



REDEEMING TIME: A Framework For The Future

**First Draft of
STRATEGIC PLAN,
2015-2020**

NYACK COLLEGE

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PART ONE

Context

By the time students now entering college are midway through their careers, three-quarters of the world's people will live in mega-cities with populations of more than 20 million. Institutions that welcome diverse cultures and speak multiple languages will become dominant. Cooperation across every human boundary will be imperative. We will live, or we will die, in communities of intimate difference.

Explosive growth of charismatic Christianity, especially in the Global South (Africa, China, India, Latin and South America), is already the world's largest religious movement. It values religious experience over religious dogma, the equality of women, and the urgency of engaging human suffering with a prophetic call to justice while diminishing the sway of Western Christianity. And it is immigrating to New York City.

Manhattan is the center of the world's economy (Wall Street), host to the world's governments (United Nations), teaming with creative energy from Harlem to Broadway, reporting on world events through the *Wall Street Journal*, *New York Times*, and networks now including Al Jazeera. In 1997, after a century in a nearby town from which it drew its name, Nyack came home to Manhattan, replanting itself in the global future.

With its faculty and staff already 50% women and minorities, its student body representing 60 nations and scores of faith traditions – Nyack is uniquely positioned to equip global leaders. It lives in the shadow of Ground Zero, a stone's throw from Wall Street, within sight of Ellis Island. When students come to Nyack's Manhattan campus, they come through the power and the brokenness.

This is where Nyack College will soon become Nyack University. This is where it demonstrates the power of love in action, and where it leads from the global future's American home: New York City.

Vision

Nyack University will be an uncommonly diverse community rooted in the love of God and of our neighbors. Some community members will be American-born. But immigrants, the children of immigrants, “adult” and “non-traditional students” will constitute the majority of new members in our community.

In this community, all will be learners – faculty, staff, students, and friends. All who join the community will be teachers. Learning in this University will be a whole-life experience blending the rich inherited traditions with the urgent need for action in a world crying to be healed.

We will reject the safety of isolation to embrace the City that is our home. Our testimony to the Gospel will be most evident in our rigorous commitment to love our neighbors, not to judge them; to serve, not to oppose.

The University will equip leaders for every human enterprise, enabling us to bring hope to the hopeless, demonstrate purpose to the purposeless, and give voice to those silenced by oppression.

Ours will be a community that invites partnerships with institutions whose missions align with our own. We will be unashamed of our vigorous search to instill love in our relationships and learning, our research and service, our partnerships and our graduates.

We will strive to understand the world in all its richness, revealed through science and the Scriptures, so we may better love the world as God has taught us to love.

Mission

Nyack is a global community within a global setting, New York City, a community of great diversity that finds its cohesion in its transforming purpose and restorative love. Its consuming passion will be the mission dei, God’s mission to heal the world.

Nyack creates, teaches, and models love that changes us. It draws knowledge from sources as diverse as modern science and ancient Scripture, develops transforming intellectual models which bring together truth and love, and promotes social models that give evidence to the power of justice and hope in economic and political systems.

Nyack equips its graduates with knowledge based in experience as well as intellect, enabling them to work and communicate respectfully with people of many races and religions. The spirituality of this community is marked by its embrace of whole persons, (body and soul), all created imago dei [“imaging God]. It welcomes the suffering, knowing that to suffer is to be human. It affirms the rightness of justice and the need for mercy.

Nyack University will be a community that knows learning has no beginning, no end, and no geographic boundaries. This community will be filled by those committed to learn so long as they live. The Nyack community will welcome partnerships that broaden our learning, from daycare centers to hospices, from the markets of Wall Street to the market in Lusaka, from artistic performances to science labs, knowing that partnerships inspire deeper learning and greater global leadership.

Values

Nyack College exhibits, and Nyack University will embody, a set of historically ingrained values that give testimony to our character including Love, Truth, Humility, Faith and Community.

Love.

Love is a gift, given by the Giver who is Love. Love is an action, shown when care for the neighbor exceeds concern for self. It calls us to serve with gratitude and to lead with courage, no matter the cost. It weaves unity out of the many strands of diversity.

Truth.

Truth speaks to us of what matters, what gives value to our days and purpose to our lives. Nyack is a community of seekers, motivated by love to find that truth which can make us free to serve in science and art, business and technology, government and healthcare, charity and education.

Humility.

We begin by acknowledging that we do not know: therefore we must learn. We learn by listening, including hearing ideas we do not hold. We learn by asking what others need, and how we might bring them joy or comfort. We learn through exhausting work, by the struggle to do and be better.

Faith.

Our lives are not our own, nor are they given for ourselves only. Nyack is a community that hears God's call to walk the Way, know the Truth and fulfill the Life embodied in Christ Jesus. We will be open and willing, ready to follow wherever service calls, as an institution and as individuals, joyful servants of the Servant who has called and fed us.

Community.

Nyack is modeled on a community of committed individuals and institutions, a community recognized not for its sameness but for its diversity. What motivates this community is a broken world in need of healing. What binds this community is love.

Strategic Objectives

- Objective 1: *Enhancing and Affirming Academic Quality*
- Objective 2: *Expanding the Commitment to Learning and Teaching in a Global Context*
- Objective 3: *Fostering Experiential Learning to Model Community Development*
- Objective 4: *Integrating Faith, Learning and Personal Transformation*
- Objective 5: *Providing Educational Access to a Diverse Population of Students*

Institution-Wide Objectives

OBJECTIVE 1: *Enhancing and Affirming Academic Quality*

1. Developing opportunities to foster scholarship and research, especially joint faculty-student projects;
2. Fostering the adoption of new pedagogies and technologies to improve teaching and learning;
3. Continuing to assess, develop and strengthen programs that fulfill the mission of the College by building on strong undergraduate and graduate programs already in place.

OBJECTIVE 2: *Expanding the Commitment to Teaching and Learning in a Global Context*

1. Expanding programs that foster an understanding of peoples and cultures throughout the planet and that open up avenues for students to serve;
2. Creating a climate on campus where the voices of many peoples and cultures are respected and viewed as an integral part of the teaching and learning environment;
3. Establishing global partnerships with institutions that share Nyack's vision and affirm Nyack's mission.

OBJECTIVE 3: *Fostering Experiential Learning to Promote Community Development*

1. Engaging community organizations so that all students are able to serve, preferably with an organization related to their field of study.
2. Establishing field work as a central component of every professional program;
3. Creating internship opportunities for all students in majors not requiring fieldwork.

OBJECTIVE 4: *Integrating Christian Faith, Learning and Personal Transformation*

1. Ensuring that all courses explore the integration of faith, values and learning as pertains to the particular subject, and all graduate programs provide a course specifically in ethics for their particular profession;
2. Developing the essential character dispositions unique to each one's profession;
3. Providing a variety of spiritual formation experiences so that students learn both about themselves and about others, and see each within the broader context of God's redemptive plan for all.

OBJECTIVE 5: *Providing Educational Access to a Diverse Population of Students*

1. Enrolling students who embody Nyack's values and ethos including those with academic and financial challenges who are too often underserved;
2. Establishing tuition rates and scholarships that create access to an affordable private education;
3. Developing a business model that provides quality facilities without requiring dramatic tuition increases.

Institution-Wide SWOT Analysis

Strengths

1. Diversity: Nyack's diversity allows it to embrace new ideas, adjust to rapid changes and speak to a very broad constituency.
2. Mission and vision: Nyack is crafting a mission and vision to reach the world of the 21st century.
3. Commitment of faculty and staff: Sacrifice, dedication and hard work are the hallmarks of personnel at the College.
4. Location: Nyack is in the heart of the world's premier metropolis.
5. Assets (real estate): Nyack's property, in the wealthy northern suburbs of New York City, and in Battery Park in lower Manhattan, provide the College with an incredible endowment.
6. Favor with community: Nyack is fully a part of the Rockland County community and well respected by civic, religious and government leaders.
7. A pioneering, entrepreneurial, missionary, immigrant spirit: In the spirit of its founder, Nyack continues to cherish the spirit that built the College and the nation.
8. Specialized accreditation: Nyack has achieved favor with its peers in the academic community and is respected for the rigor of its education.
9. Spiritual climate: Nyack joyfully embraces the life of the spirit that is found in walking with Jesus Christ.

