

# **PERIODIC REVIEW REPORT**

**Presented by: NYACK COLLEGE  
NYACK, NY 10960**

**June 1, 2015**

**Chief Executive Office: Dr. Michael G. Scales  
President**

**Date of the most recent decennial evaluation team's visit:  
March 2010**

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## **1. EXECUTIVE SUMMARY**

This Executive Summary provides a general overview of the College and then a brief summary of each of the sections of this report that follow. Material in the general overview is drawn from the current Middle States Institutional Profile and the College's *Fall 2014 Factbook* (Appendix A).

Nyack College, with three campuses in Nyack, NY (Nyack or Rockland campus), New York, NY (New York City or Battery Park campus), and San Juan, PR (Puerto Rico campus), is a private, not-for-profit college affiliated with The Christian and Missionary Alliance. The fall 2014 enrollment was 2,938; 1,705 were undergraduate students and 1,233 were graduate students. Carnegie classifies the College as Masters Level—Larger Programs. The programs of the College are offered through three academic divisions:

1. Alliance Theological Seminary and the College of Bible and Christian Ministry
2. College of Arts and Sciences
3. College of Graduate and Professional Programs

A number of the programs offered through professional schools hold specialized accreditation:

1. Alliance Theological Seminary—Association of Theological Schools
2. School of Education—Commission on the Accreditation of Education Programs
3. School of Music—National Association of Schools of Music
4. School of Nursing—Commission on Collegiate Nursing Education
5. School of Social Work—Council for Social Work Education

The degree programs enrolling the largest numbers of students are as follows:

1. Master of Divinity
2. M.A. Mental Health Counseling
3. M.P.S. Urban Ministry
4. B.S. Business Administration
5. B.A. Psychology
6. B.S. Interdisciplinary Studies
7. B.S. Nursing
8. B.S. Social Work
9. B.A. Biblical and Theological Studies
10. Doctorate in Ministry

The College is approved to offer the following online degree programs:

1. B.S. Organizational Management
2. M.B.A. Business Administration
3. M.S. TESOL
4. M.A. Biblical Studies

Nyack College's student body is one of the most diverse in the nation; in fall 2014, the following ethnic breakdown was reported: 12.4% Asian, 31.2% Black, 26.8%

Hispanic, 19.1% White, 5.6% Non-resident/International, and 4.9 Other or Unknown. Nyack's faculty also represents the same spectrum of ethnic diversity: 10% Asian, 19% Black, 16% Hispanic, 54% White and 1% International.

The College owns approximately 120 acres in the suburban village of Nyack and is completing its purchase of 2 Washington St., the location of its New York City campus. These properties are the major assets of the College, as its endowment is small—currently at about \$12 million.

Section 2 of this report details the College's responses to recommendations from the 2010 Site Team Evaluation Report and the Commission's request for a Progress Report due October 2011. These recommendations focused primarily on Standards 7, 12 and 14 and so this section briefly discusses the College's work in these areas since the Self-Study. However, Section 5 of this report discusses assessment of student outcomes in much greater detail.

Section 3 of this report describes significant accomplishments since the last Self-Study. Among these accomplishments are the following:

1. Launch of the Center for Scholarship and Global Engagement to create and enhance opportunities for faculty and student research and scholarship.
2. Launch of the Center for Excellence in Teaching and Learning to assist faculty in assessing student learning outcomes.
3. Creation of three faculty taskforces to enhance assessment of the undergraduate core curriculum (Writing Across the Curriculum Taskforce, Critical Thinking Taskforce and Core Curriculum Taskforce).
4. Development of three doctoral programs: Doctorate in Ministry (approved by the State in 2011); Doctorate in Clinical Psychology (sent to the State in 2015); and Ph.D. in Ancient Judaism and Christian Origins (to be sent to the State in early 2016).
5. The development and launch of five new professional degree programs (B.S. Criminal Justice, B.S. Nursing, M.S.W. Clinical Social Work, M.A. Marriage and Family Therapy, and M.S. TESOL) and the College's first four online degree programs.
6. The relocation of the city campus from 80,000 sq. ft. at 361 Broadway, NY to over 167,000 sq. ft. at 2 Washington St., NY. The new facility is designed as an urban campus with 60 classrooms outfitted with state-of-the-art technology and equipment. The purchase of the new facility will be completed in early 2016.

Section 4 of this report discusses enrollments at the institution since the last Self-Study and provides enrollment and finance projections for the next six years. It also describes the assumptions that underlie these projections. As is the case with many colleges in the U.S., enrollments and finances are the major challenges facing Nyack and this section (and related appendices) detail the plans through which the College intends to face these challenges.

Section 5 provides an overview of the institution's work in assessing institutional effectiveness by examining student learning outcomes. This section examines institutional assessment, program assessment and assessment of general education and the discussion of each include evidences of changes made as a result of assessment at the institutional, program and general education levels.

Finally, Section 6 describes the new strategic plan and the process by which it was developed and approved. The new strategic plan clearly links the goals and objectives of all divisions of the College to assessment results and provides evidence for linked planning and budgetary processes.

## **2. SUMMARY DESCRIPTION OF RESPONSES TO THE RECOMMENDATIONS FROM THE 2010 SITE TEAM EVALUATION AND COMMISSION ACTIONS**

### **Commission Actions**

As a result of the last self-study and site team evaluation, the Commission took the following actions:

*June 24, 2010: To reaffirm accreditation and to request a progress report, due by October 1, 2011, documenting progress in the implementation of a comprehensive, organized and sustained assessment process to evaluate and improve student learning, with direct evidence of student achievement of general education learning outcomes (Standards 12 & 14). The Periodic Review Report is due June 1, 2015.*

*November 17, 2011: To accept the progress report. To request that the Periodic Review Report, due June 1, 2015, provide further evidence of the implementation of a comprehensive, organized and sustained assessment process to evaluate student achievement of learning outcomes in all programs, including general education, with evidence that assessment results are used to improve teaching and learning (Standards 12 and 14).*

The section that follows, as well as Section 5 of this report, provide further evidence that the College's assessment process to evaluate student learning outcomes in all programs, including general education, and that assessment results are used to improve teaching and learning.

### **Site Team Evaluation Recommendations**

The site evaluation team report listed 19 recommendations for eight of the standards. These recommendations are cited below according to standard; following each recommendation is a brief discussion of the College's response to that recommendation.

#### **Recommendations for Standard 5: Administration**

1. *The Team concurs with the recommendation in the self-study to establish systematic assessment process for new administrative structure. Responses include:*
  - As a result of the site evaluation visit, several changes were made to the new administrative structure. The first related to the Division of Student Services, a unit that included the Library, Student Life and Academic Development (Compass). The three components of the Division were separated in 2011-12. In addition, the numerous professional schools

(Schools of Business and Leadership, Education, Graduate Counseling, Nursing and Social Work) were brought together in 2012-13 as the College of Graduate and Professional Studies. Hence academic departments are now located in one of three divisions:

1. Alliance Theological Seminary and the College of Bible and Christian Ministry
  2. College of Arts and Sciences
  3. College of Graduate and Professional Studies
- Furthermore, the College hired two external reviewers to assess the impact of the new administrative structure (the “university model” discussed in the 2010 self-study) on several other units of the institution, specifically units that included recruitment as a part of their function. The first review concerned the impact of separating the various functions (academic, recruitment and marketing, financial aid, registrar) of the degree completion programs and placing each under the leadership of the respective vice presidents. Prior to the new administrative structure, all of these functions were linked under the leadership of the Dean of the School of Adult and Distance Education. Following a comprehensive assessment conducted in 2011-12 by an external agency that specializes in building and strengthening degree completion programs, the College brought all components of the degree completion programs back under the leadership of the Director (except for financial aid which remains under the leadership of the Executive Vice President for Finance). The Director of the School of Adult and Distance Education now oversees not just academic matters, but marketing, recruitment and registration of program students. The Director reports to the Provost and Vice President of Academic Affairs.
  - The second external review of the new administrative structure (the “university model”) occurred during the 2014-15 year and focused on areas reporting to the Vice President of Enrollment and Marketing. Prior to this review, the Vice President for Enrollment and Marketing was responsible for marketing and recruitment of all programs of the institution. As a result of this assessment, each dean of a graduate program now has direct supervision of the recruitment function for their respective programs. Marketing for graduate programs will be the joint responsibility of each dean and the Vice President of Community Relations who supervises a marketing team. The Vice President for Enrollment will no longer supervise marketing and will work only to supervise the undergraduate admissions teams.
2. *Establish a staff and administrative professional development program that mirrors faculty development opportunities.* Response:
- As the College indicated in its response to the Evaluation Team Report, a full range of opportunities exists for professional development of staff. Each department of the College, academic or administrative, has a budget

for professional development. These budgets have been in place for over twenty years. The College has long been a member of the Council for Christian Colleges and Universities and this Council conducts a wide variety of professional conferences for those in staff roles. Student Life, enrollment, advancement and business and finance staff has regularly attended these conferences over the last forty years. In addition, professional development opportunities for staff have long existed through the parent denomination, The Christian and Missionary Alliance which regularly conducts meetings of the business and finance personnel of the four Alliance colleges in order to share best practices and benchmark data. The explosion of webinars in the last five years has also afforded staff opportunities for professional development. Webinars have been most frequently been utilized by Admissions, Registrar, IT and academic administrative assistants. And finally, external speakers and consultants have been hired to assist staff in updating policies as new regulations, such as those related to FERPA or sexual harassment, have been developed by the government.

#### Recommendations for Standard 7: Institutional Effectiveness

1. *The College needs to implement a widely published, systematic process for collecting evidence of institutional effectiveness that employs multiple measures in each academic and non-academic department or unit. Develop a method of sharing institutional assessment results and subsequent improvements with both internal and external constituencies.* Responses include:
  - Since the 2010 Self-Study a number of nationally benchmarked instruments have been employed for the first time to measure institutional effectiveness. These include National Survey of Student Engagement (NSSE), the Admitted Student Questionnaire (ASQ), HERI Faculty Survey, CIRP Freshman Survey and *The Chronicle of Higher Education's* "Best Colleges to Work For" survey. Before the last self-study, the College had been employing the Student Satisfaction Inventory (SSI) and the Collegiate Learning Assessment (CLA), as well as a range of assessments developed by Enrollment Services and Business and Finance, including the annual audit. In Spring 2015, the College piloted a survey of its registration procedures (Rapid Response Registration Help) through an external company. Students use their iphones to fill out the survey and receive feedback within 24 hours. The College is already utilizing iphones for some of its surveys, such as student evaluations of courses.
  - The results of institutional effectiveness are published regularly on the website. *The Nyack College Factbook* now publishes programmatic assessment results on an annual basis. *Factbooks* going back 25 years are published on the Institutional Research page of the website. This page also publishes the new *Nyack College Trendsbook* that benchmarks data

related to academic and non-academic departments. Results from “Best Colleges to Work For,” NSSE and CLA are noted on the homepage of the website when they are made available. In addition to the website, institutional assessment results and improvements are distributed and discussed at meetings of the following groups: Academic Administrative Council, Undergraduate and Graduate Curriculum and Assessment Committees, Enrollment Services Committee, Executive Team, Finance Committee, Marketing Committee, Operations Committee and Provost Cabinet. Minutes of these meetings, except for the Executive Team, are distributed widely throughout the institution. The Executive Team outlines improvements made as a result of assessment to the Board of Trustees at their October and February meetings and to the whole faculty and staff before the meetings of the Faculty Assembly each August, January and May.

