New York Institute of Technology Self-Study

Prepared for the Middle States Commission on Higher Education and the NYIT Community

February 2008

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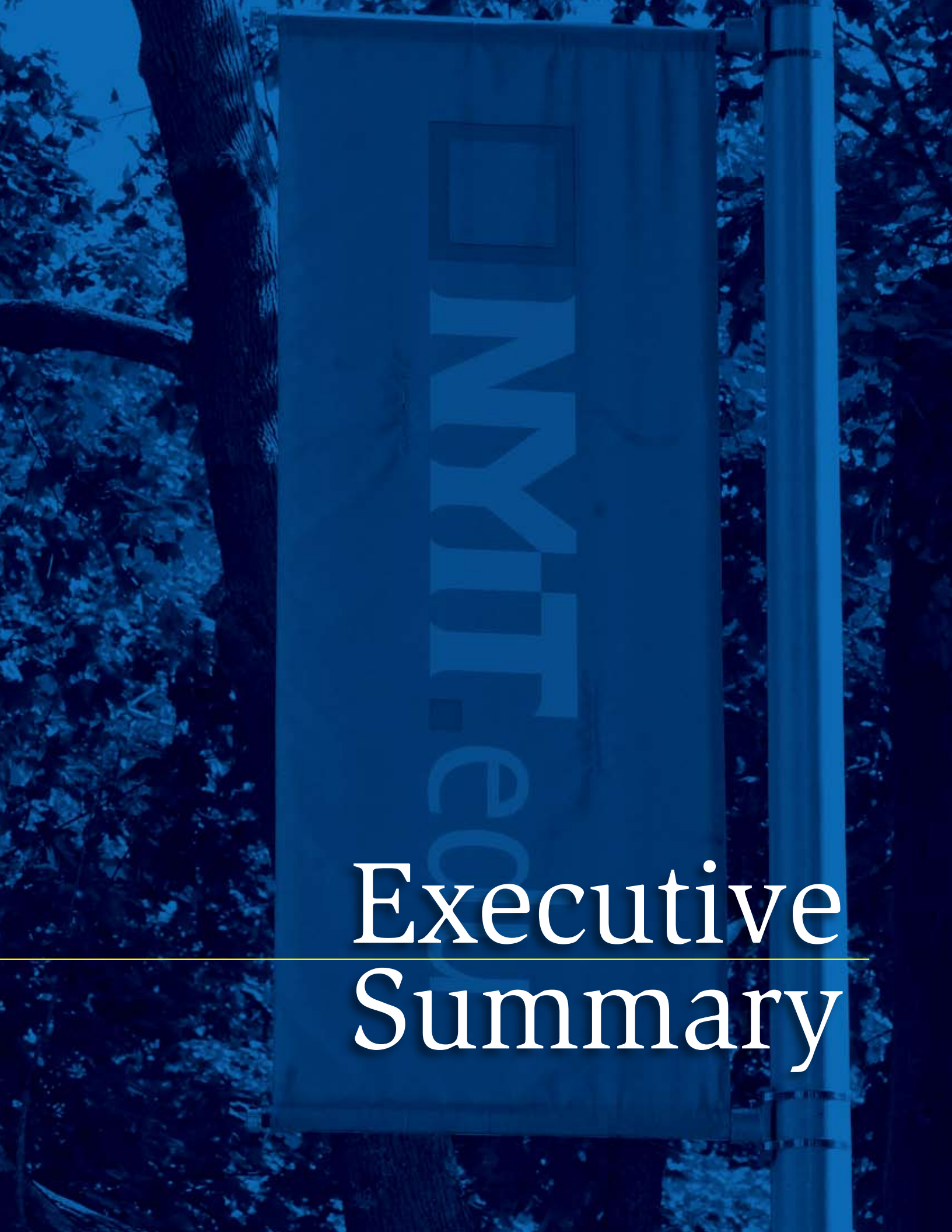

Executive Summary

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Executive Summary

New York Institute of Technology (NYIT) entered the 2000s as a vibrant institution of higher education, clearly focused on achieving its mission to provide career-oriented professional education; to offer access to opportunity to all qualified students; and to support applications-oriented research that benefits the larger world. A front-page article in the Sunday edition of *The New York Times* on Feb. 10, 2008, in which NYIT's leadership in global education was described, quoted NYIT's president, Dr. Edward Guiliano, as saying:

> *"We're leveraging what we've got, which is the New York in our first name and the Technology in our last name. I believe that in the 21st century, there will be a new class of truly global universities. There isn't one yet, but we're as close as anybody (page 14)."*

NYIT's accomplishments in global education—as well as those that enable it to meet the standards of excellence as documented in this self-study—are the result of being true to its mission, articulating a vision for the future, making decisions based in research and data, improving the university's financial condition, and involving all segments of the university community in planning. Strategic plans have guided priority-setting, investment, and assessment since the time of the university's last decennial reaccreditation. The university's strong commitment to quality is reflected in both the academic programs and administrative functions—as well as in the people (students, faculty, and staff) who make up the NYIT community. Its vision for the future requires that its offerings be sustainable and at the same time adapt and change as the nature of a 21st-century global university evolves.

Toward 2030

The acceptance in 2006 of *NYIT 2030: Setting Directions, Meeting Challenges* as the university's strategic plan was a watershed event. It marked a new willingness to look at the past and take on the future; it balanced a bold vision with near-term plans that, while ambitious, could—with discipline and hard work—actually come to fruition. The fact that several hundred faculty members, students, and staff were involved in developing the document brought a new kind of transparency and enthusiasm to the university community.

The research and self-analysis that went into the development of *NYIT 2030* occupied the NYIT community for 18 months in 2005 – 2006. After the plan was accepted in May 2006, investments of time and money were dictated by the priorities set in the plan.

The Self-Study Report

The Self-Study Steering Committee set forth the following as intended outcomes of the self-study:

- To document the ways in which NYIT meets the characteristics of excellence as defined by the commission to support strategic planning investment decisions;
- To examine the participative activity-based financial planning and long-term strategic planning processes introduced within the past five years to (a) educate all constituencies of the university and (b) improve coordination between the two planning processes and between these processes and the development of the university's operating and capital budgets;
- To provide detailed information about fast-growing programs outside NYIT's New York campuses to help chart future directions.

NYIT chose a comprehensive self-study to have an opportunity to examine 2030 goals in the context of the commission's 14 standards of excellence—in addition to documenting what has and has not been accomplished. The fit was good; as a result, most chapters in the self-study end with a section called "Toward 2030."

NYIT also chose three areas of emphasis:

- *Finances and Planning.* Standards 2 and 3 are considered together in one chapter. At the time of its last decennial reaccreditation, NYIT was asked to submit a follow-up report to the commission on finances and planning; by the time the self-study design was being prepared, the university's planning process had become a point of pride and its finances stabilized. The members of the Strategic Plan Steering Committee urged that the self-study make an examination of the linkage between planning and budgeting a central focus and the self-study team agreed;

- *Global Academic Programs.* A distinctive feature of NYIT is its global presence. In 2006-2007 there were nearly 4,000 students enrolled in NYIT programs at global sites. NYIT's global presence is no longer a series of auxiliary activities but rather a vital and integral aspect of its overall structure. When it granted each of NYIT's substantive change requests to establish a new global program, the Middle States Commission asked that the program's development be examined and reported on during the self-study. Given the rate of growth and strategic importance of these programs, NYIT enthusiastically made these programs a separate self-study focus and chapter.

- *Ellis College of NYIT.* Ellis College of NYIT, a 100 percent online college for working adults, is the result of an alliance between NYIT and the Cardean Learning Group, a for-profit provider of educational services. The commission included Ellis College as a branch campus within NYIT's accreditation in June 2006 and requested a status report and site visit in connection with this self-study. Ellis College of NYIT is discussed in its own self-study chapter.

The self-study report begins with an introduction to the institution. Afterward, chapters are devoted to a specific standard or standards, with cross-references as appropriate. Chapters on global academic programs, Ellis College of NYIT, and a conclusion come at the end. Lists of "Evidence Considered" at the ends of chapters contain the data and other reference documents that support the analyses in each chapter. In the electronic version of the self-study, the reader can click on the document name to access an electronic version of the document (very large documents are in the resource room only).

Standard 1: Mission, Goals, and Objectives

NYIT's mission is stated clearly and succinctly and is sufficiently adaptable to accommodate the changes that will come with time. Since its founding, the specific ways NYIT's mission has been advanced have changed: by introducing new academic programs to prepare students for professions in emerging careers, by providing improved access to education through support services, scholarships, flexible schedules and/or distributed education, and investment in different kinds of applied research.

"New York Institute of Technology entered the 2000s as a vibrant institution of higher education, clearly focused on achieving its mission."

The groups working on *NYIT 2030* defined a vision for the future, built on the foundation of the university's mission, that would be flexible enough to adapt to emergent circumstances and precise enough to provide effective guidance. Together, the NYIT community chose not to try to be all things to all people so that by 2030, NYIT will have become something truly distinctive.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The past 10 years have seen the introduction of modern enterprise systems for financial and student information, the development and use of financial and other data to support decision-making, the introduction of professional management systems and techniques, and planning and assessment processes that establish priorities, set goals, align unit and individual accountabilities and responsibilities and resources with the plan. The university has also invested in its technology infrastructure and physical plant and, significantly, decided to withdraw all but a few "community service" programs from the former NYIT campus in Central Islip.

NYIT 2030 (with an ambitious agenda including multi-year projects and more to do than any annual budget can fund) has necessitated the move to increased multi-year planning for operating and capital budgets for the

first time in the university's history. Budget allocations must be linked to plans in order for plans to work; the multi-year planning process (to be completed in spring 2008) will establish agreed-upon criteria for setting funding priorities so, while it may not be possible for all to agree on the decisions taken, the reasoning should be widely understood.

Standard 3: Institutional Resources

NYIT's financial health has improved substantially since the time of its last reaccreditation. Its change in net assets from operations increased from $2.6 million in 1999 to $17.1 million in 2007 and total net assets have increased to $74.7 million. This happened through a combination of (on the revenue side) contributions, interest earnings from higher cash balances, revenue from Ellis College of NYIT, auxiliary enterprise revenue and income from the endowment (all of which is returned to the endowment), tuition increases in New York and new tuition revenue from global programs; and (on the expense side) aggressive steps to manage costs, bringing outsourced services in-house, and negotiated savings for medical benefits.

After commissioning a feasibility study and learning the results, NYIT has embarked on its first-ever capital campaign in 2008. The campaign priorities—student life enhancement, faculty enrichment and interdisciplinary research, and the center for global exchange—support the goals of *NYIT 2030*.

Standard 4: Leadership and Governance

The NYIT Board of Trustees, the final governing body of the university, has grown in size and stature. As befits a growing university, the number of alumni serving on the Board has increased, with eight alumni members including Board Chairperson Linda Davila.

There have been major changes in NYIT's leadership—most significantly, the appointment of Edward Guiliano as president in 2000. In addition, new vice presidents with senior management credentials have been hired, some to newly created positions designed to help strengthen certain functions (planning and assessment, enrollment management) or areas of growth (global academic programs, development).

Standard 5: Administration

Administrative unit goals are aligned with institutional goals and achievements measured. NYIT holds memberships and participates in compensation surveys (CUPA, Watson Wyatt, and others) to ensure competitive salaries and benefits.

NYIT's administration has become more professional and certainly meets standards. Nonetheless, the self-study working group agreed with the 2030 planning group on administrative and support services in that there are areas where current service provision should be redesigned through formal business process reviews to better align services and staffing with the university's goals and vision.

Standard 6: Integrity

Integrity policies are developed, disseminated, and respected. The NYIT Academic Senate continues to be actively involved. Professional programs—particularly in the New York College of Osteopathic Medicine of NYIT and programs in the health professions—serve as models of best practice. Compliance with these policies is a part of the university's annual risk assessment planning process.

Standard 7: Institutional Assessment

Assessment occurs at all levels of the institution. Through the Professional Development Program (PDP), the annual goals of individuals are tied to division and university goals. At the department level, annual goals also tied to university goals are set and monitored. The chapter also explains the 2030 Scorecard and the 2010 Implementation Matrix, status reports for measuring, and tracking institutional progress toward strategic goals.

Examples cited in the chapter on institutional assessment show instances where outcome data have led to major institutional decisions and actions (and improved outcomes) in the case of student retention (modest 5 percent improvement since 1977), financial performance (disinvestment in Central Islip), and employment of graduates (improved career planning and related services). Other examples are found throughout the self-study document.

Standard 8: Student Admissions and Retention

Over the past decade, NYIT has substantially but gradually adopted a revised enrollment management approach to student admissions and retention, as well as financial aid, scholarships, and other functions related to student success. Milestones began in the late 1990s with the initiation of a targeted tuition-discount leveraging model and the implementation of institution-wide branding, marketing and communications activities. In 2006, the division of enrollment services was formally established under the direction of a vice president.

