



Bryn Athyn College of the New Church

Self-Study Report

to

The Middle States Commission on Higher Education

December 2012

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Executive Summary

College Overview

Founded in 1877, Bryn Athyn College of the New Church is a coeducational liberal arts college affiliated with the General Church of the New Jerusalem, offering a master of divinity and a master of arts in religious studies, seven baccalaureate programs, and an associate in arts degree. The college is located fifteen miles north of Philadelphia, and as of fall 2012 has 250 FTE students and 35 FTE faculty. Because of the faith that underpins the institutional mission, Bryn Athyn sets as a foundational goal that its operations and graduates be characterized by “acting justly and faithfully in our position and our work and with the people with whom we interact” (*True Christianity* §422). In our view, faithful, competent service to others is a powerful response to the Judeo-Christian two Great Commandments.

Bryn Athyn is undergoing a time of transformation. Physical improvements over the last five years more than doubled the academic and student life spaces, and student enrollment has also doubled since the 2008 Periodic Review Report. Continued enrollment growth to 400 students by 2016-17 is a key goal of the 2011-16 Strategic Plan.

The Self-Study Process

A steering committee and seven working groups conducted the self-study review. In addition to reviewing for compliance with Middle States Commission on Higher Education (MSCHE) standards, we also used the self-study process to help the institution gain comprehensive understanding of itself during a period of growth in physical plant and enrollment. The central theme of the self-study review was to suggest ways to improve the graduation rate. (See Chapter 5 summary below.)

The three most important intended outcomes of the self-study process are to: (1) produce a clear and powerful document that demonstrates institutional compliance with MSCHE standards; (2) support strategic planning and institutional assessment by providing comprehensive analysis of institutional operations, priorities, strengths, and weaknesses, and by making recommendations for improvement; and (3) through publication of the self-study, educate stakeholders about the institution’s mission and how the institution responds to that mission.

The approach we took was to assess for compliance and institutional improvement while avoiding the temptation for working groups to become responsible for operational decisions or problem solving, leaving these to the appropriate positions and committees.

The Self-Study Report

The report consists of nine chapters, with chapters 2-8 covering the fourteen MSCHE standards. Chapters 2-8 each include analysis of research questions, suggestions or recommendations for improvement, and conclusions about the institution’s compliance with MSCHE accreditation standards. Chapter 9 brings the suggestions, recommendations, and conclusions together and includes two tables that list positions or groups responsible for carrying out the suggestions and recommendations and a timeframe for doing so.

Chapter 1 (Introduction)

This introductory chapter describes the college, including recent changes in institutional leadership and an overview of the ongoing growth and development efforts, outlines

accreditation reporting since the 2008 Periodic Review Report, and describes the process for the self-study review.

Chapter 2 (Standards 1 & 6)

This chapter analyzes the college's mission and goals in terms of how well these guide institutional processes and assesses the institution's compliance with standards of integrity. The working group concludes that the mission and goals are powerful and that they do inform operations. However, the working group also recommends that the mission statement be revised such that it includes all operations (it is currently focused on liberal arts), and that formal goal statements be incorporated along with the mission statement. Currently, the institution is relying on goal statements that are attached to the strategic plan and to the educational programs rather than attached explicitly to the mission statement. The President has appointed and charged a committee to take on the work of revising the mission statement to achieve these objectives. The working group concluded that the institution complies with Standards 1 and 6.

Chapter 3 (Standards 2, 3, & 7)

The working group's analysis of institutional resources, planning, resource allocation, and renewal found these operations to be compliant with Standards 2 and 3 and made suggestions to strengthen the college's advancement function, improve communication of strategic planning and budgeting, and better direct the work of services shared with our affiliated secondary schools. The chapter also addresses the financial difficulties that arose in FY2008 and 2009 with the endowment eroded by market downturn, withdrawals to finance campus improvements, and lower than expected yield in the capital campaign. These changes led to a projected budget deficit of \$8.3 MM in FY2011. Subsequent budget cuts and increases in revenue reduced this deficit to \$4.3 MM in FY2013. The 2011-17 financial plan provides a roadmap for clearing the remaining deficit by FY2017. The working group analyzed the plan elements and found them to be achievable, with unrelenting hard work over the next several years, and recommended that the institution establish and maintain contingency plans in the event that financial goals are not met.

Analysis of institutional assessment operations showed that assessment practices in the academic areas are strong, and that the 2011-16 Strategic Plan has established a program of setting goals and assessing outcomes in the various service departments. Robust Level II measures within the departments and Level I measures on the President's Dashboard provide the institution with a valid and comprehensive assessment system. This comprehensive program is relatively new, and so the working group's recommendation and suggestions in this area focused on establishing the program widely and systematically. In the working group's judgment, the institution's assessment program complies with MSCHE expectations for Standard 7.

Chapter 4 (Standards 4 & 5)

The working group's analysis of institutional compliance with Standards 4 and 5 was aided by the institution's submission of a monitoring report on compliance with these two standards in 2011, which was followed by a small team visit and MSCHE action that found the institution complied with Standards 4 and 5. The working group's two suggestions consider adjustments to faculty council operations and the institutional research function to better meet expanding needs for data and reporting.

Chapter 5 (Standard 8)

The central theme of the self-study review was to better understand reasons for student departure prior to earning the baccalaureate. The working group on admissions and retention examined this in detail and found improvement in student retention and graduation rates. Historically, only about 20% of incoming undergraduate students entered with the intention of earning a baccalaureate from Bryn Athyn. However, starting in 2009-10 the percent of incoming students intending to earn the bachelor's degree from Bryn Athyn has been increasing dramatically, above 60% for the last two cohorts. This shift in students' plans provides important context for understanding both the low graduation rate of the past and the likelihood of the college achieving its goal of a graduation rate above 60% by 2017.

The working group also reviewed admission operations and found these to be in compliance with Standard 8, citing evidence that Bryn Athyn's admissions practices and policies support the office's crucial role in admitting students who are academically qualified, intellectually engaged, and likely to benefit from and contribute to the institution's mission. Retention patterns indicate that admitted students are able to succeed at Bryn Athyn, and that attrition rates have decreased in response to steps taken in various college operations including enhanced forms of academic support.

Chapter 6 (Standard 9)

This chapter analyzes student support services and student life programs at Bryn Athyn College for their effectiveness in following the principles of the mission, meeting student needs, and supporting retention. Evidence suggests that Bryn Athyn's student support services comply with Standard 9 and respond effectively to the mission, helping create an environment in which students can succeed within the scope of that mission. In particular, academic support is strong and adept at working flexibly to meet student needs.

Chapter 7 (Standard 10)

This chapter reports on the faculty at Bryn Athyn College and the college's compliance with Standard 10. Through analysis of the effectiveness of institutional resources, policies, and procedures concerning full-time and part-time faculty as they teach, conduct research, and serve the college in a variety of ways, the working group concluded that the college complies with the standard. Regarding the elements of Standard 10 that involve a faculty handbook, the group noted that the college is currently in the process of updating the faculty handbook, which will be fully approved by February 2014. The working group recommended that the college complete this process by February 2014 and that it establish a regular process, at five-year intervals, of reviewing the handbook's effectiveness.

Chapter 8 (Standards 11-14)

Combining the educational standards together, this chapter analyzes the effectiveness of Bryn Athyn's educational offerings and programs with regard to (1) mission, goals, and outcomes, (2) student learning assessment informing program adjustments, and (3) student retention. Analysis demonstrates that: current educational offerings display academic content, challenge, and coherence that are appropriate to Bryn Athyn's higher education mission; the college fosters proficiency in general education and essential skills; and the student outcomes assessment program generates useful information that helps faculty better understand how the programs are functioning and where adjustments are needed to improve student success. More broadly, the working group found that the assessment plans have provided focus in the curriculum, resulting from clearly stated and defined goals,

outcomes, and performance expectations. Based on this analysis, the working group concluded that Bryn Athyn complies with Standards 11-14.

Chapter 9 (Conclusion)

This chapter lists all of the research questions pursued in the self-study process and the suggestions and recommendations emerging from that process, along with a timeline for addressing the recommendations and suggestions and groups responsible with doing so. The chapter also summarizes the conclusions from each of the chapters regarding compliance with MSCHE Standards.



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**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective October 19, 2012**

Bryn Athyn College

(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

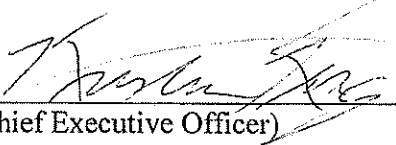
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

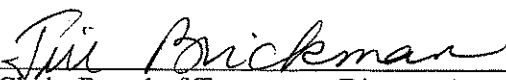
The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)



(Chief Executive Officer)

11/2/2012
(Date)



(Chair, Board of Trustees or Directors)

11-05-12
(Date)

Chapter 1: Introduction

Description of Bryn Athyn College

Founded in 1877, Bryn Athyn College of the New Church is a coeducational liberal arts college affiliated with the General Church of the New Jerusalem, offering a master of divinity and a master of arts in religious studies, seven baccalaureate programs, and an associate in arts degree. The college is situated on a 130-acre campus fifteen miles north of Philadelphia. As of fall 2012 the institution is served by 23 full-time, 6 percent-time, and 40 part-time faculty members (35.3 FTE faculty). Total enrollment is 249.7 FTE students, with 236 full-time undergraduates and 6 full-time graduate students. Students this year come from 19 states and 11 countries. Bryn Athyn College operates on a trimester calendar, where one term credit hour is equivalent to one semester credit hour.

Bryn Athyn's central guiding principles are rooted in the Judeo-Christian two Great Commandments—"Love the Lord your God with all your heart and with all your soul and with all your strength" and "Love your neighbor as yourself" (Deuteronomy 6:4-5; Leviticus 19:18; Matthew 22: 37- 39 *NIV*). Bryn Athyn's religious perspective adheres to New Church theology, a form of Christianity based on the teachings of the Old Testament, the New Testament, and the theological writings of Emanuel Swedenborg (1688-1772).¹

The New Church teaches that "All religion is of life, and the life of religion is to do good" (*Doctrine of Life* §1). From this principle, we hold that the call to love God and the neighbor in the two Great Commandments is answered through "goodwill"—a life of useful service to others. According to the teachings for the New Church, "goodwill itself is acting justly and faithfully in our position and our work and with the people with whom we interact" (*True Christianity* §422). Bryn Athyn sets this as a foundational goal for the way it operates and as a quality it hopes its graduates exemplify. Accordingly, the Bryn Athyn College mission statement emphasizes the institution's commitment to its religious foundation and engagement in intellectual development for the purpose of service:

Bryn Athyn College of the New Church serves as an intellectual center for all who desire to pursue a higher education in the liberal arts and sciences, enriched and

¹ A summary of the teachings and faith of the New Church, as understood and practiced at Bryn Athyn College, is presented in Appendix 1.

structured by the Old and New Testaments and the Writings of Emanuel Swedenborg. The purpose of this education is to enhance students' civil, moral, and spiritual life, as well as to contribute to human spiritual welfare.

Bryn Athyn's mission to provide higher education in the light of New Church teachings has remained steadfast since its founding in 1877 as a school within the Academy of the New Church.

Bryn Athyn College, as part of the larger Academy of the New Church (ANC), is governed by the ANC Board of Trustees. This governing board oversees also the ANC secondary schools, Glencairn Museum, and Cairnwood Estate. The ANC Board of Trustees governs on behalf of the ANC Corporation, the legal entity chartered by the State of Pennsylvania. The Corporation, pursuant to its bylaws, delegates its authority to manage the affairs of the Academy to the Board of Trustees. The Board of Trustees has full power and authority over ANC finances and over the election of, and delegation of authority to, ANC officers.

College Leadership

For many decades Bryn Athyn College was led by the dean of the college, who reported to the ANC president. The ANC president was also a priest in the General Church, and reported to the executive bishop. The executive bishop served as the ANC Chancellor and chaired the Board of Trustees. In 2007, the ANC Board of Trustees approved a lay chief executive officer ("ANC CEO") position to work alongside the priest president and assume the non-spiritual duties of running the entire institution. In 2009, the priest president's title became "vice chancellor," and the position of college president was established. In May 2011, the ANC CEO position was eliminated and the vice chancellor's responsibilities reduced in order to more clearly empower the college president. The college president now reports directly to the Board of Trustees with no intervening layer of ANC administration between the president and the board.

Bryn Athyn welcomed its first president, Dr. Christopher M. Clark, in June 2009. Challenges soon emerged, however, as the institution grappled with questions about expenditures that were exceeding what was approved in the 2006-11 Strategic Plan, among other issues (see Chapter 4 for a fuller discussion). President Clark announced his resignation in April 2010 and served until June 2010. Dr. Kristin King, a respected faculty member and administrator,

was named interim president. In March 2011, the interim label was removed and Dr. King assumed the position of president. President King began her tenure by reining in spending and initiating and guiding the 2011-16 Strategic Plan. The Strategic Plan, approved by the Board of Trustees in February 2012, guides the institution to solid financial footing and enrollment of over 400 students by 2016-17.

Commitment to Growth

The previous century was a time for Bryn Athyn to establish itself and to educate students coming largely from New Church congregations. At the start of the twenty-first century Bryn Athyn took on a more outwards focused position, working in cooperation with the General Church, which sought to grow in numbers and purpose by increasing the number of people who engage with its spiritual message. Starting with the 2001-06 Strategic Plan, and developed more fully with the 2006-11 Strategic Plan (Tab 1.0), Bryn Athyn made a commitment to extend the reach of its New Church religious mission beyond its traditional pool of students raised in the New Church. While the traditional enrollment base will always be extremely important to the college, interest in growing the impact of the New Church in the world led the institution to seek ways of serving also students who have not been affiliated with the New Church but who are open to the education the college provides. The emphasis in the church on education as an “opening of the way” toward God, and recognition of the intellectual exploration available in college, made Bryn Athyn a natural fit for “help[ing] build the Church within individuals through intellectual engagement on moral, civil, and spiritual levels” (2007 statement of Bryn Athyn College’s Core Purpose).

In 2007, in an effort to provide the necessary focus and energy for strategic planning, college leadership and faculty undertook a “visioning” process based on Jim Collins’ book *Good to Great* and developed a spiritual and academic vision for the growth of the college. This vision is articulated in three statements: a core purpose (cited above), five core values,¹ and a thirty-year goal. The thirty-year goal is to “become nationally recognized for engaged, value-added learning, the integration of academic and spiritual life, and the advancement of New Church thought.” The college has made progress toward realizing this goal as it

¹ The five core values are: (1) Explore academic subjects in light of New Church teachings; (2) Inspire students to apply learning for the greater good; (3) Encourage spiritual inquiry and fresh applications of truth; (4) Help students delight in discovery; (5) Foster virtue-based student life.

welcomes students to experience New Church education and as it sends capable and spiritually-focused graduates into the world.

One key to enrollment growth is improving the institution's baccalaureate graduation rate. As discussed in Chapter 5 of this report, Bryn Athyn's graduation rate of 28% for the last three reporting cycles (2006-07 through 2008-09 cohorts) is well below benchmarks for private four-year colleges. The 2011-16 Strategic Plan calls for a graduation rate of at least 60% by 2017. To accomplish this goal the institution has been studying reasons for the low graduation rate and taking steps to address the situation. Indeed, the theme of this Self-Study Report is student retention, and all of the self-study working groups included analysis of retention in the assessment of their areas.

The leading reason for the low graduation rate is that for many years Bryn Athyn College was viewed by its students primarily as an institution to attend for one or two years and then transfer to another college or university to complete their degree. In addition to transfer for degrees not offered here, this attrition was due in large part to the desire of the traditional group of students, who had often spent most of their education in New Church schools, to experience something new and different. Incoming students today, however, perceive the college differently, and an extraordinary shift is taking place in students' intentions to earn their degree here.

Prior to 2009, the proportion of incoming undergraduate students who intended to earn their baccalaureate from Bryn Athyn was on average below 20%. This proportion increased to 51% in 2009 and 2010, and increased further to over 60% in 2011 and 2012. This more than three-fold shift in incoming students' expectations is due to changed perceptions about Bryn Athyn as well as increased recruitment of students who are looking for a degree Bryn Athyn offers. The recent shift in student intention about earning their degree from Bryn Athyn is important to bear in mind when reviewing graduation rate data, which tracks cohorts entering six or more years prior to the current year. If the current students succeed in their degree plans, then the graduation rate will climb above 60% by 2017. See Chapter 5 for further information.

Today, Bryn Athyn is poised for continuing growth. Full-time enrollment has doubled since 2008 (from 122 to 242), and the 2011-16 Strategic Plan calls for that growth to continue to over 400 by the 2016-17 academic year.

Planning and Facility Developments Since the Previous Decennial Report

The institution's planning processes have responded to and guided the institutional commitment to growth. The college is on a five-year planning cycle, with strategic plans for the 2001-06, 2006-11, and 2011-16 periods.

In Chapter 3 we discuss how the 2006-11 Strategic Plan called for institutional renewal on a large scale with very significant facilities development. Until that development, the academic facility consisted of two college-specific buildings and two facilities shared with our affiliated ANC secondary schools. The institution invested approximately \$61 million in facilities and campus improvements to support expansion plans. Additional spending of \$33 million supported projects shared with the secondary schools—including upgrades to infrastructure, campus security, and information technology. With these investments Bryn Athyn more than doubled its academic and student life spaces.

Finance for these efforts was provided by draws from the endowment, taking on \$59 million of debt, and a general capital campaign. As discussed further in Chapter 3, the capital campaign was not successful in meeting its targets and was therefore discontinued and replaced with a more focused fundraising strategy that identifies specific needs.

The developments in spending, loss of endowment with the market downturn, and lower than expected donor support made clear that significant budget cuts were required (along with a continued push for more student revenues and donations) to restore the institution's long-term financial health. The 2011-16 Strategic Plan, which includes a comprehensive financial plan, is providing context and direction for making necessary changes to the operating and capital budgets. Early results (see Chapter 3) show strong progress in meeting the objectives of this new strategic plan.

Accreditation Activity Since the 2003 Decennial Report

The institution's accreditation reports and visits have occurred in the first portion of each of the institution's planning cycles, with the previous decennial review occurring in 2003, the Periodic Review Report (PRR) in 2008, and the current decennial review in 2013.

Subsequent to Bryn Athyn's 2008 PRR, MSCHE requested three monitoring reports in 2009, 2010, and 2011. These follow up reports were focused mainly on administration and governance of the college (discussed more fully in Chapter 4). MSCHE was seeking assurance that the college's leadership had full responsibility for the college's strategic direction and operations. After the submission of the 2010 report and a December 2010 small team visit, MSCHE acted in March 2011 "to warn the institution that its accreditation may be in jeopardy because of a lack of evidence that the institution is in compliance with Standards 4 (Leadership & Governance) and 5 (Administration)." After the submission of the 2011 report and an October 2011 small team visit, MSCHE acted in November 2011 "to accept the monitoring report, to note the visit by the Commission's representatives, to remove the warning, and to reaffirm accreditation."

Process for the 2013 Self-Study

Nature, Scope, and Purpose of the Self-Study

Bryn Athyn followed the comprehensive model for its self-study report, with special emphasis on improving student retention. The primary purpose of the self-study process is, of course, assessment of the institution's compliance with the MSCHE accreditation standards. In addition to this purpose, we also wanted to use the self-study process to help the institution gain comprehensive understanding of itself during a period of growth in physical plant and enrollment, and in transition from serving primarily as a two-year transfer college (focusing on the needs of first and second year students) to one where the majority of students remain to earn baccalaureates. Moving through this transition is an historical event for the college, and the self-study process has helped us grapple with the issues on campus that result from change.

Intended Outcomes of the Self-Study Process

The three most important intended outcomes of the self-study process are to:

- 1) Produce a clear and powerful document that demonstrates institutional compliance with MSCHE standards.
- 2) Support strategic planning and institutional assessment by providing comprehensive analysis of institutional operations, priorities, strengths, and weaknesses, and by making recommendations for improvement.
- 3) Through publication of the self-study, educate stakeholders about the institution's mission and how the institution embodies and enacts that mission.

Methodology

The self-study process was led by the self-study steering committee, which reported directly to the president and was co-chaired by the dean of academics and faculty and a member of the faculty. Seven working groups each were responsible for one or more of the MSCHE standards and together covered all fourteen. These working groups, wherever possible, used the college's standing committees and existing documents in conducting their work. The approach assessed compliance and institutional improvement while avoiding the temptation for working groups to become responsible for operational decisions or problem solving. These responsibilities were left to the appropriate positions and committees.

The first step in the self-study review was writing the self-study design, which was drafted in January 2011 and accepted by MSCHE in July 2011. The design proved to be a reliable plan, with the final self-study report very much a product of what we conceived in the winter of 2010-11. Adjustments to the design were limited to minor changes in the timeline, clarification of some of the research questions, and updates to committee and working group memberships.

The working groups, with support of the steering committee and administrative offices, began their review by searching for and compiling all available documents related to the MSCHE fundamental elements listed for each standard. We then constructed a comprehensive table that relates each fundamental element to evidence of compliance and, where applicable, an index of where to find it. This table is available as Appendix 2 of the self-study report. This table resembles the 2009 MSCHE template for a "Document Roadmap."

With an understanding of MSCHE standards and identification of institutional documents showing compliance with MSCHE fundamental elements, the working groups and steering committee then developed the research questions, which were designed either to address gaps in existing evidence or to guide review for institutional improvement. The working groups then pursued their research questions, analyzed results, and made recommendations and suggestions for institutional improvement. The chairs of the working groups drafted various reports along the way, leading to submission of complete chapters by June 2012. For the most part, the process remained on schedule, though we needed the summer of 2012 to continue work on three of the chapters.

The first draft of the self-study report was completed early in September 2012. The steering committee then reviewed all of the working groups' recommendations and suggestions. The difference between recommendations and suggestions being that recommendations regard matters that should receive attention in order to ensure ongoing compliance, while suggestions are for operational improvement and are either already accomplished in large measure or not related to a compliance concern. The steering committee and working groups agreed to four recommendations and 27 suggestions. On October 2 the college administration reviewed and affirmed the recommendations and suggestions, and on October 16 the faculty council approved the entire self-study report, including the suggestions, recommendations, and conclusions. In November the Board of Trustees reviewed the self-study report and approved it on December 7, 2012.

Form of the Report

Chapters 2-8 of this report were built from the seven working group reports. Listed within each of these chapters, and summarized in the concluding chapter, are lists of the research questions pursued and recommendations and suggestions stemming from the review. Research questions, recommendations, and suggestions are all numbered by the applicable MSCHE standard. Research questions consist of a number followed by a letter. The number refers to the MSCHE standard and the letter identifies each question under that standard. The recommendations and suggestions are numbered also by the standard, followed by a decimal point and then another number that identifies each recommendation. For example, the first research question under standard 7 is "Question 7.a," and the first suggestion under that standard is "7.1." Each of the chapters are organized by the standards covered, and the

analysis is divided into subsections by the research questions under investigation. Each chapter begins with a summary of the matters analyzed, lists the research questions undertaken, provides an overview of applicable institutional context, analyzes the results of the research questions, makes suggestions and/or recommendations for each standard, and concludes with a statement of the working group’s evaluation of institutional compliance with the applicable MSCHE standards reviewed by that group.¹

Electronic Resource Library

An electronic resource library accompanies this Self-Study Report. The resource library is keyed to the table of fundamental elements (Appendix 2), with electronic folders indexed to MSCHE standards and fundamental elements within those standards. For example, the folder storing materials relating to Standard 1 Fundamental Element 2 is labeled “Tab 1.2.” The folders are organized in a tree with folders “Tab 0” through “Tab 14” at the top level. Tab 0 stores files that are not related to any particular standard. For example, the self-study design is stored there. For documents that relate to more than one standard, we store multiple copies of the document in each relevant location. Documents related to more than one fundamental element within a particular standard are stored in the general tab (Tab x.0) for that standard. For example, the 2011-16 Strategic Plan is stored in Tab 1.0.

Throughout the Self-Study Report we reference documents stored in the electronic resource library by giving the folder name and document name. The resource library is not publically available but is provided for the MSCHE visiting team.

Composition of the Steering Committee and Working Groups

The steering committee consisted of the chairs of each working group plus the dean of academics and faculty (who served as steering committee co-chair), dean of students, registrar, and the president’s administrative assistant. The working groups, with two exceptions, were chaired by faculty or administrators who were not directly responsible for day-to-day operations in the area under review. The steering committee and working group chairs are:

¹ See the Self-Study Design (Tab 0) for the style guide for working group reports, which were then assembled into the chapters of the self-study report. See the table of contents of the Self-Study Report for a listing of which standards are covered in each chapter.

Steering committee co-chairs:

Allen Bedford, dean of academics and faculty

Charles Lindsay, assistant professor of economics (served until June 2012)

Steering committee members:

Daniel Allen, chief financial officer (joined in June 2012)

Fredrik Bryntesson, associate professor of biology

Wendy Closterman, associate professor of Greek and history

Robin Cooper, instructor in English and writing (joined in July 2012)

Brian Henderson, assistant professor of history

Matthew Kennedy, director of athletics (served until August 2012)

Matthew McCaffrey, dean of admissions (joined in October 2012)

Jacqueline McFall, registrar, director of administrative staff

Kiri Rogers, dean of students (joined in April 2012)

D. Gregory Rose, associate professor of political science

Shilah Rose, executive assistant

Dan Synnestvedt, faculty council chair, associate professor of philosophy

Working Groups:

1. Mission and Integrity (Standards 1 & 6). Chair: Brian Henderson (faculty)
2. Resources, Planning, and Assessment (Standards 2, 3 & 7). Chair: Dan Allen (administration). Chaired by Charles Lindsay (faculty) until June 2012
3. Governance and Administration (Standards 4 & 5). Chair: Greg Rose (faculty)
4. Admissions and Retention (Standard 8). Chair: Matthew McCaffrey (dean of admissions). Chaired by Matthew Kennedy (athletic director) until June 2012.
5. Student Support Services (Standard 9). Chair: Fredrik Bryntesson (faculty)
6. Faculty (Standard 10). Chair: Dan Synnestvedt (faculty council chair)
7. Educational Offerings and Student Learning Assessment (Standards 11-14). Co-Chairs: Wendy Closterman (faculty) and Robin Cooper (faculty)

Chapter 2: Mission, Goals, and Integrity (Standards 1 and 6)

Charge and Questions

This chapter analyzes Bryn Athyn's mission statement to ensure that it clearly articulates the institution's aspirations, and provides an appropriate context for setting departmental goals and objectives, and assesses institutional policies and practices for evidence regarding institutional adherence to ethical standards and best practices.

Since each of the self-study working groups was responsible for assessing institutional integrity and alignment with mission in the context of the areas under review, selected topics not covered elsewhere are examined in this chapter on mission and integrity.

This chapter pursues the following research questions:

Standard 1: Mission and Goals

- 1.a. How well does the current mission statement serve the needs of Bryn Athyn College? How effective is Bryn Athyn in articulating its mission and a set of goals that are based on input from the institutional community? What processes are in place to ensure the periodic review and assessment of institutional goals?

Standard 6: Integrity

- 6.a. How does the institution make information on institution-wide assessments available to prospective students?

Introduction and Context

See pages 1-2 (Chapter 1) for Bryn Athyn College's mission statement and short description of the institutional context for the institution's mission. The mission statement is also published prominently in the college's Programs and Organization Bulletin (Tab 1.0), in the Student Handbook (Tab 1.0), on the website, and in other materials. The mission of the college to provide higher education in the light of New Church teachings has remained unchanged since the institution's founding in 1877. This aspect of the mission is based on Article II of the founding charter, which states that the institution "shall be for the purpose of propagating the Heavenly Doctrines of the New Jerusalem [New Church]."

While Bryn Athyn's fundamental mission has remained unchanged since its founding, its mission *statement* has been reviewed and modified several times over the last two decades. Between 1995 and 2002 minor revisions were approved three times (1995, 1999, and 2002) as part of strategic planning processes. Bryn Athyn's current mission statement reflects broad input from both faculty and administration. Originally developed by the 2001 Self-Study Steering Committee of administrators and faculty, it was revised by a faculty sub-committee and approved after substantial discussion at three faculty meetings. The purpose of this revision was to reflect the goals for growth and outreach established in Bryn Athyn's 2001 strategic plan, which required modifying the language to be more understandable to an audience unfamiliar with the New Church. The faculty and the Board of Trustees approved the revised mission in 2002. The emphasis on outreach supports the goal of "propagating the Heavenly Doctrines of the New Jerusalem [New Church]" called for in the founding charter.

This chapter reviews how well the current mission is serving Bryn Athyn's needs (Standard 1) by examining how well it guides and informs the 2011-2016 Strategic Plan and the institution's undergraduate and graduate curricula and majors. The chapter also explores Bryn Athyn's integrity (Standard 6), specifically its commitment to academic and intellectual freedom and its making institutional assessments available to prospective students.

Standard 1: Mission and Goals

Question 1.a. How well does the current mission statement serve the needs of Bryn Athyn College? How effective is Bryn Athyn in articulating its mission and a set of goals that are based on input from the institutional community? What processes are in place to ensure the periodic review and assessment of institutional goals?

2011-16 Strategic Plan.

The President opens the 2011-16 Strategic Plan with the following words that explicitly reference the institution's mission statement: "Bryn Athyn College's Strategic Plan forwards the mission of developing a New Church liberal arts education in order to enhance students' intellectual, moral, civil, and spiritual development, and thereby their ability to bless others"

(2011-16 Strategic Plan, p3, Tab 1.0). To achieve this, three of the institution's six strategic goals flow directly from the current mission statement.

Strategic Goal 2 calls for the development of academic programs and signature experiences that “engage students and faculty in ever deepening expressions of three fundamentals of human life: freedom, reason, and action” (2011-16 Strategic Plan, p10). These principles of freedom, reason, and action are drawn from a key New Church teaching that humanness is defined by a capacity for rationality based on spiritual freedom of choice, and that “people should act in freedom and in accordance with reason” (*Divine Providence* §72). By developing academic programs that engage students in these fundamental principles, Bryn Athyn seeks to prepare “willing students to become reflective individuals and useful citizens, conscious of spiritual reality and responsive to local, national, and international contexts” (2012-13 Programs and Organization Bulletin, p6, Tab 1.0). In this way, Goal 2 advances the institution's mission to “enhance students' civil, moral, and spiritual life, as well as to contribute to human spiritual welfare.” Referring to the development of these programs, the President writes, “We will continue to keep the focus on New Church teachings in the classroom and in student life, and we will bring new emphasis to our roots in the town of Bryn Athyn and to our heritage more broadly through Swedenborgian history and identity” (2011-16 Strategic Plan, p3). One specific strategy for achieving Goal 2 of the strategic plan is to “identify and describe the characteristics of the college's academic experience that reflect its special purpose as a New Church college” (2011-16 Strategic Plan, p10).

Highlighting this focus on the college's New Church purpose, Goal 3 defines a student life program that is “guided by New Church principles” and that “enrich[es] students' physical, social and spiritual lives” (2011-16 Strategic Plan, p11). The first strategy under Goal 3 focuses on developing “spiritual enrichment by engaging students in the religious life program and fostering a spiritual ethos on campus” (p11). In spring 2012, 87% of student respondents selected “great” or “very great” to the item “how large a contribution has Bryn Athyn College made to your spiritual growth or preparation?” A healthy majority of students feel engaged in their spiritual life on campus (Outcomes Survey Report 2012, Tab 1.4). Furthermore, physical and social lives are enriched through such offerings as Bryn Athyn's residence life program, student clubs and activities, and the athletic program. For

example, the athletic department's mission statement clearly states its aim to "enhance students' civil, moral and spiritual life, through a program that fosters commitment, sportsmanship, and charity."

Goal 4 manifests the purpose for the changes made to the current mission statement in 2002 and flows directly from the institution's desire to serve as "an intellectual center for all who desire to pursue a higher education in the liberal arts and science" (Mission Statement). Goal 4 calls on the institution to "expand enrollment by recruiting and retaining students who can contribute to and benefit from the institution's mission" (2011-16 Strategic Plan, p14).

Together, the six strategic goals represent broad-based input from the institutional community. Developed by a strategic planning committee of faculty, and staff, these goals were approved as part of the strategic plan by both the faculty council (April 2011) and the board of trustees (February 2012).

Core Program, Degree Programs, and Course Offerings

The current mission statement not only serves as the foundation of the institution's 2011-2016 strategic plan, but also guides and informs Bryn Athyn's undergraduate Core program, degree programs, and course offerings in a number of ways. As the mission statement makes clear, Bryn Athyn is a liberal arts college. This liberal arts foundation is evidenced through the Core requirement that students take courses in the following liberal arts perspectives: aesthetics, civil, historical, moral, physical, scientific, social scientific, spiritual, and worldviews. The Core includes six specific goals developed through input from administration and faculty and approved by the faculty (2007). Core Goal 2 encourages courses throughout the curriculum to "develop liberal arts skills in a focused field of study" (2012-13 Programs and Organization Bulletin, p6). Five of seven majors (biology, English, history, psychology, and religion) are standard offerings in the liberal arts, while a sixth (interdisciplinary) combines two liberal arts disciplines. Even the minor in business, a field often seen as distinct from the liberal arts, makes the connection with the liberal arts explicit through its partnering with a liberal arts major and "its emphasis on applying ethical or moral reasoning to decision-making in a business setting" (Programs and Organizations bulletin, 17).

The mission statement also defines Bryn Athyn's approach to the liberal arts as being "enriched and structured by the Old and New Testaments and the Writings of Emanuel Swedenborg." The Core explicitly supports this particular approach by including a spiritual perspective that requires twelve credits in religion and theology. The residency requirement for first-year students requires three credits in an introductory course on New Church theology in either Religion 101¹ or Religion 110². A proposal under discussion in the religion area would require students to take three of the twelve required spiritual perspective credits in courses explicitly dedicated to the Old and New Testaments. Beyond these requirements, the major programs include program goals that articulate how that course of study relates to the sacred texts specified in the mission statement. For instance, one of the learning objectives of the English major is to "research and interpret passages from the Writings of Emanuel Swedenborg in order to enrich [papers, tests, and analysis]" (English Area Assessment Report, Tab 1.4). Likewise, many individual courses draw on the Old Testament, the New Testament, and the Writings for the New Church for their framing. For example, the syllabus for Political Science 101³ includes quotations from all three sacred texts as its starting point; the syllabus for Psychology 305⁴ has a specific objective to identify New Church doctrines regarding the brain and the mind; and one section of Writing 101⁵ analyzes New Church secondary sources as a building block of the course.⁶

This element of the mission statement—that the educational experience be enriched by selected sacred texts—is also enhanced through the Core program requirement that students take 18 credits in courses with a primary focus on spiritual, moral, or civil thought (2012-13 Programs and Organization Bulletin, pp6-10). Two Core program goals also reflect this element of the mission statement: one is to "explore the diversity and commonality of human experience and values in order to enrich understanding of what is human" (Core Program Goal 4), and the other is to "foster personal ethics and encourage responsibility for the well-being of others" (Core Program Goal 6).

¹ Religion 101. Introduction to New Church Doctrines

² Religion 110. Introduction to Systematic Theology

³ Political Science 101. Introduction to Politics and Governance

⁴ Psychology 305. Physiological Psychology

⁵ Writing 101. Expository Writing

⁶ A library of 2009/10 through 2011/12 syllabi is available in the resource library, Tab 11.0.

