GUIDELINES

Review of Graduate Programs
at
Oregon State University

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Guidelines for the Review of Graduate Programs

INTRODUCTION

Oregon State University conducts a variety of reviews including those for newly formed programs, professional licensing and/or accreditation, and research programs. The Oregon University System (OUS) requires reviews of new programs within their first several years of operation. Regular reviews of graduate level academic programs are also a matter of policy. Graduate Program Reviews (GPR) are initiated at the institution and are evaluative in nature. Importantly, they provide an opportunity for programs to reflect on the effectiveness of their graduate education and develop approaches for continuous improvement.

A Graduate Program Review (GPR) is an opportunity to reflect, evaluate, and plan in a deliberative and collegial setting. Program reviews can assist in identifying strengths, weaknesses, aspirations, opportunities and needs.

The process in brief:

1. Self-study, site visit and review committee report
2. Departmental response to the review committee report and development of an action plan
3. Meet with the Senior Vice Provost for Academic Affairs
4. Reassess progress within three years of the GPR.

The Self-Study:

Review Criteria
Graduate Program Reviews (GPR) are evaluative in nature. The GPR assesses the following three components within the context of aligning the mission and goals of the program to those of the academic college(s), the Graduate School and the University. The GPR components include assessing and summarizing the following:

    1. Inputs—the total resources (human and financial capital) supporting the program
    2. Productivity—the level of program performance (e.g. degree completion, grant support, publications, scholarly outputs, creative activity, awards)
    3. Outcomes and impacts—the quality of the outcomes (e.g. alumnae employment or successes, degree of outreach and community engagement)

1) **Input assessment** refers to the reporting and evaluation of program inputs or resources, including students, courses, curriculum, financial support, personnel, and facilities.
2) **Productivity assessment** involves both student and faculty performance metrics, including publications and other scholarly and creative works, grants, timely completion of degrees, student retention in the program, and honors and awards.
3) **Outcomes assessment** refers to the evaluation of the quality of the outcomes or impacts that result from offering the program, including the professional viability of graduates, their satisfaction, national rankings, impact statements and community engagement.

To facilitate annual assessment and program reviews, data on core metrics common to all units will be provided annually (unless otherwise noted) by the Graduate School to the program directors by the end of each Fall term (Table 1). Other data listed in Table 1 will need to be collected by the unit. The annual data should be summarized by the program for their 10-year review in the associated self-study document (see model tables).

Assessment of program specific graduate learning outcomes (GLO's) should be collected and maintained on an annual basis by the unit. The Graduate Council and Graduate School expect a brief annual report from each program that interprets the annual data provided by the Graduate School and collected by the unit;   and documents and assesses successes, challenges and changes that will be made to allow for continual improvements. This annual report should assess and document successes related to learning outcomes, and identify areas for improvement. Additionally, a list of graduate faculty approved in program and their approval levels will be provided annually for review. Updates to this list are requested annually to insure robust graduate faculty productivity metrics.

The results of a GPR are the formal written report of the Review Panel following a one day site visit. Completion of a GPR involves development of an action plan by the program that will guide the enhancement or dissolution of the program in conjunction with a meeting with the Provost's office.

Table 1. Summary of Core Metrics required and those provided centrally (unless noted otherwise) by the Graduate School, in support of Graduate Program Reviews.

Metric	Provided centrally (Y/N)
Table A. Characteristics of applicants, and admitted and matriculated students	
Total no. of applicants, admitted and matriculated students, and by gender (male, female), citizenship (domestic, international), race/ethnicity (Asian/Pacific Islander, Hispanic, White, Black, American Indian/Alaskan Native, Persons reporting two or more races, unknown), and degree type (master's, doctoral)	Y
Average incoming GPA and range (high, low) for applicants, admitted and matriculated students	Y
Average GRE$^{\phi}$ (verbal, quantitative, analytical writing, and combined scores) scores and range (high, low) for applicants, admitted and matriculated students	Y
Average TOEFL (reading, writing, speaking, listening, and combined) scores and range (high, low) for applicants, admitted and matriculated students	Y
Applicant to matriculation ratio, and by degree type (master's, doctoral)	Y
Table B. Characteristics of enrolled students	
Total no. of enrolled students, and by gender (male, female), by citizenship (domestic, international), by Oregon residency (resident, non-resident), by race/ethnicity (Asian/Pacific Islander, Hispanic, White, Black, American Indian/Alaskan Native, Persons reporting two or more races, unknown), and by degree type (master's, doctoral.)	Y
Table C. Financial support for graduate students	
Total no. of graduate research assistants and graduate teaching assistants, and by degree type (master's, doctoral)	Y
GTA & GRA minimum salaries, maximum salaries, and average salaries by degree type (master's, doctoral), adjusted to a .49 FTE for assistantships	Y
No. of students fully funded at .49 FTE for all three academic terms (fall, winter, spring)	N
No. of students funded at below a .49 FTE for all three academic terms (fall, winter, spring)	N
No. of students self-funded (i.e. – not supported by an assistantship or fellowship)	N
Total no. of fellowship appointments awarded by the Graduate School, and by degree type (master's, doctoral); Total stipend $ paid and total tuition waiver $ paid in fiscal year	Y
Total no. of fellowship appointments awarded by the Program, and by degree type (master's, doctoral); Total stipend $ paid and total tuition waiver $ paid in fiscal year	N
Total no. of scholarships/fellowships awarded by the Graduate School, and by degree type (master's, doctoral); Total scholarship/fellowship $ paid in fiscal year	Y
Total no. of scholarships/fellowships awarded by the Program, and by degree type (master's, doctoral); Total scholarship/fellowship $ paid in fiscal year	N
Other sources of funding for students (narrative and/or additional tables)	N
Table D. Characteristics of graduate courses	
No. of stand-alone, combined undergraduate and graduate (slash), and total graduate courses offered	Y
Table E. Student credit hours generated by graduate program faculty in other graduate programs	
No. of student credit hours generated in other graduate programs by individual graduate program faculty; total No. of student credit hours generated in other graduate programs by aggregate graduate program faculty	Y
Table F: Assessment plans for graduate learning outcomes for 1) master's or 2) doctoral degrees	N
Table G. Characteristics of programmatic graduate faculty	
Total no. of graduate faculty, and by gender (male, female), citizenship (domestic, international), race/ethnicity (Asian/Pacific Islander, Hispanic, White, Black, American Indian/Alaskan Native, Persons reporting two or more races, unknown), and graduate faculty type	Y
Total no. of graduate faculty approved to teach graduate courses, and by appointment type (professorial rank, instructor, post-doctoral scholar/fellow, courtesy/affiliate)	Y
Total no. of graduate faculty approved to direct non-thesis, and by appointment type	Y
Total no. of graduate faculty approved to serve on committee, and by appointment type	Y
Total no. of graduate faculty approved to direct master's thesis (but not PhD), and by appointment type	Y
Total no. of graduate faculty approved to direct doctoral dissertations, and by appointment type	Y

Table 1. Summary of Core Metrics required and those provided centrally (unless noted otherwise) by the Graduate School, in support of Graduate Program Reviews.

Metric	Provided centrally (Y/N)
Graduate student : graduate faculty ratio total, and by degree type (master's, doctoral)	Y
Total no. of graduate faculty approved to serve as graduate faculty in other graduate programs, and by approval level type (teach, committee service, direct non-thesis, direct thesis, direct dissertation)	Y
Table H. "ScholarsArchive" data on theses and dissertations	
Total no. of theses and dissertations added to ScholarsArchive per graduation year, and by degree type (master's, doctoral)	Y
Total no. of downloads of theses/dissertations from ScholarsArchive per graduation year, and by degree type (master's, doctoral)	Y
Top 5 most downloaded theses/dissertations in the last five years (including title, # of downloads, graduation year, product type – T/D, and url link)	Y
Table I. Faculty productivity: publications, grants/contracts/other funds, and other scholarly works	
No. of publications by graduate faculty members	N
No. of publications by graduate faculty members with a graduate student co-author	N
No. of grants and contracts received by graduate faculty members	N
Total funds generated by grants and contracts	N
Total other funds generated	N
Percentage of graduate students supported by grants and contracts received	N
Percentage of total grants received that were student-initiated (i.e. – the student initiated the grant for their own research purposes, such as doctoral dissertation research)	N
No. of patents generated by graduate faculty (fiscal year used for reporting)	Y
No. of patents applied for by graduate faculty (fiscal year used for reporting)	Y
No. of patents with a graduate student as a co-applicant (fiscal year used for reporting)	Y
No. of other scholarly works (peer-refereed exhibits, performances, or other scholarly works) created by the graduate faculty	N
No. of other scholarly works (peer-refereed exhibits, performances, or other scholarly works) created with a graduate student	N
Table J. Student retention, degree completion and attrition	
Total no. of graduate degrees awarded each year, and by degree type (master's, doctoral)	Y
Total no. of graduate certificates awarded each year	Y
Average time to degree completion by degree type (master's, doctoral)	Y
First and second year retention rates (%) total, and by degree type	Y
4-year graduation rate average (%) for master's students, cohort-based	Y
8-year graduation rate average (%) for doctoral students, cohort-based	Y
No. of degrees awarded in other graduate programs by graduate faculty in this program (i.e. – serving as primary advisor for a graduate student in another program)	Y
Table K. Post-graduation placement and employment of respondents to survey	
Total no. and percentage of graduates employed at year one in their chosen field , and by degree type (master's, doctoral)	N
Total no. and percentage of graduates employed at year five in their chosen field , and by degree type (master's, doctoral)	N
Total percentage passing licensure/certification exams (if applicable), and by degree type (master's, doctoral)	N

ᶲSome programs will use an equivalent score, such as the GMAT scores.