Numerous efforts to understand why students either persist or leave NYIT have led to focused initiatives to improve retention (described in the chapter on Standard 8 and others throughout the self-study document). At a higher level, the NYIT 2030 strategic plan recognizes that systematic changes to improve the quality and overall value of the academic experience, together with enhancements to student life, are the most critical elements in improving retention.

Standard 9: Student Support Services

NYIT has traditionally served a commuter population (approximately 93 percent of students commute), and it had long been believed that student characteristics such as clear career focus, outside employment (most NYIT students hold a job), and family obligations made them relatively uninterested in student services.

However, student survey results signaled a change. In the mid 1990s student surveys began to reflect dissatisfaction with aspects of campus life, student support services, and career planning and placement. Major reorganizations were accomplished, the annual budget for student academic and support services has more than tripled since 2000, and substantial investment was made in student facilities. *NYIT 2030* envisions more changes —including more residential opportunities for local and exchange students and faculty—in order to become a "student-centered university."

Standard 10: Faculty

NYIT students are taught by well-qualified faculty with appropriate academic credentials and clear ties to employment and professional careers who meet traditional criteria with respect to teaching, scholarship, and service and also emphasize technological literacy.

A significant effort has been made in recent years to increase the number and quality of full-time faculty (increased 10 percent since 1997); to maintain competitive faculty salaries (the annual AAUP Faculty Salary Survey shows that in the current year, NYIT ranks among the highest-paying institutions—Category IIA—in New York and nationwide and is exceeded at the full professor level only by the CUNY School of Law at Queens College); to improve faculty research (grant applications are up 10 percent in dollar terms in the past year); teaching (communication arts and science faculty members are involved in formal academic quality improvement initiatives), and service (community involvement and faculty participation in campus-wide strategic initiatives).

The self-study group concluded that *NYIT 2030* requires an increasingly strategic approach to faculty recruitment to support program investment and disinvestment decisions. In addition, results from the National Study of Student Engagement and the College Results Survey (alumni) are expected to establish benchmarks and suggest new strategies for improvement.

Standard 11: Educational Offerings

NYIT's educational portfolio is grounded in its mission. As befits a university with a medical school, the biggest portfolio change in recent years has been the growth of programs in the health professions. Program quality is regularly assessed and improved through external accreditations (for licensed professions) and academic program reviews (internal processes) and examples are given on how decisions are made to add and delete programs from the portfolio. NYIT's libraries report significant improvements to library resources, access, facilities, and customer service.

NYIT 2030 mandates an annual portfolio review and envisions a university more focused on a smaller number of niche programs. It also sets the vision of becoming a collaborative and interdisciplinary university rather than one constrained by traditional academic silos.

Exciting things are happening with respect to instructional design and format. Three years ago, the NYCOM faculty approved a major curriculum redesign based on

the premise that the next generation of physicians will need to adapt to a continually changing landscape. Two new curricular tracks (one lecture discussion-based and the other problem-based) share a student-centered, patient-based approach, computer-assisted instruction, and small-group basic and clinical science labs. The School of Engineering is following suit with the introduction of project-based learning throughout its curricula and programs in the health professions are practicing clinical skills in NYCOM's Institute for Clinical Competence.

Standard 12: General Education

NYIT has always been committed to education in the liberal arts and sciences as an integral part of preparation for professional careers. For the past two decades, this commitment was embodied in a 42-credit "core curriculum" required of all undergraduates that was examined from time to time, updated, but not fundamentally changed.

With the adoption of *NYIT 2030*, the faculty was directed to re-think the core curriculum in terms of the current and future environment and the announced strategic goals of the institution. Thus began a multi-year process of research, study, and discussion among faculty members from all of NYIT's schools and colleges including NYCOM. The planning group has proposed learning outcomes in the areas of literacy, global perspective, communication, critical thinking, interdisciplinary thinking, understanding of ethics and morality, and understanding the process and nature of science and the arts. The proposal also includes foundation and seminar courses; active learning; wide faculty participation from all schools and colleges; integrated assessment; a faculty group with designated responsibility and annual summer institutes on the core. The revision is expected to be in place for the freshman class entering in September 2009.

Standard 13: Related Educational Activities

Distributed Education. Online distance learning has been offered in some form at NYIT since 1984. In 2002, the university's distance education capability (both online and via videoconferencing technology) was reviewed by the New York State Education Department, and NYIT was certified as a distance education provider. The university has established systems and resources for faculty preparation, academic supervision, articulating outcome expectations

"NYIT 2030 mandates an annual portfolio review and envisions a university more focused on a smaller number of niche programs."

and assessing student learning, and NYCOM is a recognized leader in the effective use of technologies in medical education and is in the process of building an online medical curriculum. With the transition of Ellis College of NYIT (see later standard) to an independent entity, NYIT plans to build on these capabilities as part of becoming a 21st-century global university.

Basic Skills. Special programs (HEOP, EduPlus) are available to students who do not meet NYIT's academic criteria for admission but who give other indications they might be successful. English language instruction is available and the college has established methods for evaluating experiential learning. NYIT also offers the Vocational Independence Program for students with significant learning disabilities.

Standard 14: Assessment of Student Learning

Academic programs establish learning outcomes, and the assessment of those outcomes is "owned" by the program faculty and overseen by the Assessment Committee of the NYIT Academic Senate and the Office of Academic Affairs. The chapter describes continuous improvement in the agreed-upon institutional processes of assessing student learning that led to the current system, which is

Academic programs establish learning outcomes, and the assessment of those outcomes is 'owned' by the program faculty and overseen by the Assessmment Committee of the NYIT Academic Senate."

distinguished by, among other things, continuous assessment, training, and support for faculty. Several examples of how assessment of learning outcomes led to changes in program, pedagogy or both are presented in this chapter.

Global Academic Programs

Today nearly 4,000 NYIT students—or one-fourth the NYIT student population—study at global sites in Bahrain, Brazil, China, Canada, Jordan and the United Arab Emirates. A strengthened administration in New York provides stronger coordination and academic oversight. The chapter provides details and evidence.

For NYIT, becoming a global university means the expansion of NYIT degree-granting academic offerings outside the United States to provide opportunities for high quality education for the professions to students around the world. It also means the development of new ideas and understandings through the further integration of academic life at NYIT New York with the overseas locations. It means the evolution of a model of "global education" for the 21st century, where ideas, faculty, and students flow in many directions.

Ellis College of NYIT

Ellis College of NYIT, the result of an alliance between NYIT and Cardean Learning Group, is an online college for working adults that became a branch campus of NYIT in June 2006. The chapter describes and evaluates the Ellis College of NYIT branch. In all likelihood, Ellis College of NYIT will have received independent accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools by the time of the Middle States Commission action with respect to NYIT's reaccreditation.

Conclusions and Overall Recommendations

Over the past 10 years, improvements in leadership, finances, and planning have set the stage for the next phase of NYIT's development. A confident vision for the future guides the university's priorities and investments; an affirmation that NYIT-New York will remain the university's quality hub has led to a two-part strategy, domestic and global, to address the higher education needs of today and the future.

While "revenue from a variety of sources" is a goal, NYIT will likely remain tuition dependent for the foreseeable future. Research has made clear that, while targeted efforts to improve enrollment in New York may have positive effects at the margins, providing "value" is the key to necessary major improvements in admissions and retention.

NYIT 2030 charts the course to increased value. It sets forth steps that build on NYIT's unique strengths and take advantage of opportunities. The self-study confirms that the plan's elements (which are being accomplished on schedule) also improve the university's performance with respect to meeting the commission's standards of excellence. The recommendations, detailed in the conclusion, support both the 2030 vision and the standards for accreditation. They involve suggestions for further building academic quality and distinctiveness, improving the student experience, developing plans in targeted areas to support 2030 goals, integrating assessment and feedback loops more fully into the institutional culture, and continuing to find ways to improve NYIT's financial position.

Middle States Commission on Higher Education

Certification Statement: Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. The signed statement should be attached to the Executive Summary of the institution's self-study report.

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

New York Institute of Technology is seeking:

(Check one) ☑ Reaffirmation of Accreditation ❑ Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

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

Edward Guiliano _____ _____

Edward Guiliano, President Date

Linda L. Davila _____ _____

Linda Davila, Chair, Board of Trustees Date

Introduction

New York Institute of Technology

New York Institute of Technology (NYIT) entered the 2000s as a strong and vibrant institution of higher education, clearly focused on achieving its mission to provide career-oriented professional education; to offer access to opportunity to all qualified students; and to support applications-oriented research that benefits the larger world. Just walking past the new student library on the ground floor of the main building on the Manhattan campus or watching students in the architecture studios in the renovated Education Hall in Old Westbury, one recognizes an energized learning community. The NYIT Weekly Update (an e-newsletter for staff and faculty) describes dozens of special recognitions of NYIT faculty and a variety of lectures, conferences, and other events involving NYIT faculty and students.

Since its founding in 1955, New York Institute of Technology (NYIT) has evolved from a small, technology-based institution into a thriving multi-disciplinary university offering baccalaureate, graduate, and professional degrees. From just nine students attending classes in one New York City building, NYIT now enrolls more than 15,000 students at its Old Westbury, N.Y., and Manhattan campuses at a variety of other domestic and international locations, and through online programs. Last year, a total of 3,680 students graduated from NYIT.

Students Graduating * June 2006 – May 2007	
School of Architecture and Design	165
College of Arts and Sciences	628
School of Education	227
School of Engineering and Computing Sciences	476
School of Health Professions, Behavioral, and Life Sciences	310
School of Management	1,592
New York College of Osteopathic Medicine	282
Total	**3,680**

Table I-1:
*Students in Ellis College of NYIT (the university's online college for working adults) and NYIT's global campuses and sites earn their degrees from one of NYIT's academic schools or colleges.

"There have been major changes in NYIT's leadership– most significantly, the appointment of Dr. Edward Guiliano as president in 2000."

For the most part, this growth has been mission-related and responsive to changes in the region's demographics and the demand for new expertise in the work force. Decades of expansion were accompanied by challenges with financial repercussions. As a result, NYIT experienced significant financial difficulties during the 1980s and early 1990s. Under the leadership of the current president and through a series of bond issues, rigorous management of costs (including significant downsizing of NYIT's campus in Central Islip), and revenue improvements, NYIT's financial condition has improved significantly—enabling investments in human and capital improvements during the past decade.

There have been major changes in NYIT's leadership—most significantly, the appointment of Dr. Edward Guiliano as president in 2000. In addition, many new vice presidents and deans have been hired. Some of these new appointments were to newly created positions designed to help strengthen certain functions or areas of growth. For example, a new position of vice president for enrollment services was created to build up NYIT's recruitment,

admissions, financial aid, and retention programs. A new vice president for development was recruited to improve fundraising for the endowment. The vice president for global academic programs was charged with centralizing and improving management of international offerings. A newly created position of vice president for planning and assessment was created to help support a variety of planning and operational initiatives and to assure a disciplined, evidence-based culture throughout the university.

In recent years, important innovations that have taken place—be it the development of new programs, renovation of facilities, or implementation of new management procedures—have been guided by community-wide participatory processes. In addition, there have been efforts to make many administrative functions—including budgeting—more transparent. These approaches have improved the "buy-in" by the various constituents of new initiatives and other changes.

A distinctive feature of NYIT is a focus on technology, in part because of its name and the fact that many of its programs relate to technology or employ technology in innovative ways in other fields. (A prominent example of the latter is the leadership role that NYIT has played in the development of computer graphics.) NYIT also embraces technology as a way to improve teaching and learning in all academic areas. Examples include both standalone and supplemental online course offerings, videoconferencing, extensive digital resources through its library centers, and the creation of Ellis College of NYIT through an alliance between NYIT and the Cardean Learning Group (CLG). Ellis College brings together NYIT's expertise in career-oriented, professional education with CLG's advanced methods and technologies in creating online courseware to provide 100 percent online degree programs to a wide population of adult students.

"NYIT's financial condition has improved significantly –enabling investments in human and capital improvements during the past several years."

Another distinctive feature of NYIT is its global presence—currently offering programs at seven international locations: Bahrain (Manama); Brazil (Sao Paolo); Canada (Vancouver); China (Jiangxi, Shanghai, and Nanjing); Jordan (Amman); and the United Arab Emirates (Abu Dhabi). In 2006-2007, there were nearly 4,000 students enrolled in these programs. NYIT's global presence is not simply a series of auxiliary activities, but rather a vital and integral aspect of its overall structure. These programs are central to NYIT's mission by providing broader access to opportunity for many more students. In addition, these programs are financially beneficial and have the potential for future growth and expansion into other geographic regions. As NYIT reinvents itself into a 21st-century university, it strives to become a truly global institution, with ideas, research, and academic discourse flowing both from New York to its international locations and from the rest of the world to New York through both virtual and physical exchanges.

