# APASP Academic Program Criteria and Metrics

Update made to “Required program information” section on 9.18.17 shown in red

## Required program information (not a criterion, not weighted)

1. State the mission, objectives, and primary functions of this program.
2. Complete the ~~personnel information chart provided (forthcoming)~~ “Academic Program FTE Detail Sheet” for your program. You can find it on the APASP [Data Resources page](http://www.umt.edu/apasp/Datasheets/default.php).
3. Identify special program requirements. (e.g., extended credit requirements, accreditation)
4. 5YA/Trend of total faculty personnel costs
5. 5YA/Trend of non-faculty FTE

## 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. (RUBRIC WEIGHT 20%)

#### Program responses (250 WORDS EACH BULLET)

* Explain how this program aligns with the [UM2020 Strategic Plan](http://www.umt.edu/planningassessmentcontinuum/docs/2020stratplan.pdf). State specifically how the program addresses or enacts the Plan’s values of Leadership, Engagement, Sustainability and Diversity, and how it educates students and other constituencies about those values.
* Justify how essential this program is to UM. Explain how reduction of resources to your program would weaken the University’s ability to achieve its mission.
* Demonstrate the importance of this program in terms of how it prepares students for the social, cultural, and/or workforce needs of the 21st century.

### 2. Demand. This criterion considers the internal demand and interdependence of the program with other programs at UM. (RUBRIC WEIGHT 15%)

#### Centralized data (250 WORDS TOTAL)

* 5YA of SCH for Gen-Ed courses, total (2Y, UG)
* 5YA of SCH for Gen-Ed courses, per instructional FTE (2Y, UG)
* 5YA of SCH ratio of non-majors to total (2Y, UG)
* 5YA of SCH for graduate level courses (G, Professional)

#### Program responses (250 WORDS EACH BULLET)

* 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.

### 3. Productivity. This criterion considers the effectiveness of the program in the areas of research and creative scholarship, instruction, and service. (RUBRIC WEIGHT 20%)

#### Centralized data (250 WORDS TOTAL)

* 5YA of number of majors (2Y, UG)
* Trend over 5Y of number of majors (2Y, UG)
* 5YA of number of students (G, Professional)
* Trend over 5Y of number of students (G, Professional)
* 5YA of degrees awarded (2Y, UG, G, Professional)
* Trend over 5Y of degrees awarded (2Y, UG, G, Professional)
* 5YA of minors awarded (UG)
* 5YA of student FTE/instructional FTE ratio (2Y, UG, G, Professional)
* Trend over 5Y of student FTE/instructional FTE ratio (2Y, UG, G, Professional)

#### Program responses (250 WORDS EACH BULLET)

* 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 state 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 state 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 state us the results of those measures.

### 4. Quality. This criterion considers the quality of program outcomes. (RUBRIC WEIGHT 20%)

#### Centralized data (250 WORDS TOTAL)

* 5YA time to degree (2Y, UG, G, Professional)
* 5YA of sophomore retention rates (UG)

#### Program responses (250 WORDS EACH BULLET)

* 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)
* If your program has accreditation standards, did your program receive accreditation in its most recent review? Please include the date of review and the name of the accrediting body.

### 5. Efficiency. This criterion considers the revenue, expenses and efficiencies generated by the program. (RUBRIC WEIGHT 10%)

#### Centralized data (250 WORDS TOTAL)

* 5YA of SCH for all undergraduate courses per instructional FTE (2Y, UG)
* 5YA of SCH for all undergraduate courses per T/TT faculty FTE (2Y, UG)
* 5YA of SCH for all graduate courses per instructional FTE (G, Professional)
* 5YA of SCH for all graduate courses per T/TT faculty FTE (G, Professional)
* 5YA of expenditures on external grants and contracts per T/TT & Research faculty FTE (2Y, UG, G, Professional)
* Trend over 5Y of expenditures on external grants and contracts per T/TT & Research faculty FTE (2Y, UG, G, Professional)
* 5YA of IDC generated per T/TT & Research faculty FTE (2Y, UG, G, Professional)

#### Program responses (250 WORDS EACH BULLET)

* Explain the impact of any changes in revenue or expenses (e.g. employee reductions, loss of state allocation or auxiliary revenue) during the past five years.
* Identify the unit’s efforts to improve efficiency, including collaboration with other units, during the past five years. Demonstrate the impact of these efforts, and if possible, show how the program’s efficiency compares with national benchmarks.
* State the amount of administrative FTE associated with this program, the funding source(s), and the functions and services that these personnel provide. Explain how this administrative support impacts the efficiency of the program’s teaching, research, and service, and whether centralizing some services would be beneficial or detrimental to the program.

### 6. Opportunity Analysis. This criterion considers the possibilities this program has for collaboration, restructuring, and growth. (RUBRIC WEIGHT 15%)

#### Program responses (250 WORDS EACH BULLET)

* Identify how your unit could contribute to the Strategic Opportunities described in [UM Strategic Vision: Creating Change Together](http://www.umt.edu/strategy/strategic-vision/default.php).
* Identify how your unit could contribute to establishing UM as a leader in interdisciplinary areas of inquiry, and/or serving state-wide needs.
* Identify one opportunity for restructuring within your program or with other programs, and explain how it would promote efficiency or enhance student and faculty performance.
* 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.