Metrics will be calculated annually for Fall term (unless otherwise noted, see model tables) and provided to graduate program directors by the end of each Fall term. The annual data should be summarized during the 10-year review and associated self-study document (see model tables).

The Graduate School will also provide the de-identified, raw data from the Advanced Degree Recipient Exit Survey in the Fall of the review year. These data should be interpreted and trends discussed in the narrativeof the "Satisfaction" subsection of the Outcomes section in the self-study document.

Annual metrics will be accompanied by four additional data appendices:

1) Academic Analytics of selected program faculty productivity data with peer comparisons;
2) Pivot table of student credit hours generated in other programs by graduate faculty in this program;
3) List of graduate faculty approved in the program and their approval levels; and
4) List of graduate faculty and number of other programs in which they are approved and the approval levels.

Snapshot of Graduate Program Review Process

Graduate program reviews that include external reviewers are conducted on a decennial schedule (Figures 1 and 2). Supplemental interim reviews may be conducted as requested by the unit, by the college dean, or as deemed appropriate by the Dean of the Graduate School or the Graduate Council.

The following is a snapshot of the review process.
- Program directors continuously collect annual data for items that are not provided centrally and required in Table 1.
- Program director (or department chair if appropriate) and college dean are notified of scheduled reviews five years in advance and annually thereafter.
- Program director leads preparation of a self-study document based on locally and centrally collected data.
- Review Panel members are appointed by the Dean of the Graduate School
- The Graduate School Dean invites external reviewers and establishes a date for the site visit.
- Copies of the self-study document are submitted to the Dean of the Graduate School four weeks in advance of the site visit date.
- The self-study is distributed by the Graduate School to Review Panel members.
- The Review Panel and Dean of the Graduate School review the site visit agenda, the self-study, and areas of focus for the site visit interviews the evening prior to the date of the site visit.
- A day-long site visit with administrators, faculty, graduate students, and staff involved with the program is conducted.
- The Review Panel submits first draft of written report within three weeks of the site visit.
- The review report is formally accepted by the both the Graduate Council and the Graduate School
- The program director prepares an action plan that addresses the recommendations in the review report.
- The review report and the action plan are discussed by the ~~Provost~~ Senior Vice Provost for Academic Affairs, Graduate Dean, program director, college dean(s), and a representative of the Graduate Council.
- The outcome of the review process is communicated by the Graduate School Dean to the members of the Review Panel.
- A brief follow-up review by the Graduate Council (usually a one hour discussion with the program director and a Graduate Council member) is conducted after three years to assure implementation of the action plan approved by the Provost.

The purpose of this document is to guide both the programs being reviewed and the reviewers in the successful conduct of valuable reviews that lead to the enhancement of program quality.

Guidelines for Graduate Program Reviews:
Information for *Programs*

General Overview The Graduate Council and Graduate School have joint responsibility for the quality of graduate programs at Oregon State University. Following a standard format, reviews of graduate programs are conducted by the Graduate School in coordination with the Graduate Council. Graduate Program Reviews involve the preparation of a full self-study document, a one day site visit by a panel of reviewers, and the approval of a formal report by the Graduate Council.

Timing of Reviews Graduate Program Reviews are conducted on a 10-year cycle or more frequently as appropriate. The Dean of the Graduate School is responsible for scheduling program reviews. A schedule of the proposed timing of program reviews is distributed to the relevant program directors and academic college deans five years in advance and annually thereafter. Requests for changes to this schedule may be directed to the Dean of the Graduate School.

Tentative specific timelines are agreed upon in coordination with the program, the Graduate School, the Graduate Council, the prospective reviewers, and in coordination with other reviews that may coincide with the Graduate Council Program Reviews, such as the Curriculum Council's Undergraduate Academic Program Reviews (UAPR).

Postponement A Graduate Program Review will not be postponed except under highly unusual circumstances. Postponements of more than one academic year are rarely allowed. Given five years of advance notice, there should not be a compelling reason for delay in a review. In highly unusual circumstances, a program may request a postponement. The Dean of the Graduate School and the Graduate Council must be in concurrence that a postponement is justifiable.

Self-Study Document The primary benefit of the program review process lies in the opportunity for self-analysis and the use of this analysis along with the report of the Review Panel in subsequent program enhancement. Thus, a major component of the program review process is the preparation of a self-study document, which serves as the primary source of information for the Review Panel.

The program director (or department chair/school director if appropriate) is responsible for guiding the preparation of the self-study, and assembling data and materials pertinent to the review. The self-study document should be prepared in close collaboration with the Graduate Faculty, students, staff, and leadership of the program unit(s). The program director is responsible for ensuring in writing that all graduate faculty members have an opportunity to participate in the development of the self-study and have an opportunity to review the final document.

The self-study should include pertinent data and an interpretation of those data. The interpretation should be an assessment of program strengths, weaknesses, needs, and opportunities. The interpretation of the data should allow Review Panel members to understand what is leading to the program's self-recommendations. The Dean and/or Associate Dean of the Graduate School will receive and review the self-study document not less than 4 weeks in advance of the review. If the document is not received by the agreed deadline, or if the document lacks essential content, then the Dean will suspend further admissions to the program.

An outline of the contents of the self-study document is presented in Appendix I. Essential data that should be presented in either tables or figures are also provided as appendices. Additional data or materials may be included, as is deemed necessary by the program under review. Examples of effective self-study documents are available for review from the Graduate School.

Years and Transition:
Centrally provided core metrics (see Table 1) will be provided to all programs annually beginning Fall 2013. During decadal program reviews, ten years of core metrics based on Fall term data will be provisioned as part of the self-study document. The last year of decadal data to be included in the self-study document is from the Fall of the previous year. For example, if a review is scheduled in Winter 2013, the data should be summarized from Fall 2003 – Fall 2012. If a review is in Fall 2013, the data should be summarized from Fall 2003 - Fall 2012. It will take 10 years to fully complete the transition from de-centralized data collection to more centrally provided core metrics. During this transitional period, the Graduate School will help provide centrally available core metrics for the five years previous to the scheduled program review year, as able and upon request; data requests for assistance in gathering previous five years must be made to the Graduate School *at least* two full quarter terms in advance of the scheduled program review. In other words, if a program review is scheduled in Winter term, the request for previous five years data must be made in the Summer term. Programs are ultimately responsible for providing required core metrics for any and all years included in their decadal review that are prior to Fall 2013, as well as those metrics not provided centrally by the Graduate School. At all times, any core metrics not regularly provided by the Graduate School (see Table 1) are the responsibility of the programs.

The self-study should describe improvements and other changes that have occurred since the most recent previous Graduate Program Review. An explanation of the alignment between the mission of the program and the mission of the College(s), Graduate School and the University should also be provided. The goals for the program over the next 10 years should be presented. Issues that are confronting the program should be described as well as points of pride.

The program will conduct two surveys prior to the site visit: 1) survey of current graduate students and 2) survey of graduate alumni. To ensure respondent confidentiality, do not include original questionnaires in the self-study or appendices. These data should be tabulated and interpreted in the narrative of the self-study. Additionally, the Graduate School will provide the program with results from its annual exit survey of degree recipients as well as university core metrics (see Table 1).

Nine (9) copies of the self-study must be delivered to the Graduate School four weeks in advance of the scheduled site visit date. The program also should provide the college dean(s), graduate faculty, students, and others, as appropriate, with a copy of the self-study or access to a copy. Additional copies (minimum 4) may be needed if an Undergraduate Academic Program Review or other review is being conducted concurrently with the Graduate Program Review. It is the responsibility of the program director to determine any needs and requirements of other review agencies. Contact the Office of Academic Programs for information about Undergraduate Academic Program Reviews (UAPR).