2. *The strategic planning process should include a systematic assessment of its goals and objectives and use assessment results to inform the budgeting process and resource allocation.* Response:
  - The new strategic plan, *Redeeming Time: A Framework for the Future, 2015-2020*, was formulated after the Executive Team met for over a year with a consulting agency to hone Nyack’s context, vision, mission and values. As a result of this work, the College reworked its broad strategic goals and developed fifteen institution-wide goals that will focus the work of all units, both academic and non-academic. The first draft of this strategic plan is found in Appendix B (the Plan is scheduled for completion in October 2015).
  - Departments are now asked to utilize these fifteen institutional goals as templates for developing their own goals. As noted below, the College now requires that all units develop objectives for their goals based on assessment results.
  - Each unit discusses its objectives with the Executive Team in order to ensure resource allocation and any request for resources must demonstrate “mission fit” and be directly linked to one of the 15 institution-wide goals.
  
3. *Institutional assessment processes need to have clear ownership and documentation of results in order to be sustainable.* Response:
  - As the College noted in its response to the Evaluation Team Report, each of the vice presidents has clear responsibility for assessment in their respective areas: Executive Vice President for Business and Finance, Provost and Vice President for Academic Affairs, Vice President for Enrollment and Vice President for Community Relations; the Provost and Vice President for Academic Affairs has responsibility for coordinating all areas of institutional assessment. The Assistant Provost oversees the documentation of assessment results and improvements made.

4. *Solidify the role of the Institutional Assessment Committee (IAC) and ensure how it will guide the documentation and sustainability of an institutional assessment process that will improve programs and services.* Response:
  - The IAC was formed during the 2009-10 year to ensure that every department was thoroughly documenting improvements based on assessment results, as lack of clear documentation was seen as a weakness in the assessment process. The IAC was thus a temporary committee and its role now handled by the following groups (as noted above): Academic Administrative Council, Undergraduate Curriculum and Assessment Committee, Graduate Curriculum and Assessment Committee, Enrollment Services Committee, Executive Team, Finance Committee, Marketing Committee, Operations Committee and Provost Cabinet.

#### Recommendation for Standard 9: Student Support Services

1. *Institution-wide learning outcomes should be developed for all student service programs.* Response:
  - As noted above, at the time of the self-study, the Division of Student Services was comprised of three units: the Library, Student Life and Academic development. Shortly following the site visit team evaluation, these three component parts became separate units. The Library, Student Life and Academic Development each have their own clearly defined student learning goals.

#### Recommendation for Standard 10: Faculty

1. *The institution should develop policies and procedures for the evaluation of part-time and adjunct faculty commensurate with those used to evaluate full-time faculty.* Response:
  - In its response to the Evaluation Team Report, the College demonstrated that all adjuncts of the College are evaluated in the following manner: student evaluations of classes are conducted for all classes taught by adjuncts and deans visit several classes of new adjuncts and work with them on any issues that arise. Nyack uses a small number of adjuncts relative to colleges of its size and continues to use these methods to evaluate adjuncts. Academic schools that have specialized accreditation employ the overwhelming majority of adjuncts and adjuncts employed by these schools are further evaluated according to the standards of the respective accrediting bodies.

#### Recommendation for Standard 11: Educational Offerings

1. *Establish systematic assessment process for all programs. This would include a common template for departments that are not externally accredited with a clear timeline for assessment, collection and analysis of data, and the use of data to improve services.* Response:
  - The College has continued to pursue specialized accreditation for all of its professional programs. A number of the College's programs have specialized accreditation or applying for such, so that approximately 80% of the College's students are enrolled in professional programs with specialized accreditation:
    - Alliance Theological Seminary—The Association of Theological Schools
    - School of Music—National Association of Schools of Music
    - School of Education—Council for the Accreditation of Education Programs
    - School of Social Work—Council on Social Work Education
    - School of Nursing—Commission for Collegiate Nursing Education
    - School of Business and Leadership—Accrediting Association for Colleges and Schools of Business (applying)
    - Graduate School of Counseling—CACREP and AAMFT (applying)
  - The Undergraduate and Graduate Curriculum and Assessment Committees conduct five-year reviews of all programs without specialized accreditation and since the self-study have completed five-year reviews of many of these programs. They also review external accreditation reports issued by specific agencies. All programs not externally accredited now use at least two of the following instruments for assessment of student outcomes: ETS Major Field Exams, a capstone course, a department-developed exam, and/or a senior thesis.
  - In addition, as the College noted in its response to the Evaluation Team Report, all programs file Annual Assessment report using a common template. The Assessment Plan for each program is described in the college catalog. Assessment results for programs that lead to licensure are listed in the Consumer Information page of the website and assessment results from ETS major field exams are listed in the *Factbook* and *Trendsbook*, both of which are on the college website.
  - While each school that has specialized accreditation either employs a part-time staff member to tabulate assessment results and document data or designates a portion of a full-time employee's load to handle such (six staff members coordinate assessment for their respective schools), both the Associate Provost and the Director of Institutional Research, along with a the Office of Institutional Assessment, coordinate the overall collection, analysis and documentation of assessment data.

## Recommendations for Standard 12: General Education

1. *The College should establish a more clear integration between skills attained through the core curriculum and developed through the major. Students should see this integration in the major in such skills as writing, scientific inquiry, quantitative reasoning and oral communication.* Response:
- Several years before the self-study, an Information Literacy Taskforce was established and a core course in Information Literacy was required of all undergraduates. Subsequently, the Library has developed online research modules for every major that build on this required core course.
  - In 2010-11 a Technological Literacy Committee was launched. The TLC identified the technology skills needed for faculty and students to maximize learning of core curriculum objectives and selected courses where these technology skills would be taught and assessed.
  - Concurrent with the site visit team evaluation the College had just launched a Writing Across the Curriculum Taskforce. In the last five years this taskforce has identified core and major field courses that assess writing skills, designed instruments to assess writing skills at various levels and designed rubrics to measure writing ability in both designated core and major field courses.
  - In 2011-12, a Critical Thinking Taskforce was launched. Since then, it has identified core and major field courses that assess critical thinking skills, designed instruments to assess critical thinking skills at various levels and designed rubrics to measure quantitative reasoning ability in both designated core and major field courses. Thus, in addition to the CLA, writing and critical thinking skills are now being assessed throughout the curriculum.
  - Since all students are required to take a course in the natural sciences, the Biology Department does annual assessments related to the development of student learning goals related to scientific inquiry. Furthermore, the Center for Scholarship and Global Engagement launched, in 2012, the first conference to highlight student research in the sciences. Now an annual event, the conference allows students, both those majoring in STEM fields and those taking core science classes to present the findings of their scientific inquiries.
  - Quantitative reasoning is assessed by the Mathematics Department since all students are required to take a course in mathematics.
  - Finally, the Undergraduate and Graduate Curriculum and Assessment Committees identified core courses that assess specific skills (information literacy, writing and reading, critical thinking, technological literacy, scientific and quantitative analysis and oral communication), and oversaw the development and use of common instruments and rubrics to assess these skills. The Assessment Office collects data at the end of each semester. This data is being used to make changes to core courses (adoption of common syllabuses and/or texts for the same course) and will be used by the newly appointed Core Curriculum Taskforce as it begins its work to redesign the core.

2. *More faculty development opportunities should be provided to support faculty assessment efforts.* Response:
  - In 2011-12, the position of Associate Dean for Faculty Development was created in order to provide assistance to faculty especially in regard to designing assignments that will support faculty assessment efforts. In 2014-15, the Associate Dean became the head of the Center for Excellence in Teaching and Learning. Further discussion of the Associate Dean's role is discussed in the next section.
  - The Office of Assessment works with faculty on a one-to-one basis to help them develop and implement instruments and rubrics to assess student outcomes in particular courses.
  - Individual meetings are scheduled with program directors and department chairs to review, revise and update program goals and assessment. If additional training is needed, it is provided at that time.
  
3. *Core courses should have consistent assessment across the courses and increased use of common rubrics for course embedded assessment.* Response:
  - As noted above, there are now common syllabuses and/or common texts for each core course; common rubrics are used to test writing and reading, oral communication, technological literacy, critical thinking, scientific reasoning, quantitative analysis and information literacy; data from core assessments are gathered and analyzed each semester by the Office of Assessment. A detailed discussion of core curriculum assessment is found in Section 5 of this report.

#### Recommendation for Standard 13: Related Educational Activities

1. *The College should develop and implement a plan for offering the same level of remedial courses at the New York City campus that are offered at Rockland.* Response:
  - The Division of Academic Development (Compass) began the process of standardizing its remedial course offerings during the 2012-13 year when it began the process of seeking accreditation for its Developmental Studies program. Common syllabuses and rubrics were adopted to be used at both the main campus in Nyack and the campus in New York City. To ensure implementation at the NYC campus, a full-time director, who had worked at the main campus for over six years, was appointed at the city campus. Accreditation was achieved in fall 2014 and that same semester, New York State, recognizing the strength of the developmental program at the city campus awarded the College with a grant to fund the Higher Education Opportunity Program (HEOP) at the city campus. HEOP has assisted developmental students at the main campus since 1976 and hence its extension to the city campus will continue to ensure that both campuses will be offering the same quality of remedial instruction. Nyack

College was the only college in New York State to be awarded a grant to establish HEOP at another location.

Recommendations for Standard 14: Assessment of Student Learning

1. *Create a repository for both faculty and student access that houses each course's master list of measureable student learning goals/outcomes.*

Response:

- The Student Learning Goals and Outcomes for each course are found in the course syllabus. Course syllabi are housed in the LMS. Each dean is also responsible to review the syllabus for each course offered each semester.

2. *Program assessment annual reports for all programs should provide assessment data that will be used for decision-making to improve student learning and will be linked to the college's planning and budget processes.*

Response:

- All schools and divisions develop their portion of the strategic plan according to four criteria:
  1. Alignment with the 15 institution-wide goals;
  2. Assessment results as reported on program assessment annual reports;
  3. Recommendations from specialized accrediting agencies (if applicable); and
  4. A needs analysis.
- Requests for funding are linked to both the 15 institution-wide goals (as noted above), and assessment results.

