

REPORT OF THE WSCUC VISITING TEAM
SEEKING ACCREDITATION VISIT 1

New York Film Academy

November 15-17, 2017

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

New York Film Academy (NYFA) was founded by a film producer in 1992 who served as its sole owner before passing ownership to his son, who currently serves in this capacity. In the beginning, NYFA established its headquarters in New York and offered acting and filmmaking workshops across the U.S. and Europe. One-year programs commenced in 2000 and, by 2005, NYFA had programs in Los Angeles, Abu Dhabi, Queensland, Sydney, and Miami, Florida. Moreover, NYFA became nationally accredited by the National Association of Schools of Arts and Design (NASAD) in 2006, was granted degree authority for its Los Angeles campus, and obtained approval for Title IV funding. By 2010, Los Angeles has become the main campus with the largest enrollments of all NYFA campuses. Today, NYFA is a twenty-five-year-old institution with five permanent locations: 1) Los Angeles, 2) New York City, 3) South Beach (Miami), Florida, 4) Gold Coast, Australia, and 5) Sydney, Australia. Of these, degree programs are offered at the Los Angeles and South Beach, Florida campuses. All of the campuses also offer certificate and community programs.

NYFA's mission is stated on its website as follows:

“NYFA propagates visual literacy and visual storytelling through hands-on intensive learning. It seeks to make visual storytelling education accessible to the most diverse, international, and broadest possible spectrum of students, and to hone the skills of future professionals so that they may one day serve the visual storytelling arts as industry leaders.”

NYFA's leadership structure includes the CEO, NYFA's board of directors, the president, COO, the CFO, and a number of vice-presidents and deans, including the dean of the college. During its visit, the team wanted to clearly understand the responsibilities of NYFA's leadership team, as discussed later in this report.

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Regarding its accreditation history, as stated before, NYFA became nationally accredited in 2006 by NASAD. In 2010, NYFA developed a relationship with WSCUC. Campus leaders and employees began attending WSCUC workshops and the annual Academic Resource Conference (ARC). In addition, NYFA worked closely with assessment experts at WSCUC and began overhauling the curriculum, grading processes, and assessment/evaluation plans and activities. NYFA applied for WSCUC accreditation eligibility on April 16, 2016. In June 2016, the Eligibility Review Committee granted eligibility through June 2021. NYFA then submitted its Letter of Intent in July 2016. As indicated in the institutional report, WSCUC accreditation will enable additional students at NYFA (those in degree programs not accredited by NASAD) to transfer units and have access to federal funding, and will allow the institution to expand its offerings. Students will also be able to enter their work in academy award competitions. This is NYFA's first Seeking Accreditation Visit.

The Los Angeles campus offers eleven master's programs, including eight MFA and three MA degrees. It also offers nine bachelor's programs, including eight BFA and one BA degree(s). These programs include filmmaking, acting, producing, cinematography, game design, screenwriting, and photography, among others. The South Beach, Florida campus began offering degrees in 2016 with three MFAs and three BFAs. Both degree-granting campuses have certificate and community programs as well. The non-degree granting campuses offer certificate programs; New York has 16 certificate programs, while the Australian campuses each offer nine certificate programs. Admissions requirements for these programs are indicated in the 2017-2018 NYFA course catalog, brochure, and website. NYFA has an open admissions policy that seems to be both a strength and a challenge, with the strength identified as providing a diverse student culture and the challenge identified as the lack of English proficiency among some international

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students. The team made a recommendation in this report that NYFA look at this issue carefully and raise the proficiency levels of students in need.

In its institutional report, NYFA cites the following faculty and student numbers:

Campus	FT Faculty	PT Faculty	Degree Students	*Other Students
Los Angeles	75	296	1469	295
South Beach, FL	2	35	61	15
New York	8	242	0	665
Gold Coast	7	14	0	93
Sydney	4	11	0	58

*Other students include those in certificate or community programs, most of whom are in certificate programs. Certificate students include 219 in LA, none in South Beach, 454 in NY, 93 in Gold Coast, and 54 in Sydney.

NYFA cites student ethnicities as follows: 23% White, 17% Asian, 7% Hispanic, 5% Black 1% American Indian, 45% unknown, and 2% multiple ethnicities. Moreover, approximately 50-60% of NYFA's students are international students.

B. The Institution's Seeking Accreditation Visit 1 Report

Alignment with Letter of Intent

NYFA's institutional report is strongly consistent with the Letter of Intent. In the Letter of Intent, NYFA clearly addressed the eight recommendations of the Eligibility Review Committee (ERC) panel as well as other objectives it hoped to achieve, and used the self-study process and the final institutional report for Seeking Accreditation Visit 1 to detail its plans and activities concerning these desired outcomes. Many stakeholders provided input for the institutional report. The report is 110 pages long, including numerous links to appendices and required documents.

Quality with the Review and Rigor of the Report

The team examined the institutional report carefully and noted these strengths:

- Clarity of writing and sufficient detail concerning NYFA’s mission, programs, and institution in general
- Clear mission statement that aligns with a focus on the public good and diversity
- Clear educational objectives, including both classroom and program level outcomes
- Comprehensive catalog and clear recruitment materials
- Regular audits; NASAD national accreditation
- Open communication with WSCUC
- Thorough process to ensure faculty qualifications and appraisals
- General Education and core competencies as part of the undergraduate program
- Graduate programs differentiated from undergraduate programs
- Regular faculty meetings to discuss and modify learning outcomes
- Recent program review implementation
- Collaborations with other institutions to bring arts and sciences together
- Strong financial position and plans for diversifying revenue
- Building of its institutional research capacity
- Detailed strategic plan with stakeholder involvement

The team also noted areas where greater clarification was needed:

- Relationships among campuses; details concerning facilities and governance
- Leadership roles on each campus, especially how the CEO, CFO, board of directors, faculty senate and president work together
- Work of the board of directors and meeting minutes
- Student achievement for both undergraduate and graduate students
- Grade appeal processes and timelines
- Quality, meaning, and integrity of degrees
- How learning outcomes are developed and used for program improvement
- Faculty retention, degree program, training, satisfaction, peer review
- Staff needs and evaluations
- Operating expenses reporting for multiple years
- Library effectiveness
- Development of faculty governance by-laws
- Evidence of institutional research effectiveness

NYFA provided the team with supplemental documents to help clarify these issues the team sought greater understanding during the site visit, as indicated throughout this report.

C. Response to Issues Raised in the Eligibility Review Committee Letter

1. *Continue full implementation of the WSCUC “Independent Governing Board Policy” (CFR 3.9)*

The ERC found that significant progress was needed to develop an independent board. In response, NYFA expanded its board of directors to nine members, only two of whom are not independent, and created important committees, including an Executive Committee, Finance Committee, Audit Committee, Academic Affairs Committee, and Membership Committee. While board development looks encouraging, more progress will be needed to fully comply with the WSCUC's Board Governance Policy. An in-depth discussion of this issue can be found in the narrative for CFR 3.9 later in this report.

2. Separate CEO and CFO role (CFR 3.8)

NYFA has now hired a CFO who appears to have substantial financial experience, having served at several educational institutions at senior financial management levels.

3. Bring greater clarity to relationship of management between New York City and Los Angeles campuses (CFR 3.8)

As a multi-campus institution, NYFA was asked to address the relationship of institutional management and administrative functions between the New York City operations and Los Angeles operations. NYFA functions as a single entity, although there are some differences in corporate structures, activities, and operations among its campuses.

NYFA has an integrated leadership team operating across campuses and non-campus locations. The president reports to the board of directors and the owner. Positions throughout the institution report to the president. Institutional administrators may be located at either the Los Angeles or the New York locations, although most of the institution's key administrators are located in Los Angeles. The other campuses have directors who have previously worked at the Los Angeles or New York locations and extend the NYFA culture to the new locations. The following individuals and functions are located in Los Angeles: CEO/sole shareholder, chief strategic officer, vice president for institutional research and effectiveness, human resources, financial aid, registration, library services, veterans' services, recruitment, admissions and

academic leadership including the academic dean of the college, chair of liberal arts and sciences. The following individuals and functions are located in New York: president, chief financial officer, chief operations officer, vice president for business development, vice president for strategic initiatives, as well as the leaders of international student services, and marketing and accounting. In addition, vice presidents are responsible for international operations in China, the Middle East, and the Pacific Rim. Some managers may have responsibilities at multiple campuses, particularly LA, New York and Miami. Leaders and managers communicate with other managers and with staff across locations.

The campuses generally share common policies and procedures, including personnel policies, marketing and recruitment, and academic policies. Policy or document differences may occur due to state mandates such as the eight-hour training requirements for staff by the Florida Commission on Independent Education. The program curricula across campuses have been aligned and are generally the same; minor curricular differences serve local needs or are due to faculty prerogative.

The organization of the administration and staff at each location corresponds to particular needs of the campuses while ensuring similar services at each location. The Los Angeles campus often acts as the testing ground for new initiatives. When the Committee for Academic Policy and Procedures (CAPP) drafts institutional policies, these are shared with the other locations for input. Members of the Los Angeles campus implement assessment activities such as rubric development and then refine their processes before expanding them to other locations. NYFA demonstrates through its policies, procedures and staffing that it is integrated across the multiple campuses. (CFR 3.8)

4. *Develop a more detailed strategic plan (CFR 3.6)*

The institution responded to the panel's recommendation by identifying seven initiatives

as core to the 2018-2022 Strategic Plan and establishing objectives, timelines, baselines, and targets. NYFA also identified the responsible parties for each of their objectives as well as needed resources, constraints, and metrics. While the board of directors did not officially approve the strategic plan in its minutes, the team found that the board was involved by reviewing and approving the strategic plan.

