

Final Operationalization of the Eight Criteria
Developed by the Academic Program Prioritization Data Committee
December 13, 2021; Updated February 3, 2022

Please Note: The majority of the items listed here will be collected by the Data Committee and we are NOT asking for responses at this moment. The instructions and request for programs to provide information will be announced early in the spring semester. When it is time for programs to provide structured program responses, the Data Committee will provide specific information, including word counts, instructions, and deadlines. Programs will not be responsible for data collection, except where explicitly noted. We will make data available to programs so that errors and omissions may be corrected before we begin our analysis.

In general, ten years of data will be reviewed, provided that reliable data are available for those years.

#1: MISSION: This criterion evaluates the program's support for the Catholic and Benedictine traditions, liberal arts, institutional learning goals, and general education curriculum

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- 1) Program mission/vision
- 2) Program's student learning goals and outcomes, including program assessment map
- 3) Program's service to other programs (# courses and # yearly sections)
- 4) Program (including individual faculty) participation in an interdisciplinary program (# courses and # yearly sections)
- 5) Percentage of program curriculum (unique courses and total sections) with a Common Curriculum designation
- 6) Percentage of program curriculum (unique courses and total sections) approved for Integrations Curriculum
- 7) Sections of general education courses taught by program faculty that are not housed in the program – FYS, INTG, HONR, FYX, Ethics
- 8) Structured program response to Criterion 1, including descriptions of program support for the Catholic and Benedictine traditions, liberal arts, institutional learning goals, general education curriculum (both Common Curriculum and Integrations Curriculum), and AAC&U High Impact Practices (<https://www.aacu.org/trending-topics/high-impact>) offered by the program

#2: ADAPTABILITY: This criterion evaluates how the program has worked to adapt to changing needs, including changes in national and regional conditions, changes in academic disciplines, changes in the demographic characteristics of students, and changes in the educational needs of students.

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Note: This response can include reference to Becoming Community/Mellon Grant, Emerging Scholars, Teagle Grant/Transfer Pathways, and Search Advocate participation.

- 1) Structured program response (can include curriculum, faculty development, and pedagogy, co-curricular opportunities, advising) describing how the program worked in the last 10 years to adapt to:
 - a. Changes in national/regional trends
 - b. Changes in the discipline
 - c. Changes in the demographic characteristics of students
 - d. Changes in the educational needs of students
 - e. DEIJ initiatives and progress to date

#3: EXTERNAL DEMAND: This criterion assesses external demand for academic programs including prospective student demand, labor and market demand, and current program capacity to meet demand.

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- 1) National data on majors awarded (source: IPEDS)
- 2) Data on majors awarded by competitor institutions (institutions attended by admitted students who do not enroll at CSB/SJU) (source: IPEDS for major data, National Student Clearinghouse for institutions)
- 3) Number and names of competitor institutions (institutions attended by admitted students who do not enroll at CSB/SJU) that offer a given program, or a similar one
- 4) Reports and findings on student interest and student perception of CSBSJU and other institutions (source: Hanover Research, either previously commissioned or potentially newly commissioned)

- 5) External databases of student interest, with geographic breakdowns (sources include national test-taking surveys of standardized-test-takers by ACT and College Board, college search databases)
- 6) Expressed interest in specific programs at CSBSJU by potential applicants at the inquiry stage

#4: INTERNAL DEMAND: This criterion assesses internal demand for academic programs among enrolled students and current program capacity to meet demand.

The items are numbered for reference purposes; they do not reflect the importance of an item.

- 1) Declared majors/minors by cohort by year
- 2) Accepted majors by cohort by year
- 3) Course enrollments by program, including summer enrollments
- 4) Credit hours generated by program
- 5) Enrollment numbers separated by lower and upper-level courses (average and 10-year span)
- 6) Number of degrees granted by year
- 7) Comparison of major and minor demographics to institutional demographic data
 - a) Accepted majors
 - b) Declared majors and minors
 - c) Degrees granted

#5: STUDENT OUTCOMES: This criterion measures programs' efforts and contributions to student learning and satisfaction. These contributions occur during the years students are in college and after graduation.

