Office of the Chancellor

MEMO TO: Mun Choi, Ph.D., President

FROM: Chris Maples, Ph.D., Interim Chancellor
Robert Marley, Ph.D., Provost and Executive Chancellor
Walter J. Branson, Vice Chancellor for Finance and Administration

DATE: May 31, 2017

RE: Short-term and Long-term Budget

We are submitting for your approval Missouri S&T's short and long term budget plans. The changes since the draft submission include some very minor wording changes as well as updates to the number of positions being eliminated.

The economic challenges facing higher education are reaching critical levels. Due to substantial reductions in state funding, limited international enrollments, decreases in out-of-state students; the campus has been forced to make difficult budgetary decisions. Reductions are not made within a vacuum but instead are transparently guided by those within the campus community. The proposed decisions support the mission of the university and focus on strategically investing in areas of excellence.

SHORT-TERM PLAN
Missouri S&T has balanced the budget for fiscal year 2018 through strategic budget cuts and campus realignment efforts. Three guiding principles were adhered to throughout this budget reduction process: 1) protect the academic core; 2) protect revenue streams; and 3) perform cuts strategically. The campus proposes eliminating two vice chancellor roles (Vice Chancellor for Global and Strategic Partnerships and Vice Chancellor for Human Resources, Equity and Inclusion), 36 vacant staff positions, and less than 10 occupied staff positions (no faculty positions were eliminated). These are the initial reductions, but we anticipate further changes as we continue to review operations and identify efficiencies.

Protecting the academic core resulted in academic departmental reductions at less than one percent with the overall provost reduction being three percent. Other administrative units on campus would be reduced six percent. This proposed reduction scenario results in $8.4 million available for balancing our fiscal year 2018 budget with $2.3 million left for strategic investment. Our campus proposes to allocate $1 million for miscellaneous instruction, $1 million for faculty support, and $250,000 for phone-a-thon which decreases the gift tax from 28

percent to five percent resulting in more monies directly going to academic departments [attachment 1].

Based on retirements and optimizing operations, a proposed campus reorganization was developed. This chart was also made available to the campus through email and feedback was collected electronically and in writing during open forums. During this process it was identified that one proposed position (Chief Diversity Officer) needed further clarification and parameters and these changes have been reflected on the organizational chart [attachment 2].

LONG-TERM PLAN

The aforementioned cuts all relate to the short-term plan to balance the budget for fiscal year 2018. The long-term budget plan (fiscal year 2019 and beyond) will utilize a comprehensive approach to identifying programs of excellence through a prioritization process. This process will involve all academic and non-academic programs. In order to define excellence, the process will utilize consistent forms [attachment 3], consistent data measures, demand-driven analysis, and national benchmarking. Programs will identify five key areas: 1) Relevance - importance of the program and its connection to the strategic plan and university mission; 2) Quality - impact to the university and learning outcomes; 3) Productivity - quantity of output in comparison to national benchmarking; 4) Efficiency - utilizing resources such as funding, people, and space efficiently and effectively; and 5) Opportunity - potential enhancement of the program if additional resources were identified. This process should identify what programs are excellent, those critical to the mission of the university, where to strategically invest and possibly where to consolidate or reduce.

TRANSPARENCY

Transparency throughout this reduction process has been a critical element. In April, several budget open forums occurred and the budget task forces reviewed the budget and provided valuable input. Based on preliminary feedback, the Office of Sponsored Programs was originally slated for a five percent reduction and this was changed to less than three percent. In May, several forums reviewed the proposed budget plan and campus prioritization [attachment 4]. The forums were provided to: Faculty Senate officers, department chairs, student leaders, budget task forces, center directors, signature area leaders, consortia leaders, office of sponsored programs, staff council, vice provosts, vice provost and deans, and two open campus forums. The budget information was distributed in an email campus-wide. Feedback was collected both electronically and in writing at the open forums.