Failure to provide a self-study in a timely manner and/or lack of cooperation with the review process will lead to suspension of new student enrollment in the program, which may result in termination of the program.

The Review Panel The Review Panel is appointed by the Dean of the Graduate School. The Graduate School Dean works with the program director to identify external panelists, and with the chair of the Graduate Council to assign Graduate Council panelists. The Review Panel is composed of one member of the Graduate Council, one additional member of the OSU Graduate Faculty, at least one external academic disciplinary peer, and at least one employer of degree recipients. Additional external panelists may be desirable. Usually, the external academic disciplinary peer member of the Review Panel is designated to chair the Panel. When a Graduate Program Review is held in conjunction with an outside agency review, a representative of the Graduate Council is appointed Panel Chair. The Dean or Associate Dean of the Graduate School will accompany the Review Panel during the site visit to assist in the review.

To form the Panel, the Graduate School Dean solicits nominations of external reviewers from the program director. Nominations of external reviewers must include each nominee's complete name, title, address, telephone number, email address, and website of the individual's academic department or corporation. The nominees should include a minimum of three academic peers and a minimum of three employers, listed separately. It may be appropriate for some programs to submit the names of people in academia as employers if most of the graduates of their programs find employment as faculty members in academia.

Avoid conflict of interest when nominating reviewers. The Review Panel will not include former mentors or close personal friends of OSU faculty members, former OSU students, former OSU employees, individuals who have applied or are likely to apply for a position at OSU, or individuals from institutions substantially different in character from OSU who would be less likely to understand local circumstances. The Graduate School Dean may consult with the academic dean regarding the selection of reviewers from among those nominated. The credibility of the review will be enhanced by identifying thoughtful, experienced, knowledgeable, and objective external reviewers.

The external disciplinary peer reviewer should be a highly knowledgeable academician and recognized leader in the field under review. Academic peer reviewers should understand university operations and graduate education and have the ability to realistically evaluate the program's strengths and weaknesses relative to similar programs at comparable institutions, the program's operations, plans for growth and development, and the professional activities of faculty members.

The external employer panelist should also be a highly knowledgeable and reputable leader in his/her field, and should have a high degree of familiarity with the current and future needs of advanced degree employees in the field, be very knowledgeable about industry trends, and be familiar with graduates of the program and of similar programs.

If the Graduate School Dean has approved conducting a graduate program review in conjunction with an external review, such as NIFA or an accreditation review, the Graduate School Dean may elect to appoint an external disciplinary peer member of the external review panel to the internal review panel. Thus, there is an external disciplinary peer member who serves in common on both reviews. Similarly, one of the internal graduate faculty Review Panel members may be invited to participate in the external review.

Expenses of the external reviewers, including travel, lodging, meals, any honorarium, and all other costs associated with the conduct of the review are the responsibility of the unit whose program is being reviewed. In some colleges, these costs are managed centrally in the dean's office. Travel, lodging, meals and refreshments, and meeting room arrangements are made by the program.

The Chair of the Graduate Council in collaboration with the Special Assistant to the Faculty Senate appoints the remaining internal members of the Review Panel. Internal members of the Panel should be from colleges other than that of the program under review. Whereas internal Panel members may vary in their familiarity with the subject matter of the program, all should be Graduate Faculty members who are well experienced graduate instructors, advisors and mentors.

Site Visit Following review of the self-study report, the Review Panel will conduct a site visit of the program. The site visit is typically one day in length, but may be extended if deemed desirable by the Panel or program, or if another review is involved. The schedule and agenda of the site visit will be developed by the Graduate School in consultation with the director of the program being reviewed. Arrangements for scheduling participants and for locating space are the responsibility of the program in consultation with the Graduate School.

The visit includes interviews with the college dean(s), the program director, faculty, staff, graduate students, and others as appropriate.   The program director does not participate in the separate interviews other than his/her own session with the Review Panel. Confidentiality must be maintained in all discussions. It is helpful to schedule time with students early in the day so that the Panel can further examine any issues or concerns that may be raised by students over the course of the day's agenda. Additional materials may be requested by the Panel and reviewed at this time if appropriate. Time should also be arranged for any faculty or staff member or graduate student who wishes to have a private meeting with the Review Panel. The Panel usually observes the research and instructional facilities of the program.

The opportunity should be extended for additional feedback to the Panel after the site visit, to allow input from faculty and students who may not be present at the site visit or who may have follow-up comments. These data should be delivered to the Panel Chair no later than one week after the site visit.

At the conclusion of the site visit, the Panel (in executive session) reviews its findings and discusses its sense of the review. This is a particularly important opportunity to capture the observations of the external reviewer(s). Following this discussion, the Panel should agree upon format, content, assignments for preparing various components, and deadlines for completion of its formal report.

In addition, the college dean and/or the Dean of the Graduate School may wish to confer with the external reviewer prior to his or her departure.

The following is an outline of a typical site visit.

DAY ONE
6:00 - 8:30 pm   Pre-review dinner with Graduate School Dean and Review Panel

DAY TWO
8:00 - 8:45 am   Program Director
8:45 - 9:30 am   College Dean(s)
9:30 -10:15 am   Program committee(s) (e.g., admission committee, curriculum committee)
10:15 -10:30 am   Break
10:30 -12:00 pm   Graduate students
12:00 -1:00 pm   Working lunch for Review Panel
1:00 - 1:45 pm   Facilities tour

1:45 - 2:45 pm	Program faculty
2:45 - 3:00 pm	Break
3:00 - 3:30 pm	Program committee(s), faculty, graduate coordinator, staff, as appropriate
3:30 - 4:00 pm	Program Director
4:00 - 5:00 pm	Executive session

Review Panel Report Based on the site visit and analysis of the materials presented in the self-study document, the Review Panel prepares a formal report of its findings within three weeks of the site visit (see outline, page 16). The report provides both evaluation and constructive recommendations, and it is important to note that the final document will be public record. The report should evaluate the inputs, productivity, and outputs from the program.

The report should contain an overall recommendation to discontinue a program, restructure it, maintain it, or expand it. Detailed recommendations should be made in support of the overall recommendation and be designed to improve its quality, increase its effectiveness, or to utilize the University's resources more efficiently.

The initial draft is submitted by the Panel Chair to the Dean of the Graduate School within 3 weeks following the review. The Dean of the Graduate School will submit the draft report to the program director for review of errors in factual content. Corrections of fact suggested by the program director are reconciled with the Panel Chair and the Graduate Dean. After factual information has been confirmed the final report is submitted by the Review Panel Chair simultaneously to the Dean of the Graduate School and to the program director. It is the responsibility of the director to provide a copy of the report to the college dean(s) and others as appropriate.

Consideration of the Review Panel Report The chair of the Graduate Council will arrange for the report to be presented at a regular meeting of the Graduate Council where it is formally considered. The program director and academic college dean(s) will be invited to the Graduate Council meeting to comment on the report. The Council may accept the report as distributed, accept the report with revisions, or send the report back to the Review Panel for further work prior to final action. After the Graduate Council and Graduate School have accepted the report, the report is forwarded by the Graduate School Dean to the Provost.

Action Plan An action plan should be prepared by the program director specifying how the program will address each of the Review Panel's recommendations to improve program quality. Specific metrics that will be monitored to demonstrate success and progress in implementing program changes should be identified. The Provost (or Provost's representative), the Graduate Dean, the academic college dean(s), a representative of the Graduate Council, and the program director meet to review and accept the action plan. The agenda for the meeting with the Provost's office includes a brief presentation of major recommendations by the Graduate Council representative, brief comments by the program director, and brief comments by the college dean(s), followed by full discussion of the proposed action plan with the Provost (or Provost's representative). At the conclusion of the meeting, if the Provost finds the plan acceptable, then he/she signs off on the action plan, specifying any additional issues to be addressed and actions to be taken. At an agreed upon date, typically three years later, the Graduate Council will conduct a follow-up review to determine if the planned actions have been implemented (see "Follow-up" section below).

Follow-up Annually, the Graduate Council charges the OSU members of the review team with examining progress achieved through the implementation of the action plans. Reports of these follow-up reviews are shared with the Graduate Dean, who forwards copies to the program director, academic dean(s) and Provost. Follow-up review reports are approved by the Graduate Council. Outcomes of the follow-up review could range from a conclusion that the action plan was appropriate and its implementation is well under way to a recommendation that insufficient progress has been made and a need exists for further conversation among the program leader, college dean(s), Graduate Dean, and the Provost regarding the future of the program.

