

PROGRAMS AND PROGRAM PROPOSALS

SCAP Criteria for Evaluation of New Academic Program Proposals, Periodic Program Reviews, and Program Discontinuances

Criteria for Evaluation of New Academic Program Proposals

A decision to initiate a new program or department of instruction will be based essentially upon educational considerations, and will involve financial implications. Educational considerations and financial implications must reflect the long-range judgments that the educational mission of the University as a whole will be maintained or enhanced by the program.

The proposal should be fully vetted by departments/schools, colleges, and the appropriate curricular committees and all parties concerned must consider a proposal for a new program or department in its entirety¹. Proposals will be reviewed and voted upon by the Standing Council for Academic Planning (SCAP), recommended by the Provost, and may require the approval of the Board of Trustees (*Faculty Handbook*, 16-6 and 16-7 and *The Charter and Bylaws*, Article XII.2.C.).

Proposals for new programs will be reviewed using the following criteria. The order of the criteria does not imply any ranking of the various items. While all criteria may not be satisfied, all criteria must be addressed in a proposal.

1) Mission

Ways in which the proposed program responds directly or indirectly to the written mission of the university

2) Alignment with the University Strategic Plan

Ways in which the goals of the proposed program align with the university's overarching objectives and strategies

3) Demand for Department/Program

- a) projected demand for proposed program shown in recruitment/admissions/retention information
- b) national trend data for degrees awarded over the last five years
- c) qualitative data regarding the proposed program based on internal information and/or comparisons with peer programs
- d) for programs requiring additional faculty lines or extensive resources, external market analysis arranged by the Office of Institutional Effectiveness and Research.

¹ *Interdisciplinary program proposals must be vetted by the originating department or program, the college within which it originated, and the appropriate curricular committees. Other programs and departments participating in an interdisciplinary program proposal will be asked to sign off on the particular courses for that program rather than the program in its entirety.*

4) Relationships to other existing programs

- a) potential service to majors, minors, other programs and/or the common curriculum
- b) enhances/complements existing programs and curricula
- c) overlap and collaborations with other existing programs

5) Adequacy of current resources and additional resources required

- a) current faculty resources, including those available through consortial agreements, and number of new faculty required (may involve a stepped approach depending on enrollment projections)
- b) course development expenses
- c) Library
 - i) Information resources – including an assessment of the Monroe Library’s resources in comparison with potential peer programs, to be provided by the library liaison.
 - ii) Instructional technology resources and staffing (e.g., learning management system capabilities, streaming media, videoconferencing, classroom capture)
- d) Information Technology (learning management system capacity, network capacity, lab software)
- e) other academic support services
- f) administrative support staff resources
- g) space requirements (including both instructional space and administrative support space) and classroom technology
- h) actual or potential external grants
- i) contributions to and impact on fundraising
- j) annual operating budget
- k) plan for profit sharing, if applicable
- l) accreditation or certification expenses

6) Assessment

- a) assessment plan that includes student learning objectives, processes, implementation, and projected results
- b) structure and process for administrative and academic oversight
- c) impact on accreditation or certification

Criteria for Periodic Evaluation of Departments/Programs

The primary purpose of the program review process is to provide a comprehensive assessment of the current status of a program based on its activities and achievements since its last program review. Reviews of programs provide an opportunity to identify strengths and weaknesses in the provision of quality services; support the educational (learning) outcomes of the university; contributions in accomplishing the Jesuit mission of the university; and special services provided by the unit.

Program reviews should allow the unit to plan and build on existing strengths, maximize opportunities for growth, and solve current problems. The reviews should lead to more effective planning which should be linked to the budgeting process.

As per the *Faculty Handbook* (16.6), SCAP shall require, on a rotating basis, a Five-Year Plan from every academic department of the university, setting for plans, goals, and objectives.

SCAP will use the following criteria in its periodic evaluations, and based on its findings will provide appropriate feedback to departments/programs and appropriate university academic and budgetary planning groups. The following list order does not imply any ranking of the various items. While all criteria may not be satisfied, all criteria must be addressed in an evaluation.

