

NAZARETH COLLEGE

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# Middle States Self Study Design

Visit: Spring 2016



DAAN BRAVEMAN, PRESIDENT

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# MIDDLE STATES SELF STUDY DESIGN

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## **Brief Description of College**

Nazareth College (Nazareth) is an independent, coeducational, comprehensive college with liberal arts and sciences and professional programs of study at the undergraduate and graduate levels. As of fall 2013, total enrollment is 2910 students, including 1962 full-time and 133 part-time undergraduates and 815 full and part-time graduate students. Nazareth has a student-faculty ratio of 9.5:1. It offers 58 undergraduate majors and 50 undergraduate minors, with the largest undergraduate majors in the departments of psychology, nursing, business administration, communication science and disorders, physical therapy, and music, and in “undeclared” status. Approximately 8% of all undergraduates declare a second major in Inclusive Childhood Education. Nazareth offers graduate programs in 20 areas of study, including one six-year program leading to the B.S. in Health Science and Doctor of Physical Therapy. Nazareth and The College at Brockport (State University of New York) jointly offer the Greater Rochester Collaborative Master of Social Work Program. In keeping with our mission, Nazareth is chartered to award the following degrees: BA, BS, BM, BFA, MA, MS, MSED, MSW and DPT. Seventy-one point four percent (71.4%) of undergraduate and graduate students come from the surrounding regions in New York State, 6.2% from other states, and 1.8% from other countries. Fifteen percent of all undergraduates and 14.7% of graduate students are minority. All of the 2012 baccalaureate graduates who responded to our survey (75% of the total number of graduates) reported that they were employed, in graduate school, or both. The Nazareth endowment is \$59.5 million (as of 06/30/13), and the operating budget for FY14 is \$71.8 million.

## **Fulfilling Our Mission**

The mission of Nazareth College is to prepare graduate and undergraduate students for meaningful careers and lives—through study in the liberal arts and sciences and professional disciplines—and to instill in them a commitment to serve their communities. Consonant with this mission, many undergraduate and graduate degree programs incorporate both liberal arts and sciences and professional course work. Similarly, the undergraduate core curriculum, which students in all programs complete, provides for the integration of liberal arts and

professional study. Community based learning (civic engagement in both domestic and international contexts) is pervasive in both the curriculum and co-curriculum; 93% of students earn credit for off-campus learning through student teaching, fieldwork, community service, and internships. Many faculty and students conduct “engaged scholarship,” where the focus is on collaborating and partnering with individuals or organizations in the community to address community questions, problems or concerns for the public good. We support these priorities in a student-centered academic community, where we require students to reflect and integrate, where teaching and learning are the highest priority, and where we strive for the success of every student. In these respects we exemplify the characteristics of what Ernest Boyer has described as the “new American college.” In 2011 we were invited to become a member of New American Colleges and Universities, a national consortium of selective, small to mid-size (2,000-7,500 students) independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement.

### Mission and Vision Statements

- **Mission:** The mission of Nazareth College is to provide a learning community that educates students in the liberal arts, sciences, visual and performing arts, and professional fields, fostering commitment to a life informed by intellectual, ethical, spiritual, and aesthetic values; to develop skills necessary for the pursuit of meaningful careers; and to inspire dedication to the ideal of service to their communities. Nazareth seeks students who want to make a difference in their own world and the world around them, and encourages them to develop the understanding, commitment, and confidence to lead fully informed and actively engaged lives.
- **Vision:** Nazareth College will be nationally and internationally recognized as a comprehensive educational institution, which provides its students with transformational experiences and integrates liberal arts, sciences, visual and performing arts, and professional education at the undergraduate and graduate levels and which places special value on student success, diversity, inclusion, civic engagement, and making a difference in local and global communities.

## **HISTORY**

Nazareth College was established in 1924 by the Sisters of St. Joseph as a Roman Catholic college offering liberal arts and professional programs for women. Historically, it has been known for its teacher education and social work programs, as well as its programs in foreign languages and its strength in the liberal arts. Key events in its history include establishing independent status in 1971, and the admission of men in 1974. In 2000, the college embarked on an expansion, purchasing 73 adjacent acres and buildings from the Sisters of St. Joseph and planning for significant enrollment growth. The subsequent development of the college has been shaped by successive strategic plans and has resulted in significant overall growth in enrollments and faculty and staff, growth in the number of programs offered, growth in the proportion of students enrolled in professional programs, and the expansion and construction of academic and other facilities. These changes have been supported by increased undergraduate and graduate tuition revenues, enhanced fundraising and marketing, and the strategic management of the endowment and debt. In addition to their consistent focus on the growth and academic evolution of the College, each of the three strategic plans developed during this period reflects the changing external economic and demographic environment. Looking back, the coherence of these changes over time is clear. Nevertheless, given the current environment for higher education and Nazareth College, the assumptions behind our current strategic thinking have changed.

*Purchased in 2003 and renovated in 2004, the Golisano Academic Center features state-of-the-art classrooms, discipline-specific computer labs, administrative offices, the Kathy Weider Center for Service Learning, the Robert A. Miller Center for Off-Campus Learning, the Center for International Education, and several academic departments.*



## Nazareth College Strategic Expansion Plan, 2001-2005

### Strategic Expansion Plan (2001-2005)

- By the year 2005 it is anticipated that the college will be a significantly strengthened institution, in the diversity of its academic and athletic programs, in its facilities, and in its attractiveness to both current and prospective students.

In addition to doubling the physical plant, the Nazareth College Strategic Expansion Plan effected significant changes in the nature and identity of the College. The growth in the number of faculty and staff needed to support more students, and their dispersal among a number of buildings, changed the intimate nature of the college and stressed the existing faculty governance structure.