In a broader sense, the mission statement specifies two purposes of Bryn Athyn's educational approach. One is "to enhance students' civil, moral, and spiritual life," which is accomplished throughout the various undergraduate programs and offerings. The Core, for instance, requires students to take courses that directly explore the modes of thinking involving each of these perspectives. In addition, many majors address this purpose in their literature through the goals they set for students beyond academic study. For example, the interdisciplinary major states as its goal that students "gain an understanding of the unity of all truth—spiritual, moral, civil, and scientific," while the psychology major asks students to study moral development and to include the spiritual perspective on the human condition. So too do individual course syllabi address this educational purpose, but often more implicitly: Biology 110¹, for instance, includes as one of its learning objectives that students "develop a personal understanding and ethic in regards to the environment"; History 225² seeks to "nurture an inquiring spirit in relation to God, society, and self" and includes a learning objective that students consider "how the history and culture of colonial America can be used as a metaphor for spiritual development"; and Leadership 100³ seeks to "provide a support group of peers who are actively striving to apply Moral/Spiritual values in Leadership."

The second portion of the mission's purpose statement—to "contribute to human spiritual welfare"—underpins the purpose of the Core Program. As the 2012-13 Programs and Organization Bulletin (Tab 1.0) states, "Bryn Athyn prepares willing students to become reflective individuals and useful citizens, conscious of spiritual reality and responsive to local, national, and international contexts." The statement continues, "The Core Program encourages faculty to place each subject of study within a New Church spiritual context" (Programs and Organization Bulletin, p6). Core Program Goal 6 specifically states that the Core "foster[s] personal ethics and encourage[s] responsibility for the well-being of others." Moreover, course syllabi provide examples of how this concern for human welfare embedded in the mission statement manifests in the curriculum: the syllabus for Religion 110 includes as a course goal its aim to "show students how revealed truth can inform their lives and lead to heaven," and the syllabus for Political Science 101 emphasizes that the

¹ Biology 110. Environmental Science

² History 225. History of Colonial America, 1607-1763

³ Leadership 100. Social Entrepreneurship in Action

study of political science is concerned with the organization of human society and “how best to arrange interactions so that humans can reach their highest potential.”

Overall, then, the undergraduate curriculum and program offerings are well informed and guided by the institution’s mission. One recommendation, though, would be to expand the statement to ensure that all academic programs directly and explicitly fall within its scope. To be specific, the current statement limits the reach of the mission specifically to the liberal arts, thereby omitting Bryn Athyn’s pre-professional Bachelor of Science in early childhood education. The education program, with both practical and theoretical courses taught within the context of spiritual principles drawn from the Old Testament, New Testament, and the Writings for the New Church, is designed to prepare students to be successful teachers in public, private, or New Church schools. This program focuses on holistic education, with the goal of “encouraging students to serve the neighbor” (<http://www.brynathyn.edu/academics/majors/education>). The program description states, “We believe that teachers have the potential, in any setting, to be a powerful force for good in the lives of their students. They do this by modeling a spiritually focused life and integrating moral values into the content of their lessons.” This program is therefore clearly aligned with the mission and charter purpose of the institution and should be included explicitly within the institution’s mission statement.

Graduate Programs—Master of Arts in Religious Studies and Master of Divinity

In addition to informing and guiding the Core program, major programs, and undergraduate curricula, the mission statement also clearly informs the Master of Arts in Religious Studies (MARS) program, which encourages students to explore systematically the interrelationship between the teachings of the New Church and their own professional and personal interests. The MARS program fulfills the mission to pursue higher education “enriched and structured by the Old and New Testaments and the Writings of Emanuel Swedenborg,” as evidenced by its requirement of five courses in New Church doctrine, combined with additional courses in theology, education, history, psychology, philosophy or science. A final thesis integrates New Church doctrine and a student’s chosen supporting field of study.

While the MARS program is captured explicitly in Bryn Athyn’s mission statement, the Master of Divinity (MDiv) program is not. Yet, similar to the situation discussed above

regarding the Bachelor of Science in early childhood education, the MDiv is clearly aligned with the institution's mission. Specifically, the MDiv program advances the institution's charter purpose to "educat[e] young men for the ministry." The program's mission articulates the goal to "inspire, inform, and train future New Church priests to serve the Lord God Jesus Christ as He builds His Church among people by means of His Word" (Masters of Divinity Student Handbook: Theological School Mission Statement, p2, Tab 1.0). While doctrinal study forms the primary foundation of this program, requirements also include courses in pastoral skills (communication, counseling, conflict resolution) and experiential education designed to enable future priests to teach effectively and lead in a variety of settings and with a range of people. Accordingly, Bryn Athyn's mission statement should be expanded to ensure a clear articulation and inclusion of this program, not just those in the liberal arts.

Recommendations and Suggestions for Continuing Development in the Context of Standard 1

As discussed above, the mission statement should be expanded to ensure that it encompasses all of Bryn Athyn's programs, not just the liberal arts. In addition, we recommend two other measures to strengthen the effectiveness and ensure the relevance of the mission statement: articulate goals and establish periodic review. The mission statement itself does not include specific goals that could guide areas of operation and provide clear criteria for institutional decision making. The 1999 mission statement included eight specific goals as part of the statement, and when the current mission statement was presented to the faculty in 2001, it also included specific goals through which the mission would be carried out (see Appendix to Faculty Agenda, November 1, 2001, Tab 1.0). In the process of faculty debate and revision, however, these goal statements were not formally included as part of the approved mission statement (Faculty Minutes, February 21, 2002). While the essence of these goals are present in the current strategic plan and Core program goals, the inclusion of such goals as part of the mission statement itself would more clearly link these documents and provide a cohesive flow from the mission statement through program goals.

The second way to strengthen the effect of the mission statement is to institute periodic review. There is currently no formal, established periodic review and assessment of the institution's mission statement outside of the self-study, periodic review (PRR), and

strategic planning processes. Indeed, the mission statement was reviewed and revised in 1995, 1999, and 2001 as part of strategic planning processes, but the current mission statement has not been thoroughly reviewed or revised since its approval in 2002. And while there are periodic reviews of and assessment reports on such elements as the strategic plan, Core program, and academic areas and majors, all of which have been shown to be clearly tied to the mission, a formal periodic review process of the mission statement itself should be established.

To achieve this, in August 2012 the President formally charged a committee comprising representatives of the Board of Trustees, administration, and faculty to “review and revise Bryn Athyn’s mission statement to ensure that it enables the following outcomes: (1) clearly articulates the institution’s aspirations; (2) encompasses all programs, not just the liberal arts; (3) effectively guides decision making and the appropriate allocation of resources to advance the mission; (4) includes specific goals flowing from the mission statement and aligning with the strategic plan; and (5) establishes a process for regular review of the mission statement and its goals for publication of the statement for external and internal audiences” (committee charge from the President, Tab 1.0).

Altogether, then, we make the following recommendation and suggestions:

Recommendation:

- 1.1 Include specific goals that flow from the mission statement, thereby guiding areas of operation and providing clear criteria for institutional decision making.

Suggestions:

- 1.1 The mission statement should be expanded to ensure that all academic programs, including the Bachelor of Science in early childhood education and the Master of Divinity programs, directly and explicitly fall within its scope.
- 1.2 Establish a process for regular review of the mission statements and its goals.
- 1.3 Establish parameters for publication of the mission to external and internal audiences.

Compliance with Fundamental Elements of Standard 1

The above evidence demonstrates that the current mission statement serves the needs of Bryn Athyn by effectively guiding and informing its strategic plan goals, Core program goals,

and undergraduate and graduate programs. Along with a review of the fundamental elements table and relevant documents (see Appendix 2), analysis shows that Bryn Athyn is in compliance with MSCHE Standard 1.

Standard 6: Integrity

One fundamental element of academic integrity is the safeguarding of academic and intellectual freedom. As noted above, a key New Church teaching is that freedom, both spiritual and intellectual, is a gift from God and a defining characteristic of what it means to be human. We believe that “people should act in freedom and in accordance with reason” (*Divine Providence* §72). Bryn Athyn’s commitment to academic freedom is founded on the idea that God makes human beings spiritually free, because people cannot respond to God apart from freedom. Bryn Athyn invites students and faculty to explore the academic fields freely and with the best information available. A stated goal of the institution’s tenure policy, “the protection of academic freedom and the promotion of educational excellence,” expresses Bryn Athyn’s commitment to freedom in teaching and learning (Administrative Handbook, Policy 7.9 (Tab 6.0)). In addition, the Faculty Council Constitution supports academic freedom, noting in particular the AAUP’s *1940 Statement of Principles on Academic Freedom and Tenure* (Faculty Council Constitution Article 3.11 (Tab 6.0)). However, the institution differentiates academic freedom in teaching and learning from freedom of advocacy. The institution upholds an expectation that faculty not engage in “advocacy of a viewpoint which is in clear conflict with the teachings of the Writings of the New Church” (see Appendix A of Administrative Handbook policy 7.9 (Tab 6.0)). Academic exploration is thus supported, but within the context of a New Church theological framework.

Moreover, several key policies and procedures related to academic integrity are published in a variety of documents, including the Administrative Handbook (2007),¹ the Employee Handbook (2004),² and the Faculty Council Constitution (2011).³ A comprehensive and up-to-date faculty and staff handbook is currently under development, with expected completion by February 2014. The handbook will include, among other things, statements

¹ Administrative Handbook (2007), Tab 6.0. Hiring (sections 7.2, 7.4-7.6), evaluation (sections 7.9-7.13), dismissal (sections 7.9-7.10), and grievance procedures (section 7.15)

² Employee Handbook (2004), Tab 6.0. Hiring (section D-1), evaluation (section E-11), dismissal (section M-2), and grievance procedures (section D and L)

³ Faculty Council Constitution, Tab 6.0. Academic freedom (section 3.11)

regarding grievance procedures, academic and intellectual freedom policies, an intellectual property rights policy, and fair and impartial practices in hiring, firing, and dismissal of employees.¹

A detailed review and analysis of compliance with most other fundamental elements of integrity in this chapter would be excessive, as most compliances are evident in the fundamental elements table (see Appendix 2). Instead, because of new disclosure requirements of the Higher Education Opportunity Act (HEOA), this chapter analyzes institutional practices in disclosure and focuses particularly on how the institution makes information on institution-wide assessments available to prospective students.

Question 6.a. How does the institution make information on institution-wide assessments available to prospective students?

Bryn Athyn makes the following institutional assessment data available to prospective students on its website

(<http://www.brynathyn.edu/about/ConsumerInformation/index.html>):

- Student retention and six-year graduation rates
- Employment and graduate school outcomes
- Student proficiency in Core program skills

Student retention and six-year graduation rates are published for cohorts accepted into a baccalaureate program from 2004-05 through 2008-09. Graduation rates are broken out into:

- Program graduation rates
- Graduation rates from Bryn Athyn College
- Graduation rates from Bryn Athyn College or another institution.

Employment and graduate school outcomes include:

- Outcomes for 2010 and 2011 baccalaureate graduates within one year of graduation
- Outcomes for baccalaureate graduates from 2005 through 2009.

Student learning outcomes for Core program skills include assessment results of five skill areas (information literacy, quantitative reasoning, public presentation, scientific reasoning, and writing) for 2009-2010 through 2011-2012. These results show the percentage of

¹ see Chapter 7 on Standard 10 for a more thorough description of faculty and staff handbook.

student scores that exceeded expectations, met expectations, and failed to meet expectations. This information is provided in a comprehensive assessment report on Core program outcomes ([http://www.brynathyn.edu/about/ConsumerInformation/PDF/2011-12%20Core%20Skills%20Assessment%20Report%20\(11-14-12%20Web\).pdf](http://www.brynathyn.edu/about/ConsumerInformation/PDF/2011-12%20Core%20Skills%20Assessment%20Report%20(11-14-12%20Web).pdf)). Bryn Athyn also publishes results from the CIRP Freshman Survey¹ (2011-2013), as well as accreditation information, including Middle States Commission on Higher Education status, and the institution's most recent Periodic Review Report and Self Study, College Catalog, Student Handbook, transfer policy, and other documents.

Compliance with Fundamental Elements of Standard 6

The above analysis, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn conducts its practices with integrity and is in compliance with MSCHE Standard 6.

¹ The CIRP Freshman Survey is a national survey designed and managed by the Cooperative Institutional Research Program, housed in the Higher Education Research Institute, University of California at Los Angeles.

Chapter 3: Resources, Planning, and Assessment (Standards 2, 3, and 7)

Charge and Questions

This chapter examines the degree to which strategic planning, budgeting, resource development, and assessment are integrated and in line with Bryn Athyn's mission and current strategic plan goals—goals to increase enrollment and retention while maintaining financial sustainability. This chapter emphasizes assessing the effectiveness of the resource allocation process and determining whether the metrics and systems now used for tracking the institution's financial health are effective. The group also examined the policies and processes in place for ensuring that assessment data are widely shared and used as a basis for institutional decision-making.

The chapter pursues the following research questions:

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- 2.a. How can the college more effectively integrate assessment, budgeting, and strategic planning to further the institution's mission and foster improvement in its programs and services?
- 2.b. How can the college improve the use of metrics to assess its performance in relation to financial and strategic planning?

Standard 3: Institutional Resources

- 3.a. What challenges lie ahead with regard to the effective use of financial, human, and physical resources to fulfill its mission?

Standard 7: Institutional Assessment

- 7.a. What specific processes are in place to ensure that the institution is fulfilling its mission and achieving its goals? How can these processes be improved?
- 7.b. To what degree are department-level and program goals aligned with the mission?

Introduction and Context

Institutional renewal on a large scale drove the 2006-11 Strategic Plan. As introduced in Chapter 1, for more than 100 years enrollment had averaged below 140 students, and the academic facility was confined to two college-specific buildings and two facilities shared with our affiliated secondary schools. Expanding the size and diversity of the student body and promoting a greater awareness of the institution throughout the Middle-Atlantic region

fueled our efforts. Approximately \$61 million in facilities and campus improvements supported Bryn Athyn's expansion plans. Additional spending for projects shared with the secondary schools—including upgrades to infrastructure, campus security, and IT—totaled \$33 million. In the expansion Bryn Athyn more than doubled its academic and student life spaces, and student enrollment has increased to over 240 for 2012-13.

To finance the campus improvements, the Academy of the New Church (ANC) drew upon endowment funds, took on \$59 million of debt, and began a capital campaign. The campaign was to generate \$31 million for ANC over a 15-year period, primarily to support these improvements.¹ Also, \$30 million of expected estate bequests were included in these plans.

The first phase of the plan originally called for an estimated \$40 million in spending to reach 250 students at the college by Fiscal 2013. As stated above, more than twice that amount was spent. The 2008-09 financial market downturn placed ANC—an institution that is extremely dependent on endowment income—in a difficult financial situation.

In Fiscal 2010, the capital campaign encountered some major problems. One group of supporters felt that the institution was moving too rapidly with its growth plans. ANC and college leadership sought to build support for the idea that the college must promote itself beyond traditional New Church families and publicized a new strategy of pushing more rapidly to 500 students.² Some of our constituents, however, wanted evidence that we could bring in larger numbers of students from other faiths without compromising our mission or secularizing. These constituents wanted a slower pace of growth to ensure a sufficient supply of New Church teachers and to integrate students effectively into the college community. As such, there was significant distress among some of our donors, as well as among faculty and staff (who were not sufficiently in the loop on the increased targets for growth), as leadership of the 2006-11 Strategic Plan began to make the growth plans public.

¹ This Campaign also included ANC's sister organization, the General Church of the New Jerusalem, and had an overall \$50 million target. Other ANC initiatives to be supported besides the buildings and infrastructure included a Theological School second career program and greater investment to produce teachers for the New Church school system (including the College). See Vision Summary for the Capital Campaign—Excerpts, Tab 2.0 for a summary of these campaign strategic investment items.

² As will be touched on later in this section, much of the rationale for increased spending was to support even higher enrollments than the near-term goal of 250 by increasing awareness of Bryn Athyn College in new markets and providing the necessary facilities and programs.

During the summer of 2011, ANC leadership made the strategic decision to close the formal campaign prior to the attainment of its target¹ but did not abandon the goal to solicit gifts in support of the initiatives that were part of ANC's original appeal (Capital Fundraising Report 2011-12, Tab 2.0). Key donors say that they now want to support *specific* needs of the college, secondary schools, or the General Church, rather than a bundle of campaign initiatives that support all organizations, some of which a donor may not agree with. The institution has confirmed existing pledges, and we feel those are solid, but we believe that success will be best achieved by focusing our fundraising on specific operational needs.

The increases in spending, donor alienation, and operating deficits led to the clear understanding that significant spending cuts were required (along with a continued push for more student revenues and donations) to restore the institution's long-term financial health. A financial plan, adopted in 2012, is providing context and direction for making necessary changes. The new reality of fiscal tightening at a time when we remain committed to growing our enrollment through improved retention and larger incoming classes presents the college with the challenge of improving performance while cutting costs. We feel confident, however, that our strategic plan and its embedded financial plan provide a good roadmap for meeting this challenge.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Question 2.a. How can the college more effectively integrate assessment, budgeting, and strategic planning to further the institution's mission and foster improvement in its programs and services?

Question 2.b. How can the college improve the use of metrics to assess its performance in relation to financial and strategic planning?

Significant recent changes in Bryn Athyn College's governance structure, principally the establishment of a college presidency in 2009 in contrast to an ANC-wide presidency, now align strategic planning, budgeting, and assessment under the control of a college chief

¹ Through June 2011, about \$12 million had been received or pledged toward the goal of \$31 million.

executive.¹ The college President is now directly and exclusively accountable to the ANC Board of Trustees for the long-term strategic direction of the college.

The touchstone for compliance with Standard 2 is Bryn Athyn's 2011-2016 Strategic Plan, approved by the Board of Trustees in May of 2011, and the accompanying financial plan, approved in February 2012.² A strategic planning committee, chaired by the President, developed the framework for the plan and has been working with subcommittees and the college community to implement the six plan goals. Members of the committee include the President's administrative leadership team, and representatives from the faculty council, College Alumni Association, and the Board of Trustees.³ A representative from student government gives input on a regular basis.

To ensure that the plan was truly collaborative in nature and had appropriate support, the strategies developed for each goal were shaped by input from the departments in charge of daily operations and were shared with the faculty council and subsequently the Board of Trustees before the final plan was approved. Furthermore, each strategy has supporting, measurable objectives that are assigned to individuals or groups, with a defined timeline and, in some cases, a cost estimate. Objectives are modified as needed to keep the planning process focused and strategic.

The strategic planning process managed by the committee provides direct links among long-term strategic thinking and planning, assessment, and budgeting. Proposals developed in the operational units are vetted through the normal operational channels. If these proposals require additional resources or involve significant changes, they come to the strategic planning committee for incorporation in the institutional strategic plan. As

¹ As discussed in Chapter 4, this change combined with subsequent by-law and other operational modifications brought the college into compliance with MSCHE Standards 4 and 5.

² See 2011-16 Bryn Athyn College Strategic Plan (Tab 2.0), including its financial plan. This was the first strategic plan developed for the college with leadership from a college president. Prior planning for the college was done as part of an ANC-wide process due to central governance and endowment. This was an area in which MSCHE had concerns about the college's compliance with Standard 2 in its response to the Bryn Athyn's 2009 monitoring report. MSCHE reviewers did not feel the planning process was driven by "systematic assessment results, tied to college mission and goals [that] inform college plans, resource allocations, and other decisions." Many of these concerns have been addressed by the fact that this process is now under the leadership of the college President, who reports directly to the ANC Board of Trustees.

³ See Charge for the Strategic Planning Committee Charge (Tab 2.3).

decisions are made within the committee, and after discussion with faculty council, the college’s CFO, a member of the President’s administrative team, oversees the budgeting of resources in accord with plan objectives.¹ The overall plan is reviewed and adjusted each year in light of changing circumstances and newly identified opportunities.²

We should note, though, that despite these collaborative efforts, the results of a faculty survey conducted in December 2011 indicated that a significant portion of full-time faculty council members still felt disconnected from the planning process (see Table 3.1 below, along with a brief discussion in Chapter 4 on Governance and Administration).

Table 3.1. Perceived Opportunity for Faculty Feedback on Budgeting and Planning.

As a member of faculty council, I have ample opportunity to give feedback and receive information on college budget and strategic planning issues:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A or Don't Know
0%	33%	24%	38%	0%	5%

This finding may represent the reaction to spending cuts and the need to maintain tight control over spending in order to eliminate the operating deficit by FY 2017, but we are nevertheless planning to increase the number of opportunities for dialogue with the council. Since these data were collected, several reports by the President and members of the Strategic Planning Committee have been made at Faculty Council meetings to promote discussion about and support for the plan. In early 2012 the President met with various administrative departments to review the plan. The President also sent a summer 2012 communication to all faculty and staff, providing an overview of progress on the strategic plan for FY2012 and invited feedback and further opportunities for discussion (see 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report, Tab 2.0, pp27-32).

¹ See Bryn Athyn College Capital and Operating Budget Process (Tab 2.0).

² Assessment measures are included in the plan to inform decision-making and to communicate about plan achievements with stakeholders, as will be discussed further below, particularly under Standard 7.

Another assessment outcome we need to consider from this December 2011 survey is that about half of our full-time faculty members indicated that opportunities to influence the budgeting process are limited (see Table 3.2 on the next page).

This finding is unexpected, given the role played by area heads, a group comprising almost half of the full-time faculty, in reviewing proposals for new academic programs and changes. The preliminary budget is now shared with the faculty council each spring prior to its receiving board approval. These findings may suggest the relative newness of some of these processes, as well as the stress of a year of severe cuts to operating budgets, but meaningful involvement earlier in the process with the faculty council as a whole might help to promote dialogue and participation. One such initiative is already planned; starting in 2012-13, the President will host two general discussion sessions each year, to which all members of the campus community are invited. The agenda for these meetings includes a high-level review of the strategic plan and any significant changes under consideration. Again, this is an opportunity for wider feedback.

Table 3.2. Perceived Opportunity to Advocate for One’s Area in the Budgeting Process.

The college budgeting process provides me with an appropriate opportunity to advocate for my areas of responsibility:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A or Don't Know
0%	24%	19%	38%	10%	10%

The strategic plan has been designed (and will be reviewed) with collaboration as a primary emphasis. It has also been designed with the institution’s mission, plans for growth, and financial realities in mind. As has already been discussed under Standard 1, the plan has our mission and purpose at its core—in its strategies, supporting objectives, and many of our measurable outcomes. Dr. King makes this vision clear in her president’s statement for the plan:

The new plan takes advantage of the new facilities and the confidence they foster that the college is a substantial institution of New Church higher education. We are entering a phase of unapologetic faith in the quality of our education and the value of our religious mission. We are confident in the benefits the college brings not only to its traditional students from Swedenborgian backgrounds but to students from all backgrounds who seek a Bryn Athyn College education. In

addition to building on this confidence, the 2011-16 Plan soberly addresses the deficits and the need to enhance our offerings and programs in order to attract and retain students.

Indeed, the President's statement speaks to the significant institutional renewal that has taken place over the past five years and the resulting stresses the renewal has placed on the institution. In its 2009 Monitoring Report (Tab 2.0), the college described its 2006-11 Strategic Plan (Tab 2.0) (an ANC-wide plan) as one that focused on transforming the campus and on investments in marketing and recruiting, particularly to students beyond the New Church. As evidenced in the enrollment trends of the time, there was a real question about the viability of the institution had it not made this transformation. The President's statement also encapsulates the confidence we have that our mission to "enhance students' civil, moral, and spiritual life, as well as to contribute to human spiritual welfare" (Mission Statement) will resonate broadly with students formerly unfamiliar with New Church faith.¹

Generally, though, the 2011-16 Strategic Plan can be characterized as one that attempts to balance the twin challenges of returning the institution to financial sustainability while maintaining and making use of key investments needed to attract and retain students within the framework of the mission. The discussion below on Standard 3, Institutional Resources, addresses some of these challenges. Here, however, we simply point out that each strategy for the 2011-16 Plan was selected with the idea of addressing these twin challenges. This is most clearly demonstrated in President King's introduction to the 2011-16 Plan, which lists each of the six strategies, why they were selected, and how they relate to each other (see 2011-16 Strategic Plan, pp3-4, Tab 2.0).

As a final note, while the planning process is now under college leadership, the change in governance structure to a college president (2009) and CFO (2012) is still relatively recent. As such, there are areas under this Standard that require further refinement. For instance, while college shares of ANC endowment, unrestricted giving, and central service departments have recently been defined—providing a measure of clarity as to the resources

¹ We discuss evidence that this is happening in the section for Standard 7, Institutional Assessment, below.

at the disposal of the college—these shared resources and planning and budgeting processes still require collaboration between Bryn Athyn College and other ANC divisions. It will be important, therefore, for the college and the other ANC divisions to support each other as they strive to achieve their respective though related missions and to find ways to achieve operational synergies where appropriate. A few support service areas are not consistently aligning their departmental planning with that of the college and will need to be more closely analyzed, but overall, we are pleased with how decisively Bryn Athyn has emerged as an autonomous institution.

Overall, our analysis indicates that after a significant period of transformation Bryn Athyn is, thus far, successfully implementing its 2011-16 Strategic Plan to address the competing challenges of financial sustainability and the necessary investment in recruitment and retention. A strategic planning committee, under the direction of the college President, provides an effective means for representatives from key constituencies to interact and to generate strategies and objectives for the long-term growth and development of the institution. The Faculty Council and wider campus community also have venues to give feedback, and college leadership continues to collaborate with other segments of ANC when appropriate.

Suggestions for Continuing Development in the Context of Standard 2

- 2.1 Identify process refinements or areas for improvement in planning, budgeting, and resource allocations with other ANC divisions, particularly in support services.
- 2.2 Increase the number of opportunities for input and dialogue regarding the strategic plan and budget development arising therefrom, particularly with the faculty council, to promote transparency and understanding. Establish specific responsibilities for the faculty council representative serving on the strategic planning committee.

Compliance with Fundamental Elements of Standard 2

Changes made to the institution's governance structure during the past five years represent a significant enhancement in operations and in the Bryn Athyn's ability to allocate resources in support of strategic planning goals and to respond to the needs of students. The above evidence along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn is in compliance with MSCHE Standard 2.

Standard 3: Institutional Resources

Question 3.a. What challenges lie ahead with regard to the effective use of financial, human, and physical resources to fulfill its mission?

Bryn Athyn College (and ANC as a whole) entered Fiscal 2012 with financial challenges. Spending on construction and new operational costs had commenced well in advance of increased student revenues and capital campaign collections. Much of this spending was for the renewal of the college campus, as discussed in the previous sections. While deficit spending (ANC-wide) was projected in earlier versions of the 2006-11 Strategic Plan, the market downturn forced higher spending levels as a percentage of ANC's endowment.¹ Also, as mentioned, it became necessary to end the capital campaign before its target had been achieved.

While updates to earlier ANC-wide financial forecasts had been performed to identify strategies for reducing deficit spending more rapidly, Bryn Athyn needed to establish its own plans for returning to long-term financial sustainability within the context of its 2011-16 Strategic Plan, and to do this without compromising the integrity of academic programs and services. In the summer of 2011, we hired a consultant to assist with developing the financial plan (2011-16 Strategic Plan, pp9-14, Tab 2.0). The plan's main points are to: (1) increase enrollments and net program revenue; (2) attribute an appropriate amount of the ANC endowment for the college President to use in support of the college operating budget; (3) reduce costs, including in support units that provide shared services to the college and the secondary schools; (4) generate new sources of revenue; and (5) enhance fundraising for use in both the college's operations and reduction of debt. The financial model projects that Bryn Athyn will eliminate its annual operating deficit by FY 2017 and that its annual payout rate will then be back to a more sustainable level, below 5%. In this section, we analyze the evidence that these goals can be achieved and note challenges for each.

¹ See Chart of Projected vs. Actual Payout Rates (Tab 3.0) over the period 2007-2011.

Enrollments, Retention, and Financial Aid

As indicated in the financial plan, our goal is to increase enrollments from 227 in Fiscal 2012 to 411 in Fiscal 2017 and to increase student net revenues by \$4.7 million over this same period.¹ Based on analysis, the institution currently feels comfortable that it can accommodate enrollment growth to approximately 400 within its available facilities. We need to build on the increased freshmen enrollments of the last several years as we refine our recruiting strategies with our consultants, Ruffalo-Cody (search) and Hardwick Day (aid strategy). Also, we need to increase retention to the fourth year to at least 60%, more in line with national averages. Finally, as we gain more experience in developing our aid strategies, we need to achieve a net tuition that is more competitive with peers. Our goal is to be at a 27% discount rate by 2017 and a net tuition of approximately \$15,000. We expect that these goals will still put us in the lower quartile of peers,² and therefore maintain highly competitive cost effectiveness relative to the market.

Endowment Allocation for the College

In February 2012, the Board of Trustees approved a defined allocation of payout from endowments available for operations in the college and in the secondary schools.³ This action also assigned a portion of the endowment to be dedicated for debt service. This is not a legal split of endowment corpus to the schools, and it will be re-examined by the Board within the next 5 years, or as needed. The on-paper division of endowment will allow the leaders of each institution to plan strategic use of the endowment income available for their operations over an extended period. The division of endowment also fosters better accountability since each school's endowment share is impacted by its separate income and expense activity.

¹ These efforts are expected to change our reliance on endowment income for college operations, which we believe will be a healthier situation for the institution. We project that our reliance on student revenues will be between 50% and 60% by fiscal 2017.

² With reference to an inflation-adjusted trending of net tuition per student for the mid-east region from the Council of Independent Colleges Key Indicators Tool, October 2010.

³ See Report of Board Committee for Endowment Allocation and Transfer Pricing, (Tab 3.0) for a description of the endowment allocation. More than 50% of the ANC endowment is quasi-endowment, restricted only by Board action. This allows flexibility to spend from "quasi-endowment" principal and to allocate endowment between the schools as the Board sees fit.

It is a commonly accepted standard for endowment management that a payout rate of 3-5% is reasonable.¹ Payout rates above a reasonable market return over several years cannot be sustained; they will erode future purchasing power or even the original principal value of the endowment. This is why it is critical for our operations to return to a 5% or lower payout rate within a defined period and for other sources of revenue to provide a larger portion of our operational funding.² Market returns will play a role in whether this can be attained, as will the achievement of plan goals for student revenues and donations.

Cost Reductions

As an initial response to the institution's challenging financial situation outlined in the introduction to this section, the President and college administration utilized benchmark data on cost categories from the National Association of College and University Business Officers (NACUBO) and the Delaware Study to identify areas where spending was significantly out of line with standards for four-year private colleges. The results of this analysis showed that spending was significantly above average in central administration and admissions and below the norm, on a percentage basis, for academic programs. For example, direct instruction accounted for 29% of Bryn Athyn's 2011-12 budget, compared to a benchmark of 36% at other four-year private liberal arts institutions (NCES Digest of Educational Statistics) (See Functional Expense Report 2011-12 for a table of percent of expenses in each functional category, Tab 3.0).

Since Fiscal 2011, approximately \$2.8 million in budget cuts have been made by college leadership. The largest reductions were made in non-instructional areas, such as central administration (especially development, IT, and maintenance), marketing, and recruiting costs. These cuts have improved the relative balance between instructional and other cost categories. Defined benefit retiree medical plans also have been curtailed, and other benefits are being reduced with a view to aligning with peer benchmarks. Cost reductions will continue over the remaining years of the 2011-16 Strategic Plan where appropriate, but because most of the identified expense reductions have already been made, the next five years require significant growth in revenues to eliminate the deficit.

¹ Michael K. Townsely, *Small College Guide to Financial Health: Weathering Turbulent Times*. Washington D.C.: NACUBO, 2009, p75.

² See Table 4, p24, of the 2011-16 Bryn Athyn College Strategic Plan (Tab 3.0) for a table showing the projected payout rate reductions through the 2011-2017 forecast period.

In May 2012, the Board of Trustees directed the administration to continue refining the methodology for pricing of shared services among the divisions.¹ The administration has defined many of the necessary reporting relationships. It is developing cost-based charges depending on service usage or, in some cases, continuing with an allocation method for costs that do not readily lend themselves to a usage-based charge. Rigorous and ongoing attention to the scope and cost of these services will be needed.

While Bryn Athyn undoubtedly needs to reduce deficit spending in order to achieve long-term sustainability, it cannot balance the budget by cutting programs and services to the point where it no longer can attract prospective students. We must also have an ongoing focus on our ability to attract and retain excellent faculty. Successful implementation of the financial plan will depend upon identifying a strategic balance between reducing net expenses while preserving and even strengthening programs and faculty in line with the mission. This strategy will take several years to implement. Our strategies in these areas are further discussed in the sections on Standards 9, 10, and 11 (Chapters 6, 7, and 8).

Other Revenues

The financial plan calls for greater utilization of our facilities and land for revenue generating opportunities to realize an additional \$500,000 of net income by Fiscal 2017. We have rented facilities in a modest way over the years for summer camps, to athletic and theater groups, and for social events, but we have not recently undertaken a concerted feasibility analysis, and there are many other options that could be considered. As we pursue rentals or other income-producing opportunities (including ground leases of land that will not be needed for educational purposes for the foreseeable future), we recognize that this will require collaboration with other segments of ANC, sensitivity to the communities contiguous to our campus, and a strategy that is endorsed by our Board of Trustees.

Fund-Raising for the College

A feasibility study was performed at the outset of the Capital Campaign, indicating that ANC had sufficient support to achieve its fundraising goal (see Capital Campaign Feasibility

¹ See Report of Board Committee for Endowment Allocation & Transfer Pricing (Tab 3.2) for a summary of current reporting lines for shared services and pricing methodology.

Study 2008, p6, Tab 2.0 Restricted). The ANC Development Office also had discussions with supporters concerning their estate plans and felt comfortable that the support was available to establish the \$61 million combined revenue target—through Campaign gifts and estate bequests—over a 15-year period. (See Capital Fundraising Report 2011-12, Tab 2.0 for a schedule depicting ANC’s status against this goal as of June 2011 and June 2012).

As previously mentioned, the early curtailment of the capital campaign due to stakeholders’ alienation and market collapses did not mean that ANC would cease soliciting for the support that had been assumed when the 2006-11 Strategic Plan was undertaken. It meant that gift solicitation would need to become more targeted for the immediate needs of the college and the secondary schools. (See Capital Fundraising Report 2011-12, Tab 2.0.) With these new gifts to operations and debt relief counted against the campaign “gap,” the picture improved, and will improve further to the extent we successfully achieve fundraising goals set forth in the financial forecast accompanying the 2011-16 Plan.

The financial forecast assumes that Bryn Athyn College will receive donations for its operations or for debt service ranging from \$1.5 million to \$2 million per year over the next five years.¹ The ANC secondary schools have a similar target. While this is a major commitment, there is evidence that this can be achieved based on the 2012 collections after the campaign close, the original feasibility study done at the outset of the campaign, and the development office discussions with donors about their estate plans. The outcome, however, is not guaranteed. It will require concerted effort by the institution and regular communication with key constituents.

As part of the endowment allocation action, the Board also established a mechanism for unrestricted gifts to be shared between the schools. Earmarks on future contributions will be honored, but unrestricted gifts will be split equally between the college and the secondary schools (see Report of Board Committee for Endowment Allocation & Transfer Pricing, Tab 3.2). Finding a healthy way to advocate for the financial needs of the individual

¹ Gifts for debt service may not support operations immediately in the year received. However, these gifts can provide a greater share of endowment income in subsequent years depending on the performance of the funds set aside for debt service (See Report of Board Committee for Endowment Allocation & Transfer Pricing (Tab 3.2). To the extent gifts can defray the use of endowment funds applied toward debt service (principal or interest), endowment assets can be released for school use in the future by the Board.

schools without creating negativity or unhealthy competition will require close rapport among the leaders of the schools and with community or stakeholder groups.

