

Program questionnaire for the Academic Program futures Working Group

The Academic Program Futures Working Group has completed phase 1 of a thorough review of degree programs offered at UTA. As it prepares for Phase 2, a second-round review, members will be engaging with both **written program responses** and **in-person conversations**. Phase 2 is designed to deepen understanding, add context to the data already reviewed, and support thoughtful, well-informed recommendations.

General context

Please limit to 2 pages.

- a) What core value does this program provide to students, the university, and society?
- b) How does the program advance current institutional priorities rather than historical ones?
- c) What specific losses (academic, workforce, or reputational) would result from a transition (could include merger with another program or closure).
- d) How does the program serve other units (core curriculum, required courses, minors, etc.)? What is the relationship to other sister programs (ex. BA relationship to BS, MS relationship to PhD, etc)?
- e) In what ways do faculty research, creative works, and community service contribute to the mission of the University?

Financial efficiency

The financial efficiency measures help the Working Group understand whether a program is a net contributor to or net receiver of university financial resources. These measures focus on majors within the academic program and do not capture other important contributions, such as courses offered in support of the general education core or service to other programs.

The questions below are designed to help us better understand how your program's financial profile relates to its mission, academic strengths, and student experience. Please view this as an opportunity to share your expertise, context, and insight into how the program functions today and how it might evolve in the future.

Describe how the program plans to increase revenue, reduce costs, and strengthen its overall financial sustainability. As part of this it may be helpful to consider the following questions. (No longer than 2 pages.)

- a) In relation to the program's financial efficiency metrics, please describe factors that help explain the observed results.
- b) List any recent or ongoing changes (for example enrollment trends, curriculum revisions, delivery modality, accreditation/licensure requirements, etc.) that might not yet be reflected in the data.
- c) Outline any disciplinary-specific factors that influence the revenue and cost patterns in the financial efficiency metrics.
- d) Outline any steps the program has already taken to manage costs, improve efficiency or better align resources with student demand and instructional needs.
- e) Please provide any additional data and/or context that may help the working group better understand financial efficiency for the program.

Student demand

The student demand measures provide insight into enrollment and completion patterns over time, including recent levels and trajectories. These metrics help the Working Group understand how students engage with the program and how demand may be changing.

The Working Group recognizes that student demand is shaped by many factors, including disciplinary norms, regional and employer trends, admissions pathways, advising structures, and the characteristics of the student populations served.

Describe how the program plans to increase enrollment, and provide metrics projecting expected enrollment over the next five years. As part of this it may be helpful to consider the following questions. (No longer than 2 pages.)

- a) What factors explain current enrollment and completions levels and how do recent trends compare with longer-term patterns in the discipline?
- b) Outline the ways in which the structure and design of the program influence student entry, progression and completion. These can include prerequisites, clinicals, transfer pathways, disciplinary norms.
- c) Outline any external factors that may be influencing student demand, e.g. labor market trends, licensure requirements, modality shifts, immigration policy.

- d) Outline any recent program developments that represent early signals or emerging opportunities that are not yet reflected in the data.
- e) Outline steps that have been taken to strengthen student recruitment, retention, progression and completion.
- f) Outline any opportunities that exist to adjust pathways, redesign curriculum, strengthen advising, enhance visibility, collaborate with other disciplines to make the program more attractive and accessible to students.
- g) Please provide any additional data and/or context that may help the working group better understand student demand for the program.

Student academic success

The student success measures focus on student progression and completion within the program. These metrics help the Working Group understand how students move through the program and where structural or contextual factors may influence persistence and completion.

The Working Group recognizes that student success outcomes are shaped by many factors, including program design, curricular sequencing, advising practices, student preparation, employment and family obligations, and the characteristics of the student populations served.

Describe how the program plans to improve the curriculum to enhance student success, including retention and graduation rates. As part of this it may be helpful to consider the following questions. (No longer than 2 pages.)

- a) Outline factors that help explain the observed retention and graduation rates at key milestone. Explain how these outcomes align with norms and expectations within the discipline at the degree level in question.
- b) There may be a lack of data on one or more of the metrics due to cohort size and or the way students enter the program. If so, outline qualitative insights that you can share about retention, progression and completion patterns.

- c) Outline ways in which program structure and requirements influence student progression and time to degree. For example, number of program-required credit hours, prerequisite sequency, required experiential components, etc.
- d) Outline ways in which attributes of the student population that the program serves influence academic success patterns. For example, transfer, part-time, first generation, international students, etc.
- e) Outline any external factors that influence academic success such as licensure requirements, clinicals, course availability, scheduling constraints, etc.
- f) Outline any steps the program has already taken to support academic success such as advising practices, class scheduling, academic support, targeted interventions, etc.
- g) Please provide any additional data and/or context that may help the working group better understand academic success for the program.

Student outcomes

The student outcomes metrics focus on post-graduation indicators related to earnings and debt, as reported through SeekUT. These metrics provide one perspective on how graduates are faring after completing the program.

The Working Group recognizes that post-graduation outcomes are influenced by many factors beyond the curriculum itself, including regional labor markets, industry norms, licensure and credentialing timelines, graduate school enrollment, public service careers, and a students' individual goals.

Describe how the program plans to address student outcomes after graduation. As part of this it may be helpful to consider the following questions. (No longer than 2 pages.) Note that if the program created an Gainful Employment action plan, that plan will be considered.

- a) Outline any factors that help explain observed earnings and debt patterns in first year and subsequent years after graduation. Describe how these outcomes align with typical employment outcomes within the discipline.
- b) Outline the kinds of employment graduates from the program pursue. Describe how pathways may influence the timing and level of earnings captured in the metrics.

- c) Outline programmatic factors that might influence time to degree and student debt outcomes, for example required coursework and experiential components, type of student such as part-time.
- d) Outline the ways in which the program might support the students in making informed financial decisions.
- e) (For master's programs only.) What could impact the program's Year 1 master's earning premium in terms of program goals and expected trajectories? For example, licensure, delayed labor-market entry, career switching, professional school, etc.
- f) If the program created a Gainful Employment action plan, please provide any updates and insights gained by executing the plan.
- g) Please provide any additional data and/or context that may help the working group better understand student outcomes for the program.

Areas for continued dialog

What additional questions, topics, or areas of inquiry would you welcome further discussion on with the Working Group?