**ACADEMIC PROGRAM CRITERIA**

**TEMPLATE**

**In all criteria when a table provides NMU Average and NMU High these are the average and high values for similar programs at NMU. For example BS Major programs are only compared to other BS Major programs, not Masters Majors, or Associates, or Certificates, etc.**

**CRITERION 1: HISTORY, DEVELOPMENT, & EXPECTATIONS (7 points)**

*Historical factors related to the program’s development. For example: What was the original intent of this program? How has the program evolved over the past five years (fall 2011- summer 2016)? How has it adapted to meet change?*

|  |  |
| --- | --- |
| **Prompts** | **Sources** |
| Provide a description of the program’s history including the evolution of the program over the years. | Department handbook/webpages/archive materials |
| Your program demonstrates the following enrollment history from Fall 2011 through Fall 2015. Please explain how your program has adapted to meet these changes in student enrollment. | Institutional Research |

**CRITERION 2: EXTERNAL DEMAND FOR THE PROGRAM (12 points)**

*A number of constituents drive external demand for programs: students and their families, employers and business partners, and other university partners. Address the external demand for the program. Respond for 2015-16 academic year only.*

|  |  |
| --- | --- |
| **Questions** | **Sources** |
| What is the demand for graduates of this program? | Bureau of Labor Statistics - Occupational Outlook Handbook <https://www.bls.gov/ooh/home.htm>,  The National Association of Colleges, and  http://[www.economicmodeling.com/](http://www.economicmodeling.com/) software |
| What relationships or partnerships did this program have with corporations, agencies, organizations, etc.? |  |
| How many and what proportion of your graduates have found placement in program-related fields (e.g., graduate school, pre-professional programs, or job placement)? | Program placement statistics |

**CRITERION 3: INTERNAL DEMAND (12 points)**

*Internal demand for programs is driven by how the program serves the university. For example, what is the relationship of the program to other programs or curricula? How does the program serve other programs or institutional needs? Respond for 2015-16 academic year only.*

|  |  |
| --- | --- |
| **Prompts** | **Sources** |

|  |  |
| --- | --- |
| 2015-2016 credit hours generated by majors in other programs across campus. | 2015-2016 credit hours generated by majors in other programs across campus.  Bulletin (Data drop) |
| List activities that serve the university: |  |

**CRITERION 4: QUALITY OF INPUTS (12 points)**

*This criterion assesses the quality of various inputs (e.g., students and faculty (including Scholarship/Professional Development Productivity)) employed by the program in meeting its service objectives. Respond for 2015-16 academic year only.*

|  |  |
| --- | --- |
| **Prompts** | **Sources** |
| Is accreditation available for your program? Are you accredited? | Departmental data |
| The students admitted into your program have the following average high school GPA, ACT, and SAT scores. Transfer students entering your program with the following average incoming GPA. | Program admission standards, etc. |
| What is the composition of faculty affiliated with the program? | FTETF  Headcount  Proportion of tenure-track/  term/contingent/adjunct (Academic Affairs) |
| What percentage of the faculty that teach in this program lack a terminal degree or professional certification? | Departmental Data |
| Enumerate examples of your faculty members’ scholarship, service or awards (e.g.; presentations, publications). | Departmental data, Annual Department SRA Reports |

**CRITERION 5: QUALITY OF OUTCOMES (16 points)**

*Quality of outcomes is the relative success of the program’s accomplishments in terms of outcomes assessment, student learning, and graduation rates. Respond for 2015-16 academic year only.*

|  |  |
| --- | --- |
| **Prompts** | **Sources** |
| What are the results of your assessment of student learning outcome reports? | Program Assessment of Learning Reports  Outcomes Assessment Data  Any National Certification Exam results, or similar data  Assessment coordinator |
| Enumerate examples of your students’ scholarship, service or awards (e.g., presentations, publications). | Departmental data |

**CRITERION 6: SIZE, SCOPE, & PRODUCTIVITY (10 points)**

*What is the size of the program in student-credit-hour production, students served, the breadth of the curriculum, and the relative number served based on inputs employed. Respond for 2015-16 academic year only.*

|  |  |  |
| --- | --- | --- |
| **Prompts** | **Sources**  Number of students (majors, minors, or enrollees) | |
| The number of students in your program was as follows: |
| |  |  |  | | --- | --- | --- | | Fall 2015 Students Enrolled in courses for this program | NMU Average | NMU High | | 327 |  |  | | |
| How many credit hours are required for this program? How many elective credit hours outside the major are available? | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | |  | 2015-2016 | NMU Average | NMU High | | Credits required for graduation from this program | 120 |  |  | | Elective Credits available for this program | 0 |  |  | | Average number of credits completed by the students who received degrees | 155 |  |  | |

|  |  |  |
| --- | --- | --- |
| How productive is this program in terms of degrees or certificates awarded? | Degrees or certificates awarded each year (if applicable). | |
| |  |  |  |  | | --- | --- | --- | --- | |  | 2015-2016 | NMU Average | NMU High | | Degrees Awarded | 194 |  |  | | |

