**Academic Affairs Criteria for Program Prioritization**

**Final Version - 1/19/22**

**Department:**

**DC/CO:**

**Dean:**

Rankings should be selected that best describe where each specific metric aligns with the scoring. A low score is not necessarily an indicator of a reduction need but may identify an area with a need for additional resources.

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| **Narrative: History, Development and Expectations** |
| Briefly respond to the following questions where appropriate. Why was the program established? How has the program evolved over the years? What are the institutional expectations? How have those expectations changed? How has the program adapted to meet those changes? |
| **Scoring: History, Development and Expectations** |
| Program Maturity, Adaptability and Alignment with Institutional Expectations Click Here to Select Ranking |

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| **Narrative: External Demand for Program** |
| Describe the external demand for the program. For CTE programs, this would include labor market data, employment forecasts and/or essential workers in our region. For transfer programs, this may align with labor market data relevant to transfer institutions programs, industry trends, etc. Census data may also be used to align regional changes with local area needs.  Describe any business surveys, community partnerships, sector strategy groups, legislative changes, or other external organizations support or drive program offering. Examples may include the SOREDI CEDS report, Rogue Workforce Partnership Sector Strategies, local government plans, high school programs of study, etc.  This should all be about external information. You will be looking at more specific RCC data in follow up questions. |
| **Scoring: External Demand for Program** |
| Overall external demand Click Here to Select Ranking  Program’s current ability to meet demand Click Here to Select Ranking  Program’s current ability to meet demand Click Here to Select Ranking  Program’s future ability to meet demand Click Here to Select Ranking  Program’s future ability to meet demand Click Here to Select Ranking |

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| **Narrative: Internal Demand for Program** |
| Describe how your program serves other departments or generates enrollments for other departments or programs. This may include pre-requisite support, program course requirements, feeder programs, etc. Use actual data where appropriate. |
| **Scoring: Internal Demand for Program** |
| Service to other departments Click Here to Select Ranking |

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| **Narrative: Quality of Program inputs and processes** |
| Describe the faculty and staff that support the programming in this department. Explain experience, credentials, service to the department/community, recognitions, etc. How do faculty remain current in their field? What professional development do they participate in? What opportunities do the experience and/or degrees of program faculty bring to the department? How do faculty support advising, user of OERs, and student engagement activities?  What is the percentage of courses taught by full-time versus adjunct? Explain how this may or may not benefit students. For example, adjuncts often bring experience that cannot be supported with a full-time position so the ratio may not tell the entire story.  Describe how curriculum updates are handled and now the program maintains quality and relevant content in their courses. How does the department determine new curriculum or program needs?  Describe how the program takes advantage of advancements in technology. What changes during COVID will continue that may meet student demand for more flexible learning opportunities? *Updated 1-19-22* For departments wanting to expand on what they are doing online, this would fit here.  Describe facilities/equipment the department has to support the program and expected needs in the future. *(this question was updated 1-19-22)* |
| **Scoring: Quality of Program inputs and processes** |
| Faculty Experience & Service to Department/Program Click Here to Select Ranking  Full-time/part-time mix of instruction Click Here to Select Ranking  Curriculum Click Here to Select Ranking  Adaptability to Technology                                                                                                                                                           Click Here to Select Ranking  Facilities and equipment Click Here to Select Ranking |

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| **Narrative: Quality of program outcomes** |
| Describe how your department uses assessment data for continuous improvement. Provide an example assessment report as an example.  Program completion data will come from data dashboards. Optional: add narrative to discuss completion rates. This may include discussions on impacts to generational poverty, supports for under-served populations or first time in college students, equity-focused work, etc.  For departments with external testing and certification, provide pass rates or other performance outcomes on external assessments.  Employer feedback on graduates may be provided through advisory committee meeting minutes or other documented sources that you may include as attachments. |
| **Scoring: Quality of program outcomes** |
| Learning Outcomes Assessment Process & Connection to Program Improvement Click Here to Select Ranking  Transfer [*updated 1/19/22* – some data will be coming from dean] Click Here to Select Ranking Student Employment [from Data Dashboards] Click Here to Select Ranking  Program Completion Rate [from Data Dashboards] Click Here to Select Ranking  Student Retention [from Data Dashboards] Click Here to Select Ranking  Program Completion Rate [from Data Dashboards] Click Here to Select Ranking External Certifications Click Here to Select Ranking  Employer Feedback Click Here to Select Ranking |

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| **Narrative: Size, scope and productivity of the program** |
| Describe dual credit, early college or other high school partnerships that contribute to the departments program offerings and enrollments.  Describe program efficiencies that that may impact the productivity of the program.  *updated 1/19/22* - Early request was credits by instructor, modified to offer suggested reports from AdminView on Average Class Size, FTE by Instructor/Section/other to describe productivity. |
| **Scoring: Size, scope and productivity of the program** |
| Number of students served [from Data Dashboards] Click Here to Select Ranking  Diversity of students representative of community [from Data Dashboards] Click Here to Select Ranking  Dual Credit [from Data Dashboards] Click Here to Select Ranking  Productivity Click Here to Select Ranking  Efficiencies Click Here to Select Ranking |

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| **Narrative: Revenue and other resources generated by the program** |
| Describe grants, fundraising, donations, equipment gifts or any revenue sources outside typical tuition and fees. |
| **Scoring: Revenue and other resources generated by the program** |
| Other Revenue/resources Click Here to Select Ranking |

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| **Analysis: Costs and other expenses associated with the program** |
| Complete program cost, revenue analysis [Business Office data – departments do not need to complete this portion but may add narrative] |
| **Scoring: Costs and other expenses associated with the program** |
| Cost Analysis Click Here to Select Ranking |

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| **Narrative: Impact, justification and overall essentiality of the program** |
| What is the relationship between this program and the college mission? How essential is this program to the institution? |
| **Scoring: Impact, justification and overall essentiality of the program** |
| Program Impact Click Here to Select Ranking |

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| **Narrative: Opportunity analysis of the program** |
| Use this section to discussion opportunities. This could be in the form of a SWOT analysis or other mechanism that may address areas such as:   * Program impact generational poverty * Ability to serve under-represented students * Ability to respond to industry and other partners * Potential efficiencies and reduction in operating costs * Future/emerging trends in employment that department could respond to * Opportunity for returning students to complete programs * Short-term or micro-credentials opportunities * Competition from other sources locally, online, etc. * Changing interests of students   Note is OK to include threats that may impact program enrollment. Prioritization is determining where we want to focus our resources. Some changes may lead to the ability to innovate in other ways and that doesn’t mean a program isn’t high quality or that there are issues with the delivery. It may mean its time to pivot in new directions. |
| **Scoring: Opportunity analysis of the program** |
| Opportunities Click Here to Select Ranking  Identification of threats Click Here to Select Ranking |

**Attachments**

Department Budget (BusOff)

Labor Market Data <http://www.qualityinfo.org> (Department)

Department Goals 21/22 (on file)

ILO/PLO/CLO Assessment Examples (Department selections)

Department Faculty Professional Growth activity summary (Department)