Program Review and Reduction Process (PRRP) Final Report

Overview

Following a ten-year decline in enrollment exacerbated by the COVID-19 pandemic, the Program Review and Reduction Process (PRRP) began at Portland State University in the fall of 2020 as part of a multi-year, multi-faceted plan to stabilize enrollments and reduce expenditures. PRRP was one component of a broad Office of Academic Affairs strategic framework, Closing the Gap, that identified a number of measures that Academic Affairs could use to support the institutional goal of aligning budgets with expenditures. Those measures included:

- o   Stabilizing and, where possible, increasing enrollments;

- o   Implementing the President's Strategic Hiring Freeze (updated through the Hiring Pause);

- o   Realizing savings, where possible, through attrition and vacancies;

- o   Participating in the Support Services Review;

- o   Offering a Retirement Transition Program in partnership with the AAUP;

- o   Launching the Program Review and Reduction Process.

Academic Affairs and the Faculty Senate collaborated on a process for considering possible reorganization, reduction, or elimination of academic programs, with the overarching goal of supporting the University's financial sustainability while ensuring the academic enterprise supports the needs of our students. The process concluded in spring of 2023.

Throughout this process, work was guided by the Vision, Assertions, and Guiding Principles developed by the Academic Program Reduction and Curricular Adjustments (ARPCA) committee established by the Faculty Senate. These thoughtful guidelines were powerful in informing processes and discussions throughout PRRP.
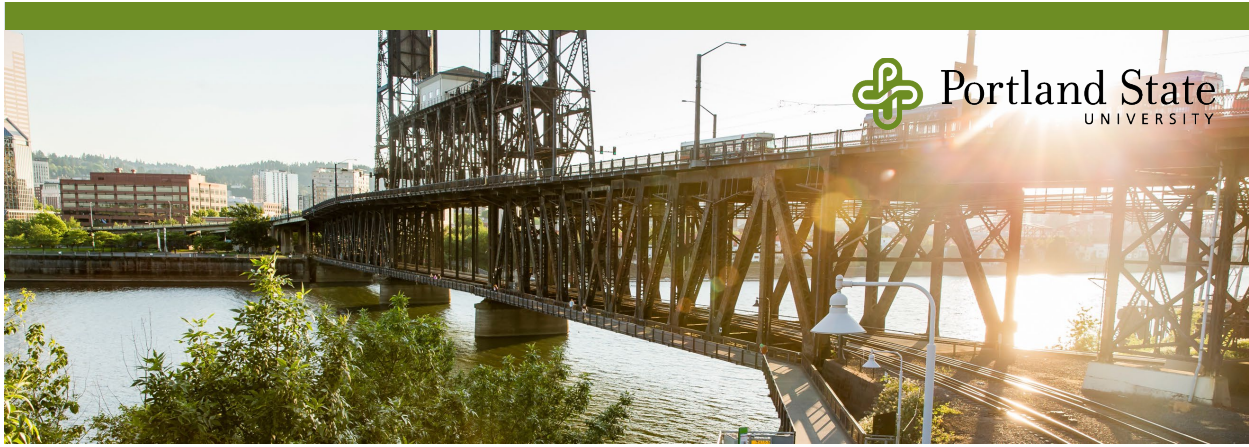
APRCA's guidance and wisdom were essential components throughout this process. Academic Affairs also provided resources to units in the form of ReImagine grants to provide dedicated space to collaborate and design mechanisms to address the challenges and opportunities we face.

There were not any predetermined outcomes for units. The Provost was guided by the work of the faculty, staff, and deans in making final decisions. As a result, the outcomes for PRRP were not uniform. Indeed, one of the most important learnings from this process is how faculty in different locations in the university engaged with common questions in ways that reflected their unit and college histories and values.

PRRP had three phases that are outlined in more detail below:

- o Phase I - Develop Metrics and Dashboards: In this initial phase, dashboards were developed that asked units to focus on key metrics that underlie common program outcomes, such as numbers of degrees, service courses, three-year trends in enrollments, percentages of BIPOC students and faculty, and overall use of budgets.

- o Phase II - Launch Program Review and Reduction Conversations with Units: Based on the dashboards, eighteen units were asked to develop reports that helped to understand the context for the unit's metrics as well as actions that were being undertaken to improve outcomes.

- o Phase III - Incorporate Program Review and Reduction Conversations into FY23 and FY24 budgets: Based on the dashboards and Phase II reports, five units were asked to discuss how they could continue their level of academic operations with their current resources. ReImagine funds were provided to these units to support the development and writing of the reports.

Best Practices

Throughout this process, units developed thoughtful, reflective, and innovative responses to the requests from the provost and deans. Faculty across all units are to be commended for the seriousness and dedication with which they engaged in these discussions. Many units set models for future development across the institution.

In response to the changing resource environment, units took multiple approaches to consider how best to align their resources with supporting students and contributing to the overall goals of financial sustainability. And while some responses were unique to unit characteristics, many units took similar approaches in their actions. Among the most prominent and effective were:
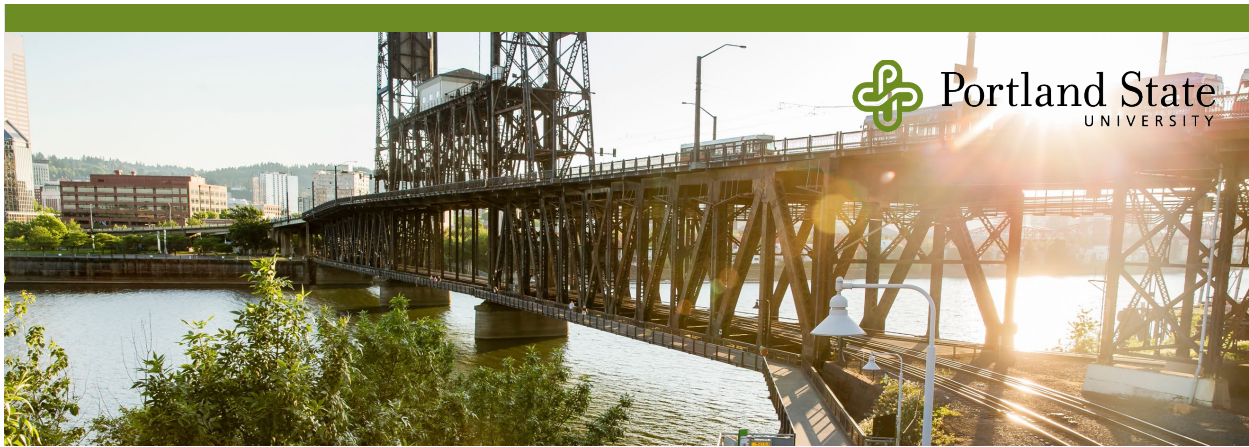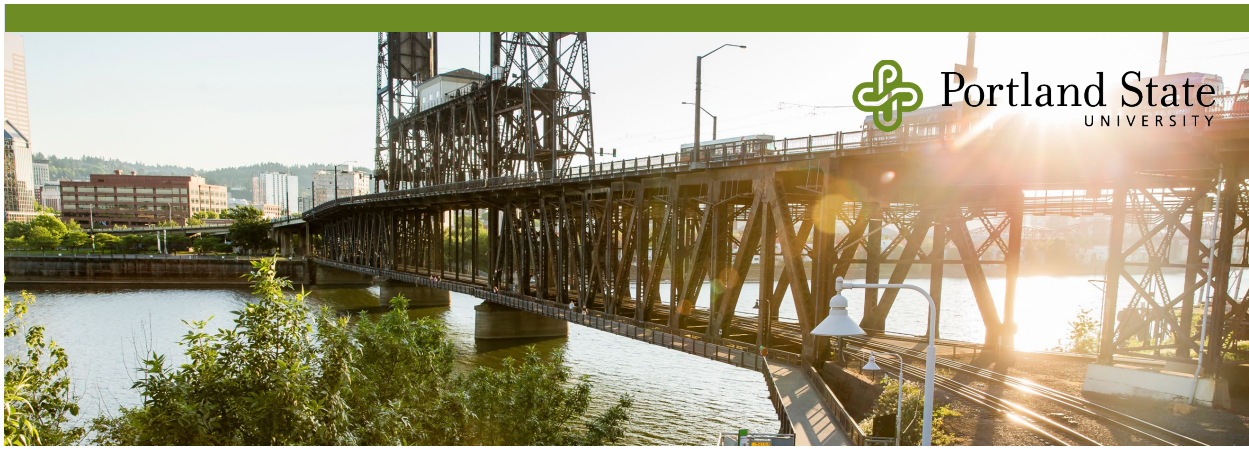
o Streamlining curriculum to improve student progress toward completion;

o Increasing flexibility of course offerings by modality and/or time;

o Decreasing degree complexities by reducing/recombining tracks/certificates/minors, particularly those that had low enrollment;

o Reducing administrative expenses;

o Increasing acceptance of courses from other units as credits toward degrees.

A Provost Fellow will work during the 2023-24 academic year to assist other units in adopting these best practices.

