

The College at Brockport
Periodic Program Review



Guidelines for Hosting Self-Study Reviewers

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External Reviewers Required for Self-Study

In addition to the department's/program's internal dialogue that will culminate in a "self-study" or internal review document, all departments/programs will identify two external reviewers to work with them at appropriate points in the process.

One Semester Before Site Visit

External reviewers are hired by the School Dean in consultation with the department/program. Departments usually present external reviewer candidates to the School Dean for approval. **One SUNY reviewer is required.**

Prospective reviewers are given information on timeframe, honorarium, expenses:

- Reviewers will spend one or two days at Brockport (two days recommended).
- Each reviewer will receive a \$500 honorarium for his/her visit (regardless of whether it is more than one day) after the report is submitted.
- **Inform the SUNY reviewer of the pre-approval form (UP-8) and the four forms required for Extra Service before the honorarium can be paid (see PAPERWORK FOR SUNY EMPLOYEES below).**
- Travel, mileage, and lodging (maximum of two nights for each reviewer) are reimbursed by the Office of Accountability and Assessment (OAA).
- Meals are paid for or reimbursed by the OAA—with restrictions. For information about restrictions and required paperwork, see *Expenses for Hosting*.

_____ Date CVs of two reviewers are sent to the School Dean

_____ Date reviewers are approved by the School Dean

_____ Date CVs are sent to the Office of Accountability and Assessment

- Get two or three options for dates when both reviewers can be on campus together (add below).
- Program secretary sends "tentative" meeting requests to individuals below.

DATE(S) OPTION 1: _____

Available

- Provost
- Vice Provost
- Director of Assessment
- School Dean

DATE(S) OPTION 2: _____

Available

- Provost
- Vice Provost
- Director of Assessment
- School Dean

DATE(S) OPTION 3: _____

Available

- Provost
- Vice Provost
- Director of Assessment
- School Dean

1. Introductory Meeting (before Entrance Meeting) – Reviewers, School Dean, Associate Dean, and Assistant Dean.
2. Entrance Meeting – Reviewers, Provost, Vice Provost, School Dean, and Director of Assessment. (First morning, if possible.)
3. Exit Meeting – Reviewers, Provost, Vice Provost, School Dean, and Director of Assessment.

After Reviewers Selected and Dates Determined

PROGRAM SECRETARY (also see PAPERWORK sections below)

- Send final meeting requests to individuals above.
- Communicate with reviewers regarding travel arrangements and lodging (see *Expenses for Hosting*).
 - Make reservations at preferred hotel. Refer to Procurement and Payment webpage for local hotels and instructions on direct billing, government rate, tax exempt, etc. (https://www.brockport.edu/support/procurement_payment/travel/lodging.html#Hotels)
 - Email confirmation of the hotel reservation to the reviewers.
 - Ask reviewers to check out before leaving the hotel on their last morning. Their luggage can be secured on campus.
 - Reviewers make their own flight reservations. Inform them that they can arrive and leave between specified times. This avoids multiple trips to the airport and makes it clear that leaving early is unacceptable.
- Ask them if they will need an office set up for them with PC, printer, notepad, tape, pens, etc. If so, make sure the office is clean, and provide snacks/drinks.
- Reserve a vehicle from Facilities for airport trips (aids reviewers in identifying the escort).
- Reserve meeting rooms.
- Obtain guest WiFi from LITS (Help Desk x5151).

TRAVEL PAPERWORK

- Prepare travel reimbursement forms and W-9 form for signatures (see *Expenses for Hosting*).

PAPERWORK FOR SUNY EMPLOYEES

One SUNY reviewer is required. However, SUNY reviewers are performing extra service (www.brockport.edu/support/human_resources/docs/esapproval.pdf) and must provide the following paperwork to receive the \$500 honorarium:

1. **UP-8 Request for Approval of Extra Service:**

www.brockport.edu/support/human_resources/archives/2011/docs/up-8_01-11.pdf

Before coming to Brockport, SUNY reviewer completes the top portion of the UP-8 form and must then ask for the approval of the Chief Administrative Officer or Designee at the SUNY School of his/her full-time employment.

2. **Extra Service Approval Form:** https://www.brockport.edu/support/human_resources/forms/

3. **Form I-9 Paper Version:** www.uscis.gov/i-9

Needs to be completed in person with Brockport HR. Page 4 of the paper version lists identification documents that may be used (and must be brought with them for attaching to the form).