Weaknesses

1. Financial: Nyack's business model, which keeps tuition rates low in order to serve the underserved, means that finances are always an issue.
2. Limited infrastructure: The College's administration is spread very thinly and many departments are understaffed.
3. Communication/marketing/fundraising: These areas are especially understaffed and hence Nyack has never been able to fully communicate its strengths.
4. Facilities: Nyack's buildings on the residential campus in Nyack are old and new facilities are desperately needed.
5. Tuition dependent: The College relies for most of its income on student revenues, be it tuition, room and board, or fees.
6. Low income of students: Since many of Nyack's students live at the poverty line, its retention and graduation rates are lower than that of private Christian colleges.
7. Campus community engagement: Low salaries mean that most faculty and staff must live some distance from the campuses and hence community engagement by faculty and staff is low.

Opportunities

1. Battery Park Campus: With a new world-class facility at the lower end of Manhattan, the College has incredible opportunities for growth and expansion of its mission.

2. Graduate programs: Increasingly the metropolitan region is looking for advanced degrees and Nyack is poised to offer a number of high-demand graduate programs.
3. Professional programs: Nyack also offers a number of professional programs in great demand.
4. Online programs: The College has the potential to reach a very large and new market by introducing online graduate and professional programs.
5. Internships: Its location in New York City means that it is able to deliver quality internships to all of its students who desire such.
6. Global service learning: The College's connection to a host of overseas organizations means that it is possible to provide a wide range of study-abroad trips for its students.

Threats

1. Governmental regulations: Compliance with governmental regulations is increasingly burdensome and over-stretches already understaffed offices.
2. Changes in accreditation: The movement toward greater prescription with accreditation agency standards means that the College will need to devote greater resources to compliance.
3. C&MA financial support: The parent denomination is unable to continue its current level of financial support.
4. Economy: Economic downturns have severe effects on the population that Nyack serves and thus have impacts on enrollment.
5. Student demographics: Distrust of religious organizations among the millennial generation may have a negative impact on enrollment at the residential campus.
6. Succession planning: There are no plans for succession of top leadership.
7. NYS Dept. of Education: NYSED regulations make it difficult for the College to embrace new curricular trends.
8. Aging faculty: With the average age of faculty now in the early 60's, the College will need to do much more to attract highly-qualified younger faculty.
9. Over reach of vision: There is a strong tendency to attempt to do many things beyond the scope of the institution's mission.
10. Tribalism: Factionalism between campuses, between undergraduate and seminary programs and between ethnic and religious groups at the College dilutes the potential for a strong campus community.

PART TWO: ACADEMIC UNIT PLANS

Alliance Theological Seminary

Alliance Theological Seminary

Objective 1: Enhancing and Affirming Academic Quality

Assessment data (needs analysis or external requirements)	Outcomes (add as needed)	Person(s) accountable	Year initiated and completed
<p>Bi-weekly/weekly Bible luncheon on RC was quite successful: --No external requirement necessary</p> <p>Need to identify contextualized ways in which PR, MC, and RC can increase collaboration between faculty and students in various disciplines</p>	<p>By 2015 ATS will initiate those activities that foster/share scholarship, research between faculty and students</p> <p>By 2017, ATS will increase collaboration between faculty and key students in various disciplines on all campuses</p>	<p>Chris Dost and Diverse Bible Faculty</p> <p>Faculty and Deans/Directors of all campuses</p>	<p>2014/2015</p> <p>2017/</p>
<p>1. Identify what kinds of IT support is necessary for effective delivery and learning to take place</p> <p>2. Identify what faculty support is needed for creating a quality learning experience</p> <p>3. Identify TA training for strategic faculty support</p> <p>Needs assessment: --Faculty on all campuses continue to have difficulty complying with expectations for using the e360 LMS. Some may be overwhelmed by this transition to technology. --Jason Lee has the credentials and skill to support faculty in this area.</p>	<p>By Aug. 2015 ATS will begin strategic faculty/adjunct online faculty training in new pedagogies and technologies to improve teaching, learning, and ministry effectiveness</p>	<p>Dean's Office Chris Dost Julianne Cox (online consultation with Lisa Steiner, Director of Online Education) Jason Lee (ATS RC graduate)</p> <p>LeeAnn Strecker and Julianne Cox have begun providing faculty with easy Carnegie Unit templates that auto calculate, easy PDP templates, and master check list for submission of PDPs, syllabi, CVs, course evaluations, etc. in an all-inclusive package that supports busy schedules</p>	<p>2015/</p>

<p>He will need to make an overall assessment and prioritize.</p>			
<p>1. ATS must prioritize the hiring of a theologian, preferably with missiological experience/training (Part of the DNA of ATS and the M.Div./ M.P.S. APR recommendation 2012-1014)</p> <p>2. Provost Mandate: Fully online M.Div. by Fall 2016</p> <p>Needs Assessment:</p> <p>1. According to the “Report of a Focused Evaluation Extension Site Visit to ATS,” April 13-14, by TATS the following recommendations require caution as we go forward:</p> <p>a. Must confirm by 10/1/2015 that the MC has the resources to offer the complete M.Div., M.P.S., and M.A. Bib. Lit.</p> <p>b. Must report by 10/1/2015 on all faculty credentials (including adjuncts) for those teaching at the extension site</p> <p>Implications: TATS will be looking hard at the M.Div. request for delivery online</p> <p>2. Need to equip one classroom with technology that supports synchronous student-faculty exchange</p> <p>3. Before we assign key course builds we need to make sure that all faculty have their courses fully populated this fall with (1) syllabi, (2) weekly lessons, (3) basic materials, (4) outline of readings and assignments, (5) appropriate</p>	<p>Beginning Aug. 2015 ATS will focus attention on developing, revising/ strengthening programs that fulfill the mission of the Seminary, including the placement of the M.Div. fully online</p> <p>Aug. 27 and 28, 2015 ATS Faculty Retreat Workshops: Focus will be on faculty training and assistance with populating the Fall schedule with their courses on e360. This is our first step toward offering the M.Div. online.</p>	<p>Ron Walborn/Dean’s Office Julianne Cox Chris Dost Lisa Steiner (collaborative) All ATS faculty TA’s to be trained in IT issues Jason Lee</p>	<p>2015/</p>

drop boxes and gradebook set up.			
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Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Assessment data (needs analysis or external requirements)	Outcomes	Person(s) accountable	Year initiated and completed
<p>Identify groups partnering groups</p> <p>Assessment need: To identify partnering groups in Puerto Rico</p>	<p>By 2017 ATS will continue to expand programs to foster an understanding of peoples and cultures globally and open up avenues for students to learn, serve, and minister on all campuses.</p> <p>Current activities that meet this objective:</p> <p>Bryan Widbin (Israel trips have fostered international and interpersonal relationships in the Mid-East)</p> <p>Luis Carlo (Periodic overseas trips)</p> <p>Staley John, Director of M.A. Intercultural Studies (develop partnerships for evangelistic outreach)</p> <p>Barbara Austin-Lucas partnered with Spellman College in Atlanta for the Martin Luther King course</p> <p>Martin Sanders (mentoring 20 students in a Personal Development Contract that produces a model to use that fully embraces internships)</p>	<p>Dean's Office</p> <p>Faculty leading off-site learning experiences</p>	2016/
Need Assessment:	By 2016 ATS will	All Faculty	2016/

<p>ATS MC has continued to request a community room that will allow community development and a safe place for graduate exchange of ideas among diverse groups</p> <p>Much has already been done in this area as noted by faculty's contextualized curricula design</p>	<p>intentionally create a climate on campus where diverse voices (people/culture) are respected and viewed as an integral part of the teaching and ministry of the Gospel of Jesus Christ.</p>	<p>Nyack Administration (including CFO)</p> <p>Student representatives?</p>	
	<p>By 2018 ATS will begin to explore and establish global partnerships with institutions that share ATS' vision and affirm ATS/ mission</p>	<p>Ron Walborn/Dean's Offices on all campuses</p>	<p>2018/</p>

Objective 3: Fostering Experiential Learning to Promote Community Development

Assessment data (needs analysis or external requirements)	Outcomes (add as needed)	Person(s) accountable	Year initiated and completed
<p>Needs Assessment</p> <p>1. To explore the role of in-context experiences while attaining a degree</p> <p>2. To bring Field Ed and placement more closely together</p>	<p>By Fall 2017 ATS will identify and engage a core group of churches and ministries where students are able to intern, preferably with a ministry related to their specific calling and field of study (so as to develop in-context experiences related to their specific calling and field of study—with a view to placement)</p>	<p>Ronald Walborn/Dean's Offices on all campuses</p> <p>Field Education Offices on all campuses</p> <p>SF faculty</p>	<p>2017/</p>
<p>Need to brainstorm ideas</p>	<p>By 2017, est. field education as a central component of every ministerial degree program</p>	<p>Dean's office and Julianne Cox in conjunction with faculty of all campuses</p>	<p>2017/</p>
<p>Need to brainstorm</p>	<p>By 2019, create educational track internship opportunities for all students in academic degree programs not requiring field education</p>	<p>Dean's office and Julianne Cox in conjunction with faculty of all campuses</p>	<p>2019/</p>