Outcomes

The overall outcomes of PRRP are multiple and will, in many cases, take some time to materialize. Nonetheless, some outcomes are already visible.

o **Aligning Instructional capacity with student enrollments:** Through examinations of data, units shifted resources towards areas of higher student enrollment and growth.

o **Reorganization**: One reorganization taking place will reduce administrative expenses, more effectively utilize Instructional resources and Increase curricular opportunities for students. This successful model will be shared with other units.

o **Increases in SCH:** As a result of actions taken in PRRP, five saw *increases* in student credit hours.

o **New revenue-generating degree programs:** Through PRRP planning, several units identified new degree opportunities, often in collaboration with our community college partners.

o **Interdiciplinary collaborations:** To support students and utilize resources most effectively, units are putting forward new degrees—such as Computational Linguistics—that take advantage of existing curricula. Units are also increasing opportunities for students to count courses from other units towards their degrees.

o **Reduced time to degree and costs for students**: Units increased flexibility for students through streamlining curricula, increasing modality options, and revising tracks and degree requirements.

o Across all PRRP units, there has been a reduction in expenditures of $2.3m. Further reductions will take place in the next fiscal year.
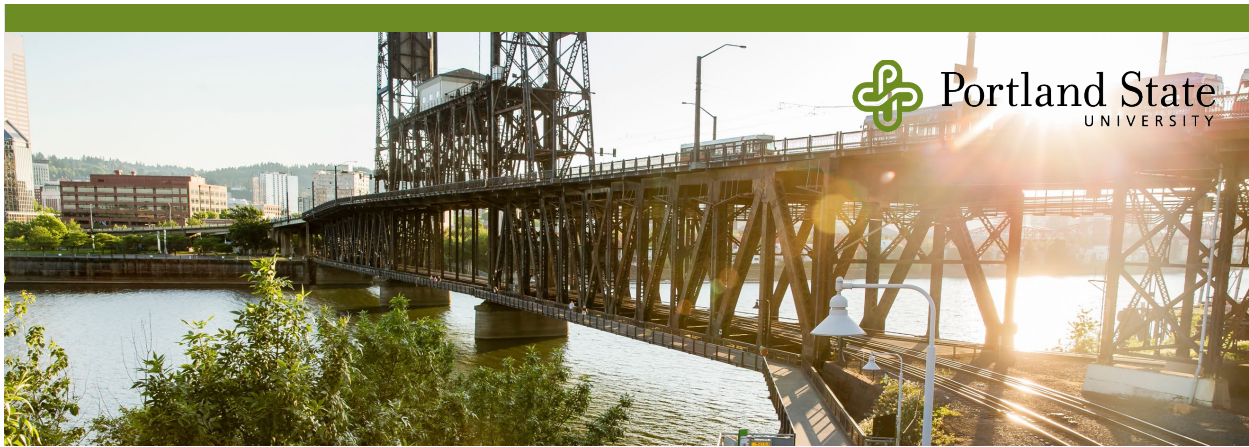
While PRRP generated a number of impactful outcomes, feedback from units also made clear that these outcomes were accompanied by stress and additional demands on faculty time. In recognition of this, the Provost offered ReImagine funds to all units participating in Phases II and III, allowing for faculty buy-outs, staff support, or other activities. A less tangible but no less important outcome of PRRP was an increased dialogue between faculty and administrators relating to the realities of the university's financial challenges. The Provost and Deans are committed to continuing these dialogues as part of the university's ongoing efforts to enhance and affirm shared governance.

The purpose of this report is to document the process and outcomes of the PRRP and to inform future program review endeavors. A separate report from APRCA reflects the committee's feedback on the process and outcomes. The work that took place during PRRP serves as a foundation for our future deliberations about aligning our resources to support student enrollments and success goals. To reflect the value of the broad faculty effort that was put into PRRP, it is imperative that we continue these shared conversations and take all opportunities to learn from the work of all who contributed to PRRP.

History & Process

The Faculty Senate Academic Program Reduction and Curricular Adjustment (APRCA) webpage provides a synopsis of the PSU history that led to the need to adjust program offerings. It began with budget cuts during the winter and spring of 1991 that resulted in layoffs and the elimination of programs. PSU later engaged in an Academic Program Prioritization effort in 2013-2016 that was initiated by then-Provost Sona Andrews, in which one Faculty Senate ad hoc committee explored the possibility of program prioritization, and another Faculty Senate ad hoc committee worked on the implementation. The website states, "Distrust between the administration and the faculty, coupled with no pressing need at the time for program elimination, derailed the process. The committee created an "Atlas of Academic Programs" containing qualitative and quantitative data but dropped the evaluative/scoring component of the work."

The Program Review and Reduction Process began at Portland State University in the fall of 2020 as part of the university's overall efforts to strengthen the financial health of the university while maintaining its ability to meet the needs of students and sustain its academic mission. The PRRP component was launched with the intention of initiating conversations with units relating to program review, curricular revisions, and possible reduction in expenditures. In light of the previous history of such efforts, the Provost was advised by Faculty

Senate leadership to take a more proactive role in organizing and implementing the program review process.

In October 2020, the Faculty Senate approved the [Ad Hoc Academic Program Reductions and Curricular Adjustments Committee](#) (APRCA) to ensure meaningful faculty participation in all matters related to potential curricular adjustments and program reductions regarding budget reductions. The Committee was tasked with recommending principles and priorities based on PSU's values and missions, planning and implementing transparent communications, and soliciting faculty input and feedback throughout the duration of PRRP.

In addition to designees from the Provost's Office and the Committee on Committees, the APRCA committee included representatives from five main Faculty Senate committees: the Steering Committee, the Budget Committee, the Education Policy Committee, the Undergraduate Curriculum Committee, and the Graduate Council. The APRCA committee filed monthly reports.

The APRCA committee was charged with recommending "principles and priorities based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens, and sharing these with the Office of Academic Affairs (OAA) to guide decision-making."
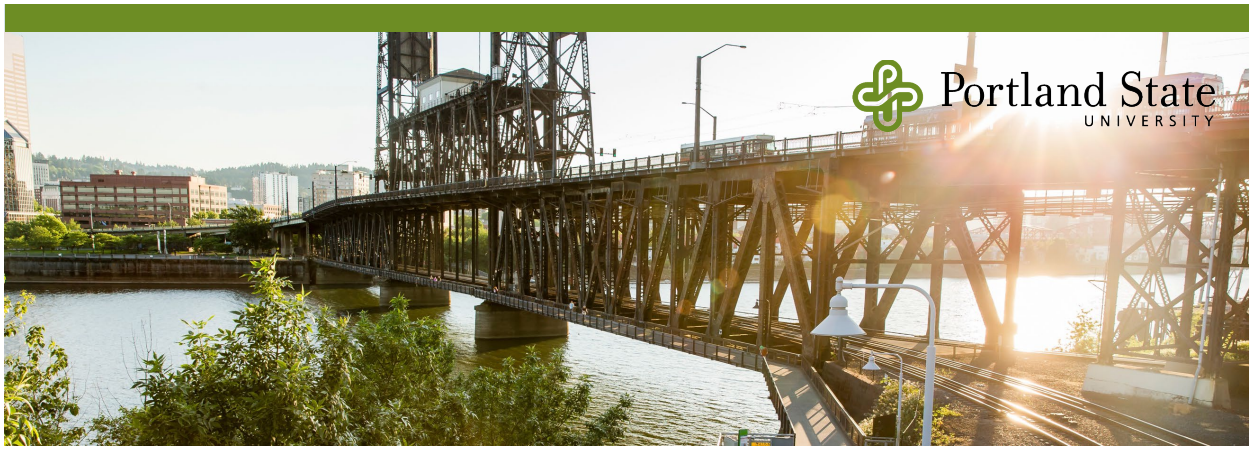
APRCA Principles and Priorities

Guiding Principle 1: Equitable and Meaningful Engagement of All Stakeholders
An equitable process includes instructional, research, and academic professional faculty of all contract types, undergraduate and graduate students, administrators, staff, and community partners to ensure voices are diverse and fully representative. Equitably accessible participation of diverse voices will generate visionary and sustainable solutions in the design and implementation process.

Guiding Principle 2: Focus on Student Access, Quality Learning Experiences, and Completion
From improving access to higher education at PSU to the care we provide students on their way to the completion of their degree, all decisions should reflect that student wellbeing is essential to learning. As we contemplate and implement institutional change to prepare students to be the change-makers the future requires, we will build on the PSU foundation of a high-impact undergraduate liberal education and productive graduate programs.

Guiding Principle 3: Our Work Will Change, Let's Make it for the Better

Precarious working conditions exacerbate precarious student learning conditions. Resource faculty teaching, student support, and scholarship and research activities that contribute to the PSU mission. Promote and support faculty in the development of new capacities and prioritize collaboration, reassignment, and adaptive solutions rather than layoffs.

Guiding Principle 4: Research and Data-Informed-Decision Making

All qualitative and quantitative data, national research and scholarship, as well as diverse ways of knowing and best practices, should be contextualized and supplemented with timely analysis to inform decision making. Committees will share metrics and data with the PSU community to gather and integrate input.

Guiding Principle 5: Seek Feedback Prior to Decision Making

Everyone should have the opportunity to participate throughout the process. Details of proposals and their possible impacts will be communicated to the PSU community throughout the process for discussion and should include multiple mechanisms for timely, formative feedback.

