Guidelines for Review of New Degree Programs

Inputs:

- The mission of the program, and its relationship and alignment with the mission of the academic college(s), Graduate School, and university mission
  Where: Section 2 of Cat I
  What: Thoughtful response as to how new program supports mission of college, University, and state.

- Recruitment and enrollment trends of students
  Where: Section 1 e, f, g, h; Section 4a (Need)
  What: Are the plans to recruit students, including under-represented students, adequate? Does the market analysis in section 4 align with projected enrollment?

- Admissions selectivity and other indications of selecting high quality students
  Where: Section 1 e, h
  What: Admissions requirements and process. What is basis for selection?

- Level of financial support of students compared to peers
  Where: Section 1 f, Section 7
  What: Given expected number of students, have they adequately budgeted to support them.

- Curriculum strength
  Where: Section 1c, Section 6
  What: Proposal meets minimum university requirements:
    Master: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=39
    Doctoral: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=40
  Make sure slash courses are annotated to ensure program meets minimum 50% rule.
  Be leery of multiple new courses – If we presume that most departments are fully utilizing their faculty resources to deliver current programs, how are they going to develop and deliver new courses?

- Quality of personnel and adequacy to achieve mission and goals
  Where: Section 1 I, Section 7
  What: University guideline requires minimum of five professorial FTE to support a graduate program. Do they have adequate faculty and budget? Ask for graduate faculty level of appointment?

- Level and quality of infrastructure
  Where: Section 1l, Section 7b
  What: Are identified facilities and unique resources adequate?
Productivity:

- Publications or evidence of other scholarly work by faculty

  Where: Section 1j, section 5d
  What: Is the research productivity of the faculty appropriate to support the degree. That is, for PhD and MS degrees, we would expect a minimum of five FTE of research-active faculty directly supporting the program.

Outcomes and Impacts:

- Potential for placement and success of graduates

  Where: Section 4
  What:
  - Evidence of demand for the graduates.
  - Are there duplicate programs in Oregon? If so, what differentiates this program and how will they compete for students and placement opportunities?

- Assurance of Learning

  Where: Section 5
  What: We prefer completion of the Graduate Program Assessment plan.
  Ref: http://gradschool.oregonstate.edu/faculty/program-assessment

---

**Graduate Master’s Program Assessment Plan**

<table>
<thead>
<tr>
<th>Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>What data are archived? Where, how and for what duration?</td>
<td></td>
</tr>
</tbody>
</table>

**Program Outcomes, Measures and Benchmarks or Milestones**

<table>
<thead>
<tr>
<th>List the university and program level student learning outcomes (GLO)</th>
<th>Conduct research or produce some other form of creative work</th>
<th>Demonstrate mastery of subject material</th>
<th>Conduct scholarly or professional activities in an ethical manner</th>
<th>Program level GLO 1</th>
<th>Program level GLO 2</th>
<th>Program level GLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List the measures/methods/instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

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