CGM: RH
Attachments

2018 Missouri S&T Budget Tracking Worksheet

Revenue Shortfalls & Cost Increases

State Appropriations	(5,111,581)
Tuition and Enrollment	1,362,200
Unavoidable Cost Increases	(1,400,000)
Strategic Investments	(3,605,619)
Total Beginning Shortfalls	**(8,755,000)**

Short-term Cuts & Revenue Enhancements

Academic Units	183,784
Other Provost Units	2,501,006
Administrative Units	2,044,519
Other Budget Realignments	2,152,454
Indirect Cost Recovery Adjustment	450,000
State Approp Line Item Reductions	1,455,000
Total Realized from Short-term Cuts & Revenue Enhancements	**8,786,763**

Total Shortfall included in FY 18 Budget	**31,763**

Additional Annual Impact of Short-Term Cuts	-

Minimum Target for Long-Term Cuts	**31,763**

Long-term Plans

Academic Mission Realignment

Reviewing under comprehensive program prioritization	TBD
	-

Revenue Enhancement

Reviewing under comprehensive program prioritization and Fiscal Sustainability Task Force	TBD
	-

Resource Allocation

Reviewing under comprehensive program prioritization and Fiscal Sustainability Task Force	TBD
	-

Administrative Review

Reviewing under comprehensive program prioritization	TBD
	-
Total Targets for Long-term Cuts	**-**

2018 Missouri S&T - Revenue Shortfalls and Cost Increases Detail

State Appropriations Detail:	Amount
Core Reduction	(3,656,581)
Line Item Reduction	(1,455,000)
Total State Appropriation Changes	(5,111,581)

Tuition & Enrollment Detail:	
Enrollment Increases (Decreases)	(5,129,148)
Tuition Increases (Decreases)	7,535,136
Student Aid Program Changes	(1,043,788)
Total Tuition Revenue Changes	1,362,200

Unavoidable Cost Increases Detail:	
Insurance	(200,000)
Promotion & Tenure	(200,000)
Utilities	(125,000)
Bad Debt - Uncollected Grants	(200,000)
M&R for Additional Facilities	(175,000)
Graduate Aid	(500,000)
Total Unavoidable Cost Increases	(1,400,000)

Strategic Investments	
Additional faculty positions and faculty support positions	(1,000,000)
Supplemental Core Instruction funding	(1,000,000)
Phonathon funding	(250,000)
Increase Enrollment Contingency	(1,355,619)
	-
Total Strategic Investment	(3,605,619)

Total Beginning Shortfalls	(8,755,000)

2018 Missouri S&T - Short-Term Plans

Short-term plans are known actions with known results that will be executed by the campus during FY 2018. Short-term plans have already been identified and will be executed. Actual savings are known, actions are certain, and included in budget.

Name	Description	Reasons	Explanation	Implementation Date	Responsible Party	FTE Reduction Vacant	FTE Reduction Occupied	Savings 2018	Savings Recurring Annualized
Academic Units	Instructional Academic departments within the Colleges	Staffing Efficiencies	Eliminate funding for vacant staff positions	7/1/2017	Provost	2.0	-	183,784	183,784
Other Provost Units	Non-Academic units currently reporting to Provost	Program Consolidation, Efficiency & Cost Savings	Eliminate vacant staff positions; Research center merger; E&E reduction; Salary savings from faculty lines filled at lower rate than prior incumbent; Reduce lab improvement match funding;	7/1/2017	Provost	14.0	-	2,501,006	2,501,006
Administrative Units	All other campus units	Program Consolidation, Efficiency & Cost Savings	M&R budget reduction; Eliminate staff positions; Savings from staff retirements; Savings from closure of golf course; Reduce E&E budgets	7/1/2017	VC - Finance & Operation	19.0	11.0	2,044,519	2,044,519
Other Budget Realignments	Budget Realignment	Program Consolidation, Efficiency & Cost Savings	Reorganization savings; FLW Program distance revenue converted to general revenue; Savings from new positions filled at rate lower than budgeted; Savings from new Center for Advancing Faculty Excellence	7/1/2017	VC - Finance & Operation	1.0	3.0	2,152,454	2,152,454
Indirect Cost Recovery Adjustment	Indirect Cost Recovery Adjustment		Early estimates anticipate an increase					450,000	450,000
State Approp Line Item Reductions	MSU Engr Expansion and Clay County Engr Program reductions			7/1/2017	VC - Finance & Operation			1,455,000	1,455,000

2018 Missouri S&T - Long-Term Plans

T he campus will execute long-term plans beginning next year to address shortfalls and to fund future investment. Long-term plans have actions with a current unknown result because not all decisions have been made. Actual savings are unknown, and specific actions are also unknown, so actual results will vary from target. Each action has an associated dollar target and timeframe for plan execution. Campuses are expected to plan for total targets to exceed remaining budget shortfalls due to execution risk.

