Academic Programs Criteria

Required program information *(not a criterion, not weighted)*
- State the mission, objectives, and primary functions of this program.
- Organizational structure – staffing and functions (org chart)
- Faculty composition - # TT, rank, # lecturers/adjuncts, # research faculty
- Special program requirements. (e.g., extended credit requirements, accreditation)
- 5YA/Trend of total faculty personnel costs

Criteria

1. **Alignment.** This criterion considers how the program aligns with UM’s mission, vision, and values, and contributes to important social, economic, or cultural objectives.
   
   **Qualitative**
   - Explain how this program aligns with the institutional mission stated in the UM2020 Strategic Plan and specifically addresses the values of leadership, engagement, sustainability and diversity. Explain how it enacts those values, and how it educates students and other constituencies about those values.
   - Describe how this program prepares students for long-term economic/workforce needs.
   - Describe the distinctiveness of the program (at UM, state, national, or int’l level)
   
   **Quantitative**
   - N/A

2. **Demand.** This criterion considers the internal demand and interdependence of the program with other programs at UM.
   
   **Qualitative**
   - Describe existing collaborations or interdisciplinary activities that address student needs or enhance faculty performance.
   - Identify potential impacts on other programs if this program were reduced in size or curtailed.
   
   **Quantitative**
   - 5YA of SCH for Gen-Ed courses, total (UG, 2Y)
   - 5YA of SCH for Gen-Ed courses, per instructional FTE (UG, 2Y)
   - 5YA of SCH for courses that service other programs, total
   - 5YA of graduate or professional student enrollment in graduate level courses (G, Professional)
3. **Productivity.** *This criterion considers the effectiveness of the program in the areas of research and creative scholarship, instruction, and service.*

**Qualitative:**
- If your program has a research, scholarly and/or creative component of its mission, please describe how your program measures the productivity of this effort and give us the results of those measures.
- If your program has a service and or outreach component of its mission, please describe how your program measures the productivity of this effort and give us the results of those measures.
- If your program has an instructional component of its mission not captured in the quantitative data, please describe how your program measures the productivity of this effort and give us the results of those measures.

**Quantitative:**
- 5YA of number of majors (UG, 2Y)
- Trend over 5Y of number of majors (UG, 2Y)
- 5YA of number of students (G, Professional)
- Trend over 5Y of number of students (G, Professional)
- 5YA of degrees awarded (UG, G, Professional, 2Y)
- Trend over 5Y of degrees awarded (UG, G, Professional, 2Y)
- 5YA of minors awarded (UG)
- 5YA of student/faculty ratio (UG, G, 2Y, Professional)
- Trend over 5Y of student/faculty ratio (UG, G, 2Y, Professional)

4. **Quality.** *This criterion considers the quality of program outcomes.*

**Qualitative:**
- Summarize the available evidence of the quality of student outcomes (e.g., assessment reports, external program reviews, test scores and placements of graduates, student research and creative work, exit and alumni surveys).
- Provide evidence of the quality of faculty outcomes (e.g., awards and recognition, quality of scholarship and performance outlets)

**Quantitative:**
- 5YA time to degree (UG, G, Professional, 2Y)
- 5YA of sophomore-junior retention rates (UG)
- Accreditation Status
- 5YA High School GPA (UG)
- 5YA UG GPA (G, Professional)
- 5YA course completion rate (DFW) (UG, G, Professional, 2Y)
5. **Efficiency.** *This criterion considers the revenue, expenses and efficiencies generated by the program.*

**Qualitative:**
- Describe the sources of revenue your program draws upon or generates and the main categories of expenses. Please distinguish between funds (e.g., general v. designated v. Foundation)
- Explain the impact of any changes in revenue or expenses during the past five years.
- Identify the program’s efforts to improve efficiency, and their impact, during the past five years.

**Quantitative:**
- 5YA of SCH for all lower division courses per instructional faculty FTE
- 5YA of SCH for all upper division courses per instructional faculty FTE
- 5YA of SCH for all graduate level courses per instructional faculty FTE
- 5YA of SCH taught by TT instructional faculty FTE
- 5YA of expenditures on external grants and contracts per faculty FTE
- Trend over 5Y of expenditures on external grants and contracts per faculty FTE
- 5YA of IDC generated per faculty FTE

6. **Opportunity Analysis.** *This criterion considers the possibilities this program has for collaboration, restructuring, and growth.*

**Qualitative:**
- Identify how your unit could contribute to the Strategic Opportunities described in the UM Strategic Vision: Creating Change Together document.
- Identify how your unit could contribute to serving state-wide needs (e.g., natural resource management, state-tribal relations, or rural community development).
- Identify how your unit could contribute to establishing UM as a leader in interdisciplinary areas, (e.g., sustainability, health and human development, or entrepreneurship).
- Describe potential ways of restructuring or realigning your program with other programs, and explain how they could promote efficiency or enhance student and faculty performance (e.g., online instruction, dual-credit programs, consolidation of programs).
- Explain how allocation of additional resources to your program would address areas of needed investment, revive dormant programs or initiatives, and/or help UM generate additional revenue.
- Explain how reduction of resources to your program would impact the mission of the program or UM as a whole.
Quantitative:

- Compare 5YA Applications to 5YA Enrollments (G, UG, 2Y, Professional)