3. *Design, define, publish and implement an ongoing, systematic process for assessing student learning of programs that do not have special accreditation.*

Response:

- The Assessment Plan is developed jointly by the Office of the Provost and the Office of Institutional Assessment and published on the College website. The Assessment Plan, while noting the plans of those programs that have specialized accreditation, focuses on the assessment plans of those that do not. The Undergraduate and Graduate Curriculum and Assessment Committees review these assessment plans and results and conducts five-year reviews for all graduate/undergraduate programs that do not have specialized assessment. The College responded to the Evaluation Team Report that an Assessment Plan was in place at the time of the last self study. This early Assessment Plan is found in the Appendices of the current Assessment Plan.

4. *Demonstrate that the College has collected program assessment results, and has used these results for the improvement of student learning in all college programs.* Response:
  - The Office of Institutional Assessment records data from Annual Program Assessment Reports. These reports indicate instruments used, results of the assessments and changes/improvements made as a result of assessment. Appendix G contains a sampling of improvements made by various departments that have evaluated assessment results.
  
5. *Define a system and methods to assess core curriculum courses and student learning outcomes in light of core goals.* Response:
  - See response above in Standard 12 as well as a more detailed response in Section 5 of this report.
  
6. *Share CLA results with all relevant internal constituencies in order to create a culture of assessment and to begin plans for review of general education in light of these results.* Response:
  - CLA is now only one of a number of instruments used to assess the development of writing and critical thinking skills in the curriculum. CLA results, and results from other instruments are shared with the Academic Administrative Council, Undergraduate and Graduate Curriculum and Assessment Committees and Provost Cabinet. The Assessment Office shared each CLA report result with all faculty.
  - The Core Curriculum Taskforce began in the spring of 2015 has started a thorough review of the core curriculum based, in part, on data from the CLA, ETS Proficiency Exam and college-based assessments of core skills.

### **3. MAJOR CHALLENGES AND/OR OPPORTUNITIES**

This section has been divided into five parts as it is organized according to the five major strategic goals of Nyack College's just completed and new strategic plan, *Redeeming Time: A Framework for the Future, 2015-2020* (Appendix B). These strategic goals are linked directly to the five core values of the College and are as follows:

- 1. Enhancing and affirming academic quality;**
- 2. Expanding the commitment to teaching and learning in a global context;**
- 3. Fostering experiential learning to model community development;**
- 4. Integrating Christian faith, learning and personal transformation; and**
- 5. Providing educational access to a diverse student population.**

In this section, each of these strategic goals is then followed by a number of institution-wide goals from the new strategic plan and from which all units of the institution develop objectives for the new strategic plan. This section does not list these objectives, but merely relates the accomplishments of the College over the past five years related to these institution-wide goals, as well as discussing challenges and opportunities as the institution works to accomplish its strategic plan over the next five years.

#### **STRATEGIC GOAL 1: ENHANCING AND AFFIRMING ACADEMIC QUALITY**

One of Nyack College's primary strategic goals has been and continues to be to strengthen its academic programs and to communicate those strengths to its constituencies and to the broader public. Three institution-wide goals have been pursued over the past five years, and will continue to be pursued over the next five, to meet this institutional strategy:

- 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.**

#### **Faculty and Student Scholarship and Research**

Since almost 40% of its student body is enrolled in graduate programs and joint faculty-student research retains undergraduate students, the College has identified fostering joint faculty and student scholarship and research as a primary institution-wide goal. The last five years have seen an incredible blossoming of scholarship and

research among both faculty and students—indeed, at a level that is unprecedented in the institution’s history.

In 2009, the College began conducting the Nyack Scholarly Symposium (NSS) each semester to highlight faculty scholarship. Since then, the NSS has evolved into a conference at which faculty and students present papers related to the conference topic. The NSS is held at both campuses, an outside plenary speaker is featured at both.

The Center for Scholarship and Global Engagement (CSGE) was established in 2011 to promote scholarship and research throughout the institution. Often working with departments, the Center has organized events like the annual School of Nursing Poster Session or the Annual Student Research Conference, and hosted numerous international speakers on campus. The Center also organizes debates on social and political issues; one of the Center’s premier events was a debate held at Sing Sing Correctional Facility that mixed Nyack students with inmates in the two teams.

College faculty can now apply for released time from teaching in order to pursue research projects. Dean’s Released Time (as the program is known) and sabbaticals have been particularly helpful in increasing the number of faculty doing scholarly research. The STEM fields in particular have seen a burgeoning of scholarship: a number of joint nursing student-faculty papers have been published; nursing faculty have been granted Fulbright Scholarships; biology students and faculty are engaged in joint research projects with a number of metro area colleges, hosted by Princeton University; and, biology faculty have been selected to work with a nation-wide committee to enhance science teaching at the university level (PULSE).

The STEM fields are not alone, however, in showcasing faculty and student scholarship. Two conferences sponsored by the M.A. in Ancient Judaism and Christian origins clearly placed the College at the forefront of the field. In the last five years, the School of Music has given three concerts at Lincoln Center’s Avery Fisher Hall, featuring classical and gospel music and including a number of original works. And the new Master of Social Work hosted a conference on the efficacy of community programs for youth—a conference attended by over 100 officials from the City of New York departments that deal with youth.

Assessments conducted by the NSS, CSGE and the STEM fields indicate the need for further joint faculty-student research and so the newly constituted Core Curriculum Taskforce (as cited in the previous chapter), will examine ways to integrate joint research projects early into the student’s experience at Nyack, preferably within the context of first or second year core courses.

### **New Pedagogies and Technologies**

Over the past five years, the College has implemented a number of new programs and initiatives to enhance teaching and learning. A new position, the Associate Dean

for Faculty Development, was added in 2011 and was tasked with providing faculty with strategies to integrate new technologies in the classroom, to move the teaching environment to that of the “flipped classroom” model and to design assignments that enhance the assessment efforts of the College. Beginning in the fall of 2014 the Associate Dean for Faculty Development became the Dean of the Center for Excellence in Teaching and Learning (CETL).

The Dean also works closely with two taskforces that were created in the last five years: the Writing Across the Curriculum Taskforce and the Critical Thinking Taskforce. Both taskforces were created as a result of assessment results (Collegiate Learning Assessment) and have developed learning outcomes and rubrics for writing and critical thinking in both core and major field courses that have been identified as central to the teaching of writing and critical thinking. Both taskforces examine assessment results from these courses and with the Dean suggest ways to strengthen the course, either through assignment design or use of the flipped classroom model. Supplementing the work of these two taskforces, the Dean conducts regular workshops for faculty on assignment design and has brought in several speakers to discuss critical thinking.

The newly created Core Curriculum Taskforce will examine the last five years of assessment results from core courses—CLA, ETS Proficiency Exam and in-house assessment of core skills—in order to create an affirming curriculum for first year students (one that builds on their strengths), utilizes high-impact practices as identified by the American Association of Colleges and Universities, and embeds the liberal arts in the professional programs that are the majors of the vast majority of Nyack’s students.

In addition to working on enhancing pedagogies that will improve student outcomes, the College has launched several initiatives in the last five years to utilize technology in the classroom. Faculty had been using Pearson’s eCompanion as their Learning Management System, but were dissatisfied with this system’s inability to create easy links to online resources. In the 2013-14 year, a faculty committee investigated a number of other LMS’s and eventually chose Edvance360 since the vast majority of faculty report using online links to videos and texts and this system provides easy links to Internet resources. Further, Edvance360 allows faculty to easily build online courses and since one-tenth of the course offerings are now online, this is a crucial factor for faculty.

Because of the widespread interest among both faculty and students for greater use of online resources in the classroom, the School of Music decided to adopt Apple’s iTunes University beginning with the Fall 2015 semester. Music faculty held a four day workshop with the Apple Professional Development Team in May 2015 and have started adopting or creating their own online texts. The goal is that by the Fall of 2016, all music courses will have migrated to digital texts that students will access on the iPads that they are required to buy. The School of Nursing is also considering adopting iTunes University.

Currently, the College offers four online degree programs: M.B.A., M.S. in TESOL, M.A. in Biblical Studies and B.S. in Organizational Management (a degree completion program for adults). Enrollment in these programs remains small, despite strong enrollments in online course offerings. In March 2015, a new Director for Online Graduate Degree Programs was appointed, with the task of assisting all graduate programs to migrate to an online format, developing a strategy for recruitment in online programs, and assisting faculty in online course design. Work has already begun to place the M.A. in Mental Health Counseling, the M.S. in Organizational Leadership, the M.S.Ed. in Childhood Education and the M.S.Ed. in Childhood Special Education online by the fall of 2015. It is expected that all graduate degrees will be online by fall 2017 (most of these degrees will continue to be offered in the traditional classroom setting as well).

### **Mission Central Program Development**

A primary objective of the institutional goal of strengthening the academic programs of the College has been the establishment of doctoral programs. Growing out of the institution's mission and values that emphasize education for service to humanity, the College hopes to underscore its commitment to ministry, biblical education and human services by building doctorates in these areas. In addition, the College intends to raise its profile by offering doctoral programs and eventually apply for university status from the New York State Board of Regents.

Building on its largest degree program, the Master of Divinity (which enrolls over 400 students), the College launched its first doctoral program, the Doctorate in Ministry (D.Min.) with a specialization in Global Christian Leadership, in 2010. The first D.Min. cohort graduated in 2014. Since its inception, the D.Min. has grown to enroll approximately 100 students and while it draws students principally from the metropolitan New York area, students also come from a broad range of states and foreign countries. As is the case with the student body of the institution as a whole, the D.Min. student body is highly diverse.

A thorough assessment of the D.Min. program was conducted during the 2013-14 year and the results submitted to the Association of Theological Schools (ATS). ATS noted that the institution's review and assessment of the program was a strong one and praised the institution for its commitment to assessment. As a result of this review, several changes were made to the curriculum, including strengthening the dissertation mentoring component, and the institution is now preparing to grow the program to 150 students.

While the College has been engaged in launching the D.Min., it has been preparing two additional doctoral programs for submission to the New York State Department of Education. The first of these, the Doctor of Philosophy in Ancient Judaism and Christian Origins (Ph.D.), has been planned as a two-phase launch. The first phase has been to develop and implement the M.A. in Ancient Judaism and Christian

Origins. The M.A. commenced in the Fall of 2013 with eight students. The second phase will be to submit, to NYSED, the proposal to offer the Ph.D. The College hopes to begin this doctoral program in the Fall of 2016.

While the Ph.D. in Ancient Judaism and Christian Origins is a natural outgrowth of one of the College's largest undergraduate degree programs, the B.A. in Biblical Literature, the Ph.D. is designed to enroll a small, select group of scholars, who through their networking and research will help the College meet its strategic goals. The M.A. program has already held two important conferences that have brought together a range of scholars from Jewish and Christian backgrounds as well as from a number of disciplines. And the program has begun several research projects with Jewish and Christian scholars: one is a joint project with Yeshiva University's Art Department to study Jewish iconography on the Titus Arch in Rome; another is a joint project with Catholic, Orthodox and Jewish scholars at the Magdala site in northern Israel.

The first graduates from the M.A. in Ancient Judaism and Christian Origins were in May of this year and hence a thorough assessment of the program will occur during the 2015-16 academic year.