Name	Description	Target Date	Responsible Party	Targeted Savings	Reasons	Explanation
	Academic Mission Realignment					
	Reviewing under comprehensive program prioritization	12/31/2017	Program Assessment Committees and Interim Chancellor Maples	TBD		
	Revenue Enhancement					
	Reviewing under comprehensive program prioritization and Fiscal Sustainability Task Force		Program Assessment Committees and Fiscal Sustainability Task Force	TBD		
	Resource Allocation					
	Reviewing under comprehensive program prioritization and Fiscal Sustainability Task Force		Program Assessment Committees and Fiscal Sustainability Task Force	TBD		
	Administrative Review					
	Reviewing under comprehensive program prioritization		Program Assessment Committees and Interim Chancellor Maples	TBD		

ATTACHMENT 1

2018 Missouri S&T - Strategic Investments Detail

Please provide details of strategic investments included on the tab "Detail of Increases & Shortfall". Under the investments columns identify the one-time funding separately from the recurring investment. Also, please indicate how much of the investment will be made in FY18.

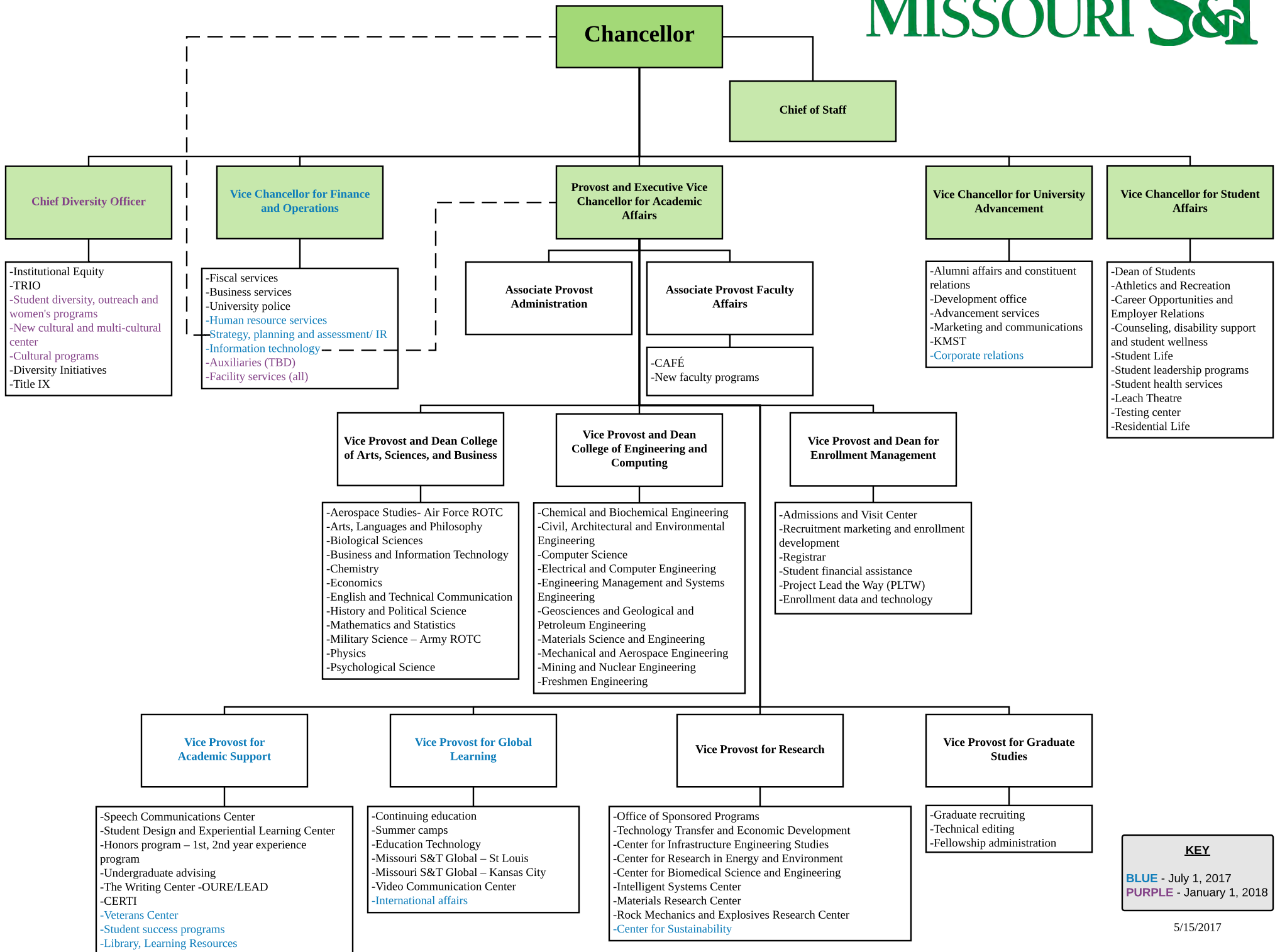| Name	Description	Desired Outcome	Explanation	Implementation Date	Responsible Party	FTE Faculty	FTE Staff	Investment z	One-time Funding	Recurring Funding
Faculty Support	Additional faculty positions and faculty support positions			7/1/2017	Provost	TBD	TBD	(1,000,000)		(1,000,000)
Supplemental Instruction	Supplemental Core Instruction funding	Provide recurring funding for supplemental core instruction rather than relying on open faculty lines		7/1/2017	Provost	30-35		(1,000,000)		(1,000,000)
Phonathon	Phonathon funding	Increase gift funds going directly to academic departments	Reduce gift assessment fee on gifts received through phonathon from 28% to 5%. Departments will receive a larger amount of the gift monies pledged.	7/1/2017	VC - Univ Advancement			(250,000)		(250,000)
Enrollment Contingency	Increase enrollment contingency							(1,355,619)		(1,355,619)