5. *Continue strengthening learning outcome assessment processes (CFRs 2.4, 2.6, 2.7)*

NYFA began working diligently in 2010 to overhaul its assessment practices. Campus members, including faculty, staff, and administrators consulted extensively with assessment experts to develop student learning outcomes and implement program review. NYFA members attended and continue to attend WSCUC workshops, the Academic Resources Conference, and are planning to apply to the WSCUC Assessment Leadership Academy for professional assessment training. NYFA clearly benefited from using consultants and attending trainings. Though the institution is in its initial stages of developing assessment practices and using findings for program improvement, NYFA seems to have the right kind of spirit and desire for improved assessment endeavors.

NYFA stated that its faculty work together every semester to discuss, develop, and revise student learning outcomes, and provided detailed appendices of course syllabi with clearly stated learning goals in their institutional report. Specific evidence of how results are used and shared with the campus community is not yet clear; more discussion of assessment practices in general follows in this report.

6. *Develop a coherent philosophy for General Education rooted in the institution's mission (CFR 2.2a)*

NYFA provided the team with a coherent and persuasive philosophy of general education for its BFA programs. Its approach to general education is guided by the belief that the liberal arts and sciences are of great importance in broadening students' understanding of the world,

increasing their cultural competence, and enhancing their ability to place the skills learned in their particular degree focus in a larger context. Through holistic development, students become more adept at dealing with diverse ideas within the arts and more broadly as well. NYFA believes that a strong foundation in the liberal arts and sciences is crucial to the development of a creative artist.

The structure of NYFA's general education program is based on courses provided by the department of Liberal Arts and Sciences (LAS). LAS offers foundational courses in seven areas: English composition and written communication skills (a two-course requirement), physical and mental wellness, film art, public speaking, critical thinking, drawing, and college mathematics. In addition to these foundation courses, students can choose from a wide range of elective courses in the humanities, arts, and social sciences which often relate to the students' areas of engagement outside of LAS. Examples include History of Theatre, The Great Playwrights, Ethics of Video Games, Psychology of Performance, and Critical Film Studies. LAS is also in the process of developing a new set of required activities for BFA students in community engagement which will begin in 2018.

In total, course credits in liberal arts and the sciences represent between 33% and 40% of all course credits required for the BFA. The team feels that this is a remarkable and distinguishing feature of NYFA undergraduate degree programs.

In terms of assessment, LAS has taken the lead (along with the Screen Writing Department) in developing a rubric for measuring course and program level learning outcomes for the undergraduate liberal arts and sciences.

7. Develop faculty senate processes through by-laws and implementation (CFR 3.10)

Faculty governance structures are new, and emerging. The current iteration of the faculty senate leadership has only been functioning for approximately one year, although the

faculty senate has existed for approximately two years. The officers' terms are for two years, and it was clear to the team that the senate was gaining experience and maturity. However, at the time of the visit, the team observed a faculty senate that serves as an evaluative and discussion group only. Recommendations from this group are presented to senior management for further evaluation and decisions. The team recommends that the institution strengthen the formal shared governance structure that engages faculty and is aligned with NYFA's mission and vision.

8. *Adopt information literacy as a core competency with more thorough documentation (CFR 2.2a)*

In the last academic year, NYFA adopted information literacy as a core competency. Students are now given information literacy instruction through the general education course "College Success." This course includes research, information literacy, and MLA guidelines to prepare students for research-intensive projects at the upper-division level and in their majors. Information literacy is also provided in the upper-division general education course "History of Art, Theater, and Media" where students demonstrate information literacy skills acquired during their first two years and reflect on the nature, context, and impact of scholarly information.

The head librarian works with academic department heads to develop appropriate assessment tools and track learning outcomes in information literacy. According to the institution's five-year schedule for the assessment of the WSCUC core competencies and institutional learning outcomes, information literacy will be assessed by Liberal Arts and Sciences in 2020-2021.

SECTION II – EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC'S STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Education Objectives

Institutional Purposes (CFRs 1.1,1.2)

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New York Film Academy has a mission statement, which has been formally approved. As stated before it is: “Through its educational programs, NYFA propagates visual literacy and visual storytelling through hands-on intensive learning. It seeks to make visual storytelling education accessible to the most diverse, international, and broadest possible spectrum of students, and to hone the skills of future professionals so that they may one day serve the visual storytelling arts as industry leaders.”

The team felt that this is a strong and appropriate mission statement and that the purposes certainly fall within recognized academic disciplinary areas associated with U.S. higher education. The mission statement clearly defines essential values of the institution and how the institution seeks to contribute to the public good. Among the core values are diversity and accessibility for the broadest possible range of students (subject to meeting admissions requirements). It acknowledges the important role international students play in the institution. It describes its basic pedagogical approach, namely one which is very hands-on and intensive. Lastly, it also makes it clear that graduates will acquire the skills to prepare them to be industry leaders in the visual storytelling arts.

Most BFA graduates have one-third or more class units in courses offered by the Liberal Arts and Sciences Department. The team was impressed by this feature and approach of the BFA programs aligned with the NYFA mission.

NYFA’s educational objectives and pedagogical approaches are widely recognized throughout the institution. These objectives are consistent with the stated purposes contained in the mission statement. The team was provided with data and information on student achievements, retention and graduation rates. The institution has moved forward in its data collection on student achievement and it is moving in the right direction. That said, NYFA is at a relatively early stage of identifying specific course and program specific learning outcomes and

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then assessing the degree to which these outcomes have been achieved. The faculty, department chairs, and senior administrators are committed to, and are even excited about, efforts to move forward in these domains. This is explained in more detail in this report and one of the team's recommendations is in this area.

Integrity & Transparency (CFRs 1.3-1.8)

The institutional report states that NYFA has a Creative Freedom Policy, which includes a series of policies on academic freedom, honesty and creative integrity, freedom and speech, copyright infringement, and intellectual property. The Academic Freedom Policy applies to faculty, staff, and students. The team was not able to locate evidence of practices related to protecting academic freedom or evaluating the effectiveness of these policies. (CFR 1.3)

NYFA has policies and procedures for addressing student and employee grievances. While the institution explained student grievance procedures during the team's visit, the formal grievance procedure was created in August 2017 and will be included in the next update of the Student Handbook. The institution noted that there have been no reported instances of the formal grievance processes being used since the hiring of the Dean of Students in August 2016 with no history of adverse findings against NYFA before that time. Administrators encourage students to address issues of grievance through communication between the involved parties as a first step. (CFRs 1.3, 1.6). The institution defines diversity as a guiding principle for all that NYFA does. During the visit, employees continually stressed that one of the institution's strengths is its commitment to global diversity among its student population.

Cultural exchanges, both inside and out of the classroom, are promoted through programs such as Fulbright and hosting J-1 scholars. An objective of the 2018-2022 Strategic Plan is to increase the number of International Fulbright graduate students attending NYFA under the Foreign Fulbright Student Program. (CFRs 3.6, 1.4)

While the ethnic diversity of the faculty is mostly on par with industry norms, it is not reflective of the student population. To increase diversity in faculty hires, the Director of Human Resources has joined the Diversity, Equity, and Inclusion Committee to recruit faculty who visit the institution as guest speakers on diversity-related topics. Given the importance and attention that has been paid to maintaining a diverse student body, the diversity of the faculty remains just as important. Along this line, the team recommends that the institution continue efforts to develop the intercultural skills that its students, faculty, and staff need to participate in a diverse community (CFR 1.4).

According to the institutional report and information the team gathered during interviews, it is clear that education is NYFA's primary purpose and that it operates autonomously from external entities. The owner is a non-executive member of a majority-independent board of directors; the owner cannot chair board committees. (CFR 1.5)

Program characteristics, services, costs of attendance, and tuition refunds are included on the NYFA website and are clearly presented to potential students. The institution provides appropriate disclosures related to its accreditation status on the website and in its marketing materials. The academic goals of the institution, services, programs, and costs are readily available on the website and in the Student Handbook. Information on confidentiality of student records as well as policies and procedures on student conduct, grievances, disabilities, and financial matters, including refunds and financial aid, are also included in the Student Handbook. The institution's website also contains gainful employment information. (CFR 1.6)

The grading policy follows an A-F scale and methods of evaluation and grading criteria are included in course syllabi. Students may appeal a grade by completing the Grade Appeal Form. Grade appeals may go through two different levels of appeal and review. For each of these appeal levels, it is clear that the institution established a thoughtful system in which multiple

faculty are involved in the review of grading documentation. (CFR 1.6)

The institution is regularly audited by qualified, independent auditors and reviewed by various bodies including the Bureau for Private Postsecondary Education, the Student Exchange Visitor Program, the United States Department of Veterans Affairs, and the National Association of Schools of Art and Design. (CFR 1.7)

The Los Angeles-based Committee on Academic Policy and Planning meets bi-weekly to review matters of academic policy. Documenting the decision-making activities of this committee in relation to the policies and planning of the other campuses would provide greater clarity of its role. Determining how this committee interacts with and provides communication to the faculty senate would provide greater transparency and increase faculty involvement and leadership in academic matters across all campuses. (CFR 1.7)

NYFA has been audited by the external agency. The team requested and received three years of audited financial statements. The Board of Director's audit committee is responsible for review and recommendations to the entire board. The board is actively involved with quarterly meetings as well as ongoing communication with the senior administration to evaluate financials and business operations. The team was not able to locate written documentation of both the annual budgeting process and how budget requests are made. Documentation of the annual budgeting process and mechanisms for making budget requests and approvals would provide transparency to the institution's constituents. Involving the chairs in the budgeting processes would provide an opportunity for departmental leadership to participate in resource allocation and expense discussions. (CFR 1.7)

The institution reports that it is committed to open communication with WSCUC. Its interest in learning of and abiding by WSCUC standards and policies is reflected in part by the commitment the institution has made to have key stakeholders attend WSCUC conferences as

well as engaging with consultants for advisement and training. The entire NYFA community is involved with and is committed to achieving WSCUC standards as was evident in meetings with faculty, staff, and administrators. (CFR 1.8)

The team's finding, which is subject to Commission review, is that NYFA has presented sufficient evidence to demonstrate compliance with Standard 1 that is required for Candidacy.