There is a strong commitment to quality reflected in both the academic programs and administrative functions—as well as in the people (students, faculty, and staff) who make up the NYIT community. Providing students with a high-quality education is not simply an idealized goal, but is essential for an institution that provides professional and career-oriented programs. Many programs must meet rigorous professional accreditation standards, students must pass licensing and other certification examinations, and graduates need to have the skills that employers seek. For all of these reasons, NYIT takes very seriously its commitment to quality and to employing outcomes, measures, and other indicators to ensure that its programs live up to this goal.

Enrollment at the two New York campuses has been relatively stable over the past few years, and is expected to remain so for the immediate future. This realistic assessment is based on a fully implemented and success-

NYIT also embraces technology as a way to improve teaching and learning in all academic areas."

ful program to raise student quality and on the demographic projections in the greater New York area (where the traditional college-age population is expected to remain steady), competition among both the private and public institutions on Long Island and New York City for many of the same students, and the tuition differential between NYIT and many of its competitors, particularly public institutions. In order to maintain the current enrollment, NYIT has implemented a targeted and structured recruitment program for new students, relatively modest increases in tuition, coupled with increases in scholarship aid to students and campus-wide efforts to improve retention.

Even while enjoying NYIT's current successes, its leadership has committed to assuring a continuing transformation of NYIT into a 21st-century university—a concept that will undoubtedly take on different meanings in the decades ahead. In order to guide future growth and change, NYIT recently completed a comprehensive strategic planning process called *NYIT 2030*, which articulates its vision for 2030. *NYIT 2030* places the New York campuses as the quality hub in NYIT's drive to become a leading 21st-century global university. NYIT has made a conscious choice to simultaneously invest in domestic programs and facilities and to strengthen its presence abroad as the way to transform the university into an organization that will continue to attract quality students, faculty and staff. A "2010 plan" charts near-term objectives and annual operating and capital budgets that support agreed-upon strategic priorities.

NYIT's improved finances provide the opportunity to take these steps, though over an extended period of time and only as it builds the appropriate support infrastructure. Some of the specific steps that will be taken over the next three to five years to ensure the appropriate balance between domestic investment and global initiatives are as follows:

- Identify "niche" programs in which NYIT has or can have a competitive edge, particularly at its New York campuses. A detailed, five-year planning process to be completed in the spring of 2008 is underway with the academic deans. This process will identify the specific academic programs in which NYIT will invest to increase the university's local competitive profile and enrollment in Manhattan and Old Westbury.

- Establish a new Center for Teaching and Learning. Ensuring high-quality teaching is essential for sustaining NYIT's vitality into the future. One aspect of this new center is a systematic Academic Quality Improvement Program, drawing on best practices from both U.S. and international universities. Other components will be an expanded Laboratory for Teaching and Learning and an expanded faculty development facility.

There is a strong commitment to quality reflected in both the academic programs and administrative functions–as well as in the people (students, faculty, and staff) who make up the NYIT community."

- Create a Division of Global Academic Programs. This new division is responsible for expanding, diversifying, and overseeing NYIT's global programs. Among the envisioned initiatives of this new division are expanded student and faculty exchanges and other academic linkages among the various international programs and the New York campuses.

- Invest in student life and residential facilities in both Manhattan and Old Westbury—NYIT is planning new facilities for students on- and off-campus in Old Westbury and Manhattan to support enrollment initiatives in the United States, to facilitate global exchange, and to contribute to the quality of student life.

- Raise capital for scholarships, faculty, and student facilities—NYIT has launched its first-ever capital campaign to raise money for funded scholarships, endowed faculty positions, and improvements in academic and student facilities. Approximately $5 million has been raised to date, and plans are already underway for expanding the Student Activities Center and renovating instructional labs in Old Westbury and creating a new food service/lounge space in an existing building in Manhattan.

NYIT leadership recognizes the challenges presented by today's competitive higher education market, and has adopted a two-part strategy—domestic and global—to address this new environment. Perhaps more important, the university also recognizes that it is absolutely essential that students be exposed to the global and technology trends that will transform their professional as well as personal lives. The goal is clear; the challenge is making the right choices for both NYIT and its students.

Preparation of the Self-Study

- Attendance at the Self-Study Institute

- Selection of the self-study model

- Development of the organizational structure of the self-study

- Development of draft self-study research questions

- Collection of supporting documents

- Selection of a Steering Committee and distribution of self-study explanatory materials

- Distribution of draft design document to Steering Committee

- Discussion and revision of draft design document by the Steering Committee

Nature and Scope of the Self-Study

NYIT has chosen to conduct a comprehensive self-study with emphasis on one or more standards (Planning, Resource Allocation, and Institutional Renewal) and with emphasis on one or more topics (Overseas Programs and Ellis College of NYIT).

This model involves an overall assessment of the institution within the context of Middle States accreditation standards and an in-depth examination of topics that the institution judges to be of primary concern or significance.

Intended Outcomes of the Self-Study

- To document the ways in which NYIT meets the characteristics of excellence as defined by the Commission to support strategic planning investment decisions;

"NYIT has chosen to conduct a comprehensive self-study with emphasis on one or more standards."

- To examine the participative activity-based financial planning and long-term strategic planning processes introduced within the past five years to (a) educate all constituencies of the college and (b) improve coordination between the two planning processes and between these processes and the development of the college's operating and capital budgets;

- To provide detailed information about fast-growing programs outside NYIT's New York campuses to help chart future directions.

Steering Committee, Working Groups, and Organizational Review

Steering Committee

The Steering Committee (co-chaired by the president of the NYIT Academic Senate, associate provost for academic affairs [and former president of the NYIT Academic Senate] and the vice president for planning and assessment) is made up of representatives from NYIT's various constituencies, including students, alumni, faculty (from all academic schools and colleges in New York, overseas, and online), libraries, institutional research, academic computing, facilities, and administration (academic, finance, student affairs, admissions).

Working Groups

During 2005-2007, working groups corresponding to the major sections of the self-study developed draft reports with respect to each standard, global programs, and Ellis College of NYIT. To integrate the self-study with the academic governance of the college, each working group was co-chaired, where appropriate, by a faculty member from the Steering Committee and the chair of the corresponding (standing or ad-hoc) committee of the NYIT Academic Senate. Co-chairs chose the members of the committees, understanding that all committees were to be inclusive and include appropriate participation and input from students, alumni, and other key constituents of the university.

Charges to the working groups can be found in the Attachment and the members of these groups are listed at the end of this section.

Organizational Review

During summer 2007, the self-study co-chairs combined the materials submitted into a unified document—supplementing working group submissions with more data or topics as needed. Recommendations and summaries were stripped because they no longer corresponded to the reorganized and amplified material.

In fall 2007, the draft—which at that point contained too much description and too little analysis—was returned to working groups, asking that they consider the data presented, analyze what they read, and suggest recommendations. A particular effort was made to solicit student input and advice. Following incorporation of these new elements into the draft and a discussion and review by the steering committee, the draft was then considered by the president's council, reconsidered by working groups, and presented to the NYIT Academic Senate and NYIT Board of Trustees.

"The Steering Committee is made up of representatives from NYIT's various constituencies, including students, alumni, faculty, libraries, institutional research, academic computing, facilities, and administration."

WORKING GROUP 1

Standards 1 and 7
Mission and Goals; Institutional Assessment

Babak D. Beheshti, Associate Professor, Electrical Engineering Technology (Co-Chair)
Michael Uttendorfer, Dean, School of Education; Associate Professor, Education (Co-Chair)

MEMBERS

Frank Acevedo, Assistant Professor, Physician Assistant
Harriet C. Arnone, Vice President, Planning and Assessment
Leonard Aubrey, Vice President, Financial Affairs and CFO
Greg Banhazl, Director, Business Development and Financial Affairs
Adele S. Deerson, Professor, Business Law
John diDomenico, Professor, Architecture
Elizabeth Donaldson, Chairperson, Interdisciplinary Studies; Assistant Professor, English
Joseph Ford, Vice President for Student Affairs, Chief Student Affairs Officer
Carol Hasenstab, Alumni Federation, Long Island Chapter President
John Hyde, Dean, Career Education and Services
Richard Pizer, Provost and Vice President for Academic Affairs
Barbara Ross-Lee, Vice President for Health Sciences and Medical Affairs
Stanley Silverman, Director, Technology-Based Learning Systems; Professor, Education
Rozina Vavetsi, Assistant Professor, Fine Arts

WORKING GROUP 2

Standards 4, 5, and 6
Leadership and Governance; Administration; Integrity

Katherine Williams, Chairperson, Associate Professor, English (Co-Chair)
Steven Youmans, Assistant Professor, Biomedical Sciences, NYCOM (Co-Chair)

MEMBERS

David Broder, Clinical Associate Professor, Medicine, NYCOM
David Decker, Vice President, Global Academic Programs (2006-2007)
Karen Kalkines, Director, Internal Audit and Process Engineering, Office of the President
Jill Cherveny-Keough, Director of User Support Services
Susan M. Neville, Chairperson, Associate Professor, Nursing
Celia T. Prieto, Associate Dean of Transfer Evaluations
Daniel Quigley, Associate Dean, College of Arts and Sciences; Associate Professor, English
Sonia Rivera-Martinez, Student
Michael C. Sachs, Dean, Campus Life, Manhattan
Michael Uttendorfer, Dean, School of Education; Associate Professor, Education

WORKING GROUP 3

Standard 2 and 3
Planning, Resource Allocation, and Institutional Renewal; Institutional Resources

Richard E. Dibble, Director, Center for Labor and Industrial Relations; Professor, Labor Management (Co-Chair)
Stanley M. Greenwald, Chairperson, Professor, Environmental and Mechanical Technology (Co-Chair)

MEMBERS

Leonard Aubrey, Vice President, Financial Affairs and CFO
King V. Cheek, Professor, Social Sciences
Frank Genese, Director of Facilities Management Services (2005-2007)
Ellen Katz, Chairperson, Social Sciences; Associate Professor, Philosophy
Shin-R Lin, Professor, Physics
Beth Petrelli, Manager of Financial Analysis (2007)
Victoria Pfeiffer, Special Assistant for Planning and Financial Analysis, Office of the President
Rajendra K. Tibrewala, Professor, Quantitative Analysis

WORKING GROUP 4

Standard 8 and 9
Student Admissions and Retention; Student Support Services

Alice Heron-Burke, Director Counseling and Wellness, Old Westbury (Co-Chair)
Stacy Munsky-Acquaro, Associate Director, Admissions (Co-Chair)

MEMBERS
Doriga Alves, Student Government Association President, Manhattan
Angela DelCid, Director of International Admissions
Alice Dolitsky, Associate Director of Admissions
Clyde Doughty, Director of Athletics and Recreation
John Hyde, Dean of Career Education and Services
Steve Kerge, Associate Dean of Admissions (through Spring 2007)
Frances Magee, Dean of Campus Life, Old Westbury
Salvatore Mule, Student Government Association President, Old Westbury campus
Alex Ott, Director of Transfer Evaluations
Zennabelle Sewell, Associate Dean, Student Life, Manhattan; Director of First-Year Programs
Theresa Williams, Director, Academic Enrichment Programs
Michael Urmeneta, Director of Information and Data Management, Admissions

WORKING GROUP 5

Standard 10 and 11
Faculty; Educational Offerings

Gerri Flanzraich, Librarian (Co-Chair)
Karen Friel, Chairperson, Associate Professor, Physical Therapy (Co-Chair)
Richard Pizer, Provost and Vice President for Academic Affairs (Co-Chair)

MEMBERS
King V. Cheek, Professor, Social Sciences
Mindy Haar, Director, Instructor, Clinical Nutrition
Guy Hildebrandt, Registrar
Lynn Pocock, Coordinator, Computer Graphics; Professor, Fine Arts
Celia T. Prieto, Associate Dean of Transfer Evaluations
Sarah McPherson, Coordinator, Assistant Professor, Instructional Technology
Susan M. Neville, Chairperson, Associate Professor, Nursing
Spencer Turkel, Associate Provost; Professor, Life Sciences
Peter Walter, Coordinator, Assistant Professor, Mental Health Counseling

WORKING GROUP 6a

Standard 14
Assessment of Student Learning

Harriet C. Arnone, Vice President, Planning and Assessment (Co-Chair)

MEMBERS
David Arneson, Coordinator of Student Teaching; Associate Professor, Education
Babak D. Beheshti, Associate Professor, Electrical Engineering Technology
Frances Campani, Associate Professor, Architecture
Carol DeVictoria, Director of Institutional Research and Assessment
Michael Gamble, Professor, English
Stanley M. Greenwald, Chairperson, Professor, Environmental and Mechanical Technology
Frances Magee, Dean of Campus Life, Old Westbury
Joan O'Connor, Counselor III
Richard Pizer, Provost and Vice President for Academic Affairs
Susan M. Neville, Chairperson, Associate Professor, Nursing
Gabriel Sunshine, Professor, Physics
Nina Tirotta, Research Associate, Institutional Research and Assessment
Spencer Turkel, Associate Provost; Professor, Life Sciences
Steven Youmans, Assistant Professor, Biomedical Sciences, NYCOM