Reductions identified	FY12 GRA	Current Base GRA	Reduction %	Reduction/ Realignment Dollars
Provost				
CASB Academic Departments	18,065,148	22,003,581	0.5%	119,722
CASB Dean's Office	-	2,018,170 *	16.7%	337,965
College of Arts, Sciences, Business	18,065,148	24,021,751	1.9%	457,687
CEC Academic Departments	27,029,811	34,083,560	0.2%	64,062
CEC Dean's Office	508,777	4,022,004 *	15.1%	608,003
College of Engineering & Computing	27,538,588	38,105,564	1.8%	672,065
Enrollment Management	4,075,612	4,701,814	3.0%	140,000
Graduate Studies	677,862	997,261	5.0%	49,901
Information Technology	7,187,902	6,897,034	10.5%	722,034
Institutional Research	415,820	498,390	25.9%	128,847
Library & Learning Resources	2,855,725	2,873,020	0.0%	-
Office of the Provost/Faculty Senate	5,639,646 *	2,201,057	16.7%	368,120
Sponsored Programs	3,600,414	4,130,363	2.6%	106,499
Undergraduate Studies	1,790,945	1,732,730	2.3%	39,637
Provost Total	**71,847,662**	**86,158,984**	**3.1%**	**2,684,789**
Finance & Administration	13,916,627	16,263,107	6.9%	1,125,669
University Advancement	3,902,352	5,935,375	3.7%	221,372
Chancellor's Office	857,282	1,267,963	7.3%	92,000
Global & Strategic Partnerships	1,707,433	4,344,268	4.8%	207,873
Human Resources	812,620	1,735,242	7.8%	134,705
Student Affairs	4,603,077	4,787,208	5.5%	262,900
Administrative Units Total	**25,799,391**	**34,333,163**	**6.0%**	**2,044,519**
Utilities	4,457,760	5,105,878		
Strategic Initiatives	-	2,901,598		
New Items Commitments	-	1,007,696		
Insurance	1,148,876	2,825,997		
Summer Session Instruction	1,034,428	1,291,617		
Dedicated F&A	1,659,671	1,375,000		
Debt Service	247,000	2,825,991		
Enrollment Contingency	-	1,000,000		
Bad Debt	250,000	400,000		
Promotion & Tenure	75,000	200,000		
Administrative Services Budget (UM IT)	1,139,528	1,500,000		
Auditing	86,000	100,000		
Total Campus Accts, Utilities, Etc.	10,098,263	20,533,777		
Total	**107,745,316**	**141,025,924**	**3.4%**	**4,729,308**
FY18 Additional Budget Realignments				
Fort Leonard Wood Program				875,000
Center for Advancing Faculty Excellence (CAFÉ)				200,000
Savings from Filled Positions				347,454
Reorganization Savings				730,000
Total Additional Budget Realignments				**2,152,454**
Grand Total	**107,745,316**	**141,025,924**	**4.9%**	**$ 6,881,762**
FY18 Est. Budget shortage				(4,600,000)
Balance Available for FY18 Allocations				**2,281,762**
FY18 Budget Requests				
Supplemental Core Instruction Shortfall			$ 1,600,000	1,000,000
Faculty Support			$ 1,000,000	1,000,000
Phone-a-thon			$ 250,000	250,000
Total Requests			**$ 5,850,000**	**$ 2,250,000**
Balance				**$ 31,762**