Recent cuts in the Development Office are also of concern. While it was necessary to downsize staff with the end of the campaign, we recognize the need to address the personnel required to achieve the future fundraising goals and the attendant donor communications. Presently, the Managing Director of the secondary schools heads the day-to-day office activities for Development, and President King is also heavily involved in major gift solicitation. The administration and the Board are examining the personnel requirements of the office. This includes looking at an expanded mandate vested in the concept of a college advancement function, rather than a more traditional development function focused only on the entire Academy. Because fundraising for the college is an important component of the strategic plan, we suggest that the advancement function within the college be strengthened and that this function work in cooperation with the development effort for ANC as a whole. Further, we suggest that the college advancement function take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan.

Synopsis of Main Points

While the past two years have been a financially challenging and turbulent period for the institution, preliminary results indicate that Bryn Athyn is successfully implementing its financial plan. The operating deficit has been reduced from a high of \$8.3 million (budgeted) in FY 2011 to \$4.3 million (budgeted) in FY 2013. This includes \$2.8 million in expense cuts and increased revenues of \$1.2 million—primarily from student revenues and gifts directed to operations. Nevertheless, returning Bryn Athyn to financial health—evidenced by a payout rate for endowment income at 5%, student revenues at or above 50% of total revenue, and operating deficits eliminated—will require unrelenting hard work over the next several years to ensure the maintenance and enhancement of key resources.

Furthermore, the college has specific goals for student enrollments and net revenues, and it has obtained clarity on the level of endowment income available for its ongoing operations. We understand the need to balance future expense cuts against the need to provide attractive, effective programs and to ensure faculty excellence. The college will work with other segments of ANC to increase alternate sources of income, while also implementing a

fundraising strategy and communications plan that effectively engages alumni and donors with the goals included in the 2011-16 Strategic Plan. Finally, the ANC-wide financial office reorganization, leading to the appointment of a chief financial officer reporting to the college president (also discussed under Standards 2 and 5), is expected to enhance Bryn Athyn's ability to prioritize and manage its resources. Financial indicators and benchmarks will provide regular and essential feedback to the board, administration, and faculty in these processes. Collaboration with other segments of ANC will continue to be necessary, along with clear communication to stakeholders. Bryn Athyn College administration is also reviewing the college's contingency plans in the event that financial targets are not met.

Recommendation to Ensure Ongoing Compliance with Standard 3

- 3.1 Establish and maintain contingency plans in the event that financial plan goals are not achieved.

Suggestions for Continuing Development in the Context of Standard 3

- 3.1 Strengthen the college-specific advancement function to work in cooperation with the ANC Development Office and focus on college-specific fundraising opportunities.
- 3.2 College advancement function take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan.
- 3.3 Implement a communications plan and fundraising strategy in line with strategic planning and financial objectives. This includes decisions on key needs in the Development Office (i.e. staffing and expanded advancement initiatives).
- 3.4 Provide information on progress towards financial goals that promotes discussion and support among key constituents¹.

Compliance with Fundamental Elements of Standard 3

The above evidence along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn is in compliance with MSCHE Standard 3.

¹ See next section on the use of outputs from Institutional Assessment.

Standard 7: Institutional Assessment

Question 7.a. What specific processes are in place to ensure that the college is fulfilling its mission and achieving its goals? How can these processes be improved?

Question 7.b. To what degree are department-level and program goals aligned with the college's mission?

The president's dashboard provides an effective mechanism for assessing the institution's overall health, supporting institutional decision-making, and sharing information with appropriate groups.¹ Included on the dashboard are: (1) strategic financial measures to track progress towards achieving long-term financial sustainability; (2) key academic measures responding to the national debate on the importance of demonstrating student success; (3) student life measures, and (4) student enrollment measures.² These measures track implementation of the 2011-16 Strategic Plan, and are drawn from a robust set of key indicators monitored in each of the college's operational units.

College administration incorporated assessment expectations and processes into the strategic planning process and linked these to strategies and objectives.³ Targets or benchmarks are included where appropriate for determining whether objectives have been achieved. College leadership monitors and reports on changes in these measures each fall and uses this information in developing the budget (See Bryn Athyn College Capital and Operating Budget Process, Tab 2.0). The President's annual progress report to the Board, which is presented in May, as well as minutes from selected Faculty Council meetings, provide a general assessment of progress made and evidence that strategic planning results are widely shared and discussed on campus.

While the measures on the President's dashboard (and some of the measures in the 2011-16 Strategic Plan) are important for the reasons just mentioned, they represent primarily "lagging" indicators—measures that depict outcomes. It is also vital to support these data

¹ See President's Dashboard with Strategic Planning Indicators, Tab 7.0.

² At the April 2012 AGB conference the president noted the emphasis on questions about quality. Schools need to demonstrate the following: Is your college accessible? Is it affordable? Are students persisting to a degree? Are students learning something? Are students getting jobs? Indicators on the president's dashboard will attempt to answer these questions for Bryn Athyn College over time.

³ See 2011-16 Bryn Athyn College Strategic Plan, table of Goals, Strategies, and Objectives, pp7-19 (Tab 7.0).

collection efforts with a sufficient number of “leading” indicators—measures that can provide opportunities to make course corrections where necessary. We also compile a wide assortment of Level II measures, including many such “leading” indicators.¹ These Level II measures also support departments in realizing strategic plan goals and objectives.

A few examples of how measures are being used within the institution are as follows:

- Recent changes to the academic program have been based on assessments such as cost analysis and student performance data: for instance, the introduction of a psychology major in 2011, introduction of a business minor in 2012, and changes in the science and history programs.²
- We collaborate with Ruffalo-Cody (search) and Hardwick Day (aid strategy) to develop admissions and aid strategies, using leading indicators such as inquiries and applications (the so-called admissions “funnel”) as well as a wide range of student characteristics (commuter vs. boarding, academic achievement, etc.). For a small school that is not well known in the marketplace, these data are vital in predicting our enrollment success. Data compiled in collaboration with our consultants resulted in a revised admissions strategy and the introduction of new standards for admissions counselors in 2012 (see Chapter 5 on Standard 8 for more information).
- One of the academic outcome assessments that rises to the presidential dashboard is satisfaction with Religion 101, a course that introduces New Church teachings for incoming students. This course is receiving student satisfaction ratings of 86%, compared with an average of 81% for courses college-wide. We believe that over time this evidence can be tailored to help us with our recruiting efforts. Furthermore, these data provide evidence that our mission to “enhance students’ civil, moral, and spiritual life, as well as to contribute to human spiritual welfare” is impacting students—both students from traditional New Church backgrounds and students new to a New Church worldview.

¹ See Level II Performance Measures for a summary of the measures, including the person(s) responsible for maintaining the measure, Tab 7.1. Some of these measures have been tracked for many years and others are relatively new or are under development.

² See Tab 7.0 for copies of the proposals for the psychology major and minor, business minor, and changes to the history major.

- A plan to expand the athletic program, funded in large part through special contributions, is based on a comprehensive report submitted by the Director of Athletics, including peer school benchmark data, which was shared and discussed with key constituencies prior to its adoption in 2011.¹ This program supports the recruitment and retention of students. Furthermore, this plan aims to position the college to meet NCAA Division III standards by 2016. The President has insisted, however, that the athletic program have financial controls in place and not expand beyond its primary goal of supporting Bryn Athyn's New Church mission.²
- Student life is assessed via several student opinion surveys administered throughout the year.³ These instruments provide a comprehensive source of data and information regarding first-year orientation, residence life, college-sponsored social activities, athletics, and the chapel program. Each of these areas is assessed in light of Strategic Plan Goal 3, which focuses on the enrichment of students' physical, social, and spiritual lives. In addition to the introduction of a more competitive athletic program mentioned above, a full-time director of student activities was hired in the spring of 2010 in response to student feedback and the need to support this goal.
- Alumni participation in annual giving (tracked on the president's dashboard) has been (and will continue to be) an important indicator of their investment in the institution and its mission. Recent improvement in this measure seems to be in tandem with the renewed support in overall giving that has begun since the close of the capital campaign.

Given the relatively recent introduction of the president's dashboard and underlying departmental measures, it is not surprising that we have found some areas where improvements and adjustments can be made. For integrated, comprehensive assessment to function, administrators must maintain procedures for monitoring and reporting on the metrics assigned to their particular area. This requires that data collection and reporting be systematic. In some areas we have work to do in identifying appropriate peer groups for benchmarking and establishing measures that are responsive to college priorities. Data

¹ See 2011-16 Athletics Strategic Plan, Tab 7.0.

² This is part of the extensive assessment of student support services. See Chapter 6 on Standard 9.

³ See copies of the Orientation Survey Report 2010, Fast Feedback Report Fall 2010, and Outcomes Survey Report 2012 (Tab 7.0).

must be shared in useful and understandable formats and discussed in appropriate forums to promote a more comprehensive assessment culture on campus. While support service departments on campus are assessing their operations (turnaround time, customer satisfaction, etc.), there is no standardized process to ensure that these departments are aligned with college goals and objectives. We recommend, therefore, that a regular process be established to ensure that assessment within support departments is aligned with Bryn Athyn's goals and objectives.

Overall, recent changes such as the introduction of a president's dashboard and improvements to the strategic planning process have enhanced the college's ability to use assessment data to support institution priorities and initiatives. Plans have been introduced to focus on the use of assessment data for effective decision-making.

Recommendation to Ensure Ongoing Compliance with Standard 7

- 7.1 Ensure that assessment processes for support departments are aligned with Bryn Athyn's goals and objectives.

Suggestions for Continuing Development in the Context of Standard 7

- 7.1 Foster a culture of assessment by sharing data from the President's dashboard and other data sources with appropriate constituencies. This process is now underway.
- 7.2 Make more comprehensive and systematic the assignment of responsibility to appropriate individuals for developing, tracking, and reporting specific assessment metrics.
- 7.3 Ensure that assessment processes for support departments are aligned with Bryn Athyn's goals and objectives.
- 7.4 Continue assessing the effectiveness of the strategic planning process.

Compliance with Fundamental Elements of Standard 7

The above evidence along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn is in compliance with MSCHE Standard 7.

Chapter 4: Governance and Administration (Standards 4 & 5)

Charge and Questions

This chapter analyzes Bryn Athyn College's governance and administration. To ensure compliance with MSCHE Standards 4 and 5, the chapter focuses specifically on reviewing and analyzing recent developments for evidence of a shared governance system in which all constituencies have clearly defined roles and through which the institution's leadership can implement its vision.

The following research questions guide the chapter's analysis:

Standard 4: Leadership and Governance

- 4.a. In what ways and for what reasons has the institution's governance system changed over the past five years? What has been the impact of these changes in regard to both standard 4 and the ability to achieve the institution's educational objectives?

Standard 5: Administration

- 5.a. In what ways and for what reasons have the institution's administrative structure, staffing patterns, and reporting lines changed over the past five years? What has been the impact of these changes in regard to standard 5?
- 5.b. Do Bryn Athyn's administrative structures and processes promote student retention? What might improve their ability to do so?

Introduction and Context

As introduced in Chapter 1, the recent past has been a time of significant change for the governance of Bryn Athyn College and the Academy of the New Church (ANC). Just in the last five years, the leadership of the institution has changed from a structure in which the dean of the college reported to an ANC president chairing the ANC board of trustees, through a stage in which an ANC CEO shared in college governance responsibilities, to the appointment of a college president who, as an independent CEO, now reports directly to the ANC board. With new leadership came internal reorganization and the establishment of a faculty council that plays its part in college governance.

Regarding MSCHE Standards 4 and 5, Bryn Athyn College has experienced a rapid evolution. Bryn Athyn submitted its most recent Periodic Review Report in June 2008. Subsequently,

MSCHE requested three monitoring reports (2009, 2010, and 2011) mainly focused on Standards 4 and 5. After the submission of the 2010 report and a December 2010 small team visit, MSCHE acted in March 2011 “to warn the institution that its accreditation may be in jeopardy because of a lack of evidence that the institution is in compliance with standards 4 (Leadership & Governance) and 5 (Administration).” After the submission of the 2011 report and an October 2011 small team visit, MSCHE acted in November 2011

... to accept the monitoring report, to note the visit by the Commission's representatives, to remove the warning, and to reaffirm accreditation. To request that the self-study, in preparation for the next evaluation visit in 2012-2013, document and evaluate (1) the final position descriptions of the Vice Chancellor and Treasurer of the Board (Standard 4), implementation of the Faculty Council (Standard 4), and the appointment of a chief financial officer for Bryn Athyn College (Standard 5).

Accordingly, this section discusses these elements requested in the most recent MSCHE action, reviews other relevant institutional developments in governance and administration, and demonstrates continuing compliance with the Standards 4 and 5.

Standard 4: Governance and Leadership

Question 4.a. In what ways and for what reasons has the institution’s governance system changed over the past five years? What has been the impact of these changes in regard to both standard 4 and the ability to achieve the institution’s educational objectives?

After many decades of a structure in which a priest president was the chief executive officer of ANC as a whole, the board of trustees approved a lay chief executive officer position (ANC CEO) in 2007 to assume the non-spiritual duties of running the institution, working alongside the ANC priest president. Questions about governance raised by MSCHE visiting teams in 2009-2010 led to significant and focused activity as the institution responded to MSCHE concerns. This activity primarily involved (1) the chief executive position, (2) the relationship of the board of trustees with the college, (3) the creation of a faculty council, and (4) refinements in student government participation.

Chief Executive

In 2009, the ANC priest president's title became "vice chancellor" to underscore the spiritual leadership of the position, and the board of trustees created the position of President of Bryn Athyn College. Dr. Christopher M. Clark became the institution's first president in June 2009 but resigned at the end of the 2009-2010 academic year after several challenging months during which the institution wrestled with issues of overspending, insufficient communication, and lack of participation in the decision-making process. Following President Clark's resignation, Dr. Kristin King, a respected faculty member and administrator, was named interim president in July 2010. The interim label was subsequently removed, and Dr. King assumed the position of president in March 2011.

Amidst these transitions, changes were also being made to the ANC bylaws in regards to the authority and power of the president. In October 2010, the ANC bylaws were amended to solidify the president's authority over the operations of Bryn Athyn College and to make the president an ex officio member of the board of trustees. After further MSCHE action, the bylaws were amended again in May 2011. A new section (10.05) was added, clearly stating that the president is the CEO of the college and is responsible for "carrying out the charter purposes in relation to Bryn Athyn College" with "responsibility and authority over the business, management, administrative affairs and operations of Bryn Athyn College." The amendments also eliminated the position of ANC CEO and clarified the duties and powers of the Academy chancellor, vice-chancellor, and treasurer to eliminate infringement on or confusion regarding the authority of the college president. The full text of the ANC bylaws, including descriptions of the revised roles of vice-chancellor and treasurer, appear in the Resource Library, Tab 4.0. See Article X.

Furthermore, during the February 2012 meetings of the ANC Board of Trustees, President King submitted her five year financial/strategic plan, which was approved unanimously. This moment was the culmination of months of research, study, and planning during which President King effectively took hold of the reins of the institution, set its course for the next five years, and confirmed MSCHE's November 2011 conclusion that the governance system was operating in compliance with relevant standards. This conclusion was echoed by the Bryn Athyn faculty in two separate surveys. In April 2011, a faculty council survey asked council members to indicate the degree to which the appointment of the college president

as an ex officio member of the board of trustees had a positive influence on college governance. A large majority (82%) of the 33 respondents indicated it had “a lot” or “a great deal” of positive influence. Then, in a December 2011 survey, the self-study steering committee asked faculty to respond to the statement, “the college president is empowered to lead the institution.” Another large majority (81%) of the 41 respondents agreed or strongly agreed with the statement.

Board of Trustees

In an attempt to demonstrate compliance with MSCHE recommendations regarding a board overseeing several entities, the ANC board of trustees proposed in September 2009 a special committee to oversee the college. This was intended to ensure the trustees’ continued focus on and understanding of Bryn Athyn’s current and future needs and also to anticipate the eventual creation of a separate board of trustees for the college. The board resolution stated that “There shall be a committee of the Board of Trustees that shall directly oversee the management of Bryn Athyn College. The President of Bryn Athyn College shall report to that committee and be an ex officio member of the committee.” As initially envisioned, the committee was intended to provide more focused support and board level input to Bryn Athyn.

Upon review, however, it became apparent that the committee could effectively interfere with the college president’s direct-report relationship to the board and introduce unnecessary complexity into the governance structure, thereby failing to meet the requirements of MSCHE standards four and five. After much consideration and dialogue on the part of the board and institutional leaders, the board decided that its understanding of MSCHE recommendations in relation to the reporting structure for the president had been incomplete. Recognizing that the president needs to report directly to the board, the trustees voted in September 2010 to rescind the motion to create the college committee. As reflected above and in the ANC bylaws and relevant position descriptions, the relationship between the board of trustees and the college president now complies with MSCHE standards.

Faculty Council

Starting in early 2009 with MSCHE recommendations as a starting point, the faculty began studying structures for faculty councils and senates at other institutions and creating a

model for Bryn Athyn College. After several rounds of revisions, with feedback from trustees, a proposal went to the board of trustees in May 2010. In September 2010, the trustees voted to approve a resolution expressing commitment to a collegial system of governance and recognizing the formation of the faculty council while the constitution and bylaws were finalized. In January 2011, the president approved the faculty council constitution and bylaws and sent them to the board of trustees for consideration. At the February 2011 meeting, the board of trustees voted unanimously to approve the documents and thereby recognize the faculty's responsibilities and its role in institutional decision making and policy development. The constitution and bylaws for the faculty council appear in Tab 4.2.

Since September 2010 when it gained the endorsement of the Board of Trustees, and since February 2011 when it gained formal approval for its constitution, the faculty council has been participating in institutional governance in several areas:

- The council holds regular meetings approximately every two weeks to conduct the business of the faculty, with frequent invitations to other governing figures. For example, an important recurring topic for the 2011-12 academic year was the evolution of the college's strategic plan, so the president and members of the strategic planning committee were regularly invited to faculty council meetings to report on progress and answer questions about the plan and discuss the direction of the college overall.
- The college reorganized its committees to allocate daily operational functions to the administration, and oversight/review to the faculty council. The rationale for this functional distinction is to avoid duplication of effort between administrative committees and the council's committees, while providing an orderly way for the faculty council to be involved in and informed about college operations. In particular, the faculty council has established five standing committees: academic affairs; student life; enrollment management; planning, finance, and outcomes; and faculty matters. In addition, a tenure and promotions committee reports to both the administration and the faculty council. Finally, the council's steering committee organizes the work of the council in coordination with college administration.
- The chair of the faculty council meets bi-weekly with the college President to ensure open lines of communication between the administration and the faculty.

- The chair of the faculty council represents the faculty as a guest at Board of Trustees' meetings and at the Board's Human Resources and Joint Benefits committees.
- The President and CFO present an overview of the annual budget to the faculty council chair and the planning and finance committee before the budget is presented to the board finance committee.
- The Faculty Council is represented on the President's Cabinet and on the Strategic Planning Committee.

The result of all this activity is a faculty council engaged in institutional governance. Fine-tuning the role of the council is now the task before both the administration and the faculty. Faculty responses to surveys suggest that, as a whole, developments have been positive, but that there are, naturally, growing pains and uncertainty in a new situation. In an April 2011 faculty council survey, members were asked, "Do you think that faculty influence has increased or decreased since January of 2010 (when the last faculty survey was conducted)?" 34 out of 37 respondents answered this question, and 25 of them (74%) stated that faculty influence had increased. The next highest response was "I don't know," with four responses (12%). In the same survey, council members were asked to what degree the creation of a faculty council had a positive influence on college governance. 33 out of 37 respondents answered this question and 26 of them (77%) stated that it had "a lot" or "a great deal" of positive influence.

However, in December 2011, the self-study steering committee conducted another faculty survey (discussed also in Chapter 3), which produced less encouraging results. When asked to respond to the statement, "the faculty council appropriately shares in institutional governance," 41% of the 41 respondents agreed or strongly agreed, but 46% were neutral or didn't know, and the rest (12%) disagreed or strongly disagreed. Representative comments such as "it's too early to tell," and "the faculty council is a work in progress," suggest the faculty is aware that changes in governance systems need time to take effect. On the other hand, the comment "I'm not sure what this question is asking" suggests that some faculty members may not be familiar with collegiate governance practices or the usual roles of faculty councils/senates.

Further, the response to another question indicates there is the need for increased faculty focus on their role as council members. Asked to respond to the statement “as a member of the faculty council, I have ample opportunity to give feedback and receive information on college budget and strategic planning issues,” a minority (34%) of the 41 respondents agreed or strongly agreed, while the majority (66%) were neutral, disagreed, or didn’t know. Perhaps most worryingly, the second highest response (24%) was n/a or don’t know, despite the fact that the previous two faculty council meetings had as dominant agenda items President King and members of her strategic planning committee presenting aspects of the strategic plan and fielding questions on them. Accordingly, as the faculty council continues its evolution, it might consider examining explicitly its own role, operations, and the responsibilities of individual members to ensure the council continues to develop as an appropriate element of institutional governance.

Student Participation in College Governance

Student government represents the opinions, interests, and concerns of the student body. Building on and codifying long-standing practices, new bylaws for student government (see Student Government Bylaws, Tab 4.2) were developed and approved by its members during the 2009-10 academic year. In addition to stating the role of the organization as representing the student body and communicating with the faculty and administration, these bylaws clarify the duties and responsibilities associated with the officers of the organization and the process by which funding is allocated to student groups under the jurisdiction of student government.

While Bryn Athyn has always benefitted from a close rapport between faculty and students and the opportunities this provides for student’s informal participation in the institution’s decision-making process, further formal mechanisms for student participation in the governance of the institution have been added. For instance, the president of student government meets bi-weekly with the college president. Also, student government meets weekly in the boardroom adjacent to the president’s office, and the President periodically attends meetings to hear the tenor of discussion. The Dean of Students has traditionally served as the liaison to student government and continues to meet with this body on a monthly basis. Further, the bylaws for the faculty council explicitly include the president of student government or a designee from student government as eligible non-voting visitors

to the council. The bylaws additionally specify that chairs of council committees may request that student government provide a representative to participate in the work of their respective committees. (See sections 4.2 and 9.5 of the Faculty Council Bylaws, Tab 4.2). These opportunities provide students with regular and direct access to faculty and administrators responsible for policy development and decision making. In addition, students have opportunity for one-on-one meetings with board members during board meetings in October and May.

Suggestion for Continuing Development in the Context of Standard 4

4.1 The faculty council should consider examining explicitly its own role, operations, and the responsibilities of individual members to ensure the council continues to develop as an appropriate element of institutional governance.

Compliance with Fundamental Elements of Standard 4

As reflected above and in the MSCHE action of November 2011, the events of the past five years have resulted in a much improved and much more effective governance process. As reflected in consistently positive student feedback on outcomes surveys and course evaluations, the dramatic changes and accompanying institutional stress have not affected student learning or satisfaction with their programs—the educational objectives of the institution continue to be accomplished. The analysis above, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn is in compliance with MSCHE Standard 4.

Standard 5: Administration

Question 5.a. In what ways and for what reasons have the institution’s administrative structure, staffing patterns, and reporting lines changed over the past five years?

What has been the impact of these changes in regard to standard 5?

Question 5.b. Do Bryn Athyn’s administrative structures and processes promote student retention? What might improve their ability to do so?

As a result of the decisive changes in governance and leadership, the administrative structure of Bryn Athyn College has also seen considerable change over the past few years. This evolution reflected the changes in the overall ANC and college governance structures and, most importantly, the vision provided by new leadership. Bryn Athyn has made the transition from the old structure with a college dean under an ANC president to a true college presidency. The discussion below demonstrates the effects of an appropriately empowered president supported by an administration with the authority and responsibility to make decisions about the direction of the college. Naturally, the implications of this transition are still rippling through the administrative structure. This section reviews the following changes and their implications: (1) the changes to the overall administrative structure as implemented by the president, (2) the creation of a college CFO, (3) the creation of a Director of Human Resources specifically for the college, (4) the streamlining of the academic administrative structure, and (5) the establishment of committees devoted to student retention.

Overall Administrative Structure

Since assuming office, President King reorganized Bryn Athyn’s overall administrative structure to increase effectiveness and responsiveness to the office of the president. The current structure has four deans and various directors reporting to the college President and is reflected in the Bryn Athyn College Organizational Chart 2012 (Appendix 3).

President King also created a cabinet that meets monthly to address issues of college-wide concern and provide the President with counsel and support regarding college policy and operations. The current cabinet charge and membership is given in the President’s Cabinet Committee Organization and Charge 2012-13 (Tab 5.5).

The current structure has received mainly positive reviews. When the Board of Trustees conducted a 2011-2012 evaluation of President King, comments from faculty, staff, and board members on surveys and during interviews reflected confidence in an empowered president and appreciation for clear leadership during a period of change. Additionally, when 41 faculty members were asked in a December 2011 survey to respond to the statement that the college lines of organization and authority are clear, a majority (51%) agreed. The next biggest response was “neutral” (32%) with less than 10% disagreeing. In the same survey, the faculty was asked to respond to the statement “college administrative structures are effective.” Nearly half (46%) agreed, but a plurality was neutral (32%) or disagreed (17%). The comments on this question, though, suggest that the respondents were focusing on the academic structure as opposed to the overall administrative structure.

Academic Administrative Structure

The consideration of a provost would obviously affect both the overall college administrative structure and the academic administrative structure, the latter of which has been another recent area of focus for the college leadership and faculty. For the past several decades Bryn Athyn organized its course offerings into six “divisions,” but as three of the divisions grew more complex, such an organization made it difficult to manage the offerings overall and to reliably assess those offerings at the department level. Reorganizations led by the academic dean with input from the faculty council produced the current academic administrative structure (see Academic Administrative Posts 2012-13, Tab 5.0). The new structure reflects attempts to strengthen assessment, reduce layers of hierarchy, and empower faculty leadership in academic programs (and thus participation in collegial governance). We expect further adjustments as the institution grows.

Administrative Committees and Retention

Given Bryn Athyn’s interest in growth, a key question is whether the administrative structures and processes promote student retention. Two areas seem most prominent in this regard: the Strategic Planning Committee and the Retention Committee.

The Bryn Athyn College Strategic Planning Committee’s efforts reflect the institution’s focus on retention. Bringing together leaders and representatives from institutional constituencies, the committee’s primary task is the development of a strategic plan that

guides institutional budgets and initiatives. The plan most recently approved by the board of trustees has six overarching goals, three of which promote retention efforts. One of them (Goal 4: Enrollment) specifically focuses on growth and retention. Goal 2, on academic programs, contains a strategy for developing academic programs that increase retention. Goal 3, related to student life, contains a strategy for developing athletic programs to attract and retain students (see the 2011-16 Athletics Strategic Plan, Tab 5.0).

In a similar vein, the Retention Committee, co-chaired by the academic and student life deans, has focused on gathering, regularizing, and reviewing the appropriate data to guide retention initiatives. As reflected in the discussion regarding academic support (see Chapter 6 on Standard 9), the Retention Committee has demonstrated the ability to act on information and address retention issues. We conclude that this ability is driven by the high-level membership of the committee (the deans). The problem is that these key people have too many demands on their time so can give only limited attention to the retention committee and all the data it gathers. Revisiting the committee membership to ensure the right mix of constituents might be appropriate. Alternatively, Bryn Athyn could develop an office of institutional research that could provide digested and meaningful data to decision makers.

Chief Financial Officer

Finally, in response to MSCHE recommendation of November 2011, Bryn Athyn conducted a search for a CFO during the 2011-2012 academic year, which resulted in the March 2012 appointment of the former ANC treasurer. This appointment provides the college leadership with experienced and appropriate support for planning purposes. Previous to the CFO appointment, most CFO responsibilities were shared by the President, Dean of Academics and Faculty, and ANC Treasurer.

Director of Human Resources

The Office of Human Resources was created in July 2012. Previously, the HR function was provided through a shared platform with ANC and related organizations. The college's Director of Human Resources (DHR) reports directly to the college CFO. The role of the DHR further strengthens the assessment of faculty and staff employment, including recruitment of qualified faculty and staff, verification of appropriate credentials, overall employee

retention and the strategic development of all critical components in human resources. The DHR guides the organization in human resources and ensures that best practices and policy compliances for the college are met.

Suggestion for Continuing Development in the Context of Standard 5

5.1 Consider developing an office of institutional research that could provide useful data to decision makers.

Compliance with Fundamental Elements of Standard 5

Similar to governance and leadership, the administration situation has improved over the past five years in terms of supporting institutional governance and fostering assessment. The analysis above, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn is in compliance with MSCHE standard 5.

Chapter 5: Admissions and Retention (Standard 8)

Charge and Research Questions

This chapter analyzes Bryn Athyn College's goals and policies in the areas of admissions and retention, evaluates these policies and procedures in light of the institution's mission and current strategic plan, and thereby assesses compliance with MSCHE Standard 8. To accomplish this, the chapter pursues the following research questions:

Standard 8: Admissions and Retention

- 8.a. How well does the enrollment management plan guide the admissions goals and procedures, and how well does it align with the strategic plan?
- 8.b. How successful are admissions practices in identifying and enrolling students who are academically successful and affirmative to the mission?
- 8.c. What steps can we take to reduce unplanned attrition?

Introduction and Context

As introduced in Chapter 1, Bryn Athyn's graduation rates for our four-year programs have been well below benchmarks for private, four-year colleges. Whereas the typical benchmark four-year graduation rate is 52% (NCES Digest of Educational Statistics), Bryn Athyn's reported graduation rate averaged 28% for the last three reporting cycles (2006-07 through 2008-09 cohorts). The current strategic plan calls for a graduation rate of at least 60% by 2017. To accomplish this goal the institution has been studying reasons for the low graduation rate and taking steps to address the situation.

For many years Bryn Athyn was viewed by its students primarily as an institution to attend for one or two years and then transfer to another college or university to complete their degree. Since the college offers only seven majors, many students transfer out to major in a field not offered here. Although Bryn Athyn's limited academic facilities and offerings have been a significant cause for student attrition, another important factor leading to student transfer has been the cultural setting of the college and its traditional student body. Bryn Athyn, since its foundation, has served a traditional population of students affiliated with the General Church of the New Jerusalem. In many instances these traditional students come to Bryn Athyn because they want a good liberal arts foundation in a New Church environment, but they fully intend to finish their degrees at other institutions. Our

traditional students have tended to leave simply to experience something new and different from the educational context of their upbringing, which for some dates back to preschool. For decades, Bryn Athyn College has welcomed this demographic as its majority population, and has accepted the accompanying attrition as normal and expected. As a result Bryn Athyn has remained very small.

However, with the 2006-11 Strategic Plan, Bryn Athyn launched a large-scale effort to expand its reach to include students who are looking for the education we provide but who have not been affiliated with the New Church. These efforts included significant improvements to facilities (see chapters 3 and 8) and expansion of the marketing and admissions operations. These efforts have placed the institution in a much better position to grow its enrollment and establish itself firmly as a destination for students seeking a four-year degree in a New Church college.

Early results show an increasing enrollment and a remarkable shift in the percentage of students seeking a four-year degree from Bryn Athyn. Prior to 2009, the proportion of incoming undergraduate students who intended to earn their baccalaureate from Bryn Athyn was only about 20%. This proportion increased to 51% in 2009 and 2010, and increased further to above 60% in 2011 and 2012.¹ This more than three-fold shift in incoming students' expectations is due to changed perceptions about Bryn Athyn. The shift provides crucial context for understanding the below-benchmark graduation rates. The graduation rates we have seen in the past track closely with and often exceed incoming students' expectations for earning their degree here.² If the close connection between incoming students' expectation and their graduation here holds true, then by 2017 our graduation rates will rise above our target of at least 60%.

The admissions office plays an obvious and crucial role in recruiting and selecting incoming classes that can succeed at Bryn Athyn. Prior to the commitment to reach a wider audience, the admissions office was a small operation and pursued a well-defined group of potential

¹ See the Incoming Student Expectations Report for the Percent of First Year Students Seeking a Bachelor's Degree at their Current Institution (Tab 8.8).

² The average of the baccalaureate graduation rate over the last three reporting cycles (28%) is 1.5-fold higher than the average percentage of students who entered thinking that they would earn their degree from Bryn Athyn (18%).

students. When the 2006-11 Strategic Plan established growth as a central goal, the admissions department's challenge, operations, and budget were augmented dramatically. However, after some years of a greatly enhanced admissions and marketing budget, Bryn Athyn's 2011-16 Strategic Plan called for scaling back spending in these departments. The college needed to strike a more sustainable and balanced financial picture for the admissions department that would still support growth goals. Bryn Athyn's admissions and marketing departments are at the moment operating on a combined budget that is, after adjusting for inflation, 6.4-fold larger than it was in FY2006 but about half the size that it was in FY2010.¹ The current admissions department operates with a staff of three full-time counselors, a Dean of Admissions, a part-time visit coordinator, a part-time counselor, and a full-time assistant. The office has had four changes in leadership in the last four years. The changes in leadership and fluctuations in financial resources allocated to the admissions department have challenged the consistency of admissions operations and the achievement of enrollment targets, but the department has held fast to the guiding principles in the mission and the directives from the 2011-16 Strategic Plan.

Discussion and Analysis of Research Questions for Standard 8

Question 8.a. How well does the enrollment management plan guide the admissions goals and procedures, and align with the strategic plan?

The 2011-16 Strategic Enrollment Management Plan (Tab 8.0) is built to achieve objectives of the Strategic Plan, and therefore the two plans are strongly aligned. The 2011-16 Strategic Plan (Tab 8.0) puts forth some aggressive enrollment goals in an effort to increase the reach of our mission, place the institution in a more sustainable position in the face of financial concern, adapt to decreased enrollment from traditional pools, and bolster healthy religious, cultural, and educational diversity in the student body. Goal 4 of the Strategic Plan is to "expand enrollment by recruiting and retaining students who can contribute to and benefit from the institution's mission" (2011-16 Strategic Plan, p13). This goal is broken into three strategies with specific objectives listed under each. These enrollment objectives are delineated in a table detailing when the objectives will be implemented, who will carry

¹ The FY2006 budgeted amount for admissions and marketing was approximately \$180k. In FY2010 the combined budget was \$2,149k, and the FY2013 combined budget is \$1,160k. These figures are adjusted for inflation at a rate of 2.3% per year.

them out, how to measure success, and cost of implementation (See 2011-16 Strategic Plan, Goal 4: Enrollment Table, pp13-14, Tab 8.0).

The Strategic Plan calls for Bryn Athyn's total enrollment to increase from 227 in 2011-12 to 411 in 2016-17. As has already been discussed in Chapter 3 (Resources, Planning, and Assessment), this 81% enrollment increase—along with vital goals in retention, discount rate, and tuition dependence—strengthens Bryn Athyn's ability to provide healthy liberal arts education and achieve overall financial sustainability. With a fourth year retention rate of 66% and an average incoming class size of 124 students for 2013-14 through 2016-17, enrollment will exceed 400 by 2016-17.

While responsive directly to the larger institutional Strategic Plan, the Enrollment Plan takes more specific shape with information gathered from consulting firms. Two such firms are RuffaloCody and Hardwick Day, the former being an enrollment management consulting firm and the latter a financial aid consulting firm. In order to reach the Strategic Plan enrollment goals, Bryn Athyn uses the help of RuffaloCody in filtering inquiries, resulting in lists of candidates that meet more specific qualifications for recruitment. Hardwick Day has assisted Bryn Athyn in developing financial aid strategies that also inform our recruitment.