With the addition of a 4-year program in Nursing and the Doctorate in Physical Therapy, the relative distribution of students among programs shifted, and health and human services programs sustained steady growth. Similarly, the addition of a number of athletic programs and the construction of athletic facilities enabled the college to reach new student populations. Enrollments in programs in Music, with the addition of the Bachelor of Music degree, doubled between 1999 and 2008, from 89 to 178 students. A “dean structure” was implemented to support both the overall growth and the increased diversity in professional programs, resulting in more complex and decentralized communication and decision making.

It was also in this period that the Center for International Education was established, an initiative that has contributed to the diversity of students on campus and expanded opportunities for students and faculty to gain international experience.

Finally, it is evidence of that robust economic era that part of the funds for these strategies were projected to come from annual tuition increases of 5% and a discount rate of 30%. (This can be compared to our most recent tuition increase of 3.9% and a freshman tuition discount rate of 48.3%.)

**The 2006 Strategic Plan—  
Shaping the Future of a Changed College**

<b>Shaping the Future of a Changed College (2006)</b>
<ul style="list-style-type: none"> <li>Clearly articulate to internal and external audiences Nazareth’s distinctive identity as a comprehensive college that integrates liberal and professional education, offers unique programs at both the undergraduate and graduate level, and places special value on student success, diversity, inclusion, civic engagement, leadership, and making a difference in local and global communities.</li> </ul>
<ul style="list-style-type: none"> <li>Enhance the entire campus community’s commitment to the highest standards of learning, discovery, scholarship, and creative activity.</li> </ul>
<ul style="list-style-type: none"> <li>Expand and strengthen the sense of community and our commitment to diversity and inclusion.</li> </ul>
<ul style="list-style-type: none"> <li>Define and strengthen the College’s commitment to civic engagement, an essential ingredient of an education that prepares students for their civic responsibilities at the local and global levels.</li> </ul>
<ul style="list-style-type: none"> <li>Enhance and enrich the quality of student life on campus in order to realize our core commitment to student success.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that Nazareth has the financial and human resources to attain its vision and further its mission.</li> </ul>
<ul style="list-style-type: none"> <li>Develop a culture of strategic planning and assessment.</li> </ul>

In 2006, under the leadership of Daan Braveman, who became president in 2005, the College adopted a Strategic Plan that aimed to strengthen and define the College as a larger and more complex institution: clarifying the apparent ambiguity of the identity of the College; supporting teaching and learning through improved facilities and curricular innovation; strengthening the commitment to diversity and inclusion in the Nazareth community; defining civic engagement as a key element of a Nazareth education; enhancing resources in the area of student life to support student success; strengthening fiscal and human resources; and developing a campus-wide culture of strategic planning and

assessment. This plan was largely implemented, resulting in key developments and changes.

The adoption of a new core curriculum, the creation of a Center for Civic Engagement, and new programs developed in applied areas in the arts and sciences and in health professions, have reinforced our reputation as a college that prepares students for life and for work. The physical plant has been improved to support growth in traditional areas of strength (the fine and performing arts and health and human services) as well as to enhance the attractiveness of our programs in the sciences. The financial status of the College is stable as a result of sound fiscal management and a successful capital campaign to support construction and the endowment. Some, but not all, of the accomplishments from 2006-2013 are:



*Our innovative approach to the core curriculum provides a transformative educational experience that prepares students for lives of accomplishment and service.*

- Nazareth mounted an identity campaign, clarifying our distinct value to our “customer” in relation to our competitors. The following position statement, intended for internal use in development and marketing initiatives, was developed: “Who is Nazareth? Nazareth College is a coeducational college with studies in the liberal arts and professional programs at the undergraduate and graduate levels, enhanced by experiential learning opportunities, a commitment to civic engagement and particular expertise in health and human services.”
- The faculty approved a comprehensive revision of the core curriculum in April 2010, fulfilling a goal in the Strategic Plan. This revised curriculum reflects the values and commitments of the 2006 Mission and Vision Statements, and it incorporates best practices in liberal education with activities that encourage the integration of the Enduring Questions Core with the major, thus providing a curricular pathway to link liberal arts and sciences and professional programs. This ambitious curriculum provides a transformational educational experience that prepares students for lives of accomplishment and service. Key features of the curriculum include:
  - Introductory courses in liberal arts disciplines that address enduring questions
  - three liberal arts and/or professional courses around a topic of interest to them
  - A required experiential learning component

- The use of an electronic portfolio to support integration and assessment of students' development over time
  - A capstone seminar (the Core Milestone Experience). First year students entering in fall 2013 will participate in the new core, and transfer students in fall 2015. The integrative studies courses and Core Milestone Experience will be offered for the first time in academic year 2014-2015.
- The College established a facilities master plan and embarked on significant renovation and construction of academic facilities. A new residence hall, completed in 2008, includes a classroom designed to support first-year learning communities. A major renovation of the College's Arts Center including a renovated theater, new lobby, new art gallery, and new patron's lounge was completed in 2009. The 74,000 square foot Peckham Hall, home of the Integrated Center for Math and Science, opened in September, 2012. Peckham Hall houses laboratories, state-of-the-art equipment and smart classrooms to accommodate a growing student body and complement new teaching methods. In spring 2014, construction will begin to double the square footage of the existing Carroll Hall for the new Wellness and Rehabilitation Institute. This initiative will allow the College to develop its national inter-professional health care model, and expand enrollment, programs, research, and clinical services for the community.