WORKING GROUP 6b

Standard 12
General Education

David Hogsette, Associate Professor, English (Co-Chair)

MEMBERS
Diamando Afxentiou, Associate Professor, Management
Nicholas Bloom, Chairperson, Interdisciplinary Studies; Assistant Professor, History
Frances Campani, Associate Professor, Architecture
Matthew Chang, Chairperson, Professor, Physics
Herbert Fox, Professor, Mechanical Engineering
Hui-Yin Hsu, Assistant Professor, Language Arts Education
Ellen Katz, Chairperson, Social Sciences; Associate Professor, Philosophy
Maria Lapadula, Chairperson, Associate Professor, Behavioral Life Sciences
Sarah McPherson, Coordinator, Assistant Professor, Instructional Technology
Niharika Nath, Associate Professor, Life Science
Ronald Portanova, Associate Dean, Academic Affairs, NYCOM
Daniel Quigley, Associate Dean, College of Arts and Sciences; Associate Professor, English
Ranja Roy, Assistant Professor, Mathematics
Robert Sherwin, Chair, Associate Professor, Communication Arts
Gary R. Stephens, Professor, English
Robert Michael Smith, Associate Professor, Fine Arts
Theresa Williams, Director, Academic Enrichment Programs
Roger Yu, Dean, College of Arts and Sciences; Professor, Physics

WORKING GROUP 7

Standard 13
Related Educational Activities

Spencer Turkel, Associate Provost; Professor, Life Sciences (Co-Chair)
Theresa Williams, Director, Academic Enrichment Programs (Co-Chair)

MEMBERS
Jill Cherveny-Keough, Director of User Support Services
Linda Comac, Coordinator, English Language Institute
Stanley Silverman, Director, Technology-Based Learning Systems; Professor, Education
Michael Uttendorfer, Dean, School of Education; Associate Professor, Education
Ernst VanBergeijk, Dean, Vocational Independence Program
Roger Yu, Dean, College of Arts and Sciences; Professor, Physics

WORKING GROUP 8

Ellis College of NYIT

David Harpool, Provost and Vice President Academic Affairs (Co-Chair)
Gene Scarmella, Dean of Graduate Studies (Co-Chair)
Edward Shannon, Dean of Undergraduate Studies, (Co-Chair)

MEMBERS
Harriet C. Arnone, Vice President, Planning and Assessment
Frank Burhance, Vice President, Operations
Rachael Cardenas, Academic Program Specialist
Andrew Carpenter, Core Faculty and Vice President of the Academic Senate
Kevin Downey, Director, Advising and Student Services
Chris Dunham, Associate Provost, Academic Operations
Ralph Freye, Vice President, Compliance
Jessica Hensley, Executive Assistant

John Kruper, Chief Learning Office
John LaNear, Associate Provost and Vice President of Academic Affairs
Carl Puccio, Vice President, Course Development
Theresa Vasquez, Human Resources Coordinator
Lynn Vernsten, Project Manager
Brooke Vuckovic, Consultant, Accreditation
Charles Weinstock, Core Faculty
Roger Widmer, Dean of Students and Vice President of Academic Services
Jeanne Widen, Core Faculty and President of Academic Affairs

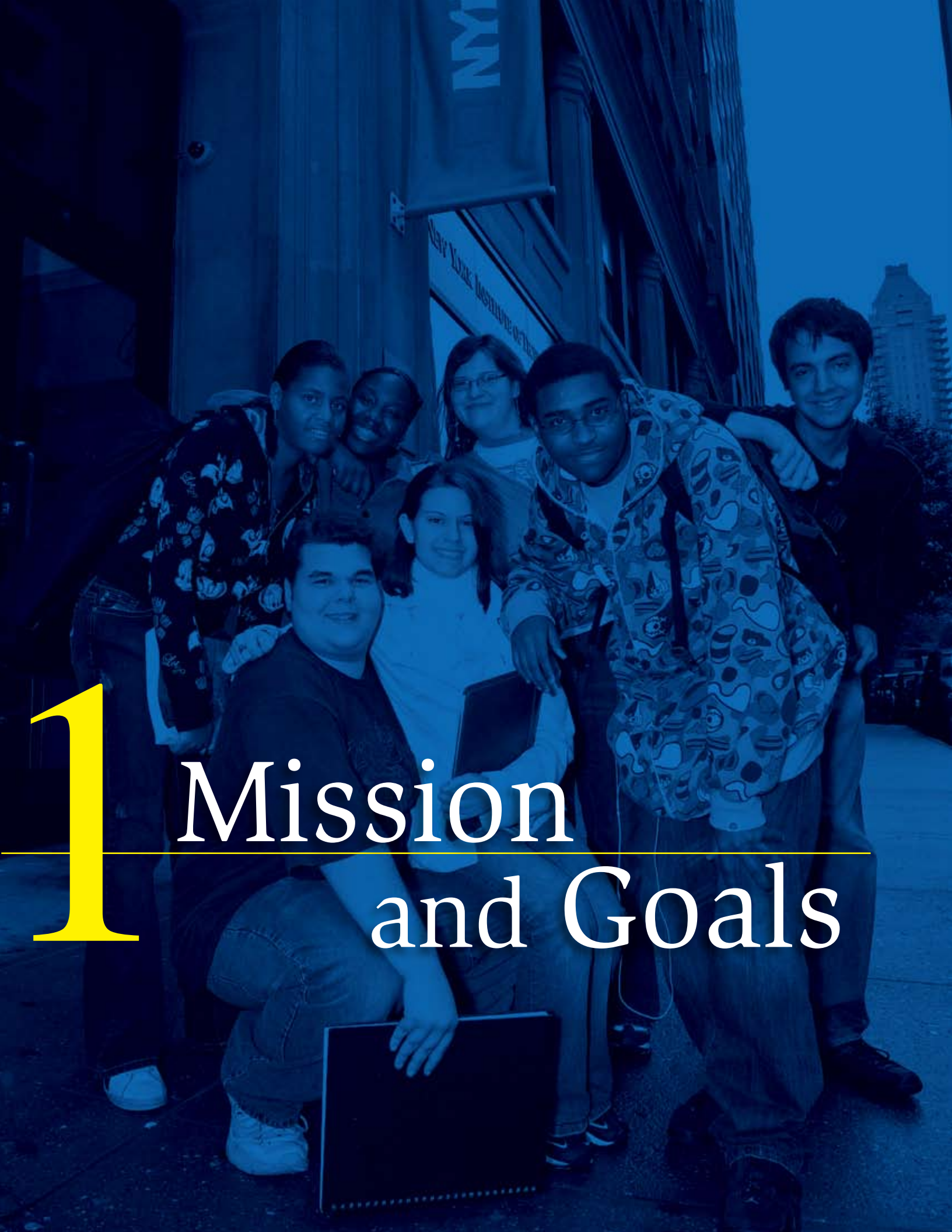
WORKING GROUP 9

Global Academic Programs

David Decker, (2006-2007), Vice President, Global Academic Programs (Co-Chair)
Cyrus Reed, Vice President, Global Academic Programs (2007-present) (Co-Chair)
Kevin O'Sullivan, Director for Academic Administration, Office of Global Academic Programs; Assistant Professor, Management (Co-Chair)

MEMBERS

Ahmed Elokda, Associate Professor, Physical Therapy
Karen Friel, Chairperson, Associate Professor, Physical Therapy
Jacqueline E. Kress, Dean, School of Education
Ayat Jafari, Chairperson, Professor, Electrical Engineering and Computer Science
Scott Liu, Associate Professor, Management
Richard Pizer, Provost and Vice President for Academic Affairs
Daniel Quigley, Associate Dean, College of Arts and Sciences; Associate Professor, English
Martha Siegel, Chairperson, Assistant Professor, Interior Design
Robert Michael Smith, Associate Professor, Fine Arts
Rajendra K. Tibrewala, Professor, Quantitative Analysis
Gary R. Stephens, Professor, English



1 Mission and Goals

NYI

Description of the Standard

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

NYIT's mission is:

- To provide career-oriented, professional education;
- To offer access to opportunity to all qualified students; and
- To support applications-oriented research that benefits the larger world.

In addition, NYIT is committed to integrating technology into all teaching and learning and to develop and disseminate information about technology-based education. While an analysis of NYIT publications for the past 40 years shows some variation in wording and emphasis, the university's mission has remained essentially unchanged.

Nine years ago, the university's vision was set down in its *Strategic Operating Plan 2000-2004*, which reads in part:

"As the college pursues its opportunities for growth and excellence it will become increasingly global and partially virtual; an institution with contemporary programs that meet the needs and demands of a changing society; a university with doctoral programs in several areas; and a national leader in the use and applications of the latest technologies in all aspects of its curricular and co-curricular offerings. NYIT's faculty and staff will become increasingly accomplished and prominent. And the college, through a variety of development and enrollment initiatives, will establish a substantially enhanced financial strength upon which to build the NYIT of the 21st century.

The strategic plan articulated four goals towards achieving that vision that guided the university's actions; at the end of the plan's five-year span, substantial progress had been demonstrated. The goals were:

- Improve academic quality and program development;
- Strengthen recruitment, retention and student life;
- Enhance the university's image; and
- Improve NYIT's financial condition and strengthen administrative services.

In 2005, President Guiliano described the way forward to develop NYIT's next strategic plan.

"Now it's time to … engage] our community of faculty, administrators, and staff in a strategic planning process for the coming years. We need to focus on the things that support… [our mission] and stop doing the things that don't. We need to do a better job in some areas. We may need to do some new things. We need to develop evidence for the outside world that we are, in fact, delivering. We need to find ways of measuring our progress so we can keep improving."

NYIT 2030: Setting Directions, Meeting Challenges

The college's strategic plan for the next 25 years—known as *NYIT 2030*—begins with the vision and goals that guided the university since 2000. Development of the plan provided an opportunity for the NYIT community to take stock, identify needed mid-course corrections, and chart a course for the long-run future.

Specifically, *NYIT 2030* pursued a dual objective:

- To establish over arching strategies to guide the university as it embarked on its next quarter-century of operations; and
- To chart its course in operational terms for the next five years. Both aims were necessary, and both had to be pursued simultaneously.

The first objective invited planners to stand back from NYIT's immediate operational needs and view the big picture. They were asked to think out of the box about strategies that could change the university in truly significant ways. The second objective grounded the process in reality so as to provide immediate practical guidance.

It was not enough to think big—the resulting vision had to be translated into initiatives that could be implemented during the first few years of the plan and within resource constraints. Without the vision, the initiatives would focus too much on short-run opportunities and threats. Without the initiatives, the vision would present wishes and hopes more than tough-minded guidance about NYIT's future. The best results, we believed, would be achieved by considering both the long- and short-term issues simultaneously—proposing both an over arching vision and practical initiatives for achieving it.

The Development and Adoption of the 2030 Plan

To create the 2030 plan, the NYIT community came together in a participative process and reached conclusions for the common good. More than 200 members of the NYIT faculty, staff, and administration provided significant time and wisdom as members of one or more of the 13 planning groups; hundreds more attended meetings or completed surveys or sent e-mail messages to the Steering Committee. Data were developed, roundtables held, and students and alumni were surveyed and invited to town meetings to express their views. The president provided regular updates to the community and the trustees over the 18-month plan development process. The plan was accepted by the NYIT Academic Senate and NYIT Board of Trustees in May 2006.

A Vision for Accomplishing NYIT's Mission in the 21st Century

The groups working on *NYIT 2030* defined a vision for the future that would be flexible enough to adapt to emergent circumstances and precise enough to provide effective guidance. Together, the NYIT community chose not to try and be all things to all people so that, by 2030, NYIT will have become something truly unique.

The following six views were designed to be true to NYIT's historic mission while pulling it toward meaningful transformation and building on current strengths. The NYIT of 2030 should be recognizable in terms of today's institution but at the same time be different in exciting ways.

The vision is that, by 2030, NYIT will be:

- Known for its career-oriented undergraduate and unique and distinctive graduate and professional programs;
- Known for its thriving graduate centers featuring interdisciplinary research, degree programs, and "best-in-class" work in a small number of highly-targeted niches;
- Known as a global and partially virtual university with NYIT in New York as its quality hub;
- Known as a model student-centered university;
- Known as a leader in teaching with technology; and
- Known as a well-funded institution with dependable revenue from a variety of sources.

The university will maintain main campuses in New York City and Old Westbury (with the implied trade-offs involved in the two-campus footprint) with additional campuses and sites in the United States and abroad.

The Implementation of the Plan: Allocating Resources, Tracking Activities and Assessing Outcomes.

The 2030 plan was developed through participative processes that involved as many stakeholders as possible. The implementation of the plan has been participative as well, involving deans, chairs, faculty, staff, alumni, and students with the 2030 Steering Committee providing overall oversight.