One way the goals of the 2011-16 Strategic Enrollment Management Plan (Tab 8.0) guide the work of the admissions office can be found in the adjustments made in operations to improve alignment between goals and actual outcomes. For example, we found that we need to widen the search for names, while simultaneously tailoring the search to meet the needs of our particular culture (see the section under Question 8.c for further discussion of this point). We have also restored recruiting capacity in order to better execute updated travel schedules that reflect an alignment with the consultant's data regarding target market rankings. After meeting with our enrollment consultants in August 2012, the need to continue close adherence to suggestions derived from market research was reinforced, as well as the use of communication tools available through their firm's software that can maximize counselor participation in the application process for individual students.

We suggest that Bryn Athyn make the best use possible of RuffaloCody reports and market research, along with yearly review, to direct travel planning and general recruitment efforts.

Additionally we suggest that the Admissions Office use the dashboard from RuffaloCody to support students individually in the process of applying.

Question 8.b. How successful are admissions practices in identifying and enrolling students who are academically successful and affirmative to the mission?

This chapter addresses Question 8.b in two ways. First, the chapter reviews admissions office policies and procedures. Second, the chapter reviews how well indicators of success used in the admissions process correlated with success of admitted students.

Admissions Practices

Evidence indicates that the admissions office policies and procedures are reliable in recruiting and selecting students who can succeed at Bryn Athyn. The Admissions Office Standard Operating Procedures (SOP) 2012 (Tab 8.1) guide admissions office operations to execute the Strategic Enrollment Plan. In striving to admit and retain students who are academically qualified, intellectually engaged, and able to benefit from and contribute to the institution's mission, Bryn Athyn endeavors to identify indicators for academic success. Due to an emerging audience coming from non-familiar high schools in recent years, our data have varied significantly year to year, making it difficult to track trends. One indicator for student success is the writing section on the SAT. Those who obtain above average scores on the writing portion of the SAT are more likely to succeed academically at Bryn Athyn. Another reliable indicator, at least for students coming to us from our affiliated Academy of the New Church (ANC) secondary schools, is GPA. To measure fit with the institution's religious mission the admissions office considers letters of recommendation and the application essay, which focuses on a New Church question or principle. We suggest continued review of yearly data in order to identify a larger number of reliable indicators for academic success.

In addition to using measures for academic ability, the admissions team also ensures that incoming students are likely to be successful by employing a holistic approach to our review of applications. Our website states:

At Bryn Athyn, we take a holistic approach to evaluating applications. Of course, we take high school transcripts and standardized test scores into account, but our

Admissions Committee also carefully considers essays, recommendations, and personal interviews when determining whether an applicant will be a good fit for Bryn Athyn College.

Candidates for admission to Bryn Athyn College should have solid academic backgrounds and should also be interested in contributing positively to the moral and religious life of our college. The Admissions Committee selects candidates who seem best suited for personal and academic success.
(www.brynathyn.edu/admissions/info).

This clear emphasis on mission and student success pervades the admissions and financial aid sections of the website and the communications that go out to students. All incoming applications are held to minimum academic preparation standards (MAPS) and reviewed thoroughly first by an admissions counselor and then by the Dean of Admissions. The admissions office SOP explains admissions policies and procedures, including the college's holistic approach (Tab 8.1). This document helps ensure that our admissions team understands the mission of the institution, the guiding elements of the enrollment plan, and the approach we take toward recruitment and admissions. The academics section of the website also underscores the focus on mission, fit, and student success:

A Bryn Athyn education isn't just about you. It's about your potential to make an impact. Here, you'll be encouraged to define your goals, discover your passions, and live your life with conviction.

We offer a liberal arts education founded on strong principles. Our Core Program focuses on critical thinking, quantitative reasoning, information literacy, public presentation, and experiential education. Our curriculum pairs challenging academics with spiritual inquiry, giving you creative space to explore your spiritual convictions and examine the deeper significance of your coursework.

A Bryn Athyn education will challenge you to think independently, write clearly, develop your ideas, and decide what you stand for. Your education will help you succeed in graduate school, in your career, and in life.
(www.brynathyn.edu/academics)

This statement is an example of how admissions and marketing departments have supported the enrollment plan in striving to improve retention by conveying clear messages about what the college has to offer and about what it expects.

Students are guided through the application process with the support of regular print and email communications, the website, financial aid staff, and an annually updated Financial

Aid Guide (<http://www.brynthyn.edu/admissions/pdf/GuideToFinancialAid.pdf>) which covers all financial aid, grants, loans, and scholarship information. The college's efforts to inform students clearly and then select those for admissions based on indicators for success at Bryn Athyn has had a major impact on increasing the percentage of students intending to earn their bachelor's degree at our institution rather than planning to transfer after the first or second year (see data cited at the start of this chapter).

Academic Fit of Admitted Students

To measure the success of the selection tools, this section analyzes student outcomes in terms of persistence and academic good standing at the end of the first year. We divide incoming students into higher and lower levels of "fit," as determined by criteria for offering merit awards. The results for the incoming classes of 2009-10 through 2011-12 are encouraging in two ways. First, persistence and good-standing rates increased over these three years, which indicates that the admissions process overall is gaining success in recruiting a class with characteristics for persisting and succeeding at Bryn Athyn. Second, the data also show a strong correlation between measurement of "fit" in the admissions office and student success after one year (see Figure 5.1 below).

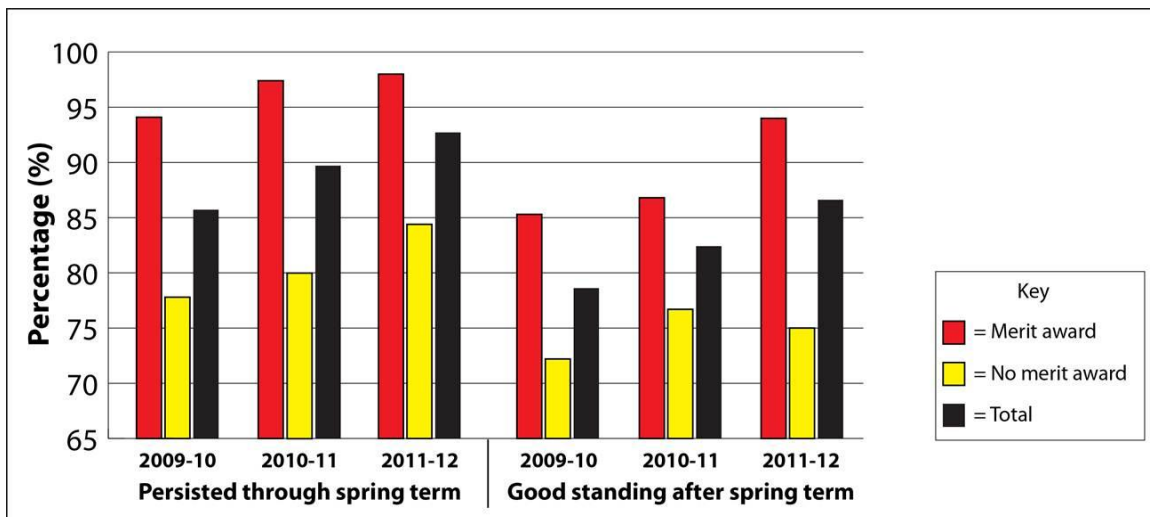


Figure 5.1. Persistence and good standing rates for first year students, 2009-2011, showing total incoming cohort (third bar) and incoming cohorts split into two groups based on presence or absence of merit awards (first two bars).

Persistence rates of both the merit-award groups and the non-merit-award groups are increasing. Combining both categories, the percentage of the cohort persisting through the first year moves from 86% in 2009-10 to 93% in 2011-12. The total number of first year

students who remain in good academic standing at the end of the spring term has also gone up, from 79% in 2009-10 to 87% in 2011-12. The rate of good standing held almost flat for the groups that did not receive merit awards, from 72% in 2009-10 to 75% in 2011-12.

It is encouraging to see that persistence and good academic standing are both increasing overall. This implies that our admissions goals and procedures, informed by the enrollment plan and ultimately the strategic plan, are producing incoming classes that are benefiting from Bryn Athyn College in higher and higher percentages. These results suggest that our methods of measuring “fit” are both reliable and improving.

Question 8.c. What steps can we take to reduce unplanned attrition?

As noted above, student persistence at Bryn Athyn College is increasing, and we expect this to continue. The primary cause of this improvement is noted at the start of this chapter—the dramatic shift in incoming undergraduate students’ expectations for earning their degree from Bryn Athyn. This shift in incoming students’ expectations is due to changes in the way the college is perceived by prospective students rather than solely to adjustments in operations to support retention. Structural improvements on campus and consistent messaging in marketing and the communication plan have had a positive impact on this perception. The emphasis for the college today in terms of student persistence is to support its students in *meeting* their expectations rather than in encouraging them to *change* their expectations and earn their degrees here. This section focuses on reviewing retention operations and making suggestions based on anticipated needs of a wider group of students seeking degrees here.

We found that in many cases the institution had already made adjustments to better support student success. In 2010-11, after analyzing trends in our attrition data, Bryn Athyn took several steps in both the student life and academic areas to reduce unplanned attrition. These steps are described and evaluated in Chapter 6 on student support services, and in Chapter 8 on educational offerings. Here, we analyze attrition in relation to the work of the Admissions Office.

The main role that the Admissions Office plays in retention is in student recruitment and admittance. Our search firm assists us by providing tools that aid in identifying potential students who will be not only academically successful, but also affirmative to and supported and enriched by the mission of the college. The search firm specializes in qualifying our current database of inquiries into a more manageable, and presumably more interested, list of qualified leads. This process relies in part on Bryn Athyn finding any quantifiable indicators of “fit.” With these indicators and four years of our historical data, the search firm then produces a database of good-fit candidates, as well as a series of historically successful geo-markets, which thereby indicate where to focus fall travel, print and email communications, and the telethon campaign. In terms of the efforts in the admissions department, the institution’s success in retaining a higher percentage of each cohort resides in these carefully conceived and performed search and selection practices.

We are still refining search parameters. One area we are working on is identifying cultural indicators of success in determining the fit of admitted students. The right class is not only a matter of size or academic prowess, but of character also. While increasing persistence and good-standing rates indicate successful recruiting models and procedures, it is important to further our understanding of how well students “fit in” once they arrive at Bryn Athyn. To strengthen our ability to predict fit, we recommend continued monitoring of student participation in school life activities to assess students’ religious and cultural fit for the Bryn Athyn environment, and that we use this information to inform our selection process. Doing this will enable us to widen our search process to increase our inquiry pool, and do so with the confidence that the pool will have a higher percentage of potential students who would be a good fit for the institution. To help the institution understand why students leave prior to graduation, the college conducts exit interviews. This is a useful process, and we suggest that it continue and that the information be compiled systematically.

Suggestions for Continuing Development in the Context of Standard 8

- 8.1 Continue review of yearly data in academic and social life outcomes in order to identify a larger number of reliable indicators for academic and cultural success.
- 8.2 Continue to collect exit surveys in order to remain current in understanding why students leave the institution prior to graduation, and compile the data in a more systematic way.

Compliance with Fundamental Elements of Standard 8

In summary, we found evidence that Bryn Athyn's admissions practices and policies support the office's crucial role in admitting students who are academically qualified, intellectually engaged, and likely to benefit from and contribute to the institution's mission. Retention patterns indicate that admitted students are able to succeed at Bryn Athyn, and that attrition rates have decreased in response to steps taken in various college operations (reported in Chapter 6). The above evidence along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn College is in compliance with MSCHE Standard 8.

Chapter 6: Student Support Services (Standard 9)

Charge and Research Questions

This chapter analyzes the student support services and student life programs at Bryn Athyn College for their effectiveness in following the principles of the mission, meeting student needs, and supporting retention. The chapter examines whether the college complies with the fundamental elements of MSCHE Standard 9 and focuses on the following research questions:

Standard 9: Student Support Services

- 9.a. What evidence exists that the institution is providing and assessing intervention and follow-up processes in academic student support services? How effective are these processes in promoting retention?
- 9.b. How effective are student life services (including athletics, student activities, residence life, and religious life) in promoting retention?

Introduction and Context

As stated in its mission, Bryn Athyn College exists to provide a “higher education in the liberal arts and sciences” framed by the spiritual perspective of “the Old and New Testaments and the Writings of Emanuel Swedenborg.” The central goal of a Bryn Athyn education is “to enhance students’ civil, moral, and spiritual life, as well as to contribute to human spiritual welfare” (Mission Statement). In order to succeed at this mission, Bryn Athyn must provide strong student support services, both academic support to ensure student success in the liberal arts, and personal, social, and spiritual well-being support to strengthen students’ civil, moral, and spiritual life.

The academic support services and programs include, among other things, academic advising and academic support centers. The student life services and programs include chaplaincy and chapel program, athletics program, career services, health services, orientation, registration, residence life, campus safety, and student activities and organizations.¹

¹ See Appendix 2, Fundamental Elements Table Standard 9 (p160) for a complete list of support services.

Discussion and Analysis of the Research Questions

Question 9.a. What evidence exists that the institution is providing and assessing intervention and follow-up processes in academic student support services? How effective are these processes in promoting retention?

At its core, Bryn Athyn College offers a spiritually framed liberal arts education. In order to succeed, students must demonstrate competence in all of the standard areas of higher education, particularly in the liberal arts skills of critical thinking, writing, information literacy, and quantitative reasoning. One of the primary mission-driven goals articulated in the strategic plan is to “engage students” in academic programs that develop students’ capacity for “freedom, reason, and action” (2011-16 Strategic Plan, Goal 2, p10, Tab 9.0). One of the specific strategies articulated for carrying out this goal is the establishment and assessment of academic support programs.

Though all student opinion data suggest that students are satisfied with the level of academic support through our advising system and advertising of the academic services on campus, retention analyses demonstrated that academic distress was an important factor in premature departure, accounting for loss of 10% of the 2007-08 through 2009-10 entering classes. In response to the need for greater academic support, Bryn Athyn has transitioned from a predominantly individualized tutor system to centralized support centers: mathematics, writing, and research. These centers have proved effective in reducing requests for private tutoring, though the tutoring system is still in use. In 2007, Bryn Athyn established an accommodation policy for students with documented needs, and in 2011 implemented the Academic Career Excellence (ACE) program, which uses a referral and reporting system to coordinate support for individual students at risk academically (those with a term GPA of 1.5 or below, or who are on academic warning or probation). This program supports retention and the institutional mission by functioning in prevention, intervention, transition, and follow-up of students who are in academic distress. The academic advisors, with support from the head of advising and the ACE coordinator, help distressed students better plan their studying, which often includes regular use of the ACE study hours. The ACE coordinator and advisors monitor progress and refer students to other services as needed.

Early detection of warning signs and appropriate follow up also contribute to improved student persistence. To this end, in the fall of 2010 Bryn Athyn ran a first year seminar for all first year students. The main advantage of this offering was its providing the regular venue for working with first year students. The main counterpoint was that most of the group did not need the help—about 80% of the incoming students perform well in their first year without requiring additional support. In 2011 we shifted the ongoing support after initial orientation to focus on the needs of the students who were struggling. Central to that effort was implementation of systems for early identification of students in danger of academic deficiency. Class attendance is the leading early indicator, and following up on poor attendance has proved effective in supporting to students even before they earned a poor grade.

Since the introduction of the ACE program and the enhanced student advising system and attendance alerts sent by the instructor to the advisor and ACE coordinator, attrition due to academic distress has decreased substantially. Only 1.0% of the 2011-12 and 1.4% of the 2010-11 cohorts left due to academic distress, compared with a loss of 6.8% of the 2009-10 and 15% of the 2008-09 cohorts respectively.

Approximately 36% of the student body used academic support services during the 2011-12 academic year. Among this group 16% reported that they had used tutoring, 39% the math center, 46% the writing center, and 18% the research center. Of those students who used any form of academic support services during the 2011-2012 academic year, 34% attended ACE study sessions. Surveys of students who use the program demonstrate high level of satisfaction, and we observe some improvement in GPA of participants. The 2012 Outcomes Survey results indicate that the distribution of students (first-, second-, third-, and fourth-year or above) utilizing the academic support systems demonstrate different patterns depending on which type of support service was used (see Figure 6.1 below). Students in their first, second, or third year of study were more likely to use the ACE program than fourth-year students. Likewise, first and second year students were much more likely than upper level students to use tutoring services. These data imply a primary role by both ACE and tutoring services in supporting and retaining students who are in the beginning or middle of their undergraduate studies. Seniors were more likely than students

in their first, second, or third year of college to use the research and writing centers. This pattern can, in part, be attributed to the senior capstone research projects.

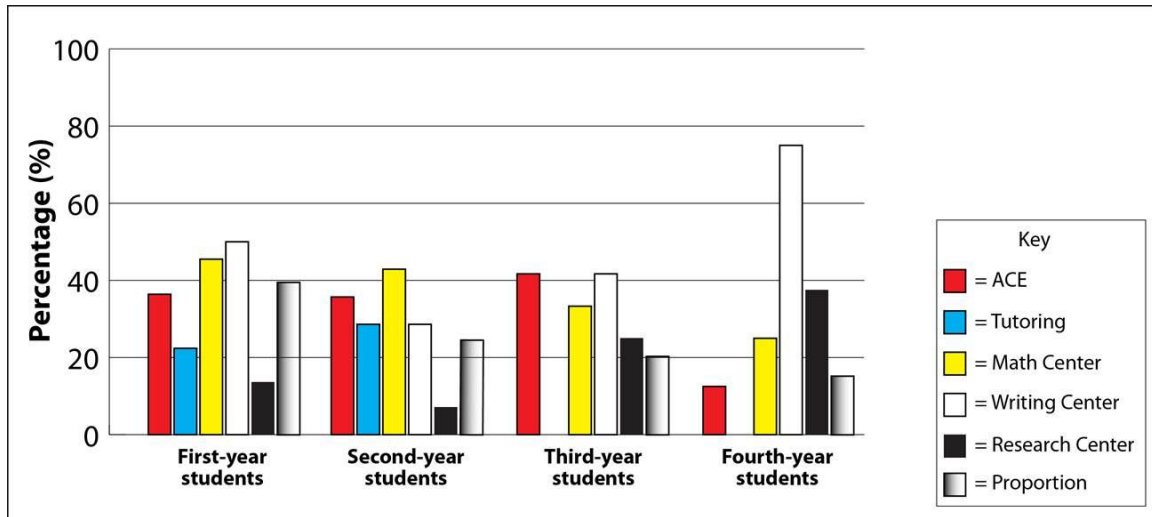


Figure 6.1. Results from the 2012 Outcomes Survey on academic support services. Based on responses by 56 students who reported on the survey that they used one or more of these services. The graph shows the distribution of how students in each academic year use the academic support programs (solid bars: ACE, tutoring, math center, writing center and research center), and the overall distribution (proportion) of how the academic support programs are used by the students in different academic years (gradient bars).

A recent study conducted by students in Mathematics 130 (Statistics), provides evidence that first-year students who complete their application late, after August 1, have a statistically significant increased probability of not returning for their second year. The ACE program and academic advising system could play an important role in promoting retention of this group. We also need more information to flow directly from ACE supervisors to advisors and to increase follow up from advisors to advisees in jeopardy. To this end, starting in 2012-13 we are using a comprehensive tracking system managed by the ACE coordinator.

Question 9.b. How effective are student life services (including athletics, student activities, residence life, and religious life) in promoting retention?

Religious and Spiritual Life Services

Student services in religious life are integral to our mission and include different types of offerings such as chapel, devotionals, peer discussion groups, and other peer groups such as

“Active Minds” and “Peer Listeners.”¹ Chapel attendance once per week is required of all students, and a majority of students agree that chapel plays an important role in their lives at Bryn Athyn: in the 2010 Outcomes Survey, 60% of the respondents agreed or strongly agreed with the statement, “The chapel services are an important part of my experience as a student at Bryn Athyn College”; in the 2011 and 2012 Outcomes Surveys, 58% and 56% agreed or strongly agreed with the statement, “Chapel services and other worship opportunities at the college meet my spiritual needs”; and in the 2012 survey 75% of the students agreed or strongly agreed to the question, “I feel welcomed and comfortable at chapel services,” with only 6% disagreeing. First-year students find the requirement to attend chapel more burdensome than upper class students; similarly, acknowledgement that chapel is an important part of their experience increases with academic year. The survey results in 2010 indicated that 46% of students thought chapel should be required and 38% did not. Although most of these data show a reasonably high level of student satisfaction with chapel offerings, there is also a significant level of dissatisfaction in a small segment of the student body, with some feeling discontent at the level of participation expected in religious programs at Bryn Athyn. The chaplain has increased feedback channels regarding content and structure of chapel offerings, one being expanding the number of items on the 2012 Outcomes Survey regarding the chapel program. Results from the 2012 survey indicate that students would like to see an increase in topics that apply to their lives. We continue to assess various aspects of religious offerings and have worked to increase the range of types of offerings without compromising our mission.

Health Services

Hand-in-hand with offering programs to “enhance students’ civil, moral, and spiritual life” goes the need to promote health and well-being. One of the mission-driven goals of the health center is “to promote the health and wellbeing of all students by advocating for healthy choices and behaviors in the realms of physical, emotional, and spiritual life” (Doering Clinic Mission Statement, Tab 9.0). We are assessing our counseling and health services through several instruments. The Noel Levitz Student Satisfaction Inventory of April 2011 suggested a gap between what students were looking for with counseling services and what was available. However, the results from the Outcomes Survey Report 2012 (Tab 9.0) imply that students in general are satisfied with the counseling services.

¹ “Active Minds” and “Peer Listening” are two student organizations that provide peer support.

Nevertheless, the institution should consider ensuring that counseling services are offered with greater availability. In response to this need, beginning 2012-2013 counseling services will be available on campus for all students. In the January 2012 survey 36% of respondents indicated that they were satisfied with the health services, while 21% indicated that they were dissatisfied. With respect to dissatisfaction, the 2011 and 2012 Outcomes Survey results were similar, each showing 15% dissatisfaction with health services. The corresponding satisfaction rate with the health services was 58% in the 2011 and 2012 surveys. While it is unclear to what extent dissatisfaction with the student health services may affect drop-out rates, the institution should continue to assess its capability to offer regular access to counseling and health services that meet students' needs.

Student Activities and Clubs

Perhaps equally important to providing a campus culture that "enhance[s] students' civil, moral, and spiritual life" is a community social life that allows students to enjoy themselves while building connections with those around them. To that end, one of the stated goals of the strategic plan is to "offer vibrant student activities that promote a healthy sense of self and community" (2011-16 Strategic Plan, Goal 3 Strategy B, p11, Tab 9.0). To achieve this goal the position of Director of Student Activities was increased from part-time to full-time in the spring of 2010. In the January 2012 survey, a majority of students reported satisfaction with the social opportunities at the college (56%). These results are similar to the outcome surveys of 2011 and 2012 (70% and 58%, respectively). Dissatisfaction rates with social activities were 19%, 15% and 14% in these three surveys respectively. The January 2012 survey also shows that 88% of the students who completed the survey participate in social events at the college at least once per term. Forty percent of the surveyed students report that they take part in social events at least twice per month. Similar results were obtained for these items in the 2012 Outcomes Survey (82% and 40% respectively). Comments from a few students in the January 2012 survey indicate that perhaps more social events should be scheduled for weekends, and that social events should better accommodate commuters.

Results of the January 2012 survey and 2012 Outcomes Survey also suggest that a high percentage (69%) of students participate in a wide range of on-campus student clubs or organizations and activities on campus. Student response on the 2012 Outcomes Survey

indicates that the top three student organizations in terms of student participation are the student-led community service organization C.A.R.E., the dance ensemble, and “Active Minds” (see Standard 9 Fundamental Elements Table for a complete list and ratings). There is evidence from the 2011 student persistence study suggesting that participation in student groups and activities could be related to retention of first-year students. It is therefore doubly important that we continue to support and assess student organizations.

Athletics

The stated goal of the Bryn Athyn Athletics Program is to “enhance students’ civil, moral, and spiritual life through an athletics program that fosters commitment, sportsmanship and charity” (<http://www.brynathynathletics.com/information/misson>). Participation in organized sports is an effective way for students to integrate into the life of an institution. The more students engage with the life of the institution the more they tend to persist to degree completion.¹ An important role of our athletic program, therefore, is to provide our students with avenues to engage actively with the spirit and character of the institution, in the athletic and academic arenas as well as in campus social life.

With the primary goal of increasing student enrollment and persistence toward degree, Bryn Athyn has been developing its athletic program in increments that head toward meeting NCAA Division III standards by 2016. In the summer of 2010 we increased the director of athletics position from part-time to full-time and launched new and revamped athletic offerings.

Because the revamped athletics program is relatively new, we have limited student satisfaction survey data to assess the program. In 2012 we added more specific questions on athletics to the Outcomes Survey. Thirty percent of the surveyed students in the 2012 Outcomes Survey reported that they participated on a college athletic team during the 2011-12 academic year. Sixty-six percent of first, second, and third year athletes responded that athletics play an important role in their “decision to pursue an academic degree at the Bryn Athyn College.” In addition to student survey data, the Dean of Academics and Faculty reports that of the students who face academic difficulty since the fall of 2010, student

¹ Braxton and Lee, “Toward Reliable Knowledge about College Student Departure.” *College Student Retention: Formula for Student Success*. 2005.

athletes are more likely than non-athletes to engage with our academic support programs. The decreasing percent of students leaving the institution due to academic distress (see pp66-67) is due in part to the encouragement the athletic director and coaches provide student athletes to succeed in the classroom. The athletics program promotes retention at Bryn Athyn.

Orientation and Incoming Student Registration

Another important component to retention is helping students transition into college life. Bryn Athyn has long recognized the importance of helping students become part of the college community and has offered robust orientation programs to help incoming students settle on campus and integrate with the college community. However, with the size and diversity of the incoming classes increasing recently, we have been exploring ways of adapting better to the needs of a wider group.

Though student satisfaction with the orientation program has been very high,¹ one challenge has been course registration. In 2011 the system was stressed nearly beyond its capacity with a larger-than-anticipated incoming class and with course registration occurring just days before the start of the fall term. Starting in the 2012-13 academic year, we ran the first part of the orientation program in three sessions over the summer, twice in June and once in August. Incoming students come to one of these sessions, with special arrangements made for those students who would have to travel a long distance to attend. This orientation program includes course registration so that when students arrive on campus in the fall they already have their course schedules worked out. This early registration allows incoming students to focus on preparing for class and getting to know their peers rather than feeling uncertain about what courses to choose or if they have gotten a seat in a particular class.

The second portion of the orientation program takes place in the days before classes start and is an important part of the transition from home. In addition to providing information about various aspects of Bryn Athyn, the program includes challenge activities, a variety of social events, and settling into the residence halls.

¹ The average of the satisfaction level for all of the items on the fall 2011 orientation survey was 93%.

Residence Life

In order for students to succeed in a liberal arts education aimed at enhancing their civil, moral, and spiritual lives, they must have a living environment conducive to this mission. For resident students, the Residence Life Program provides this environment. The goal of the Residence Life program is to “provide each resident with a high-quality living-learning environment and to meet his or her individual needs to the best of our ability while ensuring the health and welfare of the entire residence community” (2012-13 Undergraduate Student Handbook, p69, Tab 9.0). To help achieve this goal, a part-time Director of Residence Life position was created (fall 2010), and over the last several years, the number of student Resident Assistants (RAs) was increased. At the same time, due to budgetary constraints, we have reduced the overall number of adult staff resident directors from five to three. Student satisfaction data (see below) provide evidence suggesting that this shift to more RAs and fewer directors has been a workable solution.

Residence life plays an important role in students’ experience and influences retention. First impressions are important, and so it is gratifying to see that 100% of the 2011 incoming residents were satisfied with various aspects of moving into the residence halls. Also, the 2012 Outcomes Survey results indicate that 74% of students living on campus are satisfied with the residence facilities, and only 10% are dissatisfied. The group that expressed *least* dissatisfaction with the residence facilities is first year students (7%). Forty-seven percent of resident students are satisfied with residence halls rules, whereas 32% are dissatisfied. The primary groups that are dissatisfied with the rules are second and third year resident students. In the same survey students were asked whether “Residence life staff [directors and RAs] was responsive to students’ needs, questions, and concerns.” 69% of resident students (76% of first-year students) agreed or strongly agreed with this statement, and 12% (2.4% of first-year students) disagreed. To the statement “I was notified about residence life policies prior to my arrival on campus,” 80% of the resident students agreed or strongly agreed, whereas 8% disagreed. 78% of the first-year students living on campus agreed or strongly agreed with this question, whereas 7% disagreed. These data indicate that student satisfaction with residence life is high, that incoming students understand our residence life rules, and that though we have both new facilities (suites and cottages) and old facilities (dormitories), the level of satisfaction across all of them is roughly similar. Interestingly, the lowest level of satisfaction is with second-year students. A possible

explanation is that since the suites, even with their improved amenities, lack the communal living of the dormitory, students feel more isolated and are therefore less satisfied.

Results from the 2011 Student Persistence Survey suggest that residence life has a higher impact on retention for students who do not come from our affiliated ANC Secondary School. This is an important factor to take into consideration since Bryn Athyn has increased its proportion of students who did not attend the ANC Secondary School. According to results of the 2011 Student Persistence Survey, student satisfaction with the residence life experience correlates with retention.

Career Services

The final phrase of Bryn Athyn's mission statement directs that we provide an education that "contribute[s] to human spiritual welfare." One of the primary ways we achieve this mission is by helping students use their education to make a difference in the world after their formal schooling. One of the stated goals of the Strategic Plan is to "support students in finding meaningful work upon graduation" (2011-16 Strategic Plan, Goal 2 Strategy B, p10, Tab 9.0). In response to student concern about only modest career planning and preparation, in 2011-12 we created a Career Services Support Center, which instituted a number of career-related workshops. While in 2010 we found that only 12% of the student body was interested in attending a resume-writing workshop, results of the 2012 outcomes survey indicate that 79% of first-year and 88% of fourth-year students have prepared a CV. These data imply that student attentiveness to completing a CV and/or resume has increased dramatically in the last two years. Furthermore, 42% of first-year and 59% of fourth-year students have prepared draft cover letters, 18% of first-year and 41% of fourth-year students have requested letters of recommendation, and 38% of our students have been offered a position as an intern or employee. These results indicate that institutional attentiveness to career services has had positive results. It is important that we continue to support this program.

Suggestion for Continuing Development in the Context of Standard 9

9.1 Monitor student access to and satisfaction with counseling and health services.

Compliance with Fundamental Elements of Standard 9

The above evidence, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that Bryn Athyn's student support services respond effectively to the mission and help create an environment in which students can succeed within the scope of that mission and is therefore in compliance with MSCHE Standard 9. In particular, academic support is strong and adept at working flexibly to meet student needs.

Chapter 7: Faculty (Standard 10)

Charge and Research Questions

The Faculty Matters committee, a standing committee of the Faculty Council, served as the working group for this chapter. The committee investigated the degree to which Bryn Athyn College complies with MSCHE Standard 10 by studying institutional documents, developing surveys of the faculty, and exploring research on higher education. The Faculty Matters Committee analyzed the effectiveness of institutional resources, policies, and procedures concerning full-time and part-time faculty as they teach, conduct research, and serve the college in a variety of ways. The committee conducted research using the following research questions to accomplish its charge:

Standard 10: Faculty

- 10.a. How well does the composition of the faculty and policies governing the composition meet the needs of the academic areas?
- 10.b. To what extent are the policies and procedures that affect the recruitment of potential faculty and their orientation, promotion, and training for leadership and administration clearly articulated, effective, and systematic?
- 10.c. What is the culture of review and evaluation at the college? Who defines it and how well does it serve the institution's goals? How do these factors influence student retention?
- 10.d. What role does the faculty have in devising, developing, monitoring, and supporting the college's instructional, research, and service programs? Is institutional support for this role sufficient?

Introduction and Context

Nearly all of the current (2012-13) 29 full and percent time faculty members have been employed at the college during its recent major changes in governance, enrollment, infrastructure, and finances. In addition to managing a robust academic program for such a small group of faculty (seven baccalaureate and two masters programs), the faculty is also working through several large changes at once: collegiate governance, the growth initiative, new academic programs, new technology, budget tightening, and increased expectations for assessment. This chapter explores the work and experience of the faculty in light of these changes with a focus on how the work of the faculty relates to the fundamental elements of

professionals involved in instruction, research, and service. Additionally, this chapter draws attention to how the foregoing aspects of faculty work relate to retention. As it has in the past, the faculty of Bryn Athyn College continues to deliver quality instruction, conduct research, perform many essential services, develop professionally, and connect with the students. In addition to adapting to a growing college, the primary challenge facing the faculty is making the best use of its limited time and energy so that the needs of both students and faculty are met, thus retaining both qualified students and dedicated faculty.

Discussion and Analysis of Research Questions

Question 10.a. How well does the composition of the faculty and policies governing the composition meet the needs of the academic areas?

Composition of the Faculty

This part of the discussion relates to MSCHE Standard 10 fundamental elements 1 and 8. For the 2012-13 academic year, Bryn Athyn's core faculty consists of twenty-three full-time, and six percent-time¹ members, for a total of twenty-nine faculty. Bryn Athyn's associate faculty (part-time faculty) consists of 40 members. Altogether, Bryn Athyn has 35.3 FTE faculty. The core faculty is composed of 45% female faculty and 55% male faculty. Just over half (16/29) hold a doctoral degree, the rest hold a master's degree. In keeping with the college's mission, all ministers teaching religion courses hold at least a Master of Divinity degree in New Church theology. The president of the college and the deans are part of the core faculty. The president, dean of academics and faculty, and the dean of the graduate theological program hold doctoral degrees. The dean of students holds an MSW degree. Of the faculty with doctoral degrees, nine are tenured and two more are tenure-track. Thus, about 31% of the core faculty is tenured.

For the 2011-12 academic year, Bryn Athyn employed slightly more part-time faculty (34) than full-time and percentage-time faculty (32), for a total of 37.9 FTE faculty members. The National Survey of Part-Time/Adjunct Faculty in the March 2010 issue of *American Academic*, reports that "part-time/adjunct faculty members account for 47% of all faculty, not including graduate employees." At Bryn Athyn, part-time/adjunct faculty members

¹ Percent-time faculty are those with at least a half time but less than a full-time load.

account for 51.5% of all faculty, just above the national norm.¹ The courses that part-time faculty teach are almost exclusively at the 100 and 200-levels of the curriculum.

A 2011 report from the American Association of University Professors recommended that “no more than 15% of the total instruction within an institution and no more than 25% of the total instruction within any department, should be provided by faculty with non-tenure track appointments.” In the academic year 2011-12, full-time and percentage-time faculty taught 76% of courses at the college, whereas part-time faculty taught 24% of courses. In 2012-13, 32% of all courses are scheduled to be taught by part-time faculty. Thus, Bryn Athyn exceeds the AAUP’s recommended standard for total instruction within an institution by nine percentage points in 2011-12, and by 17 percentage points in 2012-13.² Of the college’s 15 academic areas in 2011-12, nine did not exceed the AAUP’s recommended limit for the total instruction within any department. The range for the percentage of courses taught by part-time instructors in the academic areas is quite large. It extends from 0% in areas such as history, philosophy, and religion, to 59% in PE and 62% in fine arts.³

Given the demand placed on faculty by running nine degree programs with a complement of fewer than 30 core faculty members, we recommend that the college construct a faculty personnel plan that increases the number of full-time faculty. The 2011-16 Strategic Plan includes an expectation that the institution will need to increase the number of faculty in order to support enrollment growth. The financial portion of the plan includes a schedule for adding an average of \$125,000 each year for faculty additions (see Table 1 of the 2011-16 Strategic Plan, p22, Tab 10.0). Also, one objective under Goal 2, Strategy C of the plan, scheduled for 2012-13, is to develop an instructional staffing plan for the next 2-3 years (April 2012 Interim Progress Report on Strategic Plan Goal 2, Tab 10.0). We see this staffing plan as an important component of institutional planning and look forward to its completion.

