

EWU Strategic Resource Allocation Academic Review Template

The following document has been created to allow faculty and staff to work collaboratively on completing the templates for their respective programs. This document matches the template that has been created for the **WordPress online form**. WordPress is limited in its capacity for collaboration among individuals and does not easily allow you to save your progress. Therefore, this document may be useful as you draft your template. The final template must be submitted through WordPress, no documents will be accepted via email or otherwise.

Template Instructions

1. Please answer all the questions to the best of your ability. If you choose not to answer a particular question, please type "N/A" so that the task force knows you have intentionally skipped it.
2. Please answer in a way that people unfamiliar with your work can understand your responses; please avoid the use of field/discipline/specialty jargon and acronyms that are not defined the first time they are used.
3. The Strategic Resource Allocation (SRA) Template is being distributed to chairs/directors for the sake of efficiency and accountability. However, another person, other than the chair/director, may complete the template if decided upon by the department/program. Respondents are strongly encouraged to seek the input of other program/department faculty while preparing their responses.
4. WordPress is the platform that will be used for the final submission. However, the way in which WordPress operates is not conducive to collaborative work or saving progress. Therefore, we recommend that each program uses the **fillable document provided here** so that collaboration within the program may occur. Once complete, the information can be transferred to the WordPress, the online form, for final submission.
5. Each request for a response has a displayed word count that is distributed across the related questions. Since the template was designed for a broad variety of programs, we expect that some units will not have detailed responses or will not have information applicable to all questions. For example, many programs may have strong internal demand (e.g., for General Education) but little external demand, and vice versa. The Task Force will take into account that units have different levels of internal and external demand.
6. Data for the SRA project will be shared with the appropriate chairs/directors via an emailed link. Please use this data to address quantitative criteria requested in the template's questions. **Descriptions of how each data item was created can be found here.**
7. Unless specified, the university-provided data focuses on the 2021-22 academic year. This means that your responses that utilize this data should be tailored to that timeframe. Exceptions to this include questions that involve university-provided data outside of that year (e.g., graduation rates) as well as the History, Development, & Expectations and Opportunity Analysis sections. Program provided data has no limitation on the timeframe used, but the most recent data should be used whenever possible.
8. In many questions we ask for university-provided data and, sometimes, program-provided data. Most of this data is provided for you although you can supplement it with additional data, where applicable. You do not need to summarize the university-provided data as the Task Force will have access to the same data you are provided. It is suggested that respondents use the data within their response to the questions. For example, when asked to

review university-provided DEI information, a program could highlight their DEI accomplishments as part of the associated questions. There is a designated section, which is not part of the overall word count, for programs to post references for their data.

9. Once a program submits their completed template, it will be stored for later retrieval by the Academic Task Force. A copy of the submission will be sent to the submitter. The Dean overseeing the program will be emailed the submission contents but will not be able to make any modifications.

College & Department/Program Information *(Required)*

College:

Department:

Program:

Program Type:

Note. These are available as dropdowns in the online template for ease of use; however, this could not easily be replicated in this document.

Alternate Contact Email:

I. History, Development, and Expectations (5%)

Was the program in the EWU catalog and available to students in the 2020-21 academic year? *Grants and general education programs should select 'No' for this question. (Required)*

Yes

No

Is the program planned to be discontinued? *(Required)*

Note. Selecting "Yes" would take you to the end of the template.

Yes

No

In 150 words or less, please address the following issues/questions. *(Required)*

- Briefly describe the history of the program and its significance to the university.
- How has the program adapted to meet changing university mission and goals over time?
- Has the program undergone recent changes in enrollment, number of faculty, or other important quantitative variables listed in the rest of the template?

Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

II. External Demand (10%)

In 200 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- What makes the program unique in serving regional needs relative to other regional universities?
- What community engagement activities does the program participate in? (e.g., internships, volunteerism, service learning, community-based learning, community-engaged research, etc.)
- Describe financial support from the community, such as funds for student scholarships.

University Provided Data associated with this section *(for undergraduate majors only)*

- Number of incoming students who identify the program as an area of interest.
- Number of first-time major declarations in the program.

Word Count:

What proportion of applicants does the program accept? If the program does not have a selection process, enter 100% here (this will be true for most majors and certificates).

For majors, minors, certificates, and graduate programs, in 50 words or less, please address the following issues/questions.
(Required)

- What is the projected number of positions in the field or related fields that students from the program might pursue?
- What is the projected % change in employment in the field or related fields that students from the program might pursue?
- What is the median salary of workers in the field or related fields that students from the program might pursue?

We provided links to the Bureau of Labor Statistics (BLS) and WA State data that you can use below, but other data sources are also acceptable.

<https://www.bls.gov/ooh/>

<https://erdc.wa.gov/data-dashboards/earnings-for-graduates>

Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

III. Internal Demand (10%)

In 200 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- Does the program provide services required by other programs on campus?
- What other academic programs depend on the program and how?
- Describe the program's collaboration with other programs on campus, say, cross-listed courses, co-taught courses, etc.
- Are there pedagogical, accreditation, or other limitations on class sizes?