**CRITERION 7: REVENUE & OTHER RESOURCES GENERATED (6 points)**

*What are the program’s sources of revenue (e.g., net tuition revenue, fees, research grants, donations/fundraising, equipment grants, etc.)? What other potential revenue sources exist? Respond for 2015-16 academic year only.*

|  |  |  |
| --- | --- | --- |
| **Prompts** | **Sources**  Financial Statements  Tuition and fees | |
| The net tuition revenue generated by the program is: |
| |  |  |  |  | | --- | --- | --- | --- | | Allocated Revenues | 2015-2016 | NMU Average | NMU High | | Net Tuition and Fees | $385,310. |  |  | | State Appropriation | $129,406. |  |  | | General University Revenue | $4,362 |  |  | | Total Allocated Revenues | $519,078. |  |  | | |
| The following are other sources of revenue, in addition to tuition: | Financial Statements  Unrestricted/Restricted donations  Restricted scholarships  Restricted equipment funds  Grants  Restricted operational funds  In-kind contributions  Service charges | |
| |  |  |  |  | | --- | --- | --- | --- | | Program Specific Revenues | 2015-2016 | NMU Average | NMU High | | Tuition and Fees | $8,724. |  |  | | Grants and Contracts | $4,500 |  |  | | Sales and Service | $2,000. |  |  | | Gifts (Foundation Revenue) | $5,000. |  |  | | Total Program Specific Revenues | $20,224. |  |  | |  |  |  |  | | Total Revenues | $539,302. |  |  | | |

**CRITERION 8: EXPENSES AND OTHER COSTS INCURRED (6 points)**

*What expenses, including assigned overhead, are required for the program to conduct its activities? What is the ratio of revenues to costs? Estimate what savings if any would result if this program were eliminated. Respond for 2015-16 academic year only.*

|  |  |
| --- | --- |
| **Prompts** | **Sources**  Financial Statements |
| The following are the direct and indirect costs associated with this program: |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | Direct Costs | 2015-2016 | NMU Average | NMU High | | Labor (Salary and Fringes) | $254,450. |  |  | | Supplies, Services, Material & Equipment | $14,540. |  |  | | Total Direct Costs | $268,990. |  |  |  |  |  |  |  | | --- | --- | --- | --- | | Indirect Costs | 2015-2016 | NMU Average | NMU High | | Utilities | $10,178. |  |  | | Debt Service/Interest Expense | $4,362. |  |  | | Depreciation | $20,356. |  |  | | TLC Student Laptops | $20,356. |  |  | | Other University Overhead (Insurance, Facility Maintenance, etc.): | $8,724. |  |  | | Total Indirect Costs | $63,976. |  |  | |  |  |  |  | | Total Costs | $332,966. |  |  | |

|  |  |  |
| --- | --- | --- |
| Revenue/Cost | Financial Statements | |
| |  |  |  |  | | --- | --- | --- | --- | |  | 2015-2016 | NMU Average | NMU High | | Revenue/Cost | 1.6197 |  |  | | |
| If this program were eliminated, please provide as detailed an assessment as possible of what savings would be achieved. Consider the amount of faculty time, any consumables, or other items no longer required if this program was no longer offered. | | |
| Program Response (XYZ Characters allowed):  Since almost all courses used in this program are used in other programs, the loss of this program would result in three courses that only students in this program take, HG 101, HG 201, and IHM 3xx the new hydroponics course mentioned in Criterion 10. The faculty who teach these courses are either adjunct instructors or if they are full-time, they would take other courses currently being offered by adjunct instructors. Thus, the net savings would be approximately 10 adjunct-taught sections (approximately 40 SCH) which would be a savings of approximately $48,920. (at the 2017-2018 adjunct instructor rate of $1020 per credit and the contingent fringe rate of 19.9%). | |