The other doctoral program that the College had been preparing for submission to NYSED is the Doctor of Psychology (Psy.D.) with a concentration in Clinical Psychology. The proposal to offer this program was submitted in March of this year. The Psy.D. will be a 130 credit degree designed to meet the need for clinical psychologists, a need that is expected to increase exponentially with the full implementation of *The Affordable Care Act*. The College already has strong programs in counseling—the M.A. in Mental Health Counseling (the College's second largest degree program) and the M.A. in Marriage and Family Therapy—as well as a new Master of Social Work degree, and thus intends to build on its strengths in the clinical arena of counseling and social work by the addition of clinical psychology.

The Psy.D. will also build on the large undergraduate B.A. in Psychology (with over 150 majors) and intends to admit a cohort of 12 to 15 students each year. Over the course of the first five years, the Psy.D. program plans to enroll a total of 75 to 100 students.

The College has begun preliminary discussions with the American Psychological Association concerning accreditation for the Psy.D. Since the Psy.D. is a five-year program, APA will not grant accreditation until the first class has graduated. However, the program intends to conduct APA mandated assessments from the inception of the program, which is projected for Fall 2016.

## **STRATEGIC GOAL 2: EXPANDING THE COMMITMENT TO TEACHING AND LEARNING IN A GLOBAL CONTEXT**

A second strategic goal of the College has been to expand its commitment to teaching, learning and serving in a world that is rapidly becoming one, and to be widely acknowledged as an institution committed to global service. Over the last ten years, this strategic commitment has been fulfilled through the following goals:

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.**

### **A Global Curriculum**

At both the undergraduate and graduate levels, faculty members and departments have intentionally internationalized the curriculum over the last fifteen years. All programs now have at least one course that develops a global perspective for the particular field and most programs require this course as a part of the program requirements. The undergraduate core curriculum requires nine credits in global perspectives: World Civilization 1 & 2 and Global Literature. The College's first doctoral program, the D.Min. in Global Christian Leadership, speaks to global issues in all of its coursework.

The Global Service Learning Program (GSL) has played a key role in fostering global perspectives among students and faculty. Every academic year, the GSL Program, in conjunction with schools and departments, sponsors four to six service learning trips abroad. Nursing students work in Haitian refugee camps in the Dominican Republic each January and do clinicals in hospitals in various Indian cities, as Bangalore and Jaipur. Social Work students work with villagers in Cebu in the Philippines to help them build sustainable agricultural communities. Business students work in the Yucatan, in Mexico, to help villagers build small businesses. Intercultural Studies students work in orphanages in Cambodia and Costa Rica. And graduate counseling students do clinical work in Cuba and in the immigrant-dominated suburbs of Paris. Not all overseas trips sponsored by GSL focus on service learning; some are study abroad trips, like the annual trip to Venice to study art or the very popular twice annual trip to Israel, sponsored jointly with the M.A. in Ancient Judaism and Christian Origins.

Of almost equal importance to the GSL Program has been the role of the Center for Scholarship and Global Engagement. The Center has worked with numerous departments since its founding to bring in a host of international speakers to interact with students in classroom settings. This past year, the Rwandan filmmaker, Alrick Brown, discussed his award-winning film *Kinyarwanda* at showing of the film

for English and history students, and lawyers from a Latin American peace and justice organization, spoke with social work and political science students.

Program assessment results demonstrate that Nyack's students, at all levels, do well in fulfilling student learning goals related to understanding and learning global perspectives. And institutional assessment results indicate that Nyack's students do better than the national average when it comes to understanding and learning from peoples of other cultures. These assessment results are now being used in numerous ways: to communicate clearly that the College is an institution with a vibrant approach to learning in a global context; to revamp the core curriculum in order to develop global perspectives in all of the required liberal arts courses; to expand opportunities for global service learning; and to identify global educational partners who will strengthen Nyack's commitment to fostering global perspectives as central to its educational mission.

### **A Global Faculty and a Global Student Body**

As the College has internationalized its curricula and programming, it has attracted a large number of international faculty and students. For an institution of its size, the statistics are impressive. IPEDS data reports show that Nyack has a higher proportion of international students than New York metro area colleges and universities of similar size—both public and private. But internal surveys show a much truer picture; the overwhelming majority of Nyack's students are immigrants or children of recent immigrants. Traditionally Nyack has attracted students whose families come from South Korea, Dominican Republic, Haiti, Jamaica and Canada. But in the last five years, Nyack's students and their families have come from a much larger number of countries (over 100 different countries in all); the largest numbers hail from those noted above plus Nigeria, Ghana, Burkina Faso, Indonesia, Philippines, China, India, Germany, Spain, United Kingdom, Mexico, Trinidad, Columbia, Venezuela, Brazil and Guyana. By one count, over 35 languages are spoken at Nyack's Battery Park campus in New York City.

Nyack's faculty, as a whole, is one of the most diverse faculties anywhere in the country, with just over 45% representing African American, Asian American or Hispanic groups. As with the student body, many of the faculty members were born in another country, or have taught for many years in another country. The international character of the faculty is reflected in the academic leadership as well: the Dean of the School of Social Work is from South Korea, the Dean of the School of Nursing is from India, the Director of the Center for Scholarship and Global Engagement is from Peru, to name a few.

### **Global Partnerships**

Through the strong links that Nyack's students and faculty have with many international organizations, as well as the relationships the College has with overseas churches and non-profits through its parent denomination, the Christian

and Missionary Alliance, the College has begun leveraging a number of these relationships to form partnerships with overseas non-profits and educational institutions that share Nyack's vision.

For the past five years, Nyack has been a partner with Global Kingdom Partnerships (GKP), a group that brings together Christian leaders, both ministers and businesspersons from around the globe, to support each other's work. A number of individuals connected with GKP have been awarded honorary degrees by the College and are being positioned to become a strong donor base for the institution.

### **STRATEGIC GOAL 3: FOSTERING EXPERIENTIAL LEARNING TO TEACH COMMUNITY DEVELOPMENT**

A third strategic goal of the College has been to create opportunities for all types of experiential learning so that graduates will play vital and dynamic roles in developing the communities in which they will work and live. The strategic commitment is fulfilled through the following goals:

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 field work;**

#### **New Programs that Integrate Coursework and Fieldwork**

Over the last five years, the College has launched a number of new degree programs. All of these degree programs are professional degree programs that include several semesters of fieldwork as a part of the requirements for the program. These new degree programs are as follows:

1. B.S. Criminal Justice
2. B.S. Nursing
3. M.S.W. Clinical Social Work
4. M.A. Marriage and Family Therapy
5. M.S. TESOL

Nursing was funded with two gifts of over a total of \$2 million that allowed the College to build a state of the art nursing lab. The nursing degree has since grown to become one of the largest undergraduate majors. While the rest of these programs do not require the same facility expenditures as nursing, they all require hiring a number of clinical faculty and administrative support staff to build fieldwork programs.

## **Internships**

These new programs are a continuation of the shift from offering degrees in the liberal arts to degree programs in the professions—a shift that began at the College in the early 1990's. Hence the College has been building the infrastructure to support an internship program for all majors and degree programs. Over the course of the last five years, the following degree programs have built strong internship components for their respective courses of study:

1. B.S. Business Administration
2. B.S. Computer Science
3. B.S. Pastoral Ministry
4. B.S. Youth and Family Studies

Approximately 80% of the student body, both graduate and undergraduate students, is now enrolled in degree programs where either fieldwork or internships are required and/or available.

## **Community Service**

Several departments of the College have long-standing community service opportunities for students, most notably Spiritual Formation, Academic Development (Compass), Student Life, the undergrad Accounting major and the Athletic Department. Spiritual Formation, at both the College and Seminary, regularly engage students in church-related community service projects. And following Hurricane Katrina, Compass students worked in New Orleans; most recently they have engaged in projects at local community centers in Rockland County's poorest cities. Student Life organizes teams to hand out food at New York's Penn Station. Students in the Accounting major spent many weekends helping families devastated by Hurricane Sandy. And as a Division II NCAA school, Nyack athletes are regular participants in community service projects.

Beginning in the Spring of 2015, the entire campus was invited to engage in a large community service project sponsored by the Luis Palau Organization. Teams of faculty, staff and students worked in ten locations in the poorest community districts of the five boroughs to paint and cleanup early childhood centers, youth and senior centers in housing projects, parks and homeless shelters. This event will be repeated this Fall 2015. Since assessments of Nyack's students clearly demonstrate both strong interpersonal skills as well as a foundational desire to serve others, the Core Curriculum Taskforce will consider whether to add a community service component to the first year curriculum for undergraduates.

## **STRATEGIC GOAL 4: INTEGRATING FAITH, LEARNING AND PERSONAL TRANSFORMATION**

Nyack's fourth strategic goal builds on the institution's identity as a Christian college and involves creating programs that assist students to integrate their personal faith and spiritual values with their chosen disciplines so that graduates can begin their careers with the character and values needed to serve others. This commitment is realized through objectives that are developed from the following goals:

- **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;**
- **Developing the essential character dispositions unique to each one's profession;**
- **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.**

### **Integration of Faith and Learning**

All courses at the undergraduate level are expected to devote some time to discussion of points of contention between the given academic field and tenets and values of the Christian faith. The College does not prescribe resolutions for these issues but does expect faculty and students to discuss the ways in which different Christian thinkers and apologists have come to a resolution, thus integrating their learning and their faith. At the graduate level, the emphasis is on resolving professional issues with a value system that is informed by the Judeo-Christian heritage.

Since this integration is at the heart of the College's identity as a Christian college, a number of programs assist in this endeavor. The speakers brought to the College by the Center for Scholarship and Global Engagement are frequently engaged in this integration in the public arena. Many times, speakers working within the Judeo-Christian heritage have very different visions of how Christian should act, as was the case with the last NSS, in which conservative and liberal Christian voices debated the Christian response to issue involving global sustainability.

### **Character and Values Formation**

All academic programs of the College, including the core curriculum have the development not only of knowledge and skills, but also of dispositions, as the basic categories for developing intended student outcomes. While difficult to assess, the faculty of the College is committed to seeing students develop personal characteristics that will enable them to become servants of God and citizens of the world, engaging in acts of love, justice, reconciliation and forgiveness, and peace.

### **Spiritual Formation**

Also important to maintaining its identity as a Christian College is the course required of all freshmen, Introduction to Spiritual Formation. The course, offered through the Department of Spiritual Formation, asks students and faculty to examine the foundations of their faith and how that faith should be lived out. Students are encouraged to explore their calling and view that calling within the context of God's plan for all humanity.

The Office of Spiritual Formation also sponsors the chapel program and a host of service learning opportunities so that students can learn how others have lived out their calling. Central to the work of the Office of Spiritual Formation is the desire to see the lives of students transformed so that they will, upon graduation, have a much greater empathy for all human beings, and indeed, for all of the created order; and based on that empathy dedicate themselves to lives that are sacrificial in the service of others.