Guiding Principle 6: Devote Resources to the ReImagining Process

Institutional reform is necessary, difficult, and time-consuming work that must be planned for and resourced adequately. Therefore, contributions to this work should be balanced in-load, or otherwise fairly compensated, and recognized within professional evaluations. Establishment of a realistic process timeline is necessary to identify the additional resources required.
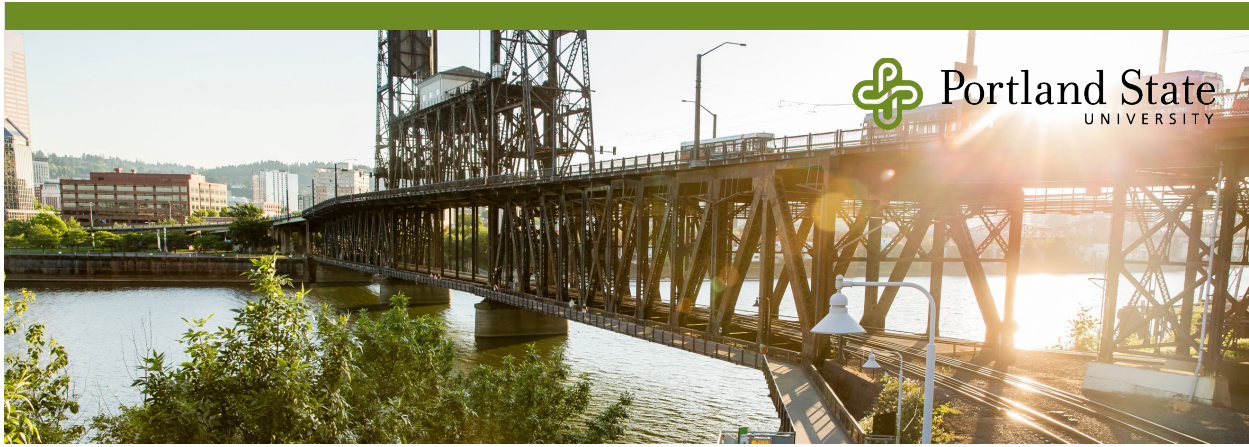
Guiding Principle 7: Transparent Process and Open Communication with All Stakeholders

The outcomes of this effort will be improved by equitable communication within the system of relationships in which we are all embedded—as faculty, students, staff, community partners, and administrators. The Program Review/Reduction Process and Timeline will follow the expected procedures and processes of the Faculty Senate and the Collective Bargaining Agreement (CBA).

Phase I: Develop Metrics and Dashboards

Program Reduction Working Group

So that there could be a common foundation from which to undertake these conversations, the Provost appointed the Program Reduction Working Group (PRWG) in the Fall Term 2020. Supporting several APRCA principles, the PRWG was charged with providing a mechanism to support data-informed decision-making; to

ensure transparency, the metrics would be represented in dashboards accessible to all campus participants. While it is clear that no set of metrics fully represents all components of Academic Affairs, having a common set of metrics that applies to all units supports a goal of transparency and equity as the PRRP moved forward.
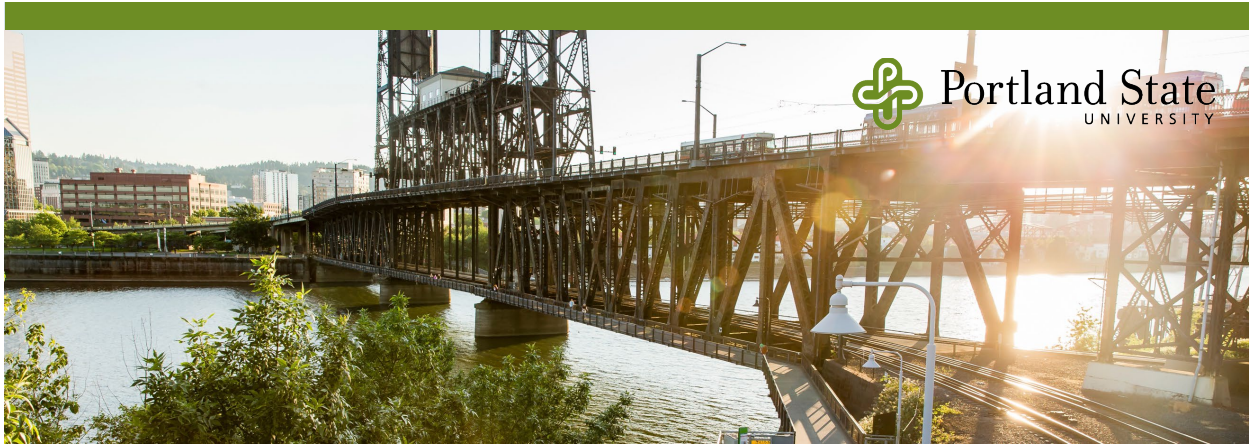
The PRWG developed two sets of metrics to be represented in dashboards:

- o **Driver Metrics**: As those metrics that cause or influence other metrics, Driver Metrics provide critical information on the overall performance of units in key areas that influence student outcomes, faculty hiring, and budget. The PRWG worked with OIRP to gather data to develop the dashboards; the director of OIRP served as a consultant to the group. As recommended by the committee, they included:
  - Student Credit Hours/FTE;
  - Three-year trend in the number of majors/minors/graduate enrollees (average growth rate);
  - Number of degrees awarded;
  - Total Student Credit Hours (SCH);
  - Percentage of SCH delivered as service courses to other units;
  - Base net revenue from the Revenue Cost Allocation Tool (RCAT);
  - Education & General Expenditures (E&G).

- o **Value Metrics**: These metrics reflect important values of the university and are intended to recognize how units contribute to those key values. (The committee recognized that it was not possible to find quantitative measures for all of the university's values but wanted to reflect those that could be shared in a quantitative framework.) Value Metrics were used only to refine assessments from the Driver Metrics, with a principle focus on the positive contributions units make to these values. The Value Metrics included:
  - Percentage of Black, Indigenous, and People of Color (BIPOC) faculty;
  - Percentage of BIPOC students;
  - Research expenditures.

To be effective, use of the metrics had two priorities:
- o **Transparency**: It was critical that all information be accessible to everyone participating in the Program Review/Reduction Process, including the methods for arriving at the dashboard metrics. To that end, all the dashboards were available on a university-access Tableau site, and the PRWG Value and Driver

[Metrics](#) report was available on the [Program Review/Reduction Process](#) webpage. The dashboards included information about all units across campus, including the median campus-wide performance on each metric.

- o **Accuracy**: While the PRWG worked with the Office of Institutional Research and Planning (OIRP) to ensure valid data, it also shared the dashboards with chairs and associate deans to answer questions or to identify any needed corrections.
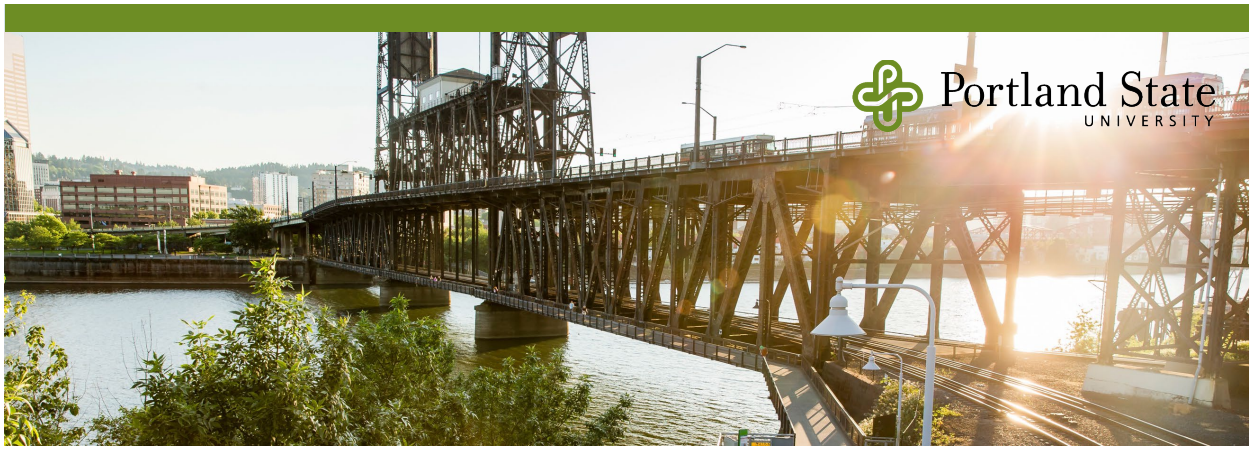
The Provost and the PRWG, in partnership with the APRCA committee, shared the Program Review/Reduction Process and the metrics at School and College-specific meetings during Spring Term 2021 to share work-to-date and gather additional feedback. Responses to questions from those meetings were gathered on the [ReImagine School and College Meetings FAQ](#) page. The group also met with the Faculty Senate Budget Committee to discuss the dashboards.

Phase II: Launch Program Review/Reduction Discussions with Units

A deliverable of Phase I was to develop common Driver and Value Metrics that could inform conversations going forward. The purpose of Phase II (engagement and opportunity for transformation) was to utilize the dashboards to have further conversations about performance on shared metrics and to inform conversations going forward in Phase III. As stated, the dashboards were to be informative and not determinative; they served as starting points for units to review common data (Driver and Value Metrics) and consider how that information could shape decisions going forward. Phase II was a critical step in engaging units in understanding the context and implications of the dashboard data and in identifying opportunities to utilize that data for transformational purposes.

While the Driver and Value Metrics were common reporting metrics for all units during the [Phase II Timeline](#), it was critical to recognize the distinct cultures of schools and colleges that shape practices and outcomes, including key factors such as accreditation, the balance of graduate/undergraduate programs, etc. Consequently, Phase II was led primarily by deans to take account of school/college contexts.