Program Checklist

ANNUAL ASSESSMENT AND REVIEW OF GRADUATE PROGRAM DATA
☐ Program receives data annually from the Graduate School and collects data locally depending on the data type; data is reviewed, analyzed and summarized in annual assessment report.

FIVE YEARS IN ADVANCE OF THE REVIEW
☐ Program first notified of the academic year of the review; annual reminders provided thereafter.

TWO YEARS IN ADVANCE OF THE REVIEW
☐ Program attends an annual Graduate Program Review Workshop presented by the Graduate School.

ONE YEAR IN ADVANCE OF THE REVIEW
☐ Faculty in charge of writing the self-study meets with the Graduate School Dean for guidance.

SIX MONTHS TO ONE YEAR IN ADVANCE OF THE REVIEW
☐ Program conducts two surveys (see Appendices):
  o ___ Survey of current graduate students
  o ___ Survey of graduate alumni

☐ Graduate School Dean provides program with data from its annual exit survey of degree recipients as well as core university metrics, annually.

ONE TO THREE TERMS IN ADVANCE OF THE REVIEW
☐ Program nominates external reviewers (3 academic peers/3 employers) and forwards names and contact information to Graduate School Dean, including:
  o ___ Complete name & title
  o ___ Address
  o ___ Telephone number(s)
  o ___ Email address
  o ___ Website

☐ Program forwards site visit "black-out" dates (and preferred dates) to Graduate School Dean.

☐ Graduate School Dean establishes date of site visit.

☐ Program arranges external reviewers' travel, lodging, and payment of any honorarium, as necessary.

☐ Program works with Graduate School Dean to establish site visit agenda.

☐ Program is responsible for scheduling site visit for participants, facility tours, locating space for the meetings, and for arranging meals and refreshments for the site visit.

FOUR WEEKS IN ADVANCE OF THE SITE VISIT
☐ ***The program director (or department chair if appropriate) must sign off on the self-study cover sheet indicating that the program's graduate faculty had the opportunity to participate in the document's development and/or had an opportunity to review the final document.***

☐ Program forwards nine (9) complete hard copies of the self-study including a flash drive or CD to the Graduate School Dean who forwards them on to the Review Panel members.[1]

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[1] Additional copies (+4) needed if the undergraduate program review is held concurrently.

☐ Program forwards copies of self-study to the college dean(s), program faculty, and others as appropriate.

THE DAY OF THE SITE VISIT
☐ Program makes available in meeting room one copy all Graduate Faculty vitae (in binder).

☐ Program makes available in meeting room one copy all graduate course syllabi and list of courses (in binder).

☐ Program participates in site visit and is on-call to provide any additional information, attend to last-minute needs, etc.

THREE WEEKS AFTER THE SITE VISIT
☐ Initial draft of the Review Panel's report is forwarded to program by Graduate Dean.

☐ Program responds to Graduate School Dean with any corrections in factual content within one week.

UPON COMPLETION OF REPORT
☐ Program receives Final Report from the Review Panel Chair.

☐ Program forwards copy of report to the College Dean(s) and others as appropriate. Any factual errors in the report may be communicated back to the Review Panel Chair for correction if needed.

☐ Graduate School Dean submits report to the members of the Graduate Council for a 2-week review period.

☐ Report placed on the Graduate Council agenda.

☐ Report approved by Graduate Council.

☐ Graduate School Dean forwards approved report to the Provost.

☐ Program begins preparing an action plan in response to the recommendations made in the final report.

☐ Graduate School Dean schedules the date of the "Provost's Meeting" to discuss the report and to review the program's action plan.

☐ Program must forward the completed action plan to the Graduate School Dean at least one week prior to Provost's Meeting.

☐ Program Director attends the "Provost's Meeting" along with the Provost, Graduate Dean, College Dean(s), and a representative of the Graduate Council to review and accept the action plan.

THREE YEARS AFTER THE REVIEW
☐ Graduate Council conducts a follow-up review to determine progress toward implementation of planned actions.

Guidelines for Graduate Program Reviews:
Information for *Reviewers*

General Overview The Graduate Council and Graduate School have joint responsibility for the quality of graduate programs at Oregon State University. Following a standard format, reviews of graduate programs are conducted by the Graduate School in coordination with the Graduate Council. Graduate Program Reviews involve the preparation of a full self-study, a one day site visit by a panel of reviewers, and the approval of a formal report by the Graduate Council.

Self-Study Document The primary benefit of the program review process lies in the opportunity for self-analysis and the use of this analysis along with the report of the Review Panel in subsequent program enhancement. Thus, a major component of the program review process is the preparation of a self-study document, which serves as the primary source of information for the Review Panel. The self-study document is prepared by the program director in close collaboration with the faculty, students, staff, and leadership of the program unit.

The Review Panel The Review Panel is appointed by the Dean of the Graduate School. The Graduate School Dean works with the program director to identify external panelists, and with the chair of the Graduate Council to assign Graduate Council panelists. The Review Panel is composed of one member of the Graduate Council, one additional member of the OSU Graduate Faculty, at least one external academic disciplinary peer, and at least one employer of degree recipients. Internal members of the Panel should be from colleges other than that of the program under review. Additional external panelists may be assigned as deemed necessary. The Chair of the Review Panel is the external academic disciplinary peer member. When a Graduate Program Review is held in conjunction with an outside agency review, a representative of the Graduate Council may be appointed Panel Chair. The Dean and/or Associate Dean of the Graduate School accompany the Review Panel during the site visit to observe and participate in the review.

Every attempt is made to avoid conflict of interest in selection of external reviewers.

Expenses of the external reviewers, including travel, lodging, meals, any honorarium, and all other costs associated with the conduct of the review are the responsibility of the unit whose program is being reviewed.

Pre-review Dinner The Graduate School Dean and/or Associate Dean will meet with the Review Panel over a working dinner the evening prior to the site visit. The self-study document will be reviewed, and the Dean and/or Associate Dean will advise the Panel on review procedures. Significant issues to be examined during the site visit will be identified. During this meeting, the agenda of the on-site visit will be reviewed, and individual Panel members will be assigned responsibility for specific topics of inquiry and for preparation of sections of the written report. If the college dean has requested that attention be given to specific aspects of the program, then that information will be presented for incorporation.

Site Visit Following review of the self-study, the Review Panel will conduct a site visit of the program. The site visit is typically one day in length, but may be extended if deemed desirable by the Panel or program or if another review is involved. The visit includes interviews with the college dean(s), the program director, faculty, staff, graduate students, and others as appropriate.   The program director does not participate in the separate interviews other than his or her own session with the Review Panel. Confidentiality must be maintained in all discussions. Additional materials may be requested by the Panel and reviewed at this time if

appropriate. Time will be arranged for any faculty or staff member or graduate student who wishes to have a private meeting with the Review Panel. The Panel will be shown the research and instructional facilities used by the program.

The opportunity will be extended for additional feedback to the Panel after the site visit, from faculty and students who may not be present at the site visit or who may have follow-up comments. These data should be delivered to the Panel Chair no later than one week after the site visit.

At the conclusion of the site visit, the Panel (in executive session) reviews its findings and discusses its sense of the review. This is a particularly important opportunity to capture the observations of the external reviewer(s). Following this discussion the Panel should agree upon format, content, assignments for preparing various components, and deadlines for completion of its formal report.

In addition, the college dean and/or the Dean of the Graduate School may wish to confer with the external reviewer(s) prior to his or her departure.

The following is an outline of a typical site visit.

DAY ONE	
6:00 - 8:30 pm	Pre-review dinner with Graduate School Dean and Review Panel
DAY TWO	
8:00 - 8:45 am	Program Director
8:45 - 9:30 am	College Dean(s)
9:30 -10:15 am	Program committee(s) (e.g., admission committee, curriculum committee)
10:15 -10:30 am	Break
10:30 -12:00 pm	Graduate students
12:00 -1:00 pm	Working lunch for Review Panel
1:00 - 1:45 pm	Facilities tour
1:45 - 2:45 pm	Program faculty
2:45 - 3:00 pm	Break
3:00 - 3:30 pm	Program committee(s), faculty, graduate coordinator, staff, as appropriate
3:30 - 4:00 pm	Program Director
4:00 - 5:00 pm	Executive session

Review Panel Report Based on the site visit and analysis of the materials presented in the self-study document, the Review Panel prepares a formal report of its findings within three weeks of the site visit (see outline, page 16). Preparation of the report is coordinated by the Review Panel Chair. The report should provide both evaluation and constructive recommendations. The report should address the success, vitality, and direction of the program and the extent to which the program is achieving its stated mission and goals. It should also analyze and evaluate inputs, productivity, and outcomes by assessing specific indicators such as the characteristics of the students applying to and entering the program, the instructional and scholarly productivity of the faculty, the program's commitment to diversity, the placement of program graduates, and the continued relevance of the graduate program. It is essential that all Panel members agree upon the structure and nature of the report, and the responsibility for preparation of each section. The preparation of the draft and final version of the report are the responsibility of the Panel Chair.