### **STRATEGIC GOAL 5: PROVIDING EDUCATIONAL ACCESS TO A DIVERSE POPULATION OF STUDENTS**

A final strategic goal of the College has been to provide educational access to a diverse student body, including underserved populations. As one of the most diverse colleges in the United States, one with a majority of first-generation students and students from low-income families, Nyack is firmly committed to providing a high quality education and a low faculty to student ratio at accessible locations that work best for students who are working themselves. This strategic commitment has and is being fulfilled through the following goals:

- 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.**

#### **A Diverse Student Body**

Nyack has one of the most diverse student populations both nationally and in the New York metro area. Approximately 35% of the students are black, 25% are Hispanic, 25% are white and 15% are Asian. These students come principally from the metro area, as well as many foreign countries, as noted above. They represent all age groups, with the majority of the student body over age 25.

Much of the data collected by the Office of Institutional Research relates to the demographics of Nyack's student body and is used by Enrollment Management to ensure continued representation of all groups. All the major committees of the

institution regularly examine this data in order to address any changes that may negatively impact the overall diversity of the College.

### **An Affordable Education**

Over 50% of Nyack's undergraduate student body is Pell-eligible or from low-income families, and so Nyack's commitment to a low tuition rate and modest annual increases has been ongoing. IPEDS data, that benchmarks the College with institutions of similar size, shows that the College does have one of the lowest tuition rate for a private college in the NY metro area. At \$23,200 for the 2014-15 year, this tuition rate still is a difficult hurdle for many new students and finances remain the number one retention issue for first year students. Hence over the past ten years, tuition increases have been in the range of 3 or 4%.

Currently, the College's discount rate is in the range of 35% and almost 100% of students receive some form of aid from the College. Low-income students who receive full state, federal and College grants will borrow very little if they are commuters, but will borrow between six and eight thousand a year if they live on the residential campus in Nyack. Consequently, Nyack's undergraduates, as a whole, are not leaving college with inordinate amounts of debt. The loan default rate for the College is much lower than that of institutions serving similar numbers of low-income students.

In addition to keeping tuition rates low and providing generous discounts, the College is adopting a number of strategies to lessen the debt that students accumulate. First, as noted above, the adoption of the new LMS is helping faculty move into the world of digital texts; this coupled with the move by the School of Music to adopt Apple's iTunes University are the first steps by Nyack to move completely to online texts within five years. This will save students anywhere from two to four thousand dollars in textbook costs during their undergraduate career.

Another strategy to lower student costs has been the expansion of the New York State Higher Education Opportunity Program (HEOP) to the city campus. HEOP is a grant to low-income students who show great potential to succeed and every year, New York State has funded between 40 and 50 students on the main campus in Nyack. Beginning with the 2014-15, HEOP funded 10 students at the city campus. HEOP funding not only dramatically lowers the amount a student must borrow, but it also provides money for books, living expenses and transportation, all of which are often financial barriers for low-income commuting students. Over its 40 years as a program at Nyack, HEOP has had much higher first year retention and graduation rates for its students than for similar first year students at Nyack.

A final strategy to assist students is curricular. Assessments have shown that Nyack's students are woefully lacking in financial literacy and need help in understanding how to budget, use credit cards, file taxes and generally, the basic principles underlying the use of money. Most have never learned principles of

investment and hence do not understand that some college debt is acceptable in order to achieve a college degree. The newly constituted Core Curriculum Taskforce is considering the addition of a course in financial literacy to the first year core requirements so that students will have this essential life skill and the College will improve its retention rate among first year students who cite finances as the principle reason for leaving Nyack.

### **A Permanent Campus in New York City**

The College's principal asset is its property in Nyack, NY, the 120 acres that comprise the main campus and have little mortgage debt attached to it. Its many buildings situated on a hill overlooking the Hudson River offer spectacular views and provide an inspiring setting for teaching and learning, but are also prime real estate in the northern suburbs of New York City. Without a strong donor base to assist in a building program, the College's basic strategy for facilities has been to address maintenance issues as they arise, deal with any long-standing issues of deferred maintenance and keep the buildings and grounds in excellent condition, rather than take on large amounts of debt to pursue a building program. This has been central to the College's strategy of keeping tuition costs at a reasonable level.

With the growth of academic programs and introduction of new technologies for the classroom, the College will need to build another academic building at its main campus. However, the basic strategy for the last ten years has been to first purchase a building for the campus in New York City in order to lessen the amount that the College pays in rent—again, another means of keeping tuition rates low.

Nyack launched its branch campus in lower Manhattan in 1997. Located first on one floor of 93 Worth St. (three blocks north of the World Trade Center), the campus initially enrolled over 100 students in four undergraduate degree programs and by 2001 grew to over 800 students enrolled in ten undergraduate and five graduate degree programs, with additional space rented one block north at 361 Broadway. By 2010, the time of the last self-study, enrollment at the city campus at grown to over 1,300, the number of undergraduate degrees offered was 15 and the number of graduate degrees offered was eight. The landlords of both 93 Worth St. and 361 Broadway, where the College rented approximately 75,000 sq. ft., indicated that they wished to transform both building into residential use and consequently the College began the search for new space that could be built-out specifically as college space and accommodate a student body of 2,500.

The search for new space was realized early in 2013, when the College finalized a lease on approximately 167,000 sq. ft. at 2 Washington St., just off of Battery Park in lower Manhattan. The lease for eight floors (lower level, ground floor and floors 17-22) averaged \$30 per sq. ft., with the landlord paying for the entirety of the build out, which came to approximately \$5 million. The College budgeted another \$5 million for moving costs, furnishings and technology. Working with an architect

who had designed collegiate space in New York City previously, each floor was laid out to accommodate different departments and schools, as follows:

1. Lower Level—Student Life
2. Ground Level—Enrollment Services
3. 17—Schools of Education and Business and Leadership
4. 18—Alliance Theological Seminary and College of Bible and Christian Ministry
5. 19—Library, Writing Center and Compass Services
6. 20—College of Arts and Sciences
7. 21—Executive Suite and Dept. of Science
8. 22—School of Music

All floors, except the ground floor, have classrooms, for a total of 60; these classrooms include six computer labs and four science labs. Over \$1 million was spent to outfit the classrooms with Macs, LCD's and projection screens. There are over 30 faculty offices, each housing two faculty—deans, program directors and administrative assistants have their own offices. Each floor has a spacious student lounge with computers available for student use. The music floor is outfitted with a small concert hall, ten soundproof practice rooms, five teaching studios, a percussion room, a piano lab and a number of classrooms.

The College occupied five of the floors in Sept. 2013 and another one and a half floor in Jan. 2014. The remaining floor and a half will be ready for occupancy in Sept. 2015. The lease for 2 Washington St. also included an option to purchase the eight floors as a condo for approximately \$50 million. The lease gave the College 18 months after initial occupancy to exercise this option. In February of this year, the College informed the landlord that it intends to exercise the purchase option, having secured favorable mortgage terms.

The College has been able to secure a favorable mortgage because the appraised value now far exceeds the purchase price. Not only have property values dramatically increased in Manhattan, but as a result of Hurricane Sandy, which flooded the lower level of the property, an estimated \$10 million was invested in upgrading building systems: electrical, plumbing, heating and cooling. With this purchase, the College will see an increase in its net assets of somewhere in the range of \$20 million. The purchase is expected to be finalized early in 2016.

This purchase and the establishment of a permanent campus in New York City will lower the overall cost of facilities for the College and hence the College will be able to maintain its commitment to providing an affordable education to the population that it serves. In addition, this new campus is indeed a world-class facility located in one of the most strategic sites anywhere in the world and will help the College to meet its strategic goals of enhancing and affirming academic quality, expanding the commitment to teaching and learning in a global context, fostering experiential learning to teach community development, integrating Christian faith, values and

the academic disciplines to build character, and providing educational access to a diverse student population.

#### 4. ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS

##### **Enrollment for 2014-15 and for the Preceding Five Years**

At the time of the College's last decennial site visit team's evaluation in March 2010, the total fall 2010 enrollment in all programs was 3,369. Despite the financial crisis that had begun to impact enrollments in institutions of higher education in 2008, the College's total enrollment had actually increased by over 200 students since fall 2008.

While not continuing to increase from 2010 on, the College's enrollment remained steady in fall 2011—3,305—and fall 2012—3,377. Several factors contributed to the College's period of growth during the five years from 2008 to 2012. First, the College continued to expand its graduate program offerings, so that by fall 2012, the number of graduate students had reached 1,322 or 39% of Nyack's total student body. Of all the graduate programs offered by the College, the most notable growth during this period occurred in the M.A. in Mental Health Counseling, the M.A. in Marriage and Family Therapy and in the newly launched Doctorate in Ministry. Second, the undergraduate program at the Rockland campus grew by almost 150 students because of the introduction of two new highly subscribed programs, the B.S. in Nursing and the B.S. in Criminal Justice.

However, this five-year period (2008-2012) also saw a number of programs suffer enrollment declines. The undergraduate degree completion program (B.S. Organizational Management) offered throughout New York State and at branch campuses in Dayton, OH and Washington, DC lost over one hundred students as the College closed the out-of-state branches and several locations in upstate New York. And because the B.S. in Organizational Management was a feeder program for two graduate programs—the M.B.A. and the M.S. in Organizational Leadership—both of these programs suffered declines as well.

For the last two years, overall enrollment at the College has declined: the enrollment for fall of 2013 was 3,117 students; for this past fall 2014, the enrollment was 2,938. This drop of almost 450 students from the fall of 2012 has occurred in a number of programs:

1. The degree completion program continued to decline, losing a total of 178 students at New York State sites and at the Washington, DC campus that closed;
2. The undergraduate population at the Nyack campus, which had reached a peak of 1052 students in fall 2012 has lost 151 students for a fall 2014 enrollment of 901;
3. The undergraduate population at the New York City campus has declined from 762 in fall 2012 to 588 in fall 2014, a loss of 174 students.

4. Overall, the graduate programs have seen a decline to 1,227 students from 1,322 students in fall 2012, for a loss of 97 students (this entire decline is related to the closing of the graduate program offered in DC).

The largest decline has thus occurred among students enrolled in the traditional undergraduate programs of both campuses. Several trends are evident when comparing demographics of traditional undergraduates in 2012 with those in 2014:

1. Fewer men are enrolling; the ratio of men to women went from 40/60 to 38/62.
2. Fewer students of Asian and African origin are enrolling: the percent of Asian students declined from 11% to 9%; the percent of Black students from 30% to 28%.
3. Fewer students under age 22 enrolled: the percent under age 22 declined from 62% to 60%.
4. Fewer Pell-eligible students enrolled: the percent of Pell-eligible students declined from 56% to 52%.
5. Fewer first time freshmen are enrolling: the percent of FTF declined from 56% to 40% and the percent of transfer students increased from 44% to 60%.

