Appendix D: Follow-Up Report Template

Instructions:

- The New Programs Follow-up Report Template should be used for those items identified as needing the Report Template in R401-4.1 and listed as possible items to check on the Cover/Signature Page below.

- A Report Template consists of a **Cover/Signature Page – New Programs Follow-up Report Template** and a **Report – New Programs Follow-up Report Template**.
  - Refer to the questions outlined in the template as a guide to writing the Three-Year Follow-up Report

- Prepare the Three- (or Two-) Year Follow-Up Report per R401-6 instructions as a **Word document** (no PDF formats). When *descriptions of the content required for each section appear in this font color*, the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.

  **NOTE:** Two-year templates are required for certificates approved on the Fast Track. All other programs require a three-year follow-up report.

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.
Institution Submitting Request: Name of Institution
Program Title: Program being reported
School or Division or Location: Name of School/Division Location
Department(s) or Area(s) Location: Name of Department/Area Location
Recommended Classification of Instructional Programs (CIP) Code¹: 00.0000
Board of Regents’ Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

<table>
<thead>
<tr>
<th>SECTION NO.</th>
<th>ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6.1</td>
<td>Three-Year Follow-Up Report of Recently Approved Programs</td>
</tr>
<tr>
<td>5.6.2</td>
<td>Two-Year Follow-Up Report of Fast Tracked Certificate</td>
</tr>
</tbody>
</table>

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

____________________________________
Signature

Date: MM/DD/YEAR

Printed Name: Name of CAO or Designee

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
INSTRUCTIONS: Use the following guiding questions to write the 3-Year Follow-up Report. Also, refer to information gathered in the Program Assessment Reports (PAR – Forms A, B, C, D, and E) to complete parts of the report (see specific references to PAR below). (Remove these descriptive italics after completing this section of the template.)

Program Description
One paragraph description of the program. Include Regents’ approval date and date when program first started admitting students. (Remove the questions and these descriptive italics after completing this section of the template.)

Mission:
1) What is the program’s mission?
2) Is the program’s mission clearly aligned with DSC’s core themes and strategic priorities? How? Refer to mapping of the program learning outcomes to DSC core themes and objectives. (PAR – Form A)

History:
1) What are the most noteworthy accomplishments and/or changes implemented by the department and administration since the program started?

Goals:
1) What, in general terms, are the goals of your department’s instructional programs?
2) What are the specific program learning outcomes of the department (i.e., what should students know, think, or be able to do as a result of completing the program)? (PAR – Form C)
3) List any college competencies that students are expected to meet/demonstrate as part of the program (e.g., GE). (PAR – Form C)
4) List any learning outcomes mandated or recommended by external associations or accrediting bodies? (PAR – Form C)
Curriculum:

1) What is the program’s contribution to helping students attain the General Education (GE) learning outcomes? (PAR – Form C)

2) What are the distinguishing features of your program?

3) What courses have been deleted in the past three years? What new courses have been added in the last three years? Explain the rationale behind these changes, and explain whether the curriculum is of appropriate depth and breadth given the institution’s mission, size, and goals. Compare the program’s curriculum with curricula at peer institutions.

4) What other learning experiences are relevant to program outcomes (e.g., internships, undergraduate research, and study abroad)?

5) What policies and practices are in place to ensure uniformity in terms of course content, grading standards, and learning outcomes across the curriculum?

6) How frequently are core courses and electives offered and in what sequence? Do students experience any difficulties in meeting graduation requirements for the program due to the frequency of course offerings?

Enrollment and Revenue Data

*Use department or unit numbers as reported in the approved R401 proposal for “Prior to Program Implementation” and “Estimated” columns.*

<table>
<thead>
<tr>
<th>Departmental/Unit Enrollment and Staffing Data</th>
<th>Prior to Program Implementation</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated</td>
<td>Actual</td>
<td>Estimated</td>
<td>Actual</td>
<td>Estimated</td>
</tr>
<tr>
<td>Total Department Student FTE (Based on Fall Third Week Data)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Department Faculty FTE (A-1/S-11/Cost Study Definition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)</td>
<td></td>
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</tbody>
</table>

Program Level Data

- Total Number of Declared Majors in Program
- Total Number of Program Graduates

<table>
<thead>
<tr>
<th>Departmental Revenue</th>
<th>Est.</th>
<th>Actual</th>
<th>Est.</th>
<th>Actual</th>
<th>Est.</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)</td>
<td></td>
<td></td>
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</table>
**Institutional Analysis of Program to Date**

*Provide a statement that summarizes the institution’s current analysis of the program’s strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.*

**ENROLLMENT-RELATED INFORMATION:**

**Students:**

1) What is the profile of students in the program and how does the profile relate to or enhance the mission and goals of the program? Consider including data such as students’ gender, ethnicity, age, GPA from previous institution, standardized test scores, and employment status. Use the indicators that are most relevant to your program goals.

2) How many declared majors has the department had in the degree program over the last three years?

3) How many students participate in other learning experiences relevant to the program outcomes (e.g., internships, undergraduate research, and study abroad)?

4) How many degrees, in the degree program, has the department awarded in each of the last three years?

5) What is the average time-to-degree for students in your program?