Objective 4: Integrating Christian Faith, Learning and Personal Transformation

Assessment data (needs analysis or external requirements)	Outcomes (add as needed)	Person(s) accountable	Year initiated and completed
<p>Needs Assessment</p> <p>1. What do we mean by integration, and how best are we to accomplish integration in traditional and online programs?</p> <p>2. To what extent is our faculty equipped to do cross-discipline collaborative teaching? Part of the DNA of ATS</p> <p>3. What do we need to accomplish this objective?</p>	<p>By 2019 ATS will ensure that all courses explore the integration of theology, social sciences and pertinent disciplines needed for effective ministry</p>	<p>Ronald Walborn/ Dean's Offices on all campuses</p> <p>Julianne Cox</p> <p>Program Directors</p> <p>Faculty</p>	2019/
<p>Needs Assessment:</p> <p>Identify and partner with key church leaders in the area to discuss what characteristics and spiritual dispositions are essential for their ministries</p>	<p>By 2017, ATS will continue to create opportunities for developing the essential character and spiritual dispositions necessary for ministry</p> <p>Plagiarism continues to be an ethical dilemma that requires intentional instruction and discipline</p>	<p>Faculty of all campuses</p> <p>Dean's Office</p>	2017/
<p>1. Select ministry weekends</p> <p>2. Varied chapel experiences</p> <p>3. IC retreat</p>	<p>By 2017, ATS will provide a variety of SF experiences (including in-context) so that students learn both about themselves and others, and see each within the broader context of God's redemptive plan</p> <p>ATS currently provides:</p> <ol style="list-style-type: none"> 1. Select ministry weekends 2. Varied chapel experiences 3. Intercultural retreat 4. D. Min. cohort retreat in August 5. Online M.Div. cohort orientation in August 2016/17 (If approved) 	<p>Dean's Office</p> <p>Faculty responsible for their areas of discipline</p>	2017/

Objective 5: Providing Educational Access to a Diverse Population of Students

Assessment data (needs analysis or external)	Outcomes (add as needed)	Person(s) accountable	Year initiated and
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requirements)			completed
	By 2018 enroll students who embody ATS' values and ethos including those with academic and financial challenges who are too often underserved	Faculty representation on Admission Committee Admission's Office	2018/
	By 2018 establish tuition rates and scholarships that create access to an affordable private education	Financial Services	2018/
	By 2019 develop a business model that provides quality facilities without requiring dramatic tuition increase	Nyack Business CFO Dean's Office	2019/

College of Graduate and Professional Studies

Alliance Graduate School of Counseling

Objective 1: Enhancing and Affirming Academic Quality

Action: Fostering the adoption of new pedagogies and technologies in the classroom to improve teaching and learning.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated.
Nyack College Faculty Development Office	AGSC faculty will attend the 2015-2016 Nyack College Faculty Development workshops focusing on teaching techniques to improve teaching skills and facilitate students' acquisition of knowledge and skills.	Dean Len Kaegler	Fall 2015 and Spring 2016

Action: Continuing to assess, develop and strengthen programs that fulfill the mission of the College by building on strong undergraduate and graduate programs already in place.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated
Nyack College Provost Office	AGSC will commence the development of an online MA in Mental Health Counseling, seeking approval from New York State during the Spring 2015 semester.	Dr. Lisa Steiner	Spring 2015

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context.

Action: Implementing academic programs that foster an understanding of cultures throughout the planet – their challenges and opportunities- and that open up avenues for students to serve globally after graduation.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated
2016 CACREP standard 2a. Students will acquire knowledge of “Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.”	AGSC will continue developing opportunities for students to acquire international multicultural knowledge and skills by participating in trips to various countries under the supervision of AGSC faculty.	For 2015-2016 Dr. Elaine Eng <i>Greece</i> Dr. Antoinette Gines-Rivera <i>Honduras</i>	Fall 2011- Spring 2012

School of Education

Objective 1: Enhancing and Affirming Academic Quality

Action: Continuing to assess, develop and strengthen programs that fulfill the mission of the College by building on strong undergraduate and graduate programs already in place.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Mid-Cycle SPA Reports	SOE will submit mid-cycle Specialized Professional Agency * Reports by 9/16/2015. <ul style="list-style-type: none"> • Association of Childhood Ed International • Council for Exceptional Children • National Assn. for Education of Young Children • National Council for Social Studies • National Council for Teachers of English • National Council of Teachers of Math • Teachers of English to Speakers of Other Languages 	Kristen Luba, JoAnn Looney with assistance of designated chair persons.	9/2015 / same
Mid-Cycle SPA Reports/Rejoinders	SOE will submit responses (rejoinders) if required.	Kristen Luba, JoAnn Looney, designated chair persons	TBA / 15-16
MSE Expansion to All On-Line Platform for existing programs	By Spring 2017, the MS Childhood Ed/Spec Programs will be fully on-line.	JoAnn Looney Chris Buel	15-16
CAEP Self-Study / Selected Improvement Plan	By Fall 2017, submit CAEP Self-Study	Kristen Luba, JoAnn Looney, representative faculty	2015 – Fall 2017
CAEP On Site Visit (preparation ongoing)	The SOE will engage in preparatory tasks supporting the 2018 on site CAEP Visit	Kristen Luba, JoAnn Looney	2015- Fall 2018

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context.

Action: Implementing academic programs that foster an understanding of cultures throughout the planet – their challenges and opportunities – and that open up avenues for students to serve globally after graduation.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Course Development	By Spring 2016, The SOE will develop an elective entitled “Globalization and Educational Change”.	Amy Nehlsen, JoAnn Looney	Spring 2016

Course Development	By Winterim 2016, the SOE will participate in the GLS / Philippines (Course EDU 377).	Marie White	Winterim 2016
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Objective 3: Fostering Experiential Learning to Teach Community Development

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
	N/A		

Objective 4: Integrating Faith, Learning and Personal Transformation

Action: Maintain a strong and vibrant commitment to developing character disposition essential to individuals who will serve others after graduation.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Assessment of Dispositions Review	The SOE with a clinical partner (Nyack School District) will collaboratively review and revise our current Assessment of Dispositions System as required by CAEP.	Kristen Luba, JoAnn Looney	Summer, 2015

Objective 5: Providing Education Access to a Diverse Population of Students

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
	N/A		

School Of Nursing

Objective 1: Enhancing and Affirming Academic Quality

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
<ol style="list-style-type: none"> 1. NYSED NCLEX-RN reports 2. Mountain Measurement data to understand Nyack Students' academic performance 3. Kaplan Diagnostic and Predictor exam data 	Achieve and maintain NCLEX-RN first time passing rate of 80% or above	Dean/SON faculty NCLEX-RN Instructor	Ongoing Curriculum modified from 2015 for Class of 2017 Reevaluate the outcome in 2017
<ol style="list-style-type: none"> 1. Nyack College admission retention reports 2. Employer satisfaction Survey 3. Graduate satisfaction survey 4. Course Evaluation Survey 5. Tutoring/ SIM Lab Survey 	Increase retention to 60% of the admitted class Admission criteria review TEAS exam in the freshmen/ transfer year to evaluate science aptitude/ability Foster an academic environment that facilitate success in the program 80% of the employers will report satisfaction with our graduates 85% of the graduates will be licensed and employed within 6 months	SON Faculty/Science Faculty	Develop criteria for science course achievement Evaluate outcome in 2018
<ol style="list-style-type: none"> 1. Alumni Satisfaction Survey 	10% of the graduating cohort will pursue graduate education in Nursing within 2 years of their graduation	Faculty/Student support	Ongoing

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Student reports/Faculty student engagements GSL trips Local community engagement	75% of our students will engage in service/participation in the context of a global community before graduation Offer at least one opportunity per year for international engagement/GSL	SON faculty	Ongoing from 2011
Student-faculty presentation/publication	1-2 examples of student faculty joint projects will be documented	SON faculty	December 2014

