November 30, 2017
3:00-4:30 pm President's Conference Room

	Members				
x	Anne Camper- COE	x	Jayne Downey- Education	x	Alan Dyer- PSPP
x	Tamela Eitle- OAA	x	Ian Godwin – Planning/Analysis	x	Patrick Hatfield- ARS
x	Jordy Hendrikx- Earth Science	x	Jeffrey Heys- ChBE	x	Karlene Hoo-Graduate School
x	Yves Idzerda- Physics	x	Clemente Izurieta- CS	x	Timothy LeCain- History
x	Joshua Meyer – Graduate Student	x	Nicol Rae- CLS	x	Sarah Shannon- CON
x	Robert Walker - Chemistry		Jovanka Voyich-Kane- MBI		

1. Update from Faculty Senate (Clem Izurieta)
   a. An update of presentation at Faculty Senate was received well because of the transparency of the process.
      i. Concerns
         1. Use and definition of the word "prioritization"
         2. Data sources
         3. Meeting access to the general public
         4. Methods for communicating feedback to the committee
      ii. Suggestion: an FAQ section on the DPP web site
2. Update on DPP Web site development, and Box access (Julie Heard)
3. Status of committee access to Academic Analytics (Ian Godwin)
   a. Deans and Department Heads have access, all others have been requested.
4. Comments on process and charge documents (All)
5. Dickenson's Book Chapter 5: Criteria – What do we want to keep and what do we need to add? (Hoo led discussion) See Slides.
   a. Data Sources: Qualitative and Quantitative
   b. Benchmarking- comparing our practices with best practices among peer intuitions, is invaluable for program improvement purposed, but for prioritization purposes, we are comparing internal programs to each other.
      - History, development and expectation
      - Internal demand
      - External demand
      - Quality of program, inputs and processes
      - Quality of program outcomes
      - Size, scope, productivity
      - Cost and other expenses
      - Impact, justification and overall essentiality
      - Opportunity analysis
      - Revenue and other resources generated to be

Questions:
- Should the charge from the Provost be expanded to increase PhD programs instead only reviewing current programs?

Action for the next meeting
- Each committee member was charged to come up with five criteria, include data sources
- The criteria are to be in rank order with justification
- The list of five are to be sent to Julie Heard by 12/ 12 (Tuesday)

Next scheduled meeting – Thursday December 14 at 3:00 p.m.

Presented at the 11/30/17 DPPC meeting
Content was excerpted from R. Dickeson's
Book on Academic Prioritization

Karlene A. Hoo

The Graduate School

Dickeson's Book: Chapter 5
Criteria *with respect to a Program*

- History, development, and expectation
- Internal demand
- External demand
- Quality of program inputs and processes
- Quality of program outcomes
- Size, scope, productivity
- Costs and other expenses
- Impact, justification, and overall essentiality
- Opportunity analysis
- Revenue and other resources generated [or to be]

Data Sources
Qualitative and Quantitative

Benchmarking – comparing our practices with best practices among peer institutions, – is invaluable for program improvement purposes, but for **prioritization purposes**, we are comparing internal programs to each other.

History, development, and expectation

- Why was the program established?
- What are its academic antecedents?
- How has the program evolved over the years?
- What were the institution's original expectations?
- How have those expectations changed?
- What were the origins of initial support?
- What is the degree to which the program has adapted to meet change? In demographics, for example
- What is the maturity level of the program?
- What progress is the program making? What is the overall visibility of the program?
- Has the context changed within which the program is expected to operate?
- Would this program meet the expectations that the institution now places on new programs for approval today?

External demand

- External demand is knowable and calculable
- Demand will presage the viability of academic programs
- Consider looking at trend lines over time
- What has been the local demand trend? Over 5 years?
- How is demand being met by competing institutions that offer same program?
- What is the likely potential for future enrollments?
- Are resources for the program under– over-allocated for the future?
- Is the program offered at a level that corresponds to demand?
- Will the numbers and interests foretell a continuing need for the program?
- What other forces are at work in the surrounding environment that affect the program?
- Do the external demands suggests that the institution continue this program?

Internal demand

- Many academic programs are necessary to support other programs to develop well-rounded graduates.
- What are the enrollments in courses required for 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?
- Some programs have a significant presence in the college's general education programs? For example, philosophy
- Are there other internal claims on the program's resources that should be revealed?
- Is there potential for internal demand because this program may have pioneered new approaches to collaborative learning.
- Scoring is based on rating the relative dependence the campus has on this program.