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* GRA Includes open faculty lines

MISSOURI S&T

Chancellor

Chief of Staff

Chief Diversity Officer

-Institutional Equity
-TRIO
-Student diversity, outreach and women's programs
-New cultural and multi-cultural center
-Cultural programs
-Diversity Initiatives
-Title IX

Vice Chancellor for Finance and Operations

-Fiscal services
-Business services
-University police
-Human resource services
-Strategy, planning and assessment/ IR
-Information technology
-Auxiliaries (TBD)
-Facility services (all)

Provost and Executive Vice Chancellor for Academic Affairs

Associate Provost Administration

Associate Provost Faculty Affairs

-CAFÉ
-New faculty programs

Vice Chancellor for University Advancement

-Alumni affairs and constituent relations
-Development office
-Advancement services
-Marketing and communications
-KMST
-Corporate relations

Vice Chancellor for Student Affairs

-Dean of Students
-Athletics and Recreation
-Career Opportunities and Employer Relations
-Counseling, disability support and student wellness
-Student Life
-Student leadership programs
-Student health services
-Leach Theatre
-Testing center
-Residential Life

Vice Provost and Dean College of Arts, Sciences, and Business

-Aerospace Studies- Air Force ROTC
-Arts, Languages and Philosophy
-Biological Sciences
-Business and Information Technology
-Chemistry
-Economics
-English and Technical Communication
-History and Political Science
-Mathematics and Statistics
-Military Science – Army ROTC
-Physics
-Psychological Science

Vice Provost and Dean College of Engineering and Computing

-Chemical and Biochemical Engineering
-Civil, Architectural and Environmental Engineering
-Computer Science
-Electrical and Computer Engineering
-Engineering Management and Systems Engineering
-Geosciences and Geological and Petroleum Engineering
-Materials Science and Engineering
-Mechanical and Aerospace Engineering
-Mining and Nuclear Engineering
-Freshmen Engineering

Vice Provost and Dean for Enrollment Management

-Admissions and Visit Center
-Recruitment marketing and enrollment development
-Registrar
-Student financial assistance
-Project Lead the Way (PLTW)
-Enrollment data and technology

Vice Provost for Academic Support

-Speech Communications Center
-Student Design and Experiential Learning Center
-Honors program – 1st, 2nd year experience program
-Undergraduate advising
-The Writing Center -OURE/LEAD
-CERTI
-Veterans Center
-Student success programs
-Library, Learning Resources

Vice Provost for Global Learning

-Continuing education
-Summer camps
-Education Technology
-Missouri S&T Global – St Louis
-Missouri S&T Global – Kansas City
-Video Communication Center
-International affairs

Vice Provost for Research

-Office of Sponsored Programs
-Technology Transfer and Economic Development
-Center for Infrastructure Engineering Studies
-Center for Research in Energy and Environment
-Center for Biomedical Science and Engineering
-Intelligent Systems Center
-Materials Research Center
-Rock Mechanics and Explosives Research Center
-Center for Sustainability