¹ In general, the college does not employ graduate students. However, occasionally the college employs its graduate students in the Masters of Divinity program to teach a course or assist a professor in a religion course.

² According to the NCES 2004 National Study of Postsecondary Faculty (NSOPF), in 2003 27% of courses in four-year public institutions were taught by part-time faculty. NSOPF data are not available for private institutions.

³ The Area Head for Fine Arts notes that the part-time faculty in her area are specialists in their fields producing art work.

Question 10.b. To what extent are the policies and procedures that affect the recruitment of potential faculty and their orientation, promotion, and training for leadership and administration clearly articulated, effective, and systematic?

The Faculty Handbook

Fundamental elements 6 and 10 of Standard 10 refer to several policies and procedures that affect how the faculty and college function (for example, appointment, promotion, tenure, and grievance). Until recently, policies regarding the faculty were guided entirely by the Academy of the New Church (ANC) Administrative Handbook (Tab 10.0), rather than by a handbook specific to Bryn Athyn College. We are now in the process of developing a comprehensive Bryn Athyn College Faculty and Employee Handbook that replaces both the ANC Administrative Handbook and a generic General Church of the New Jerusalem and Academy of the New Church Employee Handbook (Tab 10.0). With the recent changes in governance that placed the administration of the college completely under the authority of the college president (see Chapter 4), came a shift in responsibility for policy development and maintenance from the central ANC administration to Bryn Athyn College administration and faculty. Thus, in August 2011 a specific committee dedicated to addressing these policies—the Handbook Committee—was formed and began its work.¹ After being reviewed by the Faculty Council and administrators, the new handbook will come before the Board of Trustees for approval by February 2014. We recommend that the college complete the development and implementation of the new faculty handbook. Until policies developed and approved for the Bryn Athyn College handbook replace them, the college continues to use applicable policies from the ANC Administrative Handbook to guide its operations. We suggest that after implementation the effectiveness of the new handbook policies be assessed every five years, or as needed.

Bryn Athyn has already made important changes in two policy areas. The first is the policy and procedure regarding orientation of new faculty. In September 2011 the Dean of Academics and Faculty appointed a faculty member as Director of Faculty Development. The new orientation process—which includes a series of meetings with institutional leaders, a review of essential documents, a discussion and writing about the school's

¹ See Framework for the Bryn Athyn College Faculty Handbook (Tab 10.0) for a listing of policies to be included in the handbook.

mission and heritage—is clearly articulated and systematic (Faculty Orientation Program, Tab 10.4).

The second area in which the college has made policy or procedural change is with tenure and promotions. Prior to September 2009, tenure and promotions were handled primarily by the Dean of the college and the Board of Trustees. Now a Tenure and Promotions Committee (appointed by and responsive to both Faculty Council and administration) has primary responsibility for these matters. The Tenure and Promotions Committee has clarified the policies and procedures for earning tenure and for advancing—either with or without tenure—from the assistant professor rank to the associate professor rank (Promotion Apart from Tenure, Tab 10.6). This change in advancement was approved by the Faculty Council, by college administrators, and by the Board of Trustees in 2012. Additionally, the Tenure and Promotions Committee has issued a report on tenure that recommends increasing the proportion of tenured core faculty up to 45% tenured from the current 31% tenured. This recommendation will be brought to the board by May 2013.

As was the case with many other policies, the policies and procedures for the recruitment and training of faculty members for leadership and administrative positions are contained in the ANC Administrative Handbook. New policies and procedures are being developed for the Bryn Athyn College handbook that apply to both faculty and administrators. Current examples of new policies include personnel files, grievance procedures, initial faculty appointments, and credentials needed for teaching (see policies stored in Tab 10.6).

Question 10.c. What is the culture of review and evaluation at the college? Who defines it and how well does it serve the institution's goals? How do these factors influence student retention?

Review of Faculty

The culture of review at Bryn Athyn College has changed during the past five years. In general, reviews of faculty have become more frequent and systematic, and they involve more peers. The Dean of Academics and Faculty reports that all full-time faculty under his supervision have undergone a professional review in the past five years. The survey of the faculty taken in December 2011 by the Self-Study Steering Committee contained questions

about reviews. The survey shows that since 2006, 90.3% of the respondents underwent some kind of review, either informal or formal (the missing 9.7% are probably part-time faculty). (Descriptions of the faculty review processes are available in Tab 10.0.)

Prior to 2008 individual faculty members designed and collected their own course evaluations and analyzed the results. The results were then used in formal reviews for contract renewal or post-tenure evaluations. Since 2008, much more standardized course evaluations are collected by the college office, which then analyzes for institutional assessment purposes ratings from three statements (“I would recommend this course to other students”; “I would recommend this instructor to other students”; “Overall, I was very satisfied with this course”). The ratings on these three statements are communicated to the area heads who also receive the course evaluations for the faculty in their area. Faculty may add supplemental items to the course evaluations, but there is now a common set of items in use.

This revised review process was devised by the Dean of Academics and Faculty, in consultation with the division and area heads. As of this writing, Faculty Council has not yet formally considered the process or the forms. Expectations and procedures for both annual reviews with area heads and major reviews for contracts or post-tenure reviews will be codified in the new faculty handbook, which is approved by the Faculty Council. In keeping with Article III of its constitution, it is important that Faculty Council understand professional reviews and participate fully in their development. In addition to ensuring that students are not leaving the college due to what is perceived to be poor instruction, the review process and evaluation forms also need to help Bryn Athyn retain its dedicated faculty members and ensure that faculty are treated fairly. The information gathered during reviews should be part of a seamless process to help faculty prepare for advancement. To these ends, we recommend that in five years faculty and administrators review the new evaluation process and its connections to retention of both students and faculty.

Question 10.d. What role does the faculty have in devising, developing, monitoring, and supporting the college’s instructional, research, and service programs? Is institutional support for this role sufficient?

Curricular Work

The educational curricula at Bryn Athyn are designed and maintained by faculty who often function as administrators. This essential service work on the curricula occurs by faculty members in their academic areas working on proposals for new courses and major changes to existing courses, new instructional programs, and major changes to existing instructional programs. Proposals supported by the academic area are then brought to the Curriculum and Academic Policies (CAP) Committee and, if needed, to the Core Committee.¹ If the appropriate committee endorses a proposal, it then moves to the Faculty Council. After the Faculty Council deliberates and votes, the results are communicated to the dean and President. Instructional programs are monitored by the area heads in conjunction with the academic dean. The new major in psychology and the minors in biology, business, mathematics, and public history were approved via this process.

Teaching

Teaching is the faculty's primary work, and it is central to fulfilling the institutional mission. Students at the college affirm that the faculty are effective in the classroom. Both end-of-term course evaluations and the Noel-Levitz Student Satisfaction Inventory 2011 (SSI) (Tab 10.0) show that students are satisfied with their teachers. According to the Dean of Academics and Faculty, 92% of the 2011-12 courses received majority affirmative response (see "Student Satisfaction with the Curriculum, 2011-12," Tab 10.0). Overall, the average responses to end-of-term course evaluations college-wide were:

- 1) I would recommend this course to other students—80% positive
- 2) I would recommend this instructor to other students—84% positive
- 3) Overall, I was very satisfied with this course—81% positive

The response rate was 90% for those course sections that included a course evaluation (183 sections). We conclude that from the students' perspective, the faculty maintains a high quality of classroom instruction, which, studies show, is essential for retention.

The faculty's perspective on their availability for offering high quality instruction is different. In December 2011, the Self-Study Steering Committee conducted a survey of the faculty that included several questions that pertain to Standard 10. The response rate to the

¹ The Core Committee oversees the Core Program, Bryn Athyn's general education program. The chairs of the CAP and Core committees are appointed by the Dean of Academics and Faculty. As of 2012-13 academic year both committees are composed entirely of core faculty.

faculty survey was 84% for full-time, 71% for percent time, and 32% for part-time faculty. One item on the survey asked faculty to give their opinion on whether they have appropriate time for teaching, for research, for service (e.g., administrative or committee work), for designing, maintaining, and updating the curriculum, and for integrating research into their teaching. The responses for the faculty collectively are given in the table below.

Table 7.1. Faculty Responses Regarding Available Time for Essential Duties.

"I have appropriate time for:"	Agree + Strongly Agree	Disagree + Strongly Disagree	Neutral
Teaching	48.8%	26.8%	7.3%
Research	22%	43.9%	9.8%
Service	25%	30%	25%
Curricular work	29.3%	34.1%	14.6%
Integrating research with teaching	19.5%	39.1%	24.4%

Source: Bryn Athyn College Faculty Survey, Dec.2011

These data show that almost 49% of the faculty members think they have an appropriate amount of time for teaching (Faculty Workload Survey Report 2011, Tab 10.0).

An analysis of the number of courses taught by full-time and percentage-time faculty shows not much change over the past five years. In 2006-07 the average course sections (counted as units) per faculty member was 5.78 out of a possible 8 units; in 2011-12 it was 5.38. The ratio of high-to-low teaching loads among full-time faculty in 2011-12 was 1.0 to 1. The ratio for all U.S. faculty in 1998 was 2.0 to 1, and for liberal arts colleges it was 3.9 to 1.¹ Most faculty at Bryn Athyn College have a mid-level teaching load (an average of two courses per term or six courses per academic year), which is a consequence of the large amount of committee and service work assigned to core faculty (discussed below). The number of sections of certain work-intensive courses (such as Writing 101), class section size (up from an average of 7.5 students per section five years ago to 12.8 students per section in 2011-12), the grading commensurate with such increases, the need of the faculty to adapt to a more diverse student population, and the student to teacher ratio have all increased. Five years ago the ratio was 4.3:1 (FTE students to FTE faculty), and in 2011-12

¹ Jack H. Schuster & Martin J. Finkelstein, *The American Faculty*. Baltimore: Johns Hopkins, 2006, p473.

it was 6.3:1. The ratio in the fall of 2009 for private, not-for-profit, four year colleges in Pennsylvania was 10.5:1 (NCES Digest of Educational Statistics). While Bryn Athyn's average section size and student-to-teacher ratio are still relatively low, the above changes require that faculty reconsider their pedagogical approaches (developed in earlier circumstances in which individual attention to each student was accomplished easily). At Bryn Athyn, one of our hallmarks has been intensive course assignments that require the time and attention of both faculty and students. We want to maintain a high quality of interaction and support even as class section size increases. Doing so requires time and attention, which can be hard to find when the faculty also face substantial work demands in the areas of service and administration.

Service and Administration

The administrative and service burden carried by the core faculty is high. For the 2011-12 academic year, 24% of course-equivalent units assigned to core faculty were for administrative or service work (61.5 of 257 units assigned). During the 2011-12 academic year 87% of core faculty members had at least 10% of their assigned units to service or administration, and 13% had at least 50% of their units assigned in that area. For comparison, in 1998 at liberal arts colleges only 35% of full-time faculty spent more than 10% of their time in administration.¹ The service and administration burden on the core faculty is somewhat lower in 2012-13, due to increasing the amount of work done by staff rather than faculty. In 2012-13, 20% of work units assigned to core faculty are for service and administrative work, with 59% of core faculty having at least 10% of their work units assigned in this area, and the number of core faculty with at least half of their load in service dropped from four in 2011-12 to two in 2012-13. Still, the administrative burden is high.

Clearly, faculty at Bryn Athyn are more involved in administrative service than faculty at most other colleges. On the one hand, this means that faculty at Bryn Athyn have the potential to play a significant role in the administering and monitoring of the college's instructional programs. Every faculty member "counts" and has the potential to make meaningful contributions because of our very flat administrative structure. On the other hand, this means the faculty's attention is drawn away from the central activity of teaching.

¹ Jack H. Schuster & Martin J. Finkelstein, *The American Faculty*. Baltimore: Johns Hopkins, 2006, p472.

Bryn Athyn does not enjoy economies of scale like a large college, and the “whole scholar” or “integrated scholar” approach to faculty work at Bryn Athyn runs counter to the trend in higher education to separate research, course design, teaching, and service into discrete functions or separate jobs.

An important factor that influences the retention of students is the formation of relationships with professors inside and outside of the classroom. The December 2011 survey posed this question to the faculty: “Has the opportunity for you to interact with students outside of class increased, decreased, or remained the same over the past five years?” The results are presented in Table 7.2.

Table 7.2. Faculty Responses Regarding Opportunity for Interaction with Students.

Opportunity for interaction has:	Increased	Decreased	Remained same	N/A
	17%	34%	34%	12%

Source: Bryn Athyn College survey, Dec.2011. 41 responses. Note: a few replies could not be categorized, which is why the figures above total 97% and not 100%.

Provided that “remained the same” indicates a satisfactory level of opportunity for interaction five years ago, a bare majority (51%) of those surveyed think that there has either been no change or positive change.

What do the students think of faculty availability? Bryn Athyn College students perceive the faculty as having enough time for them. Noel-Levitz Student Satisfaction Inventory 2011 (SSI) (Tab 10.0) shows that students are very satisfied with the availability of faculty outside of class (during office hours, by phone or by e-mail) and the availability of their academic advisors. Given that faculty and student perception differ, it could be that faculty are giving adequate time but feeling stressed by the effort to fit everything in. We suggest that faculty and student perceptions of time for interaction outside of class continue to be monitored.

Research

In our 2002 self-study, faculty research and sabbaticals were covered in one paragraph (Bryn Athyn College Self-Study Report 2002, p66, Tab 10.0), which noted that in the ten years since the previous report only two faculty members had taken sabbaticals and 29% of the faculty had applied for and received funding for research. Most of the remaining

discussion concerned how to promote the use of sabbaticals. In the decade since that report, we have averaged one sabbatical per year (about 4% of the full-time faculty each year), and in the last five years just over 50% of the faculty have requested and received support for research funds. There has clearly been a greater awareness and use of research opportunities in recent years.

With the decentralization of governance across ANC the research committee also became decentralized. In 2010-11 a research committee specific to the college formed. Prior to this point requests for summer research support were directed to an ANC institution-wide committee that made grants to both secondary school and college faculty. There are now separate research budgets, and as of 2011-2012 grant requests from college faculty are reviewed and awarded by the College Research Committee. Bryn Athyn now clearly has a collegiate process for administering and supporting research.

Support for Research

To address Question 10.d regarding faculty research, the December 2011 faculty survey asked for level of agreement with the following statement: "Administration supports the college's research program." All 41 respondents answered this question and almost twice as many agreed as compared with those who disagreed or strongly disagreed. Out of 41 responses, 39% agreed and 22% fell into the disagree/strongly disagree categories. Excluding the NA/don't know responses, these numbers rise to 49% and 27%, respectively.

The results provide an interesting contrast with some of the numbers in the response to question #3 on the faculty survey. There we find only 23% of the faculty agreeing or strongly agreeing that they have sufficient *time* for research, while 44% disagree or strongly disagree. When the issue is sufficient time to integrate research and/or scholarship into teaching, the corresponding numbers are 19.5% and 39%. This suggests that the faculty feel that research is supported in the sense that there is funding available, but not in the sense that their workloads allow them the amount of time that they feel it would be useful to devote to scholarship and the integration of that with their teaching.

This analysis is borne out by a comparison of faculty workload allocation with national norms. Bryn Athyn's research budget in 2011-12 was 3.1% of total expenses, whereas the

benchmark is 1.1% for private, liberal arts colleges (NCES Digest of Educational Statistics). According to workload records, 3% of faculty work unit assignments in 2010-11 and 6% in 2011-12 were for faculty research. On the other hand, the latest available information from the National Center for Education Statistics (NCES) is that faculty at private liberal arts colleges average 12.7% of their work time in research or scholarship. At Bryn Athyn, 6.7% of course-equivalent units assigned to core faculty were for research (17.2 of 257 units assigned). During the 2011-12 academic year 30% of core faculty members had at least 11% of their units assigned to research, and 13% had at least 22% of their units in research. It should be noted, however, that statistics on workload data sheets represent the percentage of time spent during the academic year, and do not account for research done during the summer, which historically has represented the bulk of research supported by grants from within the institution.

Upon analysis, we conclude that core faculty members (both full-time and percentage-time teachers) think that they do not have enough time to integrate research with teaching, nor to design and update the curriculum properly (see Table 7.1 above). A majority of the full-time faculty think that they do not have enough time for quality service, and nearly half think they do not have enough time for teaching, curricular work, and integrating research with teaching. These findings are consistent with a workload study that was conducted by the Faculty Council in the spring of 2011. The report on this survey, which was written in the fall of 2011, states that “95% of faculty surveyed think that their workload is too heavy and that they spend too much time on committee and administrative work,” and that “a substantial number of faculty think that they do not have enough time to prepare to teach and conduct research” (Faculty Workload Survey Report 2011, p1, Tab 10.0). Since there is a high administrative burden and not enough discretionary time for faculty, we suggest that the college reduce committee and other service workload so that faculty have time to engage in research, including research that involves students. Doing this will also support faculty in integrating research into their courses, preparing for classes, and designing and updating the curriculum. Increasing the number of faculty positions is an important approach to solving this workload issue.

Recommendation to Ensure Ongoing Compliance with Standard 10

- 10.1 Continue and complete the approval process for developing the new faculty handbook and then assess the effectiveness of the new handbook policies every five years, or sooner as needed.

Suggestions for Continuing Development in the Context of Standard 10

- 10.1 Construct a faculty personnel plan (as part of the strategic plan) that increases the number of full-time faculty.
- 10.2 Within five years, faculty and administration should review the new evaluation process and its connections to retention of both students and faculty.
- 10.3 Both student and faculty perceptions of time for interaction outside of class should continue to be monitored.
- 10.4 Reduce committee and other service workload so that there is adequate time for faculty to integrate research into their courses and prepare for classes, and to design and update the curriculum.

Compliance with Fundamental Elements of Standard 10

The analysis presented in Chapter 7, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrate that Bryn Athyn College complies with MSCHE Standard 10.

Chapter 8: Educational Offerings, General Education, and Student Learning Assessment (Standards 11-14)

Charge and Research Questions

This chapter analyzes the effectiveness of Bryn Athyn's educational offerings and programs with regard to (1) mission, goals, and outcomes, (2) student learning assessment informing program adjustments, and (3) student retention.

This chapter pursues the following research questions:

Standard 11: Educational Offerings

- 11.a. How well do the undergraduate and graduate course offerings, degree programs, and Core create an understandable and coherent learning experience that is in alignment with the institution's mission? (Note: while this question was originally researched by this working group, much of the findings and analysis were transferred to Chapter 2 on Mission, Goals, and Integrity so as to avoid redundancy).
- 11.b. To what extent do the instructional, facility, library, and personnel resources provide sufficient support for the needs of the undergraduate and graduate educational programs? To what extent do the educational programs promote their use?
- 11.c. How well do the graduate programs foster advanced research and analytical skills?
- 11.d. How well do the undergraduate offerings contribute to student retention?

Standard 12: General Education

- 12.a. How well does the Core foster skills in information literacy, public presentation, quantitative and scientific reasoning, writing, critical analysis, and technology?
- 12.b. How well does Bryn Athyn College foster a study of "values, ethics, and diverse perspectives" in a manner that is consistent with its mission?

Standard 14: Assessment of Student Learning

- 14.a. How well are students meeting learning outcomes for the Core, department, and degree programs? How have the results been used to improve programs?

- 14.b. How well do the current educational assessment programs measure levels of student achievement in key outcomes? How effective and efficient a mechanism for improvement have they been?

Introduction and Context

Bryn Athyn College offers seven undergraduate majors (Biology, Education, English, History, Interdisciplinary, Psychology, and Religion), two undergraduate minors (Business and Religion) and two graduate degrees (Master of Arts in Religious Studies and Master of Divinity). Four additional minors (biology, mathematics, public history, and psychology) have been approved but are not yet offered. Undergraduates are also required to complete the Core Program (our general education program) and residency requirements in religion and writing. Lastly, we offer an Associate in Arts degree designed for undergraduates who do not intend to complete a 4-year degree at Bryn Athyn.

This chapter evaluates our educational offerings and student learning outcomes assessment with a focus on better understanding the changes we have experienced in our educational offerings and our educational environment since our MSCHE Periodic Review Report (PRR) in 2008. Briefly described below are the relevant changes and developments to the undergraduate and graduate programs.

Undergraduate Program Changes

At the undergraduate level, Bryn Athyn has been implementing a significant growth plan, seeking to attract a larger student body from a wider array of backgrounds. The growth initiative was accompanied by significant upgrades in facilities and new buildings on campus. The current growth effort is an outcome of Bryn Athyn College's confirming its commitment to the four-year undergraduate experience. This commitment concluded what had been a perennial internal discussion about whether Bryn Athyn should be primarily a two-year or a four-year institution. This renewed commitment has also contributed to the institution's current focus on student retention at the undergraduate level, and to a dramatic shift in incoming student expectations for earning their baccalaureate here. Prior to 2009, no more than one quarter of incoming students planned to earn a four-year degree from Bryn Athyn College, whereas in 2011 and 2012 more than 60% of incoming students planned to do so (see Chapter 5 on Standard 8, which deals with this in more detail).

The last several years have also seen a number of important developments in Bryn Athyn's undergraduate academic programs: a new Core program; an increased focus on experiential education and career skills; and changes to majors, minors, and programs. The new Core program first applied to students entering in 2007-08, replacing our former general education requirement which took the form of an Associate of Arts degree. In 2010-11, the first cohort completed the entire Core program. Bryn Athyn also expanded its support of experiential education by establishing a Director of Experiential Education in 2008, and President King launched an initiative to increase career skill development and placement when she took office in 2010-11. Finally, Bryn Athyn has seen several noteworthy changes to its majors and minors: in 2009-10 we established criteria for each academic area included in the interdisciplinary (ID) major in response to recommendations from MSCHE; in 2010-11 we revamped the education major to focus on early childhood education in response to changing Commonwealth of Pennsylvania certification requirements; we altered the history major, integrating social sciences to focus on the concept of history of societies; and we approved and implemented a psychology major (our first new major since 1997-98). In 2011-12 we approved minors in biology, business, mathematics, and public history, and we launched a "Sacred Arts" program, which is a mission-focused expansion of studio arts courses. In 2012-13 we approved a minor in psychology.

Graduate Program Changes

In 2007 we instituted changes to the Master of Divinity (MDiv) curriculum to better prepare students for post-graduate work in the ministry. This involved redefining the academic program in order to add skill courses in areas such as conflict resolution, group dynamics, and pastoral business, and increased experiential learning in the program. In 2011 we changed the Master of Arts in Religious Studies (MARS) program from a full academic year to a summer offering to make the courses more available to its students, consisting largely of New Church elementary, secondary, and college faculty. At the same time the MARS program developed a new course, Religious Studies 510, Methodological Approaches to Religious Studies: An Introduction. This course was designed to better prepare students to utilize appropriate methodologies in the framing and executing of the theses. This course replaced Theology 510, Issues in New Church Doctrine.

Standard 11: Educational Offerings

This section focuses particularly on educational offerings in relation to such areas as mission focus and coherence, institutional resources that support learning and research, graduate research and analysis, and the offerings' ability to contribute to retention.¹ Overall, analysis indicates that Bryn Athyn offers a clear, dynamic, and rigorous educational experience guided by its mission as a New Church liberal arts college, and that the educational offerings serve successfully the students of an institution of higher education.

Question 11.a. How well do the undergraduate and graduate course offerings, degree programs, and Core create an understandable and coherent learning experience that is in alignment with the institution's mission?

Bryn Athyn's educational offerings at the undergraduate and graduate levels focus on student learning appropriate for a New Church liberal arts institution of higher education.

The mission statement is as follows:

Bryn Athyn College of the New Church serves as an intellectual center for all who desire to pursue a higher education in the liberal arts and sciences, enriched and structured by the Old and New Testaments and the Writings of Emanuel Swedenborg. The purpose of this education is to enhance students' civil, moral, and spiritual life, as well as to contribute to human spiritual welfare.

The document "Fundamental Principles of Bryn Athyn's Core Program: Freedom, Reason, Action" (Tab 12.0) explains how New Church religious concepts underpin an undergraduate education that fosters student engagement with finding purpose in their lives and with developing critical thinking in order to be better equipped to be active participants in society. To this end, Bryn Athyn's Core program requires students to engage with religious study, encounter a breadth of liberal arts perspectives, and develop important intellectual skills, while the majors require depth of study and skill development in particular fields, as demonstrated by the goals and objectives of each program (see Core, area, and major assessment binders for details, Tab 14.0). A more detailed discussion of alignment between educational offerings and mission can be found in Chapter 2 on Mission and Goals.

¹ While academic support services are an integral part of programs, the description and evaluation of such services, especially in relation to retention, is covered more thoroughly in Chapter 6.

Bryn Athyn's two graduate programs, the Master of Arts in Religious Studies (MARS) and the Master of Divinity (MDiv) are also well-suited to the institution's religious mission, each with its own specialty, as the individual program goals and objectives make clear. Both programs provide focused, in-depth study of the works of Emanuel Swedenborg. The MARS program is oriented toward independent research that explores relationships between concepts in these texts and a particular academic, professional, or personal area of interest. The MDiv program's purpose is training for ministry in the General Church of the New Jerusalem.¹

Question 11.b. To what extent do the instructional, facility, library, and personnel resources provide sufficient support for the needs of the undergraduate and graduate educational programs? To what extent do the educational programs promote their use?

Our analysis of institutional resources supporting learning falls into three categories: instructional equipment, library services and staff, and resources and facilities outside of the traditional classroom. These resources provide solid support for our undergraduate and graduate programs, which promote their use well.

Instructional Equipment

Bryn Athyn's physical learning environment is very up-to-date. Recent changes in the educational physical plant have provided undergraduate and graduate students and faculty with modern and comfortable classroom spaces and labs that support the integration of technology when desired. Improvements to the instructional equipment have added valuable support for learning and teaching, and the faculty is very satisfied with these resources. In a winter 2011-12 survey of faculty, 90% of respondents reported that they agreed or strongly agreed that the instructional facilities and equipment provided appropriate support for the learning environment.

All of the classrooms and instructional equipment have been updated in the last five years. Our classrooms have white boards, wired lecterns, and projection equipment. The

¹ See MARS and MDiv assessment binders for details (Tab 14.0), <http://www.brynathyn.edu/academics/graduate-programs>

classrooms in Pendleton Hall were renovated in 2009, and the Doering Center for Science and Research, a modern building with state-of-the-art labs and LEED Gold¹ certification, was opened in 2009 and supports multiple disciplines.

The studio arts program moved from a fully shared facility with the Academy of the New Church Secondary Schools to some new facilities on our own campus, which has given studio arts a more collegiate identity. Glass painting and metals classes began using the Doering Center in 2011-12, and a new studio for metal forging was renovated on campus. New gallery spaces in the Doering Center and Brickman Center also give fine arts courses greater visibility.

The whole campus is now wireless. This widespread Internet access was paired in 2009 with a laptop program that ensures that every student on campus has a personal laptop. (Initially, the institution used the comprehensive fee to provide students with leased laptops, but in 2011 we changed to a program in which students are required to provide their own laptops.) The IT department continues to research ways to keep technology current.

With the increased availability of technology in the classroom has come the increased need for faculty and students alike to learn how to use technology for greatest educational effect and to determine how to minimize the ways that it can compete with the educational process. Mirroring conversations taking place in the pages of the *Chronicle* and other higher education venues, discussions among faculty at Bryn Athyn highlight two issues: (1) improving faculty knowledge and skills with educational technology so that it can enhance our teaching; and (2) helping students learn how to use email and social media productively to prevent it from undermining their concentration. Several of the Teaching Committee's workshops for faculty in 2011-12 dealt with these concerns. In addition to continuing conversations among faculty, we believe that adding a staff position in educational technology, currently under consideration, would provide support for faculty development in this area.

¹ Leadership in Energy and Environmental Design (LEED) awards are made by the U.S. Green Building Council. For more information, see www.usgbc.org.

Library Services and Staff

The Swedenborg Library's services and staff provide support for the research needs of the institution's educational programs, especially for information literacy. Increasing numbers of databases and other electronic resources available through the library serve the institution's capability in scholarship.

Library staff and faculty collaborate in support of the Core's information literacy (IL) program. The library director serves on the IL committee, and she and her staff offer tutoring for the standardized IL test that all students earning a degree must pass. Library staff also teach IL skills to different classes, as requested by faculty. In 2011-12, however, library records show fewer classes coming to the library specifically for IL support. Faculty members report that with the development of IL in the Core they have developed their own library-based IL classes and do not always collaborate with the librarians in the preparation and teaching of IL skills. In order to better understand how the library supports IL on campus, we suggest that library staff and faculty work together to develop improved communication procedures to promote class usage of the library for IL work.

In addition to IL support, heads of majors have found the Swedenborg Library's expanding electronic resources and databases, as well as the efficiency of the inter-library loan services, to strengthen research in their programs. Research specific to the religious mission of the institution is particularly well supported by the Swedenborgiana collections, New Church collateral literature, and Academy of the New Church (ANC) archives. These resources are especially important for the MARS program. Recent outside grants have supported an on-going digitization project in Swedenborgiana, making these unique resources more widely accessible.

The library, too, provides a number of co-curricular experiences that lend support to the college's formal educational programs, including lectures, art shows, and a venue for Bryn Athyn Borough's local history society. The library houses "College Grounds," a popular café space in which faculty and students can meet. The library also provides more private spaces for the student "Peer Listening" organization and for on-site counseling services. The library staff work hard to help students and recognize them individually, contributing to the small school personal touch that is a hallmark of a Bryn Athyn College experience.

In 2011-12, about \$160,000 was cut from the library budget (including the archives) as part of on-going deficit reduction. The reason for reducing the library budget was that institutional spending on the library per FTE student was well above the benchmark of a select number of small college libraries¹ (See Library Benchmarks, Tab 11.5). These cuts are significant, reducing the library's budget by approximately 20%. The library director's goal was to distribute the cuts in a way that best preserved support of research. While there was no reduction in database access, the cuts did result in a reduction of library staff (including making the library director a part-time position), the number of open library hours, and book budgets (20-25%), as well as the elimination of microfilm. The new Brickman Center, which students use as a study center, and the introduction of the laptop computer program, which reduced the need for a computer lab in the library, may mitigate the effects of more limited library hours. Nevertheless, the heads of educational programs will need to monitor the effects of the library budget cuts on student research in their programs.

Resources and Facilities Outside of the Traditional Classroom

Bryn Athyn College has a number of resources and facilities that allow our students to engage in learning outside of the traditional classroom. Although we are a small college, we have access to extensive resources that enrich our educational programs in important and exciting ways.

For instance, the campus includes Bryn Athyn Borough's historic district, designated as a National Historic Landmark in 2008. Two of the historic district's buildings, both of which are owned by the Academy of the New Church, are particularly well-integrated into our students' educational experiences: Glencairn Museum (a castle-like building from the 1930s that now houses a museum of the history of religion) and Cairnwood Estate (a late 19th century Carrere and Hastings mansion that now serves as an events facility). Both buildings host college classes, serve as field trip destinations, offer rewarding and highly sought-after internships and job opportunities, and serve as venues for various academic and social events. In addition to Glencairn and Cairnwood, the historic district also has the Bryn Athyn Cathedral (the Episcopal seat of the General Church of the New Jerusalem), which our MDiv

¹ Note that the Swedenborg Library also serves as a repository for New Church and Swedenborgian scholarship worldwide. Direct expense for this function in 2011-12 was \$51,600. When this expense is removed from the analysis, the library budget is closer to the benchmark comparisons to other small college's libraries.

program makes good use of for practical training, such as in the conduct of ritual. The Cathedral, Glencairn, and Cairnwood also provide *in situ* examples of architecture and art that are utilized extensively by Bryn Athyn's program in the Sacred Arts. One final building situated in the historic district—Cairncrest—also has potential for art classes and for internships. Indeed, since Cairncrest houses many of the General Church offices, it would be a suitable partnership for the college that would present opportunities to further students' careers in direct alignment with Bryn Athyn's religious mission. We suggest that the institution continue to explore ways to partner with the historic district—Glencairn Museum, Cairnwood Estate, the Bryn Athyn Cathedral, and Cairncrest alike.

Science courses and the biology major take advantage of several local resources and facilities related to the sciences, such as the Pennypack Ecological Restoration Trust, the Academy of Natural Sciences of Philadelphia, waste management sites, water treatment facilities, Holy Redeemer Hospital, Abington Memorial Hospital, Fox Chase Cancer Center, Thomas Jefferson University, Temple University, Hawk Mountain Sanctuary, and QC Labs, Inc. Students have taken tours and completed internships at many of these facilities. Biology classes are also beginning to use the new garden on campus.

The Mitchell Performing Arts Center (MPAC) provides a state-of-the-art theater for performing arts internships and classes, plays and musicals, fundraising concerts, graduation, and more. Indeed, MPAC has become an integral facility to student learning and provides a dynamic place for students and faculty to work together as a team to create artistic and meaningful performances for the community.

Our education major offers a total of 360 hours of pre-service training through a modified professional development school model, and many students gain valuable teaching experience at the Bryn Athyn Church School, our local New Church elementary school, as well as at other area schools such as Greenwoods Academy, Nexus School, Quaker School, and Ivyland Montessori Preschool. Students are also exposed to various social groups by working with children through programs at the Growth Opportunity Center, a mental health service provider.

Lastly, service and service learning in the curriculum also connect students with learning resources beyond the traditional classroom. In addition to stand-alone experiences, such as service trips and internships, the undergraduate Core program requires all students to complete at least one credit in experiential education. Service learning opportunities are embedded into courses in several disciplines, such as religion, education, health, and leadership. The psychology major, too, requires students to complete at least one credit in experiential education specifically related to the field of psychology. The MDiv program has a strong service learning component, requiring six terms of participation in service learning designed to enhance the students' interpersonal skills and enrich their administrative skills. The MDiv Program also extensively uses Cairnwood Village, a local retirement home, as a venue for experiential learning, and candidates for the ministry have a term practicum in a General Church society in the United States, Canada, or other countries in Europe and Africa, which provides them with hands-on pastoral experience and exposure to a seasoned mentor.

Question 11.c. How well do the graduate programs foster advanced research and analytical skills?

Both of Bryn Athyn's graduate programs, MARS and MDiv, expressly foster research and analysis in their program goals and outcomes. Goal 3 of the MARS program is to teach students to "use investigative research methods to explore textual, historical and cross-cultural questions" (MARS Program Assessment Report, Tab 14.0). In support of this goal, the MARS program requires a thesis for degree completion. This advanced writing project is a significant undertaking that requires original research, analysis, and scholarship. Students learn and hone research skills through courses in the graduate curricula. Such courses offer students guided instruction in research and analysis through sustained writing projects that also prepare them for the final thesis. Embedded learning outcomes in these courses expect students to: (1) clearly present key doctrines from the Writings for the New Church; (2) demonstrate connections between key doctrines and a chosen discipline, area of professional interest, or selected area of human experience; (3) conduct independent research using research methods appropriate to the content area to produce a competent analysis of data in research papers and thesis; and (4) effectively present theses in written form, demonstrating mastery of data and argument with clear written expression and proper citation and documentation.