A number of undergraduate degree programs showed a marked decline:

1. The number of students enrolled in all humanities programs declined from 148 to 97.
2. The number of students enrolled in education programs declined from 180 to 85.
3. The number of students enrolled in music programs declined from 130 to 113.
4. And the number of students enrolled in the Interdisciplinary degree program that mainly serves adult students declined from 180 to 137.

All other undergraduate degree programs showed small declines except for four newly added programs: B.A. Biology, B.S. Computer Science, B.S. Criminal Justice and B.S. Nursing.

The trends cited above indicate that the College now serves a large graduate student population and that the majority of the undergraduates that it serves are transfer students. Professional degree programs, at both the graduate and undergraduate level, make up the vast majority of the degree programs offered by the institution. With these trends, as well as national trends in higher education in mind, the College has spent the last year revising its strategic plan and the enrollment and finance projections on which that plan is based. As a part of this process, the College hired a consultant to review its enrollment services and assist the College in developing a comprehensive enrollment plan.

### **Projected Enrollments for the Next Six Years: 2015-2020**

The following is a summary of the enrollment projections for the next six years (fall 2015 through fall 2020) as shown in Appendix C:

1. The decline in enrollment in the traditional undergraduate programs of the New York City campus will not continue with the fall 2015 semester; enrollment losses of the last two years will be reversed over the next two years and these programs will begin growing again with the fall 2017 semester; and the traditional undergraduate programs at the city campus will grow to enroll 1,000 students by fall 2020.
2. The decline in enrollment in the traditional undergraduate programs of the Nyack campus will not continue with the fall 2015 semester; however, the residential campus in Nyack will not recover all of its enrollment losses over the course of the next six years as enrollment in these programs is only expected to reach 1,000 students by fall 2020.
3. Enrollment decline in the adult degree completion programs will continue with the fall 2015 semester; the programs will begin to build again with the fall 2016 semester and return to fall 2008 enrollment levels of 220 students at all New York State sites by fall 2020. Undergraduate enrollment at the Puerto Rico campus will grow to 50 students by fall 2020.
4. Graduate programs at all three campuses will continue to grow over the next six years, adding 506 students for a total of 1,733 graduate students.
5. Total enrollment will be approximately 4,000 by 2020.

These projections are based on the following assumptions and findings of the consultant's assessment:

#### **Assumptions and Findings Regarding Enrollment in the Undergraduate Programs of the New York City Campus**

1. Traditional undergraduate enrollment at the New York City campus declined for three reasons:
  - a. The Undergraduate Admissions team at the city campus did not have a director for the past two years;
  - b. Admissions counselors had not been trained to market the value of a Nyack education and focused instead on affordability—a difficult sell in New York City where low-cost public institutions of higher education abound; and
  - c. Marketing efforts for the undergraduate program were diluted in an attempt to brand the entire institution.
2. Traditional undergraduate enrollment at the New York City campus can grow for the following reasons:
  - a. Nyack serves a large number of first-generation students who are children of immigrants or immigrants themselves and this population will continue to grow in New York City over the coming decade.

- b. The explosion of charismatic Christianity in the global south and the immigration of many of these Christians to New York City makes a number of Nyack's undergraduate degree programs highly attractive because of their emphasis on training individuals to work in the Church.
- c. The College has replaced the majority of its admissions personnel at the city campus and has, over the past year, provided them with intensive professional training and a strategic plan for recruitment.

### **Assumptions and Findings Regarding Enrollment in the Traditional Undergraduate Programs of the Nyack Campus**

- 1. Traditional undergraduate enrollment at the Nyack campus declined for these reasons:
  - a. The Admissions Department was operating without a strategic plan.
  - b. Facilities at the residential campus in Nyack are old and hence the College is perceived as not providing educational value equivalent to its competitors.
  - c. A number of degree programs central to enrollment at the Nyack campus are no longer perceived as worth pursuing in the marketplace of U.S. higher education.
- 2. Traditional undergraduate education at the Nyack campus can grow for the following reasons:
  - a. Several new professional programs that lead to careers that are expanding rapidly throughout the coming decade are continuing to attract students to the undergraduate Nyack campus.
  - b. The Admission team has undergone intensive professional training over the past year and is operating with a new strategic plan.
  - c. The demographic advantage that applies to the city campus also applies to the campus in Nyack as many of these students want a residential college experience. However, the price of a private residential college experience, especially for the population that Nyack serves, will limit future growth at the Nyack campus.

### **Assumptions and Findings Regarding Enrollment in the Adult Degree Completion Programs**

- 1. Enrollment in the degree completion program declined for the following reasons:
  - a. The College has offered only one degree completion program since 1989 while many of its competitors are offering a range of marketable degree program options for adult students.
  - b. When the College adopted the "university model" it split up the School of Adult and Distance Education and lost momentum in reaching out to the adult student market.

- c. The institutional effort to brand the whole diminished the marketing efforts of the degree completion program.
  - d. The program functioned without a Director of Adult Programs Admissions for over eight years.
  - e. Without a Director, recruitment for the program devolved onto the admissions counselors who functioned without a strategic plan and often allowed relationships with partnering agencies that provided students to lapse.
2. Enrollment in the degree completion programs can grow for the following reasons:
- a. The School of Adult and Distance Education has been created through administrative restructuring and a Director of Admissions for the School has been hired; a strategic plan for recruitment and marketing is being formulated; and strategic relationships have been restored and new ones are being developed.
  - b. Three new degree completion program offerings have been developed: the B.S. in Church Management, the B.S. in Healthcare Management, and the R.N. to B.S.N. In addition, the B.S. Interdisciplinary Studies has been redesigned to incorporate credits from Prior Learning Assessment and thus allows students to build individualized degree programs.
  - c. As with the traditional undergraduate degree programs, the demographics of the New York City metro area favor growth of Nyack's programs for adult students.

### **Assumptions and Findings Regarding Enrollment in the Graduate Programs**

1. Enrollment in graduate degree programs can grow for the following reasons:
  - a. Except for small enrollment declines in the M.B.A. and M.S. in Organizational Leadership, enrollments in all graduate programs have remained steady or continued to grow.
  - b. Administrative restructuring has given graduate deans much greater authority over the recruitment and marketing of their programs and this is already producing growth results, most notably in the two programs just cited.
  - c. All graduate programs are in the process of developing their programs online and a recruitment and marketing strategy for online programs is simultaneously being developed.
  - d. A number of existing graduate programs will be in great demand over the next decade: M.B.A. Accounting, M.A. Marriage and Family Therapy and M.A. Mental Health Counseling.
  - e. The College is aggressively expanding its graduate offerings and hopes to offer the following in the next five years: M.S.W. Clinical Social Work, Doctorate in Clinical Psychology, M.S.N. Clinical Nursing, M.M. Sacred Music, Ph.D. Ancient Judaism and Christian Origins.

**Financial Audits and IPEDS Financial Information for the Last Three Years: 2012-2014 (Appendices D and E)**

IPEDS Data Feedback Reports for the years 2012 and 2014 show little change in the College's revenue sources and expenditures. Tuition increased from \$21,500 in 2012 to \$23,200 in 2014 and was 88% of revenue sources in 2012 and 89% of revenue in 2014. Despite this modest increase, the average net price increased only \$1,000 during this period, from \$17,700 to \$18,700. This modest increase was due to an increase in the average amount of Institutional Grants from approximately \$9,400 in 2012 to \$11,000 in 2014. All other expenditures remained essentially unchanged, except for Instruction which increased from an average of \$7,000 per student to \$7,700 per student.

**Finance Projections for the Next Six Years: 2015-2020 (Appendix C)**

Finance projections show that the College expects to begin the process of financial recovery from the enrollment-related losses of the past two years. The College will begin to see small overall surpluses with next year's budget, surpluses which would grow over the next six years to \$3.6 million. Based on enrollment projections, the College expects to see tuition revenue from its New York City campus exceed that of its campus in Nyack, by 2020-21. However, revenue from auxiliary services in Nyack will mean that the Nyack campus will have more revenue overall. This revenue will not, however, meet the expense needs of the Nyack campus. Beginning with next year's budget (2015-16), the surplus from the New York City campus will offset the deficit at the Nyack campus. The costs of operating the residential campus in Nyack will increase further with the building of a new academic structure in year five of the projections. In essence, then, Nyack College can keep tuition relatively low at its residential campus because of the income produced by its commuter campus.

## **5. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING**

### **Assessment of Institutional Effectiveness**

The following principles have been established to guide assessment of institutional effectiveness at the institution (See the Assessment Plan, Appendix F). These principles also guide the establishment of student learning goals, how those goals are measured, and the use of data collected on student performance to guide change in the institution.

1. Purpose - The purpose of assessment is to improve student learning and institutional effectiveness. Assessment must be tied to the institutional goals of the College. Assessment helps in decision-making and helps the institution define and measure the extent to which it meets its goals.
2. Planning - Assessment plans are ongoing, reviewed and modified on an annual basis. Assessment results are used for the improvement of the program.
3. Faculty - Academic assessment is done by the faculty. Faculty must therefore own the assessment process by setting reasonable goals, gathering assessment data and evaluating results.
4. Alignment - Student learning goals should reflect the institution's strategic goals and should be aligned with the published standards in the academic disciplines by specialized professional agencies.

The following instruments are used by the College to assess institutional effectiveness. The Office of Institutional Assessment, in conjunction with the Office of the Provost, manages these assessments.

1. Collegiate Learning Assessment (CLA)
2. ETS Proficiency Profile
3. Intercultural Effectiveness Scale
4. Student Instructional Survey (SSI)
5. HERI Faculty Survey
6. CIRP Freshman Survey
7. Student Satisfaction Inventory (SSI)
8. Adult Student Priorities Survey (ASPS)
9. National Survey of Student Engagement (NSSE)
10. Entering Student Questionnaire (ESQ)
11. Graduate Student Questionnaire (GSQ)
12. Admitted Student Questionnaire (ASQ)
13. Alumni Questionnaire (AQ)
14. The Nyack College Alumni Survey
15. The Nyack College Factbook and Trendsbook

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### Schedule of Institutional Assessments 2015 – 2025

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ASQ		Spring									
CLA	Fall-FR	Spring-SR	Fall-FR								
Freshman Survey		Fall-FR									
Your 1st Coll Yr		Spring-FR									
HERI Faculty		Fall			Fall			Fall			Fall
NSSE	Spring-FR/SR		Spring-FR/SR								
IES	Fall-FR	Fall-SR	Fall-FR								
Alumni	Fall										
Prof Profile	Spring-SO		Spring-SO								
ESQ	Fall										
GSQ	Spring										
AQ		Spring									
SSI / ASPS		Spring									
SIS	Fall Spring Summer										
MFTs	Fall Spring										
Fact Book	Fall										
Trend Book	Spring										

Results of these assessments are reviewed at all levels of the institution, including the major committees: Executive Team, Provost’s Cabinet, Academic Administrative Council, Finance Committee, Operations Committee, Enrollment and Marketing Committee and the Undergraduate and Graduate Curriculum and Assessment Committees. The last five years has seen a number of major improvements or changes made to enhance institutional effectiveness—improvements and/or changes that have been made as a direct result of assessment. Among the major improvements and/or changes are the following:

1. Creation of the Center for Scholarship and Global Engagement
2. Creation of the Center for Excellence in Teaching and Learning and appointment of a dean to head the Center
3. Creation of faculty taskforces in Writing-Across-the-Curriculum, Critical Thinking and Core Curriculum

As noted in Section 3, all of these groups have played an important part in helping to create a climate of assessment that actively seeks to enhance institutional effectiveness.