Objective 3: Fostering Experiential Learning to Promote Community Development

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Self-reports /Facility reports	Maintain connection with global communities in USA (e.g. migrant workers in NYC)	SON faculty	Opportunities for Volunteering initiated in Back stretch community from 2014
Clinical logs/reflection papers Organized trip reports Christian School	Increase local involvement/ engagement to 3 community projects per year	SON Faculty	Walter Hoving home ongoing connection from 2015 Pediatric Clinical
Summer/Winter project reports	Students will engage in self- initiated community projects	Student/Faculty	Ongoing
Inter Professional Education (IPE) logs	Once a semester (twice a year) SON and Social work will collaborate joint sessions to provide strong community engagement Expand joint ventures with intercultural studies.	SON faculty/ Social Work faculty (Drs. Carol Awasu & Inseon Hwang)	Will initiate in Fall 2015

Objective 4: Integrating Christian Faith, Learning and Personal Transformation

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Spiritual transformation assessment tools Character disposition inventories Clinical reflection papers	Develop/identify/utilize tools to evaluate personal transformation during Nyack years	SON faculty	Will Initiate Spring 2016
NUR 301 papers, Debates	90 percent of the students will express that their relationship with Lord Jesus Christ has significantly improved during Nyack years. 90 percent of the graduating class can articulate Christian philosophy of nursing, caring, Christian health care ethics in an above average manner		

School Of Social Work

Objective 1: Enhancing and Affirming Academic Quality

Action: Developing opportunities to foster scholarship and research, especially joint faculty-student projects;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Implicit Curriculum Assessment	By September 2015, Implement a bi-monthly social work faculty seminar	Kwi Yun	2015-16
Implicit Curriculum Assessment	By April 2017, Establish annual Social Work Symposium (or conference).	Mayra Humphreys	2015-18
Implicit Curriculum Assessment Self-Efficacy Scale	2-5 students participate in research mentored or initiated by faculty members in SWK 428/528 and present papers at the Social Work Symposium by April 2017.	Mayra Humphreys	2015-17
Implicit Curriculum Assessment Self-Efficacy Scale	More than 30% of students participate in faculty-student joint research and present papers in SWK 699 or at the Social Work Symposium.	Mayra Humphreys	2015-18
Field Instructor Evaluation Self-Efficacy Scale Implicit Curriculum Assessment	Implement specific practice models in selected field placements through which faculty and students participate in practice and research.	DeVonne Allen Kwi Yun	2015-2020

Action: Fostering the adoption of new pedagogies and technologies in the classroom to improve teaching and learning;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Implicit Curriculum Assessment	Implement at least 3 hybrid BSW/Foundation classes.	Mayra Humphreys Kwi Yun	2015-2017
Implicit Curriculum Assessment	Implement MSW on-line program.	Mayra Humphreys	2016-2019
Implicit Curriculum Assessment Self-Efficacy Scale	Incorporate TBL components in SWK 246.	James Long Brian Roland	2015-2016

Action: Continuing to develop programs that fulfill the mission of the College by building on strong undergraduate and graduate programs already in place.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Self-Efficacy Scale Field Instructor Evaluation	Refine the assessment tools by developing measurements, especially on the 11 th competency (Compassion and Servant Leadership.)	Kwi Yun Brian Roland	2015-2017

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Action: Expanding programs that foster an understanding of peoples and cultures throughout the planet and that open up avenues for students to serve;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Self-Efficacy Scale	Reinforce global issues in the curriculum, especially in HBSE (SWK 314/514 and SWK 354/554), Social Justice (SWK 534), and Social Policy (SWK 555).	Kwi Yun, DeVonne Allen, James Long Mayra Humphreys, Carol Awasu	2015-2017
Implicit Curriculum Assessment Self-Efficacy Scale	Social Work Global Service Learning Trips (SWK 367 and 377) can be used as an alternative to Field Experience (SWK 357).	Kwi Yun, DeVonne Allen	2015-2017
Implicit Curriculum Assessment	Develop International Social Work Concentration.	Kwi Yun Carol Awasu	2015-2018

Action: Creating a climate on campus where the voices of many peoples and cultures are respected and viewed as an integral part of the teaching and learning environment;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Self-Efficacy Scale	Provide opportunities for students to express and share their cultural heritage in one of the social work chapel and the School newsletter.	Percelene MCLain Mayra Humphreys	2015

Action: Establishing global partnerships with institutions that share Nyack’s vision and affirm Nyack’s mission.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Implicit Curriculum Assessment	Strengthen the site in the Philippines by training a local faculty/staff who	Kwi Yun	2015-2016

	can provide supervision for our students.		
Implicit Curriculum Assessment	Establish partnerships with at least one social work organization in Africa, Asia, Europe, and South America.	Kwi Yun Carol Awasu	2016-2020

Objective 3: Develop Partnerships with Community Organizations to Increase Community Participation and Strengthen the Field Program

Action: Develop and enhance partnerships with community organizations

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Implicit Curriculum Assessment	Build Faith-Based Community Collaborative (FBCC) that aims at focusing on the collaboration between School of social work and local communities and faith-based organizations for the mutually beneficial exchange of training, knowledge-building and resource sharing.	Mayra Humphreys	

Action: Strengthening Field Program as signature pedagogy of social work education by promoting, collaborating with, recommending, and distributing information to social work field educators and related organizations

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Implicit Curriculum Assessment Field Instructor Evaluation	Provide a training program to Field Instructors.	DeVonne Allen Nicole Benjamin	2015-2016
Implicit Curriculum Assessment	Develop an assessment tool to evaluate field placements and field instructors.	DeVonne Allen Kwi Yun Brian Roland	2015-2017
Implicit Curriculum Assessment Field Instructor Evaluation Self-Efficacy Scale	Develop at least 3 Field labs that provide ideal practice experience for students in generalist practice, clinical practice, and Macro practice for each campus.	DeVonne Allen Kwi Yun	2016-2020

Objective 4: Integrating Faith, Learning and Personal Transformation

Action: Ensuring that all courses explore the integration of faith, values and learning as pertains to the particular subject, and all graduate programs provide a course specifically in ethics for their particular profession;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Implicit Curriculum Assessment	Develop a sound conceptual foundation on integrating social work practice with the Christian faith.	Kwi Yun	2015-2016

Action: Developing the essential character dispositions unique to each one's profession;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Implicit Curriculum Assessment	Include a Rule of Life in the curriculum.	Kwi Yun	2015-2017
Self-Efficacy Scale Field Instructor Evaluation	Develop a curriculum on Compassion rooted in their personal relationship with Christ and incorporate its component in SWK 101, SWK 246/562, SWK300, and SWK649.	Kwi Yun Carol Awasu James Long	2015-2017
Self Efficacy Scale Implicit Curriculum Assessment	Include an emotionally healthy spirituality component in the curriculum.	Kwi Yun James Long	2015-2017

Action: Providing a variety of spiritual formation experiences so that students learn both about themselves and about others, and see each within the broader context of God's redemptive plan for all.

Assessment data, Needs analysis or External requirements	Objectives	Person(s) accountable	Year initiated/completed
Implicit Curriculum Assessment	Institute a monthly School of Social Work chapel (?) through which social work practitioners, alumni, and students share their experiences and testimonies.	Kwi Yun Percelene McLain	2015-2016
Self-Efficacy Scale Implicit Curriculum Assessment	Increase the percentage of the students who participate in a GSL trip, especially taking SWK 367/SWK 740 or SWK 377 up to 50% of the cohort.	Kwi Yun Carol Awasu	2015-2018

Objective 5: Providing Educational Access to a Diverse Population of Students

Action: Enrolling students who embody Nyack's values and ethos including those with academic and financial challenges who are too often underserved;

Assessment data, Needs	Outcomes	Person(s)	Year initiated/
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analysis or External requirements		accountable	completed
Self-Efficacy Scale Implicit Curriculum Assessment	Increase the percentage of students who have emigrated from underdeveloped regions (esp. Southeast Asia, Africa, and South America) up to 5%.	Kwi Yun Mayra Humphreys	2015-2020

Action: Establishing tuition rates and scholarships that create access to an affordable private education;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Implicit Curriculum Assessment	Establish tuition rates and scholarships for students who have graduated from organizations that serve marginalized populations in partnership with the School of Social Work.	Kwi Yun Mayra Humphreys	2015-2020
Implicit Curriculum Assessment	Establish tuition rates and scholarships for students from underdeveloped regions, such as Southeast Asia, Africa, and South America.	Kwi Yun	2015-2020