The MDiv program, a professional program that trains students to serve in the ministry of the General Church of the New Jerusalem, focuses its research and analysis training on New Church doctrine. Learning Goal A of the MDiv program is to systematically study the breadth and depth of New Church doctrine with an emphasis on drawing doctrine from sacred texts and applying it to human experience. The two learning outcomes of this goal are to analyze sacred texts effectively and to connect key teachings from the doctrines with each other in order to demonstrate sound doctrinal understanding. These learning outcomes are embedded in the course work of the MDiv program in which students demonstrate their analytical and integrative skills in doctrinal papers and sermons. In addition to these assignments, both of these learning outcomes are present in the dissertation, a major doctrinal research project that gives students the opportunity to explore some theological subject in depth and present the object of study in a formal academic paper. In the dissertation the student is expected to use a wide range of available tools and resources, as well as identify leading principles and relevant material in New Church sacred texts (MDiv Program Assessment Report, Tab 14.0).

Because of the small numbers of students in each of these graduate programs, several years of data are needed to have a sufficient cohort for statistically valid assessment of the programs' research and analysis learning outcomes.

Question 11.d. How well do the undergraduate offerings contribute to student retention?

Academics have a significant role to play in student retention. According to Pascarella and Terenzini, a strong influence on student persistence from the first to second year is "good teaching."¹ Bryn Athyn College performs well in this category, as student course evaluations confirm. In 2011-12, based on course evaluations from 183 course sections and with an average response rate of 90%, 80% of students responded favorably to the item, "I would recommend this course to other students," 84% responded favorably to, "I would recommend this instructor to other students," and 81% responded favorably to, "Overall I

¹ "Some New Evidence on What Matters in Student Learning" p. 2 (<http://www.cic.org/News-and-Publications/Multimedia-Library/CICConferencePresentations/2011%20CAO%20Institute/Plenary%20Sessions/Some%20New%20Evidence%20on%20What%20Matters%20in%20Student%20Learning.pdf>)

was very satisfied with this course” (a favorable response is a score of 4 or 5 on a five-point agree/disagree scale). On our annual Outcomes Survey for 2011-12, completed by about 66% of the student body, 82% of students agreed or strongly agreed with the statement, “In general, I find my courses this year engaging,” and 85% selected “very satisfied” or “satisfied” with the “quality of instruction.” It is particularly noteworthy that first-year students also express high levels of satisfaction with their New Church religion courses, part of the academic experience specific to our mission. This level of satisfaction applies both to students who do and to students who do not come from a New Church religious background. In the five 2011-12 sections of Religion 101, a course designed to provide an introduction to New Church theology, 86% of students responded positively to the item, “Overall, I was very satisfied with this course.” In all religion courses in 2011-12 (26 sections) 88% received highly positive responses from at least two thirds of the students. For all academic areas (183 sections surveyed) 80% received that level of student satisfaction. Clearly, then, the quality of the educational experience at Bryn Athyn College is strong (Student Satisfaction with the Curriculum, 2011-12, Tab 14.2).

The variety and appeal of program offerings also affects student retention, and improvement of retention has been a deliberate consideration in the design and decision-making processes that lie behind many of the changes to our undergraduate programs outlined at the beginning of the chapter. For example, as we studied options for our general education program prior to implementing the new Core program in 2007-08, we realized that the structure of our curriculum encouraged students to think of their program at Bryn Athyn in two two-year segments rather than as a coherent four-year experience. Prior to the new four-year Core program, our general education program consisted of completing liberal arts requirements for the two-year associate in arts degree. A key feature of our current Core program is that it spans all four years of the undergraduate experience, partnering with our majors. The leading reason for making the change from a two-year to a four-year core was because of our pedagogical belief that students develop their skills further if they devote attention to them over time and that general education skills are more powerful when they interface with major programs. An additional reason for the change was to remove the unintentional segmenting of the educational experience into two-year blocks. By eliminating the requirement for an associate in arts degree along the way to a baccalaureate we removed the supposed end point in the middle of the college career. The

recent three-fold increase in percent of incoming students planning to earn their four-year degree here indicates that Bryn Athyn College is perceived now primarily as a four-year institution by its students. We acknowledge, of course, that a small portion of our student population comes to Bryn Athyn for the purpose of experiencing New Church higher education for one or two years before transferring to another institution for a program that we do not offer. We will continue to support this category of students.

Similar to the Core program, while our increased attention on experiential education was motivated first by its pedagogical value, it was also designed and staged because of its benefits for retention. National data indicate that internship experiences and career services contribute to student retention.¹ We have student participation in internships on campus, in the Philadelphia region, in other parts of the nation, and internationally. In 2011-12, for instance, 31.8% of the student body completed internships, and 45.8% of students graduating with a bachelor's degree in 2011-12 had completed at least one internship during their college career.

One final area to discuss in relation to retention is the number of college courses and degree programs. For many years, institutional Outcomes Survey data had shown dissatisfaction with our limited course and program offerings. The item scoring the lowest level of student satisfaction in the academic area on the 2010 ACT Outcomes Survey was on the variety of courses offered. On a five-point scale, the mean response of our students on that item was 19% (and nearly one standard deviation) below the mean of the comparison group—private, four-year colleges (ACT Outcomes Survey Report 2010, Tab 14.2). This result is similar to previous years. While we are unable to offer a larger number of courses, we have arranged our offerings into new or revised programs in recent years in order to strengthen our available program offerings: the decision to add both a psychology major and a business minor resulted from an assessment of both their relationships with our mission and their promise for increasing retention; we revised our education major in order to continue to be able to offer Pennsylvania State certification, an important feature for the retention of students interested in education; and we also revised our history major, which integrates anthropology, political science, and sociology, to provide a program that might appeal to

¹ For example, see Habley and McClanahan, *What Works in Student Retention: Four-Year Private Colleges* 2004. <http://www.act.org/research/policymakers/pdf/droptables/FourYearPrivate.pdf>

students with social science as well as history interests. It is important, though, that, as a small college, we are careful not to stretch our offerings beyond our resources. We are certainly sensitive to students' concerns about course offerings, but we also believe that the quality of the education is most important, and that it is prudent not to add courses too quickly or go beyond our means.

In conclusion, in response to institutional and national data about retention, we have added, modified, and developed several academic programs in recent years. Now that these changes are in place, the next step is to assess the effects of these changes on retention, and the preliminary results (the shift noted above in student expectations to earn their baccalaureate from Bryn Athyn) are encouraging.

Suggestions for Continuing Development in the Context of Standard 11

- 11.1 The institution should add a staff position in instructional technology to help faculty learn effective ways of putting the instructional technologies to good pedagogical use.
- 11.2 The library staff and faculty should develop a better system for communicating class usage of the library for IL work. Such enhanced communication would help to track how effectively and efficiently the IL program is collaborating with the library.
- 11.3 The heads of educational programs should monitor the effects of the library budget cuts on research and report the results to the Dean of Academics and Faculty and to Faculty Council. The dean should also seek feedback from area heads, the director of the MARS program, and the dean of the MDiv program.
- 11.4 The educational programs should continue to explore ways to partner with the buildings of the historic district: Glencairn, Cairnwood Estate, the Bryn Athyn Cathedral, and Cairncrest.

Compliance with Fundamental Elements of Standard 11

The above evidence, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that the current educational offerings display academic content, rigor, and coherence that are appropriate to Bryn Athyn's higher education mission, and that the institution is therefore in compliance with MSCHE standard 11.

Standard 12: General Education

Fostering critical skill development and consideration of multiple perspectives is a major component of Bryn Athyn's Core program. The Core program webpage articulates this outcome for students as "empowering [them] with specific skills so that [they] may act effectively in society and the workplaces of the 21st century," and explains that this focus is rooted in Bryn Athyn's mission as a New Church liberal arts college, in that we "emphasize skills development in keeping with New Church teachings about the importance of contributing to society" (<http://www.brynathyn.edu/academics/core-program>). The emphasis on skill development in the Core also contributes to the career development initiative. Overall, the following discussion focuses on how well such skills and perspectives are embedded in the curriculum, assessed, and produce positive outcomes. We make suggestions for further enhancement or refinement as necessary. Overall, Bryn Athyn's Core program strongly fosters development in the liberal arts and their associated skills.

Question 12.a. How well does the Core foster skills in information literacy, public presentation, quantitative and scientific reasoning, writing, critical analysis, and technology?

The Core's support of information literacy (IL), public presentation (PP), quantitative reasoning (QR), and writing (W) skills is particularly strong and direct. Student performance in these skills is measured directly in certified courses, which have embedded skill components.¹ Students must pass the equivalent of two IL components, one PP component, two QR components, and three W components. They also must pass IL, PP, and W in their capstone assignments in the majors. In addition, every student receiving an undergraduate degree from Bryn Athyn (associates or bachelor's) must pass a standardized IL test produced by the Center for Assessment and Research Studies at James Madison University and administered by Madison Assessment.²

The assessment results in these skills show that, overall, students perform well in each of these areas. See Table 8.1 on page 111 for a summary of results for 2009-10 through 2011-

¹ See the Core skills assessment binders (Tab 14.0) for rubrics for each skill, and the 2012-13 Programs and Organizations Bulletin pp. 7-9 for a list of certified IL, PP, QR, and W courses (Tab 14.0).

² <http://www.madisonassessment.com/assessment-testing/information-literacy-test/>

12, and the Annual Core Program Assessment Report 2011-12 (Tab 14.0) for details and analysis. Student performance in PP and W is particularly strong. From 2009-2012, 92% of PP scores and 82% of W scores met or exceeded expectations. And while students did not perform as well in IL and QR in the same timeframe—66% of IL course scores and 66% of QR scores met or exceeded expectations—cohorts still met the program performance expectations in IL. In addition, IL results at the capstone level are comparable to PP and W capstone scores, with 86% of IL scores, 89% of PP scores, and 86% of W scores meeting or exceeding expectations. These IL capstone results suggest that our students are improving their IL skills during the course of their college career, although there is also some “survivor bias” possible in these data.

The Core also fosters critical analysis and technology skills, though it does so more indirectly than the skills discussed above. Rather than having requirements designated as “critical analysis” and “technology,” support of these skills is embedded in other requirements. For instance, the rubrics for IL, PP, QR, and W each have a critical thinking component that is measured as part of the skill competence.¹ In addition, critical thinking plays an important role in the Core’s worldviews requirement, which asks students to identify and evaluate philosophical worldviews and tests them on critical thinking skills. Critical thinking also appears in departmental-level objectives for several of the perspective areas of the Core.

In terms of technology, Bryn Athyn requires all students to have a laptop. In IL, PP, QR, and W courses students must make use of databases, presentation software, electronic spreadsheets, and word processing programs. The Core does not directly measure student performance in these areas, however. When the Core committee first designed the Core program, it decided that desirable technological skills varied significantly from field to field and so asked majors to be responsible for technology skills appropriate to each discipline. Consequently, although the majors do not all describe in their materials how technology is incorporated, they do require the use of technology in different ways. For instance, some individual courses for each of the majors require the use of Moodle, while some courses, such as Psychology 305, have more specific technology components, such as requiring students to create a video or a website. And at the program level, capstone assignments for

¹ See Core Skill Rubrics on pp. 22-25 of the Annual Core Skill Assessment Report 2011-12 (Tab 14.0).

all the majors require the use of word processing programs, databases, and presentation software. The biology program in particular provides strong support of technology skills through use of spreadsheets, standard lab and field equipment, GPS radio tracking, ArcGIS software, and spatial data mapping.

Overall, the Core program fosters and directly assesses skills in information literacy, public presentation, quantitative and scientific reasoning, and writing. It also fosters and assesses critical analysis in a number of embedded contexts. Lastly, while the Core program and majors foster the development of technology skills, the Core does not directly assess student performance in this skill, and assessment in the majors varies. Accordingly, one suggestion we have is that the majors be more explicit in their literature about how technology is used and assessed in each of their programs.

Question 12.b. How well does Bryn Athyn College foster a study of “values, ethics, and diverse perspectives” in a manner that is consistent with its mission?

As discussed in Chapter 2, the Core is informed by the New Church mission of the college. The Core fosters development of values, ethics, and diversity through specific credit requirements: 12 credits in spiritual perspectives (met by religion courses); three credits in moral perspectives (currently met by designated courses in philosophy and psychology); three credits in civil perspectives; and three credits in worldviews. Such an array of necessary perspectives ensures that students explore values, ethics, and both human diversity and human commonality as they progress toward and through their chosen fields of study.

Furthermore, two overarching goals of the Core program are aligned clearly with the study of values, ethics, and diverse perspectives. Core Goal 6 is to “[f]oster personal ethics and encourage responsibility for the wellbeing of others” (Programs and Organizations bulletin, 6), and Core Goal 4 is to “[e]xplore the diversity and commonality of human experience and values in order to enrich understanding of what is human” (Programs and Organizations bulletin, 5-6). These goals are informed by Bryn Athyn’s New Church mission and are established liberal arts standards. Many courses state explicitly their support of these goals in their syllabi. However, it is unclear whether syllabi across the curriculum consistently

articulate when they correlate with any of the specific Core goals, so we suggest that the Core Committee collect data on how well each of the six Core goals are supported explicitly by course goals or learning outcomes. Depending on results, the Core Committee may ask for additional or more explicit course support of particular goals.

Suggestions for Continuing Development in the Context of Standard 12

- 12.1 Majors should clarify how they foster and assess technology skills appropriate to their programs.
- 12.2 The Core Committee should collect data on how many courses support each of the six Core goals to ensure adequate support is being given for each goal.

Compliance with Fundamental Elements of Standard 12

The above evidence, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that Bryn Athyn College fosters proficiency in general education and essential skills, and is therefore in compliance with MSCHE Standard 12.

Standard 13: Related Educational Activities

The areas of Standard 13 that apply to Bryn Athyn College are portions of “basic skills,” “experiential learning,” and “distance learning.” See Appendix 2 for documentation that Bryn Athyn College is in compliance with the fundamental elements that apply.

Standard 14: Student Learning Assessment

Bryn Athyn College has designed and applied comprehensive assessment plans for various areas of student learning, such as the critical skills and perspectives of the Core program, the major programs, and academic departments. Before addressing the specific questions, we will first describe the assessment plans that have been put in place.

Assessment of student learning at Bryn Athyn relies primarily on course-based assessment of student performance. We base much of our student performance assessment on coursework for two reasons: (1) to encourage students to do their best work since the

assignments are also used for a portion of the course grade; and (2) so that our assessment is truly embedded in our curriculum instead of being ancillary to it. Much of this course-based assessment makes use of detailed rubrics that describe performance at four levels, each designated with scores of 0-3. The scores have the following general meanings: 0=fail; 1=minimal pass; 2=meets expectations; and 3=exceeds expectations. The rubrics define performance levels in several aspects of the skill. Some course-based assessment uses rubrics that convert test or laboratory scores to the 0-3 scale. In addition, we also make use of two standardized performance assessment instruments. The Core program requires all students to pass the IL test developed by the Center for Assessment and Research Studies (CARS) at James Madison University.¹ The history major uses an Area Concentration Achievement Test (ACAT) in history to assess student performance in content proficiency.

In the fall of 2009, heads of all of the undergraduate majors and the Core skill areas (Information Literacy, Public Presentation, Quantitative Reasoning, and Writing) standardized full assessment plans and reports that involve (1) stating program goals and learning outcomes, (2) defining performance rubrics, cohorts, and cohort performance expectations, (3) sample assignments and samples of student performance at different levels, and (4) delineated processes for “closing the loop” on the assessment cycle through annual reports and tying these to the budget cycle. The assessment reports, due each October, identify areas of concern and make recommendations to address them. If the recommendations for improvement generated by the analysis of assessment results contain items with budget, curricular, or staffing implications, the report allows those recommendations to be considered at the appropriate time to make changes for the subsequent year.

A review of the assessment reports (Tab 14.0) provides ample evidence of the thoroughness of the assessment program, which includes assessment of major, Core, and departmental learning outcomes. Overall, as will be shown below, students are achieving our educational goals at each of these levels. It is also apparent in the assessment reports that faculty members give careful thought to analyzing the assessment results and using these to continually improve student learning at Bryn Athyn College.

¹ We also have a library-based assignment as an alternative to this multiple-choice timed test, designed for students with learning disabilities or other needs. Students can apply for permission to complete the alternate assignment after two years of attempting the CARS test.

Question 14.a. How well are Bryn Athyn College students meeting learning outcomes for the Core, department, and degree programs? How have the results been used to improve programs?

Bryn Athyn's student learning outcomes program includes 136 assessments of student cohort performance in 21 disciplines or programs, including six skill areas within the Core program. For the 2011-12 academic year 75% of undergraduate program performances, measured by student proficiency, met or exceeded performance targets (see Table 8.1). The two graduate programs met all of the performance targets. Over 80% of assessments in ten of the nineteen undergraduate performance areas met targets. For two of the undergraduate areas (quantitative reasoning and physical science) fewer than half of the program performance assessments met the target (results elaborated below). The overall results suggest that student performance is solid in most areas and that the program performance targets are set appropriately such that attention can be brought to areas where performance is falling below expectations.¹

For example, quantitative reasoning is one area of identified weakness. This weakness is most prominent in the microeconomics course, as well as the introductory statistics course that also requires statistical inference. After monitoring the situation and making modest adjustments for two years, the mathematics faculty and area head proposed in the fall of 2012 to add a laboratory session to the introductory statistics course. This should allow sufficient time in the course to support the project work that is central to the course's learning outcomes. In addition, the mathematics and education areas in conjunction proposed adding a mathematics offering better designed to meet the needs of students who require less in-depth study of statistics. These two changes respond to program assessment and position students in the education, Core, and business programs for improved success.

¹ It is important to differentiate program and individual student performance. In order to graduate, students must demonstrate appropriate proficiency in the Core skill areas in addition to successfully passing their curricular requirements. Assessment of program performance, on the other hand, is based on performance of cohorts of students in those programs, and the performance targets are set above the level needed to pass. For example, a typical program performance expectation is that at least 75% of a cohort receives an assessment score of 2 or 3 (on a scale of 0-3) in a particular skill. The passing level is a score of 1.

Table 8.1. Academic Program Performance as Measured by Student Learning Outcomes

Discipline or Program	Number of Assessments	Number Meeting Target	Number within 5% Points of Meeting Target	Number Missing Target by at least 5% Points	Percent of Performances Meeting Target
Undergraduate					
Core	21	14	4	3	67%
Information Literacy	5	4	-	1	80%
Language	4	2	2	-	50%
Public Presentation	3	3	-	-	100%
Quant. Reasoning	4	1	2	1	25%
Scientific Reasoning	2	1	-	1	50%
Writing	3	3	-	-	100%
Arts	6	5	-	-	83%
Biology	12	10	2	-	83%
Business	3	2	1	-	67%
Education	7	6	1	-	86%
English	5	5	-	-	100%
History	14	10	1	3	71%
Interdisciplinary	5	5	-	-	100%
Mathematics	11	8	2	1	73%
Philosophy	6	6	-	-	100%
Physical Education	2	1	1	-	50%
Physical Science	8	3	-	5	38%
Psychology	10	5	-	4	50%
Religion	8	8	-	-	100%
All Undergraduate	118	88	12	16	75%
Graduate					
MA Religious Studies	8	8	-	-	100%
Master of Divinity	10	10	-	-	100%
All Graduate	18	18	-	-	100%

Source: 2011-12 assessment reports (Tab 14.0)

Regarding the observed weakness in physical science outcomes, the Physical Science Assessment Report identified comprehension of laboratory work in some of the 100-level science courses to be the leading issue. To address this the faculty teaching laboratory sections held a workshop in May 2012 to review the situation and make recommendations, one being to place more grade weight on a post-experiment assessment instrument to encourage students to give more attention to what they are doing as they work through a laboratory experiment and to ensure that they understand the procedure. Because students work in pairs or small groups in the laboratory, it has been possible for students to lean too much on the expertise of their peers rather than to comprehend the experimental procedure and the principles behind it. Student weakness in laboratory comprehension is exposed on the post-laboratory assessment, but if this instrument carries little weight in the course grade then some students opt simply to accept a low grade on this assessment instead of investing the effort to advance their understanding of experimental work.

Regarding scientific reasoning skills within the Core program, the Core Program Assessment Report identified problems with performance expectations. The key issue was that too wide a range of courses were included in the same measure. The faculty recommended that assessment of scientific reasoning for the Core program be based only on the introductory science courses. This is important so that performance targets can be based on an appropriate level for non-science majors and so that performance in these courses is not averaged in with cohort performance in the other science courses where the expectation for scientific reasoning skills is significantly higher than is appropriate for non-science majors. With the expectation levels differentiated appropriately, faculty are better placed to support their students' acquiring these skills. We suggest that once sufficient data have been collected the science faculty assess whether further program changes are needed.

The three examples above provide evidence that the faculty view the assessment program as relevant and that they use the results to improve program performance. Four more examples of faculty use of assessment results to make improvements are:

- In the arts area faculty found that students' performance on formative information literacy (IL) assignments was higher than what was observed in summative assignments. The faculty therefore are looking for opportunities to bridge the formative and summative IL assignments.

- The Core Committee found that performance expectations for public presentation (PP) were not met in 2009-10. The committee determined that the challenge at the capstone level was that students often completed Communication 105 for their PP requirement early in their college career, and then were out of practice for their capstone. In order to provide PP skill support for upper-level students, the committee encouraged faculty to develop more upper level PP courses. One result was addition of Communication 205—an advanced level of Communication 105—to the curriculum.
- In 2011-12, the science area expanded the introductory sequence of biology and chemistry courses in response to three years of tracking data showing that a significant portion of students were not able master key concepts at the pace that these offerings were running.
- The history faculty analyzed disappointing results in upper level history students' ability to conduct research using appropriate resources to construct a historical argument. In response, the faculty strengthened the preparation sequence for the capstone experience in the history major. After implementing this change for the 2011-12 academic year, assessment results showed marked improvement with cohort performance in this skill coming into better alignment with strong performance in the program's other measures.

In four of the seven examples above, the assessment results led to changes in departmental budgets to implement solutions faculty proposed. These budget changes in response to assessment results indicate that the administrators as well as faculty members view the assessment results as meaningful and important enough to drive change, including changes to the budget.

As a whole, the plans for student learning assessment have generated meaningful results and have informed program adjustments when necessary. However, small cohort sizes in certain programs present some challenges. The cohorts for the majors and especially the graduate programs can be very small in any particular year, so it can take several years to have a large enough cohort for the data to be useful. Sometimes it is necessary to keep an eye out for trends over a few years before drawing conclusions and making changes. Even

in these cases, though, the assessment program provides almost immediate benefits by clarifying goals and desired outcomes.

Question 14.b. How well do the current educational assessment programs measure levels of student achievement in key outcomes? How effective and efficient a mechanism for improvement have they been?

As the earlier description indicates, we have been using our plans for student learning assessment for between two to four years, depending on the plan. It is useful to evaluate periodically the effectiveness of the assessment plans to make sure that we are collecting data that we can use and that we are measuring outcomes that matter to our educational mission. In each of the last three years more areas of the curriculum have been included in the assessment process, and we have also streamlined and regularized the reporting process as we have gained experience with it. We believe that the assessment program meets the five criteria specified by MSCHE: that the process be useful, cost-effective, accurate, planned, and systematic. Of those criteria, the one with the most room for improvement is the program's cost effectiveness. Once the assessment cycle is complete for the 2011-12 data, we will evaluate the assessment process in terms of the five MSCHE criteria and make adjustments as necessary. We will then evaluate the process every three years.

The method we used to evaluate our assessment plans for our self-study was to collect feedback from individuals who oversee plans that have been used for multiple assessment cycles (heads of majors and Core skills areas) on the following three questions: (1) Are you measuring outcomes that are important to your program? Are there key outcomes that you do not currently measure? Why? (2) Are you finding the data you are collecting useful? (3) Have you made any adjustments to your assessment plans to collect better data or to focus more on key outcomes? Overall, our evaluation reveals that the assessment plans are working very well, but that finessing is still taking place to improve their effectiveness. For instance, in addition to streamlining the reporting process, individual areas are honing details in their plans as needed: the history major added a cohort measurement to some of the learning outcomes, gathering data on all declared history majors as well as on history major graduates; and the writing area raised performance expectations for one of their

learning outcomes when cohorts substantially exceeded the expectations multiple years in a row.

Across the board the assessment plans measure student achievement in outcomes that are important to the different programs. In addition, some majors plan to develop assessments for one or two additional outcomes significant to their programs, particularly outcomes related to the religious mission. These are currently underrepresented since assessing student outcomes in this area is a challenge. This is an important initiative, and we think it would be beneficial for *all* of the majors to assess an outcome in this area so that we can better understand how our majors contribute to achieving this institutional goal.

All in all, the heads of majors and Core program have found that the data the assessments generate are useful, helping faculty to better understand how the programs are functioning, and that the plans have remained stable. More broadly, the institution has also found that the assessment plans have provided focus in the curriculum, resulting from having clearly stated and defined goals, outcomes, and performance expectations. And the results from plans have effected notable changes when necessary. Such fine-tuning of the plans should continue to make them as effective as possible.

Suggestion for Continuing Development in the Context of Standard 14

14.1 Each major includes at least one program outcome related to the religious mission of the institution.

Compliance with Fundamental Elements of Standard 14

The above evidence, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that Bryn Athyn College is in compliance with MSCHE Standard 14.

Chapter 9: Summary and Conclusion

To assist both the visiting team in their evaluation and the institution in following up on the findings of this self-study report, this chapter lists all of the research questions, recommendations, suggestions, and conclusions from the entire self-study report. The chapter presents this information organized by the fourteen MSCHE Standards.

Research Questions

As stated in Chapter 1, we catalog self-study research questions with a number and a letter. The number identifies the MSCHE standard addressed by the question. The letter tracks each question related to that standard. For example, the first research question related to Standard 1 is 1.a. What follows is a listing of the research questions, organized by the standard addressed.

Standard 1: Mission and Goals

- 1.a. How well does the current mission statement serve the needs of Bryn Athyn College? How effective is Bryn Athyn in articulating its mission and a set of goals that are based on input from the institutional community? What processes are in place to ensure the periodic review and assessment of institutional goals?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- 2.a. How can the college more effectively integrate assessment, budgeting, and strategic planning to further the institution's mission and foster improvement in its programs and services?
- 2.b. How can the college improve the use of metrics to assess its performance in relation to financial and strategic planning?

Standard 3: Institutional Resources

- 3.a. What challenges lie ahead with regard to the effective use of financial, human, and physical resources to fulfill its mission?

Standard 4: Leadership and Governance

- 4.a. In what ways and for what reasons has the institution's governance system changed over the past five years? What has been the impact of these changes in regard to both standard 4 and the ability to achieve the institution's educational objectives?

Standard 5: Administration

- 5.a. In what ways and for what reasons have the institution's administrative structure, staffing patterns, and reporting lines changed over the past five years? What has been the impact of these changes in regard to standard 5?
- 5.b. Do Bryn Athyn's administrative structures and processes promote student retention? What might improve their ability to do so?

Standard 6: Integrity

- 6.a. How does the institution make information on institution-wide assessments available to prospective students?

Standard 7: Institutional Assessment

- 7.a. What specific processes are in place to ensure that the institution is fulfilling its mission and achieving its goals? How can these processes be improved?
- 7.b. To what degree are department-level and program goals aligned with the mission?

Standard 8: Student Admissions and Retention

- 8.a. How well does the enrollment management plan guide the admissions goals and procedures, and how well does it align with the strategic plan?
- 8.b. How successful are admissions practices in identifying and enrolling students who are academically successful and affirmative to the mission?
- 8.c. What steps can we take to reduce unplanned attrition?

Standard 9: Student Support Services

- 9.a. What evidence exists that the institution is providing and assessing intervention and follow-up processes in academic student support services? How effective are these processes in promoting retention?
- 9.b. How effective are student life services (including athletics, student activities, residence life, and religious life) in promoting retention?

Standard 10: Faculty

- 10.a. How well does the composition of the faculty and policies governing the composition meet the needs of the academic areas?
- 10.b. To what extent are the policies and procedures that affect the recruitment of potential faculty and their orientation, promotion, and training for leadership and administration clearly articulated, effective, and systematic?

10.c. What is the culture of review and evaluation at the college? Who defines it and how well does it serve the institution's goals? How do these factors influence student retention?

10.d. What role does the faculty have in devising, developing, monitoring, and supporting the college's instructional, research, and service programs? Is institutional support for this role sufficient?

Standard 11: Educational Offerings

11.a. How well do the undergraduate and graduate course offerings, degree programs, and Core create an understandable and coherent learning experience that is in alignment with the institution's mission? (Note: while this question was originally researched by this working group, much of the findings and analysis were transferred to Chapter 2 on Mission, Goals, and Integrity so as to avoid redundancy).

11.b. To what extent do the instructional, facility, library, and personnel resources provide sufficient support for the needs of the undergraduate and graduate educational programs? To what extent do the educational programs promote their use?

11.c. How well do the graduate programs foster advanced research and analytical skills?

11.d. How well do the undergraduate offerings contribute to student retention?

Standard 12: General Education

12.a. How well does the Core foster skills in information literacy, public presentation, quantitative and scientific reasoning, writing, critical analysis, and technology?

12.b. How well does Bryn Athyn College foster a study of "values, ethics, and diverse perspectives" in a manner that is consistent with its mission?

Standard 14: Assessment of Student Learning

14.a. How well are students meeting learning outcomes for the Core, department, and degree programs? How have the results been used to improve programs?

14.b. How well do the current educational assessment programs measure levels of student achievement in key outcomes? How effective and efficient a mechanism for improvement have they been?

Suggestions, Recommendations, and Follow-Up

As described in Chapter 1, we catalog recommendations and suggestions emerging from our self-study process with a number corresponding to the MSCHE standard it is related to, followed by another number that tracks the recommendations or suggestions related to that standard. For example, the first suggestion related to Standard 1 is 1.1. What follows is a list of the four recommendations and 27 suggestions included in this self-study report, organized by the related MSCHE Standard.

Recommendations to Ensure Ongoing Compliance with MSCHE Standards:

- 1.1 Include specific goals that flow from the mission statement, thereby guiding areas of operation and providing clear criteria for institutional decision making. (Committee to Review and Revise the Mission Statement. Process completed by June 2013.)
- 3.1 Establish and maintain contingency plans in the event that financial plan goals are not achieved. (President, CFO, and BOT. Complete by June 2013 and update as needed.)
- 7.1 Ensure that assessment processes for support departments are aligned with Bryn Athyn's goals and objectives. (Heads of shared service departments. Complete by February 2014.)
- 10.1 Continue and complete the approval process for developing the new faculty handbook and then assess the effectiveness of the new handbook policies every five years, or sooner as needed. (Handbook Committee , Faculty Council, and HR. Complete by February 2014.)

Suggestions for Continuing Development in the Context of the MSCHE Standards:

- 1.1 The mission statement should be expanded to ensure that all academic programs, including the Bachelor of Science in early childhood education and the Master of Divinity programs, directly and explicitly fall within its scope. (Committee to Review and Revise the Mission Statement. Process completed by June 2013.)
- 1.2 Establish a process for regular review of the mission statements and its goals. (Committee to Review and Revise the Mission Statement. Process completed by June 2013.)
- 1.3 Establish parameters for publication of the mission to external and internal audiences. (Committee to Review and Revise the Mission Statement. Process completed by June 2013.)

- 2.1 Identify process refinements or areas for improvement in planning, budgeting, and resource allocations with other ANC divisions, particularly in support services. (President and CFO, in conjunction with ANC treasurer and ANCSS managing director and business manager. Proposal to be sent to the BOT by September 2013.)
- 2.2 Increase the number of opportunities for input and dialogue regarding the strategic plan and budget development arising therefrom, particularly with the faculty council, to promote transparency and understanding. Establish specific responsibilities for the faculty council representative serving on the strategic planning committee. (Strategic Planning Committee. Completed by February 2013.)
- 3.1 Strengthen the college-specific advancement function to take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan, focus on college-specific fundraising opportunities, and work in cooperation with the ANC Development Office. (President and BOT. Complete by February 2013.)
- 3.2 Provide information on progress towards financial goals that promotes discussion and support among key constituents. (Advancement Office. Ongoing.)
- 4.1 The faculty council should consider examining explicitly its own role, operations, and the responsibilities of individual members to ensure the council continues to develop as an appropriate element of institutional governance. (Faculty Council.)
- 5.1 Consider developing an office of institutional research that could provide useful data to decision makers. (CAO & CFO. Recommendation to the president by February 2013.)
- 7.1 Foster a culture of assessment by sharing data from the president's dashboard and other data sources with appropriate constituencies. This process is now underway. (CAO, CFO, Outcomes Committee.)
- 7.2 Make more comprehensive and systematic the assignment of responsibility to appropriate individuals for developing, tracking, and reporting specific assessment metrics. (Strategic Planning Committee. Complete by December 2012.)
- 7.3 Continue assessing the effectiveness of the strategic planning process. (Strategic Planning Committee. Ongoing, with annual reports.)
- 8.1 Continue review of yearly data in academic and social life outcomes in order to identify a larger number of reliable indicators for academic and cultural success. (Admissions Office and CAO. Ongoing.)

- 8.2 Continue to collect exit surveys in order to remain current in understanding why students leave the institution prior to graduation, and compile the data in a more systematic way. (Admissions Office and Retention Committee. Ongoing.)
- 9.1 Monitor student access to and satisfaction with counseling and health services. (Dean of Students. Ongoing.)
- 10.1 Construct a faculty personnel plan (as part of the strategic plan) that increases the number of full-time faculty. (CAO, Area Heads, and HR. Complete by February 2013.)
- 10.2 Within five years, faculty and administration should review the new evaluation process and its connections to retention of both students and faculty. (Faculty Council and CAO. Complete by 2017.)
- 10.4 Both student and faculty perceptions of time for interaction outside of class should continue to be monitored. (CAO, Faculty Council, and Outcomes Committee. Ongoing.)
- 10.5 Reduce committee and other service workload so that there is adequate time for faculty to integrate research into their courses and prepare for classes, and to design and update the curriculum. (CAO, Dean of Students, and Faculty Council. Complete by February 2013 and continue effort as needed.)
- 11.1 The institution should add a staff position in instructional technology to help faculty learn effective ways of putting the instructional technologies to good pedagogical use. (CAO, Area Heads, and IT. Recommendation by February 2013.)
- 11.2 The library staff and faculty should develop a better system for communicating class usage of the library for IL work. Such enhanced communication would help to track how effectively and efficiently the IL program is collaborating with the library (Library Director and Area Heads. Complete by February 2013.)
- 11.3 The heads of educational programs should monitor the effects of the library budget cuts on research and report the results to the Dean of Academics and Faculty and to Faculty Council. The dean should also seek feedback from area heads, the director of the MARS program, and the dean of the MDiv program. (CAO, Library Director, Area Heads, and Faculty Council. Ongoing, with a report due by February 2013.)
- 11.4 The educational programs should continue to explore ways to partner with the buildings of the historic district: Glencairn, Cairnwood Estate, the Bryn Athyn Cathedral, and Cairncrest. (Area Heads. Ongoing.)
- 12.1 Majors should clarify how they foster and assess technology skills appropriate to their programs. (Heads of majors. Complete by October 2013.)

