**Academic Program Analysis**

**18 March 2016**

**Preface**

At campus strategic planning workshops in September and January this year, Siena’s enrollment and financial challenges have been discussed in considerable detail. Obvious conclusions from those presentations are that we need to identify ways to sustain or even increase enrollments while also reducing instructional costs without diminishing the student academic experience. The Academic Program Analysis initiative will be an evidence-based process to identify opportunities to accomplish these goals. Where can we grow enrollments through attractive new programs or improved retention of to graduation? Where can we become more efficient in instructional delivery without impacting student outcomes or faculty work life negatively?

Strengthening Siena’s financial future will require every unit on campus to examine its goals and delivery modes. Therefore, every academic department will participate in this process of self-examination. Based on the metrics from the Austen Group analysis and on the comprehensive departmental data we have gathered, each department will assess how it can contribute to the sustainability of the College. In that spirit I am asking the academic deans to work with chairs of their respective departments to analyze the evidence, explore questions appropriate to this initiative, and suggest actions that may be taken to enhance departments’ programs and instructional delivery. Together, we can assure that Siena thrives in the future.

**Process**

1. Gather data (see below).
2. Dean and chair meet to discuss review report and develop questions that need to be asked in light of the data (See below).
3. Chair works with department to discuss questions.
4. Dean, chair, and department prepare a report addressing the questions. The report should include a description of issues specific to the department, growth opportunities, possible remedies to problems, and a timetable for implementing program changes.
5. **A preliminary report is delivered by the dean and chair to the VPAA by May 1, 2016.**
6. Following the summer, the report will be refined with attention to relationship of recommendations to the College’s new strategic plan, as well as school strategic plans if available. **The final version of the plan is delivered by the dean and chair to the VPAA by September 30, 2016**.
7. With continued consultation, the VPAA endorses a plan.
8. If the plan involves addition of resources, it will be submitted to the college’s resource allocation process.
9. ***Gather evidence***

**Examine Austen Group analysis:**  
**DEMAND:** External Demand: Percent of prospects expressing interest in major who

enrolled in each major

Internal Demand: Percent of graduates who completed each major

**YIELD:** Course enrollments and percentage of graduates; based on credit hours.

**COST:** Marginal costs of revenue minus cost calculated

Cost are salaries, benefits, operating budgets (Proportional inclusion of Core

Courses with 50% or more nonmajor students)

Revenue is tuition and course or program related fees (not room and board)

**Examine department profile data:**

**ENROLLMENT DATA**

Student Credit Hours Generated:

Student Contact Hours Generated:

Majors:

Minors & Certificates:

Degrees Awarded:

**STAFFING DATA**

**Faculty FTE:**

Student: Faculty Ratio Teaching (Student FTE/Faculty Teaching)

 Overall Student: Faculty Ratio (Student FTE/Total Faculty FTE)

**Staffing** (Headcount)

Percentage of Classes Taught by Full-Time Faculty

**CURRICULUM DELIVERY**

Distribution of Class Sizes

Lab sizes

Average Class Size

Total Average Class Size

Average # of advisees served by FT faculty members

**OTHER SUCCESS MEASURES**

Retention in Major (percentage declared majors returning in same major for next semester)

Retention in College (percentage declared major students returning to college next semester regardless of major)

Number of students who switch to major

Graduation Rate of Declared Majors

Graduate or career placement rate (survey or clearinghouse data)

# of students enrolled in faculty-mentored research

# of students presenting papers at conferences or publications

# of students in Internships (credit-bearing)

Faculty Scholarship: # of publications, papers presented, grants received

1. ***From this review, characterize programs as*** 
   1. strong, but an opportunity for growth,
   2. functioning reasonably well,
   3. in need of close examination for efficiency and curricular revision.
2. ***Formulate questions based on above, for example:***
   1. Strong with opportunity for growth
      1. Is this revision of existing or new programs?
      2. What resources would be needed?
      3. What tasks are required and who should be involved in doing them?
   2. Functioning well
      1. What will be needed to sustain current strength?
      2. Are there opportunities for growth, as well?
   3. Examination
      1. Careful analysis of data to identify specific areas of weakness.
      2. Depending on analysis, what options are available to address problem areas?
      3. What is the likelihood of success of these options?
      4. What resources would be required to address them?