Program Prioritization

College of Business BOEA
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Today’s environment for American higher education is one of challenge and change. The time of comfortable annual growth in enrollments and revenues is over for most institutions.

Institutions that thrive will do so by being clear about their values and by aligning:

- resources (revenues, people, programs);
- processes (planning, budgeting, program review, educational delivery);
- results (degrees and credentials, learning, research, economic development, social mobility and jobs);
- and investors (students, public, philanthropists, employers).

-National Commission on College and University Board Governance, 2014
NIU’s *Bold* Future – Our Focus

**STUDENT CAREER SUCCESS**

- Thriving Communities
- Financial Program & Viability
- Ethically Inspired Leadership

[Diagram showing connections between Students, Supporting Services, and World]
To Realize NIU’s **Bold** Future-
We Need to Integrate Plans and Set Priorities

**Essential Actions**

- Pursue Strategic Goals Despite Fiscal Stress
- Operationalize NIU’s Mission
- Confront the Real Issues
- Use Data to inform Planning and Management
- Integrate Resources into Planning
- Stay Within Scope
- Prioritize Programs
- Quit Doing Some Things
  - that don't work anymore
  - solely because "that's the way we've always done them“
  - that aren't supported by cost-benefit (risk/reward) analysis.
- Reallocate Existing Resources Accordingly
NIU Program Prioritization: Overview

• Rigorous and methodical review of *all* programs on campus—both academic and administrative

• Inclusive of all campus stakeholders

• Facilitated by a coordinating team with diverse expertise

• Guided by evaluation criteria developed with input from the entire campus community and finalized through shared governance

• Informed by quantitative and qualitative data- analyses and narratives created by program leaders

• Conducted by two task forces comprised of current faculty and staff, with members nominated by NIU faculty, staff, students
Timeline

**Fall 2014**
- Initial exploration of Program Prioritization
- Development of Coordinating Team
- Preliminary communications with campus

**Spring 2015**
- Establish Guiding Principles
- Define Academic and Administrative Programs
- Develop Criteria with broad campus participation
- Task Force nomination process
- Task Force selection
Finalized Academic Criteria

• **Criterion 1: Quality of Faculty and Faculty Outcomes [16%]**
  – What are the indicators of faculty quality?
  – What is the program faculty productivity including, but not limited to, such things as teaching loads, research, artistry, service, awards, and recognition?
  – What is the composition of the faculty associated with the program, including the number, proportion with terminal degrees, and years of experience?

• **Criterion 2: Quality of Students and Student Outcomes [16%]**
  – What are the students’ perceptions of program quality (eg, satisfaction, value added)?
  – What is the evidence of student success? (eg, honors, awards, publications, presentations, passing rates on professional examinations, employment, graduate school)
  – What is the graduation rate of the program?
  – What is the persistence of students in the program?
Finalized Academic Criteria

Criterion 3: Financial Efficiency [11%]

- What are the direct and indirect costs of delivering the program in relation to the amount of revenue that is generated from enrollments, grants, or other funding?
- What is the outcome of National benchmark data comparing resources of the program with national averages?

Criterion 4: Importance of the Program to the University Mission [16%]

- Describe how the program contributes to the University Mission to promote excellence and engagement in:
  - teaching and learning,
  - research and scholarship,
  - creativity and artistry,
  - outreach and service
- Should the program be part of the University’s portfolio?
Finalized Academic Criteria

• **Criterion 5: Program Potential [11%]**
  – What would it take to make the program exemplary in the discipline?
  – What inter-disciplinary opportunities are available for the program?
  – What opportunities exists for the program to partner with other programs to improve effectiveness?
  – What opportunities exists for improving the effectiveness of the program?

• **Criterion 6: External Demand of the Program [11%]**
  – Is the program in demand by students?
  – Is the program in demand by potential employers?
  – Is the program filling a need in society (region, state, nation, and international)?
Finalized Academic Criteria

• **Criterion 7: Internal Demand for the Program [14%]**
  – Is the program needed to support other programs? (to include credit hours taken by majors and non-majors)
  – What impact does this program have on other programs or requirements?
  – Does the program provide an alternative program of study for students who are not accepted into a limited admissions or limited retention program?

• **Criterion 8: Program’s Contribution to Diversity [5%]**
  – How is the program addressing issues of inclusion through curriculum, research, and service?
  – How is the program addressing issues of diversity?
  – How diverse are the students enrolled in the program?
  – How diverse is the program faculty?
  – How does the diversity of students and faculty compare to other NIU programs as well as benchmark data comparing national averages?
Program Prioritization Task Forces

- **Academic:**
  Tenured Faculty and Instructors
  At least one member from each from college

- **Administrative:**
  Staff, Tenured Faculty and Instructors
  At least one representative from each division

- **No more than 20-22 members per Task Force**

- Task Force Members Nominated by NIU faculty, staff, students

- Seeking “trustee mentality” as well as student-centered, conscientious, credible, broad experience

- Selected by a 9 person group including members of the senior leadership, faculty, staff and student body
Timeline

Summer 2015

- Data Support Team is busy: building data system; working with Task Forces on mapping data elements; loading data; and reporting

- Communications Support Team is focused on internal communications plan; Fall 2015 panel

- Task Force Training Plan is finalized
Program Data Elements- Expectations

• Sufficient breadth, depth, and diversity to accurately reflect, measure and describe discrete program activities

• Inclusive of metrics or key performance indicators that the administrative or academic program use for benchmarking or follow per industry standards or disciplinary norms

• Quantitative and Qualitative

• Available/accessible on compatible time-line
Timeline

Fall 2015

- Programs provided with relevant data and information on how to access data system
- Program data analyzed by program faculty and staff in the form of “program narratives”
- Ongoing training for Task Forces
  - (Still under development/contents of training will be public)
- Task Forces review data and narratives
Questions About Program Prioritization?