Standard 2: Achieving Educational Objectives Through Core Functions

Teaching & Learning (CFRs 2.1-2.7)

NYFA became nationally accredited by NASAD in 2006, as stated earlier in this report. NASAD engages in a peer review process with external reviewers who assess program content and standards. Faculty members at NYFA are mostly industry professionals who bring currency to the classroom, particularly pertaining to global trends and technological advances. Faculty without terminal degrees must have appropriate relevant experiences in the field; these experiences are assessed with a rubric before faculty are hired. Moreover, all courses are taught on site, with an emphasis on active learning and hands-on experiences. NYFA professes to conform to common standards among peer institutions in its offerings, and states that students develop a deep understanding of their disciplines with an emphasis on studio-style learning environments. (CFR 2.1) However, the team was not able to determine precisely what the common standards are and how students acquire deep knowledge of learning outcomes of their programs.

NYFA adheres to an open admissions policy, and clearly indicates its requirements in the course catalog, brochure and website. Advisors play an instrumental role in guiding students through their programs, with an emphasis on conservatory style education in a cohort model and scaffolded knowledge acquisition. Students must complete major projects aligned with their

disciplines. The general education program is clearly structured for students to first acquire foundational skills that build to multidisciplinary courses. (CFRs 2.2,2.2a)

NYFA distinguishes graduate programs from undergraduate programs by emphasizing scholarship for the MA and professional competencies for the MFA. Admissions requirements seem reasonable, with students required to maintain a 3.0 GPA and produce a thesis.

Requirements are clearly stated, with program level outcomes articulated for each program. The team would like to see more evidence of how scholarship is supported and greater evidence of the quality, meaning, and integrity of the degree. (CFR 2.2b)

The assessment of student learning and the review of programs is in its beginning stages at NYFA. The institution has worked energetically to gain professional assessment training by consulting with national experts and attending conferences and workshops. The benefits of this are very apparent in the institutional report, where NYFA provided evidence of clear and detailed planning and implementation of assessment activities such as developing learning goals, designing curricular maps, and considering evidence of learning through authentic demonstrations and artifacts. (CFRs 2.3-2.7)

NYFA recently hired a vice-president of institutional research and effectiveness who has a long list of priorities for developing and implementing a full range of assessment activities that align with NYFA's mission. One of the most important of these priorities is to launch and develop its new student information system (Empower). This system should enable NYFA to be transparent about its student, faculty, and staff demographics and student achievement and success. Other planned activities include training campus employees to understand and use data accurately through an institutional dashboard, develop a data dictionary, continue efforts underway in in both curricular and co-curricular assessment, set benchmarks for degrees and programs, and continue to do program review, including two academic and two non-academic

reviews each year. The director of institutional research also works with faculty to examine and modify student learning outcomes, as needed; appendices of detailed course syllabi reflect these collaborations and discussion. The development of assessment practices that are integral to the programs and degrees of NYFA is critical and is a team recommendation in this report. (CFRs 2.3-2.7)

Scholarship & Creative Activity (CFRs 2.8-2.9)

The curriculum for BFA and MFA students at NYFA is very much based on “learning by doing.” Students enter in a given cohort and, within any given degree program, proceed in lock step for much of the curriculum. Most courses are very “hands on” with a focus on understanding the key aspects of given topic areas and demonstrating creative abilities to execute and perform key components of the curriculum. In addition, as mentioned above, the curriculum also contains a significant number of foundational and higher-level content in the liberal arts and sciences to complement the more conservatory and professional-training parts of the curriculum. As the team learned in interviews, faculty deeply appreciate the importance of the students developing and displaying creative capabilities. While the LAS parts of the curriculum do not necessarily strive for students to produce original research, the importance of scholarship and its relevance towards becoming the type of graduate NYFA aspires to have, is made explicit in these parts of the curriculum.

With regard to faculty, the majority of NYFA faculty members are adjunct and are highly accomplished working professionals in the creative arts. Department chairs and senior administrators value the professional development of both full-time faculty as well as adjuncts. Such professional development benefits the faculty involved, makes their employment at NYFA more appealing, and makes them more effective and valuable teachers.

At the same time, NYFA has to juggle some unavoidable trade-offs concerning professional development. Often, professional development involves faculty taking assignments as actors, animators, producers, and so forth in the real world. When such opportunities arise and faculty members cannot teach a given class session, NYFA makes efforts to be flexible and to find other faculty to fill in. However, if such activities result in more extended absences from the classroom such as a three-week professional development activity, NYFA may not hire that faculty member to teach said class during that semester; such faculty may be welcomed back for subsequent semesters. Faculty can apply for small grants for around \$1500 to attend professional conferences. For faculty in LAS, writing scholarly papers and books is recognized and valued. Not all faculty in LAS are highly active in terms of such scholarship, but some are and these activities are strongly encouraged.

Probably the biggest barrier to professional development of the full-time faculty is the sheer time demands of their positions. If they are not serving in an administrative role, they are expected to teach six or more classes each semester. This constitutes at least eighteen hours a week in class or slightly more. In addition, faculty members must hold office hours for students, and prepare for class, especially if a course is a new one. This leaves little time for formal professional development outside of teaching responsibilities. As a comparison, at another small arts institution in California, a faculty member can apply for paid leave of one semester every seven years for professional development. NYFA is an institution that is still maturing and has not reached the point where such professional developments are financially feasible. Nonetheless, it is hoped that NYFA's finances will reach a level of stability where such professional development activities can be accommodated and financed.

Student Learning & Success (CFRs 2.10-2.14)

NYFA has a full range of student support services, including student advising and financial aid, veterans' services, accessibility services, international student services, academic support, career support services (the industry outreach and professional development department), mental health, and other student resources including athletics and housing support. Student services and support staff are trained in their areas of responsibility; each department also requires staff to attend professional conferences and trainings in their areas regularly to maintain currency with federal and state regulations and operational compliance procedures. Student support administrators are thoughtful about the needs of different student groups and how to serve them.

Academic advisors refer students to other specific student service resources as necessary. The institution has a high percentage of international students (over 50%) as well as veterans, and has identified both basic and more sophisticated services to support the success of these students. For example, the Division of Veteran Services staff work closely with student veterans on an ongoing basis beginning during the student recruitment process to ensure the connection with governmental sources of financial and other support, provide needed services such as veterans specific mental health services, and help monitor veteran student retention. The Writing Center (originally the ESL Center but renamed and strengthened to appeal more broadly to all students and create connections with faculty) offers tutoring and instruction, including the provision of ESL workshops as well as general writing workshops, writing consultation, MLA resources, and a writing techniques online course. The center also runs the required Accuplacer for placement into appropriate English language courses. A significant level of language and writing support is necessary for students given the student population and open admissions policies.

The adequacy of English language skills of some students and the resources required were repeatedly raised throughout the visit by both administrators and other constituents. In general, at all levels, NYFA appears to understand that while enrolling international students has a very positive impact on the diversity of the institution, the institution also then has a special responsibility to provide supportive services for a high proportion of its students whose first language is not English. Inadequate levels of English language proficiency were reported to impact the learning environment for all students, both native and English as a second language (ESL) students, the work of faculty, and most student support departments, especially the Writing Center. Most student services departments were well able to thoughtfully articulate how they were working to support ESL students, native English-speaking students, and faculty in appropriate, proactive, and supportive ways, and resources are being put in place (the recently appointed chair of the LAS department has a TESOL background). The level of support for ESL students is an area of a major recommendation at the end of this report (CFR 2.13).

The therapist and the Title IX coordinator provide training for faculty related to difficult discussions in class, self-defense classes, and proactive outreach to some student populations with services to support the needs of students in response to current events. Recent efforts have focused on building a robust set of student clubs and activities to create cohesiveness and positive interactions among students, particularly since many students come from other countries. The Dean of Students office has developed compassionate communication training to resolve student differences, given NYFA's highly diverse student body. These activities, individually and on the whole, demonstrate thoughtful work at the department level. (CFR 2.13)

Similarly, the institution is committed to resourcing and supporting various types of curricular and co-curricular support that are aligned with academic programs and assist students in meeting their post-graduation career goals. Examples are internships (standard in some

programs; optional in others), offering opportunities for industry or program-related work experiences. Recently, the academic programs began offering curricular practical training for international students through the internships, an improvement that will help them gain more experience in their fields of study. Internships must be located by the students. Alternatives for students for whom internships are not an option for time or curricular reasons include pitch fests and exhibitions that enable students to showcase their skills and knowledge to those in the industry. The Industry Lab and Community Outreach departments connect students to opportunities with external clients and organizations. The Department of Industry Outreach and Professional Development offers seminars and networking events to guide students on their career paths. The recently-developed NYFA Media Lab offers technology-based skills important to visual storytelling arts careers. (CFR 2.11)

The catalog provides extensive information for students and prospective students. The catalog incorporates admissions requirements, curricula, program learning objectives, and course descriptions. Each program's catalog description includes objectives by semester and incorporates both learning and production objectives where appropriate for the applied focus of the program. The catalog, recruitment materials, and enrollment agreements are detailed in terms of costs, time to degree, and tuition and fees. The admissions department implemented a set of standard operating procedures to guide the staff and promote the consistency of information and communication regarding programs. Graduation rates, employment outcome data, and debt data are available on the website on the financial aid pages in a performance fact sheet format; gainful employment data are also provided by program. Policies and general information on requirements of the institution are outlined in the catalog, including transfer credit policies. NYFA accepts limited credits for its program from its other branch campuses as well as a limited number of general education courses from other institutions because of the

specific nature of its degree programs and required coursework that support the specific learning in the programs. (CFRs 2.12, 2.14)

Undergraduate student retention and graduation data indicate that one-year retention rates are 76% (2015 cohort) and six year graduation rates are 70% (2011 cohort). Master's level "on time" graduation rates for most programs are often above 80%, with some programs above 90% in the years reported. Undergraduate data have been disaggregated by gender, ethnicity, international status, and veteran status. There are variations in the graduation rates of the disaggregated groups, although some of the numbers in the disaggregated categories are too small for analyses. NYFA provides graduation data by program to each department with data including disaggregated data on program dashboards. Examples were provided with the program review for the screenwriting programs.