In keeping with the shared governance commitments of this process and the ongoing collaboration with the APRCA committee, deans developed consistent and transparent processes for faculty and staff engagement. The Provost asked deans for regular reports to ensure that consistent practices were being followed; the Provost provided updates to the APRCA committee on these practices. Throughout Phase II, deans were asked
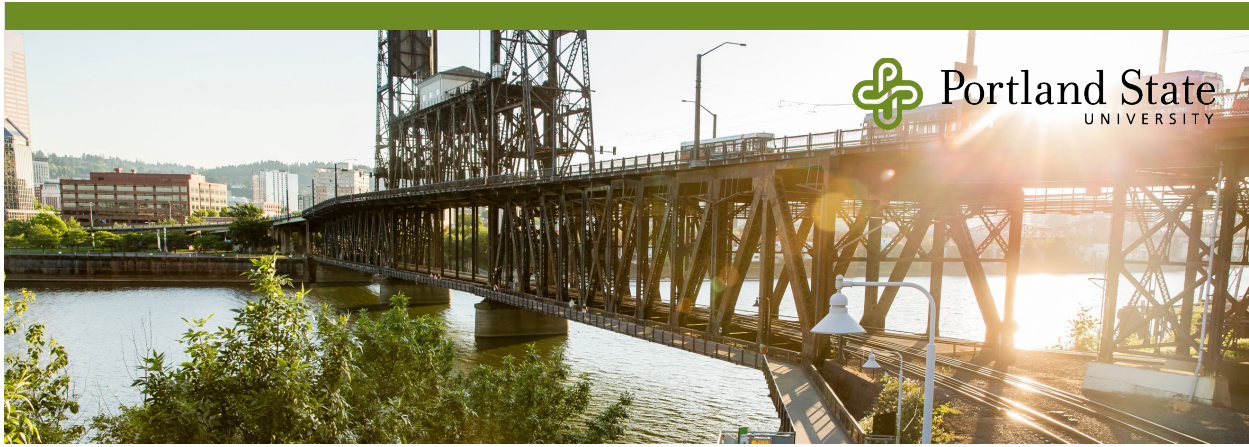
to apply an equity lens to all work and to share information across colleges to ensure that institution-wide goals were being considered.

To initiate Phase II of the Program Review/Reduction process, the Provost met with deans in the Fall Term of 2021 to review metrics for their college/school. While it is clear that metrics are only one tool that can be used to get a full picture of School/College performance, Phase II began with a review of these institution-wide common metrics.

Two options followed these meetings:
- o For units that appeared more frequently above the medians on the Driver Metrics, it was expected that information in the dashboards continued to inform planning at the unit and College/School level. Units that exhibited high demand may be asked for further information as part of an investment process would be incorporated into the regular Integrated Planning of Enrollment and Budget (IPEB) process;

- o The Provost asked deans to examine closely those units that appear more frequently below the medians on the Driver Metrics. Deans then requested from selected units further information that helped contextualize the metrics information. Units asked to provide reports could request financial support from the ReImagine Initiative to undertake these efforts. At a minimum, reports were asked to address:
  - Unit contributions towards university-wide Driver Metrics
  - Unit contributions to Value Metrics
  - Unit contributions to support student success factors such as retention and degree completion
  - Unit contributions in providing courses that serve students in their own and other programs

- o Units could also provide additional information they believed relevant. That information could include:
  - Plans that a unit has underway that might impact future outcomes;
  - Contributions that could not be reflected adequately in the dashboards, such as research outcomes, external partnerships, and support, national distinction, socioeconomic advancement of graduates, etc.;
  - Other factors the unit believed could contribute to a clearer picture of the unit's profile.

Deans met with the Provost to provide updates and to discuss institution-wide goals to ensure that the process was informed by cross-college/school information.

As a result of information from the dashboard and conversations with the deans and APRCA, eighteen units were asked to write narrative reports that provided further information that could assist in better understanding the metrics in the dashboard. These units had multiple entries in the Driver Metric Dashboards that fell below university medians. The narratives were not intended as a set of evaluative questions but as a set of informative questions with the intent of being respectful of each unit and the way it talked about its culture, its history, and its ongoing work; this could not be done using a rubric model. It was also important for the deans to be engaged in these conversations so that the responses made to those reports reflected the larger strategic goals of the school/college that the unit resides in, helping the school/college to achieve their own strategic goals.

Eighteen units were asked to provide reports using a Unit Narrative Template as guidance. Those units included:
  o Anthropology
  o Architecture
  o Applied Linguistics
  o Conflict Resolution
  o Educational Leadership and Policy
  o Engineering Management
  o Film
  o Geology
  o History
  o International and Global Studies
  o Physics
  o Political Science
  o Public Administration
  o Special Education
  o Speech & Hearing
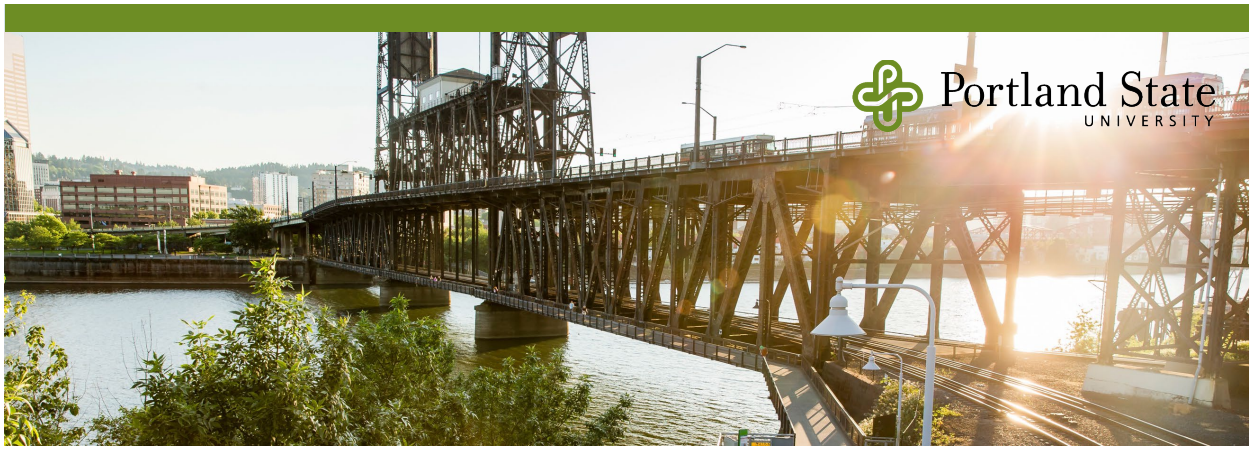 o Supply Chain Management
  o Theater Arts
  o Urban Studies and Planning
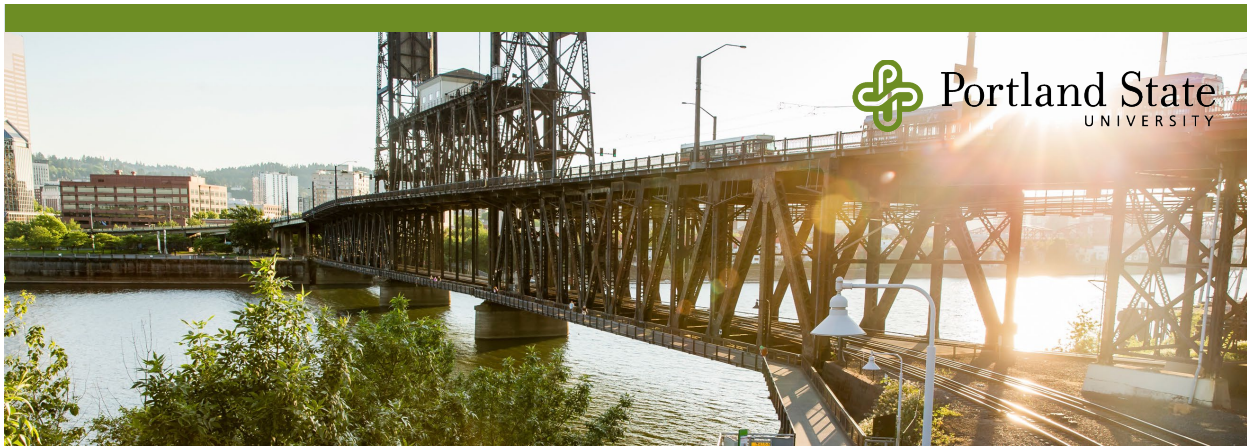
Reports were submitted to the Provost. To support the APRCA goals of transparency, summaries of the Phase II reports were posted on the Academic Affairs website.

While a commitment to transparency might have led to publishing the full Phase II reports, the Provost had several discussions with the APRCA committee, as well as several of the units that wrote Phase II Unit Narrative reports, and most indicated that it was not advisable to publish the full reports because it could be perceived as placing yet additional stress on those units and because some contained initiative ideas that had not yet been developed. A compromise was to create summaries of the reports, along with the response from Academic Affairs and the deans (listed as "Provost Response" on the website), so that there can be visibility for the community into the Phase II Unit Narrative Report process.

The Provost reviewed these reports with deans where they considered Driver Metrics, Value Metrics, unit narratives, and other relevant factors determined by the unit, School/College, and dean. The Provost asked deans to explore multiple mechanisms for responding to these reports, including possible reorganization.