**CRITERION 9: IMPACT, JUSTIFICATION, & OVERALL ESSENTIALITY (10 points)**

*This criterion focuses on the overall importance of the program & its contributions to the institution’s success.*

|  |  |  |
| --- | --- | --- |
| **Prompts** | **Sources**  Department survey  Community input  2015-16 NMU Mission Statement is:  Northern Michigan University challenges its students and employees to think independently and critically, develop lifelong learning habits, acquire career skills, embrace diversity and become productive citizens in the regional and global community | |
| This program is essential to the mission of the institution, the community, and/or the region for the following reasons: |
| Program Response (XYZ Characters allowed):  The IHM Program provides its students with a hands-on project-based program that uses more than a dozen real time events involving the general public. Students clearly acquire career skills. As it is well known that trends in food service, lodging, and tourism, are constantly changing, our students are well prepared to be life-long learners. They are taught to critically evaluate all that they do. Given the diversity of the cliental that they work with, they are only successful if they embrace diversity in all its many forms. The IHM program is a great example of demonstrating NMU’s mission.  The IHM program’s internships and other less formal interactions both paid and unpaid with around 42 Marquette area businesses provide a major economic impact locally. While it is likely the businesses could still hire workers, they would not be as well prepared as they currently are. | |
| This program helps the institution differentiate itself from other colleges and universities in the state, region, or at the national level in the following ways: | | |
| Program Response (XYZ Characters allowed):  This is the only program of its kind on Earth.  The existence of 3 exclusive affiliate partnerships with inter-galactically recognized leaders of the hospitality field.  The regular admission of students from 17 different solar systems adds to the diversity of the student population. | |
| If your program data for 2015-2016 is an anomaly in any criterion that does not accurately reflect your program’s usual level of excellence, please describe what a more typical year would look like. | Department Head Narrative | |
| Program Response (XYZ Characters allowed):  2015- 2016’s data is a relatively average year for our program. The data fluctuates around a long-term average. There were no unusual events that had any effect on our data. | |

**CRITERION 10: OPPORTUNITY ANALYSIS (9 points)**

*This criterion allows the program to describe the additional contributions it could make if it had access to specific additional resources. Essentially, what are the strengths, efficiencies, and needs of the program? What issues might need to be addressed in terms of the viability, health, or size of the program?*

|  |  |  |
| --- | --- | --- |
| **Prompts** | **Sources**  Curriculum proposals, etc. | |
| List what your program has already done to transform since 2015-2016 (i.e. curriculum proposal): |
| Program Response (XYZ Characters allowed):  In order to maintain the 120-credit load while accommodating industry changes and expansion into new types of markets, we will be making major changes to the curriculum. Modifications include adding electives, reducing the Science Core by converting some of those courses to electives, & adjusting credit value on some of the other required courses.  We will be adding two new electives: GE xxx Interstellar Hydroponics, and IHM xxx Hospitality Security and Risk Management. While the Hydroponics course will be unique to NMU, the Hospitality Security course is available from many other universities.  The Interstellar Hydroponics course will enable our students to develop skills in growing and preparing fresh vegetables native to other planets. They will be instructed on ensuring that foods are not toxic to any species. The Hospitality Security and Risk Management course will introduce to students the importance of both physical and electronic surveillance and maintaining the security of online information. This seems prudent in light of the recent Equifax issue. | |
| This program can be strengthened or transformed in the following ways: What specific resources (e.g., new personnel, new technology, new equipment, and new facilities) would enable you to do so? | Department survey  Availability of space, resources. | |
| Program Response (XYZ Characters allowed):  Additional faculty member to coordinate & supervise and expand opportunities for internships universe-wide.  A person to onsite maintain, repair and procure program specific equipment. This would reduce the time commitment for non-teaching, service or scholarship activities of existing faculty. This would allow such faculty to improve those areas.  If we had $77,000. we could replace and/or upgrade kitchen facilities to better prepare our students for “real world” conditions. With an additional $75, 000. We could do the same in the associated restaurants/cafes. | |
| List the potential collaborations (within the institution, beyond it, etc.) and/or any other opportunities to improve this program: | Samples (other universities/other programs)  Department survey | |
| Program Response (XYZ Characters allowed):  We hope to build better relationships through instruction of new electives HM 3xx with the EEGS programs, and HM 4xx (co-taught with an instructor from Criminal Justice program).  A new wormhole to the Gamma Quadrant was recently discovered. As such, we wish to expand our off-world internship program to planets in this area. This will allow additional opportunities for our students beyond the 42 area facilities and 3 off-world internship placements. | |