## **Assessment of Student Learning (Academic Program Assessment)**

### **Institution-wide Student Learning Goals**

The student learning goals of all the academic programs of Nyack College are mapped to the five core values and five strategic goals of the College as follows:

#### *Academically Excellent*

1. **Content:** Students will attain an educational foundation in arts and humanities, science, mathematics, and social science.
2. **Core Skills:** Students will be able to communicate in oral and written form and demonstrate information and technological literacy.
3. **Critical Thinking:** Students will demonstrate critical thinking, problem-solving, and research skills across the curriculum.

#### *Globally Engaged*

4. **Cultural Understanding:** Students will understand the interplay of historical, cultural, and geographical realities of the global community.
5. **Cultural Perspectives:** Students will value diversity through an understanding of worldviews, languages, cultures, and peoples.
6. **Cultural Participation:** Students will engage in service opportunities within the global community.

#### *Intentionally Diverse*

7. **Cultural Meaning:** Students will understand the heritages and traditions of diverse peoples and cultures.
8. **Cultural Justice:** Students will appreciate the need to promote biblical principles of social equality.
9. **Cultural Relationships:** Students will engage in interactions and relationships with those from diverse backgrounds.

#### *Emphasizing Personal Transformation*

10. **Personal Growth:** Students will grow in their faith as they pursue God's purpose in their lives.
11. **Personal Transformation:** Students will integrate their Christian worldview into learning and service.
12. **Personal Discipleship:** Students will apply discipleship principles to assist in the personal transformation of others.

#### *Socially Relevant*

13. **Community Change:** Students will recognize the value of economic, political, social, and organizational systems as tools for positive change.

- 14. Community Compassion: Students will apply a foundation of compassion and integrity to their chosen field of study.
- 15. Community Leadership: Students will demonstrate servant leadership as they engage the community and marketplace.

**Degree Program Student Learning Goals**

The faculty of each degree program or major is responsible for developing student learning goals for their respective program. The deans lead this process by working with the department chairs (undergraduate), program directors (graduate) and the faculty of each department. It is the responsibility of the faculty to review the goals periodically. The College catalog lists all program SLGs.

To assess the program SLGs, the program faculty have developed an assessment plan with multiple assessments that address the knowledge, skills and dispositions of program candidates. Program assessments are designed to give a comprehensive measure of the outcomes. Both qualitative and quantitative approaches to assessment are used. In the case of course imbedded assessments with multiple sections, professors have agreed upon a standard assessment.

Program assessments are given annually and the results reported in the Annual Program Assessment Report. The Dean of the program and the Curriculum and Assessment Committees annually review assessment results. Each program includes a brief program assessment plan in the catalog. Programs may include assessment results in an aggregate form in the catalog or other college publication.

**Course-Level Student Learning Goals**

Faculty members are responsible for developing course level SLGs for courses in the program. The faculty in the program decide how this will be done. It is the responsibility of the faculty, under the leadership of the department chair/program director, to review the course SLGs to insure that all program SLGs are being adequately addressed and assessed in the course level SLGs. All sections of a given course should have common student learning goals that focus on program SLGs. Faculty identify these common goals together and add any additional learning goals they feel are necessary for their own course.

All syllabi contain the student learning goals for that course. The goals are linked to program and other standards using a matrix like the one below.

<b>Student Learning Goals</b> <b>The Student will be able to:</b>	<b>Program Goals</b>	<b>Core Goals</b>	<b>Assignments &amp; Assessments Used</b>
1.			
2.			
3.			

The Office of Institutional Assessment has monitored course level assessment in the past using a course assessment report. While some deans continue that process as a way to monitor and insure quality course level assessment, it is not collected and reviewed institutionally at the time of this writing. It has been beneficial in raising the awareness of faculty to the quality of assessments and to the variety of assessment tools available.

### **Academic Program Review**

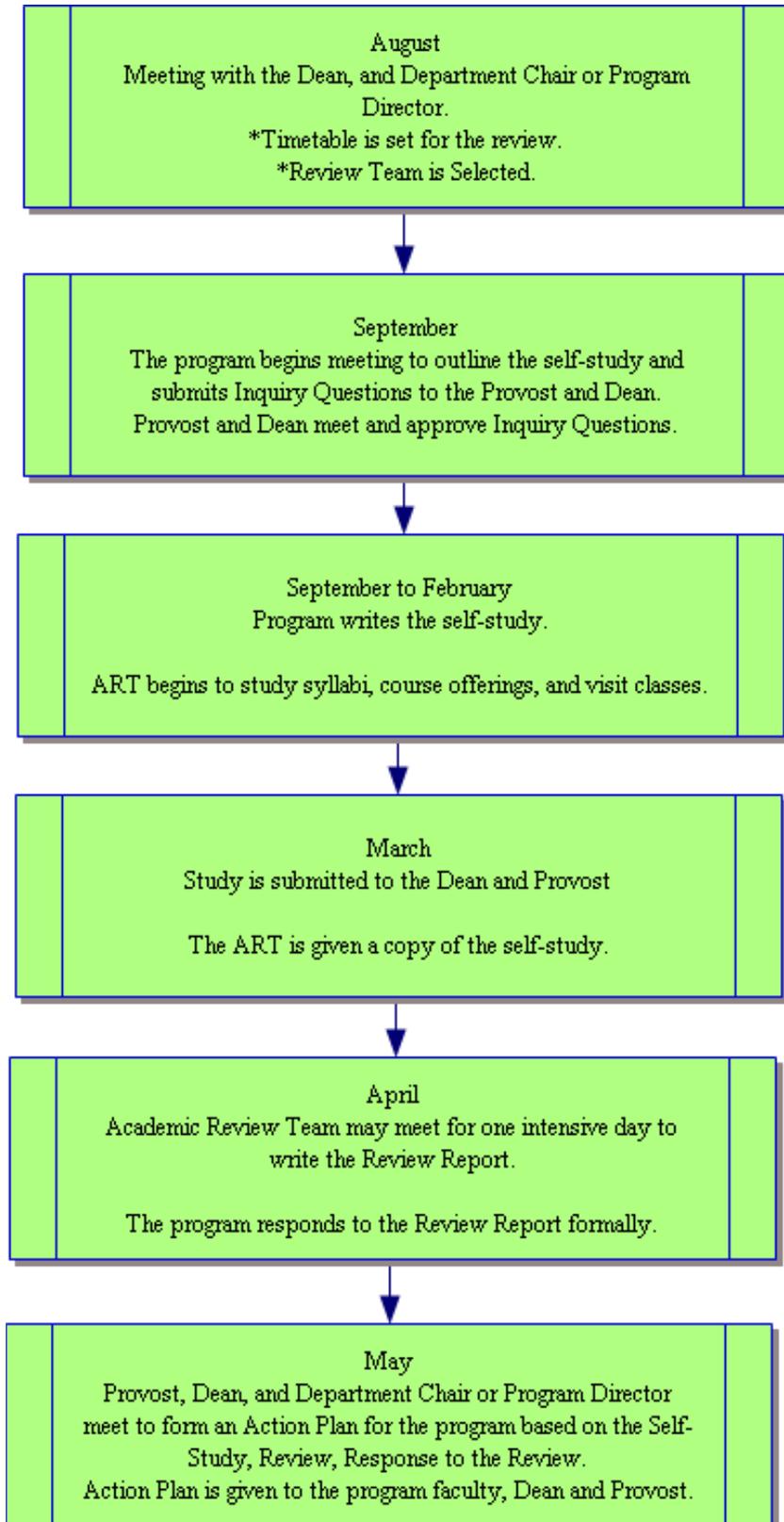
Academic Program Review (APR) is a function of the Office of the Provost in cooperation with the faculty committees on Curriculum and Assessment. It is designed to evaluate the quality, productivity, and role of each academic program and program in the fulfillment of Nyack's mission and strategic goals.

APR serves to encourage self-study and planning within programs, to ensure comparability among review reports, and to strengthen the linkages connecting the planning agendas and practices of individual programs with those of the larger school and of Nyack as a whole. Reviews inform budgetary planning decisions at every level of administration. The following is the process for review of academic programs that do not have specialized accreditation:

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Academic programs are normally reviewed at five-year intervals. Academic program reviews are not needed if an appropriate external review is done on a regular basis. The faculty Curriculum and Assessment Committees have the opportunity to suggest programs or programmatic areas for review. The undergraduate Curriculum and Assessment Committee reviews the core curriculum every five years.

Appendix G contains a sampling of improvements and/or changes made in various programs and departments as a result of assessments during the last five years.

### **Assessment of General Education (the Core Curriculum)**

Nyack College's core curriculum displays academic content and rigor appropriate for the college's mission of providing students with a liberal arts education that is rooted in the historic Christian faith. Nyack College's core curriculum and all of its programs have well-defined and measurable student learning goals that are monitored and supported by the faculty. The undergraduate Committee for Curriculum and Assessment develops the core student learning goals. This committee also has the responsibility to review the goals on a regular basis and to monitor the assessment of the core goals. Newly revised and adopted in 2013, the goals of the core curriculum, that are mapped to the undergraduate student learning goals, are as follows:

1. Students will acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, information literacy and technological competency, and basic biblical literacy.
2. Students will acquire the knowledge of and skills to articulate the interplay of historical, cultural, and geographical realities of the global community that inform worldviews, heritages, and traditions of peoples and cultures.
3. Students will gain knowledge in and experience the heritages and traditions of diverse people groups, and understand how ethnocentrism and personal biases impact cultural awareness.
4. Students will gain knowledge and skills in faith-strengthening life habits of prayer, bible study, corporate worship, critical thinking about faith, appropriate self-care, building community, and engagement in service through curricular and co-curricular activities.
5. Students will gain knowledge of the value of economic, political, and social systems as tools for positive change, practice biblical principles of social justice, and engage in servant leadership opportunities, locally, nationally, or internationally.

In addition, the following are the student learning goals for basic academic skills, both in the core curriculum and in each academic program:

1. **Writing** – The student will be able to write an informative discipline-appropriate researched essay, which establishes and develops an effective context and purpose for writing and accurately integrates and documents quality primary and secondary sources using the appropriate style guide.
2. **Critical Thinking** – The student will develop a habit of mind utilizing purposeful, reflective judgment that manifests itself in reasoned consideration of evidence, context, methods, standards, and conceptualizations in deciding what to believe and what to do.
3. **Information Literacy** – The student will be able to determine the nature and extent of information needed, effectively access information in a variety of formats, evaluate sources critically, successfully integrate new knowledge into his/her own knowledge base and value system, and understand the legal and ethical issues in the use of all formats of information.
4. **Oral Communication** – The student will be able to speak and present in an organized way that uses appropriate language and vocabulary. The delivery will be polished and present the central message with sufficient supporting material.
5. **Quantitative Reasoning** – The student will be able to demonstrate a comfort and competency in working with numerical data, solve quantitative problems from a variety of life situations, create arguments supported by quantitative evidence and communicate those arguments using words, tables, graphs and mathematical equations as appropriate.