The report should contain recommendations concerning the future of the program including its structure and scope of activities. These recommendations could range from a recommendation to discontinue a program, to restructure a program, to maintain a strong program or to expand a program's scope. Specific

recommendations might be to change the direction, structure, or activities of the graduate program in order to improve its quality, increase its effectiveness, or to utilize the University's resources more efficiently.

The initial draft is submitted by the Panel Chair to the Dean of the Graduate School. The Dean of the Graduate School will submit the draft report to the program director for review of errors in factual content. Corrections of fact suggested by the program director are submitted to the Graduate School Dean who forwards them to the chair of the Review Panel. After factual information has been confirmed, the final report is submitted by the Review Panel Chair simultaneously to the Dean of the Graduate School and to the program director.

Consideration of the Review Panel Report The Chair of the Graduate Council will arrange for the report to be presented at a regular meeting of the Graduate Council where it is formally considered. The program director and academic college dean(s) will be invited to the Graduate Council meeting to comment on the report. The Council may accept the report as distributed, accept the report with revisions, or send the report back to the Review Panel for further work prior to final action. After the Graduate Council has accepted the report, the report is forwarded by the Graduate School Dean to the Provost.

Action Plan An action plan should be prepared by the program director specifying timely, positive measures to address each of the Review Panel's recommendations to improve program quality. The Provost, the Graduate Dean, the college dean(s), a representative of the Graduate Council, and the program director meet to review and accept the action plan. The agenda for the meeting with the Provost includes a brief presentation of major recommendations by the Graduate Council representative, brief comments by the program director, brief comments by the college dean(s), followed by full discussion of the proposed action plan with the Provost. At the conclusion of the meeting, if the Provost finds the plan acceptable, he/she signs off on the action plan, specifying any additional issues to be addressed and actions to be taken. At an agreed upon date, typically three years later, the Graduate Council will conduct a follow-up review to determine if the planned actions have been implemented.

OUTLINE FOR THE REVIEW PANEL REPORT

1.   Overall Recommendation:
- ꙛ   Expand
- ꙛ   Maintain
- ꙛ   Restructure
- ꙛ   Reduce
- ꙛ   Suspend
- ꙛ   Discontinue
- ꙛ   Other ⸻⸻⸻⸻⸻⸻

2.   Summary of Findings and Recommendations

This section serves as an executive summary of the review report. A narrative style is common, but a bulleted list of key issues and findings may be useful. It summarizes all the major recommendations found in the body of the main report. This section generally does not exceed one to two pages in length.

3.   Detailed Findings

This is the main body of the report. As such, it identifies the strengths and weaknesses of the program and provides a rationale for each point. It provides the details of the review findings and the basis for each recommendation. The report may be organized such that specific recommendations are interspersed throughout the narrative of the report, but the recommendations should be highlighted in some manner so they may be easily identified. The subsections of the report may vary depending upon the unit and nature of the program being reviewed. The length of the entire report is generally six to ten pages. A typical report includes the following sections:

Introduction: Objectives of the review, participants, order of events, and organization of the report

Inputs:
- The mission of the program, and its relationship and alignment with the mission of the academic college(s), Graduate School and University mission.
- Recruitment and enrollment trends of students
- Admissions selectivity and other indications of selecting high quality students.
- Level of financial support of students compared to peers
- Curriculum strength
- Quality of personnel and adequacy to achieve mission and goals
- Level and quality of infrastructure
- Quality of organizational support

Productivity:
- 4- and 8-year graduation rates for master's and doctoral students
- Publications or evidence of other scholarly work by students and faculty
- Student satisfaction with their education and mentoring experiences
- Viability of scholarly community within which students can interact

Outcomes and Impacts:
- Placement and success of graduates
- Satisfaction of students and graduates with their education and their post-graduation employment success
- Professional or national rankings/ratings
- Community engagement activities
  Conclusion and Recommendations for Improvement

Review Panel Member Checklist

AT LEAST ONE TERM IN ADVANCE OF THE REVIEW

☐ Reviewer is nominated and appointed to the Review Panel.

☐ Graduate School Dean establishes date of site visit, in consultation with the Review Panel members and the Program.

☐ External Panel members are contacted by Program for travel and lodging arrangements.

ONE WEEK IN ADVANCE OF THE SITE VISIT

☐ Panel members receive copy of Program self-study from Graduate Dean.

THE NIGHT PRIOR TO THE SITE VISIT

☐ Review Panel members meet with Graduate School Dean over a working dinner.

THE DAY OF THE SITE VISIT

☐ Panel members participate in site visit.

☐ Review Panel meets in executive session to review its findings and agree upon format, content, and assignments for preparing the various components of its formal report. Date for delivery of report to Graduate School Dean also determined.

WITHIN THREE WEEKS OF THE SITE VISIT

☐ Review Panel Chair submits an initial draft of the Panel Report (see outline, page 16) to the Graduate School Dean who forwards it to the program for review of errors of factual content.

☐ Review Panel Chair makes any needed corrections and submits the Final Report to the Graduate School Dean and the Program simultaneously.

☐ ***Panel Chair must sign off on the Final Report cover sheet, indicating that the document received full Panel agreement. Cover sheet should also indicate overall Panel recommendation.[2]***

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[2]Overall recommendations: expand, maintain, restructure, reduce, suspend, discontinue, other…

Appendix I
OUTLINE FOR THE SELF-STUDY DOCUMENT

The following outline indicates the content that is essential to the self-study document. Additional information is appropriate if it will enhance the effectiveness of the presentation of the graduate program quality. Materials that do not relate to the objectives of the program review process should not be included. **The document should not contain information on employees or students that is considered confidential or restricted.** The document should be tabbed into appropriate sections to aid the Review Panel in locating information.

THE SELF-STUDY	
PRE-TEXT PAGES	
Cover page	List name of graduate degree program to be reviewed. List all participating departments.
Table of Contents	
Sign-off sheet	Include signature of program director (or department chair if appropriate) indicating that all graduate faculty members had an opportunity to participate in the development of the self-study and/or had an opportunity to review the final document
INTRODUCTION AND CONTEXT This section should answer the question, *"Why do you offer the program?"*	
Changes since the last Program Review	Provide a brief overview of changes that have occurred since the most recent program review.
Mission statement	Explain how the program mission relates to the College(s), Graduate School and University Missions
Goals	List goals of the program for the next 10 years
Current challenges/issues	List issues that are confronting the program
Review goals	Identify critical questions the program faculty hopes to have answered as a result of the program review
PROGRAM DESCRIPTION AND INPUTS This section should answer the question, *"What do you do, with what and how?"*	
Characteristics of applying, admitted and matriculated students (Narrative and Table A)	Summarize the following: • Trends in incoming GPA of applied, admitted & matriculated students • Trends in GRE scores or other scores (e.g. GMAT) of applied, admitted & matriculated students, and comparison to national statistics if available • Trends in TOEFL scores of applied, admitted & matriculated students • Trends in applied, admitted & matriculated students by degree, gender, citizenship, and race/ethnicity • Trends in applicant to matriculation ratio
Characteristics of enrolled students (Narrative and Table B)	Summarize the trends in enrolled students by degree, gender, citizenship, Oregon residency, and race/ethnicity
Recruitment and Admissions (Narrative)	• State program admissions criteria and procedures • Provide a narrative on the recruitment strategies, especially addressing recruitment initiatives for underrepresented minorities (URM) to enhance diversity

THE SELF-STUDY	

Financial Support (Narrative and Table C)	Summarize the following:
	• Trends in fellowships & scholarships (those awarded by the Graduate School and the Program) by degree type, and selection process narrative
	• Trends in assistantships awarded by degree type, selection process narrative, and comparison to national statistics if available
	• Funding strategies for students to include a discussion on the:
	    • Proportion of students fully funded (.49 FTE) for all terms; funded below .49 FTE for all terms; and self-funded
	    • Practices for variable FTE and/or term funding within an academic year
	Include a narrative and/or additional tables describing other sources of funding received by students (i.e. – external fellowships and scholarships not awarded by the Graduate School or Program)

