Oregon State
UNIVERSITY

Graduate School

Guidelines for Review of Graduate Programs

Contents

Introduction and Types of Reviews 3

Five-year Review of New Graduate Programs 4

Ten-year Review of Existing Graduate Programs 6

Snapshot of Graduate Program Review Process 6

Figure 1. Graduate Program Assessment Process at Oregon State University 9

Figure 2. Graduate Program Assessment Cycle at Oregon State University 10

Figure 3. Flow chart of graduate program, Graduate School and Council, and University actions; and outputs for graduate program reviews. 11

The Self-Study 12

Table 1. Summary of core metrics required and those provided centrally (unless noted otherwise) by the Graduate School in support of Graduate Program Reviews and annual assessment cycles. 14

Guidelines for Ten-year Graduate Program Reviews: Information for Programs 16

General Overview 16

Timing of Reviews 16

Postponement 16

Self-Study Document 16

The Review Panel 18

Site Visit 19

Review Panel Report 20

Action Plan 21

Consideration of the Review Panel Report and Action Plan 21

Follow-up 22

Program Checklist for Ten-year Graduate Program Review 23

Guidelines for Ten-year Graduate Program Reviews: Information for Reviewers 26

General Overview 26

Self-Study Document 26

The Review Panel 26

Pre-review Dinner 27

Site Visit 27

Review Panel Report 28

Action Plan 29

Consideration of the Review Panel Report and Action Plan 29

Outline for the Review Panel Report 30

Review Panel Member Checklist for 10-year Graduate Program Review 33
Appendices & Sample Tables Used in the Self-Study Portion of 10-year Reviews 34
Appendix I. Outline for the 10-year Self-Study Document 35
Sample Self-Study Cover Sheet..... 40
Table A. Characteristics of students who applied, were admitted and matriculated 41
Table B. Characteristics of enrolled students 47
Table C. Financial support for graduate students 48
Table D. Characteristics of graduate courses 52
Table E. Student credit hours generated by graduate program faculty.....53
Table F1a. Assessment plan for graduate learning outcomes (GLO) for master's degrees 54
Table F1b. Ten-year assessment report for graduate learning outcomes (GLO) for master's degrees.....55
Table F2a. Assessment plan for graduate learning outcomes (GLO) for doctoral degrees 56
Table F2b. Ten-year assessment report for graduate learning outcomes (GLO) for doctoral degrees.....57
Table G: Characteristics of programmatic graduate faculty..... 58
Table H: "ScholarsArchive" data on theses and dissertations..... 61
Table I: Faculty productivity publications, grants and contracts; other funds and other sources of scholarly works 63
Table J: Student retention, degree completion and attrition..... 64
Table K. Post-graduation placement and employment of respondents to surveys..... 68
Appendix A. Current Graduate Faculty List 69
Appendix B. Pivot Table Results of Student Credit Hours Generated by graduate program faculty per Instructor Responsibility, by Department & Subject Code (graduate-level courses only) 70
Appendix II: SAMPLE Current student survey 71
Appendix III: SAMPLE Graduate alumni survey for students 1 and 5 years ... .74

Introduction and Types of Reviews

Oregon State University conducts a variety of reviews including those for newly formed programs, professional licensing and/or accreditation and research programs. Oregon State University requires a five year review after implementation of the new major. Regular reviews of graduate level academic programs, usually every 10 years, are also a matter of policy. Out of cycle reviews may also be requested to address situations arising (e.g. declining enrollments, limited faculty resources, curricular modifications, etc.). 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.

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.

Five-year Review of New Graduate Programs

All new programs will undergo an internal review five years after its term of implementation. Programs will be provided with data on an annual basis prior to this review. These data are to assist programs when they reflect on the early successes, challenges, modifications, value, and goals for the next five years.

The review document should address the following and be viewed as a template for the content.

Summary

The summary should be a brief statement of the conclusion and recommended disposition following the review – program is on track and should continue; program has not met expectations but problems are being addressed, with follow up review recommended for [date]; program will be eliminated; etc.

1. General Information

a. When was the program originally approved by the Board?

b. Explain any major modifications in the program from the original proposal. Do you foresee modifications of this program in the future?

c. Have new locations or delivery models been implemented since the program was first approved?

d. Please describe any new related degrees, certificates, or concentrations that are now offered in areas related to this program. Are there collaborations with other institutions (community college, OUS institution, and/private college/university)?

e. How does the program support the mission and strategic plan of the institution, spires of excellence, and signature programs?

f. How does the program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

g. How does the program address student and faculty diversity in the context of its discipline?

2. Faculty Resources

a. Please identify the program faculty by name, FTE, rank/title, and expertise/specialization.

b. Describe how the institution has maintained adequate qualified faculty members and staff members in relation to the program's growth since first approved.

3. Enrollment/Degree Production

a. How many student majors are currently in the program? To what extent have enrollment limitations been imposed?

b. How many degrees have been awarded, per year, since program implementation? How do these figures correspond to the numbers projected in the program's original proposal?

c. How has the program been made available for part-time, evening, weekend, and/or place-bound students?

d. Is there evidence of regional or national need for additional qualified individuals such as the program is producing? Please specify.

4. Accreditation/Advisory Board

a. Is the program accredited? If so, by what agency? If not, will accreditation be sought?

b. Describe how the program curriculum stays current and responsive to changes within the related field.

5. Other Resources

a. What is the current budget (present year) for this program?

b. To what extent were the anticipated annual program expenses and revenues realized since the program's initial approval?

c. Have grants been generated through, or because of, this program? Please specify.

d. Evaluate the adequacy of other resources necessary to support this program (e.g., library, computer equipment, other equipment, facilities, labs).

6. Student Outcomes

a. Describe the program's current student learning outcomes and the means by which these are assessed and used to improve the curriculum and instruction.

b. Briefly describe any employment related experiences required in this program (e.g., internship, student teaching, practicum, clinical experience) that document students' learning outcomes. What have the faculty learned from reviewing these results that has improved the program?

c. Describe any senior projects, capstones, or exit requirements in the program that document students' learning outcomes. How have the results been used to improve the program?

d. Are there professional licensure exams for this degree? If so, how have students performed (e.g., how many students took the exam; what percentage passed)?

e. What evidence does the program have about employment and/or further professional or graduate level activities of program completers?

7. Other Information

a. What else would you like to tell us about your program that was not addressed in this review?

Ten-year Review of Existing Graduate Programs

A 10-year 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 results of a GPR are the formal written report of the Review Panel following a one day site visit, and an action plan prepared by the graduate program. These documents are further reviewed by the Provost (or designee), Graduate School Dean, program director, unit leader, college dean(s) and a representative of the Graduate Council to determine future directions.

The process in brief:

1. Self-study, site visit and review committee report
2. Program response to the review committee report and development of an action plan
3. Meet with the Provost (or designee)
4. Reassess progress within three years of the GPR

Snapshot of Graduate Program Review Process

Graduate program reviews that include external reviewers are conducted on a decennial schedule (*Figures 1, 2 and 3*). 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.

- Graduate faculty members participate in the development and review of the self-study document.
- 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 two weeks in advance of the review 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 program director prepares an action plan that addresses the recommendations in the review report.
- The review report and action plan are formally accepted by the both the Graduate Council and the Graduate School.
- The review report and the action plan are discussed by the Provost (or designee). Graduate School Dean, program director, unit leader, 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 unit leader, and a Graduate Council member) is conducted after three years to assure implementation of the action plan approved by the Provost.