University Provided Data associated with this section.

- Number of student credit hours (SCH) generated in the program.
- Average and median course fill rate for the department.
- Average and median class size for the department.

Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

IV. Quality Inputs and Processes (5%)

In 150 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- What national and/or professional (beyond the NWCCU) accreditations or licensing standards are in place?
- What curricular and/or instructional strategies does the program use to ensure quality education?
- How has the program adapted to recent challenges and opportunities related to quality inputs and processes?

University Provided Data associated with this section.

- Percentage of SCH in the department generated by the different faculty types (e.g., tenured/tenure-track, lecturers/senior lecturers/visiting professors, adjuncts, and graduate service appointments).
- Number of full-time equivalent faculty (FTEF) in the department and amount of time that goes into instruction.
- Distribution of FTEF by faculty type.
- Percentage of instructional FTEF in the department with a terminal degree.
- Number of curricular bottleneck courses in the department.
- Mean grade point average (GPA) of incoming students for the program.

Word Count:

In 50 words or less, please address the following question. *(Required)*

- What is the faculty retention rate? If needed, please use this space to also discuss problems there may be with retaining faculty.

Word Count:

What is the number of credits required in the program? *For all programs that are not major, minor, certificate, or graduate programs, the answer should be "0". (Required)*

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

V. Quality Outcomes (10%)

In 200 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- Describe the recent significant scholarly, creative and/or professional contributions of the program's faculty/staff/students.
- Describe the contributions of the program's recent graduates to the region and/or their professional field, including (further) graduate study.
- Provide quantitative data, if available

University Provided Data associated with this section.

- Percentage of students in the department that received a D, F, or withdrew without credit (DFW rate).

For all programs that appear on transcripts (e.g., majors, minors, certificates, and graduate programs).

- Graduation rates.
- Percentage of students that graduated with a GPA of at least (i) 3.0, or (ii) 3.7.

Word Count:

Does the program have a minimum GPA above the university-set 2.0 for undergraduate or 3.0 for graduate? *Grants and general education programs should select 'No' for this question. (Required)*

Yes

No

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

VI. Size, Scope, and Productivity (15%)

In 200 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- Discuss the release time for research, service, and/or administrative duties/activities in the program, including non-departmental/programmatic service such as Faculty Organization.
- Does accreditation, licensing, or a similar factor affect student-to-faculty ratios? If so, how?
- Describe any challenges that affects the output or productivity of the program.

University Provided Data associated with this section.

- Number of students in the program and number of students who graduate.
- Number of SCH generated in the program.
- Adjusting for faculty size: number of SCH, students, and graduates per FTEF in the department.
- Department distribution of faculty time across teaching, research, and service.
 - Percentage of release time for research, service, advising, or other duties.

Word Count:

In 50 words or less, please address the following issues/questions. You should provide data from the program to support where necessary.

- Information about advising loads.
- Average number of students advised by the faculty.

Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

VII. Revenues and Resources Generated (10%)

In 200 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- What steps has the program taken to bring in additional funds beyond SCH?
- Describe other sources of revenue that may not have been captured by the data. We are particularly interested in external funds that directly support operations.
- Has revenue from the program changed substantially over the past 5 years, and if so, why? Use data to support your response, if available.

University Provided Data associated with this section.

- Total revenue of the program.
- Total program expenses.
- Net total (revenues - expenses) of the program.

Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

VIII. Expenses and Costs Incurred (10%)

In 250 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *(Required)*

- Do these costs reflect what the program needs to be successful? Please explain.
- Has financial support for the program changed substantially over the past 5 years? If so, how has this affected the program? Use data to support your response, if available.
- Please explain any significant discrepancy between cost and revenue (positive or negative).

University Provided Data associated with this section.

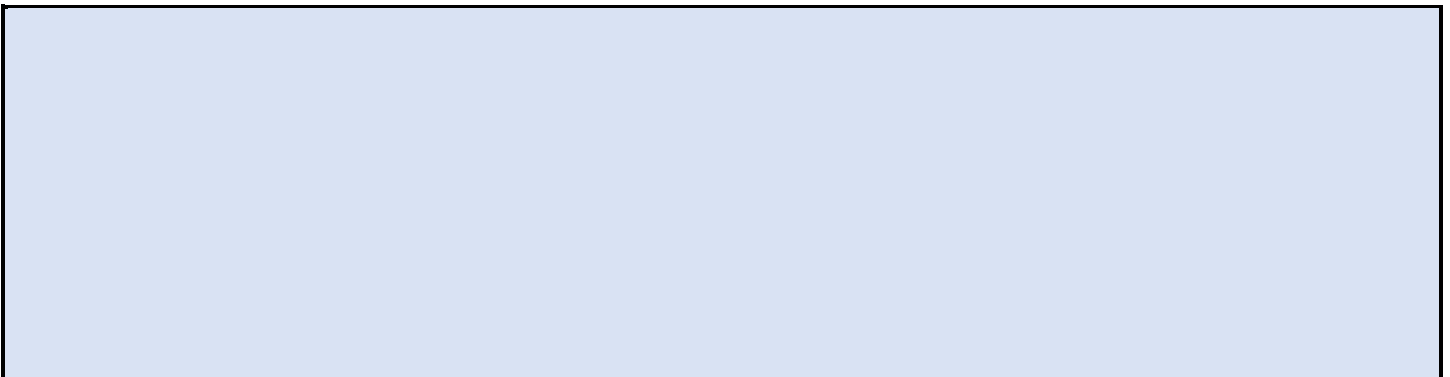
- Total revenue of the program.
- Total program expenses.
- Net total (revenues - expenses) of the program.