*Construction of our new Wellness and Rehabilitation Institute begins Spring 2014. Doubling the square footage of the existing Carroll Hall, this initiative will allow the College to develop its national interprofessional health care model and expand enrollment, programs, research, and clinical services for the community.*



- In July 2007, Nazareth College launched the \$45 million Campaign for College and Community, a comprehensive campaign focusing on capital improvements, an increased endowment fund and the annual fund, now in its sixth and final year. The comprehensive campaign supports the initiatives outlined in the College's strategic plan by focusing on new and upgraded facilities for science and math, upgraded facilities for health and human services, upgraded facilities for the visual and performing arts programs, increased support for scholarships and the endowment, and strengthening of the annual fund.
- The Brian and Jean Hickey Center for Interfaith Studies and Dialogue, established with donor support in 2004, promotes scholarship and encourages strategies for living peacefully in a religiously diverse world through education and community building.
- In 2007 the College appointed an Associate Vice President for Technology and Campus Operations. In partnership with Academic Affairs and the Director of the Library, the AVP strategically restructured the Information Technology Services department to provide improved support to the academic, instructional and administrative areas. During the period from 2008 to 2013, additional strategic hiring decisions were made that greatly improved the breadth and depth of technology and project management delivery skills among members of the ITS team. In 2010, the Strategic Technology Enterprise Plan (STEP) was developed to lay out the technology vision for the campus over the next 3-5 years, including specific recommendations for further infrastructure, functional and service improvements. As of January 2014, most of these recommendations have been successfully implemented and the STEP plan is in the process of being renewed.
- Assessment and ongoing strategic planning have become part of the Nazareth culture. Oversight of assessment of student learning in degree programs and the undergraduate core curriculum is vested in the elected assessment committee. The Vice Presidents are charged with leadership in administrative assessment. Assessment reports and reports on process toward strategic goals are part of the annual reporting process.



*In March 2013, Nazareth College received the Presidential Award in the 2013 President's Higher Education Community Service Honor Roll, a distinct honor that recognizes commitment to volunteering, service-learning, and civic engagement. One of only five schools selected, Nazareth was cited for its achievements in early childhood education.*

- In Spring 2013, Nazareth College received a Moody's rating of Baa2 with a stable outlook and a S&P rating of BBB+ with a stable outlook. Taking advantage of the current low interest rates, approximately \$18 million of existing borrowings were refinanced, generating over \$1 million of interest expense savings over the remaining years of these obligations. Recently, both organizations reaffirmed Nazareth's existing credit ratings with a 'stable outlook', and made note of the fiscal discipline evidenced by the budgetary actions taken. In today's turbulent debt arena, the confirmation of the College's ability to steward its resources is a valuable external endorsement.
- Thirty-one new or significantly changed programs have been added to the undergraduate curriculum; and nine new programs have been added at the graduate level. Undergraduate programs include Visual Communications Design, Music Theater, Occupational Therapy, Communications and Rhetoric, Asian Studies with a major in Chinese language, Legal Studies and Toxicology. Higher Education Student Affairs Administration and Human Resource Development are examples of new graduate programs. The College has also moved to create five-year programs where students can earn their undergraduate and graduate degrees and associated licensures within five years. These programs shorten the overall time needed to gain professional licensure, thereby decreasing costs for the student.
- Several events mark Nazareth College's emergence as a leader in civic engagement in the curriculum and co-curriculum. In December 2008, Nazareth received the elective Carnegie classification for Community Engagement in the categories of Curricular Engagement and Outreach and Partnerships. In May 2010, the Center for Service Learning was established to support and assess service and service learning programs. In March 2013, Nazareth College received the Presidential Award in the 2013 President's Higher Education Community Service Honor Roll. This distinction is the highest honor a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. One of only five schools selected, Nazareth was cited for its achievements in early childhood education.

- Our Center for International Education has expanded the number of international students attending Nazareth, and the number of agreements making more international institutions available to our students. The number of Nazareth students who participated in study abroad went from 142 in 2005 to 237 in 2012 (a 40% increase). The number of international students attending Nazareth increased by 62%, the number of international students attending short-term programs increased by 75% and the number of agreements with international institutions increased 55%.
- The College funded two major initiatives to strengthen human resources. In 2007, the Board of Trustees endorsed a Faculty Workload Initiative to make course reassignments (one per year per faculty) available to faculty to carry out scholarly and creative projects. Between 2008 and 2010, the College analyzed the salaries of both faculty and staff, compared to external benchmarks, and funded all salary adjustments identified through this process.
- In the period between 2006 and 2012, enrollment planning focused on achieving enrollment targets in the context of declining numbers of high school graduates in our traditional markets. The planning document, “Enrollment Plan,” completed in 2008, identified strategies in the areas of marketing, new program development to reach new markets, increasing tuition discounts to reduce the average cost of attending Nazareth, and providing appropriate academic support for new populations of students.
- In Fall 2012, a plan to increase enrollments in Health and Human Services by 26% was finalized. To support these increased enrollments, increases in staff and an expansion of facilities were also planned.
- While Nazareth’s retention rates have been historically very strong, we have, in anticipation of the needs of future students, undertaken a review and reorganization of student support services, ultimately consolidating leadership for student success in Academic Affairs, under an Assistant Vice President for Student Services. Accomplishments include the development of a model for predicting students who are likely to leave Nazareth, expanding tutoring services, and implementing Starfish™

retention software. We have expanded support in the Office for Students with Disabilities, and established an office for Veterans' Affairs.

- There has been change in senior leadership as a function of the dean structure and turnover at the Vice Presidential level. New Vice Presidents were named in the recent past: Institutional Advancement (2006), Vice President for Academic Affairs (2007), Vice President for Student Development (2009), Enrollment Management and Finance and Administration (2013). Deans were named for the four units within Academic Affairs: School of Health and Human Services (2006), College of Arts and Sciences (2006), School of Management (2007) and School of Education (2006). A new Dean has recently been named in the School of Education (2014).