- 12.3 The Core Committee should collect data on how many courses support each of the six Core goals to ensure adequate support is being given for each goal. (Core Committee. Complete by February 2013.)
- 14.1 Each major should include at least one program outcome related to the religious mission of the institution. (Heads of majors. Complete by October 2013.)

See Tables 9.1 and 9.2 below for listings of the recommendations and suggestions organized by the positions responsible for following up. When more than one office is responsible for following up, we list the recommendation after each office.

Table 9.1. Offices Responsible for Follow-Up on Self-Study Recommendations

Position	Item	Product or Process	Due by
BOT	3.1	Establish and maintain contingency plans in the event that financial goals are not achieved (shared with President and CFO)	Jun 2013
CAO	10.1	Continue and complete the approval process for developing the new faculty handbook (shared with Handbook Committee, Faculty Council, and HR)	Feb 2014
CFO	3.1	Establish and maintain contingency plans in the event that financial goals are not achieved (shared with President and BOT)	Jun 2013
Committee to review and revise the mission statement	1.1	Develop specific goal statements along with the mission statement	Jun 2013
Faculty Council	10.1	Continue and complete the approval process for developing the new faculty handbook (shared with CAO, Handbook Committee, and HR)	Feb 2014
Handbook Committee	10.1	Continue and complete the approval process for developing the new faculty handbook (shared with CAO, Faculty Council, and HR)	Feb 2014
Heads of shared service departments	7.1	Ensure that department goals and assessment processes are aligned with Bryn Athyn's goals and objectives	Feb 2014
HR	10.1	Continue and complete the approval process for developing the new faculty handbook (shared with CAO and Faculty Council)	Feb 2014
President	3.1	Establish and maintain contingency plans in the event that financial goals are not achieved (shared with CFO and BOT)	Jun 2013

Table 9.2. Offices Responsible for Follow-Up on Self-Study Suggestions

Position	Item	Product or Process	Due by
Admissions Office	8.1	Continue annual review of student performance outcomes in comparison with admissions criteria (shared with CAO)	Ongoing
	8.2	Continue to collect exit surveys in order to remain current in understanding attrition (shared with Retention Committee)	Ongoing
Advancement Function	3.1	Strengthen the college-specific advancement function to take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan, focus on college-specific fundraising opportunities, and work in cooperation with the ANC Development Office.	Feb 2013
	3.2	Provide progress reports on meeting fundraising goals	Ongoing
ANC Development Office	3.1	Strengthen the college-specific advancement function to take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan, focus on college-specific fundraising opportunities, and work in cooperation with the ANC Development Office.	Feb 2013
Area Heads	10.1	Construct a faculty personnel plan (as part of the strategic plan) that increases the number of full-time faculty (shared with CAO and HR)	Feb 2013
	11.1	Consider adding a staff position in instructional technology (shared with CAO and IT)	Feb 2013
	11.2	Develop a better system for communication between faculty and library staff for library work and support of IL (shared with Library Director)	Feb 2013
	11.3	Monitor the effects of library budget cuts on educational programs (shared with CAO, Library Director, and Faculty Council)	Feb 2013
	11.4	Explore ways to better use the historic district in academic programs	Ongoing
BOT	3.1	Strengthen the college-specific advancement function to take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan, focus on college-specific fundraising opportunities, and work in cooperation with the ANC Development Office.	Feb 2013
CAO	5.1	Consider developing an IR office (shared with CAO and CFO)	Feb 2013
	7.1	Share key indicators and foster a culture of assessment (shared with CAO, CFO, Outcomes Committee)	Feb 2013

Position	Item	Product or Process	Due by
CAO	10.1	Construct a faculty personnel plan (as part of the strategic plan) that increases the number of full-time faculty (shared with Area Heads and HR)	Feb 2013
	10.2	Review the new evaluation process for faculty (shared with Faculty Council)	May 2017
	10.3	Both student and faculty perceptions of time for interaction outside of class should be monitored (shared with Faculty Council and Outcomes Committee)	Ongoing
	10.4	Reduce faculty committee and service assignments so that there is adequate time for faculty to integrate research and teaching (shared with Dean of Students and Faculty Council)	Feb 2013
	11.1	Consider adding a staff position in instructional technology (shared with Area Heads and IT)	Feb 2013
	11.3	Monitor the effects of library budget cuts on educational programs	Feb 2013
	CFO	2.1	Improve processes for planning and budgeting of shared support services (shared with President, ANC Treasurer, and ANCSS Managing Director)
5.1		Consider developing an IR office (shared with CAO)	Feb 2013
7.1		Share key indicators and foster a culture of assessment (shared with CAO and Outcomes Committee)	Feb 2013
Committee to review and revise the mission statement	1.1	Revise the mission statement	Jun 2013
	1.2	Develop process of regular review of the mission statement	Jun 2013
	1.3	Establish parameters for publishing the mission statement	Jun 2013
Core Committee	12.3	Collect data on how many courses support each of the six core goals	Feb 2013
Dean of Students	9.1	Monitor student access to and satisfaction with counseling and health services	Ongoing
Dean of Students	10.4	Reduce faculty committee and service assignments so that there is adequate time for faculty to integrate research and teaching (shared with CAO, Dean of Students, and Faculty Council)	Feb 2013
Faculty Council	4.1	Examine its own responsibilities to ensure that the Council participates appropriately in institutional governance	
	10.2	Review the new evaluation process for faculty (shared with CAO)	May 2017

Position	Item	Product or Process	Due by
	10.3	Both student and faculty perceptions of time for interaction outside of class should be monitored (shared with CAO and Outcomes Committee)	Ongoing
	10.4	Reduce faculty committee and service assignments so that there is adequate time for faculty to integrate research and teaching (shared with CAO and Dean of Students)	Feb 2013
	11.3	Monitor the effects of library budget cuts on educational programs (shared with CAO, Library Director, and Area Heads)	Feb 2013
Heads of majors	12.2	Clarify how each major fosters information technology skills	Oct 2013
	14.1	Each major should include at least one program outcome related to the religious mission	Oct 2013
HR	10.1	Construct a faculty personnel plan (as part of the strategic plan) that increases the number of full-time faculty	Feb 2013
IT	11.1	Consider adding a staff position in instructional technology (shared with CAO and Area Heads)	Feb 2013
Library Director	11.2	Develop a better system for communication between faculty and library staff for library work and support of IL (shared with Area Heads)	Feb 2013
Library Director	11.3	Monitor the effects of library budget cuts on educational programs (shared with CAO, Area Heads, and Faculty Council)	Feb 2013
Outcomes Committee	7.1	Share key indicators and foster a culture of assessment (shared with CAO and CFO)	Feb 2013
	10.3	Both student and faculty perceptions of time for interaction outside of class should be monitored (shared with CAO and Faculty Council)	Ongoing
President	2.1	Improve processes for planning and budgeting of shared support services (shared with CFO, ANC Treasurer, and ANCSS Managing Director)	Sep 2013
	3.1	Strengthen the college-specific advancement function to take primary responsibility for managing and enhancing the plan for achieving the fundraising objectives of the 2011-16 Strategic Plan, focus on college-specific fundraising opportunities, and work in cooperation with the ANC Development Office.	Feb 2013
Retention Committee	8.2	Continue to collect exit surveys in order to remain current in understanding attrition (shared with Admissions Office)	Ongoing
Science faculty	12.1	Evaluate the results of changes made in introductory science courses to better support scientific reasoning skills	Nov 2012

Position	Item	Product or Process	Due by
Strategic Planning Committee	2.2	Increase opportunities for input and dialog on the strategic plan	Feb 2013
	7.2	Assign responsibility for tracking results in each area	Dec 2012
	7.3	Continue assessing the effectiveness of the strategic planning process	Ongoing

Conclusions Regarding Compliance with MSCHE Standards

Compliance with Fundamental Elements of Standard 1

Analysis presented in Chapter 2, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn is in compliance with MSCHE standard 1.

Compliance with Fundamental Elements of Standard 2

Changes made to the institution's governance structure during the past five years represent a significant enhancement in operations and in the Bryn Athyn's ability to allocate resources in support of strategic planning goals and to respond to the needs of students. Analysis presented in Chapter 3, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrate that Bryn Athyn is in compliance with MSCHE Standard 2.

Compliance with Fundamental Elements of Standard 3

Analysis presented in Chapter 3, along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn is in compliance with MSCHE standard 3.

Compliance with Fundamental Elements of Standard 4

As reflected above and in the MSCHE action of November 2011, the events of the past five years have resulted in a much improved and much more effective governance process. As reflected in consistently positive student feedback on outcomes surveys and course evaluations, the dramatic changes and accompanying institutional stress have not affected student learning or satisfaction with their programs—the educational objectives of the

institution continue to be accomplished. The analysis presented in Chapter 4, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn is in compliance with MSCHE Standard 4.

Compliance with Fundamental Elements of Standard 5

Similar to governance and leadership, the administration situation has improved over the past five years in terms of supporting institutional governance and fostering assessment. The analysis presented in Chapter 4, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn is in compliance with MSCHE Standard 5.

Compliance with Fundamental Elements of Standard 6

The analysis presented in Chapter 2, along with a review of the fundamental elements table and relevant documents (see Appendix 2), shows that Bryn Athyn is in compliance with MSCHE Standard 6.

Compliance with Fundamental Elements of Standard 7

Analysis presented in Chapter 3, along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn is in compliance with MSCHE standard 7.

Compliance with Fundamental Elements of Standard 8

The analysis presented in Chapter 5, along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn College is in compliance with MSCHE Standard 8.

Compliance with Fundamental Elements of Standard 9

Bryn Athyn's student support services respond effectively to the mission and help create an environment in which students can succeed within the scope of that mission. In particular, academic support is strong and adept at working flexibly to meet student needs. Measuring how well the institution meets its students' spiritual and social needs proves a more nuanced challenge, and the institution needs to give continued attention to developing its

assessment programs in these areas, especially as the student body continues to grow and diversify.

Analysis presented in Chapter 6, along with a review of the fundamental elements table and relevant documents (see Appendix 2) demonstrate that Bryn Athyn College is in compliance with MSCHE Standard 9.

Compliance with Fundamental Elements of Standard 10

The analysis presented in Chapter 7, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrate that Bryn Athyn College complies with MSCHE Standard 10.

Compliance with Fundamental Elements of Standard 11

The analysis presented in Chapter 8, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that the current educational offerings display academic content, rigor, and coherence that are appropriate to Bryn Athyn's higher education mission, and that the institution is therefore in compliance with MSCHE standard 11.

Compliance with Fundamental Elements of Standard 12

The analysis presented in Chapter 8, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that Bryn Athyn College fosters proficiency in general education and essential skills, and is therefore in compliance with MSCHE Standard 12.

Compliance with Fundamental Elements of Standard 13

A review of the evidence presented in fundamental elements table and relevant documents (see Appendix 2) demonstrates that Bryn Athyn College complies with the applicable fundamental elements of Standard 13.

Compliance with Fundamental Elements of Standard 14

The analysis presented in Chapter 8, along with a review of the fundamental elements table and relevant documents (see Appendix 2), demonstrates that Bryn Athyn College is in compliance with MSCHE Standard 14.

After analysis performed by the seven working groups and review by the Self-Study Steering Committee, we conclude that Bryn Athyn College's operations are in compliance with MSCHE Standards for Accreditation. While we have identified a number of items for ongoing attention and improvement, we see these as existing within the context of a healthy institution that is achieving its mission in substantive ways and realizing each year more fully the growth plans laid out in the 2001 and subsequent strategic plans.

Appendix 1: Bryn Athyn College's Religious Foundation

The college's religious foundation is the belief that the Lord has revealed himself through the Old and New Testaments, and through the theological writings of Emanuel Swedenborg (1688-1772). Bryn Athyn College of the New Church is affiliated with the General Church of the New Jerusalem, a member of the Swedenborgian faith community. Within the Swedenborgian community, the church in its widest sense is referred to as the "New Church." To assist in understanding the character and mission of Bryn Athyn College, we list here the key faith principles of the New Church, as understood and practiced at the college.

The Nature of God

The Lord Jesus Christ is the one God of heaven and earth. There is one God, and he revealed himself to the world through taking on a human form as Jesus Christ. The trinity spoken of in the New Testament refers to three essentials of this one God: the Lord's soul, body, and activity among people; which are the divine love, wisdom, and effect upon others.

Divine Revelation

The Old and New Testaments and the Theological Writings given by the Lord through Emanuel Swedenborg are all divinely inspired. Together they constitute the Word of God. These works are the sole authority for the New Church. The test of truth for an individual is what she or he sees the Lord has said in the Word. Bryn Athyn College encourages its students to look freely and for themselves to the Lord in revelation rather than to rely on human authority.

The Internal Sense of the Word, the Last Judgment, and the Second Coming

The Old and New Testaments reveal many spiritual truths. Within the stories and parables of Scripture, however, there is a deeper meaning. Every word of inspired Scripture is written in such a way that its internal sense speaks of the Lord, the Lord's kingdom, and a life of good will to other people. The Writings for the New Church reveal this internal sense.

The last judgment is a spiritual rather than a natural world event. In 1757, Swedenborg reported from his eyewitness accounts of the spiritual world, that the last judgment had occurred there and that the Lord's second coming is a revelation in spirit and takes place by

means of the truth of the internal sense of the Word. In the last judgment the Lord did not judge the natural world but judged the spiritual world. According to Swedenborg, false ideas had accumulated in the spiritual world to the point that people on earth, whose existence depends on life coming from the spiritual world, were in danger of being overpowered by that falsity. Once order was restored in the spiritual world, thinking in the natural world was again free.

Within the church, Swedenborg's theological writings are viewed as at least part of the means by which the Lord's second coming has happened and is continuing to happen in the natural world. Viewed in this way, the "New Church" grows on earth as people on earth open their minds and hearts to the Lord's Word and live in accordance with what the Lord teaches.¹

Divine Providence

The purpose of the Lord's providence is to lead every person to heaven, because the Lord's love extends to every human being. In order to accomplish this, God has endowed humankind with two mental abilities. The first is spiritual freedom. Although freedom may be limited in outward ways, the Lord preserves in us the ability to love what we choose to love and to believe what we choose to believe. The second ability is rationality; by it we are free to see right and wrong, to distinguish between truth and falsehood, and to recognize differences between reality and appearance.

The Lord operates not arbitrarily but by means of spiritual laws that preserve human freedom and rationality. Divine love drawing all towards their Source in heaven is a kind of spiritual gravity, and only those live in hell who freely and habitually turn away from this "gravity" and choose instead to love themselves and the world above all else. The Lord's providence freely offers the means of salvation to all who wish to use them.

¹ Bryn Athyn College hosted a conference in 2007 on the Swedenborgian view of the last judgment. Conference papers (eleven contributed by members of the Bryn Athyn faculty) are available in the work, *The World Transformed: Swedenborg and the Last Judgment*, Dan A. Synnestvedt, editor. Bryn Athyn, PA: Bryn Athyn College Press, 2011.

A Universal Church

All people of whatever religious belief may be saved, if in sincerity they obey what they believe God teaches. Membership in any particular church is not a requirement of salvation. There is therefore a universal church of the Lord on earth, which is formed of all those who strive to do what they believe to be right according to their belief in God. In the resurrection, which takes place in spirit immediately after death, all are instructed in the divine truths they need to live fully and freely.

The Human Mind and the Life After Death

There are two worlds. While we live on earth we also inhabit the spiritual realm. The human mind dwells in the body but also transcends it. This same mind lives on in the spiritual world after the natural body dies. There it inhabits a spiritual body much like the one we have on earth, but which does not age. The individual spirit or mind chooses his or her final home in heaven or in hell, according to the habitual motivations from which he or she acted during earthly life.

Swedenborg described several levels of mental life, which he labeled "heavenly, spiritual, and natural." The lowest or natural mind also has three regions of feeling and thought—sensory, imaginative, and rational. The first two are based on sense-experience. The third—built on the basis of sensory data, images, and concepts—has the power to think abstractly, perceive ideas beyond our own experience, and connect and relate concepts. The natural level of the mind is developed through education. Feelings and thought from sense-experience are the first to develop; imaginative thought follows; and rationality is the last to be opened. The deeper levels of human life are gradually developed in us by the Lord through spiritual rebirth. We are unaware of them while we live in this world but enter into them as we come into heaven.

Ideal Married Love

The Lord made human beings male and female so that there could be reciprocal and complementary love between the sexes. This gift finds its highest expression in the marriage of one man with one woman. True married love does not end with the death of the body, but is eternal. In authentic married love we experience the deepest possible fulfillment, usefulness, and happiness.

The Life of Religion

“All religion is of life, and the life of religion is to do what is good” (*Doctrine of Life* §1). People are prepared for heaven through belief in God and obedience to the Lord’s teaching. It is not enough to believe in Divine teachings and the Lord’s mercy and power; we must also live according to those precepts.

The religious life begins with repentance—looking to the Lord, searching out evils within us, and shunning them in our own life. A religious life is expressed in our acting for the good of our neighbor. When we do these things freely, the Lord is present and creates new heavenly loves inside us, which cause us to be regenerated or “born again” (John 3:3). A cardinal principle of Bryn Athyn College is to encourage students to live useful lives of service to others. We are born not for the sake of ourselves, but for the sake of doing good things for others. Heaven is a kingdom of useful service, which gives happiness to people. The same principle applies on earth: the true Christian life consists in our reaching beyond ourselves to benefit others. Every occupation has some human service to render to others, and it is especially in our daily work that heavenly life can take root within us. At Bryn Athyn College, we emphasize that the best way to love the Lord and the neighbor is by performing whatever functions we have justly and faithfully.

For more information about the faith of the New Church see <http://www.newchurch.org>

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
Standard 1	Mission and Goals				
1.1a	Clearly defined mission and goals that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes	The institution’s mission statement appears prominently in all of the following:			
		• 2011-2016 Bryn Athyn College Strategic Plan	p. 2	1.0	
		• Bryn Athyn College Website: Mission Statement			Yes
		• 2012-2013 Course Bulletin	p. 3	1.0	Yes
		• 2012-2013 Programs and Organization Bulletin	p. 5	1.0	Yes
		• Faculty Council Constitution	p. 1	1.1a	Yes
		All of the following include clearly defined goals that flow from and are consistent with the institution’s mission statement:			
• 2011-2016 Bryn Athyn College Strategic Plan	p. 2	1.0			
• 2012-13 Programs and Organization Bulletin: Core Program	pp. 6-10	1.0	Yes		
• Assessment Binders: Area, Major, and Graduate Program Goals		14.0			
1.1b	Clearly defined mission and goals that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution’s purpose and character	• Mission Statement			Yes
		• 2011-16 Bryn Athyn College Strategic Plan: Goal #2	p. 10	1.0	
		• Faculty Orientation Program		1.1b	
		• Tenure and Promotion Assessment Rubric		1.1b	
		• Research Committee Charge		1.1b	
		• 2012-13 Programs and Organization: Core Program Goal #5	pp. 6-7	1.0	Yes
		• Assessment Binders: Area, Major, and Graduate Program Goals		14.0	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
1.1c	Clearly defined mission and goals that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments	• Committee Charge for the Mission Statement Revision Committee		1.1c	
		• Faculty Meeting Minutes: Evidencing Review, Discussion and Approval of Current Mission Statement		1.0	
		• 2011-16 Bryn Athyn College Strategic Plan: Strategic Planning Process and Committee Structure	pp. 5-6	1.0	
		• Faculty Council Minutes: Evidencing Discussion and Approval of Strategic Plan Goals	pp. 2-3	1.1d	
1.1d	Clearly defined mission and goals that are periodically reviewed and formally approved	• Faculty Meeting Minutes: Evidencing Review, Discussion and Approval of Current Mission Statement		1.0	
		• Faculty Council Agendas: Evidencing Discussion and Approval of Core Program Goals		1.1d	
		• Core Committee End of Year Reports: Evidencing Discussion and Approval of Core Program Goals		1.1d	
		• Faculty Council Minutes: Evidencing Discussion and Approval of Strategic Plan Goals		1.1d	
		• Core Committee Minutes: Evidencing Discussion of and Change Made to Core Program Goal #1		1.1d	
1.1e	Clearly defined mission and goals that are publicized and widely known by the institution's members	<u>Mission</u> – Bryn Athyn College's Institutional Mission Statement Appears in the Following:			
		• 2011-2016 Bryn Athyn College Strategic Plan	p. 2	1.0	
		• Bryn Athyn College Website			Yes
		• 2012-2013 Course Bulletin	p. 3	1.0	Yes
		• 2012-2013 Programs and Organization Bulletin	p. 5	1.0	Yes
		• 2012-2013 Undergraduate Student Handbook	p. 8	1.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
1.1e	Clearly defined mission and goals that are publicized and widely known by the institution's members	<ul style="list-style-type: none"> Faculty Council Constitution Pendleton Hall (On Wall Outside College Office) 	p. 1	1.1e	Yes
		<p><u>Goals</u> – Goals Appear in the Following:</p>			
		<ul style="list-style-type: none"> 2011-2016 Bryn Athyn College Strategic Plan 		1.0	
		<ul style="list-style-type: none"> 2012-2013 Programs and Organization Bulletin: Core Program Goals 	pp. 6-7	1.0	Yes
		<ul style="list-style-type: none"> Assessment Binders: Academic Area, Major, and Graduate Program Goals and Learning Objectives 		14.0	
1.2	Mission and goals that relate to external as well as internal contexts and constituencies	<p><u>Mission</u></p> <ul style="list-style-type: none"> Bryn Athyn College Mission Statement 		1.0	Yes
		<p><u>Goals</u></p> <ul style="list-style-type: none"> 2011-2016 Bryn Athyn College Strategic Plan: Goal on Career Development 	p. 28	1.0	
1.3	Institutional goals that are consistent with mission	<ul style="list-style-type: none"> 2011-2016 Bryn Athyn College Strategic Plan 		1.0	
1.4	Goals that focus on student learning, other outcomes, and institutional improvement	<ul style="list-style-type: none"> 2011-2016 Bryn Athyn College Strategic Plan: Goal #2 	p. 10	1.0	
		<ul style="list-style-type: none"> Assessment Binders: Academic Area, Major, and Graduate Program Goals 		14.0	
		<ul style="list-style-type: none"> Assessment Binders: Academic Area and Major Assessment Reports 		14.0	
		<p>Cross-Referenced Evidence from:</p>			
		<ul style="list-style-type: none"> Standard 4 and 5 Standard 7 Standard 11-14 			

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
Standard 2	Planning, Resource Allocation, and Institutional Renewal				
2.1	Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels	<ul style="list-style-type: none"> Mission Statement 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report 	pp. 27-32	2.0	Yes
2.2	Planning processes are clearly communicated, provide for constituent participation, & use assessment results	<ul style="list-style-type: none"> 2011-16 Strategic Plan: Overview of the Planning Process Faculty Council Agendas: Strategic Plan Communications Board Minutes: Strategic Plan Communication Strategic Planning Committee Minutes Strategic Plan Distribution Notices 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report 		2.0 2.2 2.2 2.2 2.2 2.0	
2.3	Well defined decision-making processes and authority that facilitates planning and renewal	<ul style="list-style-type: none"> 2011-16 Strategic Plan: Schedule of Meetings and Review Strategic Planning Committee Charge 2011 Bryn Athyn College Monitoring Report Bryn Athyn College Organizational Charts President’s Dashboard with Strategic Performance Indicators Level II Performance Measures 	p. 26	2.0 2.3 2.3 2.3 2.0 2.0	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
2.4	Assignment of responsibility for improvements and assurance of accountability	• 2011-16 Strategic Plan: Schedule of Meetings and Review	p. 26	2.0	
		• Strategic Planning Committee Charge		2.3	
		• 2011 Bryn Athyn College Monitoring Report		2.3	
		• Bryn Athyn College Organizational Charts		2.3	
		• President’s Dashboard with Strategic Performance Indicators		2.0	
		• Level II Performance Measures		2.0	
2.5	A record of institutional and unit improvement efforts and their results	• 2011 Bryn Athyn College Monitoring Report		2.3	
		• New Academic Program Proposals		2.5	
		• Faculty Minutes: Referencing New Athletic Program Plans		2.5	
2.6	Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	• 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report	pp. 27-32	2.0	
		• Faculty Council Governance Survey		2.6	
		• Outcomes Survey Report 2012		2.6	

Standard 3	Institutional Resources				
3.1	Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals	• 2011-16 Bryn Athyn College Strategic Plan		3.0	
		• President’s Dashboard with Strategic Performance Indicators: Evidencing Payout Rate		3.0	
		• President’s Dashboard with Strategic Performance Indicators: Evidencing Contribution Levels (See Also Capital Campaign Feasibility Study and Campaign Strategic Investment Items)		3.0	
		• President’s Dashboard with Strategic Performance Indicators: Evidencing Enrollments and Net Tuition		3.0	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
		<ul style="list-style-type: none"> President’s Dashboard with Strategic Performance Indicators: Cost per Student 		3.0	
		<ul style="list-style-type: none"> Level II Performance Measures 		3.0	
3.2	Rational and consistent policies and procedures in place to determine allocation of assets	<ul style="list-style-type: none"> Bryn Athyn College Capital and Operating Budget Processes 		3.0	
		<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan: Overview of the Strategic Planning Process and Schedule of Strategic Planning Meetings and Review 	pp. 5-6, 26	3.0	
		<ul style="list-style-type: none"> Report of Board Committee for Endowment Allocation and Transfer Pricing 		3.0	
		<ul style="list-style-type: none"> TS and MARS Operating Results FY07-FY11 		3.4	
		<ul style="list-style-type: none"> Undergraduate Operating Results FY07-FY11 		3.4	
		<ul style="list-style-type: none"> College Budget Report FY12 		3.4	
		<ul style="list-style-type: none"> College and TS Adjusted Budget FY13 (Excludes Depreciation) 		3.4	
		<ul style="list-style-type: none"> College Departmental Budget FY13, actual FY12 		3.4	
		<ul style="list-style-type: none"> TS Departmental Budget FY13, Actual FY12 		3.4	
3.3	An allocation approach that ensures adequate faculty, staff, and administration to support the institution’s mission and outcomes expectations	<ul style="list-style-type: none"> Bryn Athyn College Capital and Operating Budget Processes 		3.0	
		<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan: Table 1: Manpower Plan (With Reference to Bryn Athyn College Financial Plan) 	pp. 22	3.0	
		<ul style="list-style-type: none"> Report of Board Committee for Endowment Allocation and Transfer Pricing 		3.0	
		<ul style="list-style-type: none"> TS and MARS Operating Results FY07-FY11 		3.4	
		<ul style="list-style-type: none"> Undergraduate Operating Results FY07-FY11 		3.4	
		<ul style="list-style-type: none"> College Budget Report FY12 		3.4	
		<ul style="list-style-type: none"> College and TS Adjusted Budget FY13 (Excludes Depreciation) 		3.4	
		<ul style="list-style-type: none"> College Departmental Budget FY13, actual FY12 		3.4	
		<ul style="list-style-type: none"> TS Departmental Budget FY13, Actual FY12 		3.4	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
3.4	A financial planning and budgeting process aligned with the institution’s mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate	• Bryn Athyn College Capital and Operating Budget Processes		3.0	
		• 2011-16 College Strategic Plan: Financial Plan Section	pp. 20-25	3.0	
		• Report of Board Committee for Endowment Allocation and Transfer Pricing		3.0	
		• TS and MARS Operating Results FY07-FY11		3.4	
		• Undergraduate Operating Results FY07-FY11		3.4	
		• College Budget Report FY12		3.4	
		• College and TS Adjusted Budget FY13 (Excludes Depreciation)		3.4	
		• College Departmental Budget FY13, actual FY12		3.4	
	• TS Departmental Budget FY13, Actual FY12		3.4		
3.5	A comprehensive infrastructure or facilities master plan and facilities/ infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation	• Campus Master Plan: Produced by Sasaki with Updates/Reports by Ken Bassett from Sasaki		3.5	
		• Spillman Farmer Standards Document		3.5	
		• Preventative Maintenance Plan Overview		3.5	
3.6	Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and libraries, are adequately	• 2011-16 Bryn Athyn College Strategic Plan: Goal 6	pp. 18-19	3.0	
		• Bryn Athyn College Organizational Charts		3.0	
		• Preventative Maintenance Plan Overview		3.6	
		• College Facilities Committee Minutes and Follow-Up		3.6	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	supported and staffed to accomplish the institution’s objectives for student learning, both on campus and at a distance	<ul style="list-style-type: none"> Library Benchmarks 		3.6	
3.7	An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation	<ul style="list-style-type: none"> Bryn Athyn College Information Technology Assessment Report, November 2011 		3.7	
		<ul style="list-style-type: none"> Bryn Athyn College Organizational Charts 		3.0	
		<ul style="list-style-type: none"> Bryn Athyn College Capital and Operating Budget Processes 		3.0	
		<ul style="list-style-type: none"> IT Policies and Procedures 		3.7	
3.8	Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets	<ul style="list-style-type: none"> 2011-16 College Strategic Plan: Financial Plan Section 	pp. 20-25	3.0	
		<ul style="list-style-type: none"> Bryn Athyn College Capital and Operating Budget Processes 		3.0	
		<ul style="list-style-type: none"> Operational Calendar 		3.8	
		<ul style="list-style-type: none"> Administrative Handbook (2007) 		3.8	
		<ul style="list-style-type: none"> Financial Policies and Procedures Manual 		3.8	
		<ul style="list-style-type: none"> Report of Board Committee for Endowment Allocation and Transfer Pricing 		3.0	
3.9	An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit’s accompanying management letter	<ul style="list-style-type: none"> Auditor reports from FY 2011, 2012 		3.9	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
3.10	Periodic assessment of the effective and efficient use of institutional resources	• 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report	pp. 27-32	3.0	
		• President’s Dashboard with Strategic Performance Indicators		3.0	
		• Level II Performance Measures		3.0	
		• 2011-16 Strategic Plan: Schedule of Strategic Planning Meetings and Review	p. 26	3.0	
		• Strategic Planning Committee Minutes		3.10	

Standard 4	Leadership and Governance				
4.1	A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	• ANC Bylaws		4.0	
		• Administrative Handbook (2007)		4.0	
		• Employee Handbook (2004)		4.0	
		• Faculty Handbook		4.0	
4.2	Written governing documents, such as a constitution, by-laws, enabling legislation, charter, or other documents that:	• See Below			
4.2a	Delineate the governance structure and provide for collegial governance, and the structure’s composition, duties, and responsibilities	• ANC Charter		4.2a	
		• ANC Bylaws		4.0	
		• ANC Relationships Document Overview		4.2a	
		• Order and Organization of the General Church		4.2a	
		• ANC Shared Officers’ Position Descriptions		4.2a	
		• College Officers’ Position Descriptions		4.2a	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
4.2b	Assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making	• Administrative Handbook (2007)		4.0	
		• College Officer Position Descriptions		4.2a	
		• Faculty Council Constitution		4.2b	Yes
		• Faculty Council Bylaws		4.2b	Yes
		• Student Government Bylaws		4.2b	
4.3	Provide for the selection process for governing body members	• Board Nominating Procedures and Timetable		4.3	
4.4	Appropriate opportunity for student input regarding decisions that affect them	• Student Government Bylaws		4.4	
		• President's Meetings with Student Government President		4.4	
		• President's Cabinet Meeting Minutes		4.4	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
4.5	A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled	<ul style="list-style-type: none"> • 2012-13 Programs and Organization Bulletin: Board Membership List 	p. 44	4.5	Yes
4.6	A governing body not chaired by the chief executive officer	<ul style="list-style-type: none"> • ANC Bylaws 		4.0	
4.7	A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any	<ul style="list-style-type: none"> • MSCHE Certification Statement November 2012 		4.7	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
4.8	A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution	<ul style="list-style-type: none"> Board Conflict of Interest Policy 		4.8	
4.9	A governing body that assists in generating resources needed to sustain and improve the institution	<ul style="list-style-type: none"> Board Development Committee Documents 		4.9	
4.10	A process for orienting new members and providing continuing updates for current members of the governing body on the institution’s mission, organization, and academic programs and objectives	<ul style="list-style-type: none"> Board Orientation and Updates Document 		4.10	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
4.11	A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives	<ul style="list-style-type: none"> Board Assessment Surveys 		4.11	
4.12	A chief executive officer, appointed by the governing board, with primary responsibility to the institution	<ul style="list-style-type: none"> ANC Bylaws 		4.0	
		<ul style="list-style-type: none"> President's Position Description 		4.12	
4.13	Periodic assessment of the effectiveness of institutional leadership and governance	<ul style="list-style-type: none"> President's Review 			
		<ul style="list-style-type: none"> Review of Board Effectiveness 		4.13	

Standard 5	Administration				
5.1	A chief executive officer whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution	<ul style="list-style-type: none"> ANC Bylaws 		5.0	
		<ul style="list-style-type: none"> Bryn Athyn College Organizational Chart 		5.0	
		<ul style="list-style-type: none"> President's Position Description 		5.1	
5.2	A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission	<ul style="list-style-type: none"> President's CV 		5.2	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
5.3	Administrative leaders with appropriate skills, degrees, and training to carry out their responsibilities and functions	• Upper Level Administrators' CVs		5.0	
		• ANC Shared Officer CVs		5.0	
5.4	Qualified staffing appropriate to the goals, type, size, and complexity of the institution	• Upper Level Administrators' CVs		5.0	
		• ANC Shared Officer CVs		5.0	
5.5	Adequate information and decision-making systems to support the work of administrative leaders	• President's Cabinet Committee Organization and Charge 2012-13		5.5	
		• Inventory of Active Committees: Committee Structure		5.5	
5.6	Clear documentation of the lines of organization and authority	• Bryn Athyn College Organizational Charts		5.6	
5.7	Periodic assessment of the effectiveness of administrative structures and services	• Deans' Reviews and Performance Assessment Surveys		5.7	
		• Faculty Council Governance Survey		5.7	
		• Self Study Faculty Survey (Self Study 2013)		5.7	
		• President's Dashboard with Strategic Performance Indicators		5.7	

Standard 6	Integrity				
6.1	Fair and impartial processes, published and widely available, to address student grievances, such as	• 2012-2013 Undergraduate Student Handbook: Academic Grievance Procedures	p. 45	6.0	Yes