At the 30,000-ft. level, there is the strategic plan itself. At the 10,000-ft. level, there are deliverables and accountabilities, broken down into months and years into what is called the "2010 Implementation Matrix." It gives tasks, accountabilities, and timetables and is the document used by the 2030 Steering Committee to track activities.

The development of a five-year financial plan (operating and capital) uses 2030 goals as the basis for setting priorities among programs. The annual budget process follows suit, and a "2030 scorecard" tracks progress toward goals.

These reports and metrics allow the college to evaluate how effectively it is meeting its goals and fulfilling its mission (see also Standards 2 and 7).

Summary

Key Strengths

- The NYIT mission is stated clearly and succinctly, and is sufficiently adaptable that it can accommodate the cultural changes that come with the passage of time.
- The goals articulated in NYIT's strategic plans (both the current 2030 plan and its predecessor) are grounded in the mission, build on strengths, and address challenges.
- The university's vision for 2030 was developed through a participative process, is widely embraced by the community, is tied to implementation and measurement, and is in all respects a living document.

Key Recommendations

- The university should periodically review the wording of its mission statement to ensure continued, universal understanding about its application in current practice.

"The 2030 strategic plan informs all decisions going forward."

Evidence Considered

- NYIT publications: catalogs, student handbook, faculty handbook
- NYIT Web site
- NYIT Magazine (alumni)
- NYIT 2030: Setting Directions, Meeting Challenges (May 2006)
- NYIT "Planning for the Future" Web site
- NYIT 2010 Implementation Matrix
- NYIT's Strategic Operating Plan (1999)

2 Planning, Resource Allocation, and Institutional Renewal

Institutional Resources 3

Description of the Standards

Standard 2: *Planning, Resource Allocation, and Institutional Renewal*

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: *Institutional Resources*

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Since 1999, NYIT's activities and resource allocation decisions have been based on strategic planning. NYIT's strategic operating plan, adopted in 1999 after its last decennial reaccreditation, served as the basis for NYIT's operating and capital investments through 2005. It was succeeded in 2006 by *NYIT 2030*, a long-range plan that defined the university's vision for the future (with an accompanying 2010 plan delineating shorter-term objectives and annual plans to assign tasks, accountabilities, and deadlines). See "Evidence Considered" for copies.

The 1999 strategic operating plan had four major goals; improve academic quality and program development; strengthen recruitment, retention, and student life; enhance the university's image; and improve NYIT's financial condition and strengthen administrative activities. The cumulative impact on NYIT's actions taken under the 1999 strategic operating plan produced notable financial improvements for the university, as shown in Table 2/3-1.

Key Financial Performance Metrics
Fiscal Years 1999-2007

($ in millions)

Student-Centered University	1999	2000	2001	2002	2003	2004	2005	2006	2007
◆ Change in Net Assets									
From Operations	$2.6	$1.4	$3.0	$2.0	$3.8	$10.5	$12.3	$13.1	$17.1
Total Change	**$5.6**	**($7.3)**	**($16.3)**	**$0.2**	**$1.7**	**$6.5**	**$16.3**	**$8.7**	**$13.7**
◆ Total Net Assets	$51.4	$44.1	$27.7	$27.9	$29.6	$36.0	$52.3	$61.0	$74.7
◆ Cash and Equivalents	$4.5	$10.2	$12.2	$12.9	$20.4	$27.8	$39.9	$53.4	$61.7
◆ Endowment:									
Investments in Securities	$7.7	$37.0	$35.5	$40.9	$46.5	$42.5	$44.3	$46.8	$51.9
Real Estate Investments	$39.3	$39.1	$23.1	$24.6	$29.1	$34.0	$41.0	$42.0	$43.5
Total	**$47.0**	**$76.1**	**$58.6**	**$65.5**	**$75.6**	**$76.5**	**$85.3**	**$88.8**	**$95.4**
◆ Federal Financial Responsibility Ratio	2.5	1.5	1.2	1.6	1.8	2.2	2.3	2.3	2.3

Table 2/3-1. Sources: New York Institute of Technology audited financial atatements, fiscal years 1999-2007, and NYIT calculation of federal financial responsibility ratio based on Department of Education template. Note: Accounting treatment of a bond issue in 2000 led to a large apparent decrease in net assets.

"NYIT's change in net assets from operations increased from $2.6 million in 1999 to $17.1 million in 2007, and total net assets have increased to $74.7 million."

Although NYIT finances improved during the late 1990s, the university's cash position continued to be weak into the early years of this decade as a result of capital investments in facilities and systems, as well as slower than anticipated enrollment growth on the New York campuses. In March 2000, for example, 45 percent of accounts payable were aged 60 days or longer and 32 percent were more than 90 days; in fiscal year 2003, scholarship and other spending was reduced and a waiver from compliance with certain financial ratios was requested and received from NYIT's bond insurer.

In addition, based on the accounting treatment for a new $99.9 million bond issue in 2000 (and reflected in the decrease in total net assets beginning in the 2000 fiscal year), NYIT was placed on monitoring for one year for participation in federal financial aid programs because the university's federal financial responsibility ratio dropped from 2.5 for the 1999 fiscal year to 1.2 in 2001. (The federal government rates institutions with composite scores of 1.5 to 3.0 as financially responsible; institutions with scores from 1.0 to 1.4 require monitoring and must produce plans to become financially responsible; and schools with scores from 0.9 to -1.0 are not financially responsible and cannot participate in federal financial aid programs.)

The actions taken under the strategic operating plan began to show results in 2003 when the university's cash position strengthened and all bills were paid in 60 days due or less. This was attributable to improvements in student accounts receivable, which resulted in a 24 percent increase in cash collections (excluding financial aid) from 2000 to 2003, compared to a 15 percent increase in tuition and flat domestic enrollment over the same period.

NYIT's change in net assets from operations increased from $5.6 million in 1999 to $17.1 million in 2007 and total net assets from operations have increased to $74.7 million; the university's cash position is stronger; the endowment has nearly doubled since 1999; and the federal financial responsibility ratio has been within the acceptable range over the past several years.

There are many reasons for the improvements in NYIT's financial condition. On the revenue side, contributions are up due to more aggressive fundraising—fiscal year 2007 was NYIT's strongest fundraising year with $3.7 million in cash and pledges, including its largest gift to date, $1.75 million from a former trustee. Income from other sources has increased as a result of additional interest earnings from higher cash balances and revenue related to Ellis College of NYIT; auxiliary enterprise revenue has more than doubled since fiscal year 1999 due to the addition of a residential program in Manhattan and improved food service operations; and all of the investment income from NYIT's growing endowment is returned to the endowment. At this time, no portion of endowment income is used to fund operations.

Although enrollment in New York has been essentially flat since 2003—an accomplishment considering the closing of academic programs on its Central Islip property—tuition rate increases and programs abroad have accounted for the growth in net tuition revenue. Enrollment in NYIT's global programs has more than doubled since the 2003 fiscal year and, in fiscal year 2007, students in NYIT's global programs accounted for one-third of all NYIT full-year, full-time equivalent graduate and undergraduate students. Although enrollment shares are high, net tuition revenue from global programs

totaled $35.6 million in 2007, or 20.6 percent of total net tuition revenue. However, the total contribution margin for these programs is high due to relatively low overhead costs.

On the expense side, the university has taken and continues to take steps to manage costs. For example, NYIT spent more than $5 million on outsourced facilities management, information technology, and food services. These services have been brought in-house and the saving redeployed to meet other demands or invested in the service to generate more income. More than $1 million has been saved on medical benefits by negotiating lower administrative and stop-loss insurance costs and by participating in the new Medicare Part D prescription drug plan for retirees.

Finance-Related Initiatives (1999-2004):
Responsibility Centered Management and the Annual Budget Process

To help improve NYIT's financial condition and strengthen administrative activities—a goal of the strategic operating plan—the president decided in 2003 to aggressively implement the "Responsibility Centered Management" approach to budgeting and resource allocation described to Middle States in late 1999. He also wanted to make the university's finances more transparent to the NYIT leadership team and to expand participation in the annual budget process. In October 2003, the president charged an Activity-Based Planning (ABP) Committee—consisting of several vice presidents and all of the academic deans—with, among other things, "… providing vice presidents and deans with revenue and expense information for their school or program … " and integrating the results of this project "…with the annual budget process and performance reviews." (See the ABP Committee's Jan. 27, 2004 report.)

The ABP Committee produced, for the first time ever at NYIT, reports on revenue and expenses by school, college, and activity that were shared with the academic deans and vice presidents and presented to the NYIT Board of Trustees in March 2004.

The committee's role has evolved to a forum where academic deans (instead of just senior management) prepare the annual enrollment budget with assistance from financial affairs and enrollment services. This process began for the fall 2004 term. Academic dean participation in the annual budget planning process has been very beneficial, and the Table 2/3-2 shows that the deans have been extremely accurate projecting undergraduate enrollment while the record for graduate enrollment is mixed.

The deans also provide input on broader scholarship strategy and tuition and fee issues to the provost and chief financial officer as well as their own school budgets.

Fiscal year 2008, for example, involved significant input from responsible managers and deans. A top-down budget based on projected enrollments, known expense increases and tuition and fees recommended by the president with input from managers responsible for everything from academic programs to food service to residential life to special services to the community, was approved by the NYIT Board of Trustees in March. In April, the vice president for financial affairs and the budget staff met with each academic dean and senior

FTE Graduate and Undergraduate Students in New York Budget vs. Actual for Fall Semesters 2003-2006

Term	Budget	Actual	Variance
◆ Fall 2003:			
Undergraduate FTEs	4,850	4,440	8.5%
Graduate FTEs	1,347	1,287	4.5%
◆ Fall 2004:			
Undergraduate FTEs	4,501	4,487	0.3%
Graduate FTEs	1,242	1,140	8.2%
◆ Fall 2005:			
Undergraduate FTEs	4,349	4,297	1.2%
Graduate FTEs	1,281	1,212	5.4%
◆ Fall 2006:			
Undergraduate FTEs	4,332	4,313	0.4%
Graduate FTEs	1,303	1,376	5.6%

Table 2/3-2

manager to review the budget requirements for each school and functional area. Beginning in 2008 for fiscal year 2009, the annual budget process will be linked to five-year operating and capital plans that support *NYIT 2030* (See "Multi-Year Budget Planning" in this section).

In addition to changes to the budget process, NYIT implemented other management practices since 2000 that have improved the university's management of its finances, such as:

- NYIT uses benchmarking to evaluate pricing of residential, food service, and other services and to help determine budget allocations for certain academic programs, such as the medical school.
- NYIT had outsourced several services—information technology, food service, and management of buildings and grounds. As a result of extensive financial and performance reviews, it was determined that it is more cost-effective to provide these services in-house. The final step in this "in-sourcing" process, information technology, was completed in September 2007.

"The deans provide input on broader scholarship strategy and tuition and fee issues to the provost and chief financial officer as well as their own school budgets."

- In addition to regular audits, the internal audit department has taken the lead in preparing a comprehensive university-wide risk assessment plan. Senior managers are responsible for addressing these risks.
- A financial contingency plan that identifies actions that will be taken in the event of a sudden financial loss has been prepared and shared with the NYIT Board of Trustees.
- In 1999, NYIT implemented a new Oracle financial system with general ledger, accounts payable, procurement, and budget applications. This system has significantly improved the university's financial management and monitoring capabilities. In addition, since 2000, more than 150 staff members have been trained to use the Oracle system to monitor departmental budgets, thereby enhancing distributed fiscal responsibility. In 2004, the Oracle reporter writer application was implemented and users are now able to design custom reports and have real-time information on the status of budget accounts. In 2006, NYIT implemented the Oracle human resources and payroll applications that have enhanced the university's ability to effectively manage personnel resources.
- NYIT's outside auditor prepares a separate management letter each year in addition to the annual audit. The Board Audit Committee holds management accountable for addressing the items in the management letter that represent important challenges for NYIT.

Multi-Year Budget Planning

Fiscal year 2004 was the final year of the previous five-year plan. Rather than update this plan in 2005, NYIT instead commenced the 2030 planning process. Major elements of this process, which took financial criteria into account, have recently been studied in sufficient detail to permit preparation of a credible financial plan for the university as a whole, for example:

- The disinvestment in specific academic programs plus the identification of program changes, new

investments in graduate teacher education programs, the graduate school and in the centers for metropolitan sustainability, geriatrics and gerontology, and global exchange will permit preparation of more realistic budget plans;

- In response to an important issue raised by the academic deans serving on the Activity-Based Planning Committee, the provost, deans, and vice president for financial affairs prepared a "Policy for Dean's Discretionary and Grant Incentive Program" approved by the president and distributed on April 6, 2007. The intent of this new policy is to give incentives to deans to increase grant activity and pursue opportunities for non-tuition revenue that benefit their schools.