The institution uses Accuplacer results to evaluate the course sequence that students need. NYFA changed the consequences of lower Accuplacer scores for summer 2017, requiring higher scores to continue in the programs in some cases while allowing those with lower scores to continue in others. Currently the institution utilizes course evaluation surveys, a staff/service evaluation survey, and a recently implemented climate survey to gain feedback on quality. NYFA plans to administer the undergraduate survey known as the National Survey of Student Engagement (NSSE) which would provide NYFA with self-reported student data pertaining to student engagement both in and out of the classroom. A general staff evaluation survey is administered each semester, although a survey of all student support/student service departments has not been conducted to determine what else specifically students might need or how other support departments are functioning. Co-curricular service assessment does not appear to be underway yet, although some departments are collecting data that could be used for evaluation of their services and several departments have ideas of what they should measure. The team

recommends that the institution find ways to move forward with student services and co-curricular assessment. (CFRs 2.10, 2.13)

The team's finding, which is subject to Commission review, is that NYFA has presented sufficient evidence to demonstrate compliance with Standard 2 that is required for Candidacy.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Faculty & Staff (CFRs 3.1-3.3)

NYFA's faculty has sufficient academic or experiential qualifications to teach the courses to which they are assigned. For those without the requisite degree level, a rubric has been created to evaluate their experience that demonstrates their qualifications. Approximately 45% of the full-time and adjunct faculty members have terminal degrees, with the vast majority holding the MFA degree. Likewise, staff appears to be sufficient in number and qualifications to support the programs of the institution. NYFA has a statement on diversity and has a stated desire to increase its diversity in faculty and staff hiring. Currently the faculty population is approximately 73% white. Women comprise 31% of the faculty while 47% of the student body is female. NYFA relies heavily upon adjuncts, which comprise 79% of the faculty. However, since full time faculty members have high teaching loads, adjuncts may be teaching a significantly lower percentage of credit units.

With the current teaching load, NYFA has sufficient faculty, full-time and part-time, to teach courses needed by students for their respective programs. However, full-time teaching loads are heavy compared to the broader higher education industry, with more than five classes per semester required and six to eight the norm. Full-time faculty are expected to teach all three semesters, leaving little time for professional development and other scholarly activity. The institution should consider studying its current full-time teaching load for its implications on

turnover, scholarly activity and professional development. Faculty assistants are used extensively in film making classes, with a ratio of one assistant to four students. Faculty assistants are experienced in their fields. A sufficient number of full-time personnel oversee NYFA's programs.

Faculty and staff are routinely evaluated, with the stated goal of annual evaluations for all employees. The institution's HR director indicated that an automated system with a built-in tracking and reporting mechanism has greatly improved the percent of evaluations completed. Nearly 100% of all faculty who are employed for an entire year receive evaluations, while the staff completion rate is approximately 80%. NYFA academic administrators use both student and colleague input to inform the annual faculty evaluation program. This evaluation includes student input, classroom observation, and a once per year summative review by the department chair. In addition, each faculty member is expected to complete a self-review prior to meeting with the departmental chair. Staff are expected to have annual evaluations, and those with student service assignments also receive student feedback as well. The departmental director conducts the annual staff evaluations for their respective departments and incorporates feedback from colleagues of the person and students to inform the evaluation process. The Employee Handbook contains policies for NYFA, regardless of the location, and includes specific state law variations as needed.

Faculty and staff are expected to participate in training and development opportunities provided by NYFA. For example, newly hired faculty attend new faculty orientation to become acquainted with the policies of the NYFA as well as with state laws that control such issues as sexual harassment. For those faculty who maintain a teaching load of at least 3 classes per semester, professional development funds of \$1200 to \$1500 are provided annually. Faculty are also eligible to receive training on any equipment owned by NYFA without cost. Professional

development is also topic of discussion at each employee's annual evaluation meeting with his/her faculty chair. Likewise, staff receive orientation training and have access to professional development funds. Participation in the faculty professional program has been lower than expected with approximately 20 participating in 2016-17 out of an eligible pool of approximately 300. The institution could evaluate the reasons why so few take the opportunities provided by these funds and consider ways to increase the professional development participation rate. Many of the institution's staff are members of various higher education professional development organizations, such as the National Association of Student Financial Aid Administrators, and participate in professional opportunities provided by them. The institution may wish to consider developing a written strategy document on both faculty and staff professional development (CFR 3.3).

Fiscal, Physical, & Information Resources (CFRs 3.4-3.5)

The institution conducts an annual financial audit each year, and has received clean opinions with no qualifications about the accuracy of its financial statements. These external audits, by a recognized CPA firm, demonstrate that the institution has operated in a sustainable manner for the past three years, with appropriate surpluses.

In *Ratio Analysis in Higher Education* by KMPG, LLP and Prager, the authors recommend a surplus of 3 to 5 percent each year to maintain the financial viability of an educational institution, and the institution has successfully met this threshold. When a portion of the profits are removed from the institution in the form of distributions, the percentages are on the low side of the recommended threshold ratio. This could raise the issue of adequacy of investments for future operations. The institution should consider evaluating the amount of distribution to stockholders that could affect needed future investments in the institution to create sufficient reserves. Another key ratio used to evaluate the financial performance of a higher

education institution is the primary reserve ratio, which measures the amount of financial reserves. NYFA's primary reserve ratio does not meet recommend minimum threshold of .4.

However, the institution does carry a healthy cash balance, providing both liquidity and a significant level of cash reserves for the future and no debt, which positively affects its financial condition. The institution has a relatively low percentage of tuition revenue (10%) derived from Title IV federal funds. This is much lower than most for-profit institutions, which is commendable. Tuition revenue as a percent of total revenue is very high, indicating a high dependence on this source of income.

The institution has recognized this high level of tuition dependence and has included a goal in its strategic plan to further diversify its revenue sources. In order to achieve this, the institution has plans to create additional student housing, product sales, and additional conference and short-term training events to help diversify its revenue sources.

In 2017, enrollment has declined somewhat, primarily due to fewer international enrollments. As a result, the institution has reduced expenses both for 2017 and 2018. In speaking to senior leaders and the external auditor for the institution, the team learned that this action has produced substantial savings for both 2017 and more for 2018. To increase enrollments the institution has carefully examined its marketing budget and has retargeted some to provide for better return. New partnerships have been created in 2017 that the institution hopes will provide additional students. The institution is aware of the national decline of international students and is trying new ways to overcome this drag on enrollment.

The institution's financial sustainability could be further strengthened by retaining more of its annual capital surpluses and by further diversifying its sources of revenue. The team recommends that the institution further examine its level of reserves and create a written policy statement with financial goals regarding the level of desired financial reserves to provide for

long-term sustainability. The team recommends that the institution develop written financial policies that anticipate changing environmental conditions and promote fiscal sustainability.

(CFR 3.4)

The facilities used by NYFA are leased facilities, and appear to be in good condition. The space, at least at the Los Angeles site, is smaller than many members of the community feel is optimal. For example, the library is located in an area of only 1500 square feet, and has very limited space for patrons or small group meetings. The library holdings are quite small with approximately 16,000 items, which is small even for the general education component of the programs offered by NYFA. The on-line databases also appear to be few, especially when compared to similar programs. Use of the library resources has grown dramatically over the past 5 years, with checkouts and renewals rising from approximately 14,000 in 2012 to nearly 42,000 in 2016. The library is a member of an interlibrary loan consortium (ILL), but the service is not used extensively. For example, the program review for the library recorded that in 2016 only 206 interlibrary loans were requested. This may, in part, be due to cost, if any, of the ILL, which is charged to the patron. The institution should consider absorbing the costs of interlibrary loans as a means of increasing the resources of the library. The Los Angeles branch library has conducted a program review, which provides rich data for the future. For example, in preparing for the review, the library chose two aspirant institutions to compare library holdings and services. The holdings for these two institutions are approximately 73,000 and 476,000, respectively, both significantly larger than NYFA. Expenditures by the library for acquisitions were also compared, with NYFA spending approximately \$177,000 annually, while the comparative institutions spent approximately \$943,000 and \$1,228,000, respectively. Likewise, the number of databases available at NYFA also lagged significantly, with its databases numbering three, while the two comparison organizations have 14 and 61, respectively. The

program review indicated that the physical space needs to at least quadruple in size to alleviate many of its current operational issues. The team recommends that the institution ensure that institutional libraries are adequately resourced (space, staff, holdings, databases) to support academic programs (CFR 3.5). In addition, many faculty and staff reported that they must share office space or have none, making office hours with students difficult to hold. Another example is the lack of an in-house auditorium to be used by the acting faculty. NYFA leases local professional theaters for each production mounted by the acting department.