*As we look to the future, we will need to find ways to focus our resources more directly on those academic and non-academic programs that distinguish Nazareth from the many other educational opportunities available to our students.*



## Naz2020 Strategic Plan

<b>Naz 2020 Strategic Plan</b>
<ul style="list-style-type: none"><li>Nazareth will strengthen its position as a New American College, committed to providing the highest quality educational experiences that prepare students to live and work as world citizens and that are marked by: (1) strategic and purposeful integration of education in the liberal arts and sciences with professional studies; (2) community engagement and experiential learning opportunities; and (3) development of a global perspective.</li></ul>
<ul style="list-style-type: none"><li>Nazareth will implement a comprehensive plan that focuses on the intentional development of the whole student and prepares students to work and live as leaders in pluralistic environments.</li></ul>
<ul style="list-style-type: none"><li>Nazareth will employ a sustainable model for financing an education, which reduces costs through strategic deployment and redeployment of human, physical, virtual and financial resources as well as through collaborations and partnerships.</li></ul>
<ul style="list-style-type: none"><li>Nazareth will achieve a total undergraduate and graduate student body size of between 3100-3200 FTE, preserving close personal attention to our students and enhancing excellence and diversity within the student body.</li></ul>
<ul style="list-style-type: none"><li>Nazareth will increase the visibility and reputation of the College in order to achieve enrollment and fund-raising targets.</li></ul>

In the course of Nazareth's successful implementation of the 2006 strategic plan, it became clear that the external environment is presenting new challenges for an independent, tuition dependent, residential college in the Northeast. The national economic downturn in 2008 accelerated the impact on the college of the decline in college-going population in New York, as well as the diminished ability or willingness of students to pay for college. Since 2005-06, enrollment at Nazareth shifted from 2,693 FTE in 2005-06 to a high of 2,955 in 2009-10; then, in 2012-13 it had fallen to 2,569. In particular, the impact of the downsizing of the K-12 teaching force in the Rochester region, and, therefore, the demand for Nazareth's undergraduate and graduate programs in education, was dramatic. Although in Fall 2009 enrollments in

graduate education programs reached a high of 5,810 student credit hours, by Fall 2013, overall enrollments in the School of Education declined to 3,507 student credit hours. In response to these changes, we continued the creation of new degree options in the College of Arts and Sciences and the School of Management, and developed a plan to increase enrollments in the School of Health and Human Services.

Consequently, our next strategic plan, Nazareth 2020, which was endorsed by the Board of Trustees on April 16, 2012, was shaped by the urgent need to respond to these external factors: the decline in college-ready students in the region; the unsustainable model for financing higher education through increasing tuition ; increased and more diverse competition in the higher education marketplace; the disruptions and opportunities posed by technology; the demands of external accountability, which will continue to have a significant impact on the culture and priorities of the College; and the need to prepare students committed to sustainability and global citizenship. The Naz 2020 Strategic Plan continues the work of the previous two plans—for example, in diversifying our programs and enhancing the learning experience for all students. It recognizes the key importance of the new core curriculum and degree programs in attracting and serving students; its first goal is to offer distinctive academic programs that integrate liberal arts and sciences and professional study, and promote civic engagement and global perspective. And in continuing our focus on diversity and internationalization, it also asserts that significant changes are needed to carry out our mission through 2020:

In prior decades, colleges were able to fund development of new and existing programs by increasing enrollment and tuition costs. Given the external factors, that model is no longer sustainable. As we look to the future, we will need to find ways to focus our resources more directly on those academic and non-academic programs that distinguish Nazareth from the many other educational opportunities available to our students. This will require a cultural shift that recognizes the necessity of carefully evaluating existing programs and proposals for new programs, and redeploying resources to support the distinctive programs. (Naz 2020 Strategic Plan)

The goals of Naz 2020 call for the continuing development of new academic programs and enhanced support for an increasing diversity of students, at the same time that we reduce the cost of a Nazareth education.

## **A Sustainable Financial Model: Affordability and Access**

One of the key strategies in Naz 2020 is to “implement a cyclical analysis of academic programs and administrative departments to facilitate ongoing assessment and planning, and the effective deployment and redeployment of our resources.” In 2013, President Braveman presented a plan to reduce costs for students, streamline administrative services, generate resources over time for new program initiatives, and strengthen the educational experience for students. This plan was informed by two strategic analyses, conducted in 2011-2012 and carried out by two broadly representative committees: one for academic programs (Strategic Analysis of Academic Programs) and one for administrative programs (Administrative Program Review). It was drafted with input from a panel of faculty and staff drawn from the two committees for strategic analysis, and shared with the campus community. This plan, “A Sustainable Financial Model,” calls for a 5.8 million dollar reduction in expenses, with 4.5 million to be absorbed through operating expense reductions, budget refinements, and 1.3 million savings in the faculty and staff salary expenses, through attrition over a five year period, retirement incentives, and modest reduction in force.

While the process that led to this budget plan drew on the College’s growing capacity for strategic and data-based analysis, which has been cultivated over the past 10 to 15 years, it also pointed to urgent next steps, especially further refinement of the process and data for strategic decision-making; further open discussion of the academic, financial, and political factors in the balance between professional and liberal arts and sciences programs; and modifying administrative and governance structures to support collaborative and timely decisions. This process resulted in a currently stable financial situation, but it was difficult for the campus community and raised a variety of concerns. We note that, following this process, Nazareth was one of a small number of colleges that maintained both its credit rating and received “Stable Outlook” from Moody’s and Standard & Poor’s in spring 2013.

## **FOCUS OF THE SELF STUDY**

The period in which we conduct this Self Study will be a time of continuing transition at Nazareth. We have recently accepted the Naz 2020 Strategic Plan, which challenges us to respond to changes in demographics, the financing of higher education, competition, technology, accountability, globalization, and environmental sustainability. Nazareth has already experienced the impact of changing circumstances, including dramatic shifts in enrollment patterns, increased price competition among peer institutions, and the pressure to be accountable in all areas of our work. These factors have caused us to examine our budget priorities, our decision-making processes, and the competitive identity of the College. In addition, within the next few years, we anticipate a significant turnover in the senior administration.

Therefore, we will conduct this Self Study so that, in surveying our accomplishments and areas for improvement with respect to the Middle States Standards, we will also determine how well we are organized to implement the Naz 2020 Strategic Plan and ongoing planning and assessment. Each committee conducting the self study will be directed to analyze the College's processes and accomplishments with respect to five broad questions that flow from the Naz 2020 Strategic Plan.

