

Academic Portfolio Review Process

12.04.13 [amended: 12.05.13/ 12.11.13]

[For immediate purposes, the following outline is cast with reference to undergraduate elements of the portfolio review. A similar set of considerations will be developed in order to incorporate graduate programs into the niche statement.]

1. Each academic department and school will submit a niche statement for its respective programs, undergraduate and graduate, to the college or school dean. Unit and university mission and vision should be used as the backdrop against which the niche statement and relevant data/performance indicators will be articulated.
2. Though initially there will be some duplication or overlap with Program Review and annual assessment reports, the intent is to integrate the niche statement into the Program Review process and reports. Niche statements should utilize the assessment results of program review and annual assessment reports to provide a statement of fact and value regarding each academic department and degree program offered. A niche statement should:
 - a. address the question, among others: what is the role and place of a degree program in the college, university, and discipline?
 - b. provide a rationale for sustaining the major/program, offers a plan or strategy for doing so, with reference to the strengths and weaknesses of the program, and how the program can be sustained given current or reduced resources;
 - c. provide a statement of programmatic educational value; and
 - d. explore development possibilities for degree programs the university does not offer that could be added? How could such additions be accomplished and to what end? What programs should be overhauled or eliminated?
3. Data supporting the niche statement, and Key Performance Indicators used for future performance review, will be provided by Institutional Research and Planning. [By what measures other than HEPC COMPACT Targets or KPIs should departments/programs be assessed?]

Standard COMPACT indicators are:

- a. Fall Head Count
 - b. Annualized FTE
 - c. First-Time Freshman Head Count
 - d. Fall Underrepresented Racial/Ethnic Headcount
 - e. Fall Adult (25+) Headcount
 - f. Persistence
 - g. Degree Progress (cf., 5 b. iii below)
 - h. 4-year graduation rates
 - i. 6-year graduation rates
 - j. Degrees Awarded
 - k. STEM Degrees and STEM Education degrees
 - l. Other?
4. The purpose and intent of developing a niche statement is to offer unit and college-level perspectives on:
 - (a) the currency and impact of the existing curriculum offerings for degree programs offered by the department/school;

- (b) the currency and impact of service courses supported by the department/school, e.g., FYS, WI Courses, Core courses, International courses, etc.; and
- (c) the distinctive characteristics of a degree program.

5. A niche statement can be viewed under three aspects having do with the impact of a degree program:

- a. What is the role and function of the department, and its degree programs, within the respective missions of the college and the university? The basis of this assessment is:
 - i. Demand [Market]: 5-year enrollment trends for degree and service courses
 - ii. Delivery of the degree: 4-year plans of study
 - iii. Planning: 4-year course rotation and staffing plans
 - iv. Tracking Graduates: What are program graduates doing?
 - v. Other or additional measures
- b. What is the set of curricular conditions that promote sustaining the program and preparing students for twenty-first century work?
 - i. Delivery Methods
 - ii. Degree Profile: 120-hour graduation requirement; curriculum review: percentage of degree requirements constituting “core” courses, i.e universal requirements, percentage that are electives; are course learning outcomes aligned with program and institutional learning outcomes
 - iii. Student profile with respect to understanding program delivery :
 - 1. % of students in a degree program w/30 hours completed successfully by the end of the first full year of enrollment
 - 2. % of students in a degree program w/60 hours completed successfully by the end of the second full year of enrollment
 - 3. % of students in a degree program w/90 hours completed successfully by the end of the third full-year of enrollment
 - iv. Faculty Profile
 - 1. tenure track (probationary) faculty, tenured faculty, areas of teaching and research expertise and relation to program delivery—both undergraduate and graduate
 - 2. given program demand, what is the appropriate usage or dependence on term, temporary, and adjunct faculty?
 - 3. What is the appropriate allocation of faculty time for advising, service, and program development, etc., ?
- c. What are some emerging disciplinary developments that will require attention for future growth and development of the degree program(s)?
 - i. Technology developments
 - ii. Faculty development needs
 - iii. Space needs: lab, classroom, common instructional areas
 - iv. Interdisciplinary opportunities
 - v. Faculty demand: tenure-track, term, temporary, and adjunct
 - vi. What do analyses from Degree Works and the EAB Student Success Collaborative reveal about course demand, student ability to meet certain learning goals, programmatic demand?

6. Niche Statement Structure

Three Parts, each supported by reference to data (key performance indicators).

Part I. Narrative on Mission, Role, and Function. What is the role and function of the department, and its degree programs (undergraduate and graduate), within the respective missions of the college and the university?

Part II. Curricular Review. What is the set of current curricular conditions that promote sustaining the program and preparing students for twenty-first century work?

Part III. Emerging Disciplinary Conditions. What are some emerging disciplinary developments that will require attention for future growth and development of the degree program(s)?

7. NEXTS STEPS:

- a. Develop Timeline for niche statement development with an eye toward some activities occurring in the Spring 2014, with some results released, such as the niche statements themselves, by May 2014 (?).
- b. Develop and finalize structure and content of niche statement elements in light of timeline.

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