**External Evaluation Team Report**

Assessment of an Institution’s Readiness to Offer Programs at a New Degree Level

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| Institution: | Evaluator: |
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| Program Title and Award: | Date of Evaluation: |
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**Charge to the Evaluation Team**.

 The purpose of your visit is to assess the readiness of this institution to offer programs at a different level of study from those it now offers. In making your assessment, please use the standards in §52.2 of the [Regulations of the Commissioner of Education](http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations), “Standards for the registration of undergraduate and graduate curricula.”

 In preparation for your visit, the institution has prepared a proposal for programs at the new level, including its own self study of its readiness to move to that level. Please review the proposal and self study, compiling in advance questions to be asked and evidence to be reviewed. During the visit, discuss the proposal and self study with faculty, administrators, students, and other members of the institutional community; examine its facilities, equipment, library resources, and other academic and student-related resources; and develop findings with regard to the points listed below, together with any recommendations the team regards as important for the institution’s readiness to offer programs at the level proposed.

 At the end of the visit, prepare the team’s report to the institution. State your findings, citing appropriate evidence. List your recommendations to the institution to strengthen its proposal and enhance its readiness to offer programs at the proposed level, in relation to the standards in the Commissioner’s Regulations. In preparing the report:

* Use the standards as touchstones for writing.
* Cite observations made, information gathered, and discussions held during the visit.
* Provide specific details to support assertions.
* Where possible, provide balanced commentary, identifying strengths as well as concerns.
* Base your recommendations on your findings and connect them to the standards.

**Topics to be addressed**:

***Mission, Institutional Commitment, and Long-range Planning***

* **The institution understands the implications of this new role.**
1. How will the addition of this new level of degree affect the institution’s mission?
2. Assess the degree to which the addition of this new level of degree may alter the nature of the constituency the institution seeks to serve. Assess the consistency of that change relative to the institution’s mission.
3. Assess the extent to which the institution understands the implications of this change and is committed to implementing it.
4. Assess the extent to which the change has been widely discussed among the members of the administration, the faculty, and, if appropriate, the trustees. Is there reasonable consensus about this new direction?

Findings:

Recommendations:

Suggestions:

* **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
1. Assess the extent to which the addition of this new level of degree plays a role in the institution’s long-range plan.
2. Assess the extent and depth of the institution’s research on the demand for graduates at this new level of degree, the knowledge and skills expected of them, the supply of such graduates, and its own capacity to meet this demand.
3. What will be the likely impact of the introduction of this new level of degree on the institution’s existing programs?
4. Assess the proposed program’s relationship to the institution’s other programs in terms of service function, joint research, interdisciplinary programs, support programs, and so forth, as applicable.

Findings:

Recommendations:

Suggestions:

***Academic Governance and Administration***

*52.2(e)(1) Responsibility for the administration of institutional policies and programs shall be clearly established.*

*52.2(e)(2) Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed by each institution.*

*52.2(e)(3) The institution shall establish, publish and enforce explicit policies with respect to:*

*(i) academic freedom;*

*(ii) the rights and privileges of full-time and part-time faculty and other staff members, working conditions, opportunity for professional development, workload, appointment and reappointment, affirmative action, evaluation of teaching and research, termination of appointment, redress of grievances and faculty responsibility to the institution; ……*

*(iii) requirements for admission of students to the institution and to specific curricula, requirements for residence, graduation, awarding of credit, degrees or other credentials, grading, standards of progress, payment of fees of any nature, refunds, withdrawals, standards of conduct, disciplinary measures and redress of grievances.*

* **The institution’s existing programs provide a solid foundation for moving to a new level.**
1. For the existing programs, assess the degree of faculty engagement in and responsibility for the setting of curricular and academic standards and for defining and implementing what students should know and be able to do.

Findings:

Recommendations:

Suggestions:

* The institution has the resources and systems to operate at the current level and undertake the expanded educational role.
1. Assess the appropriateness of the institution’s governance structure and processes to the new level of education.
2. What are the faculty or administrative units or processes that will oversee the new level of degree programs? What need is there a need for a separate oversight process or structure (e.g., for graduate study)?

Findings:

Recommendations:

Suggestions:

***Financial Resources, Facilities and Equipment***

*52.2(a)(1) The institution shall possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum.*

*52.2(a)(2) The institution shall provide classrooms, faculty offices, auditoria, laboratories, libraries, audio-visual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use.*

*52.2(a)(3) The institution shall provide equipment sufficient in quantity and quality to support instruction, research, and student performance.*

* **The institution’s existing programs provide a solid foundation for moving to a new level.**
1. Assess the adequacy of the financial resources that the institution provides to support its existing degree programs.
2. Assess the soundness of the institution’s financial condition and management.
3. Assess the adequacy of classroom, laboratory, computer, clinical, and other instructional facilities and equipment to support the existing programs, including instruction, research, and student performance.

