Directions

This document is a .pdf version of the program prioritization template that your program(s) will be asked to complete in the next few weeks. Please note, this document is NOT the format in which programs will compile their submissions for the Academic Task Force (AcTF). UAA is setting up a central on-line database for template submissions, but this PDF contains all of the questions programs will be asked.

The template for each program will focus on three academic years: 2011, 2012 & 2013. This means that all narrative answers should be limited to that timeframe with the exceptions of History & Development and Opportunity Analysis. Data provided by the Facilitation Team will only focus on those academic years, but in some cases will only cover AY12 & 13. This will be uniform for all programs and not be used against any program.

Please note that the template is intended to be completed collaboratively by all faculty who participate in the program. The chair has final responsibility for sending the completed form to the respective dean’s office. The dean may return templates to programs for revisions, but may not revise the submission for programs him- or herself. Once the dean has approved a completed template, it is sent to the Academic Task Force. ALL template submissions received by the AcTF will be posted in the Sharepoint site and can be read by any UAA employee.

All items that appear in GREEN are data that will be centrally provided. The Facilitation Team will provide data sheets with this information to every program.

For many departments, there will be partial or complete overlap between the faculty members involved in programs. It is acceptable to repeat information on faculty teaching, research, creative activity, and service for those programs.

This template has been designed for the broad variety of programs defined on the Academic Program List. Many questions apply to programs with certificates or degrees awarded but not to other kinds of programs, some apply only to GER courses or collections of courses where there is no specific credential awarded, and some apply to research or training centers. Therefore, the AcTF does not expect every program to have an answer to every question. We have noted “if applicable” in many places, or indicated when a response is optional, and designated some pieces of the templates for certain kinds of programs only.

When composing your responses to the questions, please be mindful that most if not all of the Academic Task Force members are not from your discipline. We appreciate clarification about your field/discipline/specialty-terms and acronyms.

Please contact any AcTF member with questions on this template. Our full membership list and other Program Prioritization information is available at http://www.uaa.alaska.edu/chancellor/Prioritization/index.cfm

Thank you!
History & Development
Weight: 5%; 200 Words

This criterion focuses on providing a brief overview that includes historical background/factors as well as connection to the UAA Mission. UAA Priorities will be addressed under “Impact & Essentiality” and future potential will be address under “Opportunity Analysis.”

1.  
   • Date of implementation: “Pre-Banner” or year in Banner
   • Date of curriculum revisions
   • Date of hires for current faculty

2.  Describe why your program exists as it does at UAA. Please do not attempt to include a full history of the program. The context and how your program has corresponded to the UAA mission are desired.
External Demand
Weight: 15%; 500 Words

This criterion is intended to assess demand for the program from stakeholders and entities outside UAA. This includes prospective students, employers and members of the community at large. This criterion also gives programs the opportunity to identify their external stakeholders.

1. • Federal or state designation as a “high demand” degree or certificate program
   OR Federal or state designation as a critical field for research
   • Number of declared majors and pre-majors (if applicable)

2. Describe demand at the local, state, and/or national levels for the program’s expertise. For academic programs, you may use, for example, students’ prospective employment prospects as indicated by National Bureau of Labor statistics, Alaska Department of Labor statistics, or other data; or comment on contribution to an educated citizenry. Describe steps taken or any unique ways to better meet demand. Please acknowledge other programs in the state that address similar external demand and comment on your program’s unique contribution.

And, if applicable, for research/creative activity and related programs, please comment on demands for workshops, presentations and other research/creative activity products. Describe steps taken or any unique ways to better meet demand.

