Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

Program Name

Term of First Enrollments

Check-In Completed By

Date Completed

Academic Quality and Student Success

1. Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

2. Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may

Commented [JA1]: 1. Proposal is to change to: Please reflect on the diversity of your student population using the data provided by the Graduate School. What efforts have you made to recruit a diverse student population, and what inclusion efforts have you made to ensure the success of the diverse population of students in the program? What areas of opportunity exist for future recruitment of diverse populations? (see here for institutional statement and working definition of diversity.)
have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

*Operations and Administration*

5. Explain 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.

   *Non-pooled programs should provide a brief narrative explanation along with the updated budget template populated with data from the past 3 years. This updated budget template will also be reviewed by the Program Revenue Budget Committee.*

6. Funding Considerations

   a. For traditional/pooled programs – How is the program successfully funding its students?

   b. For non-pooled programs – Refer to the updated budget template in addressing if the program has sufficient enrollment for sustainability. Discuss the current market outlook compared to the original marketing study and plans to grow or change the program to become sustainable.

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

8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?