Findings:

Recommendations:

Suggestions:

* **The institution understands the implications of this new role.**
1. Assess the extent to which the financial projections for the proposed program(s) at the new level reflect a realistic understanding of the increased costs of supporting education at that level, such as salaries for better qualified faculty, lower faculty/student ratios, modified faculty workloads, increased professional development costs, and expanded library and other learning resources, without diminishing the quality of the current level of study.
2. Assess the extent to which instructional facilities and equipment augment those needed for the current mission.

Findings:

Recommendations:

Suggestions:

* **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
1. Assess the soundness of the institution’s financial planning for the new level of mission, including total resources required, internal reallocations, incremental funding, and costs to students. If appropriate, what additional sources of ongoing revenue has it identified?

Findings:

Recommendations:

Suggestions:

***Library and Information Resources***

*52.2(a)(4) The institution shall provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.*

* **The institution’s existing programs provide a solid foundation for moving to a new level.**
1. Assess the adequacy of real and virtual library resources, including books, journals and other periodicals, data bases, and other general materials and materials in existing program areas, in terms of depth, breadth, and currency. Assess the extent to which the library’s real and virtual resources augment those needed for the existing programs.
2. Assess the adequacy of the acquisition and disposition policies.
3. Assess the methods including the use of library resources in course assignments for assuring information literacy for students, faculty and staff. Assess their adequacy.
4. Assess the use of library resources in course assessments to assure that graduates have appropriate information literacy research skills and assess their adequacy
5. Assess the library staffing and evaluation of library and information services.

Findings:

Recommendations:

Suggestions:

* **The institution understands the implications of this new role.**
1. Assess the extent to which the library’s real and virtual resources supplement the new level of study.
2. Assess the provisions for information literacy skills, e.g., are they appropriate to the new level of study.

Findings:

Recommendations:

Suggestions:

* **The institution has the resources and structures to undertake the expanded educational role.**
1. Assess whether the planning and resource allocation described provides information literacy and library support for the new level of study.
2. Assess the adequacy of the institution’s library collection to support the new level of study.

Findings:

Recommendations:

Suggestions:

***Faculty***

*52.2(b)(1) All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.*

*52.2(b)(2) To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.*

*52.2(b)(3) For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives, and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.*

*52.2(b)(4) At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.*

*52.2(b)(5) All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.*

*52.2(b)(6) The teaching and research of each faculty member, in accordance with the faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.*

*52.2(b)(7) Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance and carry out other academic responsibilities appropriate to his or her position, in addition to performing assigned teaching and administrative duties.*

* **The institution’s existing programs provide a solid foundation for moving to a new level.**
1. Assess the adequacy of the faculty to meet the needs of existing academic programs in terms of number, credentials, areas of specialization, teaching experience, and scholarly/professional achievement. Assess the institution’s plans for future staffing. Assess the credentials and involvement of adjunct and support faculty.
2. Assess the adequacy of the core full time faculty to assure continuity and stability in academic programs and policies.
3. Assess the extent to which current faculty/student ratios promote effective instruction.
4. Assess the adequacy of the provisions for faculty development and the extent to which faculty are professionally up-to-date and engaged with their peers in and outside the institution.
5. Assess the adequacy of time provided for faculty to prepare course materials, advise students, carry out research, participate in institutional governance, and carry out other essential non-teaching duties.
6. Assess the adequacy of the institution-wide system for faculty evaluation, including peer review and student evaluation, which encompasses the range of faculty roles and responsibilities.
7. Assess the diversity of the faculty in terms of race/ethnicity, gender, age, seniority, and academic preparation.

Findings:

Recommendations:

Suggestions:

* **The institution understands the implications of this new role.**
1. Assess the extent and depth of the experience of members of the faculty and administration at the new degree level.

Findings:

Recommendations:

Suggestions:

* **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
1. Assess the ways in which the faculty evaluation system will need to be modified to accommodate the new level of education.
2. Assess the extent to which current faculty qualifications need improvement or augmentation in order to provide appropriate preparation to teach and perform other faculty functions at the new degree level.
3. Assess the adequacy of the institution’s plans for faculty to use time in new ways appropriate to the new level.
4. Assess the adequacy of the institution’s plans to provide a core of full-time faculty who will foster and maintain continuity and stability at the new level of study, including any plans to add faculty.