NYFA indicated in its institutional report that adequate Wi-Fi resources are available throughout the campus; however, the program review for film-writing indicates that Wi-Fi resources are not as adequate as believed by writers of the self-study. In an interview with several IT staff, the team learned that the issue of sufficiency of Wi-Fi resources is constantly changing as students, faculty and staff are all bringing more devices to the institution that then become connected to the Wi-Fi system. The team believes the institution should review this issue and adjust if necessary.

NYFA has recently been very active in upgrading its suite of administrative and academic software systems to better service the needs of the institution. For example, File Maker Pro, long used as the student record and information system is in the process of being replaced by Empower, a system created for higher education. The Human Resources department has recently replaced its old systems with PAYCOM to better serve its constituents. This has already increased the completion rates of annual evaluations. The team believes this evaluation and replacement needs to continue. For example, the general ledger is maintained on QuickBooks, which is used primarily for small organizations. The expansion of Empower could provide seamless connectivity between the GL and the bursar and financial aid systems. The

team suggests that institution develop an institutional strategy for replacing computing systems with systems widely used in higher education and tailored to its specific needs (CFR 3.5)

Organizational Structures & Decision-Making Processes (CFRs 3.6-3.10)

Members of the NYFA community are deeply engaged in the improvement and success of the organization. In numerous meetings, the team heard of the impressive improvements made over the past few years and improvements still envisioned for the future. The team found excellent leadership at all levels who were deeply committed to the organization. NYFA has grown from a very small organization providing short training sessions on film making to an organization now providing numerous BFA and MFA programs. All senior leaders are accountable for completion of assigned goals. The institution was quite transparent with the team, and from what the team observed, leadership acts with integrity, high performance and accountability. However, the team also received important feedback for ways NYFA could become stronger. Some of the feedback included a desire to improve faculty hiring processes, clarify human resources functions, and give more autonomy to academic departments in decision making. Faculty members expressed concerns about student preparedness in English and about grade inflation, as well as a desire to be more involved with administration in overall decision-making at the institution. The team believes that organized discussions around these issues among campus stakeholders could improve NYFA significantly and enhance mutual respect among faculty and administrative leaders. (CFR 3.6)

NYFA has grown rapidly from its humble beginnings in New York in 1992 to a rather sophisticated organization today. The decision-making structures are maturing as well with:

- a competent, long serving senior staff that makes most decisions
- a Committee for Academic Policy and Procedures that collects and analyzes issues related to student services and academic programs prior to sending to the senior staff for decisions
- academic departments that assess their programs and have the authority to make

curricular decisions for their particular program that do not require additional resources

- a relatively new academic senate that is taking its role seriously to contribute to the success of the institution

Most institutional decisions, except those that are academic department-centric, are referred to the senior leadership team for further evaluation, discussion, and decision-making. The senior leadership team includes four positions, including the Chief Executive Officer, the president, the Chief Operating Officer, and the Chief Strategy Officer. This team meets weekly to discuss key issues. The board of directors is relatively new and emerging in its role. It approves the budget and works on various committees that serve the institution well. The Committee for Academic Policy and Procedures (CAPP) includes deans and department chairs who evaluate ideas and policy change requests from academic and student service organizations with NYFA. However, CAPP has no decision-making authority and must refer issues to the senior team with its recommendations.

Curricular decisions that pertain to the department and do not require additional resources are made at the academic department level, with significant input from the department's faculty. The team found a lack of written policies and procedures which could provide context and consistency in decision-making. This lack of documentation made it difficult for the team to understand NYFA decision-making structures, and likely reinforced the role of the senior team in its almost exclusive decision-making role. Regardless of this paradigm, the organization has operated successfully largely due to the goodwill and commitment of its staff and faculty, and the senior leadership's receptiveness to listen to new ideas and ways of doing business. The team heard from many staff and faculty that senior administrators listen to their ideas and concerns. This

collaboration has allowed the institution to move ahead with success. Additionally, written documentation of key policies and procedures, such as financial, budget, and program reviews, were absent. The team believes that the institution would be well served by creating clearer, formalized policies to facilitate decision-making at all levels, and to ensure consistent, transparent operations. Therefore, the team recommends that the institution document and widely share key academic and operational processes and procedures, such as program review guidelines, budget policies, due process, and committee charters (CFRs 1.3, 1.6, 1.7, 3.7, 3.10).

The institution has a full-time CEO who is also the sole owner, a full-time president, a full-time Chief Operating Officer and a full-time Chief Financial Officer. The role of Chief Financial Officer is relatively new, with the current incumbent having been in the role only for approximately six months at the time of the visit. In addition, the team found the respective roles of the CEO, president, and COO difficult to understand. The team recommends that the institution clarify the respective roles of NYFA's senior leadership. (CFR 3.8)

This should also facilitate clearer decision-making structures within the organization (CFR 3.7). The team believes that the senior positions work well together and are in concert with each other, since all have worked together for a very long time and appear to understand each other's boundaries, though the boundaries were not clear to the team. (CFRs 3.7, 3.8)

The ERC noted that NYFA needed to ensure that the institution conforms with WSCUC's governing board policy, and much progress has been made in the past two years. Board committees have been established, an independent chair of the board selected, and the size has increased to nine members, with seven of them being independent. The biographies of the board clearly indicate competence and deep experience in a wide array of fields, including higher education. Yet much remains to be done. For example, the CEO as the sole stockholder selects

the board of directors, rather than the requirement found in the WSCUC governing board policy that states that the board “Selects the chief executive officer who is accountable for the operation of the institution and perform an evaluation at least annually.” Furthermore, since no “reserve power clause” is contained in the bylaws of the organization, it is not clear what powers the sole stockholder has vis-à-vis the board of directors. The bylaws state that the president of NYFA shall be the CEO, but this is not the case, even though the president is listed with WSCUC as the CEO. In materials provided to the team, the owner was listed as CEO. The bylaws also state that the president shall be the chief academic officer, which is rather unusual in higher education, and does not meet the WSCUC requirement that the institution has a full time CEO. The team believes more work in this area is needed:

- Clarification of the role of the president/CEO and the board of directors; for example, Article II, Section 3 of the bylaws most likely overstates the role of the president/CEO relative to the board of directors, especially in financial matters
- Clarification of the roles of the CEO, the president, and the COO
- Clarification of the full-time status of the president
- The selection and evaluation process of the president
- The limits of decision making authority of the CEO, the president, the board of directors, and the faculty
- The specific powers that are reserved for the stockholder
- How and by whom distribution of profits is approved

The team recommends that NYFA examine the WSCUC governing board policy and the governing board policy implementation guide in light of its own bylaws and make the necessary changes to bring the institution into compliance with the policy. (CFR 3.9)

The faculty plays a key role in curricular development and assessments of their programs. It was apparent to the team that the faculty in most programs understood their key role in creating, assessing and improving their academic programs. Faculty governance structures are new and emerging. The current iteration of the faculty senate leadership has only been

functioning for approximately one year, although the faculty senate has existed for approximately two years. The officer's terms are for two years, and it was clear to the team that the senate was gaining experience and maturity. However, at the time of the visit, the team observed a faculty senate that serves as an evaluative and discussion group only.

Recommendations from this group are presented to senior management for further evaluation and decisions. The team recommends that the institution strengthen the formal shared governance structure that engages faculty and is aligned with NYFA's mission and vision. (CFR 3.10)

The team's finding, which is subject to Commission review, is that NYFA has presented sufficient evidence to demonstrate compliance with Standard 3 that is required for Candidacy.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Quality Assurance Processes (CFRs 4.1-4.2)

NYFA has several quality assurance processes in place. On the academic side, a curriculum review and development process has been defined and documented with a yearly cycle of improvement that coincides with the annual catalog revision. A defined process for new program development exists. A newly developed program review process is in place for both academic programs and administrative departments; these reviews have begun recently and a template for self-studies has been developed. Student learning outcomes assessment is underway, and curriculum maps, rubrics, and other quality assurance mechanisms such as course evaluations, student surveys, and climate surveys are being used to gather satisfaction and effectiveness data. The CAPP, whose members include deans and department heads, addresses

academic and administrative issues in a collaborative way to ensure that the institution meets required standards and remains in compliance with federal and state regulations. (CFR 4.1)

NYFA has templates to ensure syllabi incorporate relevant institutional policies as well as critical elements for students such as credits, outcomes, instructional methods, materials, grading, and course meeting schedules. Deans, department chairs, and associate deans have worked to ensure that the standards for syllabi are met and changes to courses or programs only take place after corresponding changes to curriculum maps and assignments are also worked through. Curricula and policies are reviewed annually prior to the publication of the catalog. (CFR 4.1)

On the administrative side, there is a strong focus on staff functional area training and cross-campus staff communication. Professional development through membership and interactions with local, state and national organizations and agencies ensure that staff maintain currency in their areas. Student service departments, such as the registrar and conduct offices, audit transactions for accuracy, review ongoing records, and monitor data through reports. The institution gathers available data from peer institutions for benchmarking. (CFR 4.1)

A climate survey related to diversity was conducted. The team suggests that NYFA conduct a broader climate survey for faculty, staff and students related to the institution to better understand issues related to workload, the teaching and working environment for faculty and staff, and the learning environment for students. Results from such a survey could help NYFA respond to the recommendations at the end of this report and strengthen its brand reputation. (CFR 4.1)

As stated earlier in Standard 2, NYFA recently hired a vice-president for institutional research and effectiveness to support data collection and dissemination with plans to improve the centralization and standardization of data gathering and reporting efforts. This director is

charged with implementing best practices in institutional reporting and data analysis institution wide and will be responsible for IPEDS, the Bureau for Private Postsecondary Education, NASAD, and WSCUC-related reporting as well as program review. Dashboards are already in use at NYFA and include data on enrollment and demographics, academic indicators (GPA, TOEFL, SAT, Accuplacer), academic standing, retention and completion rates, and grades. (CFR 4.2)