Based on conversations with the Deans and continuing engagement with APRCA, the Provost recommended one or more possible outcomes:
- A unit might have been asked to propose ways in which its contributions could be enhanced through targeted investments that would be considered in the IPEB process;

- A unit might have been asked to consider redesign informed by the Program Review/Reduction Process. Redesign could include, among other options:
  - Adjusting resources to match student enrollments;
  - Reorganization; any reorganizations would be considered as needed by relevant Faculty Senate bodies;
  - Revision of curriculum/degrees. Any revisions to the curriculum would follow all expected Faculty Senate procedures;
  - Use of ReImagine Initiative resources to support faculty in redesigning key program components (curriculum, degrees, etc.) that were identified in the Program Review process.

- Based on conversations with the deans, the Provost might recommend targeted reductions. Any proposed reductions would follow all Faculty Senate and CBA procedures to ensure the participation

of the unit and relevant stakeholders. It was expected that the number of Article 22 processes would be limited.

The Provost's Office and deans continued to partner with APRCA and the Faculty Senate Budget Committee throughout these processes to ensure transparency and participation. The Provost expected deans to report regularly on Program Review/Reduction processes in their Schools/Colleges. Throughout this process, the Provost regularly reported to APRCA, Faculty Senate leadership, and relevant Faculty Senate committees.

Phase III: Incorporate Program Review/Reduction Outcomes into FY23 & FY24 budget processes

At the conclusion of Phase II and based on unit reports, five units were asked to develop a strategic plan and recommendations for continuing or altering their program with their current faculty resources. Those reports were due to the provost and dean by January 15, 2023. The following units were asked to develop Phase III reports:

- o Applied Linguistics
- o Conflict Resolution
- o Theater Arts
- o International and Global Studies
- o Educational Leadership and Policy

The Office of Academic Affairs offered resources from ReImagine funds to support the work the units chose to undertake in writing these reports or undertaking work related to it.

The five units were informed that their Phase III Unit Narrative Reports should address the following:

- o Given that the university's resources are significantly constrained, explain how the unit can continue to fulfill goals that are in alignment with the unit and the school/college if additional resources will not be made available for the foreseeable future. To respond to this question, the report will need to identify ways in which degree programs, curricula, community partnerships, or other key activities can be sustained or altered with current resources. Please take into account enrollment patterns, both current and prospective. One way that units often think about their sustainability is to look at how resources are aligned with enrollments.
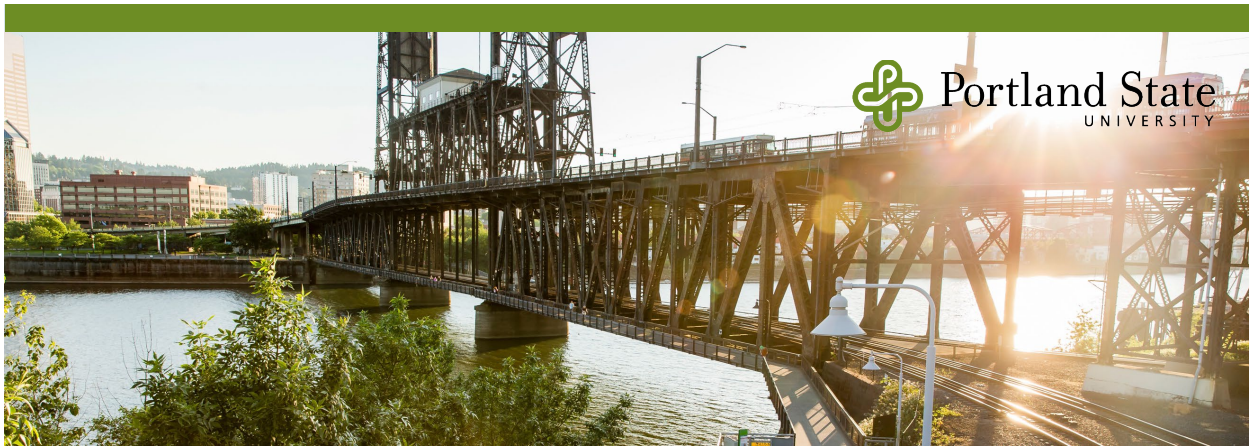
- o Reports are expected to show how the unit can function effectively for the foreseeable future. We would like to avoid solutions that may work for one or two years only and seek plans that address longer-term challenges.

- o We need to separate the financial challenges facing units from the value of the curricula and scholarship taking place in those units. There is no unit at PSU that does not contribute value to the university's mission and purpose. However, the university's declining finances do not allow us to provide all of the resources that units request to undertake their work. In that spirit, there are efforts across the university to explore how sharing resources can enable multiple units to function effectively on a smaller budget. Are there ways in which your unit's contributions in curricula and scholarship can be sustained at the university through potential reorganizations that allow for shared use of resources?

- o We strongly encourage the unit to consider possibilities for reorganization with other department(s) in ways that could provide increased opportunities for cross-disciplinary curricula as well as shared support systems.

Following the submission of reports, the Provost and respective deans met with each of the five units asked to prepare Phase III Unit Narrative Reports to review and seek feedback on proposed responses. The Provost and Deans also met with APRCA and Faculty Senate Budget Committee for feedback on proposed outcomes.
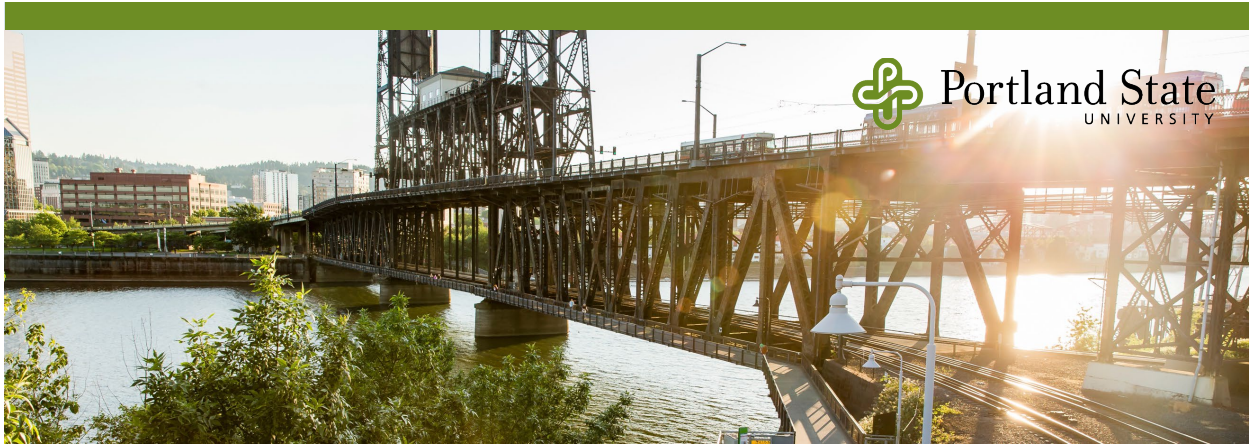
Timelines (by Term)

Timelines were established by the Provost with the intention of allowing time to review reports and confer with faculty senate bodies before moving to the next phase. Timelines were altered several times at the request of the APRCA committee for reasons such as allowing departments more time to complete reports and allowing for more communication time. The COVID-19 pandemic and a return to campus also necessitated changes to the timeline.

Phase I: Develop Metrics & Dashboards

(Fall 2020 - Winter 2021)
- o Fall 2020: Faculty Senate appoints the Ad-Hoc Committee on Academic Program Reductions and Curricular Adjustments (APRCA)
- o March 2021: PRRP Forum (video)

- Spring 2021: School/college meetings held with APRCA, the Program Working Group and the Provost to establish principles, priorities, metrics and process timeline

Phase II: Launch Program Review/Reduction Process Discussions

(Fall 2021 - Winter 2022)

- January 2022: Provost and deans identified units from which to request reports to further contextualization of the data in the dashboards / Units asked to write reports were notified
- March 2022: Provost and Deans began reviewing narrative reports
- May 2022: Units that received response memos met with their deans to discuss the recommended outcomes

Phase III: Incorporate Program Review/Reduction outcomes into FY23 and FY24 budget processes

(Fall 2022-Spring 2023)

- Spring 2022: In response to their Phase II Unit Narrative Reports, five units were asked to develop Phase II Unit Narrative Report
- August 2022: Posting of the Phase II Unit Narrative Report Summaries Including Provost Response
- January 2023: Phase III Unit Narratives due to Provost and Deans
- March 2023: Decisions on Phase III outcomes

Communications

Following Guiding Principle 7: Transparent Process and Open Communication with All Stakeholders, Provost Jeffords and Academic Affairs communicated with faculty, staff, various Faculty Senate committees, and the PSU Board of Trustees using various formats, including webinars, school/college meetings, emails and newsletters from the Provost, and attendance at Faculty Senate and PSU Board of Trustee committee meetings as listed on the PRRP webpage. (Note that this is not a comprehensive list)