Vice Provost for Graduate Studies

-Graduate recruiting
-Technical editing
-Fellowship administration

KEY

BLUE - July 1, 2017
PURPLE - January 1, 2018

5/15/2017

PROGRAM PRIORITIZATION

Missouri University of Science and Technology
Research Consortia/Center/Signature Area Reporting Form

Name of Consortia/Center/Signature Area:
Date reporting form completed:

Please briefly describe your **Research Consortia, Center, Signature Area** *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 Research Consortia/Center/Signature Area; staffing and organizational structure- include all other staff and release time of each (FTE) dedicated for the Research Consortia/Center/Signature Area; AND current space for operations and future space needs
      ii. Research Consortia/Center/Signature Area reporting authority (e.g., Vice Provost for Research, Dean's office, Department Chair)

2. Quality
   a. Context
      i. Brief Chronological History

      ii. Mission

      iii. Examples of consistency with the university's 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 Research Consortia/Center/ Signature Area over the last five fiscal years [e.g., publications, presentations, invited lectures, technical reports, student support, graduate assistantships awarded, number of people served, policies developed]

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PROGRAM PRIORITIZATION

b. Evidence of enhancement provided to the associated academic unit(s) and college(s) by the Research Consortia/Center/Signature Area [e.g., increased interest, applications, enrollments to associated academic unit(s), increased service to community members, articles in newspapers or other publications, increased research productivity, increased visibility, increased quality of academic degree program(s)]

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Administrative & Support 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:

1.b. Administrator:

1.c. Department/Unit:

1.d. Please identify the number of FTE (employees) 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, E&E, travel, etc., excluding capital expenses)?

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 (e.g., goals & activities) 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? Do the actions of your program align to the core purposes/functions of your program (i.e., depth of intentionality in what you do)? Are the actions of the program informed by best practices?

2.e. What is the demand for these services? And, how is that demand measured? How do you expect the demand to 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 meet goals of the program.

3.a. What is your assessment plan/process? How do you assess the quality, effectiveness, and impact of what you do? Include: what you assess, how (i.e., methods), and how often?

3.b. What are your findings from assessment? How effective/well are functions executed and services provided? How do you know you are achieving your outcomes? Please provide evidence from assessment measures, including survey results, etc.

3.c. How do you ensure that data are used to improve the program? Provide 2-3 top example of changes that have been made based on the data?

3.d. Please elaborate on occurrences within the program that have an impact to quality of services provided such as training for personnel, staff turnover, etc.

Step 4: Productivity.   This measure is intended to assess not only the quantity 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. Please provide evidence from measures that demonstrate the volume of work performed by this program, such as average turnaround times, and average backlogs. What time is spent on value-added activities that are aligned with program goals or outcomes?

4.b. Please provide external benchmarks, standards, or comparators, if relevant. How well has the program performed compared to these benchmarks?

Step 5: Efficiency. This measure is intended to demonstrate the amount of work being performed and how resourcefully those tasks are performed.

PROGRAM PRIORITIZATION

5.a. Please describe the scope of duties for each FTE (employee) in this program. How well aligned are the position assignments/responsibilities to the core functions of the program?

5.b. Please provide benchmark data addressing how the resources of the program (structure, staff, costs, processing cycles, etc.) and scope of the duties compare with similar/same programs at peer institutions. Please describe why/how the peer institutions were selected as the most appropriate benchmark.

5.c. Does the program have any operations or collaborations that generate revenue (both directly and/or indirectly) or result in cost savings (both directly and/or indirectly)? If yes, please describe and quantify.

5.d. Does the program foster active collaborations and partnerships to achieve its outcomes and reduce redundancies? If so, what are the collaboration/partnerships and what is gained?

5.e. Are there anticipated changes that will affect efficiency of the program in the near future?

5.f. 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. 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

6.c. What would the program accomplish (e.g., What goals or desired outcomes could be achieved?) if additional resources were made available? What type of investment would be needed and what is the estimated impact?

6.d. What risk factors impact your ability to deliver essential services (funding, staffing, facilities/space, etc.)?

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6.e. Do you have resources available to reallocate to another area?

Other Information:

7.a. 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 Form, please identify that document below.

Question	Name of attached supporting data / evidence	Location in this report
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.		