The departmental and program assessment process has been scheduled in “waves” and several departments have produced assessment reports for one or more outcomes. There is a process for developing rubrics for professionalism, for analyzing and interpreting data from the rubrics, and for using the data for improvement. While co-curricular assessment has not begun, it is in the planning stages; one area for evaluation is ESL support. There is also a plan to review the institutional research office every five years. (CFR 4.2)

Institutional Learning & Improvement (CFRs 4.3-4.7)

While there is a growing institutional commitment to formalize processes of data collection and utilization of that data to improve student learning and program quality, there is also a need to increase the systematic process for data-driven decision-making. Setting up an institutional research and effectiveness office was a right step in this direction; the institution needs to continue systematic assessment of teaching, learning, and campus climate. The institution will be well served to continue building its capacity for gathering, analyzing, and interpreting information needed for the purpose of making data-guided decisions and creating a stronger culture of evidence and improvement. It would be helpful to clearly articulate how assessment and institutional research results impact budgetary decisions and resource allocations at different levels and for different areas of the institution. (CFR 4.3)

Although assessment and program review is in its early stages at NYFA, interviews

confirmed that faculty, department chairs, and administration are excited about what they have already learned from the assessment and program review processes and are enthusiastic about this opportunity for reflection, collaboration, and improvement. The team was impressed by the enthusiasm with which NYFA adopted the language of assessment and embraced the program review process. While the formative work of building an assessment infrastructure has been positive for the institution, there is limited documentation of evidence-based decisions or “closing the loop” activities. The role of faculty in the design and improvement of curricula, pedagogy, and assessment methodology should continue to increase substantially in the future, and could include different roles and responsibilities for full-time faculty from that of part-time faculty. (CFR 4.3)

Faculty primarily engage with the evaluation of the effectiveness of teaching and learning processes and using the results for improvement of student learning and success within their own departments. Outside of their own department, faculty can choose to be a part of the faculty senate where they are involved in shared governance to monitor academic quality and integrity. The faculty senate’s officers are liaisons between the faculty and administration regarding policies, decision-making, and shared governance. The development and work of the faculty senate’s committees is in the beginning stages. Documenting and supporting the role of these committees within the larger institutional structure and in relation to the department’s ongoing assessment of teaching and learning will help strengthen the faculty’s leadership in institutional learning and improvement. (CFR 4.4)

The institutional report states that each academic department has involved appropriate stakeholders, including alumni, employers, practitioners, or students in their assessment activities. The Screenwriting Department surveyed employers and used industry professionals in the calibration and assessment of their written communication outcome. Employers and industry

professionals who attend presentations of student work (i.e. showcases, exhibitions, pitch events, etc.) provide ongoing feedback to the academic programs. The institution plans to turn this feedback into data within the next year. As the institution builds its institutional research capacity, the involvement of data from surveys and other mechanisms of input can be added so that students and alumni have a larger voice in assessment. (CFR 4.5)

The institution lists multiple ways where the board of directors, faculty, staff, and students provide feedback to the institution via participation in committees such as the faculty senate and through surveys. Students currently complete feedback forms, which are used as a component in the faculty review process. The team was not able to find evidence of how these data are being used for institutional reflection and planning. (CFR 4.6)

The institution firmly believes in keeping the lines of communication open between staff, students, faculty, and administration. Many of the institution's faculty and staff have worked and taught at other campuses. Some faculty and administration of the Los Angeles location were all longtime members of the New York campus. Faculty at the international campuses have all previously taught in either the New York or Los Angeles campus. This practice supports continuity and consistency between locations and ensures that faculty are not isolated from the other campuses. (CFR 4.6)

Senior administrative leadership, though spread between campuses, have daily contact via phone and email. Administrators, staff, and department chairs have an open-door policy, with some even physically stationing their desks within the hallways so that anyone can ask questions at any time. Continual monitoring of the campus climate will allow the institution to know if this arrangement continues to work and if the lines of communication are truly open. (CFR 4.6)

Despite the institution's attempts to keep open communication lines, committee membership (i.e. Committee on Academic Policy and Planning, Strategic Planning Committee)

and strategic planning mostly includes administration. Engaging multiple constituencies including trustees, faculty, staff, students, and alumni in a more formalized way (i.e. membership on planning committees, documentation in minutes, etc.) in institutional reflections and planning processes can provide valuable insight into the institution in articulating its priorities, examining the alignment of its purposes, core functions, and resources, and defining the future direction of the institution. (CFR 4.6)

The report states that the changing higher education environment is frequently discussed. As a for-profit institution with a high percentage of international students, NYFA has to forecast areas of concern, remain current, and respond to changes within higher education in order to remain financially viable. By keeping a watchful eye on responses to marketing strategy and the number of applications received, NYFA can make quick adjustments within areas where they need to increase their application numbers. Both the CEO/owner and president carefully monitor the market for changes and work with their staff to devise new strategies in order to maintain consistent enrollment numbers. (CFR 4.7)

While the institution's current offerings are on-campus courses for its own students, NYFA's strategic plan highlights areas to plan, anticipate, and respond to the changing higher education by exploring new areas of academic growth (i.e. online offerings, content for third-party organizations) and expanding their international reach. The board of directors has and continues to remain closely involved in these types of decisions through regular phone calls with the president and senior administration in addition to their quarterly meetings. As the board of directors matures, the Academic Affairs Committee will formulate short and long-range enrollment goals as well as advise the Finance Committee on the specifications and requirements for financing the academic programs. (CFR 4.7)

The team's finding, which is subject to Commission review, is that NYFA has presented

sufficient evidence to demonstrate compliance with Standard 4 that is required for Candidacy.

SECTION III. PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION

The institution discussed its plans and activities related to preparation for reaffirmation under the 2013 Handbook of Accreditation. For the work related to the Meaning, Quality and Integrity of Degrees, NYFA articulates its identity as educating “visual storytellers with a global perspective.” Learning outcomes have been created at the institutional level. NYFA has introduced the Degree Qualifications Profile to all departments to identify expectations at various degree levels.

Related to Educational Quality (core competencies and student success), the institution is focused externally on benchmarking as a critical component to determining its own identified minimum levels of performance and gathering post-graduation data, and internally on its own improvement in certain areas. One area of effort will be program review and assessment. As stated several times in this report, the vice president of institutional research and effectiveness has been identified as a key player to assist programs in collecting data and continuing the benchmarking process on a program-by-program basis. The implementation of a new student information system (SIS) EMPOWER is anticipated to improve significantly departmental data management as well as improve analytics processes. The institution has a goal to increase undergraduate graduation rates to 78% by 2022; tactics for supporting those activities are identified in the 2018-22 Strategic Plan, including establishing a peer mentoring program and increasing high impact student services programs.

In the area of Sustainability, NYFA is focused on strategic planning and is connected to its academic peers through professional academic and administrative associations. The institution employs several administrators with strategy-based portfolios and engages planning

and other consultants as needed to assist with the institution's strategic and operational work. NYFA continues to explore new locations for program offerings, has recently begun some new programs, and is exploring an expansion of its housing services for students. Continued institutional growth, breadth and institutional brand in the market are embedded in the Strategic Plan; three of the strategic goals are "Improve Economic Viability and Academic Scope," "Expand International Reach," and "Strengthen Brand Reputation."

SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

The institution has created and published within the course catalog and syllabi learning outcomes at the institutional level as well as outcomes for each program and general education. Summative assessment methods such as capstone projects, graduate theses, and portfolio reviews are used as evidence of what graduates have achieved at the degree or certificate level. Indirect assessment data are also used at the institutional outcome level. Few formative assessment level indicators were listed, although written communication rubrics for program-based assignments have been developed. Some capstone and thesis rubrics have been developed in addition to specific programs in filmmaking, acting for film, film and media production, screenwriting, and photography. The faculty, department chairs, dean of faculty, dean of the college, vice president of institutional research and effectiveness, and the president interpret the evidence. The IEEI did not indicate a process by which the institution interprets evidence, although information obtained at the visit indicated this is primarily within the department working with the vice president of institutional research and effectiveness. While assessment and program review are new and the majority of the programs have not yet undergone program review, assessment reports were available for programs in a few departments, including screenwriting, filmmaking, liberal arts and sciences, and acting for film. The program review for screenwriting was provided; at least one additional program review is scheduled for fall 2017.

SECTION V. FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Findings

The New York Film Academy, offering associate degrees, BFA's and MFA's in Los Angeles, BFA's and MFA's in Miami, and certificates in New York and various international locations, is an institution which has come a great distance over the past twenty-plus years since its founding. It has accomplished much of which it should be very proud. It has a cohesive, dedicated, and talented faculty as well as staff and senior administrators. It has graduates who have had strong accomplishments in their chosen areas of engagement. That said, it has now come to a point where a key set of next steps involve its maturation of NYFA as a highly professional and even more successful entity.

While its governance and decision-making procedures have functioned very well by and large, they have not always been formalized and codified and some remain ad hoc. Formalization and codification of its decision-making and governance processes is a necessary and important next step in the evolution of NYFA and a step necessary to receive WSCUC accreditation. The goal of this formalization and codification is not to have the institution become more bureaucratic or less nimble. Rather, NYFA has come far enough that such codification is necessary for transparency with all the stakeholders as well as for all of the stakeholders to understand their own obligations, priorities, and rights.