Word Count:

OPTIONAL: In 100 words or less, please explain a recalculation of costs.

The costs data for the program are allocated from department costs based on a formula (see the data descriptions for details). Only provide a recalculation if you feel that costs have not been correctly allocated to the program. *You may skip this section if this does not apply to you.*



Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

IX. Impact, Justification, and Overall Essentiality (15%)

In 300 words or less, please address the following issues/questions. Impact and essentiality have many components, and these are not always highlighted in quantitative data. Feel free to highlight your successes. *(Required)*

- How is the program essential to the current and future success of the institution?
- How is the program essential to the current and future success of the region?
- How would elimination of the program affect EWU as an institution?



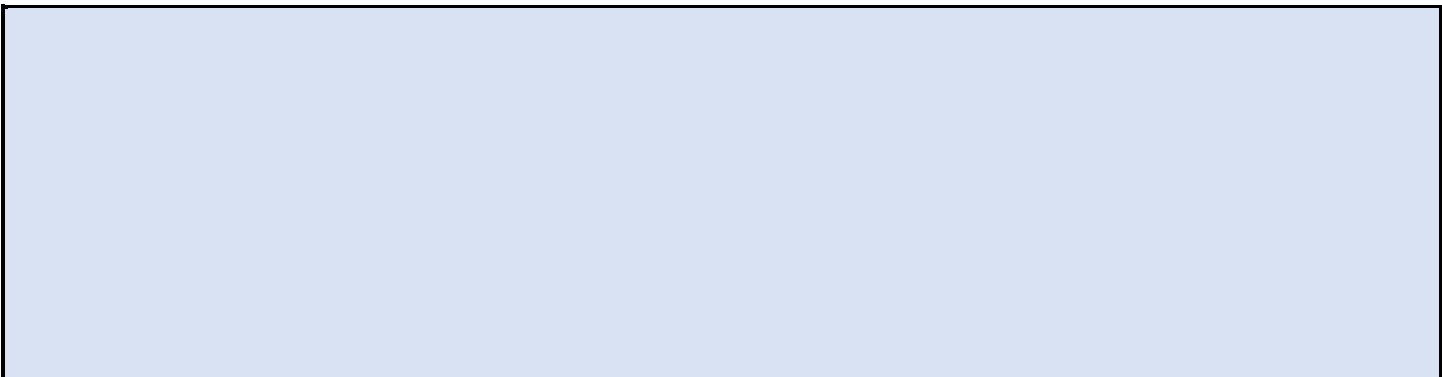
Word Count:

In 150 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *We acknowledge that university provided data are limited in the kinds of diversity they recognize and invite you to discuss any contributions the program makes to address diversity, equity, and inclusion (DEI).* Feel free to highlight your successes. *(Required)*

- How does the program address DEI?

University Provided Data associated with this section.

- Proportion of Hispanic students within the program.
- Proportion of non-Hispanic students of color within the program.
- Proportion of first-generation college students within the program.



Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

X. Opportunity Analysis (10%)

In 200 words or less, please address the following issues/questions. *(Required)*

- What changes, if any, are already planned for the program?
- How could the program be revised to enhance or strengthen it?
- What could the program accomplish if more resources were invested? Be specific about what and how many resources would be required.

Word Count:

References

Enter your references below. If you are entering website URLs, enter each link on a **new line** (press enter after each reference).

Final open-ended questions that can be applied to any/all criteria

This section is not considered as a percentage of a program’s evaluation. Instead, it is for you to address discrepancies or spotlight facts about the program that we did not ask in previous categories.

In 100 words or less, please address the following question. *This question is optional.*

- Are there any discrepancies in the data that were provided? If so, please explain and provide references.

Word Count:

In 200 words or less, please address the following question. *This question is optional.*

- Is there anything this template did not allow you to express or is there something that is important to the review of the program?

Word Count:

List of references for data, etc.

Confirmation

By checking this box, you are agreeing to the data submitted with this form to be true to the best of your knowledge. This response will be stored with the template as consent of submission.

I agree and confirm the accuracy of this data.