PROGRAM PRIORITIZATION

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 mission or strategic direction.	Connection 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 connection to the university's mission; serves as 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 regulator 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 the 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 responsibilities or duplication of efforts with other program(s).	The services/functions performed are unique to this program and there is no evidence of direct overlap of responsibilities or duplication of efforts	

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PROGRAM PRIORITIZATION

Administrative and Support Programs Review Rubric

Item	Criteria	Limited/None	Moderate	Exemplary	Reviewer Notes
		distinctiveness is difficult to discern.		OR when overlap is apparent, the program provides evidence of collaboration/connection with other relevant program(s).	
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 effectiveness and customer experience.	Results were analyzed and revealed generally effective services/functions (i.e. positive customer experiences) the program or where effectiveness is needed, improvements 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					
4.a.	Measures	Limited or no use of productivity measures.	Some productivity measures are identified OR tracking is incontinent.	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 in: • Technology	Improvements that are identified appear to have limited capacity to improve	Identified improvements have some capacity to increase efficiency. • Technology • Business process	Identified improvements are promising and appear to provide strong pathways for increasing efficiency. • Technology	

PROGRAM PRIORITIZATION

Administrative and Support Programs Review Rubric

	• Business process • Collaborative opportunities	efficiency or the gains are not identified. • Technology • Business process • Collaborative opportunities	• Collaborative opportunities	• Business process • Collaborative opportunities	

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PROGRAM PRIORITIZATION

Administrative and Support Programs Review Rubric

Item	Criteria	Limited/None	Moderate	Exemplary	
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 volume of program.	The scope of duties within the program are reasonably well-defined and distinctive to the essential services is unclear and scope appear inefficient in relation to FTEs and volume 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.	Revenue 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 effect 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:	*Department:*

Template: Program Prioritization for Degree 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 programs.

Department Chairs: please follow the "steps" below, filling out one "template" for each of your degree programs. Emphases, options, and alternate degrees are not treated here as separate entities; instead they are consolidated.

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 named in the header.

Step Two: Take a look at pertinent data.

1. The data pertaining to this program can be found in your department's folder.

2. "*Grads per year in all degree programs*" lists five years of graduates from each degree program and the average for the last three years. Averages less than threshold numbers should be "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, <u>then do not complete the remainder of this form.</u>
>
> 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:	*Department:*

- 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 programs. Those responses will be scored via rubrics.

- Quantitative info from Institutional Research will form the other part of the basis for initial categorization of degree programs. This quantitative data may be found in your department's folder in the file "*<your dept name> degree program data.xlsx.*"

- Please adhere to the word limits given before each "response" box; that is, be concise. After these forms are turned in, they will be evaluated; some individuals will have the privilege of evaluating many such forms and your conciseness will make their jobs more reasonable. There is a good chance that verbiage beyond the word limit will not be considered.

A. Relevance

1. Quantitative information for this section that is being provided separately:
   - # of juniors and seniors as measure of student demand
   - Preparation for employment & continued education and contribution to civic engagement

2. Contribution to mission, core themes, strategic plan. Describe the importance of this particular program in the department's contribution to the university's mission, core themes, and strategic plan. A couple of ways to think about this question would be to ask: "What would be lost to the university if this particular program were discontinued?" "Are there specific aspects of the mission, core themes, and strategic plan (e.g., support for diversity, connection to community, etc.) that are particularly well addressed by this program?" (200 words max)

   Response>

3. Changes made to meet needs. 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. Evidence of success of and specific demand for graduates. 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. (250 words max)

   Response>

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Program:	*Department:*

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

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 at the same time you submit this document) the separate document entitled "Program Assessment Report."
>Complete one for each of your programs.
>The forms may be found in your department's Program Prioritization folder.

Assessment of program intended learning outcomes is an important aspect of ensuring the quality of our academic programs.

1. The Program Assessment Report will:
    - ➢ It will be evaluated as part of the Program Prioritization process as a measure of program quality.
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 prioritization/categorization of programs. Additionally, information from rubric scoring will be provided to departments as a basis for improvement of their overall assessment structure. If

Program:	*Department:*

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)

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, 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. One specific item that will need to be addressed if a program is "flagged:" what actions will you take regarding the low number of graduates?