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Academic Deficiency Appeal Procedure 	p. 39	6.0	Yes
		<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Disciplinary Action Grievance Procedure 	p. 63	6.0	Yes
6.2	Fair and impartial practices in the hiring, evaluation, and dismissal of employees	<ul style="list-style-type: none"> Administrative Handbook (2007): Hiring 	pp. 7-4 to 7-7	6.0	
		<ul style="list-style-type: none"> Administrative Handbook (2007): Evaluation 	pp. 7-31 to 7-32	6.0	
		<ul style="list-style-type: none"> Administrative Handbook (2007): Dismissal 	p. 7-21	6.0	
		<ul style="list-style-type: none"> Employee Handbook: Equal Employment Opportunity 	pp. D-1 to D-5	6.0	
		<ul style="list-style-type: none"> Employee Handbook: Evaluation 	pp. E-11 to E-12	6.0	
		<ul style="list-style-type: none"> Employee Handbook: Dismissal 	pp. M-1 to M-3	6.0	
		<ul style="list-style-type: none"> Faculty Review Portfolio Guidelines 		6.2	
		<ul style="list-style-type: none"> Self Study Faculty Survey (Self Study 2013) 		6.2	
6.3	Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all activities and among all its constituents	<ul style="list-style-type: none"> Administrative Handbook (2007): Grievance 	p. 7-35	6.0	
		<ul style="list-style-type: none"> Administrative Handbook (2007): Hiring 	pp. 7-4 to 7-7	6.0	
		<ul style="list-style-type: none"> Employee Handbook: Equal Employment Opportunity 	pp. D-1 to D-5	6.0	
		<ul style="list-style-type: none"> Institutional Licence with Copyright Clearinghouse Center 		6.3	
		<ul style="list-style-type: none"> Faculty Meeting Agenda (Fall 2012): Presentation to Faculty Council on Copyright Issues and Fair Use 		6.3	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
		<ul style="list-style-type: none"> 2012-13 Programs and Organization Bulletin: Core Goal #5 (Fostering Personal Ethics) 	pp. 6-7	6.0	Yes
		<ul style="list-style-type: none"> Syllabi Guidelines 		6.3	
		<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Academic Misconduct 	p. 43	6.0	Yes
		<ul style="list-style-type: none"> Institutional Course Evaluation Form and Process 		6.3	
		<ul style="list-style-type: none"> Board Conflict of Interest Policy 		6.3	
6.4	Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management	<ul style="list-style-type: none"> Administrative Handbook (2007): Grievance 	p. 7-35	6.0	
		<ul style="list-style-type: none"> Employee Handbook (2004): Sections D and L 		6.0	
		<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Academic Misconduct Grievance Procedure and Student Conduct and Student Life Policies 	pp. 45, 50-52, 63	6.0	Yes
		<ul style="list-style-type: none"> Faculty Compensation Table 		6.4	
		<ul style="list-style-type: none"> Tenure and Promotion Policy and Data 		6.4	
		<ul style="list-style-type: none"> Faculty Review Portfolio Guidelines 		6.4	
6.5	A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom	<ul style="list-style-type: none"> Administrative Handbook (2007): Section 7.9 	pp. 7-16 to 7-20	6.0	
		<ul style="list-style-type: none"> Faculty Council Constitution: Article 3.11 	p. 3	6.0	Yes
		<ul style="list-style-type: none"> 2012-13 Programs and Organization Bulletin: Core Goal #5 (Fostering Personal Ethics) 	pp. 6-7	6.0	Yes

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
6.6	An institutional commitment to principles of protecting intellectual property rights	• Institutional Licence with Copyright Clearinghouse Center		6.6	
		• 2012-13 Undergraduate Student Handbook: Academic Misconduct	pp. 43-45	6.0	Yes
		• Research Committee Policy on Intellectual Property Rights		6.6	
6.7	A climate that fosters respect among students, faculty, staff, and administration for a wide range of backgrounds, ideas, and perspectives	• 2012-13 Programs and Organization Bulletin: Core Goals	pp. 6-7	6.0	Yes
		• 2012-13 Programs and Organization Bulletin: Worldview Requirement	p. 10	6.0	Yes
		• 2012-13 Programs and Organization Bulletin: Core Goal 5	pp. 6-7	6.0	Yes
		• Religion 101 Course Evaluations and Testimonials		6.7	
		• Noel-Levitz Student Satisfaction Inventory 2011		6.7	
6.8	Honesty and truthfulness in public relations announcements, and recruiting and admissions materials and practices	• Truth in Advertising Statement			Yes
6.9	Required and elective courses that are sufficiently available to allow students to graduate within published program length	• 2012-2013 Bryn Athyn College Course Bulletin		6.0	Yes
		• 2012-13 Programs and Organization Bulletin: Core Program Requirements	pp. 7-10	6.0	Yes
6.10	Reasonable, continuing student access to paper or electronic catalogs	• 2012-2013 Course Bulletin: Available on Website and Print Copy		6.0	Yes
		• Archived copies of Course Catalog (2007-2011), Course Bulletin (2011-2013), Programs and Organization Bulletin (2011-2013): Available on Website and Print Copy			Yes

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
6.11	When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically	<ul style="list-style-type: none"> Course Catalogs and Course Bulletins from 2007-2008 to 2012-2013 are available on the Bryn Athyn College website 			Yes
		<ul style="list-style-type: none"> Print Copies of Archived Course Catalogs, Course Bulletins, and Programs and Organization Bulletins Available in the College Office and Swedenborg Library archives 			
6.12	When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated	<ul style="list-style-type: none"> Course Catalogs and Course Bulletins from 2007-2008 to 2012-2013 are available on the Bryn Athyn College Website 			Yes
		<ul style="list-style-type: none"> Print Copies of Archived Course Catalogs, Course Bulletins, and Programs and Organization Bulletins Available in the College Office and Swedenborg Library archives 			
6.13	Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the MSCHE, and any other appropriate regulatory bodies.	<ul style="list-style-type: none"> Mission Statement: Published on Bryn Athyn College Website 			Yes
		<ul style="list-style-type: none"> 2011-16 Strategic Plan: Current and Updated Strategic Plan Goals Available on College Network Drive 			
		<ul style="list-style-type: none"> Operational Calendar: Includes Review Three Times Per Year of Programs and Operations 		6.13	
		<ul style="list-style-type: none"> 2012-13 Programs and Organization Bulletin and 2012-13 Undergraduate Student Handbook: Updated on Website as Programs, Program Requirements, and Policies are Changed 			
		<ul style="list-style-type: none"> News Items on Bryn Athyn College Website 			Yes
		<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan: President's Summer 2012 Strategic Plan Progress Report 	pp. 27-32	6.0	
	<ul style="list-style-type: none"> ALO Notifies MSCHE of any Substantive Changes 				

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
6.14	Availability of factual information about the institution, such as MSCHE annual reporting, the self-study or PRR, self study, the team report, and the Commission’s action, accurately reported and made publically available to the institution’s community	Bryn Athyn College Website:			
		• 2003 Self-Study			Yes
		• 2008 Periodic Review Report			Yes
		Print Copies of Self-Studies and Periodic Review Reports are Available in the Swedenborg Library and Swedenborg Library Archive			
		Emails Sent by the President to Administration and Faculty Informing Them of Team Reports and Commissions Action		6.14	
6.15	Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered	Student Data Available on Bryn Athyn College Website:			
		• Student Retention and Six Year Graduation Rates			Yes
		• Graduation Rates by Major			Yes
		• Employment and Graduate School Outcomes			Yes
		• Student Performance in Core Skills			Yes
		• IPEDS Report			Yes
		• Teacher Preparation Program Report			Yes
6.16	Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation	The Bryn Athyn College Website includes the following:			
		• About Bryn Athyn College			Yes
		• Quick Facts			Yes
		• Our History			Yes
		• Mission			Yes
		• Faculty Council Constitution		6.0	Yes
		• 2012-13 Programs and Organization Bulletin: Organization, Administration, Mission, Statement of Accreditation, Degree Programs, Officers, Corporation, Board, Administrators, Faculty, Staff		6.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
6.17	Fulfillment of all applicable standards and reporting and other requirements of the MSCHE	<ul style="list-style-type: none"> Letter from Middle States Commission on Higher Education (Fall 2012) 2013 Bryn Athyn College Self Study 		6.17	
6.18	Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented	<ul style="list-style-type: none"> Annual Reports: Academic Area Assessment Reports (Part of Assessment Binders) 		14.0	
		<ul style="list-style-type: none"> Annual Reports: Curriculum and Academic Policy Committee 		6.18	
		<ul style="list-style-type: none"> Annual Reports: Core Committee 		6.18	
		<ul style="list-style-type: none"> Annual Reports: Human Resources 		6.18	
		<ul style="list-style-type: none"> Annual Reports: Development 		6.18	
		<ul style="list-style-type: none"> Annual Reports: Research Committee 		6.18	
		<ul style="list-style-type: none"> Admission Office Standard Operating Procedures 		6.18	

Standard 7	Institutional Assessment				
7.1	Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals and plans; and compliance with accreditation standards that meet the following criteria:				

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	<ul style="list-style-type: none"> a foundation in the institution’s mission, and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals and 2: Planning, Resource Allocation, and Institutional Renewal); 				
	<ul style="list-style-type: none"> systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: 				
	<ul style="list-style-type: none"> maximize the use of existing data and information; 	<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan 		7.0	
	<ul style="list-style-type: none"> clearly and purposefully relate to the goals they are assessing; 	<ul style="list-style-type: none"> President’s Dashboard with Strategic Performance Indicators 		7.0	
	<ul style="list-style-type: none"> are of sufficient quality that results can be used with confidence to inform decisions; 	<ul style="list-style-type: none"> Level II Performance Measures 		7.1	
	<ul style="list-style-type: none"> support and collaboration of faculty and administration; 	<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report 	pp. 27-32	7.0	
	<ul style="list-style-type: none"> clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources; 	<ul style="list-style-type: none"> Strategic Planning Committee Minutes 		7.0	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	<ul style="list-style-type: none"> sufficient simplicity, practicality, detail, and ownership to be sustainable; 	<ul style="list-style-type: none"> Faculty Governance Survey 		7.1	
	<ul style="list-style-type: none"> periodic evaluation of the effectiveness and comprehensiveness of the institution’s assessment process 	<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan 		7.0	
7.2	Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs, services and processes, including activities specific to the institution’s mission (e.g., service, outreach, research)	<ul style="list-style-type: none"> College Financial and Dashboard Overview Presentation to the Board 10-13-12 New Academic Program Proposals Faculty Minutes: Referencing New Athletic Program Plans Strategic Planning Committee Minutes Strategic Plan Distribution Notices 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report 		7.2	
				7.0	
				7.0	
				7.0	
			pp. 27-32	7.0	
7.3	Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results	<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan: President’s Summer 2012 Strategic Plan Progress Report Strategic Planning Committee Minutes New Academic Program Proposals Faculty Minutes: Referencing New Athletic Program Plans Assessment Binders: Area Head Reports 	pp. 27-32	7.0	
				7.0	
				7.0	
				7.0	
				14.0	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
Standard 8	Student Admissions and Retention				
8.1	Admissions policies, developed and implemented, that support and reflect the mission of the institution	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: M.A.P.S Admission Office Standard Operating Procedures 	p. 13	8.0	Yes
				8.1	
8.2	Admissions policies and criteria available to assist the prospective student in making informed decisions	<ul style="list-style-type: none"> Website Admission Office Standard Operating Procedures 		8.1	Yes
8.3	Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Provisional Admittance 2012-13 Undergraduate Student Handbook: ACE Program 	p. 13	8.0	Yes
			pp. 42-43	8.0	Yes
8.4	Accurate and comprehensive information regarding academic programs, including any required or diagnostic testing	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Math, ESL, Writing 2012-13 Undergraduate Student Handbook: SAT Scores 	pp. 12-13	8.0	Yes
			pp. 12-13	8.0	Yes
8.5	Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students	<ul style="list-style-type: none"> 2012-13 Programs and Organization Bulletin: Core Program Assessment Binders: Academic Area Assessment Reports 	pp. 6-10	8.0	Yes
				14.0	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
8.6	Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds	• 2012-13 Undergraduate Student Handbook: Financial Aid Guidelines	pp. 22-27	8.0	Yes
		• Website			Yes
		• Award Letter Samples: Breakdown of Finances		8.6	
		• Net Price Calculator			Yes
8.7	Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning	• 2012-13 Undergraduate Student Handbook: Transfer Credit and Core Requirements, Test Credit	pp. 17-18	8.0	Yes
		• Advanced Placement Credit Policy		8.7	Yes
8.8	Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs	• 2011-16 Strategic Enrollment Management Plan		8.8	
		• Religion 101 Course Evaluations and Testimonials		8.8	
		• Incoming Student Expectations for Transfer and Graduation 2005-2012 (CIRP)		8.8	
		• Incoming Student Expectations for Degree (2012-13)		8.8	
		• Incoming Student Success Report (After First Year)		8.8	
		• Incoming Student Success Report (After Second Year)		8.8	
		• Report on Academic Deficiency and Misconduct 2011-12		8.8	
		• ACE Program Report		8.8	
Standard 9	Student Support Services				
9.1	A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and	• 2012-13 Undergraduate Student Handbook: See Below for Individually Identified Sections and Direct Website Links:		9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Active Minds	p. 84	9.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	available regardless of place or method of delivery.	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Academic Advising 	p. 30	9.0	Yes
	Bryn Athyn College Student Support Services include:	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Academic Support and Academic Support Programs 	p. 42	9.0	Yes
	Active Minds	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Academic Career Excellence (ACE) Program, Math Center, Research Center, Writing Center, Peer Tutoring 	p. 42	9.0	Yes
	Academic Advising	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Awareness Programs 	p. 78	9.0	Yes
	Academic Career Excellence (ACE) Program (Academic Support)	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Bookstore 	p. 82	9.0	Yes
	Math Center	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: CARE, Community Service 	p. 83	9.0	Yes
	Research Center	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Campus Security 	p. 81	9.0	Yes
	Writing Center	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Career Services 	p. 79	9.0	Yes
	Peer Tutoring	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Convocation 	p. 77	9.0	Yes
	Athletics	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Food Service 	p. 82	9.0	Yes
	Awareness Programs	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Information Technology 	p. 81	9.0	Yes
	Bookstore	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: International Student Organization 	p. 84	9.0	Yes
	CARE Community Service	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: International Student Support 	p. 81	9.0	Yes
	Campus Security	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Library 	p. 81	9.0	Yes
	Career Services	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Outing Club 	p. 84	9.0	Yes
	Convocation	<ul style="list-style-type: none"> Peer Listening 			Yes
	Food Service				
	Information Technology				
	International Student Organization				
	International Student Support				
	Library				
	Outing Club				
	Peer Listening				
	Performing Arts				
	Personal Counseling				
	Residence Life				
	Sacred Space and Chapel program				

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	Student athlete advisory committee Student Health Center Social Committee Student Government Student Newspaper Work Study Program	• Performing Arts			Yes
		• 2012-13 Undergraduate Student Handbook: Personal Counseling	pp. 79-80	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Residence Life	pp. 69-76	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Sacred Space and Chapel Program	p. 77	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Student Athlete Advisory Committee	p. 85	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Student Health Center	p. 80	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Social Committee	p. 83	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Student Government	p. 83	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Student Newspaper	p. 83	9.0	Yes
		• 2012-13 Undergraduate Student Handbook: Work Study Program	p. 28	9.0	Yes
		• 2012-13 Athletics Mission and Sportmanship Statements		9.1	Yes
9.2	Qualified professionals to supervise and provide the student support services and programs	• Files of staff and faculty listing experience and degrees (e.g. CVs or resumes)			
		• Employee Handbook (2004)		9.0	
9.3	Procedures to address the varied spectrum of student academic and	• See fundamental element #1 above			
		• 2012-2013 Programs and Organization Bulletin		9.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Accommodations Policy 	p. 50	9.0	Yes
9.4	Appropriate student advisement procedures and processes	<ul style="list-style-type: none"> See Fundamental Element #1 Above Student Orientation Survey Report 2011 Student Survey Report- Standard 9 Working Group Survey January 2012 		9.4	
9.5	If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs	<ul style="list-style-type: none"> See Fundamental Element #1 Above 			
9.6	Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Discrimination, Harassment, or Retaliation Grievance Procedure 2012-13 Undergraduate Student Handbook: Grievance Procedure - Grades 2012-13 Undergraduate Student Handbook: Appeal procedure for academic deficiency 2012-13 Undergraduate Student Handbook: Academic Grievance Procedure: Misconduct 2012-13 Undergraduate Student Handbook: Disciplinary Action Grievance Procedure 	p. 53	9.0	Yes
			p. 38	9.0	Yes
			p. 41	9.0	Yes
			p. 45	9.0	Yes
			p. 63	9.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
9.7	Records of student complaints or grievances	• Report on Academic Deficiency and Misconduct 2011-12 (Report from Dean of Academics)		9.7	
		• Report on Student Misconduct and Student Grievances 2011-12 (Report from Dean of Students)		9.7	
9.8	Policies and procedures, developed and implemented, for safe and secure maintenance of student records	• 2012-13 Undergraduate Student Handbook: Privacy, Transcripts, and Syllabi	pp. 46-49	9.0	Yes
9.9	Published and implemented policies for the release of student information	• See Fundamental Element #8 Above			
		• Faculty Meeting Agenda (Fall 2012): Faculty Training Session		9.9	
		• FERPA: Release of Student Information Form		9.9	
9.10	Ongoing assessment of student support services and the utilization of assessment results for improvement	• ACE Program Surveys		9.10	
		• Outcomes Survey Report 2012		9.10	
		• Math 130 Chi-Square Analysis Spring 2012		9.10	
		• Noel-Levitz Student Satisfaction Inventory 2011		9.10	
		• Student Orientation Survey Report 2011		9.10	
		• Student Survey Report- Standard 9 Working Group Survey January 2012		9.10	

Standard 10	Faculty				
10.1a	Faculty and other professionals appropriately prepared and qualified for the positions they hold	• Personnel Files, Administrative Handbook (2007), and Faculty Handbook		10.0	
		• Assessment Binders: Annual Assessment Reports		14.0	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
10.1b	Faculty and other professionals have roles and responsibilities clearly defined	<ul style="list-style-type: none"> Faculty Handbook, Administrative Handbook (2007) 		10.0	
10.1c	There are a sufficient number of faculty and other professionals to fulfill these roles appropriately	<ul style="list-style-type: none"> 2011-16 Bryn Athyn College Strategic Plan 		10.0	
		<ul style="list-style-type: none"> Assessment Binders Containing Departmental Metrics 		14.0	
10.2	Educational curricula are designed, maintained, and updated by faculty who are prepared and qualified	<ul style="list-style-type: none"> Sample Faculty Council Minutes and End of Year Reports 		10.2	
10.3	Faculty demonstrate teaching excellence and professional growth	<ul style="list-style-type: none"> Faculty Evaluation Process and Portfolio Guidelines 		10.0	
10.4	There is appropriate institutional support for the advancement and development of faculty in teaching, research, and service	<ul style="list-style-type: none"> Administrative Handbook (2007) 		10.0	
		<ul style="list-style-type: none"> Faculty Orientation Program 		10.4	
10.5	There is recognition of linkages among scholarship, teaching, research, service, and student learning	<ul style="list-style-type: none"> Annual Report: Research Committee 2011-12 		10.5	

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
10.6	Published and implemented standards and procedures for all faculty and other professionals for appointment, promotion, tenure, grievance, discipline, dismissal, based on fairness	<ul style="list-style-type: none"> Administrative Handbook (2007) and Faculty Handbook 		10.0	
10.7	Carefully articulated, equitable, implemented procedures and criteria for reviewing all who have responsibility for the educational program	<ul style="list-style-type: none"> Administrative Handbook (2007) 		10.0	
		<ul style="list-style-type: none"> Faculty Handbook 		10.0	
		<ul style="list-style-type: none"> Faculty Evaluation Process and Portfolio Guidelines 		10.0	
10.8	Criteria for the appointment, supervision, and review of teaching effectiveness for part-time and adjunct teachers	<ul style="list-style-type: none"> Administrative Handbook (2007), Faculty Handbook, Faculty Evaluation Process and Portfolio Guidelines 		10.0	
10.9	Adherence to principles of academic freedom, within the context of institutional mission	<ul style="list-style-type: none"> Administrative Handbook (2007), Faculty Handbook 		10.0	
		<ul style="list-style-type: none"> Faculty Bylaws, and Faculty Council Constitution 		10.9	
10.10	Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs	<ul style="list-style-type: none"> Minimum Qualifications for Faculty Rank Table 		10.9	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
Standard 11	Educational Offerings				
11.1	Educational offerings congruent with mission, including appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered	<ul style="list-style-type: none"> • Assessment Binders: Program and Syllabi Learning Outcomes. See discussion in Educational Offerings Chapter • Mission Statement- Also See References in Standard 1.1 • 2011-16 Bryn Athyn College Strategic Plan • Assessment Binders Containing Departmental Metrics • 2012-2013 Programs and Organization Bulletin: Undergraduate and Graduate Degree Requirements • Assessment Binders: Undergraduate Program Goals and Learning Objectives for Core Program, Academic Areas, and Majors • Assessment Binders: Program Goals and Learning Objectives for Master of Divinity Program • Master of Divinity Handbook 2012-13: Mission Statement • Assessment Binders: Program Goals and Learning Objectives for Master of Arts Program 		14.0	Yes
					Yes
				11.0	
				14.0	
				11.0	Yes
				14.0	
				14.0	
				11.1	Yes
				14.0	Yes
11.2	Formal undergraduate and graduate programs designed to foster a coherent learning experience and to promote synthesis of learning	<ul style="list-style-type: none"> • Assessment Binders: Undergraduate Program Goals and Learning Outcomes for Core Program, Academic Areas, and Majors • Assessment Binders: Program Goals and Learning Outcomes for Master of Divinity Program • Assessment Binders: Program Goals and Learning Outcomes for Master of Arts Program • Website Presentation of Undergraduate Programs 		14.0	
				14.0	
				14.0	
					Yes

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
		<ul style="list-style-type: none"> 2012-13 Programs and Organization Bulletin: Undergraduate Programs 	pp. 6-31	11.0	Yes
		<ul style="list-style-type: none"> Website Presentation of Graduate Programs 			Yes
		<ul style="list-style-type: none"> 2012-13 Programs and Organization Bulletin: Graduate Programs 	pp. 32-36	11.0	Yes
11.3	Program goals stated in terms of student learning outcomes	<ul style="list-style-type: none"> Assessment Binders: Learning Outcomes as listed for 11.1 and 11.2 		14.0	
11.4	Periodic evaluation of any curricular, co-curricular, and extra-curricular experiences and utilization of evaluation results for improving its student development program and for enabling students to understand their own educational progress (see Standards 9 and 14)	<ul style="list-style-type: none"> (see Standards 9 and 14) 			
11.5	Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs	<ul style="list-style-type: none"> Self Study Faculty Survey (Self Study 2013); Informal Interview with Swedenborg Library Director 		11.5	
11.6	Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum	<ul style="list-style-type: none"> Assessment Binders: IL Committee Annual Reports (See Membership) 		14.0	
		<ul style="list-style-type: none"> IT Committee Organization 2012-13 		11.6	
		<ul style="list-style-type: none"> IL Test Sample Letter Fall 2012 		11.6	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
11.7	Programs that promote student use of a variety of information and learning resources	<ul style="list-style-type: none"> 2012-13 Bryn Athyn College Complete Course Catalog: Capstone courses for majors descriptions of the following major research capstones: Biology 495, Education 404, English 499, History 402, Interdisciplinary Studies 491, Psychology 491, Religion 490 		11.7	Yes
		<ul style="list-style-type: none"> 2012-2013 Programs and Organization Bulletin: Core IL Program and Listing of IL Courses 	p. 8	11.0	Yes
11.8	Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of institution's courses and programs, regardless of the location or delivery mode	<ul style="list-style-type: none"> NA 			
11.9	Published and implemented policies and procedures regarding transfer credit	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Transfer Credit Policy 	p. 17	11.0	Yes
11.10	Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats	<ul style="list-style-type: none"> NA 			

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
11.11	Consistent with the institution’s educational programs and student cohorts, practices and policies that reflect the needs of adult learners	<ul style="list-style-type: none"> NA 			
11.12	Course syllabi that incorporate expected learning outcomes	<ul style="list-style-type: none"> Assessment Binders: Learning Outcomes and Syllabus Learning Outcomes 		14.0	
		<ul style="list-style-type: none"> Syllabi Guidelines 		11.12	
		<ul style="list-style-type: none"> Graduate Course Syllabi 		11.12	
		<ul style="list-style-type: none"> Undergraduate Course Syllabi 		11.12	
11.13	Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14)	<ul style="list-style-type: none"> See Standard 14 			
11.14	Graduate curricula providing for the development of research and independent thinking that studies at the advanced level presuppose	<ul style="list-style-type: none"> 2012-2013 Programs and Organization Bulletin: Graduate Programs 	pp. 32-36	11.0	Yes
		<ul style="list-style-type: none"> 2012-2013 Master of Divinity Handbook: Dissertation Guidelines 	pp. 10-11	11.14	
		<ul style="list-style-type: none"> Graduate Course Syllabi 		11.12	
		<ul style="list-style-type: none"> Assessment Binders: Master of Arts in Religious Studies 		14.0	
		<ul style="list-style-type: none"> Assessment Binders: Master of Divinity 		14.0	

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
11.15	Faculty with credentials appropriate to the graduate curricula	<ul style="list-style-type: none"> Assessment Binders: Master of Arts in Religious Studies 		14.0	
		<ul style="list-style-type: none"> Assessment Binders: Master of Divinity 		14.0	
11.16	Assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) and the use of the results to improve student learning and program effectiveness (see Standard 14)	<ul style="list-style-type: none"> See standard 14 			

Standard 12	General Education				
12.1	Program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs	<ul style="list-style-type: none"> 2012-2013 Programs and Organization Bulletin: Core Goals and Degree Requirements 	PP. 6-14	12.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
12.2	Program of general education where the skills and abilities developed in general education are applied in the major or concentrations	• 2012-2013 Programs and Organization Bulletin: Core Program Requirements	pp. 7-10	12.0	Yes
		• Assessment Binders: Major Learning Outcomes		14.0	
12.3	Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives	• Mission Statement			Yes
		• 2012-2013 Programs and Organization Bulletin: Core Goals-Spiritual and Worldview Requirements	pp. 7-10	12.0	Yes
		• Core Goal Five: See Discussion in Educational Offerings Chapter			
12.4	Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline	• 2012-2013 Programs and Organization Bulletin: W, PP, QR, and Science Requirements in Core Program	pp. 7-10	12.0	Yes
		• 2012-13 Bryn Athyn College Undergraduate Student Handbook: Laptop Requirement	p. 81		Yes
12.5	General education requirements clearly and accurately described in official publications	• Website: Core Program			Yes
		• 2012-2013 Programs and Organization Bulletin: Core Program Goals and Requirements	pp. 7-10	12.0	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
12.6	Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement	<ul style="list-style-type: none"> Assessment Binders: Learning Outcomes for IL, QR, PP, and W; Civil, Moral, Spiritual, and Worldviews; Departmental for Perspectives 		14.0	
Standard 13	Related Educational Activities				
Basic Skills					
13.1	Systematic procedures for identifying students who are not fully prepared for college level study	<ul style="list-style-type: none"> Admissions makes the determination of what students are being admitted with provisional status and informs the head of academic advising. (GPAs below 2.7 or SAT scores below 500 in all sections trigger a close look at an applicant by Admissions. Admissions then takes a holistic look at the student's record, taking into account items like the difficulty of the high school and courses taken, to make determination for admittance with provisional status). 			
13.2	Provision of or referral to relevant courses and support services for admitted under-prepared students	<ul style="list-style-type: none"> In the student's acceptance letter, Admissions communicates credit-limit restrictions as well as suggested or required courses. Head of Advising communicates this information with the student's academic advisor. 			
		<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: MAPS and Provisional Status 	p. 13	13.0	Yes

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
13.3	Remedial or pre-collegiate level courses that do not carry academic degree credit	NA			
Certificate Programs		NA			
Experiential Learning					
13.4	Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning	<ul style="list-style-type: none"> Assessment Binders: Experiential Learning Criteria 		14.0	
		<ul style="list-style-type: none"> Website: Experiential Learning- Internships, Service Learning, and Study Abroad 			Yes
13.5	Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Transfer Credit Policy 	pp. 14-18	13.5	Yes
13.6	Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Transfer Credit Policy 	pp. 14-18	13.5	Yes

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
13.7	Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution	<ul style="list-style-type: none"> 2012-13 Undergraduate Student Handbook: Transfer Credit Policy 	pp. 14-18	13.5	Yes
13.8	Credit awarded appropriate to the subject and the degree context into which it is accepted	<ul style="list-style-type: none"> 2012-2013 Programs and Organization Bulletin: Experiential Education Requirements 	pp. 7-8, 37-40	13.0	Yes
13.9	Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit.	<ul style="list-style-type: none"> 2012-2013 Programs and Organization Bulletin: Experiential Education Requirements 	pp. 7-8, 37-40	13.0	Yes
Non-Credit Offerings		NA			
Branch Campuses, Additional Locations, and Other Instructional Sites		NA			

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
Distance Learning					
13.10	Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both.	All of the distance courses offered at BAC are also offered in the traditional format. The same syllabi standards, assessment expectations, and quality of instruction apply to all courses whether offered by distance or on campus. See syllabi standards.			
13.11	Consistency of the offerings via distance learning with the institution's mission and goals, and the rationale for the distance learning delivery.	All of the distance courses offered at BAC are also offered in the traditional format, and therefore are consistent with the institution's educational mission. The rationale for distance learning delivery is to make these offerings available to students who are not on campus.			
13.12	Planning that includes consideration of applicable legal and regulatory requirements.	Policy on verifying identity of students taking a course at a distance			

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
13.13	Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.	NA. BAC offers fewer than five distance courses, and these are in different disciplines. No group of distance courses constitute a program.			
13.14	Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame.	See above. BAC does not offer any programs at a distance.			
13.15	Assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings.	NA			
13.16	Validation by faculty of any course materials or technology-based resources developed outside the institution.	NA			
13.17	Available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance.	For the limited number of courses offered at a distance, adequate learning resources are available on web resources such as Moodle (www.brynathynonline.org), through scholarly sources (www.apa.org), and through the library portal. A database of all New Church theological works is available at http://heavenlydoctrines.org/			Yes

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FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
13.18	An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings.	For 2012-13, BAC is offering two courses at a distance. One is taught by an instructor with a graduate degree in distance education and the other course is a senior seminar supporting independent student research.			
13.19	Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings.	See above. BAC is offering only two distance courses in 2012-13 and uses the Internet to provide them. The IT department supports as needed.			
13.20	Periodic assessment of the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.	At this point the distance offerings at BAC represent a very small fraction (two of about 210 sections) of the college's operations and have minimal impact on its resources.			

Standard 14	Assessment of Student Learning				
14.1	Clearly articulated statements of expected student learning outcomes, at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:	<ul style="list-style-type: none"> Assessment Binders: Core Program and Syllabi Evidencing Learning Outcomes 		14.0	
	* appropriately integrated with one another	<ul style="list-style-type: none"> See Discussion in Chapter on Mission 		14.0	

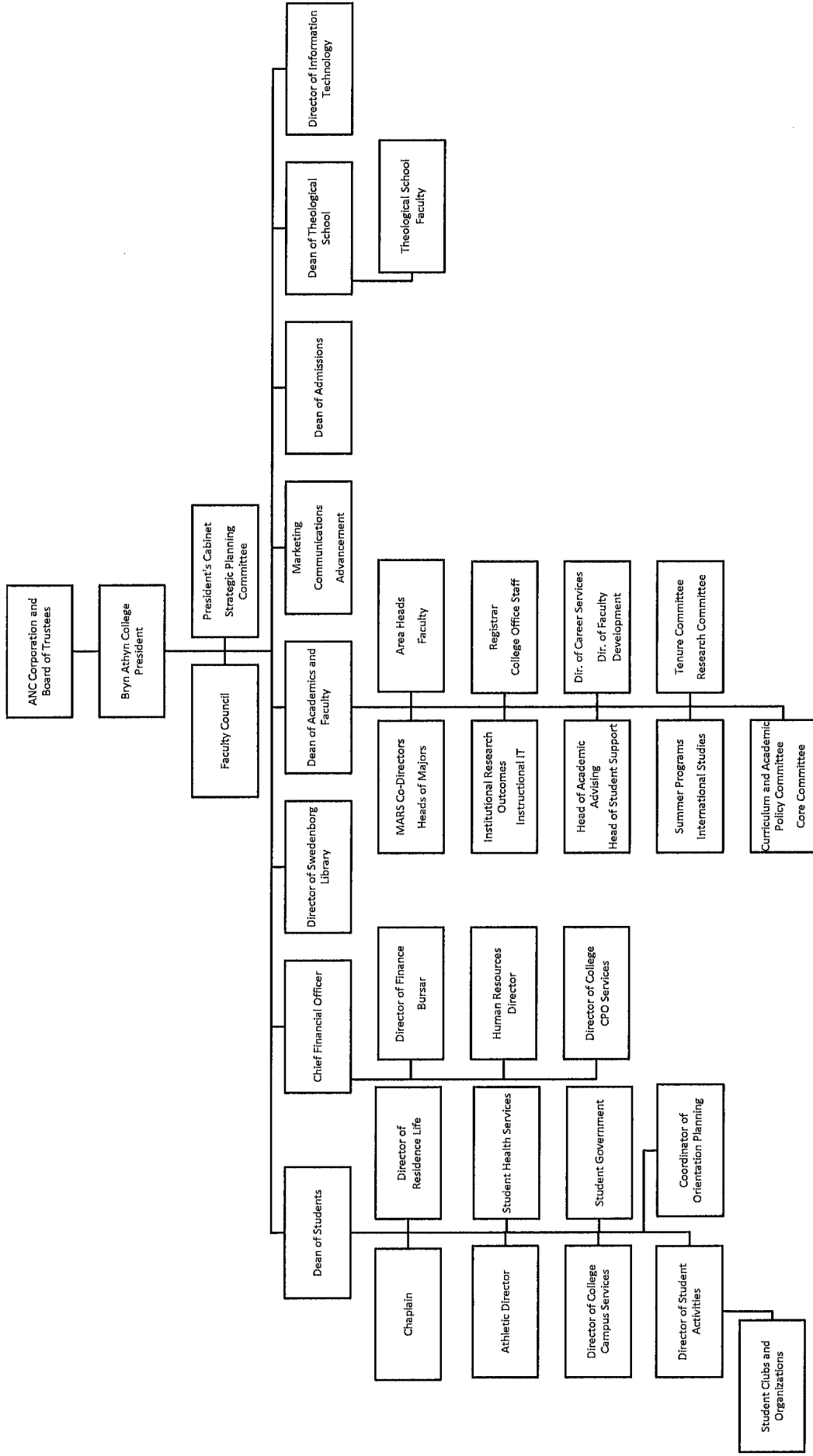
Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	* consonant with the institution's mission				
	* consonant with the standard of higher education and of the relevant disciplines				
14.2	Documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:	<ul style="list-style-type: none"> Assessment Binders: Assessment Plans 		14.0	
	* systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:	<ul style="list-style-type: none"> Assessment Binders: Guidelines for Writing Assessment Reports (evidence of collaboration, guideline, and timetable) 		14.0	
	* maximize the use of existing data and information	<ul style="list-style-type: none"> Periodic Evaluation of Institutional Assessment Plans in the Following Documents: 			
	* clearly and purposefully relate to the goals they are assessing	<ul style="list-style-type: none"> 2010-11 Annual Report QR 		14.2	
	* are of sufficient quality that results can be used with confidence to inform decisions	<ul style="list-style-type: none"> ACT Annual Outcomes Survey Report 2010 		14.2	
	* include direct evidence of student learning	<ul style="list-style-type: none"> Student Satisfaction with the Curriculum 2011-12 		14.2	
	* support and collaboration of faculty and administration				
	* clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources				

Appendix 2: Table of MSCHE Fundamental Elements and Evidence of Institutional Compliance

FE #	Fundamental Element (MSCHE)	Evidence	Page(s)	Tab	On Web
	* sufficient simplicity, practicality, detail, and ownership to be sustainable * periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes				
14.3	Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes	<ul style="list-style-type: none"> Assessment Reports and Binders 		14.0	
14.4	Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning	<ul style="list-style-type: none"> Assessment Binders: Annual Reports 		14.0	
14.5	Documented use of student learning assessment information as part of institutional assessment	<ul style="list-style-type: none"> President's Dashboard with Strategic Performance Indicators 		14.5	

Bryn Athyn College of the New Church Organization Chart 2012-13



Academy of the New Church Organization Chart 2012-13