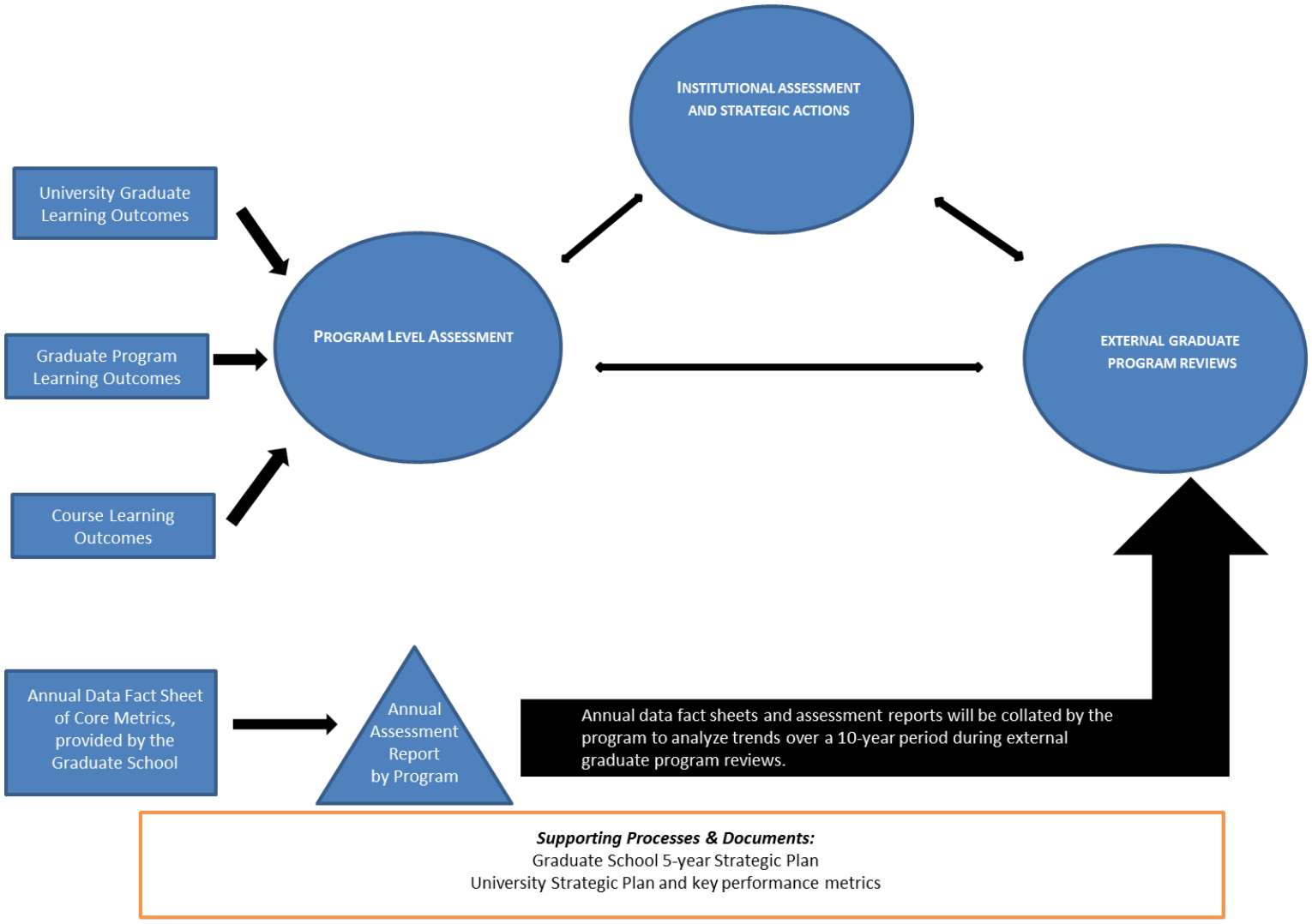

Figure 1. Graduate Program Assessment Process at Oregon State University

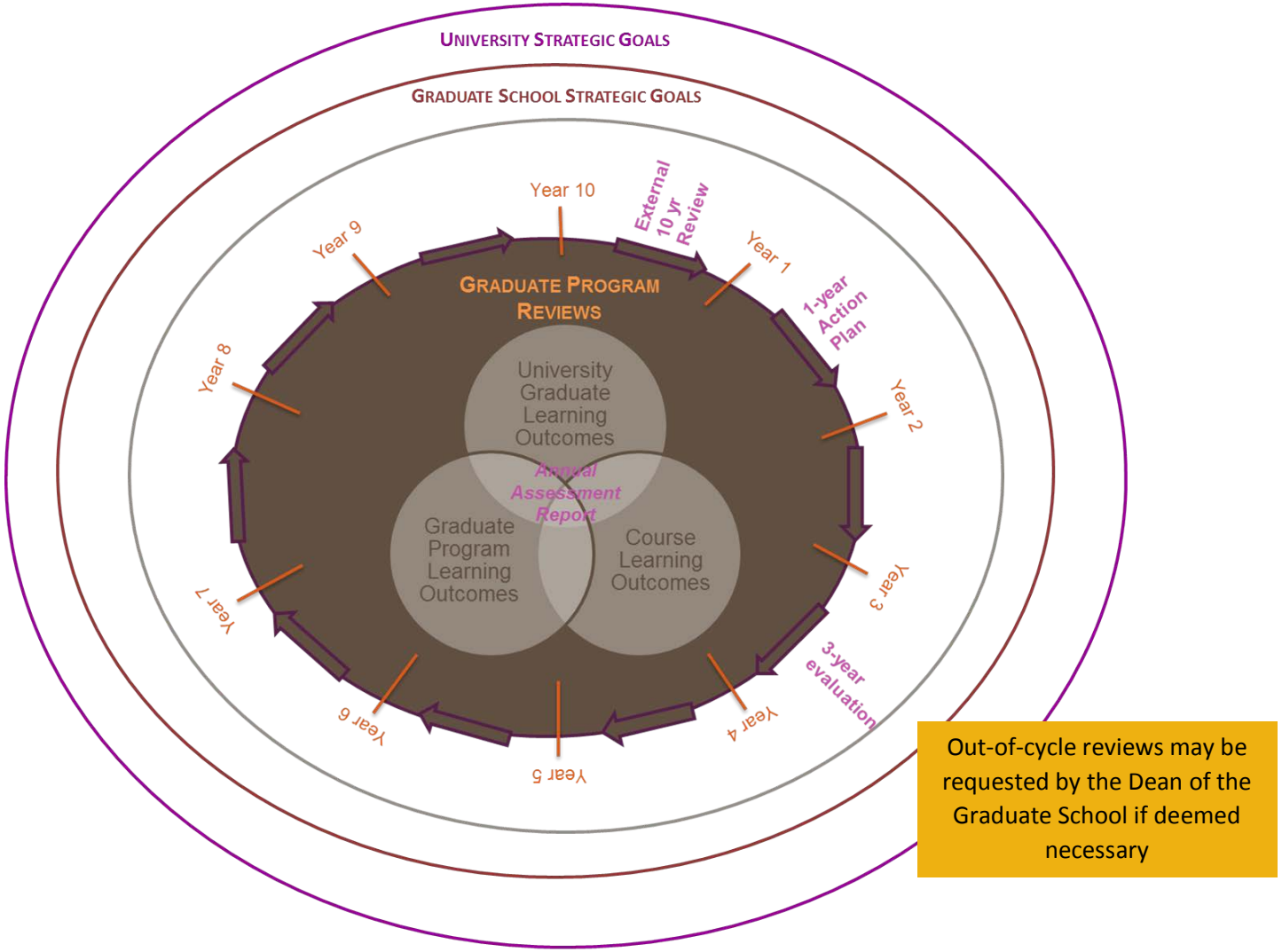

Figure 2. Graduate Program Assessment Cycle at Oregon State University

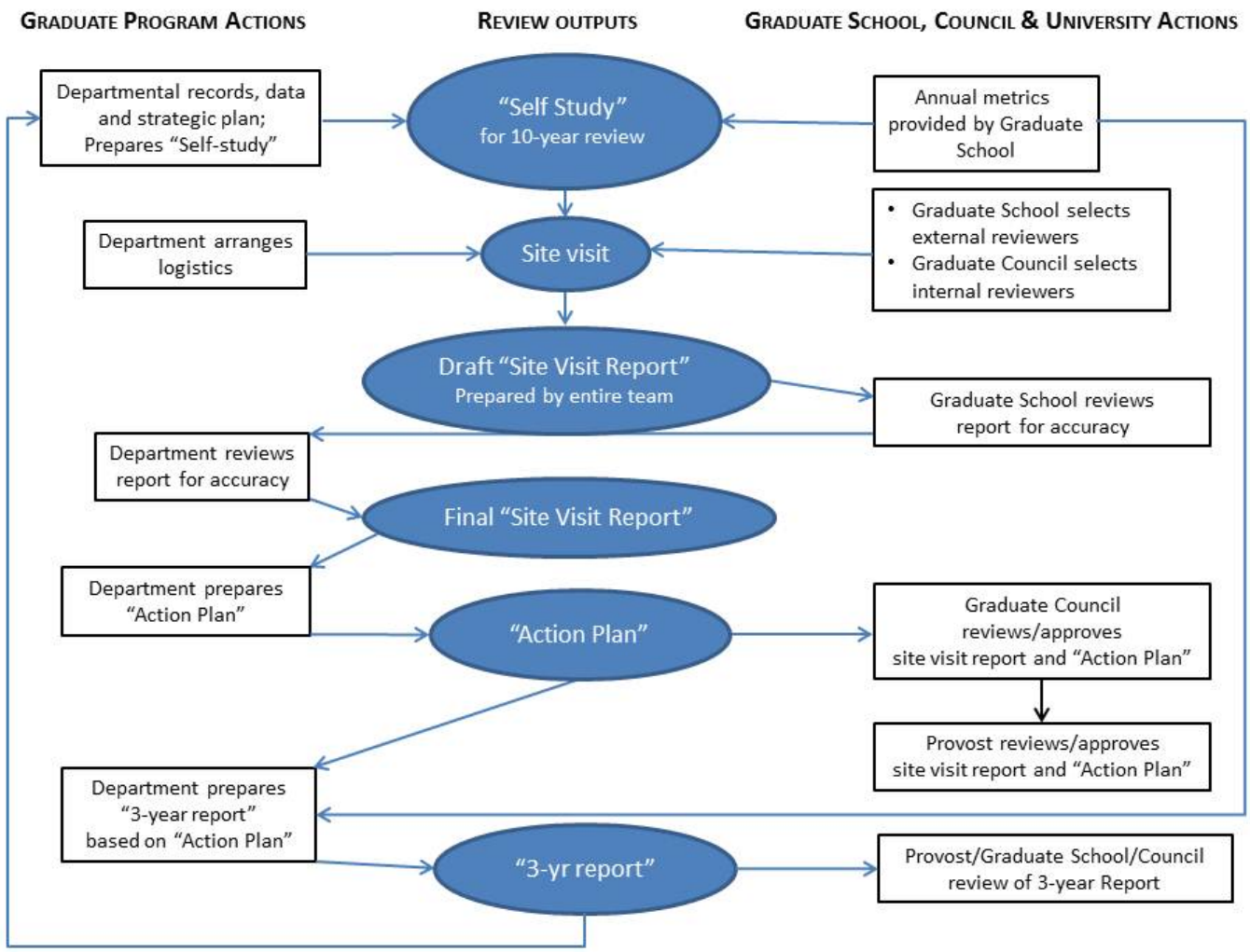

Figure 3. Flow chart of graduate program, Graduate School and Council, and University actions and outputs for graduate program reviews.

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)

Input assessment refers to the reporting and evaluation of program inputs or resources, including students, courses, curriculum, financial support, personnel and facilities. In April 2010, President Ed Ray approved the following Academic System Guidelines for graduate programs:

ACADEMIC SYSTEM GUIDELINES:

- Masters degrees and/or minors must
  - ⇒ graduate minimum of 5 students per year – 3 year average
  - ⇒ maintain minimum of 5 FTE of professorial faculty
- PhD degree and/or minors must
  - ⇒ graduate minimum of 2 students per year – 3 year average
  - ⇒ maintain minimum 5 FTE of professorial faculty
- Minimum class sizes are as follows
  - ⇒ graduate 6

In your self-study document, you should address these guidelines. Have you achieved the University's expectations for graduation rates? Do you have a sufficient number of professorial faculty members? If not, are there circumstances that the review team should be aware of that would provide a better understanding of why the program has not achieved university expectations.

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.

Outcomes assessment refers to the evaluation of the quality of the outcomes or impacts that result from offering the program, including how the program has contributed to equity, inclusion, and

diversity at OSU and within the discipline; professional viability of graduates; their satisfaction; national rankings; impact statements and community engagement.

Assessment of program specific graduate learning outcomes (GLO's) are completed annually by the unit and uploaded onto a centrally managed SharePoint site. This annual report assesses and documents successes related to GLO's, and identifies areas for improvement. The Graduate Council and Graduate School expect a brief annual program evaluation report that interprets the annual data provided by the Graduate School. This report documents accomplishments, challenges and changes that will be made to allow for continuous program improvement. Additionally, a list of graduate faculty approved in the program and their approval levels are provided annually for review. Updates to this list are requested annually to insure robust and accurate graduate faculty productivity metrics.

To facilitate annual assessment and program reviews, data on core metrics common to all units are provided annually (unless otherwise noted) by the Graduate School to the program directors during Winter Term, annually (Table 1). Other data listed in Table 1 are to be collected and provided 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 toward the end of this document).

Table 1. Summary of core metrics required and those provided centrally (unless noted otherwise) by the Graduate School in support of Graduate Program Reviews and annual assessment cycles.

Metric	Provided centrally (Yes/No)*
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	N/F
Average GRE® (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
Ratios of matriculated to applied, admitted to applied, and matriculated to admitted, 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 primary campus of student (Corvallis, Cascades, Ecampus), 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 enrolled majors funded by a graduate research or teaching assistantship, by FTE (range, .20-.39 FTE, .40-.49 FTE), by degree type (master's, doctoral), and by funding source (within program, outside of program)	Y
GTA & GRA monthly minimum salaries, maximum salaries, and median salaries by degree type (master's, doctoral), adjusted to a .40 FTE	Y
No. of students funded between .20 - .39 FTE for all three academic terms (fall, winter, spring)	Y
No. of students funded at .40 FTE or above for all three academic terms (fall, winter, spring)	Y
Total no. of enrolled majors funded by a fellowship appointment (graduate fellows), and by degree type (master's, doctoral); Total stipend $ paid and total tuition waiver $ paid during academic year	Y
Total no. of scholarships/fellowships awarded by the Graduate School to program majors, and by degree type (master's, doctoral); total award dollars paid during academic year	Y
Total no. of financial awards from other sources, and by degree type (master's, doctoral); Total award dollars paid during academic year	Y
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 graduate level courses	
No. of graduate-level student credit hours generated by graduate program faculty per academic year, by department code, subject code, and % instructor responsible.	Y
Table F. Assessment for graduate learning outcomes for 1) master's and/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 (regular, courtesy/affiliate)	Y
Total no. of graduate faculty approved to teach graduate courses, and by appointment type (professorial rank – tenure/tenure track, emeritus; professorial rank—fixed term; instructor; post-doctoral scholar/fellow; research assistant and associate; courtesy/affiliate; no rank/appointment type unknown)	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, and by appointment type	Y
Total no. of graduate faculty approved to direct doctoral dissertations, and by appointment type	Y
Graduate student : graduate faculty ratio total, and by degree type (master's, doctoral)	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 and annual assessment cycles.

Metric	Provided centrally (Yes/No)*
Table G. Characteristics of programmatic graduate faculty	
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 by graduation year, and by degree type (master's, doctoral)	Y
Total no. of downloads of theses/dissertations from ScholarsArchive by graduation year, and by degree type (master's,	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	N
No. of patents applied for by graduate faculty	N
No. of patents with a graduate student as a co-applicant	N
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
Median 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 student who graduated in a major outside of this 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

*N/F denotes data that are not currently provided, but that the Graduate School anticipates providing in the future

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

‡At a minimum provide data for professorial rank graduate faculty. If other faculty (academic, professional, or courtesy) make substantive contributions, then include the data to illustrate overall productivity.

Metrics will be calculated annually for fall term or academic year (unless otherwise noted, see model tables) and provided to graduate program directors during winter term, annually. The annual data should be summarized during the 10-year review and associated self-study document (see model tables). These data should also be used to inform annual program evaluation reports.

The Graduate School will also provide the de-identified, aggregate raw data from the Advanced Degree Recipient Exit Survey in the fall of the review year for 10-year reviews only. These data should be interpreted and trends discussed in the narrative of the "Satisfaction" subsection of the Outcomes section in the self-study document.

Annual metrics will be accompanied by three additional data appendices:

1) Selected program faculty productivity data with peer comparisons, via Academic Analytics (for PhD-granting programs, only);
2) Appendix A: Current list of graduate faculty approved in the program and their approval levels; and
3) Appendix B: Pivot Table Results of Student Credit Hours Generated by graduate program faculty per Instructor Responsibility, by Department & Subject Code (graduate-level courses only)

Guidelines for Ten-year 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 and action plan by the Graduate Council, Graduate School, and Provost (or designee).

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 should be directed to the Dean of the Graduate School and Chair of the Graduate Council.

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.

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 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 two 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 deemed necessary by the program under review. Examples of effective self-study documents are available for review from the Graduate School.

Centrally provided core metrics (*see Table 1*) will be provided to all programs annually. During decadal program reviews, wherever centrally available, ten years of core metrics (unless otherwise noted) will be provided as part of the self-study document. Your review coverage is the past ten years through to the most recently completed academic year prior to your schedule review term/year. For example, if a review is scheduled in winter 2016, the data should be summarized from summer 2005 to spring 2015 (or, 2005-06 AY through 2014-15 AY). If a review is scheduled for spring 2016, the data would also be summarized from summer 2005 to spring 2015 (or, 2005-06 AY through 2014-15 AY). Data requests for assistance in gathering any additional metrics not already centrally provided must be made 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 additional data must be made by the summer term prior. Programs are ultimately responsible for providing required data for all years included in their decadal review when metrics cannot be provided centrally by the Graduate School (*see Table 1*).

The self-study should describe improvements and other changes that have occurred since the most recent 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 successes.

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.

An electronic copy of the self-study must be delivered to the Graduate School and uploaded onto the SharePoint Assessment web-site at least two 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 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).

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, one external academic disciplinary peer and 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/unit leader. 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 from aspirational institutions 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, recognized leader in the field under review, and from an aspirational institution. 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 unit 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 graduate program review panel. Thus, an external disciplinary peer member may serve as both external reviewer and graduate faculty Review Panel. Similarly, one of the internal graduate faculty Review Panel members may be invited to participate in the external unit review.

Expenses of the external reviewers for the graduate program, 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

The Review Panel will conduct a site visit of the program following reading and review of the self-study report. 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 leaders for the program (department heads, chairpersons, and/or program director do not participate in the separate interviews other than their 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 - 8:00 pm	Dinner with Review Team and Dean of the Graduate School
DAY TWO	
8:00 - 9:00 am	Review Team meets with Program Director
9:00 - 9:45 am	Review Team meets with College Deans
9:45 - 10:45 am	Review Team meets with Program Faculty
10:45 - 11:00 am	Break
11:00 - 12:00 pm	Review Team meets with Program Committees (e.g. recruitment, admission, curriculum)
12:00 - 12:30 pm	Working Lunch for Review Team
12:30 - 2:00 pm	Review Team meets with Students
2:00 - 2:45 pm	Review Team meets with Program Staff
2:45 - 3:45 pm	Facilities Tour
3:45 - 4:30 pm	Executive Session
4:30 - 5:00 pm	Program Director Exit Report
5:00 - 5:30 pm	Exit Report to Faculty and others as appropriate
5:30 - 6:00 pm	Executive Session (if needed for writing assignments)

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 20). 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 School 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.

Action Plan

An action plan is to be prepared by the program director within six months of the review 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 action plan should clearly answer each of these questions for each recommendation:

1. What is (are) the goal(s) that your program established based on the recommendation(s)?
2. What actions will your program take to achieve that goal(s)?
3. What will you measure (identify one or more metrics) to document progress toward the goal based on the proposed action(s) when the action plan is assessed in three years?
4. What is your target for your metric(s) 3 years from now?

Consideration of the Review Panel Report and Action Plan

The chair of the Graduate Council will arrange for the report and action plan to be presented at a regular meeting of the Graduate Council where they are formally considered. The program director and academic college dean(s) will be invited to the Graduate Council meeting to comment on the report and plan. The Council may accept the report and plan as distributed, accept the report and/or plans with revisions, or send the report and/or plans back to the Review Panel for further work. After the Graduate Council and Graduate School have accepted the report and plan, they are forwarded by the Graduate School Dean to the Provost. The Provost (or designee), the Graduate School Dean, the academic college dean(s), a representative of the Graduate Council and the program director meet to review and accept the review and action plan. The agenda for the meeting with the Provost (or designee) 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 designee). 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

Three years after the action plan is approved, 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 School Dean, who forwards copies to the program director, academic dean(s) and Provost (or designee). Follow-up reports are reviewed 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 School Dean and the Provost (or designee) regarding the future of the program.

Program Checklist for Ten-year Graduate Program Review

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 are reviewed, analyzed and summarized in annual assessment and evaluation reports.

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):
  - Survey of current graduate students
  - Survey of graduate alumni

- ☐ The Graduate School provides the program with data from its annual exit survey of degree recipients and core university metrics.

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:
  - Complete name & title
  - Address
  - Telephone number(s)
  - Email address
  - 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.

TWO 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 an electronic copy of the self-study to the Graduate School and uploads it onto the SharePoint Assessment Website. The Graduate School will forward electronic copies to the Review Panel members.
- ☐ Program forwards electronic copies of self-study to the college dean(s), program faculty and others as appropriate.[1]

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 School 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.
- ☐ Program prepares an action plan in response to the recommendations made in the final report.
- ☐ Graduate School Dean submits report and action plan to the members of the Graduate Council for a 2-week review period.
- ☐ Report and action plan placed on the Graduate Council agenda.
- ☐ Report and action plan approved by Graduate Council.
- ☐ Graduate School Dean forwards approved report and action plan to the Provost (or designee).
- ☐ Graduate School Dean schedules the date of the "Provost 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.

[1] Additional copies may be needed if the undergraduate program review is held concurrently.

- ☐ Program Director attends the "Provost's Meeting" along with the Provost (or designee), 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 Ten-year 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 reviewers prior to their departure.

The following is an outline of a typical site visit:

DAY ONE	
6:00 - 8:00 pm	Dinner with Review Team and Dean of Graduate School
DAY TWO	
8:00 - 9:00 am	Review Team meets with Program Director
9:00 - 9:45 am	Review Team meets with College Deans
9:45 - 10:45 am	Review Team meets with Program Faculty
10:45 - 11:00 am	Break
11:00 - 12:00 pm	Review Team meets with Program Committees (e.g. recruitment, admission, curriculum)
12:00 - 12:30 pm	Working Lunch for Review Team
12:30 - 2:00 pm	Review Team meets with Students
2:00 - 2:45 pm	Review Team meets with Program Staff
2:45 - 3:45 pm	Facilities Tour
3:45 - 4:30 pm	Executive Session
4:30 - 5:00 pm	Program Director Exit Report
5:00 - 5:30 pm	Exit Report to Faculty and others as appropriate
5:30 - 6:00 pm	Executive Session (if needed for writing assignments)

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 20). 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.

Action Plan

An action plan should be prepared within six months of the review by the program director specifying timely, positive measures to address each of the Review Panel's recommendations to improve program quality.

Consideration of the Review Panel Report and Action Plan

The Chair of the Graduate Council will arrange for the report and action plan 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 and action plan. The Council may accept the report and action plan as distributed, accept the report and/or plan with revisions, or send the report and/or action plan back to the Review Panel for further work prior to final action. After the Graduate Council has accepted the report and action plan, they are forwarded by the Graduate School Dean to the Provost.

The Provost (or designee), the Graduate School 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 (or designee) 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, 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:
    - Expand
    - Maintain
    - Restructure
    - Reduce
    - Suspend
    - Discontinue
    - 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 and diverse students
- Level of financial support of student, and as 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

- Equity, inclusion and diversity activities
- 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 for 10-year Graduate Program Review

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.

TWO WEEKS IN ADVANCE OF THE SITE VISIT

- ☐ Panel members receive copy of Program self-study from Graduate School 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 20) 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]

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

Appendices & Sample Tables Used in the Self-Study Portion of 10-year Reviews

Appendix I. Outline for the 10-year 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 and matriculated students · Trends in GRE scores or other scores (e.g. GMAT) of applied, admitted and matriculated students, and comparison to national statistics if available · Trends in TOEFL scores of applied, admitted and matriculated students

	· Trends in applied, admitted and matriculated students by degree, gender, citizenship and race/ethnicity
	· Trends in ratios of matriculated to applied, admitted to applied, and matriculated to admitted
Characteristics of enrolled students (Narrative and Table B)	Summarize the trends in enrolled students by degree, gender, primary campus of student, 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
Financial Support (Narrative and Table C)	Summarize the following:
	· Trends in fellowships & scholarships (those awarded by the Graduate School, external awards) and formal graduate fellow appointments) by degree type, and selection process narrative for program awards, as applicable
	· 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:
	FTE funding variability of students, salary parity and distribution, and funding sources (within program, outside of program). Include a narrative and/or additional tables describing other sources of funding received by students, and other program-specific understandings of funding strategies
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 (Table D)
	· 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 graduate level courses, both within and outside of program (Table E)

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 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

[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.

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 AND IMPACTS This section should answer the question, *"What difference does it make whether you do what you do or not? How do you know?"*	
Equity, inclusion and diversity (Narrative)	Describe how the program has contributed to equity, inclusion, and diversity at OSU and in the discipline
Professional viability of graduates (Narrative and Tables J and K)	Summarize the following:
	· Trends in retention, time to degree completion, and graduation rates
	· Trends in degrees 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 & World Report, 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 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 Self-Study Cover 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 students who applied, were admitted and matriculated

FALL TERM			2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total (as applicable)	Trend€
1. Applied[1]														
Total number of applications received														
Gender (no.)	Male													
	Female													
	Unknown													
Citizenship[2] (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.)	Master's													
	Doctoral													
Incoming GPA	Average													
	High													
	Low													
GRE Scores (or equivalent, i.e. GMAT)	Combined	N												
		Average												
		High												
		Low												
	Verbal	N												
		Average												
		High												
		Low												
	Quantitative	N												

		Average												
		High												
		Low												
	Analytical Writing	N												
		Average												
		High												
		Low												
TOEFL Scores[3]	Combined	N												
		Average												
		High												
		Low												
	Reading	N												
		Average												
		High												
		Low												
	Writing	N												
		Average												
		High												
		Low												
	Speaking	N												
		Average												
		High												
		Low												
	Listening	N												
		Average												
		High												
		Low												
2. Admitted[4]														
Total number of admitted students														
Gender (no.)	Male													
	Female													
	Unknown													
Citizenship[2] (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.)	Master's												
	Doctoral												
Incoming GPA	Average												
	High												
	Low												
GRE Scores (or equivalent, i.e. GMAT)	Combined	N											
		Average											
		High											
		Low											
	Verbal	N											
		Average											
		High											
		Low											
	Quantitative	N											
		Average											
		High											
		Low											
	Analytical Writing	N											
		Average											
		High											
		Low											
TOEFL Scores[3]	Combined	N											
		Average											
		High											
		Low											
	Reading	N											
		Average											

		High											
		Low											
	Writing	N											
		Average											
		High											
		Low											
	Speaking	N											
		Average											
		High											
		Low											
	Listening	N											
		Average											
		High											
		Low											
3. Matriculated[5]													
Total number of matriculated students													
Gender (no.)	Male												
	Female												
	Unknown												
Citizenship[2] (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.)	Master's												
	Doctoral												
Incoming GPA	Average												
	High												

	Low												
GRE Scores (or equivalent, i.e. GMAT)	Combined	N											
		Average											
		High											
		Low											
	Verbal	N											
		Average											
		High											
		Low											
	Quantitative	N											
		Average											
		High											
		Low											
	Analytical Writing	N											
		Average											
		High											
		Low											
TOEFL Scores[3]	Combined	N											
		Average											
		High											
		Low											
	Reading	N											
		Average											
		High											
		Low											
	Writing	N											
		Average											
		High											
		Low											
	Speaking	N											
		Average											
		High											
		Low											
	Listening	N											
		Average											

		High											
		Low											
Ratio of Matriculated to Applied													
Degree	Total												
	Master's												
	Doctoral												
Ratio of Admitted to Applied													
Degree	Total												
	Master's												
	Doctoral												
Ratio of Matriculated to Admitted													
Degree	Total												
	Master's												
	Doctoral												

Notes:

Includes the following major code(s): [fill in]
1. "Applied" means all applications indicating this major, including complete and incomplete applications
2. Citizenship is based on Non-Resident Alien Status (international)
3. TOEFL Paper and Computer Scores were converted to Internet based scores using TOEFL Score Comparison Tables. Due to the lack of Total Computer and Paper Based Test Scores in Data Warehouse- only section scores are provided for students who took the Internet based version.
4. "Admitted" means admit codes A, AY, CA for this major code
5. "Matriculated" means all those admits (see above) who enrolled in fall term at OSU
€ Trend Data: correlation coefficient formula used
ND = No Data Available

Table B. Characteristics of enrolled students

FALL TERM		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total (as applicable)	Trend€
Total number of enrolled students													
Gender (no.)	Male												
	Female												
Citizenship[1] (no.)	Domestic												
	International												
Oregon Residency (no.)	Resident												
	Non-Resident												
Primary Campus of Student (no.)	Corvallis												
	Ecampus												
	Cascades												
Race/Ethnicity (no.)	Asian/Pacific Islander												
	Hispanic												
	White												
	Black												
	American Indian/Alaskan Native												
	Persons reporting two or more races												
	Unknown												
Degree (no.)*	Master's												
	Doctoral												

Notes:
Enrollment data includes degree seeking students in the following major codes: [fill in]
1. Citizenship is based on Non-Resident Alien Status (International)
€ Trend Data: correlation coefficient formula used
* 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)			2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total (as applicable)	Trend€
Total number of majors funded														
Percent of Total Majors funded by GRA/GTA														
Funding Source (no.)	Within Program*													
	Outside of Program													
Assistantship Type (no.)	GRA													
	GTA													
Degree (no.)**	Master's													
	Doctoral													
FTE (no.)	.20 - .39 FTE													
	.40 - .49 FTE													
GRA Monthly Salaries ($), adjusted to a .49 FTE	Master's	Maximum												
		Minimum												
		Median												
	Doctoral	Maximum												
		Minimum												
		Median												
GTA Monthly Salaries	Master's	Maximum												

($), adjusted to a .49FTE		Minimum												
		Median												
	Doctoral	Maximum												
		Minimum												
		Median												
Students (no.) funded between .20 - .39 FTE for all 3 academic year terms														
Students (no.) funded at .40 FTE or above for all 3 academic year terms														
ACADEMIC YEAR (awards)			**2006**	**2007**	**2008**	**2009**	**20010**	**2011**	**2012**	**2013**	**2014**	**2015**	**Total (as applicable)**	**Trend**
Total number of fellowships appointments (Graduate Fellows) awarded[A]														
Degree (no.)	Master's													
	Doctoral													
Fellowship Support administered through the Graduate School ($)	Master's	Total Stipend Monies Paid ($)												
		Total Tuition Waiver Monies Paid ($)												
	Doctoral	Total Stipend Monies Paid ($)												
		Total Tuition Waiver Monies Paid ($)												

Total number of scholarships/fellowships[1] awarded by the Graduate School[B]														
Degree (no.)	Master's													
	Doctoral													
Total award dollars ($) paid[2]	Master's													
	Doctoral													
Total number of financial awards from other sources[C]														
Degree (no.)	Master's													
	Doctoral													
Total award dollars ($) paid[2]	Master's													
	Doctoral													

Notes:

*"Within Program" is defined as majors funded by TS-Org Codes: [fill in]
** Students are counted as Doctoral if they are pursuing a doctorate in any major during the specified term.
A. "Fellowship Appointments" are those students in this major with a C97% position and job title "Graduate Fellow". These are unduplicated counts of individual students reported on this line.
B. "Fellowships/Scholarships awarded by the Graduate School" are all award monies awarded by the Graduate School and received by students in this major. These are counts of awards; an individual student may hold more than one award. Awards in this category includes: Yerex Graduate Fellowship, Lenore Bayley Graduate Fellowship, SYLFF Oregon Fellowship for International Research, Thurogood Marshall Graduate Scholarship, Graduate Diversity Recruitment Bonus, Oregon Lottery Graduate Scholarship, Englund Memorial Postgraduate Scholarship, Sethi Graduate Scholarship, Frolander Award for Outstanding GTA, Flyfisher's Club of Oregon Graduate Scholarship, Delson Bridge to the Future Fund, Diversity Scholar Recruitment Award, Oregon Graduate Laurels Block Grants, and other misc. current or past awards administered by the Graduate School.
C. "Financial awards from other sources" include all other scholarships/fellowship awards (i.e., non-loans) not-delineated in the rows above and received by students in this major. Sources may include department and program awards, other university awards, and external awards, as available through central systems and accounts payable. These are counts of awards; an individual student may hold more than one award
1. Fellowship awards included in these rows 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.	
2. Includes both award dollars and tuition waiver/relief dollars, as applicable.	
€ Trend Data: correlation coefficient formula used.	
ND = No Data Available	
General: Because of the fluid and variable nature of graduate assistantships, data reported in Table C are based on fall term counts using 4th week IR static freeze enrollment data for consistency purposes. Assistantship metrics remain complex; please read the following definitions to understand the approach used by Institutional Research in calculating assistantship data reported in Table C:	
Total Number of Majors Funded: The number of students enrolled in the major fall term who have a GRA and/or GTA. (Unduplicated headcounts)	
Percent of Total Majors Funded by GRA/GTA: The percent of all students who are enrolled in the major fall term who have a GRA and/or GTA. (Unduplicated headcounts)	
Funding Source (no.): "Within Program": the number of students who are funded by program associated Timesheet Orgs (see footnotes in Table C for specification). *"Outside of Program"*: The number of students who are funded by non-program associated Timesheet Orgs. (Duplicated headcounts if students are funded by more than one source)	
Assistantship Type (no.): The number of students with a GTA or GRA (Duplicated headcounts if students are funded with more than one assistantship type)	
FTE (no.): Based on the student's total FTE (I.e., all assistantships combined that are held by the student in fall term). Example: if a student has a GTA at .20 and a GRA at .25, the total FTE will be .45 and the student will be counted in the .40-.49 FTE category. (Unduplicated headcounts)	
Monthly Salaries ($), adjusted to .49 FTE: GTA and GRA salaries are computed separately, using the annual salary associated with the specific type of assistantship. Monthly salary was calculated for individuals by taking the annual salary associated with the position (which is the salary that would be paid for a 1.0 FTE position), dividing by the "appointment basis" (9 months or 12 months), and finally, multiplying by .49 to equate the salary to a .49 FTE monthly rate. This adjusted monthly salary is used to calculate the maximum, minimum and median salaries.	
Students (no.) funded between .20 -.39 FTE for all 3 academic year terms & Students no. funded at .40 FTE or above for all 3 academic year terms: Snapshots of HR data are taken from each term (November 1st for Fall, February 1st for Winter, May 1st for Spring), and the total FTE per term is calculated. The FTE's across terms are averaged and then the averaged FTE's are binned per category and non-duplicated numbers are reported.	

Table D. Characteristics of graduate courses

ACADEMIC YEAR	Standalone (no.)						Total Standalone (no.)	Total Slash (no).	Total Graduate Courses Offered (no.)
	500 Didactic Courses	600 Didactic Courses	500 "Blanket" Courses	600 "Blanket" Courses	500 ALL	600 ALL	500/600 Combined	400/500 & 400/600 Combined	All 500 - 600 Level Courses
2005-06									
2006-07									
2007-08									
2008-09									
2009-10									
2010-11									
2011-12									
2012-13									
2013-14									
2014-15									

Notes:

± This reports all courses with the subject code(s): [fill in]

Blanket courses: Blanket-numbered courses have a zero middle digit.
Research (501 or 601) is for research that is not part of the thesis. Data obtained from such research should not be incorporated into the thesis.
Thesis (503 or 603) covers the thesis research and writing. A student may register for thesis credit each term.
Reading and Conference (505 or 605) and Projects (506 or 606) are used for special work not given under a formal course number.
Seminar (507 or 607) is used both for departmental seminars and for special group work not given in a formal course.
Workshop (508 or 608) is usually a special, short-term course covering a variety of topics.
Practicum (509) is used for courses whose emphasis is the application of academic theory to the work environment.

Table E. Student credit hours generated by graduate program faculty

Graduate level student credit hours (SCH) generated per academic year*													
Academic Year		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Trend€
Department Code	WSE												
Subject Code	*WSE*												
Department Code	GRD												
Subject Code	*ENSC*												
	WRP												
[add more lines with additional department and subject codes, as applicable]													
Total (no.) All Departments/Subject Codes													

Notes:

*SCH generated = SCH per instructor responsibility. These calculations are based on faculty's percent responsible per course. Example: If a faculty member is 50% responsible for a course that generated 50 student credit hours, they are credited here with 25 SCH (SCH per Instructor Responsibility)

These data report any SCH generated by program approved graduate faculty

Only 500 level and above courses (graduate level courses) are included in these counts

€ Trend Data: correlation coefficient formula used

Table F1a. 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 and activities?
b. What data are archived? Where, how and for what duration?

Program Outcomes, Measures and Benchmarks or Milestones						
List of 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
What years did you report on program level learning outcomes (if applicable)?						
List the measures/methods /instruments used to assess the outcome. Identify measures, methods and/or instruments as being direct (D) or indirect (I).						
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 F1b. Ten-year assessment report for graduate learning outcomes (GLO) for master's degrees

List of the university and program level graduate 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	Program level GLO 2	Program level GLO 3
What do the data show about student learning or success relative to the outcomes you are reporting on over the last 10 years?						
Describe any course-level changes related to this outcome that have resulted from assessment activities in the last 10 years. Include timelines.						
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted from GLO assessment activities in the last 10 years and/or from other impetuses (e.g. feedback from accreditors).						
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review and activities?						
Plans						
Describe the program's assessment plans for the upcoming years.						
Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.						

Table F2a. 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						
List of 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
What years did you report on program level learning outcomes (if applicable)?						
List the measures/methods /instruments used to assess the outcome. Identify measures, methods and/or instruments as being direct (D) or indirect (I).						
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 F2b. Ten-year assessment report for graduate learning outcomes (GLO) for doctoral degrees

List the university and program level graduate 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	Program level GLO 2	Program level GLO 3
What do the data show about student learning or success relative to the outcomes you are reporting on over the past 10 years?						
Describe any course-level changes related to this outcome that have resulted from assessment activities over the last 10 years. Include timelines.						
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted from GLO assessment activities over the last 10 years and/or from other impetuses (e.g. feedback from accreditors).						
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review and activities?						
Plans						
Describe the program's assessment plans for the upcoming years.						
Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.						

Table G: Characteristics of programmatic graduate faculty

Academic Year		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total number of graduate faculty±											
Faculty Type (no.)	Regular										
	Courtesy/Affiliate										
	Unknown										
Gender (no.)	Male										
	Female										
	Unknown										
Citizenship[1] (no.)	Domestic										
	International										
	Unknown										
Race/Ethnicity (no.)	Asian/Pacific Islander										
	Hispanic										
	White										
	Black										
	American Indian/Alaskan Native										
	Persons reporting two or more races										
	Not Applicable (International)										
	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										
	Direct Doctoral Dissertations										
Appointment type and approved activity levels (no.)	**Professorial rank: (tenure-**										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										

	Direct Doctoral Dissertations										
	Professorial rank: (fixed term)[3]										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										
	Instructor[4]										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										
	Post-doctoral scholar/fellow[5]										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										
	Research Assistant and Associate[6]										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										
	Courtesy/Affiliate[7]										
	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										
	No Rank/Appointment Type Unknown[8]										

	Teach Graduate Courses										
	Direct Non-thesis										
	Serve on Committee										
	Direct Master's Thesis										
	Direct Doctoral Dissertations										
Graduate Student[9]: Graduate Faculty Ratio (x[student]:1 faculty ratio format)											
Degree Type	Master's										
	Doctoral										
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										

Notes:

1. Citizenship is based on Foreign National, Non-Resident Alien, or Substantial Present Alien (FN, N, S) = International; Resident Alien, R, Citizen (C) = Domestic
2. Professorial (tenure/tenure track, emeritus) appointments include: Assistant Professor, Associate Professor and Professor where tenure status is indefinite tenure or annual tenure
3. Fixed- term professorial appointments include: Assistant Professor (Extension), Associate Professor (Extension), Professor (Extension); Assistant Professor (Senior Research), Associate Professor (Senior Research), Professor (Senior Research); Assistant Professor (Clinical), Associate Professor (Clinical), Professor (Clinical); Assistant Professor (Practice), Associate Professor (Practice), Professor (Practice); and some Assistant Professor, Associate Professor, and Professor where tenure status is fixed term.
4. Instructor appointments include: Lecturer, Instructor, Senior Instructor I, and Senior Instructor II
5. Postdoctoral scholar/fellow includes faculty with position numbers C67 or C94
6. Research assistant and associate appointments include: Faculty Research Assistant, Senior Faculty Research Assistant I, Senior Faculty Research Assistant II, and Research Associate
7. Courtesy/Affiliate faculty includes all those where the Banner record indicates a courtesy appointment or the Graduate Faculty Database indicates an affiliate status
8. No Rank/Appointment Type unknown includes both missing data (unknown) and "no rank" appointment types; the latter classification will mostly consist of professional faculty statuses
9. Graduate student numbers are based on fall term enrollment numbers (doctoral and masters, respectively) for [term year], for the specific degree sought.
⁑A current list of graduate faculty approved in this program and their approval levels is enclosed herein as Appendix A. The program director is asked to review the list for accuracy; please review and send necessary updates to the Associate Dean of the Graduate School.
± Graduate faculty is defined as those faculty members approved for one or more graduate faculty activities in this program. Numbers here are based on a static freeze of the Graduate Faculty Database at the end of each academic year
Data Sources: Data herein results from three, merged datasets: Human Resource data on appointment type/rank/tenure status; the Graduate School's internal graduate faculty database on approval levels; and demographic fields from Banner. ID numbers were used to match faculty records between the datasets; where ID numbers did not match, data may be missing.

Table H: "ScholarsArchive" data on theses and dissertations

GRADUATION YEAR*		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total (as applicable)
Total number of theses/dissertations added to ScholarsArchive by graduation year											
Degree	Master's										
	Doctoral										
Total number of downloads[1] of theses/dissertations from ScholarsArchive by graduation year											
Degree	Master's										
	Doctoral										

Top five most downloaded theses and dissertations in the previous 5 years

Title	Graduation Year	Downloads (no.)	Product Type (T/D)	URL Link
				-
				-
				-
				-

Notes:

*Formal requirements of deposits of theses and dissertations into ScholarsArchive began in 2007; hence, previous year data are not available

1. In order to capture accurate downloads, ScholarsArchive@OSU (SA) uses a "blacklist" of IPs and URLs to identify potential crawlers (bots). SA automatically filters these crawlers from the statistics. The "blacklist" has to be updated to include newly identified crawlers. Thus, the downloads represented here are accurate to the best of the SA

system ability with limitations noted.

Table I: Faculty productivity publications, grants and contracts; other funds and other sources of scholarly works

ACADEMIC YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	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.)											
Patents applied for with a graduate student as co-applicant (no.)											
Patents generated by graduate faculty members (total no.)											
Patents generated with a graduate student as co-applicant (no.)											
Other Scholarly Works: Peer-refereed exhibitions, performance, or other scholarly works created by graduate faculty members (total no.)											
Other Scholarly Works: Peer-refereed exhibitions, performance, or other scholarly works created with a graduate student (no.)											

Table J: Student retention, degree completion and attrition

ACADEMIC YEAR		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total (as applicable)	Trend€
Total number of degrees awarded (no.)													
Gender (no.)	Male												
	Female												
Citizenship[1] (no.)	Domestic												
	International												
Oregon Residency (no.)	Resident												
	Non-Resident												
Primary Campus of Student (no.)	Corvallis												
	Ecampus												
	Cascades												
Race/Ethnicity (no.)	Asian/Pacific Islander												
	Hispanic												
	White												
	Black												
	American Indian/Alaskan Native												

	Persons reporting two or more races											
	Unknown											
Degree (no.)*	Master's											
	Doctoral											
Median time to degree completion (years)												
Degree	Master's											
	Doctoral											
First-year retention and graduation rates (% of total no.)												
Degree	Master's											
	Cohort year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	
	Cohort no.											
	Retention rate											
	Doctoral											
	Cohort year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	
	Cohort no.											
	Retention rate											
Second-year retention and graduation rates (% of total no.)												
Degree	Master's											
	Cohort year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	

	Cohort N											
	Retention rate											
	Doctoral											
	Cohort year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
	Cohort N											
	Retention rate											
Graduation rate (% of total no.) averages												
Degree	Master's (4-year rate, cohort-based)											
	Cohort year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
	Cohort N											
	Graduation rate											
	Doctoral (8-year rate, cohort-based)											
	Cohort year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
	Cohort N											
	Graduation rate											
Degrees awarded in other graduate programs by graduate faculty in this program (i.e. – serving as primary advisor for a student who graduated in a major outside of this program) **(no.)**												
Degree	Master's											

	Doctoral											

Notes:

€ Trend Data: correlation coefficient formula used

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

1. Citizenship is based on Non-Resident Alien Status (international)

ND = no data available

Median Time to Degree Completion Definition

Time to degree is computed by counting the elapsed years from entry term to graduation term. For master's degrees, the entry term is the first term that the student began as a degree seeking graduate student (regardless of the degree sought, masters or doctorate). For doctoral degrees, the entry term is the first term enrolled as a degree seeking doctoral student, even if they started earlier as a master's student. The elapsed time is computed such that a student starting in fall term and graduating in spring would be considered to have graduated within 1 year. For a given program and degree level, we compute the median time to degree, i.e., the value at which 50% of cases are below and 50% are above.

Retention/Graduation Rates Definitions

Retention and graduation rates are determined using designated fall and summer cohorts. The graduate cohort is comprised of degree seeking graduate students whose first enrolled term at the designated graduate level is a fall term. For example a student at the master's level would be included in the 2010 master's cohort if their first term of enrollment as a master's student was in fall 2010. Students with prior graduate degrees are excluded from the cohort for that degree level.

The First Year Graduate Retention Rate is the percentage of an entering fall and summer term cohort that enrolled in the subsequent fall term and/or earned a degree before that term. For example, the first year retention rate of the fall 2009 cohort is the percent of that cohort that enrolled in fall 2010 plus the number that earned a degree at the designated level before fall of 2010. We report the rate under the academic year in which the students were retained, so that the fall 2009 cohort retention rate is reported in the 2010-11 academic year.

The Second Year Graduate Retention Rate is the percentage of an entering fall and summer term cohort that enrolled in the fall term and/or earned a degree before that term. For example, the second year retention rate of the fall 2009 cohort is the percent of that cohort that enrolled in fall 2011 plus the number that earned a degree at the designated level before fall of 2011. We report the rate under the academic year in which the students were retained, so that the fall 2009 cohort retention rate is reported in the 2011-12 academic year.

The Masters 4 Year Graduation Rate is the percentage of an entering fall and summer term master's cohort that received a master's degree within four years of their first term as a degree-seeking master's student at OSU. For example, the four-year graduation rate of the fall 2004 cohort is the percentage that received at least one master's degree from OSU from fall 2004 to summer 2008. We report the four-year graduation rate under the academic year that concludes the four year period. For example, the four-year graduation rate of the fall 2004 cohort is reported under the 2008-09 academic year heading.

The Doctoral 8 Year Graduation Rate is the percentage of an entering fall and summer term doctoral cohort that received a doctoral degree within eight years of their first term as a degree-seeking doctoral student at OSU. For example, the eight-year graduation rate of the fall 2003 cohort is the percentage that received at least one doctoral degree from OSU from fall 2003 to summer 2011. We report the eight-year graduation rate under the academic year that concludes the eight year period. For example, the eight-year graduation rate of the fall 2003 cohort is reported under the 2011-12 academic year heading.

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

GRADUATION YEAR		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
Number and percentage of graduates employed at year 1 in their chosen field																					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Master's																				
	Doctoral																				
Number 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																				

Notes:

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

Appendix A. Current Graduate Faculty List

Last Name	First Name	Activity Level 01 Teach Graduate Courses	Activity Level 02 Direct Non-Thesis	Activity Level 03 Serve On Committees	Activity Level 04 Direct Masters	Activity Level 05 Direct Doctoral

Appendix B. Pivot Table Results of Student Credit Hours Generated by graduate program faculty per Instructor Responsibility, by Department & Subject Code (graduate-level courses only)

[fill in] Academic Year

	Row Labels	Sum of SCH_Per_Instr
Faculty Name		
Department		
Subject		
Course		
Percent Responsible		

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.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	
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	5	4	3	2	1	NA

program was an adequate orientation.

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?

Appendix III: SAMPLE Graduate alumni survey for students 1 and 5 years …

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*)

	Very satisfied	Satisfied	Neither satisfied or unsatisfied	Unsatisfied	Very unsatisfied	
Departmental advising/guidance	1	2	3	4	5	N/A
Major professor mentoring	1	2	3	4	5	N/A
Overall quality of graduate instruction	1	2	3	4	5	N/A
Diversity and availability of graduate course offerings	1	2	3	4	5	N/A
Professional relationship with graduate committee	1	2	3	4	5	N/A
Level of financial support	1	2	3	4	5	N/A
Resources available for student research	1	2	3	4	5	N/A
Overall satisfaction level	1	2	3	4	5	N/A

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.