What is APA and why are we doing it?

- Higher education institutions are facing increasing demands and expectations – both internally and externally
- Academic programs are the major cost center of the university
- Some programs have grown without critical evaluation of their on-going need or worth
- Resources are not sufficient to support all current programs
- Balanced, across-the-board cuts lead to mediocrity for all programs
- Decreased funding requires reallocation of resources
- Reallocation cannot be effectively accomplished without rigorous, academic assessment and prioritization

What have we done to date?

Spring 2012, APA Validation Committee (representatives from across campus) reviewed 247 academic programs.

Review was based on several program health metrics; student numbers, faculty and staff numbers, sponsored program awards, fundraising, and external engagement. A report of program strengths and areas of concern was given to provost, deans, and department heads.

Of the 247 programs, 89 have been retired, 7 are still being reviewed for retirement or merger, and 87 are being reviewed further and action plans developed that will lead to program improvement.

College Action Plans, based on the APA reviews, include:

Agriculture
- Enhancing the success of transfer students with a new transfer/retention specialist
- Established 51 new scholarship endowments
- Collaborating with Office of Multicultural Programs to increase diversity of graduate student population
- Formed a graduate student advisory council to refocus strategic support for graduate programs and students

Education
- Improving the quality and quantity of teacher education undergraduate students by hiring a teacher education recruiter
Discussion Item 5

- Launching online masters programs – Learning Design & Technology program has enrolled 144 students in the first year; online programs in Special Education and in Educational Leadership are under development
- Participating in two cluster hire proposals – one in STEM teacher preparation, one focused on autism
- Assisting faculty in securing external funding by hiring a grant specialist

Engineering
- Engaging in a year of planning in preparation for significant growth in faculty, staff and students numbers. Key topics:
  - Game-changing trends in research, technology and education
  - Future funding models for public research-intensive universities
  - Critical partnerships
  - Aspirations for 2030 and beyond

HHS
- Implementing steps to increase four year graduation rates
- Creating a 3+2 health sciences/MBA dual degree program
- Participating in IMPACT to improve the student experience

Liberal Arts
- Examining the administrative structure and robustness of their 16 interdisciplinary programs – Classical Studies has been folded into the School of Languages & Cultures; Philosophy & Literature PhD is being integrated into Dept. of Philosophy
- Investing in the intersections of Science, Technology, and Medicine through faculty hires in departments of History, Philosophy and possibly Anthropology and Sociology

Management
- Creating new joint combined degree programs with Engineering (BS/MBA) – electrical, mechanical, chemical and industrial (already in place)
- Expanding IMM Global Executive MBA with new partners in France, Brazil and China
- Creating new MS programs – 2 online, one with India & China, one with France & China
- Creating “Launching Global Leaders” program for all graduate students
- Creating “Launching Business Leaders” program for all undergraduates

Pharmacy
- Enhancing recruitment of students from underrepresented groups and rural communities
- Working to enhance graduation rate of students who do not gain entry into the PharmD program
- Increasing visibility of BS in Pharmaceutical Science program

Science
- Hired a specialist to improve retention of undergraduate students
- Working on plans to improve DFW rates in undergraduate courses
- Expanding opportunities for undergraduate research
• Working to increase diversity of faculty

Technology
• Attracting & retaining high quality & diverse students – want to increase URM (includes female students) enrollment to 30% over the next three years
• Increasing the academic quality of undergraduate student population and the academic rigor of the programs
• Increasing research and engagement funding
• Curriculum Transformation Task Force is examining:
  o Adding value to state & national workforce
  o Integrating innovation, entrepreneurship, and commercialization theory & practice into curricula of all students
  o Integrating business practices & leadership into all majors
  o Ensuring an integrative capstone experience for most majors
  o Enhancing opportunities for transfer of AS students into programs

Veterinary Medicine
• Renovating classrooms and laboratories to accommodate increased class size
• Seeking funding to build state-of-the-art facilities

What’s next?

A new framework for evaluation has been adopted to help guide the APA process going forward. The categories that will be evaluated are:

• History, development, and expectations of program
• External demand
• Internal demand
• Quality of inputs and processes
• Quality of outcomes and outputs
• Size, scope, and productivity
• Revenue and other resources generated
• Costs and other associated expenses
• Impact, justification, and overall essentiality
• Opportunity analysis

Assessment data (based on the above categories) will be collected annually; the data will be made available to the provost, deans, and department heads via a Tableau dashboard in January of each year.

Formal reviews will take place every three years; next one will be AY 2014-2015.