There are two areas to single out. One is governance structure. One of the key items regarding governance structure is that NYFA is a for-profit entity, structured as an S corporation operating as a pass-through entity. One worry in any for-profit higher education entity is that the primary priority is the financial bottom line and maximizing the amount of money that can be transferred to shareholders (or shareholder in this case). It was very clear to the team through its interactions with the owner, the board of directors, the senior administration, the department

chairs, the faculty and the staff that the key priority of NYFA is the quality of the education being provided. This appears to be at the heart of the priorities for every constituency in NYFA. This, of course, does not mean that fiscal prudence is not important for NYFA. It is. NYFA entity is funded almost exclusively by tuition payments and it has to run a tight ship in order for expenses and revenues to align. At the time of the visit, NYFA conservatively projected a deficit for 2017; however, the owner is providing the capital to ensure that NYFA's programs do not suffer. Also, as discussed in this report, there has been much thought given to the development of a strategic plan, which has now been formalized, for NYFA to move its educational programs forward in important ways while also positioning the institution for financial sustainability and prosperity going forward.

This framework towards the role of profitability and quality of educational programs needs to be hard-wired into the governance process of the institution. This involves clarifying the nature and roles of the board of directors as well as clearer frameworks for some appropriate shared governance involving faculty. The team feels that this can be done in ways that are compatible with the desires of all the relevant stakeholders with whom the team has met. One step involves the growth in size of the board and the clarification of its roles relative to the programmatic activities of NYFA and relative to the owner. The team does not specify any one specific way that this should occur but the team is confident that there are several ways that this can be successfully accomplished, and probably in short order.

A second step involves the evolution of the shared governance with faculty. This is going to be a longer process because it will take time for the faculty of NYFA writ large to develop the confidence in a faculty senate that can appropriately be a part of shared governance. The team feels that the issue of trust of the faculty in the establishment of a faculty senate in which they have confidence is the largest issue in moving from a faculty assembly to a faculty

senate, not the interaction and trust between said faculty senate and the senior administrative management of NYFA which appears to be collaborative and positive.

The other area to single out is a key one for WSCUC accreditation, namely the explicit development of desired learning outcomes (for courses and for programs), the assessment of the institution in accomplishing these learning outcomes, and the ability to use the assessment results to refine and to better accomplish the learning outcomes. NYFA is well aware of the importance of this next set of activities embraced by the faculty. NYFA has begun this transition with great energy. So far, several departments have developed rubrics for assessment and other departments are at work doing so as well. Moving forward across the institution in this effort will be important for NYFA to receive WSCUC accreditation.

In conclusion, NYFA is an impressive institution. It has accomplished much and it has very high aspirations for what it can accomplish in the future. NYFA feels that WSCUC accreditation is an important next step. One can itemize the various ways that NYFA would benefit from WSCUC accreditation. But, the opinion of the team is that the key priority of NYFA is to take its educational programs to the next level. NYFA does not view the WSCUC accreditation process as some sort of diverting hurdle that has to be passed. It sees WSCUC accreditation expressly as the guide and the best pathway substantively for its educational programs and the institution as a whole to grow and to become even greater and more vital than it currently is. Time and time again, in Los Angeles and in New York, the team heard from faculty, department chairs, and senior administrators that the process of specifying learning outcomes and assessing the accomplishment of these outcomes has been tremendously exciting. It has allowed departments which are seemingly already quite cordial and engaged to step back and discuss among themselves what it is that they seek to accomplish in given courses and in programs as a whole and how to assess the degree to which they are succeeding at accomplishing

their learning objectives. They have found this to be a very helpful and desirable set of activities. NYFA will continue in these directions even apart from WSCUC.

Commendations

The WSCUC review team commends the institution for:

1. A comprehensive institutional report with widespread participation among stakeholders
2. Its candor about the strengths and challenges facing the institution
3. The deep commitment of stakeholders for the success of the educational programs
4. Its broad-based culture of respect and professionalism among administrators, faculty, and staff
5. A strong working relationship among senior leadership, faculty and staff across sites
6. Making strides to understand and implement assessment
7. Its thoughtful approaches in support of student needs

Recommendations

The WSCUC review team recommends the institution:

1. Examine the WSCUC Governing Board Policy and the Governing Board Policy Implementation Guide in light of its own by-laws and make the necessary changes to bring the institution into compliance with the policy. (CFR 3.9)
2. Strengthen the formal shared governance structure that engages faculty and is aligned with NYFA's mission and vision. (CFR 3.10)
3. Continue efforts to support the success of international students by elevating their English language proficiency and enhancing their ability to engage fully in their academic and social experiences. Continue efforts to develop the intercultural skills that students, faculty and staff need to participate in a diverse community. (CFRs 2.2, 2.13)
4. Clarify the respective roles of NYFA's senior leadership (CFR 3.8)
5. Develop written financial policies that anticipate changing environmental conditions and promote fiscal sustainability. (CFR 3.4)
6. Build a strong assessment program that provides NYFA with evidence of the effectiveness of its curricular and co-curricular programs and documents student performance and success. (CFRs 2.3, 2.11, 4.1, 4.2)
7. Document and widely share key academic and operational processes and procedures, such as program review guidelines, budget policies, due process, and committee charters. (CFRs 1.3, 1.6, 1.7, 3.7, 3.10)

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8. Ensure that institutional libraries are adequately resourced (space, staff, holdings, databases) to support academic programs. (CFR 3.5)

APPENDICES

Federal Compliance Forms

CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? NYFA Student Handbook (p. 132); NYFA Course Catalog (p.103)
	Comments: The Credit Earning Policy within the Course Catalog and the Student Handbook explains the credit hour policy.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The Credit Earning Policy within Student Handbook and the Course Catalog provides guidelines for calculating credit hours as part of course development.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? NYFA does not offer online or hybrid courses.
	What kind of courses (online or hybrid or both)? NA
	What degree level(s)? NA
	What discipline(s)? NA
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? NA <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: NA
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? NA
	What kinds of courses? NA
	What degree level(s)? NA
	What discipline(s)? NA
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? NA <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 10
	What kinds of programs were reviewed? One-year certificate; two-year certificate; General Education (Liberal Arts & Sciences); AFA, BFA, MA, MFA
	What degree level(s)? Certificate, AFA, BFA, MA, MFA
	What discipline(s)? Film & Media Studies; Game Design; Producing; Acting for Film; Filmmaking; Screenwriting; Cinematography; Documentary; 3D Animation; Photography; Liberal Arts & Sciences

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	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Program information on the website and in the catalog show programs to be appropriate in length.

Review Completed By: Bree Howard

Date: 11/20/17

STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	<p>Does the institution have a policy or formal procedure for student complaints? <input type="checkbox"/> XX YES <input type="checkbox"/> NO</p> <p>If so, Is the policy or procedure easily accessible? Yes The policy is in a 2017-18 catalog and student handbook addendum. A procedure for submitting a complaint is available at https://hub.nyfa.edu/student_services/dean-of-students-office/student-grievances</p> <p>Where? - in the NYFA 2017-18 Catalog amendment http://catalogs.nyfa.edu/node/25 - in the NYFA 2017-18 Student Handbook amendment - PDF copy attached below (same text in both documents).</p> <p>Comments: The full policy is available in an amendment to the catalog and student handbook, replacing a previously published policy. The institution has a mechanism to file complaints in a process through the website. An online form is available at https://hub.nyfa.edu/student_services/dean-of-students-office/student-grievances</p>
Process(es)/ procedure	<p>Does the institution have a procedure for addressing student complaints? <input type="checkbox"/> XX YES <input type="checkbox"/> NO If so, please describe briefly:</p> <p>If so, does the institution adhere to this procedure? <input type="checkbox"/> XX YES <input type="checkbox"/> NO</p> <p>Comments: This is a new policy and procedure with timelines and an appeal process has been developed and just recently published during fall 2017. The dean of students stated that all complaints were handled under the prior policy in accordance with that policy. NYFA attempted to resolve complaints informally before they became formal grievances.</p>
Records	<p>Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> XX YES <input type="checkbox"/> NO If so, where? Records are kept by the dean of students.</p> <p>Does the institution have an effective way of tracking and monitoring student complaints over time? <input type="checkbox"/> XX YES <input type="checkbox"/> NO If so, please describe briefly: Complaints are submitted online at so come in through a form site and can be easily tracked and downloaded:</p>

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	<p>https://hub.nyfa.edu/student_services/dean-of-students-office/student-grievances</p> <p>This is the responsibility of the dean of students who works with each student and documents each complaint from the beginning of the interaction with students in case the complaint becomes a formal grievance. Complaints are reviewed for content and they have all been handled through the dean of students.</p>
	<p>Comments:</p> <p>According to the NYFA website and the grievance policy, “a written summary of all complaints will be kept in Student Records for a minimum of 6 years.”</p>

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission’s Complaints and Third Party Comment Policy.