College of Arts and Sciences

College of Arts and Sciences

Objective 1: Enhancing and Affirming Academic Quality

Action: Foster faculty and student research

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
A&S Faculty-Student Research Committee to be formed and establish appropriate procedures and assessment evaluations toward increased faculty-student research.	By September 2017, the A&S Faculty Student Research Committee will have established procedures in identifying, partnering, and mentoring both students and faculty for faculty-student research projects.	Larry Poston, Chair of the A&S Faculty Student Scholarship Committee.	2017

Action: Engage in interdisciplinary collaboration

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
A&S Interdisciplinary Research Committee to be formed and establish appropriate procedures and assessment evaluations toward increased interdisciplinary research.	By September 2017, the A&S Interdisciplinary Research Committee will have established procedures in and seek ways to facilitate team teaching, interdisciplinary collaboration in the classroom, and interdisciplinary research across the disciplines.	James Romaine, Chair of the A&S Interdisciplinary Research Committee.	2017

Action: Develop a liberal arts core curriculum committed to liberal education’s emphasis on broad based learning and nurturing higher order skills

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
A&S Core Curriculum Committee to be formed and reassess the liberal arts core curriculum.	By September 2017, the A&S Core Curriculum Committee will have reassessed and developed a core curriculum which empowers students to deal with complexity, diversity, and change through a broad liberal education, specifically	Fernando Arzola Jr., Dean of the College of A&S, and Jeffrey Dueck, Chair of the A&S Core Curriculum Committee	2017

	by nurturing higher order skills in the areas of critical thinking, technological competency, written and oral communication, scientific and quantitative reasoning and information literacy.		
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Action: Ongoing collection and analysis of assessment results, and the evaluation of assessment tools

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Departments will evaluate assessment results and reassess assessment tools.	By September 2017, departments, twice per year (August and May) and with participation of all full-time faculty, will have analyzed the assessment results and reassessed the effectiveness of their respective department/program assessment tools.	Department Chairs	2017

Objective 2: Expanding the Commitment To Teaching And Learning In A Global Context

Action: Foster Global Service-Learning initiatives

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Departments will establish Global Service-Learning Committees.	By September 2017, departments will have formed Global Service-Learning Committees, which will work closely with the Office of Global Service-Learning, to create trips, initiatives, projects, and lessons that raise the awareness, importance, learning, and dignity of other cultures in global context.	Chairs of the respective Department of Global Service-Learning Committees.	2017

Action: Reassess liberal arts core curriculum to reflect commitment to global awareness

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
A&S Core Curriculum Committee to be formed and reassess the liberal arts core	By September 2017, the A&S Core Curriculum Committee will have reassessed and developed a core	Fernando Arzola Jr., Dean of the College of A&S, and Jeffrey	2017

curriculum.	curriculum which reflects an institutional commitment to global awareness and global service-learning.	Dueck, Chair of the A&S Core Curriculum Committee	
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Objective 3: Fostering Experiential Learning To Teach Community Development

Action: Foster intentional relationship with Office of Career Services

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Departments will establish a Career and Graduate School Advisement Committee.	By September 2017, departments will have established a Career and Graduate School Advisement Committee that will formally develop a relationship with the Office of Career Services to establish a discipline specific career and graduate school advisement process, which includes career counseling, graduate school counseling, group training sessions, and in-class advisement.	Chairs of the respective Department Career and Graduate School Advisement Committee.	2017

Action: Develop field work/internship opportunities

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Field Work/Internship opportunities will be established for each program.	By September 2017, each program will create discipline specific, credit-bearing, catalog listed, field work/internship opportunities which may either be a required part of the program or a miscellaneous elective.	Department Chairs.	2017

Objective 4: Integrating Faith, Learning and Personal Transformation

Action: Develop a liberal arts core curriculum committed to liberal education’s emphasis to social responsibility, civic engagement, and greater democracy

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
A&S Core Curriculum Committee to be formed and reassess the liberal arts core curriculum.	By September 2017, the A&S Core Curriculum Committee will have reassessed and developed a core curriculum which emphasizes liberal	Fernando Arzola Jr., Dean of the College of A&S, and Jeffrey Dueck, Chair of the	2017

	education’s commitment to social responsibility, civic engagement and greater democracy.	A&S Core Curriculum Committee.	
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Action: Nurture character dispositions which encourage critical reflection on faith development, intellectual engagement and personal transformation

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Programs will re-evaluate the character dispositions assessment within the program.	By September 2017, each program will reassess and update the character dispositions aspect of their respective goals to reflect discipline-specific, critical reflection of faith development, intellectual engagement and personal transformation.	Department Chairs.	2017

Objective 5: Providing Educational Access To A Diverse Population Of Students

Action: Develop a strengths-based new student curriculum addendum which supplements the liberal arts core and adequately undergirds Nyack’s unique student population

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
An Institution-wide Strengths Based Curriculum Committee will be developed.	By September 2017, a four-course/semester strengths-based, new student curriculum will be developed to assist Nyack’s diverse student population for college preparedness.	Marie White, Chair, Institution-wide Strengths Based Curriculum Committee	2017

Action: Arts & Sciences support of the Division of Student Success

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Division of Student Success will develop procedures in bridging A&S faculty with the Division of Student Success.	By September 2017, the Division of Student Success will develop procedures, identify Mathematics, Literature, and Natural Sciences faculty, and provide training in order for the A&S to teach/mentor/support the Division of Student Success.	Gwen Parker Ames, Division of Student Success	2017

Action: Hiring faculty committed to teaching underserved student populations

Assessment data, Needs analysis or External	Outcomes	Person(s) accountable	Year initiated/ completed
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requirements			
Dean and Department Chairs will hire faculty specifically and intentionally committed to Nyack’s mission and values.	By September 2015, the Arts & Sciences will continue to recruit and hire faculty committed to serve students unique to Nyack College, particularly from first generation, lower income, immigrant, traditional, non-traditional, and diverse populations.	Fernando Arzola Jr., Dean, and Department Chairs.	2015

Division of Student Success

Objective 1: Enhancing and Affirming Academic Quality

Action: Developing opportunities to foster scholarship and research, especially joint faculty-student projects.

Action: Continue to develop programs that fulfill the mission of the college by building on strong undergraduate and graduate programs already in place

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
NYS Higher Education Opportunity Program Grant requirement (2014-2019)	By September 2015, engage selected HEOP students in annual CSGE conferences highlighting their participation in joint student-faculty research at both Nyack College and partnering institutions. By 2017 50% of HEOP student population will have engaged in student-faculty research projects.	Gwen Parker Ames Jodel Wright	Fall 2015
Teachers College Columbia University Community College Research Center (2015) Students pursuing two year degrees are more likely to achieve completion when using a guided pathway approach. The guided pathway approach features courses in the context of highly structured academically coherent program maps that align with student goals for careers and further education.	By September 2015, begin identifying and engaging provisionally admitted students who would likely benefit from being enrolled in the Associate Degree in Liberal Arts program with a roadmap that will align their student goals to a career. By 2017 increase enrollment of Associate Arts degree in Liberal Arts by 15%. By September 2015 Incorporate the guided pathways approach in the delivery of the Associate Degree in Liberal Arts and advisement of provisional students. By 2017 50% of students enrolled in the Liberal Arts Associate degree program will demonstrate progression.	Gwen Parker Ames Gina Jacobs-Strain Cheryl Turman Gwen Parker Ames Cheryl Turman	Fall 2015 Fall 2015

Objective 3: Fostering Experiential Learning to Promote Community Development

Action: Creating and implementing internship programs so that all students not enrolled in a program that requires field work will have an internship opportunity

Action: Engaging corporations and community organizations to assist in providing provisionally admitted undergraduate students internships and service learning opportunities

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
College view (2014) The expansion of global markets today necessitate strong learning both inside and outside of the classroom. Educational research strongly suggest experiential learning strengthens work skills essential for future employment.	By Fall 2015 Initiate program thrust that will launch promotion of internships and service learning within local businesses and corporations that will benefit provisionally admitted students. By 2017 internships and service learning placements of students pursuing the Associate degree in Liberal Arts will increase by 25%	Gwen Parker Ames	Fall 2015

Objective 5: Providing educational access to a diverse population of students

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
DataNYSSSED.gov. 2013-2014 Significant percentages of Nyack High School African American and Hispanic or Latino students in 11 th and 12 th grade National Assessment of Educational Progress profile fall short of proficiency in basic mathematics and reading.	By Fall 2015 launch service learning tutoring plans in conjunction with Nyack High School 12 th graders to target diverse populations within traditionally under-represented groups of students who are academically at risk and living in the Nyack community. By 2017 the Nyack High School service learning efforts will influence HEOP admission referrals	Gwen Parker Ames Jodel Wright	Fall 2015

School of Music

Objective1: Enhancing and Affirming Academic Quality

Assessment data/Best practices or Accreditation	Outcomes	Person(s) accountable	Year initiated/ completed
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requirements/Goals			
Fostering the adoption of new pedagogies and technologies to improve teaching and learning: iSucceed@Nyack (iPad initiative)	Train current students for careers in music education, music ministry, music performance, music composition, music business and advertising, music in therapeutic settings, and related fields.	Dr. Glenn Koponen (RCK), Dr. Sue Talley (NYC)	FA 2015
	Lower the cost of materials and printed music for students and the institution, increasing the quality and music inventory efficiency in these areas.		
	Meet NASM accreditation standards related to expanded use of digital technology, music faculty development and teaching effectiveness, and promotion and recruitment of prospective students.		