4. **Employee's Withholding Form W-4:** www.irs.gov/pub/irs-pdf/fw4.pdf

5. **Employee's Withholding IT-2104:** www.tax.ny.gov/pdf/current_forms/it/it2104_fill_in.pdf

AGENDA REQUIREMENTS

Include the following information:

- The College at Brockport, State University of New York.
- Department/program.
- Date(s) of visit.
- Reviewer names, titles, and colleges where they are employed.
- Names (and titles) of staff/students who will be picking up the reviewers from the airport/hotel, driving them where needed, and escorting them to each activity on campus.

AGENDA ACTIVITIES

See *Examples from Previous Site Visits*.

The program faculty and chair develop an agenda for the reviewers during their 1–2 day visit:

- Entrance Meeting – First morning, if possible. Reviewers, Provost, Vice Provost, School Dean, and Director of Assessment in Provost’s office (usually one hour).
- Meet with select program faculty, secretaries, lab techs, etc.
- Meet with Department secretary to sign travel paperwork that has been prepared in advance.
- SUNY reviewer brings acceptable identification for I-9 form and meets with HR to complete Extra Service paperwork (see above).
- Tour department/programs and facilities.
- Attend two classes for student interviews (faculty may leave). Suggestion: select an introductory level and an advanced level.
- Provide written papers or special projects done by students from different class levels.
- Exit Meeting – Reviewers, Provost, Vice Provost, School Dean, and Director of Assessment in Provost’s office (usually one hour).

AGENDA CONSIDERATIONS

- Provide them with at least one contact’s phone number.
- Schedule 10-minute breaks between each meeting. Include time for them to discuss the review and begin writing.
- Meal planning. For restrictions, see *Expenses for Hosting*.

Four to Six Weeks Before Reviewers Arrive

- Send the following information to the reviewers:
 - Agenda.
 - Self-study report.
 - Links to College catalog and Strategic Plan (plus department/program Strategic Plan, if available).

Send one hard copy and email one electronic copy of the self-study with appendices to the Office

- of Accountability and Assessment. Send one hard copy or email one electronic copy of the self-study with appendices to the respective School Dean.
- Send the agenda to the Provost, Vice Provost, School Dean, and Director of Assessment.

Written Report from Reviewers

Reviewers are expected to file a written report with the department/program within 30 days after their visit to the campus. For the specific questions that reviewers are asked to address in their formal report, see *Questions for Self-Study Reviewers/Consultants*.

Expenses for Hosting Self-Study and Accreditation Visits

In order to stay within State spending procedures, please use the following guidelines when hosting self-study and accreditation reviewers:

Meals – How Many Should Attend

- Breakfast – Reviewers plus 1 department/program representative
- Lunch – Reviewers plus 1-2 department/program representatives
- Dinner – Reviewers plus 1-3 department/program representatives

Payment/Reimbursement for Meals and Auto Mileage

ON CAMPUS

Call x5972 to borrow an Eagle Connect card which can be used like a credit card to pay for food on campus. Return the card with meal receipts and a list of attendees.

OFF CAMPUS

A College employee will have to initially cover the costs (alcohol and taxes will not be reimbursed). When making a dinner reservation, discuss the College's tax-exempt status. Take with you to the restaurant: (1) a tax-exempt form; and (2) a letter dated 4/3/13 from NYS Department of Taxation and Finance (get from Procurement and Payment Services).

TO REQUEST REIMBURSEMENT

A request for reimbursement to the College employee who pays for the meals should be submitted to the Office of Accountability and Assessment. This request should include:

1. Brief cover memo of justification of reviewer(s) visit and reimbursement.
2. A travel voucher.
3. An original, itemized receipt from the restaurant. Without this, the individual cannot be reimbursed.
4. List of people who attended the meal.
5. Itinerary/agenda of reviewer(s) visit.

If requesting reimbursement for mileage, include:

6. Statement of Automobile Travel form for any mileage incurred while transporting reviewers.
7. Printout of the route that indicates the mileage (Mapquest.com or similar).

Questions about reimbursement: please contact Mark Stacy in Procurement and Payment Services at x5149.