Quality of program inputs and processes

- Meritocracy Inputs: quality of faculty, students, facilities, equipment, other necessary resources.
- Quality inputs do make a significant difference in sustaining quality.
- Criterion seeks to address the quality of a program's inputs and evaluate the processes that may be in place to take advantage of those resources.
- Faculty & staff: numbers, profile
- Percentage of instruction offered by full-time faculty
- Curriculum
- Student type/profile
  - Selective admissions tend to attract students more likely to persist

Faculty & staff: numbers, profile

- Proportion of faculty with terminal degrees appropriate for the field
- Years of experience in the discipline
- Expertise in related fields that bear on the discipline
- Scholarly and creative contributions to the discipline
- Recognition afforded them
- In terms of credentials, skills, and capacities – how good are they?
- How intellectually current?
- How available are qualified faculty and staff?
- If retain or expand, what are the potential personnel resources in the discipline, the market conditions, the trend lines?
- Can we attract and retain the people necessary to make the program successful?
- How do our faculty and staff stack us against peer comparable institutions or competitor institutions?

Percentage of instruction offered by full-time faculty

- PTF cannot maintain the continuity, stability, and ongoing rigor required of full and active participation in academic planning, programming, advising, scholarship, and service to sustain academic program preeminence.

- Avoid bifurcation of the academy: an institution must maintain appropriate balance between the stability represented by T/TT on one hand and the flexibility of employing PTF on the other.

- Avoid student complaining of "rent-a-prof"

- A program's quality may suffer to the extent that less than full time human resources increase.

PTF: part-time faculty

Curriculum

- Is the curriculum of the program appropriate to the depth, breadth and level of the discipline?
- How coherent is the discipline?
- Is the curriculum designed to provide integration or is the student expected to do the integration?
- How dynamic is the curriculum?
- When was the last reform or overhaul of the curriculum to ensure comprehension?
- How internationalized is the program?
- How is it subjected to meaningful analysis?
- Does the program enjoy specialized accreditation?
- Has the program successfully shifted the delivery of the curriculum to meet the changing needs of the students (i.e., evening, online)

Quality of program outcomes

- An outcome's approach places the emphasis on assessing performance
- What examples of exemplary performance does the program demonstrate?
- What are test scores on nationally standardized instruments that measure attainment?
- What are the degrees of student satisfaction? Alumni satisfaction? Employer satisfaction?
- How well do program faculty achieve in measures of teaching effectiveness?
- What is the track record of the program faculty in producing research accepted in juried publications or peer-reviewed electronic scholarship?
- What results can be documented for program quality?
- Is there external validation of quality?
- What is the degree to which program outcomes mirror best practices of similar institutions?
- How has the program brought beneficial recognition to the institution?

Size, scope, productivity

- How many students are being served?
- How many faculty and staff are assigned?
- What resources are committed?
- What are the number of credit hours generated?
- Degrees or certificates awarded?
- Research developed?
- Creative efforts produced? Attendance at performances?
- How productive is the program?
- What is the scope of the program – its breadth and depth?
- Is the academic content of the discipline honestly represented with respect to breadth and depth?
- Is there sufficient critical mass?
- Is the program of sufficient size and scope to affirm that it can be conducted effectively?
- What is the minimum number of faculty and students required to be designated as a department?
- Does information analysis suggest opportunities for consolidation or restructuring?

Costs and other expenses

- What demonstrable efficiencies in the way the program is operated are beneficial to the institution?

- What investment in new resources will be required to bring the program up to a high level of quality?

- Is the additional investment worthy of their institution's achievable aspirations?

Axiom: *Some programs are more costly than others*
Some programs are more productive than others

Impact, justification, and overall essentiality

- What impact has this program had or does it promise to have?
- What are the benefits to the institution of offering this program
- What is the connecting relationship between this program and achievement of the institution's mission?
- How essential is this program to the institution?
- What is the relationship of program to the success of other programs?
- Does this program serve people in a way that no other program does?
- Does it respond to unique societal needs that the institution values?
- How is this program linked with the institution's overall strategy?

Opportunity analysis

- What external environmental factors affect the institution in such ways that opportunities are created?
- And among these which ones might this program seize?
- Are there opportunities for the program to continue but in a different format?
- Are there opportunities for productivity gains that would salvage the program?
- What about collaborative or cooperative relationships with other programs?
- With other institutions?
- Where is duplication unavoidable?
- What is the potential for re-engineering the way the program is delivered?
- Is this program poised to transform itself in new and different ways?

Revenue and other resources generated