Curriculum (Narrative, Tables D and E, appendix and flash drive)	• Include a list of graduate courses as an appendix - indicate which are on-campus, Ecampus, hybrid, slash, and/or alternate year courses and state when the courses were taught during the review period • Provide one copy of all graduate course syllabi on a flash drive that is to be delivered along with self-study document • Include the graduate student handbook as an appendix to the self-study document • Include a list of graduate courses taught/co-taught for other graduate programs Summarize the following: • Trends in number of graduate standalone, slash courses , and total graduate courses taught by graduate faculty members • Differentiation criteria within slash courses • Core requirements (if any) • Types of opportunities for internships, practica, community engagement, etc. • Trends in student credit hours generated by graduate program faculty in other graduate programs
Graduate Learning Outcomes (Table F, Narrative and Appendix)	Summarize the following: • Process to access university and programmatic Graduate Learning Outcomes (GLOs) and summarize how GLOs are being assessed and achieved in courses and experiences • How Graduate Council approved university-wide GLO's are being met • Describe what programmatic adjustments were made during the 10 year period in response to annual assessments of learning outcomes and student attainment of these outcomes • Describe how the programmatic GLOs contribute to the university's three signature areas • Append annual assessment reports
Personnel (Narrative and Table G)	Summarize the following: • Trends in graduate faculty numbers by approval levels and appointment type • Trends in graduate faculty to graduate student ratio by degree type; distribution of advising loads (i.e. – are thesis/dissertation advising loads distributed evenly among faculty? Please explain) • Contribution of graduate faculty to other graduate programs • Trends in graduate faculty characteristics by faculty type, gender, citizenship, and race/ethnicity • Trends in support staffing FTE
Facilities and Budget (Narrative)	• Summarize the review of library holdings and services, and attach the

	THE SELF-STUDY
	complete summary as an appendix. [3] Summarize the following: • Research and instructional facilities and equipment • Trends in Faculty and student office space • Trends in Financial resources available to support the program
Organizational Support (Narrative)	Include organizational chart

PRODUCTIVITY

This section should answer the question, *"How well do you do what you do?"*

Student Performance (Narrative and Table H)	Summarize the following: • Student honors and awards received • Nature of scholarly presentations, publications, exhibits, performances, grants received, etc. • Trends in "ScholarsArchive" data on theses/dissertations
Faculty Performance (Narrative and Table I)	• Include one copy of faculty vitae in a separate flash drive to be delivered along with the self-study document Summarize the following: • Trends in scholarly productivity such as presentations, publications, exhibits, performances, patents, etc. Program should identify and quantify the role students played in publications, patents, etc. • Trends in grants and contracts; proportion of grants used to support graduate students; # of grants that were student-initiated • Trends in patents applied for and generated by graduate faculty, and those with graduate student co-applicants • Trends in receipt of other sources of funds

OUTCOMES

This section should answer the question, *"What difference does it make whether you do what you do or not? How do you know?"*

Professional viability of graduates (Narrative and Tables J and K)	Summarize the following: • Trends in retention, time to degree completion, and attrition • Trends in degrees and graduate certificates awarded by degree type • Trends in post-graduation employment in desired field 1 and 5 years after graduation by degree type • Trends in licensure/certification/professional exams, and comparison to national statistics (where applicable)
Satisfaction (Narrative)	Summarize the following: • Results and interpretation of current student survey • Trends in Advanced Degree Recipient Exit Survey • Results and interpretation of survey of alumni 1 and 5 years after graduation
Rankings/Ratings (Narrative)	Summarize the following: • NRC, Academic Analytics, US News, disciplinary rankings, etc. and comparison to peers • Disciplinary accreditation and other reports
Impacts and Community Engagement (Narrative)	• Discuss and provide evidence and statements of the impact of the program • List community partners and discuss the nature of community engagement

SUMMARY

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[3] Upon request, the OSU Library will provide a two to four page summary of library collections and services supporting the graduate programs under review.

THE SELF-STUDY	
This section should answer the question, *"What have we learned from the program review process and what is our plan for moving forward?"*	
General summary	
Self-recommendations	List recommendations for enhancing program quality based on analysis and interpretation of the self-study document, or for dissolution of the program

SAMPLE
SIGN-OFF SHEET

In signing this document, I indicate that all graduate faculty members in the program have had an opportunity to participate in the development of this self-study and review the final document.

_____
John Q. Bean, Graduate Program Director   Date

Associate Professor

_____
Peter Okra, Unit Leader   Date

Professor

Table A. Characteristics of 1.) applicants, and 2.) admitted, and 3.) matriculated students.

ACADEMIC YEAR			2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
Applied														
Total number of applications received														
Gender (no.)	Male													
	Female													
Citizenship (no.)	Domestic													
	International													
Race/Ethnicity (no.)	Asian/Pacific Islander													
	Hispanic													
	White													
	Black													
	American Indian/Alaskan Native													
	Persons reporting two or more races													
	Unknown													
Degree (no.)[4]	Master's													
	Doctoral													
Incoming GPA	Average													
	High													
	Low													
GRE Scores (or equivalent i.e. GMAT)	Combined	Average												
		High												
		Low												
	Verbal	Average												
		High												
		Low												
	Quantitative	Average												
		High												
		Low												
	Analytical Writing	Average												
		High												
		Low												
TOEFL Scores	Combined	Average												
		High												

[4] Add lines if more than one master's or doctoral degree is offered, and report data separately for each degree offered.

ACADEMIC YEAR			2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
	Reading	Low												
		Average												
		High												
	Writing	Low												
		Average												
		High												
	Speaking	Low												
		Average												
		High												
	Listening	Low												
		Average												
		High												
		Low												
Admitted														
Total number of admitted students														
Gender (no.)	Male													
	Female													
Citizenship (no.)	Domestic													
	International													
Race/Ethnicity (no.)	Asian/Pacific Islander													
	Hispanic													
	White													
	Black													
	American Indian/Alaskan Native													
	Persons reporting two or more races													
	Unknown													
Degree (no.)[5]	Master's													
	Doctoral													
Incoming GPA	Average													
	High													
	Low													
GRE Scores (or equivalent i.e.	Combined	Average												
		High												

[5] Add lines if more than one master's or doctoral degree is offered, and report data separately for each degree offered.

ACADEMIC YEAR			2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
GMAT)		Low												
	Verbal	Average												
		High												
		Low												
	Quantitative	Average												
		High												
		Low												
	Analytical Writing	Average												
		High												
		Low												
TOEFL Scores	Combined	Average												
		High												
		Low												
	Reading	Average												
		High												
		Low												
	Writing	Average												
		High												
		Low												
	Speaking	Average												
		High												
		Low												
	Listening	Average												
		High												
		Low												
Matriculated														
Total number of matriculated students														
Gender (no.)	Male													
	Female													
Citizenship	Domestic													
	International													
Race/Ethnicity (no.)	Asian/Pacific Islander													
	Hispanic													
	White													
	Black													
	American Indian/Alaskan Native													

ACADEMIC YEAR			2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
	Persons reporting two or more races													
	Unknown													
Degree (no.)[6]	Master's													
	Doctoral													
Incoming GPA		Average												
		High												
		Low												
GRE Scores (or equivalent i.e. GMAT)	Combined	Average												
		High												
		Low												
	Verbal	Average												
		High												
		Low												
	Quantitative	Average												
		High												
		Low												
	Analytical Writing	Average												
		High												
		Low												
TOEFL Scores	Combined	Average												
		High												
		Low												
	Reading	Average												
		High												
		Low												
	Writing	Average												
		High												
		Low												
	Speaking	Average												
		High												
		Low												
	Listening	Average												
		High												

[6] Add lines if more than one master's or doctoral degree is offered, and report data separately for each degree offered.

ACADEMIC YEAR		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
	Low												
Applicant : Matriculation Ratio													
Total applicant to matriculation ratio													
Degree	Master's												
	Doctoral												

Table B. Characteristics of enrolled students

FALL TERM		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
Total number of enrolled students													
Gender (no.)	Male												
	Female												
Citizenship (no.)	Domestic												
	International												
Oregon Residency (no.)	Resident												
	Non-Resident												
Race/Ethnicity (no.)	Asian/Pacific Islander												
	Hispanic												
	White												
	Black												
	American Indian/Alaskan Native												
	Persons reporting two or more races												
	Unknown												
Degree (no.)[7]	Master's												
	Doctoral												

[7] Add lines if more than one master's or doctoral degree is offered, and report data separately for each degree offered.