Travel Expenses and \$500 Honorarium to Reviewers

Honorarium for self-study only; does not apply to accreditation. Use a Purchase Requisition and include #1 and #5 from list above. Honorarium MAY NOT be combined with travel expenses (honorarium payment won't be approved until reviewers submit their report). *See PAPERWORK FOR SUNY EMPLOYEES on External Reviewers Required for Self-Study.*

While reviewers are here, have them sign the Purchase Requisition, Standard Voucher, W-9 form, and Statement of Automobile Travel (if they drove).

Frances Dearing, Director of Assessment, will sign the requisition and add the account number for payment. Please send to: Office of Accountability and Assessment, Allen 216 (x5972).

Questions for Self-Study Reviewers/Consultants

The questions listed below should be addressed with the department/program during the external reviewers' campus visit. The department/program may add to this list and present additional questions/concerns to the external reviewers for comment.

The reviewers' findings and opinions with respect to these questions should be incorporated into the external reviewers' final written report. Question 9 should be covered in an individual section of the final report based upon the findings.

1. Please comment specifically on the **currency** of the program's curriculum.
 - Does the curriculum represent contemporary knowledge in the discipline?
 - Are developments in the discipline within the last decade, whether theoretical or methodological, reflected in the curriculum?
 - Are current controversies within the discipline incorporated?
2. Does the curriculum adequately reflect the **breadth** and **depth** of the discipline? If not, what is/are the missing components or gaps in the curriculum?

Does the department's/program's faculty expertise as it currently exists adequately cover the breadth and depth of the curriculum?

What areas of expertise are most in need of strengthening?
3. Is the **level of presentation** (reading materials, approaches to student evaluation) appropriate to the level of courses? Specifically,
 - Are upper-level courses sufficiently advanced to differentiate them from introductory or survey courses?
 - Does the department/program provide appropriate opportunity for hands-on experience (e.g., labs or other activities).
 - Do graduate courses reflect increased sophistication and complexity of material?
 - Are there adequate numbers of "graduate-only" offerings?
 - Do the 400/500-level courses distinguish between undergraduate and graduate expectations?
4. Is the **sequencing** of courses in the major appropriate as a means of fostering mastery of the discipline by students?
5. Is the curriculum **compounded** by too many courses, courses that are rarely taught, or courses that are too narrow and specialized?

Are there opportunities within the curriculum for streamlining the number of courses in the department's/program's inventory?

What is the impact of "service" courses for other majors on this department's/program's total effort?

6. In your judgment, how well does the curriculum for this major **integrate with The College at Brockport's General Education program**? Please be specific in identifying points of contact between General Education and this major that seem to be mutually reinforcing.

If stronger linkages need to be developed between the goals of General Education and this major, what aspects of the curriculum would you suggest need to be changed to improve integration of General Education and this major? Included in this should be an evaluation of the progression of skill-building in writing, critical thinking, and where appropriate, mathematics and public speaking from General Education through the major courses.

7. Please comment in detail on the qualifications of any **full-time and adjunct (associate) faculty** utilized by this program. Specifically,
- Are educational qualifications of associate faculty sufficient and appropriate?
 - Are associate faculty teaching too much of the curriculum?
 - Are associate faculty used appropriately in terms of course assignments?
 - Are associate faculty adequately included and integrated into the academic life of the department/program?
 - Are associate faculty adequately monitored, supervised, trained, and evaluated?
8. Please comment on the organization and delivery of academic advisement services by this department/program. Specifically,
- Are students receiving the quantity and quality of academic advising that they require?
 - What improvements in the department's/program's delivery of academic advisement would you recommend?
9. **NOTE: This question must be answered in a specific, separate section of the external reviewers' reports.**

Please comment on the plans, procedures, and accomplishments to date in relation to the **assessment** of this department's/program's specific student learning outcomes. Specifically,

- Are the department's/program's established student learning outcomes relevant and sufficient for this discipline?
- Are the criteria and measures (methods, instruments) that the department/program uses to assess student learning outcomes rigorous, reliable, valid, and informative?
- Does the department/program employ both direct assessments (not course grades) and indirect measures (student satisfaction)?
- Has the department/program been sufficiently productive in terms of pursuing meaningful assessment of student learning outcomes?
- What evidence do you find of **specific incidences** in which this department/program has made use of assessment data in improving their programs?
- What would you recommend as the major ways to improve assessment in this department/program?

Agenda Examples from Previous Site Visits

Modern Languages and Cultures
Anthropology