In addition, deans communicated regularly with faculty and staff in their respective schools and colleges as to the PRRP process. The PRRP webpage was regularly updated, as was the FAQ page.
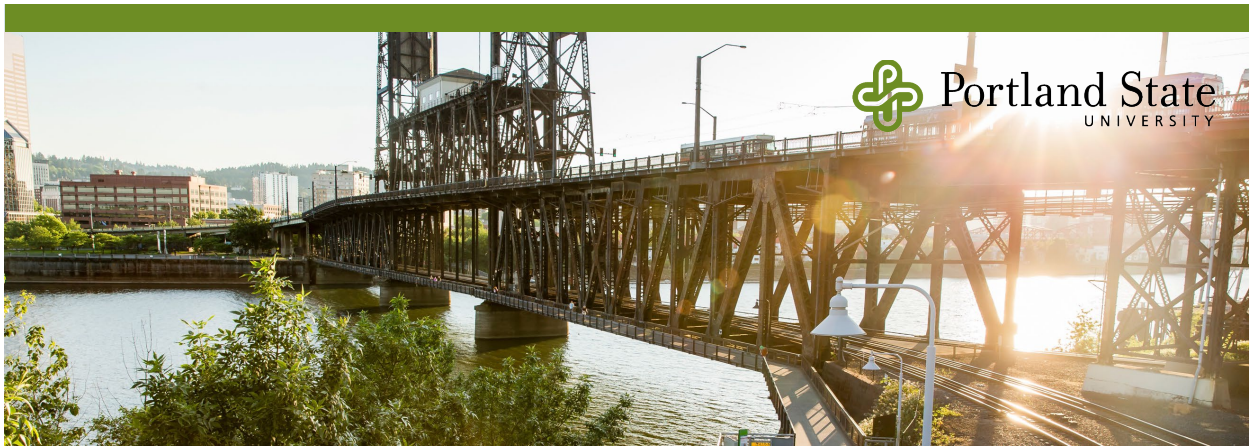
Key Communications:

- PRRP Forum (March 11, 2021)
- School/College Meetings held with APRCA, the Program Working Group, and the Provost to discuss and seek feedback on the principles, priorities, and metrics for PRRP and to outline the PRRP process and timeline - FAQ Page (Spring 2021)
- Newsletter: PRRP Phase II Timeline and ReImagine PSU Project Announcement (Jan. 24, 2022)
- Email: Phase II of the Program Review/Reduction Process (Jan. 27, 2022)
- Email: Deadline for Unit Narrative Reports Extended (March 23, 2022)
- Email: Academic Affairs Closing the Gap Progress Report (June 13, 2022)
- From Faculty Senate: Foregrounding the APRCA Guiding Principles and Priorities for Program Review/Reduction Process (June 13, 2022)
- OAA Report to Faculty Senate in Response to June 13, 2022 Resolution (Sept. 30, 2022)
- Posting of the Phase II Unit Narrative Report Summaries Including Provost Response webpage (Aug. 15, 2022)
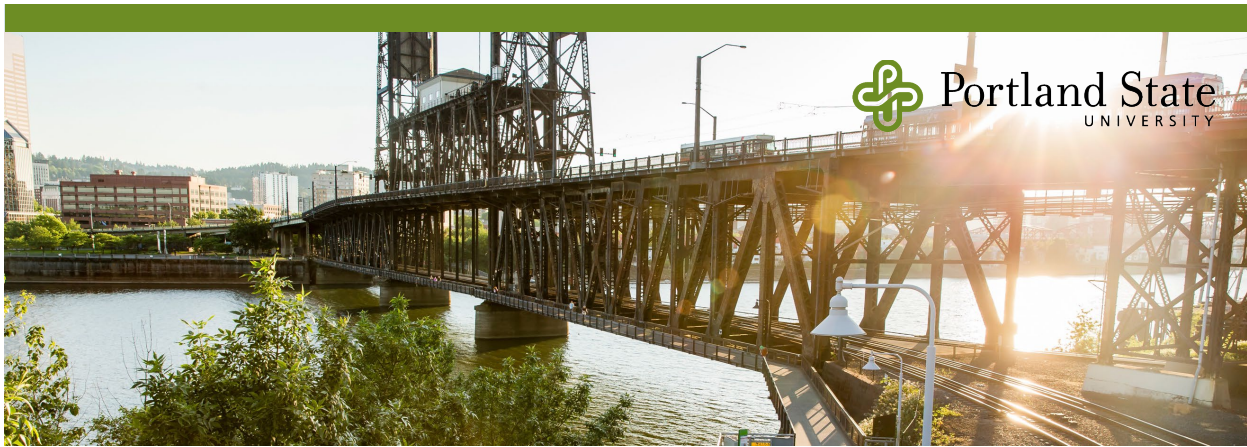
Upholding Guiding Principles

Between Phases II and III, the Provost gave an update at the request of the Faculty Senate about how the APRCA Guiding Principles were being upheld throughout the process and affirmed commitment to the guiding principles.

Guiding Principle 1: Equitable and Meaningful Engagement of All Stakeholders
   a) Stakeholder engagement occurred at multiple levels throughout the process, from engagement with the Provost to faculty meetings at the unit level;
   b) Units were encouraged to include stakeholders in the development of their Phase II and Phase III plans;
   c) Deans engaged with stakeholders through meetings with chairs, units, and college-level meetings;
   d) The Provost engaged through meetings with the deans, Faculty Senate Committees, APRCA, and through campus communications including a dedicated webpage and newsletters;
   e) The Provost was available to meet with units at their request.

Guiding Principle 2: Focus on Student Access, Quality Learning Experiences, and Completion
   a) Key metrics in the dashboards reflected attention to student success priorities. These included three-year trends in the number of majors/minors/graduate enrollees, the number of degrees awarded, and the percentage of BIPOC students.
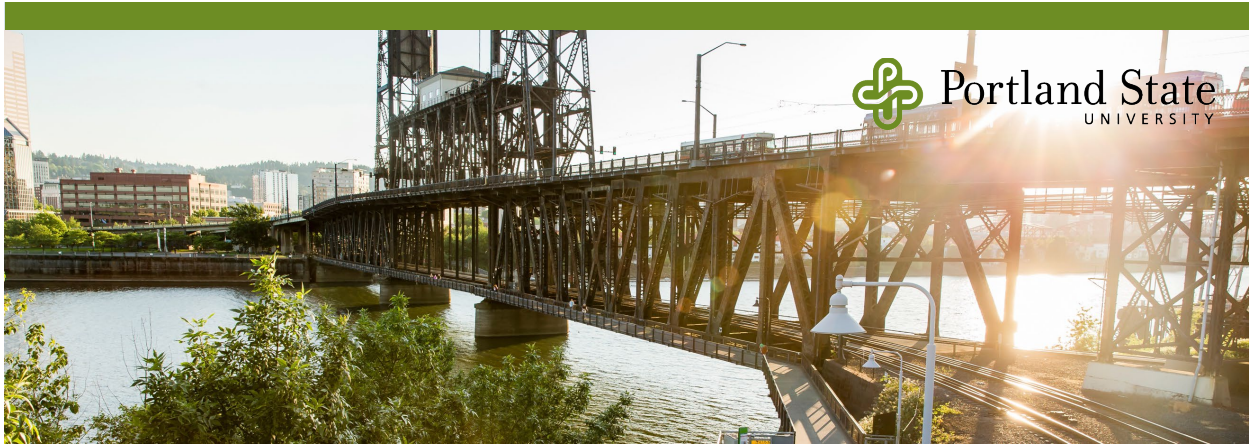
b) Funding from a previous position in OAA was repurposed to appoint the Vice Provost for Student Success to provide critical leadership for student success efforts. The Vice Provost provided feedback on student success goals during the Phase III process.

Guiding Principle 3: Our Work Will Change, Let's Make it for the Better

a) ReImagine funds were utilized throughout the PRRP to support units in developing ways to adapt to the university's changing enrollment patterns, student demographics, student demands, and financial constraints. Projects that took place during summer 2021 and the 2021/2022 academic year were detailed on the ReImagine PSU Project Information webpage. ReImagine funds were awarded to projects supporting units asked to prepare Phase II reports (for example, Linguistic Diversity and Discrimination Awareness, Collaborative Model for Interdisciplinary Programs: International Development Studies, Universal Design Learning Course, Evaluating Future Scenarios for Doctoral Education in CUPA, Reimagining a Community Centered Climate Change and Sustainability Graduate Education at PSU) and all five units that were asked to prepare Phase III reports were allocated ReImagine funds.

b) Numerous units throughout the Phase II process showed remarkable innovation in developing ways to revise curricula and programs to support student success. The Provost and Deans encouraged and supported these efforts throughout the PRRP process.

c) The Provost invested in opportunities to support faculty in adapting to these changing contexts, including increased support for the development of online classes, support for the implementation of the RESR requirement, and allocating resources to Advance Curricular and Pedagogical Innovation through the President's Strategic Investment Plan.

Guiding Principle 4: Research and Data-Informed-Decision Making

While data from the dashboards prompted the initial identification of units asked to develop Phase II reports, Phase III reports benefited from additional research and data that units chose to provide. For example, a number of Phase II reports added contextual information about national enrollment and degree trends in their respective fields. OAA was able to support units in gathering data needed for development of their Phase III reports. In addition, the Vice Provost for Academic Budget and Planning was available to provide financial information and analysis to units.

