**Areas for Consideration in Programmatic Planning**

**2013-2018**

***Assumption: There is no new money; state funding will likely not improve. Internal reallocation of resources or external funding support is needed to grow existing programs or create new programs.***

All current programs should be placed in one of the following categories:

1. Grow: based upon program indicators and other considerations, we wish to invest in additional resources to grow student headcount and credit generation in the program (plan needed)
2. Sustain: program ranks in the top 50% of BSU ranked programs according to the listed indicators and other considerations, and we wish to maintain the program at its current student headcount and credit generation level
3. Revise: program ranks below the top 50% of BSU ranked programs according to the listed indicators and other considerations, and we wish to revise the program to improve program ranking according to the listed indicators within two years, or we wish to sunset the program (plan needed)
4. Create new: program currently does not exist, but should be considered for implementation. Data related to regional/state/national demand such as employer outlook data, etc. support the need to move in this direction. See DEED data: <http://www.positivelyminnesota.com/apps/lmi/projections/>

Indicators used to rank programs at BSU

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| 1. Student FYE generation per faculty member (FY 12 data)   (over 21=10 pts; 17-20 = 5 points; below 17 = 0 points) |
| 1. MnSCU cost study (FY10 or 11 data, if available)   (below 90% =10 points; between 90-110% = 5 points; above 110% = 0 points) |
| 1. An average enrollment in upper division courses (FY 12 data)   (over 15 students = 10 pts; 10-15 students = 5 points ; fewer than 10 students = 0 points) |
| 1. Number of annual graduates within a major, or within a stand-alone minor (FY12 data)   (greater than 10 graduates =10 pts; 5-10 graduates = 5 points ; fewer than 5 graduates= 0 pts) |
| 1. Graduate placement rate in related career or in graduate school (Most recent year)   (greater than 90% placement =10 pts; 80-90% placement= 5 pts; below 80% placement = 0 pts) |
| 1. Student graduation rate for the program (fall Juniors, average of three most recent years, graduation within a total of six years.)   (graduation rate 90% or higher =10 pts; graduation rate 89% to 80% = 5 pts; rate below 80% = 0 pts) |
| 1. State and/or regional data indicates that program graduates should expect employment opportunities over the next decade that are favorable; see DEED data at <http://www.positivelyminnesota.com/apps/lmi/projections/>   (At or above the statewide, long-term average of 13% = 10 pts; at or above 10% = 5 pts; below 10%= 0 pts) |
| 1. Program must be current in the BSU program review process, which means the program is up-to-date in the following: |
| * 1. Self-study and external evaluation |
| * 1. When applicable, measurement of liberal education outcomes |
| * 1. Assessment plan for most recent cycle |
| * 1. Assessment findings for most recent cycle |
| * 1. Findings used for program improvement (Action plan) |
| (Two points for each item completed) |
| 1. Program is essential to the mission of the university as evidenced by the extent of coursework that supports BSU’s current signature themes, and other indicators as provided by the Department and Dean. |
| 1. Other: indicators brought forward by the college dean that should be considered in addition to the above, such as: evidence of academic excellence, i.e. what the department is doing to foster quality in student learning and what evidence they have that students are learning what is expected of them; program review recommendations; college strategic direction; alignment with Lumina Degree Qualification Profile, AACU High Impact Educational Practices, or other national recommendations; need to maintain service in liberal education and service to other programs; etc. (not used in the initial ranking of programs) |

New programs and modifications of existing programs

Indicate any new programs planned for the next 5 years. Also, indicate any modifications to existing programs planned for the next 5 years such as moving a program to online delivery, cost-recovery, off-site delivery, etc.

Plans for programs to grow or revise

For programs listed in the grow or revise categories, a plan needs to be submitted to the dean indicating the needed resources for growing the program or for revising the program so that it meets expected indicators. The plan should be succinct, limited to two pages, standard font size.

Some possibilities for program revision

1. Delivery methodology; course redesign
   1. Online/hybrid
   2. Distance delivered through CEL under revenue sharing model
   3. Extensive field-based experience
   4. <http://www.thencat.org/PlanRes/R2R_PrinCR.htm>
2. Consortia degrees, especially graduate programs
   1. <http://www.uwlax.edu/FacultySenate/39th/11-18handouts/Consortium%20MBA%20Implementation%20Plan.htm>
   2. <http://www.sacscoc.org/pdf/Collaborative%20Arrangements%20final.pdf>
3. Dual/joint degrees; especially with international partners
   1. <http://globalhighered.wordpress.com/2011/02/10/what-are-international-dual-joint-degrees/>
4. Applied baccalaureates
   1. <http://occrl.illinois.edu/Newsletter/2010/spring/2>
   2. <http://www.luminafoundation.org/newsroom/topics/2010-08-30-applied_baccalaureates.html>
5. Articulations with technical colleges
6. Articulations with CC’s and other universities
7. Credentials…credit and non-credit certificates to AA to BA/BS to MA/MS. Some examples of student credentials: leadership, global/international fluency, community stewardship
   1. <http://www.cael.org/News/-Stackable%E2%80%9D-credentials>
8. Credit for prior learning
   1. <http://www.cael.org/pla.htm>
9. Interdisciplinary degree programs
   1. <http://www.stanford.edu/academics/programs.html>
10. Interdisciplinary courses within program
    1. <http://www.answers.com/topic/interdisciplinary-courses-and-majors-in-higher-education>
11. Adjust credits in major
12. Assessment based around national expectations
    1. <http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf>
    2. <http://www.aacu.org/leap/documents/hip_tables.pdf>
13. Pedagogical models
    1. <http://www.psychology.edu/about/four-models-of-adult-education/>
    2. <http://www.edtech.vt.edu/edtech/id/models/>