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- 1) Number of students participating in program sponsored AAC&U High Impact Practices (<https://www.aacu.org/trending-topics/high-impact>)
- ~~2) High prestige student awards (e.g., Fulbright, Rhodes) or postgraduate fellowships or honors societies, with the understanding that this may be field specific or field weighted~~ **2.3.22: The APP Data Committee is omitting Criterion 5.2 due to problems with the data. Programs that want to address high-prestige student awards should feel free to do so as one of their responses in Structured Program Response 5.6a.**

- 3) First Destinations outcomes (including job placement, grad school placements, licensure exams, volunteer experiences)
- 4) Responses specific to programs on senior surveys and alum surveys
- 5) Demographics breakdown for:
 - a) degrees granted (majors and minors)
 - b) HIP participation/credit hours
 - c) course fail/withdrawal rates
 - d) student satisfaction
- 6) Structured program response: Describe student outcomes and structured program efforts to support student outcomes (including career and post-graduate outcomes) that are not specifically captured in the metrics above.

#6: PROGRAM BENEFITS: This criterion identifies and assesses institutional benefits produced by programs or departments that are neither curricular nor student outcomes, but which support the institutions including visibility, quality, sustainability, and character of the institutions.

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- 1) Structured program response describing **up to 10** of the most impactful program activities that support the visibility, quality, sustainability, and character of the institutions. This response should focus on items that aren't curricular in nature and that aren't already cited as evidence in another criterion. The response may include, but is not limited to, items such as:
 - Sponsored programs or conferences
 - Public events such as concerts, plays, speakers, panel discussions, etc. that serve current students as co-curricular events or offer significant public exposure
 - Events or initiatives that engage the CSB|SJU and broader communities
 - External grant activity or other revenue generation
 - Organized events or communications (social media, active outreach) for alumni that keep them connected to the schools (not including centers)
 - Faculty scholarship and creative work dissemination

#7: PROGRAM COST: This criterion estimates all relevant costs that are associated with the delivery of the program.

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- 1) Non-compensation net expense per faculty FTE & per student credit hour
- 2) Program administrative/support staff expenses
- 3) Faculty compensation & composition (Full-Time/Part-Time/Overload, Tenure/Non-Tenure)
- 4) Faculty reassigned time supporting program activities
- 5) Student credit hours generated per faculty FTE
- 6) Number of program students per faculty FTE
- 7) Administrative support expenses unique to the program (e.g., Library and IT resources)
- 8) Endowed/Restricted funding support

#8: VISION AND OPPORTUNITY ANALYSIS:

Given the changing student needs, what is your vision for the future of your program?

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Note: The following data will be collected and provided by the Data Committee. The program may or may not choose to refer to these data in compiling their response to this criterion.

- A. Projections of demand for programs (source: Burning Glass)
 - B. Employment market demand data at the state, regional, and national levels: (source: Burning Glass)
 - i. number of projected jobs in certain industries
 - ii. number of projected jobs requiring certain skills
 - iii. number of projected jobs in certain occupations
 - C. Projections of high school graduates (source: Western Interstate Commission on Higher Education)
 - D. Additional data provided by the Data Committee from Criteria 1-7 that inform a program's vision and opportunity analysis.
- 1) Structured program response--Program vision: Describe initiatives to serve the developing needs of students, meet marketplace demands, and attract additional students in a landscape marked by increasing diversity in the student body. Potential topics could include planned future changes in response to student demographics; planned future strategies for enhancing diversity, equity, and inclusion; planned future curricular changes within the major or minor; expected future contributions to the Integrations Curriculum, planned future advising for career and post-graduate outcomes; projected interdisciplinary collaborations; planned future generation of additional revenues and/or realization of cost

efficiencies; planned future opportunities for restructuring, programmatic, and/or pedagogical change to support long-term viability of the program

- 2) Structured program response--Describe how your program would use additional resources to achieve the vision articulated in item 8.1.