

## **Doctoral Program Assessment Plan**

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### **Goals of the Assessment Process**

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- To identify doctoral programs that will enhance the standing of Ohio State and help it become the nation's pre-eminent land-grant research university.
- To identify weak, non-core programs that do not enhance the reputation of the university and develop a mechanism for disinvesting in them.
- To reallocate resources, investing in our strongest programs.

**Comment:** Options for disinvestment may include: streamlining a program's research emphases or concentrating efforts in core or emerging disciplinary areas; merging with other graduate programs; raising entrance standards and reducing size to improve overall quality; and the eventual closing of some programs. This process contains a built-in incentive for colleges to identify the programs for disinvestment. Colleges will retain funds freed up by any disinvestment they propose. If the Graduate School identifies a program for disinvestment, and that proposal is approved by the Provost, the related funds will be retained centrally for reinvestment in high-priority programs.

### **Timeline**

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- **Summer Quarter 2007:** Graduate School compiles central data and distributes data to the colleges.
- **Summer Quarter and Autumn Quarter 2007:** Colleges work with their doctoral degree programs to review data and develop assessments.
- **Autumn Quarter 2007:** The Dean of the Graduate School meets with all College Deans and, as requested, with representatives of their doctoral programs to discuss the assessment process.
- **December 31, 2007:** Assessments of doctoral programs from the colleges due to the Graduate School.
- **Winter Quarter 2008:** Graduate School review of college assessment of doctoral programs.
- **End of Winter Quarter 2008:** Graduate School assessments of doctoral programs, including recommendations for investment and disinvestment, submitted to the Provost.

### **College Assessments of Doctoral Programs**

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The following guidelines were set to keep the review process time-efficient and manageable for the colleges and the Graduate School. All colleges, doctoral programs, and Graduate School assessments are expected to be made in such ways that they are defensible to the university community and public.

Colleges should propose enhancement of doctoral programs that will distinguish the university and increase the stature and reputation of the university. Colleges should indicate how recent and future resource distribution will support this objective. Colleges must be selective. The number of programs each college can propose for disinvestment is not limited.

### **Document Specifications (in this order)**

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1. Cover letter from the college dean summarizing the assessment of the quality of doctoral programs. (1 page)
2. a) Description of the college's assessment process and findings. (Limit of 5 pages total for colleges with one to five doctoral programs; limit of 10 pages total for colleges with more than five doctoral programs.)

Colleges are expected to base their assessments on the centrally provided data and the following factors, which have been previously circulated:

- Overall program quality and centrality to Ohio State's mission.
- New or emerging opportunities in a field where Ohio State can excel. Colleges should provide brief descriptions of the scholarly research frontiers in the field(s).
- Ways that a program can gain a competitive edge over other institutions.
- Plans to improve diversity.
- New and focused approaches to recruiting high-quality graduate students.
- Commitment of the programs and college to strengthening the doctoral program. Colleges should document previous support such as supplementing graduate associate stipends, additional research support, etc.

When appropriate, colleges should discuss other factors (such as undergraduate programs) that have an impact on the doctoral programs and are a necessary part of the assessment.

b) Appendices containing supplemental information may be submitted and are in addition to the page limit in 2a. However, colleges should be aware that the review committee cannot be expected to review extensive appendices.

3. Description of proposed enhancements, disinvestments, or reorganizations. (1 page per affected graduate program.)
4. A budget plan in support of the proposed activities in #3. (1 page summary, with an appendix as necessary.) This budget should address the college's internal reallocation in support of the proposed activities.

### **Graduate School Review Process**

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After the Graduate School receives the assessments from the colleges on or before December 31, 2007, the Dean of the Graduate School and the Graduate School Doctoral Assessment Review Committee will review the assessments. The Dean of the Graduate School will prepare a draft proposal based upon the input of the review committee. That draft proposal will be shared with the College Deans for their review and comment by the end of February 2008. The Dean of the Graduate School will make revisions to the draft proposal as deemed appropriate. The final proposal will be presented to the Provost by the end of Winter Quarter 2008.

## **Graduate School Assessment Committee**

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During Autumn Quarter 2007, the Dean of the Graduate School will form a committee of 12 people to review the college assessments of doctoral programs and to advise the Dean of the Graduate School on the draft proposal that will be presented to the Provost. This committee will be comprised of highly accomplished people exhibiting a broad vision for what makes a university excel going forward into the 21<sup>st</sup> century.

### **Committee membership**

- Three Ohio State graduate faculty members from each of Ohio State's academic clusters (3 from Arts & Sciences; 3 from Professional; and 3 from the Health Sciences). The Graduate School is asking the Executive Deans to work with their college deans to identify faculty members to serve on the committee.
- Three highly regarded graduate faculty members selected by the Dean of the Graduate School, including two external representatives.