Objective 2: Expanding the Commitment to Learning and Teaching in a Global Context

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Creating a climate on campus where the voices of many peoples and cultures are respected and viewed as an integral part of the teaching and learning environments	Global approach in SOM courses in music theory, music history and literature, music in worship, music education, private instruction, and music ensembles including off-campus performances and concert tours	SOM Faculty	Ongoing
	Implement indigenous instruments and vocal techniques		
	Repertoire that reflects a bold approach to cultural and stylistic diversity		
	Expand emphasis on a thoroughly multicultural approach throughout the entire music program		

Objective 3: Fostering Experiential Learning to Promote Community Development

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Establishing field work as a central component of every professional program	Student teaching for one semester, full-time for each music education student in their final semester – including elementary and secondary levels of classroom instruction	Music Education department	Ongoing
	Work as volunteers or part-time employees in music-related positions (e.g. worship leaders, choir directors, private instructors, summer music camps counselors, etc.)	SOM Faculty, church staff, camps directors, etc.	Ongoing
Field work experience for all music degree programs	Study the possibility of <u>all</u> music students being required to do field work	SOM Faculty	Fall 2015

Objective 4: Integrating Christian Faith, Learning, and Personal Transformation

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Developing the essential character dispositions unique to each one’s profession	Train music majors, music minors, and interdisciplinary studies music majors in music skills, music knowledge, and shaping of personal dispositions viewed as crucial for success in their intended fields of graduate study or employment opportunities following graduation	SOM Faculty	Ongoing
Initiate a music alumni survey	Study the success of graduates in their intended fields of study	SOM Dean & Staff	Fall 2015
	Meet NASM standard for accreditation related to music alumni		

Objective 5: Providing Educational Access to a Diverse Population of Students

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
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<p>Establishing tuition rates and scholarships that create access to an affordable private education</p>	<p>Offer a competitive music scholarship program for incoming students (Music Ensemble Scholarship and Invitational Scholarship Competition, which is limited to 9 new students each year)</p>	<p>SOM Dean, F/T Faculty, Staff</p>	<p>Ongoing</p>
<p>Initiate a talent-based tuition scholarship survey</p>	<p>Analyze comparative data from a sampling of colleges and universities with possible recommendations for Nyack College</p>	<p>SOM Dean and Staff</p>	<p>Fall 2015</p>

Center for Excellence in Teaching and Learning

Center for Teaching Excellence and Faculty Resources (CTEFR)

Objective 1: Enhancing and Affirming Academic Quality

Action: Create a high quality New Faculty orientation year.

Assessment data, Needs analysis or External requirements/Goals	Outcomes	Person(s) accountable	Year initiated/completed
Represents best practices of other institutions.	Components include: 1) all day initial orientation 2) class visitation, 3) mid year meeting for reflection, 4) end of year meeting to discuss pedagogy	CTEFR	Ongoing
	Addition: One or more New Faculty attend CCCU New Faculty Institute, to assist them in faith-learning integration and course design.	CTEFR	Begin 2016-2017
	Invite long-term adjuncts to participate in new faculty orientation. Goal: four first year	CFTEFR	Begin 2015-2016

Objective 1: Enhancing and Affirming Academic Quality

Action: Provide senior academic leader encouragement and training: 24 hour overnight retreat in August

Assessment data, Needs analysis or External requirements/Goals	Outcomes	Person(s) accountable	Year initiated/completed
Observational data that we ask much of Provost Cabinet members but could do more which specifically empowers and encourages them to be excellent leaders of their faculty.	1) relational comfort 2) practical encouragement 3) 90% "it was worth it" evaluation	CFTER	2015-2016

Action: Fostering the adoption of new pedagogies and technologies in the classroom to improve teaching and learning

Assessment data, Needs analysis or External	Outcomes	Person(s) accountable	Year initiated/completed

requirements/Goals			
1. As amply documented in the Chronicle for Higher Education, deeper learning is best achieved when students are actively engaged rather than passively engaged with the subject matter.	1. High quality Presentations on faculty days “wining over” and equipping faculty toward better teachings Begin annual measurement of how often faculty are using active learning techniques.	CFTEFR	ongoing
2. Positive intervention with faculty whose SIS scores are one or two standard deviations below the mean in three consecutive semesters:	Weekly classes for five weeks dealing with learning styles, lesson design, and active learning. Track SIS scores.	CFTEFR	2015-2016
3. Host a regional university pedagogies conference at Nyack every two years.	Design and market an attractive program. Inaugural attendance goal from outside NC: 35, from six institutions.	CFTEFR	2016-2017 (work begins Summer 2015)

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Institute an annual faculty grant for participation in an international academic conference.	Award winning faculty would give a verbal report to faculty.	CFTEFR	2016-2017

Center for Scholarship and Global Engagement

Objective 1: Enhancing and affirming academic quality

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
<ul style="list-style-type: none"> • Student feedback surveys • Faculty feedback surveys 	<p>Each year, CSGE will host an annual Fall symposium highlighting joint faculty-student research at both campuses.</p> <p>Nyack Scholars Symposium themes have included: 2015 In Search of the Meaning of Work: Contributions from our Academic Disciplines 2014 In Search of Global Sustainability: Contributions from our Academic Disciplines 2013 In Search of Happiness: Contributions from our Academic Disciplines 2012: In Search of Peace and Justice: Contributions from our Academic Disciplines 2011: Virtuous Business</p>	Kevin Pinkham (2015-2016)	<p>Initiated: 2009</p> <p>Completed: On going</p>
<ul style="list-style-type: none"> • Student feedback surveys 	Each year, CSGE will host an annual Spring student research conference highlighting student research at the Rockland campus.	Kevin Pinkham (2015-2016)	<p>Initiated: 2012</p> <p>Completed: On going</p>
<ul style="list-style-type: none"> • 4 to 6 grants • 4 to 6 articles published 	Each year, CSGE will host a faculty-student team research grant competition.	<p>Kevin Pinkham (2015*-2016)</p> <p>*In 2015, CSGE is partnering with the Center for Transformative Work (CTW) to offer 4 grants of \$2500.</p>	<p>Initiated: 2010</p> <p>Completed: On going</p>

Objective 2: Expanding the commitment to teaching and learning in the global context

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
<ul style="list-style-type: none"> • Student feedback surveys 	Each year, CSGE will host two Colloquium Series, one in the Fall and one in the Spring, featuring faculty, alumni and	Kevin Pinkham (2015-2016)	<p>Initiated: 2011</p> <p>Completed: On</p>

<ul style="list-style-type: none"> Honors Program Director's feedback 	outside speakers discussing issues of global relevance.		going
<ul style="list-style-type: none"> Student feedback surveys 	Opportunity-based presentations focusing on global issues and solutions, depending on availability of experts.	Kevin Pinkham (2015-2016)	Initiated: 2011 Completed: On going

Objective 4: Integrating Christian faith, learning and personal transformation

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
<ul style="list-style-type: none"> Student feedback surveys Faculty feedback surveys 	Each year, CSGE will host an annual Fall symposium highlighting joint faculty-student research at both campuses.	Kevin Pinkham (2015-2016)	Initiated: 2009 Completed: On going
<ul style="list-style-type: none"> Student feedback surveys Honors Program Director's feedback 	Each year, CSGE will host two Colloquium Series, one in the Fall and one in the Spring, featuring faculty, alumni and outside speakers discussing issues of global relevance.	Kevin Pinkham (2015-2016)	Initiated: 2011 Completed: On going
<ul style="list-style-type: none"> Student feedback surveys 	Opportunity-based presentations focusing on relevant issues of Christian responsibility, depending on availability of experts.	Kevin Pinkham (2015-2016)	Initiated: 2011 Completed: On going
<ul style="list-style-type: none"> Annual intern self-evaluation Individual meeting with CSGE Director 	Fostering CSGE interns' work ethics and commitment to personal transformation.	Kevin Pinkham (2015-2016)	Initiated: 2015 Completed: On going

