





TO: Higher Education Committee

FROM: John L. D'Agati 

SUBJECT: Update to the Board of Regents regarding provisionally authorized institutions of higher education: New York Automotive and Diesel Institute; Glasgow Caledonian New York College; and City Seminary of New York Graduate Center

DATE: January 3, 2019

AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

Update on three institutions of higher education that were provisionally authorized in 2017: New York Automotive and Diesel Institute; Glasgow Caledonian New York College; and City Seminary of New York Graduate Center.

Reason(s) for Consideration

For information.

Proposed Handling

This item will be presented to the Higher Education Committee for discussion at the January 2019 Board of Regents meeting.

Procedural History

In 2017, the New York State Board of Regents provisionally authorized the new institutions of higher education represented in the chart below.

The information presented in this item provides a brief update on the status of these three institutions after their first year of operation. It is important to note that each of these institutions has a different mission and serves a different student population, and therefore should not be directly compared to each other.

Institution	Date Authorized	Degree Programs Offered
New York Automotive and Diesel Institute (NYADI)	April 27, 2017	Associate in Occupational Studies (A.O.S.) in: Automotive and Diesel Technology; Automotive Technology Certificates (Cert) in: Automotive Service Technology; Collision Repair Technology
Glasgow Caledonian New York College (GCNYC)	June 8, 2017	Master of Science (M.S.) in: Impact-Focused Business and Investing; International Fashion Marketing; Luxury Brand Management; Risk, Opportunity Resilience
City Seminary of New York Graduate Center (City Seminary)	July 6, 2017	Master of Arts (M.A.) in: Ministry in the Global City

Background Information

New York Automotive and Diesel Institute (NYADI)

In 1994 NYADI began operations as a non-degree postsecondary school offering technical programs and industry certifications in automotive studies. Upon obtaining Board of Regents approval to offer degree programs in April 2017, NYADI began the transition from a non-degree postsecondary school to a degree-granting college. Since that time, NYADI has converted from clock-hour to credit-hour measurement, reduced enrollment cycles from twenty-three to six class starts per year, and completed teaching out its non-degree students.

NYADI has been running all five of its registered degree and certificate programs since September 2017. NYADI enrolls both students who have graduated high school and students who have not graduated high school into its programs. Non-high school graduates must pass an independently administered Ability-to-Benefit (ATB) entrance examination and be enrolled in the Eligible Career Pathway Program and one of three certificate programs. Students who successfully pass the TASC exam and are awarded a high school equivalency diploma are eligible to transfer into a degree program. In the fall of 2017, 15 percent of the 98 students enrolled at NYADI were high school graduates. As NYADI continues its transition to a degree-granting college, it projects the percentage of incoming students who are high school graduates will increase. At the end of the reporting period (June 30, 2018) the college had issued certificate diplomas to 17 students.

NYADI has ten instructors with automotive certifications and, over the past year, added four faculty members with advanced degrees in mathematics, English, finance, and teaching. NYADI’s board of trustees has thirteen members who serve three-year terms. In the past year, two officers left the board and two new members joined.

Employees hired in the past year now occupy the directors' roles for academic affairs, student services, and financial aid.

NYADI is accredited by, and is in good standing with, the Accrediting Commission of Career Schools and Colleges (ACCSC). Their accreditation is up for renewal in 2019 and the institution has submitted its Self-Evaluation Report and Renewal Application to ACCSC.

Glasgow Caledonian New York College (GCNYC)

GCNYC launched its first degree-program, the Master of Science (M.S.) in International Fashion Marketing, in September 2017. The M.S. in Impact-focused Business and Investment started in March 2018, and the M.S. in Risk Opportunity and Resilience started in September 2018. The fourth program, Luxury Brand Management, is not yet being marketed.

GCNYC recruited a diverse group of students via direct referrals from fashion industry corporations during the first academic year. Thirty-one part-time students enrolled, with sixteen joining in September 2017 and fifteen in March 2018. Each of the GCNYC students took two courses per trimester and completed every course he or she started. The first cohort of students is on-track to complete the M.S. in International Fashion Marketing within the planned sixteen-month timeframe.

Through the first academic year, GCNYC faculty has remained stable at 11 members. Faculty experience includes leadership and creative roles for institutions and brands such as: Gucci, Saks Fifth Avenue, Chanel, Eponym, The Chief Trunk Company, Mary Norton, Google, and Motorola, as well as expertise in a range of fashion industry fields. GCNYC added three administrators who are responsible for assessment and accreditation, admissions and business development, operations and student services. GCNYC's governance structure has not changed. However, one of GCNYC's ten trustees stepped down over the summer. In response, the board has conducted a needs analysis and is discussing potential replacement candidates.

After conducting an evaluation and campus visit, the Middle States Commission for Higher Education (MSCHE) granted GCNYC candidate status for accreditation in June 2018. The institution has begun to work on its self-study in preparation for MSCHE's 2020-21 evaluation visit.

City Seminary of New York Graduate Center (City Seminary)

City Seminary received approval from the Board of Regents to offer degree programs in July 2017 and launched the Master of Arts (M.A.) in Ministry of the Global City in February 2018 with two courses – Learning and Leadership (two credits) and Sensing the City (three credits). The institution continues to offer the non-degree Ministry Fellows and Youth Ministry Fellows programs.

City Seminary identified its first cohort of 18 master's degree students in the fall of 2017. The students come from a range of Christian faith traditions, professions, and

ministry involvement. Additionally, students enrolled in the cohort come from diverse backgrounds with varied native languages such as: English, Spanish, Yoruba, Korean, Russian, Mandarin, Hindi, and Malayalam. City Seminary plans to take the 2018 cohort through to graduation in 2020 before accepting a second cohort into the program.

Throughout the reporting period, City Seminary expanded its Board of Directors from five to ten members. In addition, one faculty member left the institution during the period and two new members were added to the faculty. The librarian also transitioned out and an interim librarian currently occupies that position. Additionally, a new bursar/registrar was also hired.

The institution reported meeting its financial goals and fulfilling the needs of the program through the first reporting period. Investments included expanding the library collection, establishing a technological infrastructure to organize research, and purchasing additional classroom equipment such as whiteboards and speakers. A Dean's Fellowship assisted some students with tuition, and City Seminary is working to deepen the resources available to grow the program and support the student community.

City Seminary chooses not to seek accreditation by an external non-governmental organization yet remains strongly oriented toward self-assessment and evaluation. For example, at the end of the term the institution administered a detailed student survey about program content, processes, readings, and assignments; faculty effectiveness; and learning outcomes. The responses highlighted potential gaps or congruence between faculty and student expectations, perceptions, and experiences. The feedback helped to refine course objectives, instructional activities, and assessments, and to facilitate structuring subsequent courses to build on previous learning.

Overall Conclusions

After just one year of operation as degree-granting institutions, it is too early to make summative evaluations about the overall quality and effectiveness of the institutions in consideration of permanent authority. However, the Department observes that all three degree-granting institutions: New York Automotive and Diesel Institute; Glasgow Caledonia New York; and City Seminary Graduate Center appear to be operating in a manner congruent with their missions. The Department has not observed any red flags or early warning indicators which may raise question to the quality, effectiveness, or compliance with the standards for the registration of academic degree programs. The Department will continue to monitor the progress of these institutions until the conclusion of their provisional term.

Related Regents Items

May 2017: <https://www.regents.nysed.gov/common/regents/files/517brca1.pdf>

June 2017: <http://www.regents.nysed.gov/common/regents/files/heagc030972revised.pdf>

July 2017: <http://www.regents.nysed.gov/common/regents/files/717brca4.pdf>