January 2008	Deans/center directors meet individually with finance/ planning and assessment/provost to enable the assign- ment of costs and timelines to proposed initiatives and estimate returns.
February 2008	Financial affairs prepares overall document containing institutional and school-based initiatives for discussion and review.
Spring 2008	Half-day meeting of President's Council, deans, and center directors to agree upon criteria for Including projects in the financial plans.
Spring 2008	Criteria are applied to proposals and final plan is developed within budget parameters (President's Council). Plan is then discussed with deans, center directors, and the NYIT Board of Trustees, and publicized to the community.

Figure 1/3-1: Five-Year Plan Schedule

- The recent completion of a master plan for the Old Westbury campus and space program for the Manhattan campus provides information needed for a rational capital plan;

- Academic schools are now completing a strategic plan that will both provide input into preparation of a balanced scorecard and the basis for making financial plans for the schools; and

- The appointment in June 2006 of a vice president for global academic programs, recommended in *NYIT 2030*, has put this important part of NYIT's operations in a better position to prepare a multi-year plan.

- A new five-year faculty labor contract—effective Sept. 1, 2007—provides compensation stability and facilitates financial planning.

A five-year operating budget and capital investment plan to support the goals of *NYIT 2030* has been in development since November 2007, beginning with a day-long meeting of presentations by the academic deans. The development of the fiscal year 2009 budget will be coordinated with the five-year planning exercise, which should be complete in spring 2008 (See Figure 1/3-1).

Because of the Activity-Based Planning results and benchmarking, NYIT prepared two multi-year financial plans for the New York College of Osteopathic Medicine of NYIT. These plans, covering fiscal years 2005 to 2007 and 2007 to 2009, provide additional resources to NYCOM to be used for additional faculty and support staff that will bring spending per student to a level comparable to other osteopathic schools of medicine. Consistent with the plan, NYIT has added $5.6 million, or 27 percent, to the NYCOM budgets for fiscal years 2007 and 2008 above the normal increases for higher salary and employee benefit costs.

NYIT in Central Islip, N.Y.

One of the most significant resource allocation and facility challenges facing NYIT in its last decennial reaccreditation—and one recognized by Middle States in various reports—has been the viability of NYIT's campus in Central Islip. Although NYIT has been an important presence in a community that suffered from a loss of employment opportunities and underinvestment due to closure of a major state psychiatric hospital, since opening the campus in the mid-1980s, NYIT continued to face:

- **Declining enrollment.** From 2000 to 2003, enrollment dropped 13 percent and the number of enrolled new students fell by 42 percent;

There was a consensus that NYIT could only be successful in the current competitive environment by choosing to focus the university's resources on a smaller number of disciplines."

- **Inconvenient class locations.** Of the 443 students residing on the Central Islip campus in fall 2003, an average of 240 students per day had to travel by bus more than one hour each way between the Central Islip and Old Westbury campuses to attend class;
- **Large investment in facilities required.** Although capital improvements were made through the years, the Central Islip facilities required at least $55 million to be competitive in today's market, and vacant buildings continued to deteriorate and detract from the appearance of the campus; and
- **Ongoing financial losses.** The Central Islip campus experienced substantial operating losses over the years; the campus lost $4.6 million from operations in fiscal year 2003.

In October 2003, the president charged a Three Campus Planning Committee consisting of senior management and academic deans with: (1) developing short-term initiatives to reduce the financial losses; and (2) preparing three to five long-term strategic options and a recommended option.

The president presented the committee's report to the NYIT Board of Trustees on March 29, 2004 (see "Evidence Considered" for the committee's report). The committee recommended:

- Keep only self-contained programs on the Central Islip campus—culinary arts and restaurant, vocational independence program, the medical school clinic, and certain support functions—and move all other academic programs to the Old Westbury and Manhattan campuses;
- Seek a partner willing and able to maintain an educational use on at least part of the campus and make the necessary capital investments; and
- Initiate discussions with the Town of Islip and New York state on the various land use and property sale issues.

The NYIT Board of Trustees adopted the president's and committee's recommended "Community Service Plan" option, and implementation of the plan has proceeded as follows:

- Beginning fiscal year 2005, approximately $4.1 million has been invested in capital improvements on the Old Westbury and Manhattan campuses to accept programs transferred from Central Islip;
- In spring 2005, a five-year lease agreement for 470 dormitory beds was signed with SUNY Old Westbury, located approximately six miles from NYIT;
- On Sept. 1, 2005, all academic and student residential programs, except the programs designated to remain in Central Islip, were successfully transferred to NYIT's other New York campuses and the necessary personnel separations and transfers were implemented;
- In late 2006/early 2007, two parcels of property at

the Central Islip campus totaling approximately 45 acres were sold, and $4.2 million from these sales were transferred to an escrow account for capital improvements to the Central Islip campus; and

- Negotiations are now underway with two developers interested in using most of the campus for educational and community uses.

Taking a long view, NYIT has served as an effective steward of a previously distressed part of the Town of Islip. Court buildings, a shopping center, light industrial uses, and more than 800 units of housing have been developed on property purchased by NYIT at a time when the Town of Islip and New York state were finding it difficult to find a buyer willing to occupy the former psychiatric hospital campus.

However, in clear recognition of NYIT's primary responsibility to its students and staff, the university's continued presence in Central Islip will be sustained only by a strong partnership with another party willing and able to join NYIT in making the necessary facility and operating changes.

NYIT 2030 Changes to Financial Planning and Resource Allocation

As described elsewhere in this self-assessment, *NYIT 2030* set specific strategic objectives for the university, many of which will have an impact on NYIT finances. This section will describe how *NYIT 2030* is changing the way performance is measured, resources are allocated, and how faculty and others have become more intimately involved in financial planning issues.

The 2030 Steering Committee recognized that NYIT has a number of programs with low enrollment or that are not fully consistent with NYIT's mission or strategies, and that such programs should be changed or ended. Further, there was a consensus that NYIT could only be successful in the current competitive environment by choosing to focus resources on a smaller number of disciplines.

As a result, a multi-disciplinary Domestic Portfolio Planning Group, chaired by a member of the faculty from the school of health professions, behavioral, and life sciences, was established and charged with the following tasks:

- Evaluate NYIT's portfolio of programs located in New York in terms of importance to mission, reputation, market position, drain on the university's infrastructure and human resource base, and "bottom-line" financial contribution;

- Identify possibilities for improving margins through price differentiation and/or variations in financial aid policy and improvement of quality or operating efficiency through inter-departmental and inter-school cooperation; and

- Develop criteria for improving NYIT's program mix through selective investment or disinvestment in programs.

The Planning Group reviewed the literature on evaluating and setting priorities for academic programs and prepared an evaluation methodology for academic programs based on four criteria: (1) centrality to mission; (2) financial contribution; (3) market—both competition from other schools and employment opportunities for students; and (4) quality—are we doing what we say we are doing and doing it well? The committee tested the methodology by applying it to four degree programs—the Bachelor of Architecture, Master of Business Administration, and Electrical and Computer Engineering (bachelor's and master's level)—and identified certain programs for further review.

Based on the work of the Domestic Portfolio Planning Group, the vice president for planning and assessment established a data-driven process involving the appropriate academic deans and faculty to evaluate programs identified for possible disinvestment.

On April 13, 2007, the president announced to the academic senate that students will no longer be admitted to the following programs: associates degrees in career and technical education; A.O.S. in culinary arts; dietetic internship; B.S. in nutritional science; mechanical engineering technology; and M.P.S. in human relations. In addition, undergraduate on-site teacher education candidates will not be accepted by the School of Education after fall 2008. Finally, degree programs in accounting,

occupational therapy, and clinical nutrition will need to set three-year enrollment and other targets, at which time they will be reviewed again.

The major purpose of this realignment of NYIT's domestic portfolio is to direct resources to support *NYIT 2030* goals and objectives.

An important step to the successful implementation of any new strategy is to assign responsibility for the institution's goals and objectives to the appropriate individuals. NYIT has taken and is continuing to take specific steps as they relate to *NYIT 2030*, for example:

- Prior to 2006, only senior managers were responsible for setting specific goals with the president and held accountable for accomplishing these goals.
- In 2006, NYIT implemented a Professional Development Program (PDP) in which the performance all of non-faculty staff is evaluated annually. Under the PDP, goals are set for each employee and performance is evaluated against the specific goals and general job performance. The PDP also makes training and other programs available to employees to upgrade and improve their knowledge and skills.
- NYIT is currently developing a pay-for-performance compensation plan that will cover non-union employees. This will ensure that future compensation increases are not only related to actual productivity, but aligned with the institution's goals.
- Although successful, the work by the Activity-Based Planning Committee addressed only financial performance. The 2030 Steering Committee has agreed on a "balanced scorecard" approach that will measure academic, research, and enrollment outcomes as well as financial performance. Metrics have been established for each of the six *NYIT 2030* strategic objectives, and include such measures as course content, research activity, student satisfaction, and student retention (see Standard 7). A balanced scorecard with goals for each metric will be prepared for NYIT as a whole and for each school. Deans and other senior managers will be held accountable for helping to set and accomplish the targets set on their scorecards.

Capital Planning and Investments

Improving academic quality and strengthening recruitment, retention, and student life were two key goals of the strategic operating plan. Making capital investments consistent with these goals has been an important part of facilities planning at NYIT.

As a result, the university has been working to simultaneously address two capital issues: (1) making necessary investments in basic infrastructure such as deferred maintenance and information systems; and (2) improving buildings and grounds to help attract and keep students at NYIT.

Table 2/3-3 shows, by source of funding, that from fiscal year 2003 to 2007, NYIT will have invested just over $65 million in facilities, equipment, vehicles, and information technology.

A key conclusion from the table is that NYIT now depends substantially on cash from operations rather than debt to fund capital improvements. On the one hand, a stronger cash position has helped facilitate a pay-as-you-go capital program. On the other hand, NYIT must address its debt capacity and exploit other sources of funding to pay for the ambitious capital program associated with the implementation of *NYIT 2030*.

Some of the completed projects that relate directly to improvements designed to improve academic quality and strengthen student recruitment and retention include:

- Renovation of new classroom, conference room, library, and office space in Manhattan, totaling $11.1 million and funded by a 2003 bond issue;
- Student information system, lab, studio, and equipment purchases for all New York campuses of more than $4 million (specific projects include computers, lab upgrades, and equipment for the School of Engineering and Computing Science; physical therapy and nursing lab renovations; upgrades to distance learning rooms; and enhancements to the student e-mail system);
- A $3 million renovation of additional space for enrollment services and an architecture studio in Manhattan;

Capital Spending, by Source, Fiscal Years 2003 through 2007

($ in millions)

Source of Funds	2003	2004	2005	2006	2007
◆ General Funds [1]	$6.7	$7.0	$7.8	$9.7	$13.8
◆ Bond Proceeds [2]	4.6	7.7	1.4	0	0
◆ Property Sales (Central Islip)	0	0	1.9	1.9	1.4
◆ Grants	0.4	0.5		0.4	0.4
◆ **Total**	**$11.7**	**$15.2**	**$11.6**	**$12.0**	**$14.2**

Notes:
1. General Funds includes cash generated from operations and transfers from the operating budget.
2. Bond proceeds include spending from a 2000 bond issue for the Old Westbury campus plus the 2003 bond issue for the Manhattan campus.

Table 2/3-3

- Renovations to the School of Architecture building in Old Westbury totaled $2 million;
- A $1.8 million improvement to athletic facilities (gym and athletic fields), and $1.3 million upgrade to food service facilities in Old Westbury;
- A total of $1.5 million for landscaping and signage at all three New York locations; and
- A $1.3 million investment in the Student Activity Center and culinary arts program at the Central Islip site.

Investment in Technology

To deliver on the promise of its name, NYIT must adapt, implement, and use technology wherever possible and appropriate, with the requisite research, assessment, planning, and implementation of new technology in data and telephone networks, systems, enterprise systems, and discipline-based academic support. This is in full alignment with *NYIT 2030*.

Data and Telephone Network. In 2001, the campus data backbone network was upgraded to a fiber ring with inter-building speed of one gigabit, vertical intra-building distribution of one gigabit, and horizontal distribution of 100 megabits. The inter-building telephone network has been upgraded to a combination of fiber-copper backbone with a copper intra-building distribution.

In 2007, the inter-campus network was upgraded to a point-to-point gigabit network. The inter-campus network is used by both data and telephone connectivity. NYIT now has redundant 100 megabit connectivity to the Internet, providing a state-of-the-art data and telephone network.

Telephone System. In 2001, NYIT implemented a new central office-class PBX switch serving all New York campuses. This switch was VoIP capable. In 2007, one campus was upgraded to VoIP with the remainder in planning.

Enterprise Systems. For the last 10 years, a phased and gradual approach has resulted in state-of-the-art and Y2K compliant systems. Datatel Colleague was chosen as the student information system and Oracle eBusiness Suite as the administrative enterprise system. After implementing the basic modules to allow NYIT to use the systems for the majority of the business using, additional modules of these systems were added to complete the transactional systems portfolio.