Division of Library Services (2015-2020)

Objective 1: Enhancing and Affirming Academic Quality

Action: Developing opportunities to foster faculty and student scholarship and research.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Academic libraries “Best Practice”	Work with faculty by discipline in co-sponsoring workshops on doing scholarly research, writing book reviews, annotated bibliographies, proper MLA, APA and Turabian citation format etc.	All librarians	Fall 2015 - explore idea with faculty Spring 2016 – begin implementation
Annual library survey comments from students	Strategic collection development (beginning with grad programs) to include many of the titles included on syllabi (that are not standard textbooks).	All Directors	Fall 2015-

Action: Fostering the adoption of new pedagogies and technologies in the classroom to improve teaching and learning.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Academic libraries “Best Practice”	Establish a customized library session in one required course (with a strong library research component) in each graduate program. An assessment piece will be included.	DLS Dean and other librarians	Fall 2015 – Dean of Library Services meet with Grad Program Directors Spring 2016 – Begin implementation
Critical Thinking Task Force discussion on ability of our students to do critical thinking and national revised ACRL’s Information Literacy Framework	Increase the level of critical thinking in our students by collaborating with faculty in understanding and implementing aspects of the new IL Framework (such as “Authority is Constructed and Contextual”, Information Creation as a Process”, Scholarship as Conversation” and “Searching as Strategic Exploration”.	DLS Dean, librarians, and faculty	Fall 2015 – begin discussion with faculty Spring 2016 – pilot collaboration with one course with one faculty member Fall 2016 – expand as appropriate
Expansion of online courses and programs	Partner with Lisa Steiner in developing an effective online library presence and support	DLS Dean, librarians and other faculty as appropriate	Summer 2015 – discussion with Lisa Steiner Fall 2015 – begin initial design Spring 2016 – initial implementation

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Action: Creating a climate on campus where the voices of many cultures, be they students, faculty or external speakers, are respected and viewed as an integral part of the academic program:

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Increased number of student presentations at the annual Nyack Scholar's Symposium	Partner with CSGE to provide the acquisition of titles to the library to support annual theme of NSS; Partner with CSGE and appropriate faculty to provide training for students in proper citation for presentations.	Dean and librarians	2015 – Purchase titles supporting theme of “Meaning of Work” 2016 – Explore potential citation workshop for students writing presentations

PART THREE: ADMINISTRATIVE UNIT PLANS

Student Life/Rockland

Office of Residence Life

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Action: Create a climate on campus where the voices of many peoples and cultures are respected and viewed as an integral part of the teaching and learning environment

Action: Re-structure programming done by residents assistants on floor's in houses.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Residential Student Survey: The outcome is resulted from surveys taken by residential students	Create programs that cultivate community in and on floors in houses. Moving forward programming should focus on high quality educational programs as well as fun social programs creating meaningful interactions with individual residents	Resident Directors Resident Assistants	Fall 2015
Residential Student Survey: The outcome is resulted from surveys taken by residential students	Train and develop the RAs serve residents based on interest and needs of residents on floor. Teach the RAs to execute planning and program with high quality and follow through from beginning to end.		

Action: Develop a leadership plan and recruitment model for residence life.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated

Integrative selection process data 2009-2014. Change in breed of student	Create and develop a recruitment model for residence life. Building awareness in houses that will result in more interest in position and leadership on campus. The Residence Life professional staff	Resident Directors Dean of Students	Fall 2015
	should aim to cultivate relationship with residents that would encourage them get excited about serving under their leadership.		

Action: Curriculum for second and third year RAs

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Selection Process	Develop a curriculum for second and third year RA's under direct supervision of assigned Area Coordinators.	Residence Life Staff Dean of Students	Spring 2016

Action: Initiate a residence life council in each dorm.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Residential Student Survey: The outcome is resulted from surveys taken by residential students	Develop hall council in each dorm. The council will bridge the gap between the students and the residence life staff. It can serve as a positive voice enhance the residence hall community through programming, advocacy, and hall improvements	Residence Life Staff Director of Student Activities SGA	Fall 2016
Residential Student Survey: The outcome is resulted from surveys taken by residential students	Hall Council members will partner with the residence life staff to promote change and foster tradition, in an effort to provide students with an exceptional residence hall experience. This will also assist with retention in the residence halls.		

Action: Engage with faculty to help foster partnership in creating learning communities in the dorm.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Undergraduate Curriculum Committee Recommendations:	The members of the subcommittee also endorse the desire of the Dean to more closely involve members of the faculty in Residence Life events. The subcommittee suggests that the faculty should invite the Dean to give a short presentation on	Dean Velez	Fall 2016
	Residence Life at the Fall faculty meetings each year		
	Discuss and create a program that would foster a living and learning experience outside of the dorm with RA and floor. There are creative ways we can do this.	Dean Velez	Fall 2016

Student Activities

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Action: Creating a climate on campus where the voices of many peoples and cultures are respected and viewed as an integral part of the teaching and learning environment;

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Enrollment Data	Continued development, and release of a student run student board where all students will have the chance to voice their ideas	Sarah Samson	2013
Enrollment Data, Student Satisfaction Survey, Student Activities Engagement Survey	Regular and anticipated student town halls. Where students can not only voice ideas and concerns but also receive updates/ progress reports.	Nyack College Student Board (NCSB),	2015

Objective 3: Fostering Experimental Learning to Promote Community Development

Action: Engaging community organizations so that all students are able to serve, preferably with an organization related to their field of study.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
	Connect clubs and other students to local vendors/ businesses where established relationships exist to give students additional areas where they can serve. Including supporting Career Services with the career fair.	Sarah Samson	2015/
Student Club focus groups, Student Activities Engagement Survey	Continue to partnership with Rockland Colleges Care. Which hosts a once a year event where students can serve in areas they are best at in regards to promotion, set up and execution of the events	Sarah Samson, Student Activities Intern, Student Leaders from NCSB	2013

Action: Providing a variety of spiritual formation experiences so that students learn both about themselves and about others, and see each within the broader context of God’s redemptive plan for all

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
	Continue to support the efforts of our outreach clubs/ ministry teams	Senior Intern, NCSB	2015
	Encourage student attendance at Spiritual Formation events, through advertisement support, attendance support, and social media backing	Senior Intern, Sarah Samson,	2014

Student Leadership

Objective 4: Integrating Christian Faith, Learning and Personal Transformation

Action: Developing the essential character dispositions unique to each one’s profession

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
MSL	Begin offering leadership classes that are not specifically gauged towards our student leaders receiving scholarships	Sarah Samson	2015/

CAS Leadership Standards	Connect with various departments to offer leadership session on various skill sets	Sarah Samson	2015
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Action: Providing a variety of spiritual formation experiences so that students learn both about themselves and about others, and see each within the broader context of God’s redemptive plan for all.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
CAS Leadership Standards	Providing students a chance to explore who they are deeper as leaders and begin to explore their personal leadership style. Through assessment tools, active learning experiences, and engaged flipped classroom experiences	Sarah Samson	2015
Enrollment Data	Increase student participation in leadership development. Currently less than 10% of our residential students are participating in structured leadership development.	Sarah Samson	2015-2016

Action: Creating a climate on campus where the voices of many peoples and cultures are respected and viewed as an integral part of the teaching and learning environment;

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
MSL Insight Report 2012	Decentralizing leadership training from just student with scholarship positions in a means to attract and included a wider student base	Sarah Samson	2015

Career Counseling and Services

Objective: 3 Fostering Experiential Learning to Promote Community Development

Action: Creating internship opportunities for all students in majors not requiring field work

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
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Hire an Internship Coordinator in the Office of Career Counseling and Services	By September 2017, initiate the hiring of a full time person whose sole responsibility will be to promote and administer internship opportunities for students across all disciplines including those that do not require field work to graduate	Tiffany Austin	2017/2018
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Objective 1: Enhancing and Affirming Academic Quality

Action: Fostering the adoption of new pedagogies and technologies to improve teaching and learning

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Incorporating social media in programming and in engaging students	By September 2018, Career Services would like to hire social media interns (i.e. Communications, Business majors) to create promotional videos on YouTube, Facebook, Instagram and campus screens/monitors about career development related topics	Tiffany Austin	2018/2019

Objective 4: Integrating Christian Faith, Learning and Personal Transformation

Action: Developing the essential character dispositions unique to each one's profession

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Offer elective classes for Career Development	By September 2019, Career Services would like to offer a Career Development course that students can earn credit and develop the skill set needed to prepare them for careers	Tiffany Austin	2019/2020

Office of Spiritual Formation

Action: Integrating Christian Faith, Learning and Personal Transformation Provide a variety of spiritual formation experiences so that students learn both about themselves and about others, and see each within the broader context of God's redemptive plan for all.

