# **Institutional Self Study for New Degree Level**

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| **Institution Name**: |
| **Proposed Program Title and Award**: |

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

**The institution understands the implications of this new role.**

1. Describe how the new level of degree fits the mission of the institution and state why the institution seeks to offer it.

2. Describe the extent to which the new level will alter the nature of the constituency the institution seeks to serve. Describe and assess the consistency of that change with the mission.

3. Assess the implications of this change and the adequacy of the institution’s commitment to implementing it.

4. Describe and assess the extent to which the change to a new degree level 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?

**The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

5. Describe the role that the addition of this new level of degree plays in the institution’s long-range plan.

6. Describe and assess 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.

7. Assess the likely impact of the introduction of this new level of degree on the institution’s existing programs. If the resources are not sufficient to support both the existing programs and the new level of education, will the institution drop some existing under-funded and/or under-enrolled programs in order to add this new mission?

8. Discuss 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.

**Academic Governance and Administration**

**The institution’s existing programs provide a solid foundation for moving to a new level.**

9. For the existing programs, describe how faculty actively engage in and take responsibility for the setting of curricular and academic standards and for defining and implementing what students should know and be able to do.

**The institution has the resources and systems to do both operate at the current level and undertake the expanded educational role.**

10. Assess the appropriateness of the institution’s governance structure and processes to the new level of education. If they are not appropriate, describe the changes needed.

11. What are the faculty or administrative units or processes that will oversee the new level of degree programs? What need is there for a separate oversight process or structure (e.g., for graduate study)?

**Financial Resources, Facilities, and Equipment**

**The institution’s existing programs provide a solid foundation for moving to a new level.**

12. Describe and assess the adequacy of the financial resources the institution provides to support itsexisting degree programs.

13. Describe and assess the soundness of the institution’s financial condition and management. How does the institution stand on the federal score of financial responsibility? Attach the audited financial statements for the institution’s three most recent fiscal years.

14. Describe and assess the adequacy of classrooms, laboratories, computers, clinical and other instructional facilities, equipment and instructional materials to support the existing programs, including instruction, research, and student performance.

**The institution understands the implications of this new role.**

15. Describe and 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 qualified faculty to undertake new role, different student/faculty 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. Describe any changes needed.

16. Describe and assess how the instructional facilities and equipment will augment those needed for the current mission.

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17. Describe the institution’s financial planning for the new level of mission, including total resources required, internal reallocations, incremental funding, and costs to students, and assess its soundness. If appropriate, describe identified additional sources of ongoing revenue.

**Library and Other Information Resources**

**The institution’s existing programs provide a solid foundation for moving to a new level.**

18. Describe the library’s real and virtual 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 its adequacy to support the institution’s current mission and programs.

19. Describe the library’s current acquisition and disposition policies. How are those policies developed and reviewed?

20. Describe the methods used to assure information literacy of all students, faculty, and staff and assess their adequacy.

21. Describe the use of library resources in course assignments to assure that graduates have appropriate information literacy research skills and assess their adequacy.

22. Describe the library staffing and evaluation of library services.

**The institution understands the implications of this new role.**

23. Describe and assess the extent to which the library’s real and virtual resources have been supplemented to meet the new level of study.

24. Describe the provisions of information literacy skills appropriate to the new level of study and assess their adequacy.

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25. Describe the planning and resource allocation done to assure information literacy and library support for the new level of study and for new use by faculty and students.

26. Describe how the institution assures that the library collection can support the new level of study.

**Faculty**

**The institution’s existing programs provide a solid foundation for moving to a new level.**

27. Describe and assess the adequacy of the faculty in terms of number, credentials, areas of specialization, teaching experience, and scholarly/professional achievement to meet the needs of existing academic programs.

28. Describe and assess the adequacy of the core of full-time faculty to assure continuity and stability in academic programs and policies.

29. Assess the adequacy of current student/faculty ratios to promote effective instruction.

30. Describe and assess the sufficiency of provisions for faculty development and the extent to which faculty are professionally up-to-date and engaged with their peers in and out of the institution.

31. Describe and 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.

32. Describe and 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.

33. Describe and assess the diversity of the faculty in terms of race/ethnicity, gender, age, and academic preparation.

**The institution understands the implications of this new role.**

34. Describe the experience of members of the faculty and administration at the new degree level.

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35. Assess the ways in which the faculty evaluation system will need to be modified to accommodate the new level of education. Describe needed changes.

36. 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. Describe needed changes.

37. Describe and assess the adequacy of the institution’s plans for faculty to use time in new ways appropriate to the new level.

38. Describe plans to provide a core of full-time faculty who will foster and maintain continuity and stability at the new level of study, including plans to hire additional faculty.

**Curricula, Academic Standards, and Assessment**

**The institution’s existing programs provide a solid foundation for moving to a new level. The institution understands the implications of this new role.**

39. Describe how the institution plans its existing programs, sets goals and allocates resources, evaluates the quality of the programs, and assesses their educational outcomes. Assess the adequacy of the plans in terms of student retention and graduation. Assess the appropriateness of the processes to the new level of education. If they are not appropriate, describe the different processes needed.