6) Interpret trends in enrollment, retention, time to degree, graduation, employment status, and graduate school placement.

7) Based upon these data, what do you project enrollments to look like in the next 5-10 years?

**Assessment of Student Learning**

**Curriculum Mapping:** *(PAR – Form B)*

1) How are the program and GE learning outcomes addressed across the curriculum (mapping of courses to program including GE)? Evaluate the extent to which the program curriculum is coherent and structured in a logical, sequential, and consistent manner.

**Measures of Student Learning:** *(PAR – Form C)*

1) How does the department determine whether individual courses are meeting their stated learning outcomes?

2) How does the department determine whether individual courses are contributing to overall program learning goals/outcomes and GE learning outcomes?
3) What are the methods by which the department assesses its success in achieving its program learning goals/outcomes and GE learning outcomes? Describe the department/program assessment plan including which assessment instruments were used and when, how many students participated, rubrics used, and the summary results data.

Evidence of Student Learning:

1) To what degree have you achieved your program learning goals/outcomes and GE learning outcomes? Refer to benchmarks and standards set. (PAR – Form C)

2) What factors have facilitated or impeded the department’s ability to meet its program learning goals/outcomes and GE learning outcomes?

3) What changes (to courses, curriculum, and/or assessment tools) have you made as a result of assessment? (PAR – Form C)

4) How are program expectations communicated to students? Are they informed as to their progress in meeting program learning outcomes?

STAFFING-RELATED INFORMATION:
Faculty:

A. Demographics-
1) What is the collective profile of the faculty? Consider including data such as faculty workload matrix; faculty distribution by credentials, rank, gender, age, ethnicity, area of specialization; faculty publications, etc.; and faculty participation in advising. Indicators used will depend on program goals.

2) Please discuss, assess, and evaluate whether the faculty as a whole possess the appropriate background and expertise to deliver the current curriculum.

B. Teaching-
1) How has new technology affected the way in which courses are taught? Is the curriculum flexible enough to allow for innovation of teaching methods?

2) What has the department done over the past 3 years to help faculty, particularly junior faculty, improve student learning?
C. Advising-
1) How is advising organized and how is advising quality maintained?

2) How is the advising process evaluated? If it has been evaluated, what were the results of the evaluation?

3) Are there less formal opportunities for faculty/student interaction?

D. Research-
1) Describe the research and/or creative work of the department.

2) In what ways does faculty collaborate with other faculty in and out of the department in their research and/or creative work?

3) Are there any impediments to collaboration?

E. Service-
1) What are the major service contributions made by faculty to the college over the last 3 years?

2) What are the major service contributions made by faculty to the community over the last 3 years?

F. Development and Recruitment-
1) What impediments to faculty productivity and satisfaction exist, if any, and in what ways can these be reduced?

2) In what areas and specialties does the department wish to hire in the future? What is the rationale for recruitment in these areas?

G. Statistics-
1) Compare student credit hours (SCH) per full-time equivalent (FTE) faculty for the program with similar programs at peer institutions, if comparable data are available.

Staff:
1) Please describe the administrative support staff in the department.

2) What changes, if any, are underway to strengthen the staff support for the department’s activities?

3) What professional development and training opportunities are provided for the staff?

FUNDING-RELATED INFORMATION:
Technology and Informational Resources:

A. Technology-
1) Do faculty have enough technological resources (e.g., computers, clickers, smart classrooms, academic tech training) to adequately serve students?
2) Does the department plan to increase the use of technology in the classroom (e.g. distance learning, CD-ROM, Internet, computer software, etc.), and in what ways?

3) How effective has the department been in integrating new technology and pedagogy?

B. Distance Learning-
1) In what way is your department involved in distance learning programs?

2) What is the purpose and scope of your distance learning efforts?

3) What is the faculty involvement in distance learning education? How many faculty are involved and what is the percentage of total faculty teaching time devoted to this?

C. Library-
1) What is the department’s assessment of the library’s holdings (e.g., books, periodicals, electronic media, and audio-visual resources) and services?

2) What are the special strengths in available resources as they relate to the current program?

Facilities:
1) Please describe the current instructional and research/creative work facilities of the department.

2) To what extent do these facilities meet the needs of the department?

3) If any of these resources are inadequate, what plans have been made to correct these deficiencies?

4) What additional facilities, if any, are needed in order to improve the quality of the programs being offered?

CONCLUSIONS:
1) What are the department’s strengths? What examples of long-term excellence, recent accomplishment, or improvement characterize the department’s recent history? What opportunities exist to extend and build on present strengths?

2) What are the department’s weaknesses? Where could the department most improve?

3) What challenges or obstacles make it difficult for the department to overcome these weaknesses? What further challenges do you foresee in the coming years?

COMPREHENSIVE PLAN FOR THE FUTURE:
1) Please indicate the program’s integrated plan for improvement over the next five years (curricular, facilities, faculty recruitment and development, diversity goals, etc.). (PAR – Form E)
2) What improvements are possible through reallocating existing resources?

3) What improvements can only be addressed through additional resources?

Employment Information

*Provide employment information on graduates of the program.* *(Remove these descriptive italics after completing this section of the template.)*

1) How many graduates of the program have been employed in their field of study over the last three years?