

Guidelines for Review of New Degree Programs

Inputs:

- The mission of the program, and its relationship and alignment with the mission of the academic college(s), Graduate School, and university mission

Where: Section 2 of Cat I

What: Thoughtful response as to how new program supports mission of college, University, and state.

- Recruitment and enrollment trends of students

Where: Section 1 e, f, g, h; Section 4a (Need)

What:

Are the plans to recruit students, including under-represented students, adequate?
Does the market analysis in section 4 align with projected enrollment?

- Admissions selectivity and other indications of selecting high quality students

Where: Section 1 e, h

What: Admissions requirements and process. What is basis for selection?

- Level of financial support of students compared to peers

Where: Section 1 f, Section 7

What: Given expected number of students, have they adequately budgeted to support them.

- Curriculum strength

Where: Section 1c, Section 6

What:

Proposal meets minimum university requirements:

Master: <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=39>

Doctoral: <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=40>

Make sure slash courses are annotated to ensure program meets minimum 50% rule.

Be leery of multiple new courses – If we presume that most departments are fully utilizing their faculty resources to deliver current programs, how are they going to develop and deliver new courses?

- Quality of personnel and adequacy to achieve mission and goals

Where: Section 1 I, Section 7

What: University guideline requires minimum of five professorial FTE to support a graduate program. Do they have adequate faculty and budget?

Ask for graduate faculty level of appointment?

- Level and quality of infrastructure

Where: Section 1I, Section 7b

What: Are identified facilities and unique resources adequate?

Productivity:

- Publications or evidence of other scholarly work by faculty

Where: Section 1j, section 5d

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

Outcomes and Impacts:

- Potential for placement and success of graduates

Where: Section 4

What:

Evidence of demand for the graduates.

Are there duplicate programs in Oregon? If so, what differentiates this program and how will they compete for students and placement opportunities?

- Assurance of Learning

Where: Section 5

What: We prefer completion of the Graduate Program Assessment plan.

Ref: <http://gradschool.oregonstate.edu/faculty/program-assessment>

Graduate Master's Program Assessment Plan						
Process						
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?						
What data are archived? Where, how and for what duration?						
Program Outcomes, Measures and Benchmarks or Milestones						
List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Program level GLO 1 ¹	Program level GLO 2	Program level GLO 3
What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)						
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)						
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ²						
¹ 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.						
² Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.						