

**New York State Education Department
Office of College and University Evaluation
Information for Site Visit Teams**

Background

The Office of College and University Evaluation (OCUE) is responsible for reviewing degree granting institutions that voluntarily designates the New York State Board of Regents and the Commissioner of Education as their nationally recognized accrediting agency for establishing eligibility under Title IV of the Higher Education Act of 1965, as amended. Institutions receiving such designation must meet the quality standards for institutional accreditation in Commissioner's Regulations and Rules of the Board of Regents. Prior of institutional self-study and peer review to evaluation adherence to these standards, the peer review process includes a site visit to the institutions.

Charge to the Site Visit Team

The site visit process provides an opportunity for direct, firsthand evaluation of the institution's compliance with accreditation standards through activities such as interviews with faculty, students, and administrative officials; examination of records; and written policies and an assessment of facilities and equipment, as appropriate. As a member of the site visit team, it is your responsibility to carefully examine all materials sent to you prior to the visit and those provided on site; to conduct on-site interviews; and to prepare written findings and recommendations that will contribute to the preparation of a draft compliance review report. You may also be asked to comment on the institution's response to the report. It is critical that the findings and recommendations of the site visit team remain confidential within the context of the review and that all materials are handled in a confidential manner.

The Site Visit

The site visit will focus on the areas pertaining to institutional accreditation in Regents Rules: institutional mission, student achievement, resources, faculty, curriculum, admissions, administration, academic support services, advertising, student complaints, teach out agreements and Title IV program responsibilities. Typically site visits last for two days and include interviews with faculty, administrators, and students; classroom visits; a review of syllabi and student work; a review of faculty and student records; a review of information of student achievement, a review of written policies; an assessment of physical facilities and equipment; and, if appropriate, visits to off-campus locations. A sample of a typical schedule is enclosed. While team members will conduct aspects of the reviews independently, the schedule includes times for the team to convene for review and to discuss the progress of the visit.

An OCUE staff person will coordinate the review process, providing the site visit team with a schedule and needed materials. A chair will be appointed to lead the on-

site review and to coordinate preparation of the draft compliance review report. Within one week of the site visit, each team member will send the completed Site Visit Evaluation Form to the team chair for preparation of the report. The chair will share a copy of the preliminary report with team members before submitting it to OCUE. Detailed questions and topics on which to focus the site visit and report can be found in the attached Site Visit Evaluation Form.

The Site Visit Report

Following the visit, team members will be responsible for contributing to the draft compliance review report summarizing the findings of the visit, including comments on strengths and weaknesses of the institution and recommendations for improvement. This report is a critical piece in determining what action will be taken regarding the program or institution. Therefore, the report must be precise and impartial, noting any deficiencies, as well as strengths, supported by specific examples. Recommendations for change should be made in order to provide the institution with direction for improvement. The draft report will address the topics that were the focus of the review (resources, faculty, curriculum, admissions, administration, and academic support services, student achievement, institutional mission, etc.). In addition, it will include sections for general comments and recommendations, if they are not included within each topic section. Detailed questions and information to guide the site visit and development of the report can be found in the attached Site Visit Evaluation Form.

The draft compliance review report should be completed within one week of the visit and mailed to the OCUE staff person coordinating the visit at the following address:

New York State Education Department
Office of College and University Evaluation
5N Mezzanine, Education Building
89 Washington Avenue
Albany, NY 12234

OCUE staff will forward the draft report to the institution for clarification or factual correction and for response to findings and recommendations. Based on the institution's response, the site visit team may be contacted by OCUE staff for further comment. There should be no communication directly between the team and the institution concerning the contents of the report or the results of the site visit. Once the final report is sent to the institution, the responsibilities of the site visit team members have ended.

Administrative Details

Members of the site visit team will receive an honorarium for their participation. Travel and lodging expenses will be reimbursed at State rates. Details of these amounts and appropriate paper work will be provided when final arrangements for the visit are made.

03/07/2000

Team Members Assignment Areas

Area	Joseph-Silverstein (Administration)	Lilien (Accounting)	McFadden (Library)	Silverman (Assessment)	Smith (Support Services)	Czapary (Records)	Kane	VanArnam (SUNY Sys Adm)
Institutional Mission	X	X	X	X	X	X	X	
Assessment of Outcomes				X				
Resources (Facilities/Equipment)	X	X	X		X			
Library			X					
Faculty: Competence and Credentials	X	X						
Faculty: Adequacy to Support Program and Services	X	X						
Faculty: Evaluation, Professional, Development, Professional Involvement	X	X	X					
Curriculum: College Level and Integrity of Credit	X	X	X	X				
Curriculum: Institutional Goals, Curricula and Courses	X	X		X				
Curriculum: Length to Completion and Credit Content		X		X		X		
Admissions				X	X	X		
Support Services	X				X		X	
Administration: Responsibility								
• Structure	X				X			
• Statement of Course Policies	X	X						
• Provision of Advice	X				X			
• Maintenance of Student Records						X		
Administration: Published Policies	X				X		X	
Administration: Student Complaints					X		X	
Administration: Consumer Information in Catalogs				X		X		

State University of New York
College at Old Westbury
Site Visit Team
March 27-28, 2003

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Steps for Graduate Program Approval
(Figure A)

Master's Degree	Master's Degree with Master Plan Amendment*	Doctoral Degree (always with Master Plan Amend.)*
Letter of Intent	Letter of Intent	Letter of Intent
SUNY Central response to Letter of Intent	SUNY Central response to Letter of Intent	SUNY Central response to Letter of Intent
Preparation for external review: selection of reviewers by campus and SUNY Central	Preparation for external review: selection of reviewers by campus and SUNY Central	Preparation for external review: selection of reviewers by campus, SUNY Central <i>and</i> SED
Submission to SUNY Central of full program proposal (including external review, campus response)	Submission to SUNY Central of full program proposal (including external review, campus response)	Submission to SUNY Central of full program proposal (including external review, campus response)
Review at SUNY Central	Review at SUNY Central	Review at SUNY Central
Upon approval by SUNY Central, full program proposal is forwarded to SED for registration	Preparation by SUNY Central and campus of Board of Trustees' resolution to amend the University's Master Plan	Preparation by SUNY Central and campus of Board of Trustees' resolution to amend the University's Master Plan
SED reviews and registers program; SUNY Central and campus receive notification of registration	Upon approval by Trustees of Master Plan amendment, full program proposal goes to SED for review and eventual presentation to the Board of Regents.	Upon approval by Trustees of Master Plan amendment, full program proposal goes to SED (<i>Doctoral Evaluation Project and State-wide Planning Office</i>) for further review. If approved, program is proposed as a Regents' agenda item.
	Upon approval by Regents of Master Plan amendment, it is sent to Division of the Budget for fiscal review.	Upon approval by Regents of Master Plan amendment, it is sent to Division of the Budget for fiscal review.
	Governor notifies SED and SUNY Central of approval of the program	Governor notifies SED and SUNY Central of approval of the program
	SED registers the program	SED registers the program

*Required for master's programs which are either the first use of a degree or general HEGIS category on a campus; also for certain licensure-bearing programs; required for *all* programs leading to the doctoral degree.