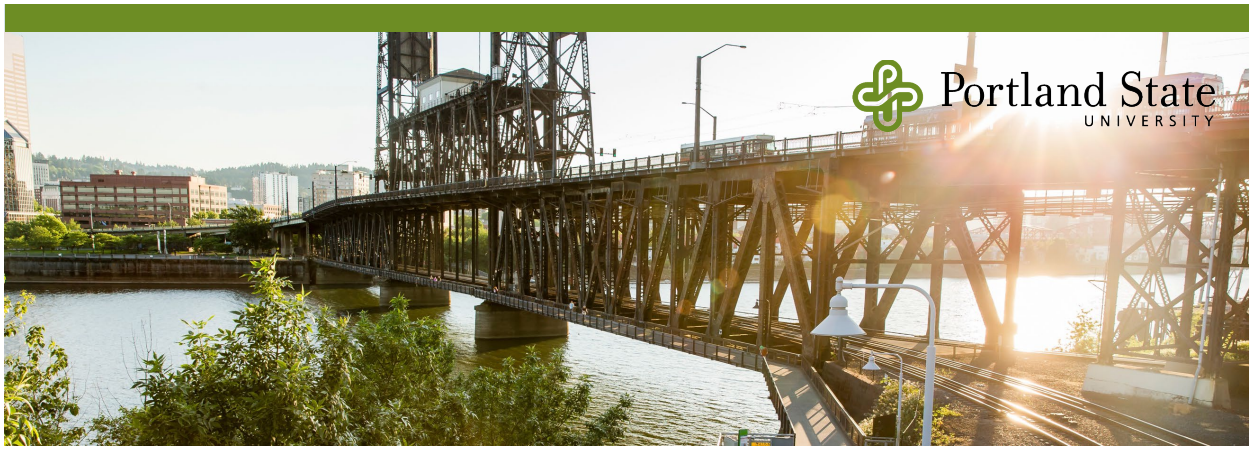**Guiding Principle 5: Seek Feedback Prior to Decision Making**

    a) Summaries of Phase II narratives were posted on the [Phase II Unit Narrative Report Summaries Including Provost Responses webpage](). In reflection of this principle, summaries rather than full reports were developed at the request of the APRCA committee. While OAA developed the summaries based on unit reports, summaries were reviewed by each unit for correction or editing.

    b) OAA consulted with APRCA as to the best format for sharing Phase III plans on the PRRP website.

    c) The Provost met with units as they developed their Phase III reports and as the responses to those reports were developed.

    d) As responses to the Phase III reports were developed, the Provost shared updates at appropriate Faculty Senate committee meetings to seek feedback.

    e) The Provost and relevant Deans consulted with units asked to develop Phase III reports before final decisions were made.

Guiding Principle 6: Devote Resources to the ReImagining Process

    a) Throughout the PRRP, ReImagine Funds were committed to units;

    b) ReImagine Funds were dedicated to each of the five units asked to develop Phase III reports; funds were transferred to each college for units to access on timelines of their choosing.

Guiding Principle 7: Transparent Process and Open Communication with All Stakeholders

    a) Deans were in direct consultation with their units throughout Phases II & III.

    b) Communication from the Provost occurred in the following ways:

        i. Updates to the Program Review and Reduction Process website

        ii. Attendance and updates at various Faculty Senate committee meetings

        iii. Provost emails and OAA Newsletters

        iv. Presentations at the Academic and Student Affairs Committee of the PSU Board

        v. Meetings with the APRCA committee

        vi. Posting of all communications on the PRRP website with links to communications and presentations.

Financial Impact

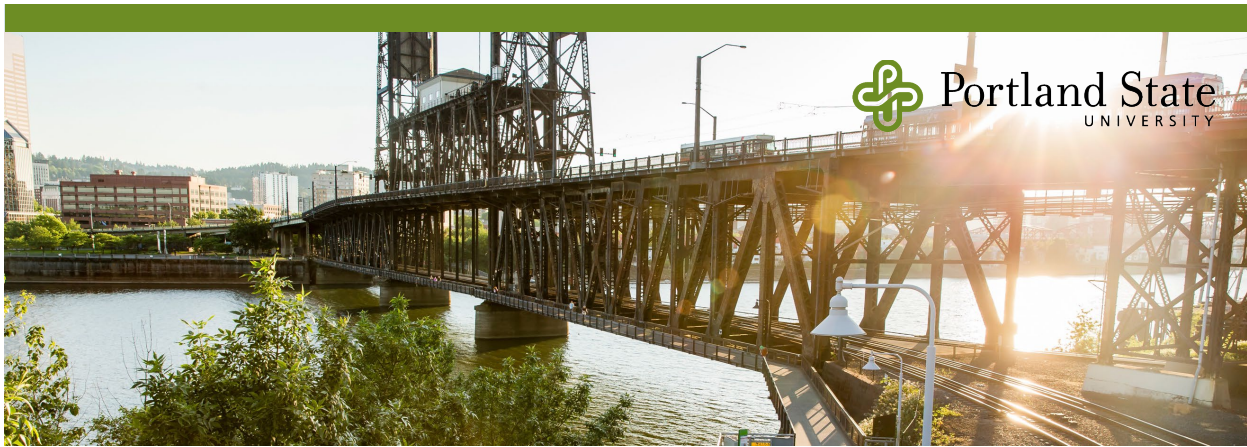This process has a current and future year financial impact on the units and the University.

The current estimated expenditure savings for units in the PRRP process is $2,332,000. During Phase II of the process, unit outcomes and savings through the Retirement Transition Program and attrition/vacancies were realized as part of the annual budget process. This resulted in $2,105,000 being removed from the FY23 budget. The conclusion of Phase III resulted in $127,000 that will be removed from the FY24 budget. Additional savings will be realized as plans are implemented, and we continue to utilize the Retirement Transition Program and management of attrition/vacancies to align resources with the needs of our students.

Budget Reduction Approach	# of Positions	Budget Savings
Retirement Transition Program	5	$1,016,000
Attrition/Vacancies	8	$1,089,000
Department Merger Savings	1	$127,000

During FY23, five PRRP units have experienced an SCH increase compared to FY22. While this may not result in an overall revenue increase for the University due to the continued decline in enrollment elsewhere, it will impact the attributed net revenue to those units, estimated at $371,000. This growth will continue to have a positive impact on the units into the future.

The future year revenue is harder to estimate, but will have a positive impact, as there are multiple ways to achieve new income from this process:

- o **New Tuition:** Plans included ideas for increasing the number of students in existing programs as well as new enrollment for new degrees or minors. The number of new students changes over the next five years and the timing of introducing a new degree program will have an impact on when we receive the new revenue. This is estimated to bring in new revenue of $57,000-$141,000 in FY24 and $70,000-$708,000 in future years.

- o **State Funding:** Many plans included curricular revisions that support improved student access and completion. As 50% of the HECC's Student Success and Completion Funding Model (SSCM) is for

outcomes-based funding (i.e. degree and certificate completion), increasing graduation rates can influence the level of state funding received. The mechanics of this model makes it difficult to estimate the financial impact but can be calculated in future years if efforts to improve graduation rates are successful.
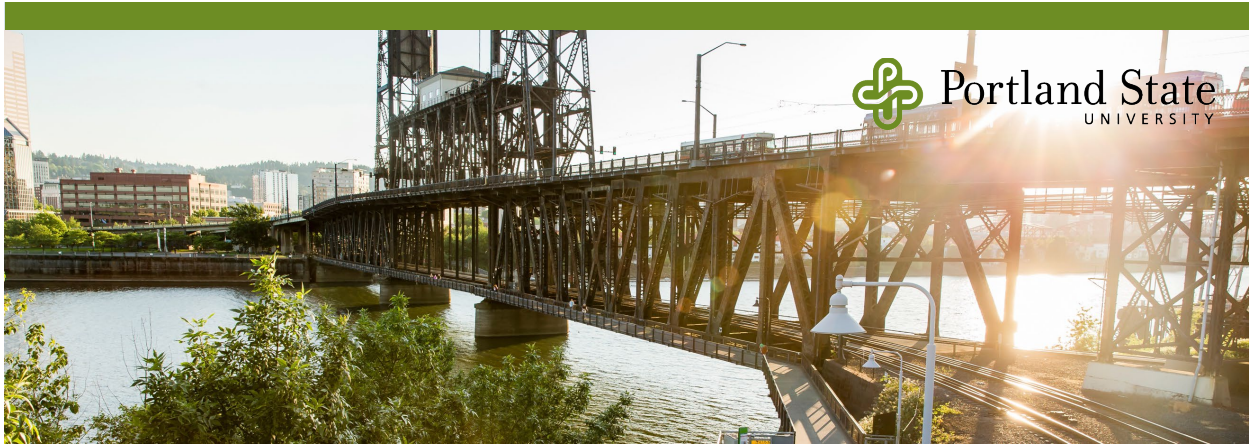
o **Persistence and Retention:** Many plans detail work in progress to address persistence and retention. Increasing term-to-term persistence has an impact during the year, as well as a compounding effect into future years. It is estimated that an increase of persistence by 100 students per term will increase revenue in the current year by approximately $708,000 and $1,416,600 in the following fiscal year.

Lessons Learned and Next Steps

The reports developed for Phase II and III were exemplary documents that reflected the rich and meaningful discussions that took place at the unit and college/school level. Units that engaged in Phases II and III participated in significant and meaningful conversations about curricula, student experiences and outcomes, degree and program design, unit resources, and opportunities for redesign and development. All faculty and staff who contributed to the development of these reports are to be commended for the seriousness with which they approached these discussions and the diligence and innovation with which they developed outcomes.