Review Completed By: Patty Mullen, Associate Provost, Institutional Research, Alliant International University.
Date: 11/28/2017

MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	<p>Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> XX YES <input type="checkbox"/> NO</p> <p>Comments: Institutional assurances in admissions staff meeting 11/16/2017 and by ALO Sonny Calderon on 11/17/2017.</p>
Degree completion and cost	<p>Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> XX YES <input type="checkbox"/> NO - 2017-18 NYFA LA Course Catalog pg. 11-28</p> <p>Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> XX YES <input type="checkbox"/> NO - 2017-18 NYFA LA Course Catalog pg. 72-79</p> <p>Comments: Program length may increase based on students’ results on the Accuplacer test which can lengthen the time to degree by one term. That is disclosed in in the catalog (p. 98)</p>
Careers and employment	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> XX YES <input type="checkbox"/> NO - MFA Producing's Gainful Employment Disclosure - BFA Filmmaking's Gainful Employment Disclosure</p> <p>Does the institution provide information about the employment of its graduates, as applicable? <input checked="" type="checkbox"/> XX YES <input type="checkbox"/> NO - 2015 School Performance Fact Sheet for the Los Angeles Campus - BPPE 2015 Annual Report - Alumni Success Stories</p>
	<p>Comments: Provided for Los Angeles program students via BPPE required disclosures. Different but comparable disclosures are required for Florida and New York including enrollment agreements. Gainful employment data are provided on the program page describing each gainful employment program.</p>

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Patty Mullen, Associate Provost, Institutional Research, Alliant International University

Date: 11/17/2017

TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input type="checkbox"/> XX YES <input type="checkbox"/> NO
	Is the policy publically available? <input type="checkbox"/> XX YES <input type="checkbox"/> NO If so, where? - https://www.nyfa.edu/bfa/transfer-students.php - 2017-18 NYFA LA Course Catalog pg. 104-106; and - 2017-18 NYFA LA Student Handbook pg. 133- 135 - APPENDIX: 1.5b - Transfer Credit Policies - PDF copy attached below.
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input type="checkbox"/> XX YES <input type="checkbox"/> NO
	Comments: The institution has a policy that is described in the catalog. There are limits on the amount of non-degree credit that can be transferred to degree programs per NASAD, thus the institution has established its policy based on these restrictions. In general, degree students can mostly continue on at their point of departure from the prior campus. The institution should review the policy on a regular basis to ensure all language regarding the campuses are clear to recognize any newly offered degree programs offered at the other campuses. Additional information on the limits on any potential experiential credit would also be useful to include.

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

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See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: Patty Mullen

Date: 11/27/17

New York Film Academy- Seeking Accreditation Visit 1

Off-Campus Location Review

Institution: New York Film Academy (NYFA)

Type of Visit: Off-Campus Location Review for the New York City campus

Name of reviewer/s: Mark S. Kamlet

Date/s of review: November 2, 2017

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed¹. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

Site Name and Address

New York Film Academy, New York Campus
Battery Place, 1st Floor, New York, NY 10004

Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

NYFA's New York City's campus was the original sole location of NYFA. It was founded as a Subchapter S for-profit, single owner, corporation in 1992. The ownership was transferred to the son of the then-owner, who remains the sole owner today. NYFA has become nationally accredited by the National Association of Schools of Arts and Design in 2006. The NYFA New York Campus offers certificate programs and community programs. In 2010, the Los Angeles campus of NYFA began offering bachelor's degrees and became the "main campus" of NYFA in terms of size, with the New York City designated as a non-degree granting branch campus.

There are 8 full-time faculty, 242 part-time faculty, 454 student pursuing certificate programs and 211 student pursuing community programs at the NYFA New York City campus.

Here is a list of the certificate and community programs offered in Fall 2016 by NYFA New York City:

Certificate Programs

Certificate - 2 year: Filmmaking

Certificate - 2 year: Acting for Film

Certificate - 2 year: Musical Theatre

Certificate - 1 year: Musical Theatre Conservatory Ensemble

Certificate - 1 year: Filmmaking

Certificate - 1 year: Acting for Film

Certificate - 1 year: Musical Theatre

¹ See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

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Certificate - 1 year: Screenwriting
Certificate - 1 year: Producing
Certificate - 1 year: Cinematography
Certificate - 1 year: Photography
Certificate - 1 year: Documentary Filmmaking
Certificate - 1 year: Broadcast Journalism
Certificate - 1 year: Game Design
Certificate - 1 year: Graphic Design
Certificate - 1 year: 3-D Animation

Community Education Programs
Twelve-Week Evening Filmmaking
Twelve-Week Evening Digital Editing
Twelve-Week Evening Acting for Film
Twelve-Week Evening Producing
Twelve-Week Evening Photography
Twelve-Week Evening Screenwriting
Twelve-Week Evening Broadcast Journalism
Twelve-Week Game Coding

Eight-Week Narrative Virtual Reality
Eight-Week Introduction to Interactive Virtual Reality
Eight-Week Virtual Reality Game Design
Eight-Week Filmmaking
Eight-Week Acting for Film
Eight-Week Broadcast Journalism
Eight-Week Photography
Eight-Week Screenwriting
Eight-Week Producing

Six-Week Filmmaking
Six-Week Documentary Filmmaking
Holiday Filmmaking
Holiday Acting for Film

Four-Week Filmmaking
Four-Week Acting for Film
Four-Week Musical Theatre
Four-Week Producing
Four-Week Digital Editing
Four-Week Rolling Stone Music Video
Four-Week Photography
Four-Week 3-D Animation
Four-Week Broadcast Journalism
Four-Week Music Video
Four-Week Fashion Photography
Four-Week Maya Certification

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One-Week Filmmaking
 One-Week Acting for Film

Two-Day Line Producing and Movie Magic

Nature of the Review (material examined and persons/committees interviewed)

Mark S. Kamlet (University Professor of Economics and Public Policy, Provost Emeritus, Carnegie Mellon University) visited the NYFA New York City campus on November 2, 1017. Prior to the visit, NYFA provided a written brief (text and power-point) on the New York City campus. He met with the owner, the president, dean of the college, senior executive vice president, dean of students, Title 9 coordinator, the student life coordinator, the compliance officer, department heads of housing, financial aid, international student services, registrar, bursar; the academic department chairs, and representatives from the faculty. He also did a physical inspection of the impressive facilities available at NYFA New York City.

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?		
Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	The activities at the NYFA New York City Campus are closely aligned with NYFA’s mission statement, and with its operation, and administrative structures. NYFA’s mission statement emphasizes diversity, the importance of international students, and a pedagogy emphasizing intense, hands-on learning. These well characterize the NYFA New York City Campus. The main distinction is that the NYFA New York City campus offers only certificate programs.	
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the	The presence and depth of engagement of the NYFA institution as a whole in the New York	

institution? (CFRs 1.2, 2.10)

City campus is very strong. The New York City campus was the sole location for NYFA when it was founded.

Substantial efforts are made to have the curriculum of given degree or (as in the case for the New York City campus for NYFA) certificate programs located at different locations be tightly aligned.

The President, Senior Executive Vice President, and other top NYFA administrators are based out of the New York campus.

They communicate with senior administration at the Los Angeles campus daily, and hold weekly Skype meetings with Los Angeles. Faculty, staff, and department heads communicate regularly with their counterparts at other campuses, and curricula are aligned in order to allow for transfer from one campus to another. Student services departments work with their counterparts in Los Angeles to develop common student engagement activities across campuses, including social and cultural events.

<p>Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)</p>	<p>The reviewer was very impressed with the physical environment and with the faculty student contact.</p> <p>Instructional spaces (classrooms, studios, and labs), communal workspaces, and communal gathering spaces, create an inviting atmosphere for students to collaborate with faculty and with each other. 27 classrooms, 4 filming studios, and a 99-seat stage theater with digital film projector. The site is managed by the COO and the Director of Operations, who hold weekly meetings with campus-wide staff.</p>	
<p>Student Support Services. What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)</p>	<p>Due to the cohort-based, prescribed curricula, there is no need for traditional advising vis a vis selecting courses for satisfying distribution requirement. Academic support is given by faculty and chairs with the help of the Dean of Students, who works with struggling students and their departments to draw up academic plans in order to restore students to good standing. There is an on-line therapist who also works closely with the Dean of Students, the Student Life Director, the</p>	

	<p>Director of Veterans Services, and the Title IX Coordinator.</p> <p>There are several computer labs housing 174 computers, and a library with holdings of several thousand DVD titles, a collection of volumes related to film and associated arts, including screenplays, and access to EBSCO OmniFile journal database, IMDBPro, and Lyind.com instruction materials.</p>	
<p>Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)</p>	<p>There are 8 full time faculty and 242 part time faculty at the NYFA's New York City Campus. There are no degree students. This past year, there were 665 students involved with certificate programs.</p> <p>All chairs of departments maintain a course load and employ their faculty in curricular development and review, and in assessment of student learning.</p>	<p>The faculty, chairs, and administrators at NYFA New York City display a great deal of enthusiasm and support for the efforts that have begun in identify desired learning outcomes and assessing the success in meeting these outcomes. These efforts should continue and should encompass all of the programs.</p>
<p>Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)</p>	<p>All courses and programs are developed by faculty, under the supervision of their departmental chairs. In order to maintain quality and consistency across campuses, the chairs work with the Los Angeles-based Associate Dean for Academic Development and Dean</p>	

	<p>of the College, who then present the final proposals to the President for approval. These processes all follow an annual timeline tied to the publication of each year’s course catalogue. All certificate courses are fully transferrable into degree programs at the main campus, so the school ensures—through the work of the Associate Dean for Academic Development and Dean of the College—that these certificate programs are consistent with the degree programs, and that any acceptable differences are included in articulations between campuses that track the exact degree requirements fulfilled by the certificate programs.</p>	
<p>Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>Retention and graduation rates are kept for all programs at this site. Graduation rates are similar to the LA campus (70%-80%). NYFA has made it a goal of its strategic plan to increase average graduation rates by 1% per year from 2018-2022 at all campuses through multiple initiatives</p>	
<p>Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)</p>	<p>As at the main campus, student learning is assessed through projects, assignments, and in-class participation, applying rubrics to testable events regularly</p>	

	<p>throughout each course. Assessment is also conducted at the program level, with all departments having finished or finishing a cycle of written communication assessment by end-of-year 2017. The program assessment process is led by the Assessment Team at the Los Angeles campus. Analysis of the results and recommendations for closing the loop will roll out in the coming weeks.</p>	
<p>Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>	<p>The New York campus engages in regular surveying of students and faculty in order to identify areas of strength and weakness, but are now adopting the formal program review process developed at the Los Angeles campus. The first academic and non-academic departments in New York to undergo program review will commence before the end of 2017.</p>	<p>These efforts to adopt the formal program review process developed at the Los Angeles Campus should be pursued for all of the NYFA New York City programs.</p>