Table C. Financial support for graduate students

FALL TERM (assistantships)			2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
Total number of students on GRAs & GTAs														
Assistantship Type (no.)		GRA												
		GTA												
Degree (no.)		Master's												
		Doctoral												
GRA Salaries ($) (adjusted to .49 FTE)	Master's	Maximum												
		Minimum												
		Average												
	Doctoral	Maximum												
		Minimum												
		Average												
GTA Salaries ($) (adjusted to .49 FTE)	Master's	Maximum												
		Minimum												
		Average												
	Doctoral	Maximum												
		Minimum												
		Average												
Students (no.) funded at 0.49 FTE for all 3 academic yr. terms														
Students (no.) funded below 0.49 FTE for all 3 academic yr. terms														
Students (no.) self-funded (not supported by an assistantship or fellowship)														
FISCAL YEAR (awards)			2003	2004	2005	2006	2007	2008	2009	2010	2011	2012		
Total number of fellowship appointments awarded by the Graduate School														
Degree (no.)		Master's												
		Doctoral												
Fellowship Support ($)	Master's	Total Stipend Monies Paid ($)												
		Total Tuition Waiver Monies Paid ($)												
	Doctoral	Total Stipend Monies Paid ($)												
		Total Tuition Waiver Monies Paid ($)												
Total number of fellowship appointments awarded by the program														
Degree (no.)		Master's												
		Doctoral												
Fellowship	Master's	Total Stipend Monies Paid ($)												

Support ($)		Total Tuition Waiver Monies Paid ($)													
	Doctoral	Total Stipend Monies Paid ($)													
		Total Tuition Waiver Monies Paid ($)													
Total number of scholarships/fellowships[8] awarded by the Graduate School															
Degree (no.)		Master's													
		Doctoral													
Total scholarship/fellowship dollars ($) paid		Master's													
		Doctoral													
Total number of scholarships/fellowships[9] awarded by the Program															
Degree (no.)		Master's													
		Doctoral													
Total scholarship/fellowship dollars ($) paid		Master's													
		Doctoral													

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[8] Fellowship awards included in this column are not the same as formal graduate fellowship appointments, delineated in the rows above. Thus, the fellowship data reported in Table C does not include duplicate counts.

[9] Fellowship awards included in this column are not the same as formal graduate fellowship appointments, delineated in the rows above. Thus, the fellowship data reported in Table C does not include duplicate counts.

Table D. Characteristics of graduate courses (standalone, combined undergraduate and graduate [slash], and total offered)

Academic Year	Standalone (no.)		Total Standalone (no.)	Slash (no.)		Total Slash (no.)	Total Graduate Courses Offered (no.)
	500	600	500/600 Combined	500	600	500/600 Combined	All 500 - 600 Level Courses
2003							
2004							
2005							
2006							
2007							
2008							
2009							
2010							
2011							
2012							

Table E. Graduate level student credit hours (SCH) generated by graduate program faculty in other graduate programs

Graduate Level Student Credit Hours (SCH) Generated per Academic Year											
Academic Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total	Trend
Faculty Name											
Total (no.) All Faculty											

Table F-1. Assessment plan for graduate learning outcomes (GLO) for master's degrees

Process						
a. How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?						
b. What data are archived? Where, how and for what duration?						

Program Outcomes, Measures and Benchmarks or Milestones						
a. List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Program level GLO 1[y]	Program level GLO 2	Program level GLO 3
b. What year did you report on this outcome? (Every outcome must be assessed at least once every five years.)						
c. List the measures/methods /instruments used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I).						
d. What benchmarks/milestones did you use to determine if the outcome has been satisfactorily met by the students?[z]						

[z] Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.

[y] Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.

Table F-2. Assessment plan for graduate learning outcomes (GLO) for doctoral degrees

Process						
a. How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?						
b. What data are archived? Where, how and for what duration?						

Program Outcomes, Measures and Benchmarks or Milestones						
a. List the university and program level student learning outcomes (GLO).	Produce and defend an original significant contribution to knowledge	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Program level GLO 1[y]	Program level GLO 2	Program level GLO 3
b. What year did you report on this outcome? (Every outcome must be assessed at least once every five years.)						
c. List the measures/methods /instruments used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I).						
d. What benchmarks/milestones did you use to determine if the outcome has been satisfactorily met by the students?[z]						

[z] **Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.**

[y] **Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.**

Table G. Characteristics of programmatic graduate faculty at the beginning of each academic year (fall)

FALL TERM		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total number of graduate faculty											
Faculty Type (no.)	Regular										
	Courtesy/Affiliate										
Gender (no.)	Male										
	Female										
Citizenship (no.)	Domestic										
	International										
Race/Ethnicity (no.)	Asian/Pacific Islander										
	Hispanic										
	White										
	Black										
	American Indian/Alaskan Native										
	Persons reporting two or more races										
	Unknown										
Total number of graduate faculty (no.) for approved graduate faculty activities	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis (but not PhD)										
	Direct Doctoral Dissertations										
Appointment type and approved activity levels (no.)	Professorial rank: (tenure-track/tenure, emeritus)										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis (but not PhD)										
	Direct Doctoral Dissertations										
	Instructor										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis (but not PhD)										
	Direct Doctoral Dissertations										
	Post-doctoral scholar/fellow										
	Teach Graduate Courses										

FALL TERM		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis (but not PhD)										
	Direct Doctoral Dissertations										
	Courtesy/affiliate										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis (but not PhD)										
	Direct Doctoral Dissertations										
Graduate Student : Graduate Faculty Ratio											
Degree type	Doctoral										
	Master's										
Graduate faculty approved to serve as graduate faculty in other graduate programs (total no.)											
Approved Activity Levels (total no.)	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										

Table H. "ScholarsArchive data" on theses and dissertations

GRADUATION YEAR		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
Total number of theses/dissertations added to ScholarsArchive by graduation year												
Degree	Master's											
	Doctoral											
Total number of downloads of theses/dissertations from ScholarsArchive by graduation year												
Degree	Master's											
	Doctoral											

Top five most downloaded theses and dissertations in the last 5 years				
Title	Downloads (no.)	Graduation Year	Product Type (thesis, dissertation)	URL Link

Table I. Faculty productivity: publications; grants and contracts; other funds and other scholarly works

ACADEMIC YEAR	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
Publications by graduate faculty members (total no.)											
Publications with a graduate student as co-author (no.)											
Grants and contracts received by graduate faculty members (total no.)											
Percentage of graduate students supported by grants and contracts											
Percentage of total grants and/or contracts received that were student-initiated											
Total grant and contract funds generated by the graduate faculty ($)											
Total other funds generated ($)											
Patents applied for by graduate faculty (total no.; fiscal year used for reporting)											
Patents generated by graduate faculty members (total no.; fiscal year used for reporting)											
Patents with a graduate student as co-applicant (no.; fiscal year used for reporting)											
Peer-refereed exhibitions, performance, or other scholarly works created by graduate faculty members (total no.)											
Peer-refereed exhibitions, performance, or other scholarly works created with a graduate student (no.)											

Table J. Student retention, degree completion and attrition

ACADEMIC YEAR		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total	Trend
Total number of degrees awarded (no.)													
Degree (no.)[10]	Master's												
	Doctoral												
Graduate certificates awarded (no.)													
Average time to degree completion (years)													
Degree	Master's											■	
	Doctoral											■	
First-year retention rates (% of total no.)													
Degree	Master's											■	
	Doctoral											■	
Second-year retention rates (% of total no.)													
Degree	Master's											■	
	Doctoral											■	
Graduation rates (% of total no.)													
Degree	Master's (4-yr rate, cohort-based)											■	
	Doctoral (8-yr rate, cohort-based)											■	
Degrees awarded in other graduate programs by graduate faculty in this program (i.e. – serving as primary advisor for a graduate student in another program) **(no.)**													
Degree	Master's												
	Doctoral												

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[10] Add lines if more than one master's or doctoral degree is offered, and report data separately for each degree offered.

Table K. Post-graduation placement and employment of respondents to surveys

GRADUATION YEAR		2003		2004		2005		2006		2007		2008		2009		2010		2011		2012	
No. and percentage of graduates employed in year one in their chosen field																					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Degree[11]	Master's																				
	Doctoral																				
No. and percentage of graduates employed at year 5 in their chosen field																					
Degree	Master's																				
	Doctoral																				
Total percent passing licensure/certification exams (where applicable)																					
Degree	Master's																				
	Doctoral																				

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[11] Add lines if more than one master's or doctoral degree is offered, and report data separately for each degree offered.

Figure 1: Graduate Program Assessment Process at Oregon State University

The diagram contains the following elements:

- University Graduate Learning Outcomes
- Graduate Program Learning Outcomes
- Course Learning Outcomes
- Program Level Assessment
- Institutional Assessment and Strategic Actions
- External Graduate Program Reviews
- Annual Data Fact Sheet of Core Metrics, provided by the Graduate School
- Annual Assessment Report by Program

Annual data fact sheets and assessment reports will be collated by the program to analyze trends over a 10-year period during external graduate program reviews.