40. Describe and assess the soundness of the existing curricula in content (breadth, depth, currency) and organization (course sequencing, prerequisites, frequency of offering). Assess the consistency of the curricular content of existing programs with their objectives and professional standards.

41. Describe and assess the institution’s use of such programs and initiatives as Writing Across the Curriculum to enhance students’ academic literacy (including reading in subject fields) and skill at writing college-level prose.

42. Describe and assess how the institution encourages students to learn independently, integrate and synthesize different aspects of knowledge, extend and create knowledge, think critically, engage in reflective and self-critical thought, develop global consciousness, and become self directed life-long learners capable of self-renewal.

43. Describe and assess the institution’s opportunities for undergraduate student participation in research and similar scholarly endeavors and to familiarize themselves with opportunities for graduate study.

44. Describe and assess the adequacy and appropriateness of the expectations and requirements of student learning and student performance for existing programs, especially for entering students. Include the results of an assessment by peer institutions of the rigor and level of the courses in the existing curricula.

45. 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?

46. Describe and 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 additional modes of assessment will be employed?

47. Assess the extent to which the objectives and requirements of existing programs are clearly defined and published.

48. Where appropriate, describe and assess the roles of research, independent study,

experimentation, and demonstration of professional performance in the existing programs. How will their roles be different in the new level programs?

49. Assess the appropriateness of the credit awarded for courses to their scope, content, and level.

50. 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.

51. Identify administrative requirements or procedures that affect students and assess the extent to which they may impede student progress and graduation. Discuss the steps the institution has taken to minimize such administrative requirements.

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52. Describe the special focus, if any, that the proposed program has in relation to its discipline or profession.

53. Describe the plans and expectations for continuing program development and self-assessment.

**Admissions**

**The institution’s existing programs provide a solid foundation for moving to a new level.**

54. Describe the admissions requirements for the existing programs and assess the extent to which they are clearly defined, appropriate to the program and level, and adhered to.

55. Describe and assess the adequacy of the institution’s efforts to give potential students information they (and their families) need concerning academic demands, costs of attendance, and sources of financial aid.

56. Assess the degree to which the admissions process sufficiently and effectively assesses each applicant’s capacity to engage in study at the current degree level.

57. Assess the institution’s efforts to identify groups historically underrepresented in the levels of programs it offers and to encourage enrollment by persons from such groups.

58. Assess the degree to which the institution’s policies recognize transfer credit on the basis of course equivalencies, in order to maximize transfer students’ retention of credit.

**The institution understands the implications of this new role.**

59. Describe the admissions requirements for the proposed program(s) at the new level and assess the extent to which they reflect an understanding of the demands of that level of academic pursuit.

60. Describe the effect that this change is likely to have on the institution’s clientele for admission. What will the institution do to identify groups historically underrepresented at the proposed level and to encourage enrollment by persons from such groups?

61. Describe how the admission standards and procedures, and recruitment procedures, will supply a sufficient pool of qualified applicants and students.

62. Describe professional development activities planned for admissions staff to prepare them for the new degree level.

63. Describe how this change in the institution’s degree offerings will affect its student retention rate.

**Academic and Support Services**

**The institution’s existing programs provide a solid foundation for moving to a new level.**

64. Describe and assess the extent to which the institution coordinates admission, enrollment, and financial aid services after recruitment of students.

65. Describe and 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 and, as appropriate, of its methods of working with first-year students to help them to meet high academic standards.

66. Describe and assess the adequacy of the ratio of students to advisors and counselors for monitoring student progress.

67. Describe and 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, including but not limited to faculty, staff, and/or peer advising, counseling, and monitoring; development of positive relationships; identification of career goals; employment; and health maintenance.

68. Describe and assess the clarity and adequacy of student advising and program planning services to support the current academic programs for, as appropriate, first-generation higher education students, students leaving secondary education from at-risk backgrounds, and students who need additional support to succeed, in order to assure that they are well oriented to its expectations and able to access its services.

69. Describe and assess the adequacy of institutional opportunities for student interactions with students, faculty, and staff to minimize isolation, particularly in classes and other student-learning activities for, as appropriate, first-generation higher education students and those from groups underrepresented in higher education, from at-risk backgrounds, or with marginal preparation.

70. Describe and assess the institution’s use of financial aid to encourage full-time attendance rather than part-time attendance and to reduce the need for students to hold demanding off-campus jobs other than internships or co-op and similar experiences.

71. Describe and assess the adequacy of institutional programs to enhance students’ ability to succeed, including:

* Identifying students who are having trouble following major examinations in their first term and offering them intensive counseling and/or tutoring;
* Intensive discussion sessions for students in “make-or-break” introductory courses, especially in the sciences; and
* Summer programs to assist entering first-year and returning second-year students in enhancing their skills.

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72. Describe any new services needed to support the new level.

73. Describe professional development activities planned for support services staff to prepare them for the new degree level.

74. Describe the institution’s system for monitoring students’ progress and performance and for advising students regarding academic and career matters.

75. Provide data showing placement or job advancement for graduates in existing programs.

76. Document the 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?