<b>Self Study Themes</b>
<ul style="list-style-type: none"><li>• How well are our processes, structures and systems organized to respond to changes (expected and unexpected) within the institution and in our external environment?</li></ul>
<ul style="list-style-type: none"><li>• How is our commitment to professional and liberal education and their integration manifested, and how does it inform our planning for the future?</li></ul>
<ul style="list-style-type: none"><li>• How will we overcome the challenges that attend our commitment to making a Nazareth education affordable and accessible?</li></ul>
<ul style="list-style-type: none"><li>• How is the Nazareth College community prepared to attract and support an increasingly diverse student population?</li></ul>
<ul style="list-style-type: none"><li>• How is evidence used as the basis for planning, improvement, decision-making and communicating the value of a Nazareth education?</li></ul>

Their recommendations will have two goals: to strengthen our compliance with Middle States Standards and to inform the actions taken by the College as it moves through this time of challenge and change.

### **Structure of the Self Study Process**

The Self Study will be conducted by four Committees, reporting to a Steering Committee. Committee membership will include faculty and staff with the following characteristics: a commitment to the Middle State process and to institutional improvement; a broad institutional perspective; relevant expertise in the areas studied by the committees; the ability to commit time and effort to this process; and a wide diversity of perspectives. Committee members will be chosen to achieve a balance among these characteristics.

The Self Study committee membership and responsibilities will be as follows:

#### **Steering Committee**

##### *Middle States Co-chairs:*

James Douthit, D.M.A., Professor and Chair in Music, Chair of the Faculty Executive Committee

Cathy Rasmussen, Ph.D., Professor of Speech-Language Pathology and Chair in Communication Sciences and Disorders

##### *Self Study Co-authors:*

Yousuf George, Ph.D, Assistant Professor in Mathematics

Sara Varhus, Ph.D., Vice-President for Academic Affairs

##### *Chairs and Co-chairs of the Four Committees*

Karen Kuppinger, M.S., Director in Information Technology Services

Jeanine Santelli, Ph.D., Professor and Chair in Nursing

Patricia Genthner, M.S., Associate to the President

Thomas Donlin-Smith, Ph.D., Professor in Religious Studies

Samantha Veeder, M.S., Director in Financial Aid

William Lammela, Ph.D., Professor in Chemistry/Biochemistry

MaryAnn Bush, Ph.D., Professor and Chair in Psychology

Heidi Northwood, Ph.D., Director of Integrative Studies and Core Curriculum and Professor in Philosophy

##### *Trustee*

James A. Costanza, Chair of Board

Staff

Nancy Grear, Director of Institutional Research and Assessment  
(Ex-Officio)

The Steering Committee will have oversight of the accreditation process, ensuring that the Self Study addresses the Standards in the Characteristics of Excellence and key issues facing the College in this time of transition, determining membership on the committees, assigning research questions to the four committees, and finalizing the Self Study Design for submission to Middle States. They will establish a work plan for the committees, coordinate their work, and provide feedback on draft committee reports. Finally, they will communicate about the accreditation process to various campus constituencies, including faculty, staff, students, alumna, and university leadership and trustees, and solicit community feedback on the Self Study draft.

### **Working Committees**

<b>Institutional Context</b>	<b>Faculty, Leadership and Governance</b>	<b>Students and Support Services</b>	<b>Curriculum and Assessment</b>
Standard 1: Mission and Goals	Standard 4: Leadership and Governance	Standard 8: Student Admissions and Retention	Standard 11: Educational Offerings
Standard 2: Planning and Resource Allocation and Institutional Renewal	Standard 5: Administration	Standard 9: Student Support Services	Standard 12: General Education
Standard 3: Institutional Resources (Financial and Human)	Standard 6: Integrity		Standard 14: Assessment of Student Learning Outcomes
Standard 7: Assessment	Standard 10: Faculty		Standard 13: Related Educational Offerings

Each Committee will determine the extent to which our plans, policies, processes and assessments meet Middle States

expectations with respect to their assigned standards, as well as position Nazareth College to achieve its mission in the context of anticipated changes within the institution and in the external environment. Each will conduct an analysis that will determine our accomplishments (emphasizing positive changes since the last Middle States Self Study) and areas for improvement with respect to the standards. In so doing, they will assess our ability to respond to the challenges identified in the Nazareth 2020 Strategic Plan, and draft recommendations that will advance the goals of the strategic plan.

Specifically, each Committee will:

- Become familiar with the Characteristics of Excellence, especially the Standards assigned to the Committee, and Nazareth 2020 Strategic Plan.
- Review and adhere to the Self Study process outlined in Self Study: Creating a Useful Process and Report and the Nazareth College Self Study timetable.
- Review the Nazareth College Periodic Review Report, especially as it pertains to the Standards assigned to the Committee.
- Review relevant institutional documents and if necessary seek additional information via surveys or other systematic methods.
- Assess the degree to which Nazareth meets the Standards assigned to the Committee, including both fundamental and optional elements, and referencing documentation for each conclusion drawn.
- Respond to the research questions provided in the Self Study Design.
- As needed, coordinate with other committees to share information and avoid duplication of effort.
- Present recommendations that will enable Nazareth College to meet the Middle States Standards and be better positioned to respond to the external and internal changes that it will encounter in the next decade, as identified in Naz 2020.
- Submit their analysis of the assigned standards to the Steering Committee using the specified report template. The Committee document will consist of both bullets and

brief narrative that clearly articulate the points that should be incorporated into the final report. The Committee should ensure that there is documentation for each statement of fact and that areas for improvement are clearly defined.

- Review and make suggestions for the relevant draft chapters of the Self Study.
- Present the work of the committee for feedback from stakeholders in the process.

The Committees will examine clusters of Middle States Standards, in each case focusing on whether our priorities and activities are informed by a process of planning, assessment, and improvement.