Supporting Processes & Documents:
Graduate School 5-year Strategic Plan
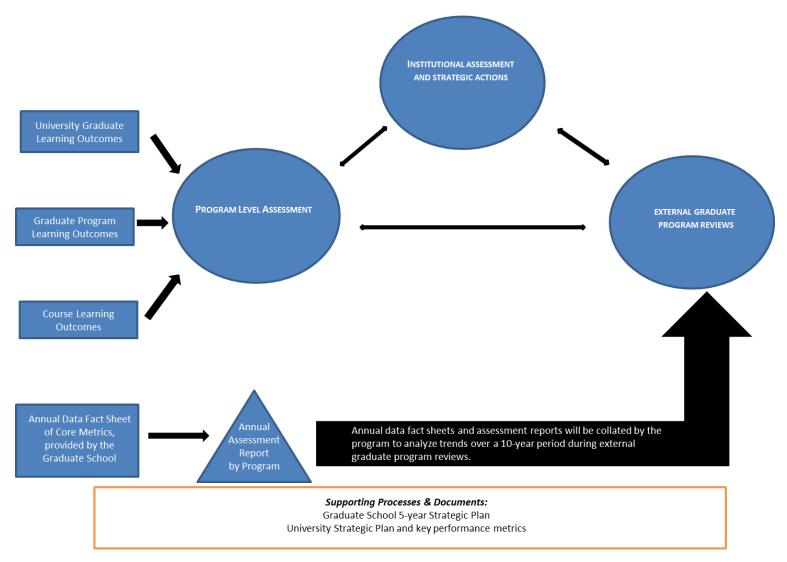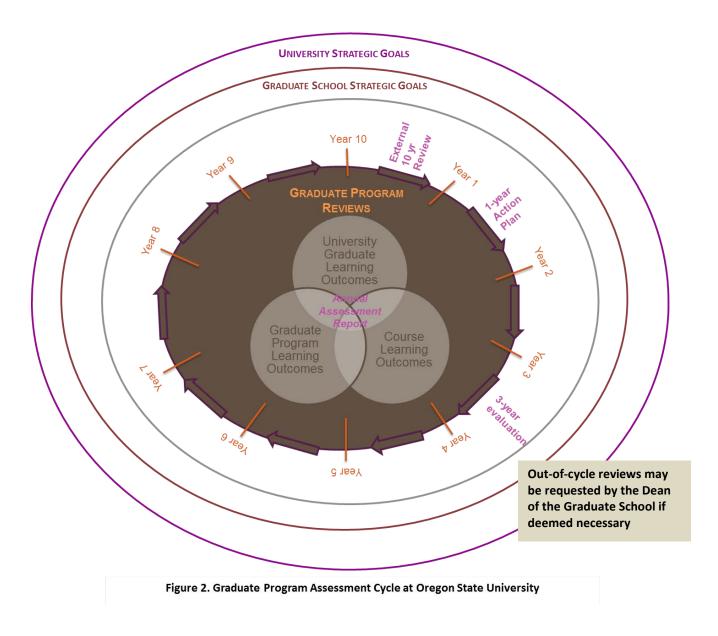University Strategic Plan and key performance metrics

Figure 2. Graduate Program Assessment Cycle at Oregon State University

Appendix II
SAMPLE CURRENT STUDENT SURVEY

CURRENT STUDENT SURVEY FOR PROGRAM REVIEW

It is the policy of OSU to conduct regular reviews of graduate programs. These reviews are intended to lead to constructive action to enhance program quality. As part of the Graduate Council review of your academic unit, we are interested in the opinions of graduate students regarding various aspects of graduate education.

Please read each item carefully and circle the number that best describes your viewpoint. All of your responses will be kept confidential. The questionnaire should take less than 10 minutes to complete.

	Agree Strongly				Disagree Strongly	
1. The equipment and facilities that are available to me for my graduate research meet my needs.	5	4	3	2	1	NA
2. The quality and availability of graduate student office space is adequate for my needs.	5	4	3	2	1	NA
3. OSU library resources available to me are adequate for my needs.	5	4	3	2	1	NA
4. The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.	5	4	3	2	1	NA
5. Graduate courses are taught at an appropriate graduate level and are of sufficient rigor.	5	4	3	2	1	NA
6. Graduate courses in other fields, needed to support my program or minor, are sufficiently available from other OSU departments.	5	4	3	2	1	NA
7. Graduate program examinations are administered fairly.	5	4	3	2	1	NA
8. Program seminars are adequate to keep me informed of developments in my field.	5	4	3	2	1	NA
9. The initial advising I received when I entered the program was an adequate orientation.	5	4	3	2	1	NA

	Agree Strongly				Disagree Strongly	
10. I have a mailbox or another appropriate form of communication with program faculty and graduate students.	5	4	3	2	1	NA
11. I am receiving the guidance I need.	5	4	3	2	1	NA
12. I am satisfied with the professional interaction with my major professor.	5	4	3	2	1	NA

13. The treatment in this program of graduate students in the following categories is equitable and appropriate consideration is given to their distinctive needs:

13a. domestic minority students	5	4	3	2	1	NA
13b. women students	5	4	3	2	1	NA
13c. international students	5	4	3	2	1	NA
13d. students with special needs/disabilities	5	4	3	2	1	NA

14. The program informs me of adequate opportunities for professional development and contacts outside OSU, such as attendance at professional meetings.	5	4	3	2	1	NA
15. Graduate teaching or research assistantship stipends in this program are adequate.	5	4	3	2	1	NA
16. The program offers adequate opportunity for its graduate students to gain teaching experience.	5	4	3	2	1	NA
17. Of those graduate teaching assistantships under central program control, assignments are made equitably, based on established criteria.	5	4	3	2	1	NA
18. Graduate program policies are clearly defined and readily available to me in a current handbook.	5	4	3	2	1	NA
19. There is a well-established mechanism for regular graduate student participation in program decisions affecting students, whenever this is appropriate.	5	4	3	2	1	NA

Do you have any concerns about this graduate program that you would like to share with the review team?

What do you consider to be the major strengths of this program?

What changes, if any, could the program leaders make to improve the quality of graduate education?

SAMPLE GRADUATE ALUMNI SURVEY FOR STUDENTS 1 and 5 YEARS after graduation

OSU GRADUATE ALUMNI SURVEY

*Questions 2-6 refer to the **last** graduate degree you earned at OSU.*

1. Using the following scale, please reflect on your graduate study at OSU and rate your satisfaction with each of the following aspects of your graduate school experience. (*Circle one number for each*)

	Unsatisfied			Satisfied		N/A
Departmental advising/guidance	1	2	3	4	5	6
Major professor mentoring	1	2	3	4	5	6
Overall quality of graduate instruction	1	2	3	4	5	6
Diversity and availability of graduate course offerings	1	2	3	4	5	6
Professional relationship with graduate	1	2	3	4	5	6
Level of financial support	1	2	3	4	5	6
Resources available for student research	1	2	3	4	5	6
Overall satisfaction level	1	2	3	4	5	6

2. How many years did it take you to complete your degree? _____

3. What level of indebtedness did you incur to support the completion of your graduate degree? (*Circle one letter*)
    a) $0-$10,000
    b) $10,000-$20,000
    c) $20,000-$30,000
    d)   More than $30,000

4. As a result of your graduate education, how prepared do you feel in your career or to move on to a more advanced degree program? (*Circle one letter*).
    a)   Very prepared
    b)   Somewhat prepared
    c)   Somewhat unprepared
    d)   Very unprepared

5. Would you recommend the program from which you graduated to a prospective student?
    a)   Yes
    b)   No

6. From the following list, please indicate which best describes your current post-graduate activity following your graduate education at OSU. (*Circle one letter*)

- a)   Graduate degree program at OSU or elsewhere
- b)   Postdoctoral fellowship/traineeship
- c)   Entering a postdoctoral program
- d)   Tenure track faculty position at a college or university
- e)   Non-tenure track faculty position at a college or university
- f)   Faculty position in education but not in a college or university
- g)   Research position in a college or university
- h)   Research position in the private sector
- i)   Research position in a research institute
- j)   Professional contractor for services
- k)   Position in business/industry
- l)   Government position
- m)   Self-employment
- n)   Other position in a college or university
- o)   Other position in the private sector
- p)   Other (Specify_____)

6a. Was your current graduate status/position directly related to your degree training? (*Circle one letter*).

- a) Yes, it was directly related to my degree (*go to 6b*)
- b) It was somewhat related to my degree (*go to 6b*)
- c) It was not at all related to my degree (*go to 7*)

6b. How long did it take you to find employment related to your degree? (*Circle one letter*)

- a) < 6 months
- b) 6 –12 months
- c) 12 – 24 months
- d) Longer than 2 years
- e) Not applicable

7. Please make any additional comments about your graduate degree program in the space provided below.