Action: Upgrade sound system in Pardington Hall.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
Sound in Pardington Hall for chapel is muffled. Comments on chapel	By Fall 2015, upgrade sound system because current quality of sound is distracting and not clear.	Example: Auxiliary Services	Example: Initiated Spring 2015
Quote from 2009 CCCU Campus Ministry Assessment to engage a greater percentage of students. It was suggested that “video projection of speaker ‘close-ups’ and more theatrical lighting to the already existing chapel production setup to create a greater	Spoke with Communications Dept. about this possibility in 2011. We would like to re-visit this area.	Dept. Chair for Communications	Initiated again, 2015

Action: Hire full-time Coordinator of Worship Ministries Fall 2016.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
In order for worship ministries to continue to flourish, it is vital for the worship coordinator to be a full-time employee.	By Fall 2016, hire a full-time coordinator of worship.	Director of Spiritual Formation	Initiated 2015.

Action: SF staff becomes a voice and presence to provide training and seminars with the rest of Student Development staff at ACSD and CCCU Campus Ministries conferences to put Nyack on the map for multicultural progress as an institution.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated

<p>CCCU Campus Ministries Assessment Recommendations: “We believe the insights could be gained by the development of a holistic program for SF in an urban setting like the Manhattan campus would be groundbreaking in nature and could potentially benefit other CCCU institutions.”</p>	<p>Collegial involvement with the CCCU and other campus ministry organizations. Assessment team members asked the questions, “What is the scope of responsibility for the OSF? Should Wanda’s expertise be employed in the future initiatives of the Manhattan Campus? We believe the skills she has demonstrated in “exegeting” the Rockland campus would transfer well to the Manhattan campus.”</p>	<p>Wanda Velez, Charles Hammond, Wanda Walborn</p>	<p>Initiated 2015</p>
<p>CCCU Campus Ministries Assessment Recommendation: “We would encourage a review of how the Manhattan Dean and OSF might forge a new administrative structure that could feed SF resources to the Manhattan campus.</p>			

Action: Hire full-time campus pastor in 2019.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/ completed
<p>The campus pastor role must be separate from the worship coordinator because of the amount of work to pastor approximately 1000 students.</p>	<p>By Fall 2019, hire a full-time campus pastor.</p>	<p>Director of Spiritual Formation</p>	<p>To be completed: 2019</p>

Health Services

Objective 2: Expanding the Commitment to Teaching and Learning Global Context

Action: Establishing global partnerships with institutions that share Nyack’s vision and affirm Nyack’s mission

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Students/Staff focus group. Health Services Assessment.	Building networks of communication and strengthening them with the medical community facilities. Creating exhibitions, workshops and other activities. Develop programs of health education thus creating proactive in staying healthy.	Jacqueline Lopez	2015/2020

Objective 5: Providing Educational Access to a Diverse Population of Students

Action: Developing a business model that provides quality facilities without requiring dramatic tuition increases.

Assessment data/Best practices or Accreditation	Outcomes	Person(s) accountable	Year initiated
Observed Industry Standard. Health Service Assessment. Healthy Students better students. http://www.cdc.gov/HealthyYouth/health_and_academics/	Establish a health center with a full time physician and a registered nurse. In conjunction with the department of nursing develop scholarship programs for staff. Including emergency calls in the weekend to better serve our students.	Jacqueline Lopez	2015-

Objective 3: Fostering Experiential Learning to Promote Community Development

Action: Engaging community organizations so that all students are able to serve, preferably with an organization related to their field of study.

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
	I envision a scholarship program where we select one student in their first year of nursing to assist the nurse we hire in this department and gain some experience before their second year clinical. This could be in a form of stipend or course	Jacqueline Lopez	2015-

Student Development/NYC

Objective 2: Expanding the Commitment to Teaching and Learning in a Global Context

Action: Creating a climate on campus where the voices of many cultures, be they students, Faculty or external speakers, are respected and viewed as an integral part of the academic program

Assessment data, Needs analysis or External requirements	Outcomes	Person(s) accountable	Year initiated/completed
Best practices assessment of spiritual formation/chapel services	By Spring 2018, strengthen the attendance associated with the chapel experience by intentionally bringing speakers culturally diverse & academically excellent in their message & presentation. Increase attendance by 30% by year 2018. <ul style="list-style-type: none"> Assess by taking attendance numbers at each Chapel. 	Charles Hammond	2014 - 2018
ACSD (Association for Christians in Student Development)	By Spring 2016, review year-end data from student surveys measuring percentage increase/decrease student satisfaction commensurate with their holistic experience outside the classroom.	Charles Hammond	2015 - 2017
Launch of a #IAMNYACK Social Media campaign	By Spring 2018, students will feel their voice has more presence on social media pages. <ul style="list-style-type: none"> Assess by use of Facebook Insights: engagement should increase by 30% by year 2018. 	Cezanne Perez	2015 - 2018

Action: Establishing partnerships with global institutions, particularly those that share Nyack's Vision and affirm Nyack's mission

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Partnering relationships with: <ol style="list-style-type: none"> NYSUM CityServe, and Salvation Army 	Partner to achieve direct and effective means of serving, evangelizing, and ministering to communities in need.	Charles Hammond Deborah Harris Cezanne Perez	2015
Partnership with Social Justice Organizations TBD	Conduct social justice days each month to promote global awareness of issues to take action on (September, October & November).	Cezanne Perez	2015 - 2016

Objective 3: Fostering Experiential Learning to Teach Community Development

Action: Engaging community organizations so that all traditional undergraduate students will be able to serve as a community service volunteer, preferably with an organization that is related to their field of study.

Action: Creating and implementing internship programs so that all students not enrolled in a program that requires field work will have an internship opportunity

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Partnering relationships with: 1. NYSUM 2. CityServe 3. Salvation Army	By partnering with local organizations, students will gain the knowledge and experience to help shape their worldview. They will also see the value in serving others, which contributes to personal development.	Cezanne Perez / Deborah Harris/ Charles Hammond	2015 - 2017
The Office of Student Development assists in coordination with Career Services events.	Assist with connecting the Director of Career Counseling and Services to departments on campus and local vendors (i.e. catering food for an event), as well as advertising and announcing the events to students.	Tiffany Austin/ Deborah Harris	2015

Objective 4: Integrating Faith, Learning and Personal Transformation

Action: Requiring all undergraduate courses to explore the integration of faith and learning as it pertains to the specific classroom subject matter.

Action: Maintaining a strong and vibrant commitment to developing character dispositions essential to individuals who will serve others by their own personal stories.

Action: Fostering a climate of service so that all students will participate in spiritual formation activities and thereby more clearly define their own calling, learning more about themselves and fellow human beings.

Assessment data/Best practices or Accreditation requirements/Goals	Outcomes	Person(s) accountable	Year initiated
Conduct a best practices assessment of our new strategy for chapel services.	By Spring 2016, we will determine how successful student learning goals were achieved through this new format within the chapel frame. <ul style="list-style-type: none"> Assessment will be conducted through surveys administered at the end of class. 	Charles Hammond	2015

<p>Increased student leadership mentoring through SGA and club leadership.</p>	<p>Bi-weekly meetings with student leaders to improve personal skills & character development.</p> <ul style="list-style-type: none"> • Assessment will be conducted through Self-Evaluation forms which will be monitored by Deborah. 	<p>Deborah Harris</p>	<p>2015 – 2016 / 2016 - 2017</p>
<p>Review learning outcomes for all student calendar events & activities.</p>	<p>By Spring 2017, we will strengthen all student relationships augmented by enhanced club activity, particularly within cultural events.</p> <ul style="list-style-type: none"> • Assessment will be conducted through Student Activity Evaluations. 	<p>Cezanne Perez</p>	<p>2015 - 2017</p>
<p>Student Counseling Services</p>	<p>By Spring 2017, we will determine effectiveness of counseling services as determined by student satisfaction surveys.</p>	<p>Esther Jhun/Charles Hammond</p>	<p>2015 - 2017</p>