### **Research Questions:**

#### **Committee 1 – Institutional Context:**

- How effective and relevant are Nazareth’s Mission and Vision statements and institutional goals in providing guidance for operations in rapidly-changing internal and external environments?
- How does the College use its Mission and Vision statements, institutional goals and strategic plan to construct and evaluate annual budgets from the institutional to the departmental level?
- How comprehensive are Nazareth’s plans to address rapidly-changing internal and external environments over the next five years through its key resources – human, financial, technical, and infrastructure?
- How does Nazareth plan for and respond to the financial, programmatic and human resource consequences of enrollment fluctuations and other fiscal opportunities and challenges?
- How have assessments of institutional effectiveness resulted in strategic adjustments in administrative and academic processes and responsibilities, as well as physical/financial resources?

#### **Committee 2 – Faculty, Leadership and Governance:**

- What processes, representative committees and resources exist to achieve:

- An atmosphere of collegiality and trust where administration, faculty and staff work collaboratively to create a climate of civility, respect, support, inclusion and professionalism that advances Nazareth's mission;
  - An environment in which Nazareth constituencies, including students, effectively influence leadership and decision making at the highest levels.
- What are the evaluation practices currently in place regarding the gathering and analysis of relevant data/information, and to what extent are evaluation practices objectively conducted across levels and divisions with regard to:
    - Student success;
    - Administrative structures;
    - Excellence in employee performance (administration, faculty, staff);
    - Overall fulfillment of the College mission?
- To what extent does the Board have the structure and processes necessary to advance the College's mission? To what extent does the Board engage with the faculty, staff and students of the College by way of active participation and communication?
- How does the current organizational structure of the institution, including administrative and staffing patterns and reporting lines, enable us to:
    - Systematically evaluate demographic, societal, employment, and regulatory trends that impact higher education;
    - Adapt to change;
    - Facilitate efficiency in decision-making, including the allocation of resources?
- How does faculty and staff workload impact student success?



### **Committee 3 – Students and Support Services:**

- How well do Nazareth’s admissions and financial aid policies support institutional goals of recruiting and retaining a qualified, diverse student body?
- To what extent does our promise to incoming students match their experiences and expectations while attending Nazareth?
- How well does the Nazareth community (faculty, staff, and administration) understand the needs of incoming students? How are those needs communicated to support student success?
- How do Nazareth’s student support services and co-curricular programs support the mission of the College? How effective are the student support services and co-curricular programs in being responsive to the full spectrum of diverse student backgrounds, needs, abilities, and cultures?

### **Committee 4 – Curriculum and Assessment:**

- How do our current processes ensure quality and coherence of the academic programs to the mission of the College?
- How does the Nazareth core provide students with the knowledge and skills that will enable them to be independent thinkers, problem-solvers, superior communicators, able to use and evaluate information, and, in addition, able to integrate, reflect and apply their learning beyond the core?
- How do innovative initiatives that are in place or in progress ensure adherence to the College’s mission, policies, academic standards and assessment practices?
- How do our assessment processes demonstrate and enable improvement, provide an integrated learning environment and inform institutional decision-making?

## **INVENTORY OF SUPPORT DOCUMENTS**

Nazareth College has prepared for the upcoming Self Study by creating a portfolio site on our Chalk and Wire portfolio system. Documents are available in a file directory which can be filtered by name and by keywords; and also applied to specific Standards and fundamental elements to ensure that support documents are available and clearly labeled. An overall site has been created for all those involved in the Self Study, as well as individual sites for each working committee where they can hold discussions and post documents of interest to their own work.

Many documents are now available to all or to specific populations in the Nazareth community. All of these documents are available to the Working Committees. These documents include: College Fact Books, Common Data Set, Daily Budget Enrollment Reports and Faculty Workload studies, all posted on the Institutional Research Site; the Organization Chart from the Human Resources site; College Catalogs and Student Handbooks are available on the public website; minutes for many meetings, including Curriculum Committee, Faculty Executive Committee, Campus Council, and Senior Staff are available, some restricted to certain groups. Non-confidential sections of the minutes and “Books” from the Board of Trustees meetings are available through the President’s Office. Results from the Strategic Analysis of Academic Programs and Administrative Program Analysis are available on the College internal website. Documents related to prior Middle States activities, including Institutional Characteristics for the past three years, are available to all.

Survey data is available from the National Survey of Student Engagement, The Higher Education Research Institute Faculty Survey, Great Colleges to Work For, and local surveys given to staff, students and faculty.

A half-time position within the Institutional Research office is now assigned to support the Steering Committee and Working Committees, to assist with identification of needed documents and assist in making them available. This position also helps the process through training on the systems being used and also with logistic arrangements, as well as implementation of a website to describe the Self Study process to the campus and external community.

See Appendix B for a list of sample of documents, and Standard(s) to which they relate.

## **ORGANIZATION OF THE SELF STUDY REPORT**

1. Executive Summary
2. Introduction
  - 2.1. Institutional Profile
  - 2.2. Overview of the Self-Study Design
  - 2.3. Intended Outcomes
3. Institutional Context
  - 3.1. Standard 1: Mission and Goals
  - 3.2. Standard 2: Planning and Resource Allocation and Institutional Renewal
  - 3.3. Standard 3: Institutional Resources (Financial and Human)
  - 3.4. Standard 7: Institutional Assessment
4. Faculty, Leadership and Governance
  - 4.1. Standard 4: Leadership and Governance
  - 4.2. Standard 5: Administration
  - 4.3. Standard 6: Integrity
  - 4.4. Standard 10: Faculty
5. Students and Support Services
  - 5.1. Standard 8: Student Admissions and Retention
  - 5.2. Standard 9: Student Support Services
6. Curriculum and Assessment
  - 6.1. Standard 11: Educational Offerings
  - 6.2. Standard 12: General Education
  - 6.3. Standard 14: Assessment of Student Learning Outcomes
  - 6.4. Standard 13: Related Educational Offerings

## TEMPLATE FOR COMMITTEE SUBMISSIONS

Committees have two deadlines: the first in May 2014, for preliminary findings; the second and final report due in January 2015.