Once the transactional systems were in place,

"Beginning in September 2005, NYIT began implementing a four-year, $5 million deferred maintenance plan for the Old Westbury campus."

enterprise reporting and analysis systems became priorities, since reporting is now done through disparate transactional systems with significant manual manipulation and analysis with no established data standards, leading to conflicting reports. The backbone (in planning) will be the NYIT data warehouse. Major objectives are to develop data standards, undertake data clean-up, establish a single, ubiquitous set of parametric and ad-hoc reports, implement a user-friendly analysis and reporting environment, and make this environment and reports readily available and accessible to all NYIT constituencies with proper authorization. This data warehouse will enable the development of business metrics for use in both tactical and strategic decision-making.

An important adjunct is a document imaging system. Especially significant because of NYIT's multiple campuses, the system will provide instantaneous access to documents by authorized staff from all over the world. It will also reduce and in some cases eliminate paper document storage.

Also in development is an NYIT portal, providing through the Internet personalized access and information to students, faculty, and staff.

User Services/Educational Technology. Within the past few years, NYIT has demonstrated its technology commitment with a three-year replacement policy for student laboratory computers and a four-year replacement policy for faculty and staff. Campus agreements with Microsoft and a volume licensing agreement with Adobe ensure the most up-to-date software technology and support.

State-of-the-art video conferencing technology supports regularly scheduled courses that occur at the same time, but different locations—recently extended to global sites. Equipment and technology improvements are regularly made to these distance learning facilities. The Blackboard Learning system allows online courses and online supplements to on-campus courses.

Facilities Management

Maintenance. The state-of-the-art in facility maintenance identifies four types: routine (ongoing upkeep, simple repairs, and replacements), facilities renewal (replacement of building infrastructure, sub-systems, and sub-sections at the end of their lifetime or as they fail), deferred (replaced that is later than scheduled, generally due to lack of funding), and modernization (renovations, changes, and replacement of facilities, infrastructure, and building sub-systems before the end of their lifetimes to bring up to current code, improve efficiency, or adapt to new program and/or use). Until recently, NYIT did not formally plan or budget for most of these maintenance categories.

Beginning in September 2005, NYIT began implementing a four-year, $5 million deferred maintenance plan for the Old Westbury campus. The plan covers such projects as roof repairs and replacement and HVAC upgrades (combined deferred maintenance and modernization program where the replacement equipment installed is dual-fuel, modular, and highly efficient). With most HVAC work complete, the focus has turned to building sub-systems and sub-sections, with specific emphasis on roofs. Several have been replaced, and the next several years should see all roofs in a state of good repair (see "Evidence Considered").

A formal preventive maintenance program and schedule has also been prepared and a multi-year renewal plan, based on the expected lifetime of the major equip-

The "Student Solutions Center," a one-stop enrollment services facility, opened in new, renovated space at 16 W. 61st St. in Manhattan in 2007.

ment and sub-systems in development should eliminate the need for deferred maintenance programs within the next few years and allow the university to manage its response to changing codes.

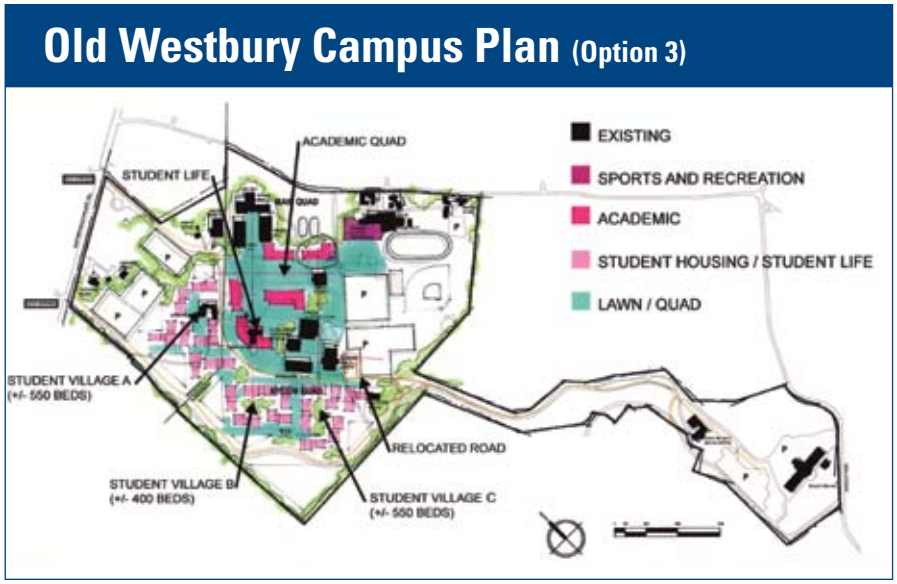
In the past, facilities renovation and improvement projects were prioritized, funded, and scheduled prior to the start of each fiscal year based on annual priorities. Since *NYIT 2030* was adopted, the plan's priorities have driven capital investment priorities; funding for capital improvements is expected to increase and a multi-year capital plan is scheduled to be complete in spring 2008 (See "Multi-Year Budget Planning" earlier in this chapter).

Campus Master Planning

Most of the *NYIT 2030* strategic initiatives have facility implications. To prepare for implementing these plans, NYIT began a master planning process for the Old Westbury campus in January 2005 and a space programming project for the Manhattan campus in mid-2006.

Old Westbury

The primary goals of the master plan for NYIT's Old Westbury campus are to formulate a path forward for the development of facility enhancements and campus organizing principles that will help achieve the *NYIT 2030* vision and improve the attraction and retention of students and faculty. The process included extensive participation by students, faculty, and administration. Cannon Design



The master plan for the Old Westbury campus gives options for improved circulation and locations of new student residences, recreational facilities, academic buildings, and student service facilities.

facilitated the process, conducting interviews, group discussions, and work sessions to solicit ideas and input. The condition and use of current facilities was assessed, local ordinances were reviewed, and a preliminary analysis of space utilization was prepared.

A multidisciplinary oversight committee developed five guiding planning principles:

1. Planning for new or substantially renovated facilities must be driven by academic and program objectives, and must be an interdisciplinary process involving academic and student service, financial, human resource, and facilities professionals;

2. The Old Westbury campus is very attractive, and must continue to be an inviting location for students, staff, and visitors. Therefore, the campus must continue to maintain a good relationship of open space to developed space and NYIT will demonstrate a heightened sensitivity to the local environment and sustainability;

3. The master plan must be flexible. Forces beyond the control of NYIT, including unpredictable changes in the way higher education is delivered and buildings used, will inevitably require that some of the specifics of any plan for 2030 be subject to change;

4. As an integral part of the villages of Old Westbury and Brookville, NYIT will be a good neighbor. Building stronger partnerships with both villages is essential for the university's continued success; and

5. The master plan must be realistic. Too many of the participants in the planning process have seen master plans gather dust. The Committee was determined that the plan be within reach of NYIT's financial and management capacities.

Guided by these goals and principles, the planning team—the NYIT committee and Cannon Design—developed and analyzed three master plan options, each including improved circulation options and variations of student residences, recreational facilities, academic buildings, and student service facilities. The oversight committee selected a favored option that was developed in greater detail, and included a broad phasing of the project into three or more phases, where each phase can be implemented within financial, timeline, and strategic constraints.

The master plan process has been completed, and a final document will be published in the near future. It will reflect the priorities and directions of *NYIT 2030*. As such, the plan will be directly aligned with the priorities and vision of the institution.

Manhattan

In 2006, NYIT leadership commissioned STV Incorporated to prepare a space programming and planning study for NYIT's Manhattan campus. The primary purpose of the study was to help evaluate current space utilization and to provide a high-level review of near-term space needs consistent with *NYIT 2030*. The Manhattan space

program calculated a need for an additional 38,480 net square feet of space for classrooms and support services.

Since that time, the university has acquired rented space in two buildings on West 61st Street, on the same block as the main campus building (seven floors in an adjacent building, one in the next building to the west). Students, faculty, and staff relocated from problematic rental space on West 60th Street and crowded conditions in the main campus building to renovated space in the new buildings with modern, well-equipped facilities. NYIT has also engaged real estate professionals to investigate various options for additional residential space for students in Manhattan—a problem for many colleges and universities in New York City.

Sustainability

Since 2006, NYIT has required that all new construction and/or renovation projects use energy efficient and green products and processes as much as possible. Green cleaning chemicals are in use in Old Westbury and are being introduced in Manhattan, along with other green and recycled janitorial supplies and products. Small projects have replaced inefficient equipment, added electric vehicles to the fleet, replaced old light fixtures and bulbs with more efficient versions, and expanded the recycling program.

In December 2007, NYIT was approved for a $500,000 Department of Education allocation to supplement university funds applied to campus sustainability initiatives:

- Additional electric vehicles;

NYIT Major Project Planning, Design, and Construction Process

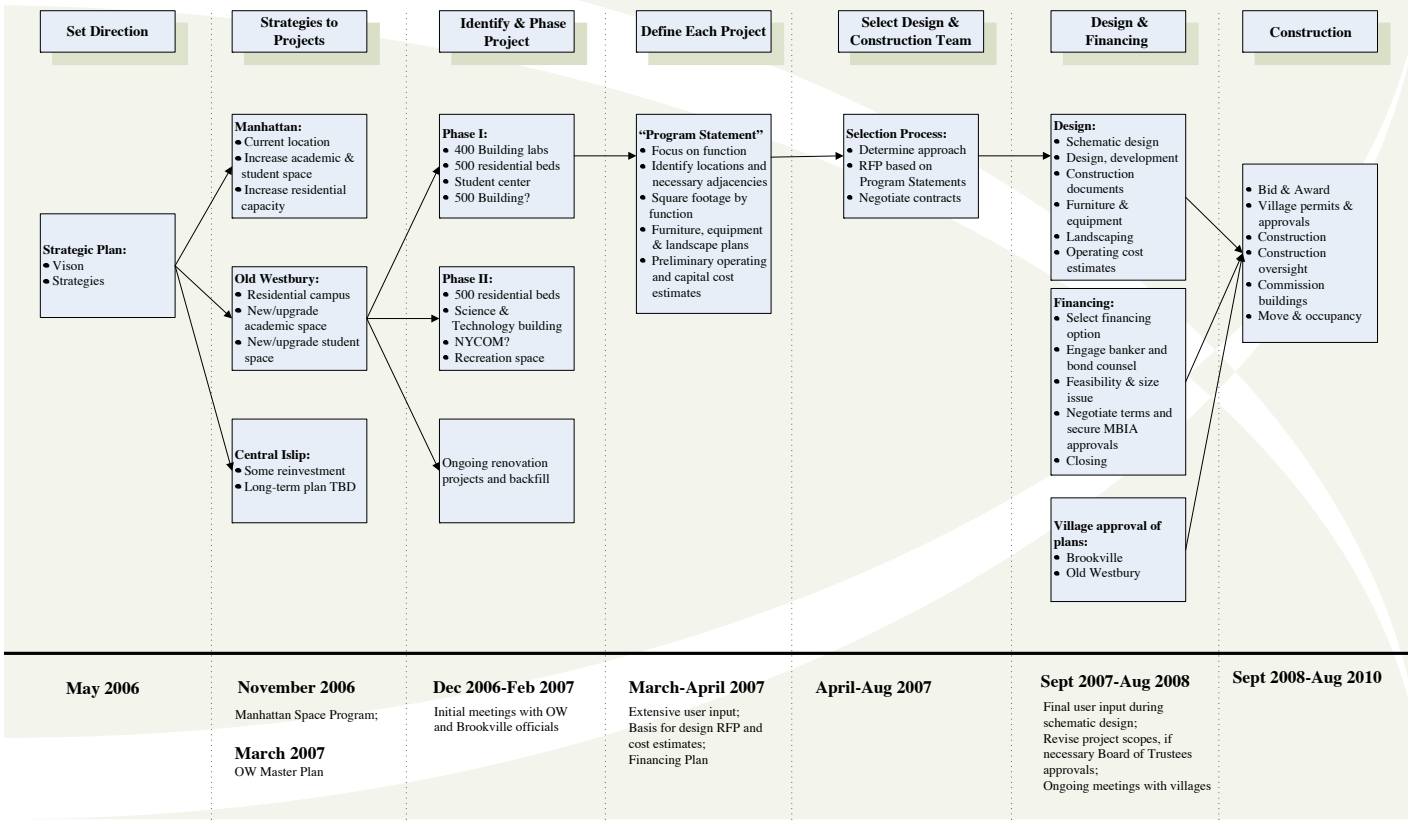


Figure 2/3-2

- Additional light fixture and bulb replacement;
- Occupancy sensors for lights;
- Low-flow toilets and shower heads;
- Fully expanded paper and cardboard recycling; and
- Assessment of NYIT's carbon footprint baseline.

Major Project Planning, Design, and Construction

Major investments in the Old Westbury and Manhattan campuses will require at least $100 million in capital and will add to NYIT's operating costs. Therefore, a detailed "financial feasibility" study has recently been initiated to determine the affordability and phasing of the projects being planned. Of course, all of this is being done with the understanding that it will be an extended period before these projects are actually built, and that paying for these plans will not jeopardize in any way the ongoing operations of the university. Figure 2/3-2 shows the process used to plan the design and construction of major capital projects.

