Responding to Challenge and Change

- 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
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
A 2013 survey involving 115 institutions of higher education, indicated:

- Not yet 25%
- Planning to do so 25%
- Already undertaken program prioritization almost 50%
Program Prioritization: Basic Elements

• Guiding Principles
• Inventory of Programs
• Criteria for Program Evaluation
• Data Templates/Submission Format
• Review Panel(s)
• System for Ranking Programs
• Processes for Connecting Findings to Action Steps
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
Program Prioritization
Coordinating Team

- Jeff Reynolds
- Ibrahim Abdel-Motaleb
- Susan Mini
- Bill Pitney
- Brett Coryell
- Marc Falkoff
- Denise Schoenbachler
- Andy Small
- Kelly Wesener
- Michael

- Diana Robinson
- Dillon Domke
- Brian Cunningham
- Carolinda Douglass (Facilitator)
- Lisa Freeman (EVP/Provost)
Role of the Coordinating Team

Communications Support Team
- Marketing & Communications
- Division of Information Technology
- Office of the Provost Staff

Data Support Team
- Institutional Research
- Registration & Records
- Academic Analysis & Reporting
- Sponsored Projects

Expert Advisors
- Cabinet Members
- Council of Deans
- Academic Planning Council
- Resource, Space & Budget Committee
- Faculty Senate
- Student Association

Coordinating Team
Facilitator: C. Douglass

University Community

Programs
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
Guiding Principles

• All programs, academic and administrative, will be reviewed
• All employee contracts will be honored
• All students will be able to finish their academic programs
Program Definition

A program is any activity or collection of activities that consume resources ($$, people, space, equipment, time)

A program is NOT a department
Program Definitions

Academic Programs
• Typically anchored by CIP Code
• Primarily consumes courses, faculty or other academic resources
• Conducts teaching and learning, research and scholarship, creativity and artistry and outreach and service
• Note: Some programs in Academic Affairs are Administrative per this definition

Administrative Programs
• Typically anchored by HRS Dept ID and Financial Cost Center(s), given discrete, well-defined activities and responsibilities
• Primarily supports directly or in ancillary/auxiliary capacity, the mission of the university, including that of student success
• Supports teaching and learning, research and scholarship, creativity and artistry and outreach and service
Finalized Academic Criteria

1. Quality of Faculty and Faculty Outcomes [16%]
2. Quality of Students and Student Outcomes [16%]
3. Financial Efficiency [11%]
4. Importance of the Program to the NIU Mission [16%]
5. Program Potential [11%]
6. External Demand for the Program [11%]
7. Internal Demand for the Program [14%]
8. Program’s Contribution to Diversity [5%]
Finalized Administrative Criteria

1. Importance to University Mission /Operations [22%]
2. Quality / Effectiveness [22%]
3. Productivity/ Efficiency [22%]
4. Internal & External Demand [22%]
5. Opportunity Analysis [12%]
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 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
Spring 2016

- Task Forces prioritize programs into five equal categories (quintiles) and provide recommendations
- Student panel reflects on Task Force recommendations
- Task force recommendations shared with campus and community and senior leadership
- Resource allocation in FY17 budget influenced by recommendations from Program Prioritization
Questions About Program Prioritization?
Finalized Administrative Criteria

Criterion 1, [22%]:

Importance to University Mission /Operations

– Alignment with NIU’s mission, strategic plan, and operational requirements.
– Who is served?
– Essentiality of services/functions provided.
– Overlap with function of other units?
Finalized Administrative Criteria

Criterion 2, [22%]: Quality / Effectiveness

– 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 and whether there is a known unmet demand?
– Actions to improve quality of services such as training for personnel?
– Other factors affecting quality (e.g., turnover, complexity of role, etc..)?
Finalized Administrative Criteria

Criterion 3, [22%]: Productivity/ Efficiency

– How is the program’s impact measured?
– What evidence demonstrates the volume of work performed?
– How well does the program perform compared to benchmarks?
– National benchmark data comparing resources of the program with national averages or peer institutions.
– Scope of duties performed by this program.
– Operations or collaborations that generate revenue or result in cost savings.
Finalized Administrative Criteria

Criterion 4, [22%]: Internal & External Demand

– What is the internal demand for the program’s services?
– What is the external demand for the program’s services?
– External mandates that will affect demand?
– Required for compliance?
Finalized Administrative Criteria

Criterion 5, [12%]: Opportunity Analysis

– Describe opportunities for cost-saving (e.g., automating, consolidating, collaborating, or eliminating functions, and/or performing functions elsewhere in the university or by an outside contractor).

– Describe opportunities for additional revenue or resource generation or cost savings.

– Describe potential improvements that could be made to save on labor, improve the product/services, or improve efficiencies.

– Describe opportunities for improving the effectiveness and efficiency of staff (for example: development, technology, elimination of redundancy, cross-training).

– Describe what it would take to make the program exemplary (e.g., staff, equipment and/or technology, removing barriers to success, additional functions, restructuring, greater impact).
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 exist for the program to partner with other programs to improve effectiveness?
  – What opportunities exist 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?