### Template for Committee Reports Preliminary Findings to be completed by end of Spring, 2014

Committee:  
Standard(s):  
Research Question:

What is your Finding and how does it relate to a theme(s), Standard(s) and Mission:  
What does your research reveal about these standard and related themes?

In the context of this standard/theme: how are college resources accomplishing its mission?

In the context of this standard/theme: what decision-making and planning processes are involved?  
Has this research question changed during your investigation and analysis?  
Do you have sufficient data at this point? What remains to be collected?

Describe your process of Analysis:  
How was data collected?  
How was the data reviewed and analyzed?  
What experts did you involve in your data collection or analysis?  
Does this work overlap with work of another group?

### To Be Completed For Final Report Due: End of January, 2015

Please update your preliminary findings to include all additional findings and analysis you have completed. In addition to the elements of the preliminary findings report, please include:

Overall Recommendations: What possible courses of action would make our performance in this area more effective or complete?

Recommendations to be included in the Self Study must be linked to your findings and should follow logically from the data and analysis presented. They should be related to the research questions posed in the Self Study Design or to elements of the Characteristics of Excellence. These recommendations should be improvements that require long-term attention. Shorter-term items will be placed on an action item list and distributed appropriately. Please note that not all standards and questions require a recommendation.

## TIMELINE AND DISSEMINATION OF REPORT TO COMMUNITY

Dissemination of report to community activities are shown in dark red text.

SEMESTER/ DATE	ACTIVITIES	WHO	NOTES
December 15th With extension to Jan. 6th	Original deadline for Research Questions	Committees	
December 17th	Steering Committee Meeting Offer support Check-in on progress Learn from other committees	Steering Committee	
December – January – February	Work to complete non- research question parts of the Design Document.	Leadership Group	
December	Confirm date of MSCHE visit by December 18th.	Leadership Group	
January 6th (2pm – 4pm)	Draft research questions using input from committees	Leadership Group	
January 8th	Presentation to Steering Committee to review for discussion and edits.	Steering Committee	
Week of January 20th	S. C. meeting to review edits and finalize Design document	Steering Committee	
Week of January 27th – Week of February 10th	Draft Design Document posted on M.S. website/Fora held Community Input – public comment periods on design document, using a web presentation and survey tool	Leadership Group/Steering Committee	
Week of February 17th	Schedule meeting for approval of Design Document	Steering Committee/ Leadership Team	Design Document to Dr. Fogarty
February 27th	Visit of Ellie Fogarty, MSCHE Vice-President	Steering Committee	
April 28th	Presentation of Design Document and process to Board of Trustees	Leadership	

SEMESTER/ DATE	ACTIVITIES	WHO	NOTES
Through Spring 2014	Committees continue work. By end of semester: Roadmap documents are complete Preliminary findings	All	
Summer 2014	Begin Creation of Final Report Structure	Authors	
Fall 2014	Committee Work Continues <b>Working Group Results Shared with Community and incorporate feedback</b> Data cut-off date (12/31/14) <b>10/6/14 Board Update presentation</b>	Committees Leadership	
Spring 2015	Final reports from Committees (by mid-semester) Create a 1st Draft for review by Steering Committee	Committees/ Authors/ Steering Committee	MSCHE chooses team chair; Confirmation by Nazareth
Summer 2015	<b>2nd Draft to VPs and Administrators/ Steering Committee members</b>	Authors/Steering Committee	MSCHE selects visiting team
Fall 2015	<b>3rd Draft to Campus, Board, Students</b> Campus Feedback October Board Meeting Final Presentation	All	Send chair Design Doc, catalog and Self Study Draft Chair visit in late fall semester.
January 2016	Alternate date for Board Approval	Leadership	

## **DESIRED PROFILE OF VISITING TEAM**

We define ourselves as a New American College, with strong programs in the liberal arts and sciences and professional disciplines, a commitment to civic engagement, and a primary focus on teaching and learning. We are part of the consortium of New American Colleges and Universities, and we consider some of those institutions to be our peers. That said, we recognize that there are few if any colleges of our size with similarly extensive programs in both the visual and performing arts and health and human services. The leader of the Middle States Team should have had experience at a private, comprehensive, tuition dependent college. It would be helpful if the team as a whole brings experience in or with innovative approaches to general education and assessment of student learning, experiential learning and civic engagement, shared governance, and program prioritization.

*Nazareth College:  
a New American College,  
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liberal arts and sciences and  
professional disciplines,  
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focus on teaching  
and learning.*



## **Appendix A: Subcommittee membership**

### **Committee Membership**

#### **Committee 1: Institutional Context**

- Eileen Beiter, M.B.A., Assistant Professor of Accounting in School of Management
- Kristen Green, C.P.A., Assistant Controller in Controller
- Matt Koetz, Ph.D., Associate Professor in Mathematics
- Karen Kuppinger, M.S., Director in Information Technology Services\*
- Jeanine Santelli, Ph.D., Professor and Chair in Nursing\*
- Mike Scalise, M.S., Senior Programmer/Analyst in Information Technology Services
- Matthew Temple, Ph.D., Professor in Biology
- Gina Viggiani, B.S., Senior Associate Director of Principal & Major Gifts in Development

#### **Committee 2: Faculty, Leadership and Governance**

- Paula Brown, Ph.D., Professor of Speech-Language Pathology in Communication Sciences & Disorders
- Thomas Donlin-Smith, Ph.D., Professor in Religious Studies\*
- Jamie Fazio, M.Div, Catholic Chaplain in Center for Spirituality
- Patricia Genthner, M.S., Associate to the President in President's Office\*
- Maria Baldassarre Hopkins, Ph.D., Assistant Professor in Language, Literacy & Technology
- Thomas Lappas, Ph.D., Associate Professor in History & Political Science
- Marcia Miller Spoto, D.C., Professor in Physical Therapy
- 