Findings:

Recommendations:

Suggestions:

***Curricula, Academic Standards, and Assessment***

*50.1(o) Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter.*

*52.1(b)(3) To be registered, each curriculum shall show evidence of careful planning. Institutional goals and objectives of each curriculum and of all courses shall be carefully defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.*

*52.1(f) Each course offered for credit by an institution shall be part of a registered curriculum offered by that institution, as a general education course, a major requirement, or an elective.*

*52.2(c)(1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly* *state the subject matter and requirements of each course.*

*52.2(c)(2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs (6) - (10) of this subdivision.*

*52.2(c)(3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.*

*52.2(c)(5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.*

*52.2(e)(4) Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term.*

* **The institution’s existing programs provide a solid foundation for moving to a new level. The institution understands the implications of this new role.**
1. Assess the adequacy of the institution’s processes to plan its existing programs, set their goals and allocate resources for them, evaluate their quality, and assess their educational outcomes. Assess the appropriateness of the processes to the new level of education. If they are not appropriate, what different processes are needed?
2. Assess the soundness of the existing curricula in content (breadth, depth, currency) and organization (course sequencing, prerequisites, frequency of offering) and the consistency of the curricular content of existing programs with their objectives and professional standards.
3. Assess the adequacy and appropriateness of the expectations and requirements of student learning and student performance for the existing programs.
4. Assess the appropriateness of the content, modes of instruction, and kinds of tasks and assignments in the existing courses to their level and to the skill and knowledge expectations in the field. To what extent will the modes of instruction currently used be applicable to the new level?
5. Assess the adequacy and appropriateness of the modes of assessment of students used in existing programs. To what extent will they be adequate and appropriate for the new level? If they will not be adequate or appropriate, what modes of assessment would be?
6. Assess extent to which the objectives and requirements of existing programs are clearly defined and published.
7. If appropriate, assess the roles of research, independent study, experimentation, and demonstration of professional performance in the existing programs. Will their roles be different in the new-level programs?
8. Assess the appropriateness of the credit awarded for courses to their scope, content, and level.
9. Assess the institution’s recognition as a source of expertise and leadership in the academic or professional field in which it intends to move to the new level of education.
10. Assess the extent to which institutional policies and procedures may impede student progress and graduation and discuss possible changes.

Findings:

Recommendations:

Suggestions:

* **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
1. Comment on any special focus of the proposed program as it relates to the discipline.
2. Assess the institution’s plans and expectations for continuing program development and self-assessment.

Findings:

Recommendations:

Suggestions:

***Admissions/Students***

*52.2(d)(1) The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs.*

*52.2(d)(2) Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.*

* **The institution’s existing programs provide a solid foundation for moving to a new level.**
1. Assess the extent to which the admissions requirements for the existing programs are clearly defined, appropriate to the program and level, and adhered to.
2. Assess the degree to which admissions process sufficiently and effectively assesses each applicant’s capacity to engage in study at the current degree level.

Findings:

Recommendations:

Suggestions:

* **The institution understands the implications of this new role.**
1. Assess the degree to which the admissions requirements for the proposed program(s) at the new level reflect an understanding of the demands of that level of academic pursuit.
2. What effect is this change likely to have on the institution’s clientele for admission?
3. Assess the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees. Assess the provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?
4. Assess the likely effect of this change on the institution’s student retention rate.
5. Assess the professional development activities planned for admissions staff to prepare them for the new degree level.

Findings:

Recommendations:

Suggestions:

***Academic and Support Services***

*52.2(e)(5) The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.*

*52.2(e)(6) The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript of student achievement at the institution. This document will be the official cumulative record of the student's cumulative achievement. Copies shall be made available at the student's request, in accordance with the institution's stated policies, or to agencies or individuals authorized by law to review such records.*

52.2(f)(2) *The institution shall assure that whenever and wherever the institution offers courses as part of a registered curriculum it shall provide adequate support services*.

* **The institution’s existing programs provide a solid foundation for moving to a new level.**
1. Assess the adequacy of the methods by which the institution assesses the skill levels of entering degree students and addresses the development of college level skills and literacy, including writing, quantitative, research, and critical reasoning skills.
2. Assess the adequacy of the institution’s academic and other support services needed for students to succeed in the programs and at the levels for which they have been admitted.
3. Assess the adequacy of student advising and program planning services to support the current academic programs.

Findings:

Recommendations:

Suggestions:

* **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
1. Will any new services be needed to support the new level? If so, what are they?
2. Assess the professional development activities planned for support services staff to prepare them for the new degree level.
3. Assess the institution’s system for monitoring students’ progress and performance and for advising students regarding academic and career matters.
4. Assess prospects for placement or job advancement for graduates of the existing programs.

Findings:

Recommendations:

Suggestions:

***Other Comments***

1. What evidence is there of need and demand for the proposed program locally, in the State, and in the field at large? If relevant, what is the extent of occupational demand for graduates?
2. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.