Three-Year Progress Report for New Programs

The Graduate School’s core mission is to foster excellence in graduate education. New program development contributes to this excellence in a variety of ways – providing offerings in new, emerging fields; meeting the current needs of students; transforming teaching and learning; and engaging students in a variety of learning modes. The underlying values for all new programs are that they be strong in academic quality and ensure student success. Thus, the Graduate School has developed a progress report process at the three-year mark to ensure each program is on a path to success that is consistent with these overarching goals as well as the intended goals of the program.

Progress Report Process
Three to six months prior to the completion of the third year of student enrollment, the Graduate School will contact new programs and request a progress report on the topics below. The request will be accompanied by the following data resources that are applicable:

- Graduate School degree program profiles which includes data on admissions, enrollment, student funding, and degrees
- Academic Planning Institutional Research (APIR) certificate award reports
- Academic Planning Institutional Research (APIR) enrollment reports for non-pooled programs

Data from these reports should be addressed in the program’s progress report. These progress reports will be included on GFEC agendas, and program representatives will be asked to attend GFEC if additional information is requested regarding their check-in report.

Progress Report Questions/Topics

Academic Quality and Student Success

1. Provide an update on the program’s curriculum, learning goals and assessment plan. What evidence do you have of student learning?

2. Describe the program’s typical course design with respect to various modalities of learning (e.g., face-to-face sessions, asynchronous discussions, web conferences, recordings, team/individual assignments, etc.). Briefly explain how the program measures student and instructor satisfaction with those modalities, and how course/program design has evolved based on experience in the initial years.

3. Provide evidence that with the introduction of your new program you have been able to maintain or improve the quality of new and existing programs as well as the quality of the student experience.

4. Please describe how your program has ongoing and broad faculty commitment to ensure its continued success.
Operational Requirements

1. Using the included data reports, illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

2. Funding Considerations
   a. For traditional/pooled programs -- Using the available program profiles, illustrate how the program is successfully funding its students. Supplement the profiles with additional information if appropriate.
   b. For non-pooled programs -- Referencing the program’s past three fiscal years of financial results, illustrate how the program is and will remain fiscally viable. For programs that are not yet fiscally viable due to start-up or other costs, provide a summary of past expenditures and budget projections demonstrating how the program plans to reach financial stability.

3. Report how operational realities align with expectations in the proposal and any adjustments that have been or are planned.

4. If the program admits international students, demonstrate how program processes address length of stay visa issues, online course restrictions, and needing ESL services.

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.