#### **Committee 3: Students and Support Services**

- Judith Baker, M.S., Director of Transfer & Graduate Admissions in Admissions
- Ellen Contopidis, Ph.D., Associate Professor / Graduate Inclusive Childhood Education Program in Inclusive Childhood Education
- Rose Hair, Ph.D., Assistant Professor in School of Management
- William Lammela, Ph.D., Professor in Chemistry and Biochemistry\*
- Mario Martinez, D.M.A., Associate Professor / Coordinator of Vocal Studies in Music

- Lynn O'Brien, Ph.D., Professor of Biochemistry in Chemistry and Biochemistry
- Kevin Riordan, M.S., Environmental, Health & Safety Officer in Campus Safety
- Linda Searing, M.S., Director of Academic Advisement in Academic Advisement
- Jennifer Seleman, M.A., Area Director in Campus Life
- Martie Staser, Ed.M., Head Swimming & Diving Coach/Assistant Athletic Director for Student-Athlete Welfare
- Samantha Veeder, M.S., Director in Financial Aid\*

**Committee 4: Curriculum and Assessment**

- Rachel Bailey-Jones, Ph.D., Assistant Professor in Social & Psychological Foundations of Education, Coordinator of Student Learning Outcomes Assessment & Portfolio@Naz in Academic Affairs, Director in Women and Gender Studies
- MaryAnn Bush, Ph.D., Professor and Chairperson in Psychology \*
- Leanne Charlesworth, Ph.D., Associate Professor in Social Work
- James Feuerstein, Ph.D., Professor of Audiology in Communication Sciences & Disorders
- Nicole Juersivich, Ph.D., Assistant Professor of Mathematics in Mathematics
- Olga Lapczak, M.A., Associate Director of Information Technology Services
- Ian Mortimer, Vice President of Enrollment Management in Admissions
- Heidi Northwood, Ph.D., Director of Integrative Studies & Core Curriculum in Academic Affairs\*
- Alison Teeter, M.S., Registrar in Registrar's Office
- Joe Viera, Ph.D., Professor & Chair in English

\* Committee Chairs

## Appendix B: Support Documents

Document Name	1 Mission	2 Planning	3 Resources	4 Leadership	5 Administration	6 Integrity	7 Inst. Assessment	8 Admissions	9 Support Services	10 Faculty	11 Offerings	12 Gen Education	13 Related Activities	14 Student Learning
Academic Affairs Trustees Committee Dashboards for 2020		X									X	X		
Academic Program Changes (2005 - 2013)											X	X		
Admin Assessment Planning/Reporting Worksheet (10/10)				X			X							
Annual Budget Development Process		X	X				X							
Annual Goal Setting and Reporting	X			X			X							
Annual Institutional Goals (2008-09 - 2012-13)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual Report on Institutional Goals (2006-07 through 2012-13)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Approved Core Curriculum												X		
Assessment Committee Rubric														X
Assessment Committee – Summary by Program											X	X		X
Audited Financial Statements		X	X	X	X									
Board Books (provided to Board prior to meetings)		X		X	X									
Annual Budget Bound Budgets for Trustees		X	X		X									
Bylaws (10/21/13)		X	X											

Campus Council/Senior Staff Minutes		X	X		X		X						
Campus Master Plan		X	X							X			
CARS (Creative Activity, Research and Scholarship) 2013			X					X	X	X	X	X	
Characteristics of Integrative Studies										X	X		X
Characteristics of P-EQ and FYS Courses										X	X		X
Campus Master Plan	X	X	X							X	X	X	
Charges for Student Success Steering Committee Final Doc								X	X				
Class Based Projection Model Update 10/18/13			X					X					
Cohort Based Projection Model Update 10/18/13			X					X					
Conflict of Interest Policy				X		X							
Conflict of Interest Policy Trustees and Officers of the College					X	X							
Controller Position Description		X		X									
Core 2013 Student Learning Outcome Map											X		X
Core Assessment Plan 2011-12											X		X
Core Assessment Report Spring 2012											X		X
Core Baseline Report											X		X
Criteria for Evaluating Faculty 2013	X									X		X	
Curriculum Committee Minutes										X		X	X
Deans and VPAA Duties and Responsibilities					X								
Deans Council Minutes				X				X			X		X

Divisional Goal Summaries (2011-12, 2012-13, 2013-14)		X	X		X		X	X	X					
EADA reports 2011-13								X	X					
Facilities Capital Action Plan (Deferred Maintenance & Safety)		X	X							X	X			
Faculty Assembly Day Agendas										X	X	X		X
Faculty Executive Committee Minutes					X					X				
Faculty Manual				X						X				
Framework for Assessment		X	X				X							X
Fund Raising data and Plans for New Capital Campaign		X	X											
Grade Distributions										X	X	X		
Library and Learning Commons Plan		X	X							X	X	X		
Naz 2020 Committee and Subcommittee Membership	X	X	X	X			X							
Naz 2020 Strategic Plan	X	X	X	X			X							
NCAA Self Study 11-12								X	X					
New Trustees Orientation				X										
Presidential State of the College Addresses 2010-12		X	X	X		X		X	X	X	X	X		
President – Job Description			X	X										
Sample Academic Assessment reports on TracDat											X	X		X
Samples of Annual Goals by Divisional Units from TracDat		X	X				X							
Strategic Plans (2001, 2006, 2013)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Strategic Plans for Schools/College		X	X	X						X	X			
Strategic Technology Enterprise		X	X					X	X	X	X	X		X

Plan														
Student Development SLO Report 2012-13								X						X
Summary of Review of Student Learning Outcomes on Syllabi										X	X	X	X	X