Basic skills required in the Core, but only encouraged in all programs are as follows:

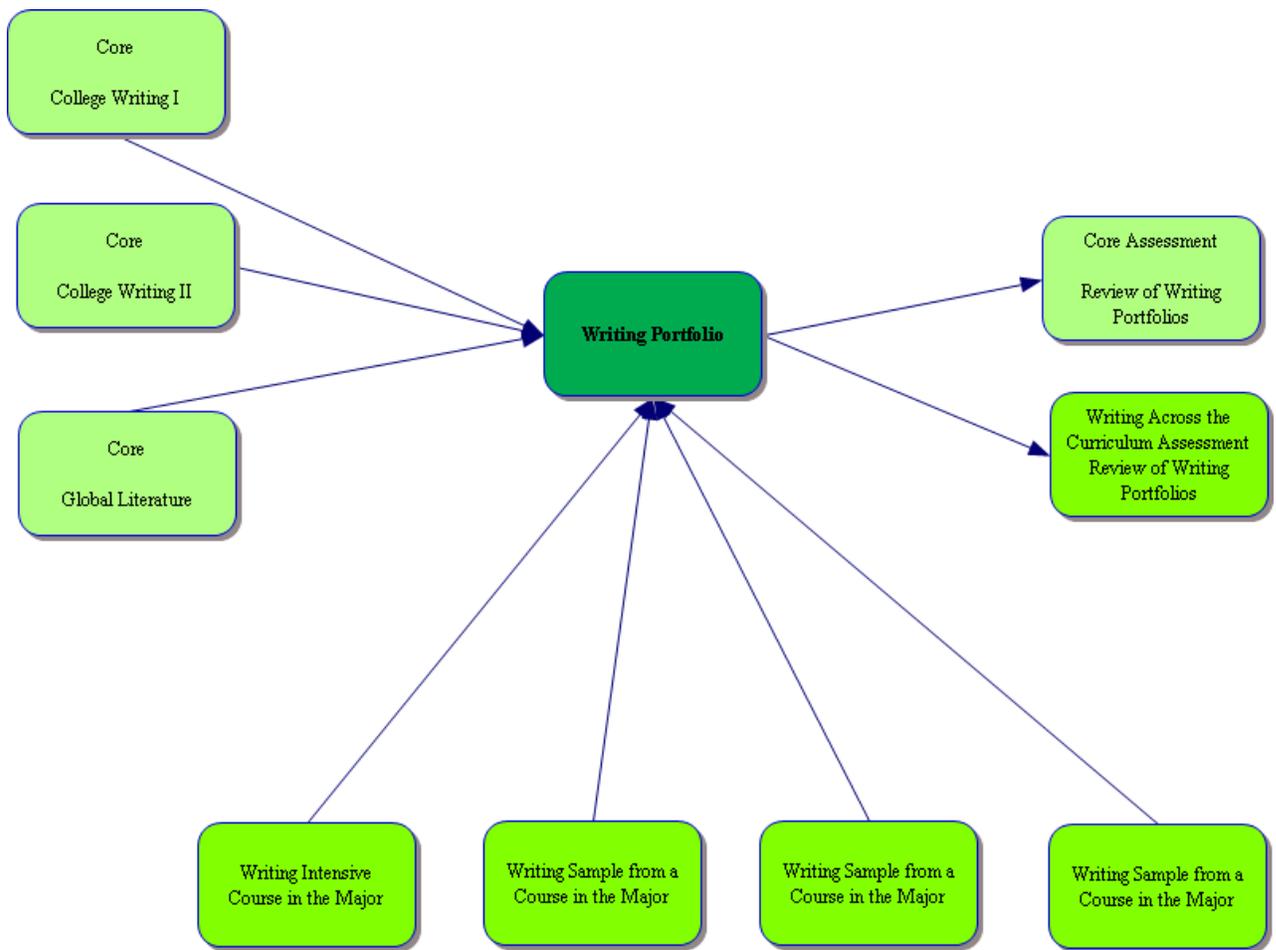
1. **Reading and Study Skills** – The student will be able to critically read, interpret, and apply texts within a variety of academic contexts.
2. **Scientific Reasoning** – The student will be able to observe, suggest a hypothesis, design an experiment, predict logical outcomes, make judgments on conclusions based on empirical evidence and communicate the process effectively.
3. **Technological Literacy** -- The student will have the knowledge, decision-making skills, and technical ability to use, manage, understand and assess technology academically, professionally and personally.

The undergraduate Curriculum and Assessment Committee has selected specific core courses in which to assess specific skills and has developed rubrics for this purpose. Each goal for the above eight skills is evaluated by a rubric based on or taken from the VALUE rubrics developed by AAC&U. The basic skills are assessed at different levels throughout the core—L1, L2 or L3 in the chart that follows (although reading skills are assessed according to subject matter: history—H, literature—L, and science—S):

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<b>Core Course</b>		<b>Information Literacy</b>	<b>Critical Thinking</b>	<b>Technological Literacy</b>	<b>Reading</b>	<b>Writing</b>	<b>Scientific Literacy</b>	<b>Quantitative Skills</b>	<b>Oral Comm.</b>
<b>Information Management</b>									
INT 101 Information Literacy (1)		L1							
<b>Basic Communications</b>									
ENG 101 College Writing I (3)						L1			
ENG 102 College Writing II (3)		L2				L2			L1
<b>World History</b>									
HIS 113 History of World Civilization I (3)					H				
HIS 114 History of World Civilization II (3)				L1	H				
<b>Humanities</b>									
ENG 201 or 202 Global Literature (3)					L	L3			
PHI 101 Introduction to Philosophy (3)			L1						
<b>American Civilization</b>									
SOC 347 Multicultural America (3)				L3					L3
<b>Fine Arts</b>									
Approved Course in the Arts (3)									
<b>Math and Science</b>									
Math Course (3)			L2					L1-3	
Science Course with Lab (4)			L2		S		L1-3	L1	
<b>Social Science</b>									
Social Science Course (3)			L1						
<b>Foreign Language Requirement</b>									
Foreign Language (6-12)									
<b>Bible and Ministry Minor</b>									
PMN 101 Introduction to Spiritual Formation (2)									
BIB 102 Old Testament Literature (3)									
BIB 201 New Testament Literature (3)				L2					L2
BIB 303 Christian Thought (3)		L3							
PMN 201 Nyack Heritage (1)									
BIB / THE (Historical Theology) Elective (3)									

The Writing-Across-the-Curriculum Taskforce further assesses writing during the senior year by evaluating a writing portfolio that contains samples of writing done in both core and major program courses. The following is a diagram of writing assessment:



In addition to the instruments developed by the College to assess skills in the core curriculum, the College also uses a number of instruments developed by external sources to measure student outcomes in general education. The Collegiate Learning Assessment (CLA) is a tool designed to measure writing, critical thinking, problem solving skills and analytical reasoning. It was administered for the first time at Nyack College in fall 2009. The CLA is given to first time freshmen in the fall and seniors who were first time freshmen in the spring in a cross-sectional design to measure value added. The fall 2009 freshmen were tracked in a longitudinal study by giving the CLA in the spring of their sophomore year and again in the spring of their senior year.

The ETS Proficiency Profile assesses four core skill areas – critical thinking, reading, writing and mathematics – as a gauge of general education outcomes. At Nyack, it is administered at the end of a student’s sophomore year – the time at which the vast majority of core courses should be completed. It was first implemented at Nyack in the spring of 2012 and is scheduled bi-annually.

## **6. LINKED PLANNING AND BUDGETING PROCESSES**

This section provides an overview and analysis of planning and budgeting processes at Nyack College showing how they are linked. Planning at the institutional and academic program level is the responsibility of the Office of the Provost; budgeting at the institutional and program level is the responsibility of the Office of the Executive Vice President. The processes described in this section are the processes currently in place and used to develop the new Strategic Plan, *Redeeming Time: A Framework for the Future, 2015-2020* (Appendix B), and the processes used to develop annual plans and budgets for each program and division.

The Provost's Office begins the process of developing the Strategic Plan by drafting institutional goals and leading various groups – the Provost's Cabinet, the President's Executive Team, and the Executive Committee of the Board of Trustees – in revising these goals. Then, the Provost's Office leads the same groups in a SWOT analysis of the College's ability to fulfill these goals. Once this is completed, the Provost's Office then drafts the first part of the Strategic Plan.

Each program and division of the College then develops their objectives related to pertinent institutional goals. Hence the objectives of every program/division are clearly linked to missional goals. Using a standard form developed by the Office of the Provost, programs and divisions are charged with basing their objectives to one of the following:

1. Assessment results
2. External recommendations
3. Needs analysis and/or best practices

This form also requests every division/program to assign responsibility for fulfillment of the objective to a specific faculty or staff member; and it asks for a date by which the objective is to be completed. The aggregate of these standard forms – from every program and division of the college – comprises Part Two of the Strategic Plan, and once these are completed, the first draft of the Strategic Plan is finished.

The first draft of the plan then goes through a three-stage process of review:

1. The President's Executive Team reviews each program/division's objectives for "mission fit." The objectives are also examined for budget implications and priorities.
2. The Provost and the Executive Vice President then meet with all department heads to formally prioritize and approve all budget requests. The form used to formalize the linkage between each division's planning and the budget process is then attached to the form that lists the division's objectives. Part Two of the Strategic Plan thus demonstrates the linkage of planning and budgeting.

3. After this process is complete, the Strategic Plan is re-drafted by the Office of the Provost and reviewed by the Executive Team. This is then followed by review and approval by the Board of Trustees.

The planning and budgeting processes for the five-year institutional strategic plan are complemented by annual planning and budgeting processes that are described below. As programs and divisions respond to challenges and opportunities that arise as a result of shifts in enrollment and student demographics, introduction of new technologies and changes in personnel, objectives can be revised, or as is the case most often, budget requests that are clearly linked to missional objectives go through the following process for approval:

1. Department Heads meet annually with the Provost and Executive Vice President to review budget results and request new funds.
2. Since most requests for new funds are linked to personnel, training and development and equipment, special forms are used to make these requests annually or as the need arises.
3. These forms require department heads to link the budgetary request to missional goals. Even the replacement of a vacated position must be justified by linkage to missional goals.

Hence, central to the planning and budgeting processes at Nyack College are these questions:

1. What are the missional goals of the institution?
2. Do the objectives of every program and division of the College conform to these institutional goals?
3. Do budgeting expenditures and priorities conform to these institutional goals?