Verifiable data are encouraged.
**Internal Demand**

Weight: 15%; 500 Words

This criterion describes the importance of this program to other academic programs and support functions. If your program has a mission to provide primarily external functions, please indicate this.

| 1. | • Which of these courses are GERs and how many students take these courses?  
   • Which of these courses are required for another program and how many students take these required courses?  
   • How many students take these courses for other reasons (not for a GER, major, minor, or a requirement in another degree)?  
   • Do any of these courses fulfill accreditation requirements for other programs? (Specify which program(s)) |

| 2. | Describe the importance of teaching, research, creative activity, and service from this program’s faculty to other academic programs and support functions. Note this includes only activities that require your program’s expertise. |
**Quality of Program Inputs**

Weight: 10%; 300 Words

This criterion allows the program to present the quality of its inputs. Any shortcoming and needs in terms of program inputs should be addressed in Size, Scope & Productivity or Opportunity Analysis.

1. **Total number of full-time faculty members**
   - Total number of term faculty members at each rank
   - Total number of tenure-track faculty members at each rank
   - Total number of tenured faculty members at each rank
   - What percentage of the program do tenured or tenure-track faculty members deliver?
   - What percentage of the program do term faculty members deliver?
   - What percentage of the program does adjunct faculty deliver?

   Does the program have external accreditation? If no, check appropriate box:
   - o Not available
   - o Program not qualified for available accreditation
   - o Other:

2. **Summarize the quality and role of all faculty and professional staff (exclusive of administrators) in your program. How do they help the program succeed? What specific expertise do they bring to the program? Is the percentage of the program delivered by tenured, term, and adjunct faculty at an appropriate level? Please explain why or why not.**
Outcomes Quality
Weight: 15%; 500 Words

This criterion allows the program to highlight its success in achieving its goals.

Question 1:
- If this is a program that leads to completion of a degree or certificate, please address part IA.
- If this is a GER program, please address part IB.
- If this is a developmental, professional development, or community education program, please address part IC.
- If this is a Research Program or a Center or Institute without a teaching mission, only answer part II.

Question 2:
All programs with research and creative activity and program/disciplinary service contributions should answer this question.

<table>
<thead>
<tr>
<th>1.</th>
<th>IA. Describe the quality of learning for students completing this program. Following are possible guiding questions; adapt as best fits your program.</th>
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<tr>
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<td>• What is the students' readiness/mastery upon program completion?</td>
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<td>• What percentage of students is accepted into next-stage academic program, if applicable?</td>
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<td>• List external recognitions of student work (e.g., showcased papers, awards, and internships).</td>
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<td>• What percentage of graduates meets external standards (e.g. boards, acceptance to grad school, national exams)?</td>
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<td>• What do the results of the program’s student learning outcomes assessment indicate?</td>
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<td>IB. GER Programs: please address how the department/program measures the quality of the GER and provide evidence of outcomes quality.</td>
</tr>
<tr>
<td></td>
<td>IC. Developmental, professional development, and community education programs: Please address how program measures quality of student progress toward program goals and provide evidence of outcomes quality.</td>
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<tr>
<td>2.</td>
<td>Demonstrate the quality of faculty and/or staff work from this program at the local/regional/national/international levels. Describe how your evidence demonstrates quality within the context of your program/discipline. Possible examples include creative/research/service endeavors that received community, disciplinary, or other forms of recognition or demonstrated impact (e.g., peer-reviewed journals, Kennedy Center performances, grants, publications, competitive awards, presentations, performances, Fulbright grants, how research is used or applied by clients or others, community boards).</td>
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Size, Scope, and Productivity
Weight: 5%; 200 Words

This criterion addresses the relative size of the program in terms of credit-hour production, number of students successfully served, as well as teaching, research, creative activity, and service contributions produced by the program.

| 1. | Total Faculty FTE: |
|    | SCH production by year: |
|    | Number of graduates OR number of course completers: |
|    | Percentage of capacity unfilled (below course capacity): |
|    | Other applicable size metric: (e.g. number of publications, performances, grants, client reports, trainings, contracts, etc.) |

| 2. | Given the numbers above, comment on how productive your program is in terms of teaching, research/creative activity, and service that draws on programmatic expertise. Are there any unique features of this program that would assist in explaining its productivity? |
### Revenue and other resources generated

**Weight: 5%; 200 Words**

This criterion focuses on the revenues that are attributable to the program’s efforts. Directions:

Provide details on efforts to increase revenue from tuition and fees and how this has impacted the operation of the program. Explain efforts to obtain external funding (other than tuition and fees) and how these efforts impacted the operation of the program (i.e., were the efforts successful). If no efforts have been made to increase revenue through tuition, fees, or external funding, or if those efforts were not successful, explain why.

| 1. | • Total Tuition (use number of student credit hours times tuition cost; tuition waivers are not subtracted)  
• Lab, course, and program related fees  
• How many SCH were in-state? Out-of-state?  
• % of department and college tuition revenue produced by this program (Non-teaching programs leave question 1 blank). |
|---|---|

| 2. | List how much money the program secured/maintained in external funding?  
• Gifts and donations (including alumni support); donations for scholarships  
• Equipment donations  
• Contracts and grants  
• Fundraising  
• Legislative direct (such as line items to support certain programs)  
• Statewide direct (such as line items to support certain programs)  
• Other external subsidies  
• Indirect cost recovery  
• Endowed chair  
• Other endowments  
• Performance revenue (PBAC) |
|---|---|

| 3. | Provide any context, explanation or interpretation relevant to understanding the above data. |
**Costs and Other Expenses**

*Weight: 5%; 200 Words*

This criterion focuses on the expenses (including assigned overhead) incurred by the program in conducting its activities.

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| **1.** | **Instructional costs per SCH, calculated:** Instructional cost per FTES = Instructional Salaries/Total FTES  
Total budget allocations for programmatic equipment, materials, or facilities (including rent) |
| **2.** | **Please describe how you have created efficiencies and managed costs and quality within your program (as applicable).**  
Please comment on the costs above as appropriate. |
Impact and Essentiality
Weight: 20%; 700 Words

This criterion measures alignment with UAA’s strategic vision and mission. Impact measures effectiveness in supporting the mission and strategic vision.

Impact and essentiality that is historic should be noted in the “History” section of the template. Impact and essentiality that is expected in the future should be noted in the “Opportunity Analysis” section.

1. • Diversity of graduates or completers
   • Percentage of graduates or completers who were Alaska residents
   • Percentage of total UAA graduates who took any courses from this program
   Non-teaching programs leave this section blank

2. Below are the priorities from the UAA Strategic Plan 2017. Provide evidence that illustrates how this program makes significant contributions to at least two (2) and no more than three (3) of the strategic plan priorities, listed below.

1. Priority A: Strengthen the total UAA instructional program: sustain and develop courses and programs to address the opportunities and challenges of Alaskan life; prepare students to think and work in a rapidly changing world; and increase active student participation in research, creative expression, and service learning.

2. Priority B: Reinforce and rapidly expand UAA’s research mission: strengthen capacity for competitive sponsored research, and give special attention to Alaska, the Pacific Rim, and the circumpolar North.

3. Priority C: Expand educational opportunity and increase student success: improve transition to higher education with an emphasis on serving Alaska Natives, other underrepresented populations, and first-generation college students; continue to improve the rates at which students attain their educational goals; and substantially increase the number of our students who achieve the highest academic distinction.

4. Priority D: Strengthen the UAA community: develop campus life and the total college experience; build and maintain our facilities as sustainable models for northern universities; and recruit, retain, and develop the highest quality faculty and staff.

5. Priority E: Expand and enhance the Public Square: expand our commitment to community engagement, become a national model for community partnerships, and make our campuses the venue of choice for Alaskan public life.
**Opportunity Analysis**

Weight: 5%; 200 Words

This criterion gives each program the opportunity to share its own vision for how it could align more effectively with the mission of UAA and what resources or opportunities would allow that to happen. This criterion is meant to encourage innovative suggestions that have not previously been considered by the institution.

| 1. Given current resources, what do the next 3-5 years look like for your program? |
| If desired, what new opportunities could you exploit by restructuring and/or realigning existing resources? |

| 2. Of the following, which would be your greatest priority for increased funding? (choose one): |
| • Increase volume of outcomes |
| • Increase quality of outcomes |
| • Increase breadth of outcomes |

Please Explain: