



The academic program is at the core of and animates an institution's mission and the manner in which the institution contributes to a broader portfolio of public universities in Oregon. Academic program review within the Oregon University System (OUS) is part of a continuous cycle of feedback and program improvement. This policy serves as a mechanism for careful development and quality assurance of new programs, including learning assessment and other metrics for reporting on institutional performance. Further, this policy is consistent with the philosophy and focus of regional accreditation through the Northwest Commission on Colleges and Universities (NWCCU) – i.e., it is integrative, holistic, closely connected to institution mission and planning, and values interconnectedness and interrelationships within the institution and across the Oregon University System.

Each newly approved OUS program will be reviewed after five years to track progress in achieving program objectives, quality indicators, and financial sustainability. (See: *Five-Year Follow Up Review of a New Academic Program.*)

Program Description

Each new program proposal must provide a well-rounded description of the program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered; and curriculum. The proposal should address the manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery). Importantly, the proposal must address the ways in which the program will seek to assure quality, access, and diversity.

In addition to the information noted above, each proposal must provide the following specific data in the form provided:

- Anticipated Fall headcount and FTE enrollment over each of the next 5 years
- Expected degrees/certificates produced over the next 5 years
- Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)
- Adequacy and quality of faculty delivering the program
- Faculty resources – full-time, part-time, adjunct
- Other staff
- Facilities, library, and other resources
- Anticipated start date
- Proposed CIP number

Relationship to Mission and Goals

Reflecting both OUS and NWCCU policy, the proposal must clearly identify the program's connection to OUS and institution goals for access, student learning, research and/or scholarly work, and service. The proposal should articulate the manner in which the program reflects the

institution's strategic priorities and signature areas of focus. Finally, the proposal should place the program in the larger state context by describing how the program meets the needs of Oregon and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

Accreditation

If applicable, the proposal should identify any accrediting body or professional society that has established standards in the area in which the program lies, and characterize the program's ability to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate the steps needed to qualify the program for accreditation and the date by which it would be expected to be fully accredited.

If the proposed program is a graduate program in which the institution offers an undergraduate program, the proposal should indicate whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

More broadly, if accreditation is a goal for the proposed program, the proposal should indicate the steps that are being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Need

The proposal must provide a clear statement of market demand for the program. In cases in which the program's location is shared with another similar OUS program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts, etc.). In addition to market demand, the proposal may also address the ways in which the program serves the need for improved educational attainment in the region and state, as well as the civic and cultural demands of citizenship.

Outcomes and Quality Assessment

Giving substance to OUS' commitment to "the pursuit of excellence in a culture of evidence," each proposal must clearly identify expected learning outcomes and the means by which those outcomes will be assessed and used to improve the curriculum and instruction. The proposal should also address program performance indicators, including prospects for success of program graduates – employment or graduate school (if an undergraduate program) – and consideration of licensure, if appropriate.

In addition to addressing learning outcomes, the proposal should indicate the nature and level of research and/or scholarly work expected of program faculty, along with indicators of success in those areas.

Program Integration and Collaboration

A signature component of the OUS portfolio approach is the strength obtained through purposeful integration of programs with other programs at the institution and within OUS, as

well as through collaborations with other similar programs. To provide an opportunity to review the potential for such integration and collaboration, the proposal should identify all other closely related OUS programs and Oregon private college programs. The proposal should articulate the ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution, and the potential for collaboration. If applicable, the proposal should state why this program may not be collaborating with existing similar programs. Finally, the proposal should describe the potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

Financial Sustainability

Each new program proposal must include a business plan that anticipates and provides for the long-term financial viability of the program. The specific information (some of which may be included in the accompanying forms) will include:

- Anticipated annual program expenses over the next five years
- Anticipated annual program revenues over the next five years
- External sources of funds
- Projected faculty resources over the next five years; ability to recruit and retain faculty
- Targeted student/faculty ratio
- Resources to be devoted to student recruitment
- Graduate assistantships and fellowships, if applicable
- Plans for assuring adequate library support over the long term
- Development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field

External Review

All proposals for new graduate programs must include a review by external program faculty and administrators. The provost of the institution submitting the proposal will submit names of reviewers for consideration by the co-chairs of the Provosts' Council. The co-chairs may also identify additional reviewers. The campus provost will be responsible for securing the external reviews.

Neither undergraduate nor certificate program proposals require external review.

Forms for Institution Submission

The form, *Proposal for a New Academic Program*, provides a template for institution submission of new academic program proposals. In addition, the *Budget Outline*, containing estimated costs and sources of funds for the proposed program, must be attached to the proposal.

Guidelines and questions for external reviews are contained in *External Review of New Graduate Level Academic Programs*.