1) Mission

Ways in which the department/program responds directly or indirectly to the written mission of the university

2) Alignment with the University Strategic Plan

Ways in which the goals of the department/program align with the university's overarching objectives and strategies

3) Demand for Department/Program

- a) demand for department/program shown in recruitment/admissions information
- b) actual enrollment statistics and trend data, including number of majors and minors and full time equivalent (FTE) student enrollment in all courses offered
- c) trend data for degrees awarded over the last five years
- d) qualitative data analysis of the department/program based on internal information and/or comparisons with peer programs

4) Relationships to other existing programs

- a) service to majors, minors, other programs and/or the common curriculum
- b) enhances/complements existing programs and curricula
- c) overlap and collaborations with other existing programs

5) Adequacy and appropriateness of resource utilization

- a) current faculty resources, including those available through consortial agreements
- b) Library (information resources and staffing)
- c) Information Technology
- d) other academic support services
- e) administrative support staff resources
- f) space requirements and classroom technology
- g) external grants received
- h) contributions to and impact on fundraising
- i) annual operating budgets since the last review (provide analysis)
- j) accreditation expenses

6) Assessment

- a) assessment plan that includes student learning objectives, processes, implementation, and projected results
- b) assessment results addressing student satisfaction and retention data
- c) external reviews
- d) structure and process for administrative and academic oversight
- e) impact on accreditation or certification
- f) impact on other programs

Criteria for Program Discontinuances

A decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, which may involve financial matters. Educational considerations and financial implications do not include cyclical or temporary variations in enrollments but must reflect the long-range judgments that the educational mission of the University as a whole will be maintained or enhanced by the discontinuance (*Faculty Handbook 9.A.9*).

Program discontinuation may have the potential to result in faculty termination, in which case, Procedures for Termination Because of Discontinuances will be followed (*Faculty Handbook 9.E.*).

The proposal for program discontinuance should be fully vetted by departments/schools, colleges, and all parties concerned must consider it in its entirety. The final decision on program discontinuation is made by the Board of Trustees (*Faculty Handbook 9.E.1*). The *Faculty Handbook* (9.F) outlines a different process to follow in case of financial exigency.

Proposals for program discontinuation should demonstrate clear deficiencies in the program using the following criteria. The order of the criteria does not imply any ranking of the various items. While all criteria may not be satisfied, all criteria must be addressed in a proposal.

1) Mission

Ways in which the department/program responds directly or indirectly to the written mission of the university

2) Alignment with the University Strategic Plan

Ways in which the goals of the department/program align with the university's overarching objectives and strategies

3) Demand for Department/Program

- a) demand for department/program shown in recruitment/admissions information
- b) actual enrollment statistics and trend data, including number of majors and minors and full time equivalent (FTE) student enrollment in all courses offered
- c) long term trend data (at least five years) for degrees awarded
- d) qualitative analysis of the department/program based on internal information and/or comparisons with peer programs
- e) external market analysis arranged by the Office of Institutional Effectiveness and Research.

4) Relationships to other existing programs

- a) service to majors, minors, other programs and/or the common curriculum
- b) enhances/complements existing programs and curricula
- c) overlap and collaborations with other existing programs

5) Adequacy and appropriateness of resource utilization

- a) current faculty resources, including those available through consortial agreements
- b) Library (information resources and staffing)
- c) Information Technology
- d) other academic support services
- e) administrative support staff resources
- f) space requirements and classroom technology
- g) external grants received
- h) contributions to and impact of discontinuance on fundraising
- i) annual operating budgets since the last review (provide analysis)
- j) accreditation expenses

6) Assessment

- a) results of performance improvement based on prior assessment plans and external reviews
- b) assessment results addressing student satisfaction and retention data
- c) structure and process for administrative and academic oversight
- d) impact of discontinuation on accreditation or certification
- e) impact on other programs
- f) impact on existing faculty resources