There are a number of significant learnings that can be used to shape our practices and decisions going forward. Among them are the following:

o **Increasing flexibility for students**. A number of units took an opportunity to review existing degree and program pathways to reflect on a student's ability to progress effectively to degree completion. This examination included data about student enrollment, retention, and number of degrees awarded. Outcomes that were undertaken by units include:

- Reducing or revising tracks in degrees to make it easier for students to complete requirements:
- Offering courses in multiple modalities to increase flexibility for students;
- Accepting elective credits from other departments;
- Developing stackable degrees

o **Streamlining curriculum** to make it easier for students to persist and complete degrees;

- o **Aligning instructional capacity with student enrollments** to ensure to prioritize courses that met student needs;

- o Developing **new degree programs** that take advantage of existing courses and capacities;

- o **Building upon existing strengths and areas of distinction** at PSU and in the region (Computational Linguistics, Theater/Dance, Interior Design)

While the formal PRRP has come to its completion, actions and practices undertaken as part of PRRP will continue to have an impact on the institution's future. Given the significant amount of work that units undertook throughout this process, it is imperative that the university take full value of that work in the months and years ahead. Many innovative proposals and actions were put forward and/or implemented during PRRP. It is imperative that the university capture these innovative ideas as part of our ongoing thinking and planning for the future.

To ensure that these ideas are integrated into our ongoing work, the following steps are being taken:
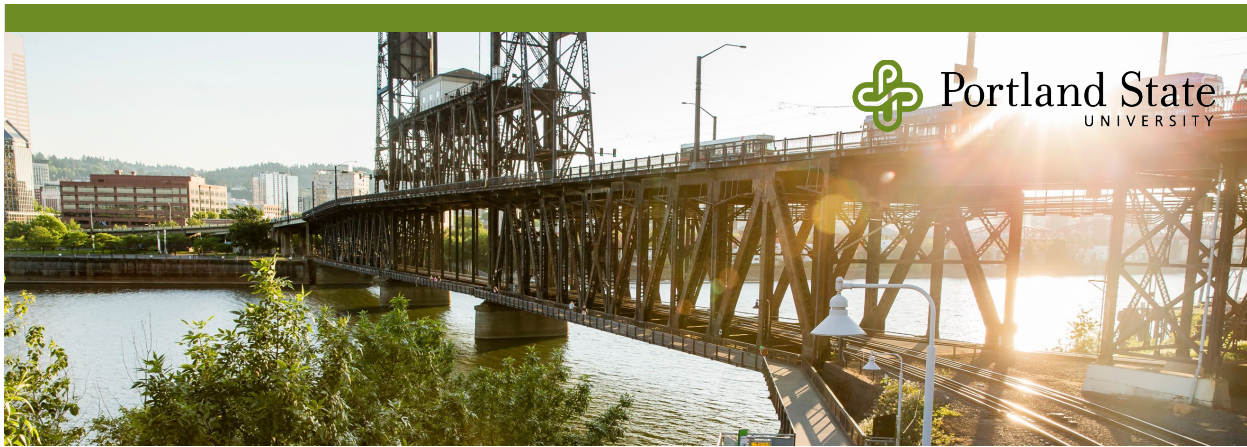
1. *Sharing Outcomes and Best Practices*
In addition to posting reports and other information from those involved in the PRRP, the Provost is appointing a Provost Fellow for the 2023-24 academic year to provide leadership for sharing outcomes and best practices. The Fellow Is from one of the units that participated in Phases II and III. As part of that work, the Fellow will:
- o Interview chairs and curriculum chairs of units that participated in Phases II and III to understand how units have aligned resources, student interests, and curricular priorities;
- o Gather data to track the long-term impacts of actions taking during the PRRP;
- o Organize a panel discussion that examines challenges and opportunities in undergraduate and graduate curricula as the university faces new and complex enrollment and fiscal challenges;
- o Share best practices and models eith other units across campus;
- o Develop a final report that documents the outcomes of this work.

2. *Revising and Updating Dashboards*
At several points during the PRRP, chairs of participating units commented that "all units should have to participate in a process like this." A number of faculty shared that, given the university's attention to student success and financial sustainability, the dashboards could be a useful tool not only to promote individual unit-

level conversations but to enable cross-college conversations that can focus on common metrics and outcomes that are of value institution-wide. Though there was some criticism of individual items on the dashboards, there was a sense among many that having dashboards introduced an element of fairness and equity across units as the university undertakes strategic decisions relating to financial challenges.

To continue efforts to improve our ongoing assessment, the Provost has appointed a Provost Fellow for 2023-24 to work collaboratively with the Faculty Senate to revise the ongoing Academic Program Review process, including how the dashboards can be updated and incorporated into this process. Because ongoing review is a critical component of our ability to comply with NWCCU expectations relating to providing evidence of assessment and continuous improvement, engaging with the Faculty Senate on updating our process is a key step in our overall accreditation compliance efforts. Working in partnership with the Faculty Senate, especially the Education Policy and Assessment Committees, the Fellow will lead a process that will culminate in a proposal that can be considered for adoption during the 2023-24 academic year.

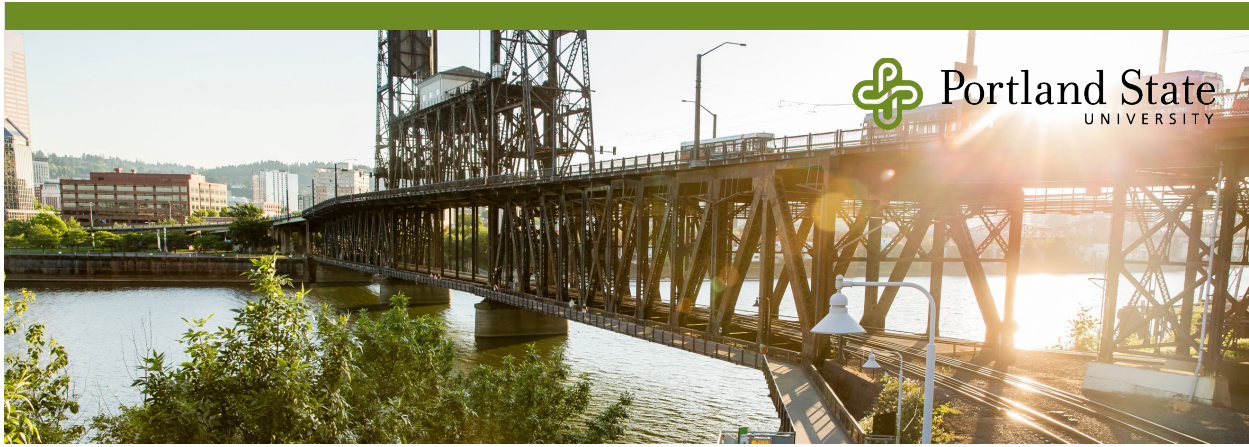### 3. Encouraging Cross-Unit and Interdisciplinary Collaborations

One issue that came up repeatedly in PRRP was the concern expressed by numerous units that their efforts in providing instruction in service of the curriculum of other units were not being adequately captured. It was stated several times that failure to represent this work adequately served as a disincentive for continued collaboration. This *organizational* disincentive stood in contradiction to the stated interests of faculty and units to identify opportunities for increased interdisciplinary interaction, as shown in the report of the Ad Hoc Committee on Interdisciplinary Teaching and Research 2022.

In response to this stated concern, the administration initiated an effort to revise the way in which credits are "counted," in effect, shifting from a model that attributes SCH to the course to a model that attributes SCH to the instructor of record. This model will be introduced in FY24.

4. Encouraging Conversations About Reorganization

Several units that participated in PRRP discussed ideas for reorganization as part of their reports. Included among the reasons for doing so are opportunities to:

- o Increase cross-disciplinary and interdisciplinary connections among faculty and students;
- o Increase opportunities for supporting and/or creating interdisciplinary curricula, or
- o Collaborate on utilizing limited staff resources more effectively.

One of these proposals has taken concrete steps toward implementation, while others remain under discussion. All necessary Faculty Senate processes must be undertaken in order for any of these ideas to move forward. However, while not all of these ideas were realized, they are evidence of the kind of creativity and spirit of innovation that characterized much of the PRRP.

As the university adapts to lower enrollments, exploring opportunities for reorganization can become a valuable component of our overall efforts. Ongoing work to develop Optimized Administrative Services in Academic Affairs will incorporate ideas and feedback gathered during the PRRP. These important conversations will continue into FY2023-24.

Conclusion

The Program Review and Reduction Process has been a substantial undertaking for everyone involved. There are not many opportunities in the lives of institutions to have initiatives that have such broad engagement across academic areas. Because these are less common moments in institutional histories, it is important that they be recognized and valued and that their full impact be appreciated. The units involved in PRRP comprised half of all academic units in Academic Affairs, but faculty from all units participated in or were represented by colleagues in Faculty Senate, served on Faculty Senate committees, or were members of APRCA. As a result, while the specific phases of the PRRP focused on some units more than others, one of the key outcomes of the process was the opportunity to engage all faculty in our conversations about how to address our Academic Affairs goals of sustaining academic quality while achieving financial sustainability. Through PRRP, we were able to "level up" our shared knowledge about budgets, student success data, and how resources are allocated across the institution. This information serves as a foundation for our future deliberations about aligning our resources to support student enrollments and success goals. To reflect the value of the broad faculty effort that was put into PRRP, it is imperative that we continue these shared conversations and take all opportunities to learn from the work of all who contributed to PRRP.