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Program:	*Department:*

Your response below may represent a first presentation of ideas, or it may be a set of ideas that have been maturing for some time, or in between.

Examples of the sorts of items a department might propose: (i) Proposal to facilitate timely graduation of students, e.g., by streamlining curriculum, 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 will be determined by your dean. You should provide the following documents:

- One completed "Template: Program Prioritization for Degree Programs" for each of your degree programs being evaluated.

- One completed "Program Assessment Report" for each of your degree programs being evaluated.

PROGRAM PRIORITIZATION

Program Prioritization of Degree Emphases and Options: BA in _____

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.

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		2011-12	2012-13	2013-14	2014-15	2015-16	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.

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PROGRAM PRIORITIZATION

> 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

Instructional Program Review Rubric

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 a 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 and 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, academy), etc.	
Evidence of success 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 PRIORITIZATION

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 national/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:			**Dept.:**	

PROGRAM PRIORITIZATION

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)		

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	___ Indirect measure(s) ___ Informal		
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 high points or noteworthy accomplishments? (100 words max)
Note: Response 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 PRIORITIZATION

| Program: | | Dept.: | |

Rubric for Evaluating Academic 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 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.)

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<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. (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

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PROGRAM PRIORITIZATION

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**

"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 any resource reallocations that you made 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.)

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Signatures

_____
Department Chair

_____
Others within the department responsible for implementation (as needed)

_____
Partners within the College (as needed)

_____
Vice Provost and Dean

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Budget Update

May 2017

MISSOURI S&T

WHAT IS A PROGRAM

- A program is anything that utilizes resources (people, time, funding, space, equipment)
- A department/division is the administrative unit overseeing the program

Department of Biology

Programs:

BS Biological

BA Biological

Pre-Med

MS Applied Env Biology

Student Affairs Division

Programs:

COER

Residential Life

Athletics

Counseling

PROGRAM PRIORITIZATION

- Determine if programs are *excellent*
- Financially reasonable
- Alignment with the strategic plan
- "We have always done it this way" not necessarily the "best" way
- Changing landscape
- Students have different needs
- Instruction needs have changed

Prioritization focuses on resource allocation

STRATEGIC BALANCE

Teaching/Research/Service

Fiscal Sustainability

Competing Expectations

Buy-in

Faculty Stability

Purpose

GUIDING PRINCIPLES

Transparent

Comprehensive

Consistent

Inclusive

Demand-Driven

Data-Based

TIMELINE

- Provide Data to Academic Departments by <u>May 31, 2017</u>

  [e.g. Organized Course Sections, Faculty Workload, Research, Cost per Student, Enrollment by Program, Degrees Awarded by Program]
- Prioritization Assessments for academic and non-academic occur <u>June-August, 2017</u>
- Final Assessments **non-academic** due <u>August 1, 2017</u>
- Final Assessments **academic** due <u>September 1, 2017</u>
- Committee reviews <u>September-October, 2017</u>
- Results posted online and open forums **<u>November 2017</u>**
- Committee recommendations submitted to Chancellor <u>December 1, 2017</u>
- Results due to UM System <u>December 31, 2017</u>

PROCESS

1. Identify the programs on the appropriate forms
2. RELEVANCE - importance of the program and its alignment with the strategic plan
3. QUALITY- does it meet the needs, impact to university, reputation, learning outcomes
4. PRODUCTIVITY- quantity of output with national benchmarking
5. EFFICIENCY - effective use of resources
6. OPPORTUNITY- potential enhancement

Attachment A - Academic Programs
Attachment B - Research Centers/Signature Areas
Attachment C - Administrative and Support Programs

COMMITTEES

Academic committee:

- Faculty senate officers (2)
- Department chairs (4), two from each college
- Faculty (2), one from each college
- Budgetary affairs faculty member (1)
- Task force faculty member (1)
- Vice provost for research (1)
- Student council (1)
- Graduate student council (1)

Administrative committee:

- Provost (1)
- Vice provost and dean (2)
- Vice chancellor for finance (1)
- Budget director (1)
- Executive director strategy (1)
- Vice chancellor student affairs (1)
- Chief diversity officer (1)
- Vice chancellor university advancement (1)
- Vice provost enrollment management (1)
- Staff council (1)
- Student council (1)
- Graduate student council (1)