Check-in Process for Educational Innovation (EI) Revenue-Generating Programs

Background: The mission of Educational Innovation is to transform teaching, learning and engagement in order to inspire students and empower communities. One of the goals within this initiative is to build innovative, professional Master’s-level degrees and other lifelong learning opportunities. Over the past few years, this has triggered a wave of new revenue-generating graduate degree and capstone certificate programs. Each of these revenue-generating programs was presented to the Graduate Faculty Executive Committee (GFEC) for approval and prompted GFEC to request a “check-in” process at the three-year mark to ensure each program was on a path to success and aligned with the EI principles endorsed by GFEC as well as the intended goals of the program.

Process: Three to six months prior to the completion of the third year of implementation, the Graduate School will contact EI revenue-generating programs and request a written response to the topics below. The request will be accompanied by enrollment/credit data as well as fiscal data (these reports are still in development) which should be addressed in the program’s response. These check-in reports will be included on GFEC agendas similar to the follow-up reports that are commonplace for program reviews.

Context of Questions/Topics: The questions and topics we would like addressed in the 3-year check-ins are based upon existing campus EI documents as well as issues of interest GFEC has raised in its own review of EI revenue-generating proposals.

Academic Success
1. Provide a description of how the program has maintained meaningful intellectual encounters, both inside and outside the classroom, between faculty and students.
2. Provide a progress update on the program’s learning goals and assessment plan. What evidence do you have of student learning?
3. In approving new EI revenue-generating programs the GFEC wanted to ensure that these programs enhance, not dilute, the UW-Madison’s overall reputation for quality education. Include an evaluation of the impact of your EI program on your existing undergraduate and graduate programs; please consider the questions below:
   a. Provide evidence of how the program has maintained the quality of new and existing degree programs.
   b. To what extent, if at all, has the introduction of your EI revenue-generating program affected students or courses in your traditional programs?
   c. Are students in your traditional programs taught by different faculty than they were before the introduction of your EI program? Please explain.
   d. Do students in your traditional programs have easy access to faculty outside of class time? Has this situation been affected by the introduction of your EI program? Please explain.
   e. How, if at all, has the introduction of your EI revenue-generating program affected the overall student culture across all of your programs? Do students in your EI revenue-generating (or traditional) program(s) feel a part of your unit? Please explain.
   f. Is there confusion among students, faculty, and/or staff about the role of the EI program relative to other programs? Please explain.
4. In approving new EI revenue-generating programs the GFEC wanted to ensure that programs were sustainable beyond the one or two active leaders initiating the creation
of the program. Please describe how your program has ongoing and broad commitment to ensure its continued success.

**Operational EI Revenue-Generating Requirements**

1. New EI revenue-generating programs are required to bring in new and additional students over and above prior enrollments; they are not to draw students away from existing programs. Using the included data reports, illustrate how the program has brought in NEW and ADDITIONAL students, and how overall enrollment in your related programs has remained steady. In addition, using the included data reports, illustrate how the program is and will remain fiscally viable.

2. Illustrate how the program meets the needs of non-traditional audiences. Among other things, consider the following:
   a. Whether the program has an applied, practice-oriented curriculum
   b. Whether the program is offered in a way that allows non-traditional audiences to attend (evening, weekend, distance, intensive, or some combination thereof)
   c. Whether there is a clear workforce demand for graduates of the program
   d. Whether the program’s curriculum is clearly defined and “self-contained”, meaning that the program does not depend on courses outside of the program revenue program
   e. Whether the program is structured to make concurrent enrollment with other programs unlikely or to discourage such concurrent enrollment
   f. Whether the program’s pathway and timeline for student completion is clear and dependable
   g. Whether the program provides career services to its students

3. If the program admits students needing ESL services, demonstrate that sufficient ESL support has been built into the program’s fiscal model.

4. Confirm the program’s understanding that it forgoes revenue for any student who is concurrently enrolled in both a program-revenue program and a program supported through traditional (101) funding.

**Program-Specific Questions**

This would be an area where program-specific issues cited in the GFEC approval memo could be mentioned and/or implementation issues confronted by the Graduate School.