Toward 2030

Over the past five years, NYIT has developed and refined its approach to planning, resource allocation, and institutional renewal. Through a comprehensive, participative planning process, it has articulated a vision for the future grounded in its historic mission. The university has confronted key issues related to finances, control of expenses, budgeting, and human and capital resources, and developed strategies and processes for managing these issues in a manner consistent with its mission and goals—including portfolio management, activity-based planning, and the multi-year financial plan and balanced scorecard currently in development.

NYIT 2030 places the New York campuses as the quality hub in NYIT's drive to become a leading 21st-century global university. The community has made a conscious choice to simultaneously invest in domestic programs and facilities and strengthen its presence abroad as the way to transform the university into an organization that will continue to attract quality students, faculty and staff. A 2010 plan charts near-term objectives and sets timelines and accountabilities; annual operating and capital budgets support agreed-upon strategic priorities; and the 2030 Scorecard establishes metrics.

NYIT's improved finances and management practices, including setting measurable goals and assessing progress, provide the opportunity to take these steps, though over an extended period of time and only as it builds the appropriate support infrastructure.

New, sophisticated approaches to better align financial, human, and capital resources with operational and strategic goals (and to manage them more efficiently) are being put into place. The university has become more transparent. Of particular note is the university-wide involvement in strategic planning that began with the development of *NYIT 2030* continues on in the implementation plans for strategic initiatives. Progress in meeting goals is regularly assessed and results are made available to the university community. Multi-year financial plans should make priorities even clearer.

These and other developments discussed earlier are creating a more strategic approach and a resiliency that allows change to be managed more proactively. NYIT has positioned itself well to meet the challenges ahead in terms of maintaining student enrollment levels, increasing revenue sources, managing costs, developing its global programs and funding its ambitious capital plans.

The Role of Philanthropy

Consideration for launching a capital campaign grew out of the capital initiatives identified by *NYIT 2030*, which cites at least $200 million of needs—to be funded from a variety of sources, including philanthropy. In order to fulfill the *NYIT 2030* objective of "becoming a well-funded institution with dependable revenue from a variety of sources," NYIT's first-ever capital campaign has been developed.

NYIT commissioned Community Counseling Service Co. Inc. (CCS), a public relations and fund-raising

consulting firm, to conduct a feasibility study early in 2007 to examine the projected outcome from a capital campaign. The study tested perceptions about NYIT, anticipated the initial level of commitment from some of NYIT's closest supporters and identified potential leaders for a campaign (see "Evidence Considered").

Eighty percent of the 66 respondents interviewed held very good or excellent opinions of NYIT, while 55 percent would consider making a gift to the school. The study also tested what aspects of *NYIT 2030* were most salient to those surveyed. Seventy-seven percent said student life initiatives were of greatest importance to them. Sixty-three percent viewed favorably the initiative to build centers of excellence in graduate studies. The study helped NYIT determine which aspects of *NYIT 2030* would be highlighted in the capital campaign.

The study did not find a large pool of philanthropic leaders who are ready to make major gifts and a lower than average percentage of respondents indicated that NYIT was their top philanthropic priority. Since NYIT's ability to reach or exceed the campaign's goal is the ultimate test of its success, this information was taken seriously and efforts to strengthen relationships with alumni and build public awareness of NYIT are key ingredients.

The study indicated that $30 million raised over five years in a comprehensive capital campaign was a feasible goal—especially as this would be the university's first-ever capital campaign. A comprehensive campaign means that all sources of philanthropy from current fund raising efforts, in addition to new sources, will be included.

Campaign Initiatives

PRIORITY	KEY INITIATIVES	COST	2030 OBJECTIVE
Student Life Enhancement	Scholoarship Funds	$3+ mil	*A model student-centered university*
	Dormitory Design (Old Westbury)	$4 mil	
	Expansion of Student Services (Old Westbury)	$2 mil	
Faculty Enrichment and Interdisciplinary Research	Endowed Chairs	$6 mil	*Career-oriented undergraduate and unique and distinctive graduate and professional programs*
	Laboratories	$8 mil	
	Classroom and Faculty Offices	$6 mil	*Thriving graduate centers featuring interdisciplinary research, degree programs, and "best in class" work in highly targeted niches*
Center for Global Exchange	Office and Conference Space (Manhattan)	$4 mil	*A global and partially virtual university with New York as the quality hub*
	Student and Faculty Exchanges	$1 mil	*A leader in teaching with technology*
	Conferences (Virtual & In-Person)	$1 mil	

Figure 2/3-3: Capital Campaign Initiatives

Campaign Funding Priorities

The areas targeted for fundraising are priority *NYIT 2030* plan initiatives during the next five years (see Figure 2/3-3) that were also of interest to prospective donors: student life enhancements, faculty enrichment and interdisciplinary research, and the Center for Global Exchange.

Summary

Standard 2 Key Strengths

- The establishment of a participative strategic planning process as a permanent feature of NYIT administration.
- Development of a process for integrating financial and capital planning with strategic planning.

Standard 2 Key Recommendations

- Continue the development of activity-based planning and 2030 metrics and integrate the results of these "scorecards" into administrative decision-making.
- Prepare five-year operating and capital financial plans to support the implementation of a 2030 strategic plan.

Standard 3 Key Strengths

- The trustees and administration took a series of bold actions over the past 10 years to substantially improve the university's financial position.
- The university has diversified its tuition base from the highly competitive metropolitan Long Island/ New York City area—both online and in global locations— reducing the risk to tuition income.
- The university has protected its physical assets by investing substantially in its physical plant and infrastructure and developing a deferred maintenance plan.
- The university has taken steps to increase its endowment income.

Standard 3 Key Recommendations

- Improve allocation decisions by developing reliable data on resource needs/student/program/location.
- Increase revenue from non-tuition sources.

Evidence Considered

- NYIT Strategic Operating Plan (1999)
- NYIT 2030: Setting Directions, Meeting Challenges (May 2006)
- NYIT Audited Financial Statements (1999-2006)
- Report of the Activity–Based Planning (ABP) Committee, Jan. 27, 2004
- College-Wide Risk Assessment Plans
- Three-Campus Planning Committee Report (March 2004)
- Manhattan Campus Space Programming and Planning Study (2007)
- Old Westbury Campus Master Plan (2007)
- NYCOM Financial Plans (2005-2007; 2007-2009)
- Datatel Assessment Reports (2006)
- Capital Campaign Feasibility Study (2007)
- Deferred Maintenance Plans
- Preventive Maintenance Program
- 2010 Plan and Status Reports

4 Leadership & Governance

5 Administration

Description of the Standards

Standard 4: Leadership and Governance

> *The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

NYIT has undergone many changes since its 2003 periodic review, yet its organizational and governance structures are largely the same. It is governed by an independent Board of Trustees. Its president, appointed by the Board, serves as CEO, providing leadership and overseeing administration. The president is assisted by the members of the president's council, including the provost and vice presidents. Vice presidents oversee defined offices and services. Members of the administration and elected faculty representatives serve on the NYIT Academic Senate, whose committees provide oversight on such matters as curricula and academic standards. Undergraduate students participate in self-government through Student Government Associations on NYIT's various campuses and within a number of activity-related or residential committees.

Standard 5: Administration

> *The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.*

Administrative support is an essential yet often undervalued aspect of an educational institution. Many support staff members interact with both students and faculty daily; others perform their functions behind the scenes. In a complex institution like NYIT, programs and services must be fully supported to be effective.

"Members of the administration and elected faculty representatives serve on the NYIT Academic Senate, whose committees provide oversight on such matters as curricula and academic standards."

NYIT Board of Trustees

NYIT is a private institution chartered in 1955 by the Board of Regents of the State of New York. The NYIT Board of Trustees is the final governing body of the institution. Its duties include fiduciary oversight and leadership in planning, assessment, integrity, and support of necessary resources. According to the By-Laws, the board must consist of no fewer than 12 and no more than 25 members. At present, 19 voting members serve on the board, including NYIT's current president, the chief executive officer of the institution. (See "Evidence Considered" for a list of trustees.)

Since the 1993 Periodic Review Report, the NYIT Board of Trustees has changed in size and stature, with 11 new members joining and six resigning. The board, now 20 members, remains relatively small, compared with peer institutions that have larger boards (Hofstra, 24; Adelphi, 25; Polytechnic 33; RPI, 30; RIT, 52). Active recruitment of additional trustees and special attention to diversity are requirements of the By-Laws. As befits a growing university, the number of alumni serving on the

board has increased. Currently, eight members, including Board Chairperson Linda Davila are alumni.

The board meets regularly throughout the year. In addition to the president, who is a voting member, regular attendees include the provost, the president of the academic senate (who is the sole faculty representative), the general counsel, and the vice president for financial affairs. Other senior administrators participate regularly, as needed, to ensure robust communications with the board members.

As trustees and fiduciaries, board members are bound by a Code of Ethics and by the By-Laws of NYIT (see "Evidence Considered"). Members are required to disclose possible conflicts of interest in annual statements. The By-Laws set forth matters of term limits, membership, duties, offices, and standing committees.

The board chair and vice chair are elected by a majority of the board for terms of three years. The chair presides at meetings; serves as a member of all committees; executes instruments and documents on behalf of the board; and appoints the chairs and members of all standing and special committees. The standing committees include the Executive, Facilities, Development, Program and Personnel, Audit, Finance and Investment committees. Responsibilities for these committees are further defined in the By-Laws.

Providing leadership in fundraising activities is a vital function of the NYIT Board of Trustees. While the board's statement of structure, mission, criteria, and procedure for membership does not refer to fundraising explicitly, it notes that the board "insures the institution's teaching, learning, and resources necessary to fulfill its educational mission." In recent years, individual board members have made sizeable contributions to the Annual Partner's Fund and have worked actively to promote fundraising activities.

The board is also empowered to charter advisory councils. Both the Board of Governors of New York College of Osteopathic Medicine and the NYIT Academic Senate are advisory councils to the Board. In addition, many of NYIT's academic schools have created advisory boards that advocate for the institution and consult on professional development. Members are recruited by school deans and faculty (see "Evidence Considered").

Many of NYIT's academic schools and colleges have created Advisory Boards that advocate for the institution and consult on professional development.

Profile and Role of the President and Officers

The president of NYIT, Dr. Edward Guiliano, is the chief executive officer and one of five corporate officers of NYIT. He is the central spokesperson for the institution and provides leadership for the New York, global, and online campuses. Dr. Guiliano has made his professional home at NYIT since 1974 when he was hired by the Department of English. With experience at virtually every level of administration (from Department of English chair to vice president for academic affairs and provost), Dr. Guiliano came to the presidency in 2000 fully prepared to comprehend and manage the intricacies of administration. Under his leadership, the institution has achieved the most favorable financial status in its history, grown both globally and "virtually," and raised its public profile. He has also overseen extensive renovation and construction of campus facilities, the development of a 25-year strategic plan, and will be launching the university's first capital campaign in 2008.

The president of NYIT maintains regular communication with the chairperson and the vice chairperson of the NYIT Board of Trustees, as well as all committee chairs and individual trustees to ensure that they are knowledgeable about the institution and can make informed and sound decisions.

Prior to each board meeting, the president submits to each trustee a comprehensive meeting book. The contents include the meeting agenda; draft minutes of the previous meeting; committee reports and meeting minutes; standardized enrollment, financial, and development reports; a legal update; information about issues for discussion and/or vote; and a periodic information update that addresses all operational areas. The president delivers a report at each board meeting in which he reviews the aforementioned materials and often discusses issues that affect higher education and specifically NYIT. His report is occasionally accompanied by a video presentation of student or faculty work, or excerpts from a major NYIT-sponsored event. Members of the president's senior staff are occasionally invited to make a presentation on their respective areas, which provide trustees with a better understanding of the institution's programs/initiatives and challenges.

In The News, a quarterly compilation of news articles, press releases, and transcripts of video footage about NYIT, is available at each board meeting.

Between board meetings, the president corresponds with the trustees about timely and/or urgent matters that may directly impact NYIT. The president also often provides, via e-mail or regular mail, a summary of current activities and accomplishments, as well as copies of his major speeches.

Trustees are also kept apprised of NYIT news and events via receipt of a weekly electronic newsletter for employees, the NYIT alumni magazine, the NYIT annual report, and various other publications and promotional materials.

Each trustee completes an annual "Presidential Evaluation Form." In 2006, the chairperson, vice chairperson, and members of the board's Program and Personnel Committee met with the president in order to conduct a formal performance review in conjunction with negotiations relating to the renewal of his employment contract. The committee engaged both outside counsel and a third-party compensation consultant in connection with that review. On the basis of the advice received, the committee recommended renewal of the contract to the board; the board then unanimously approved the contract at its full meeting held on Sept. 29, 2006.

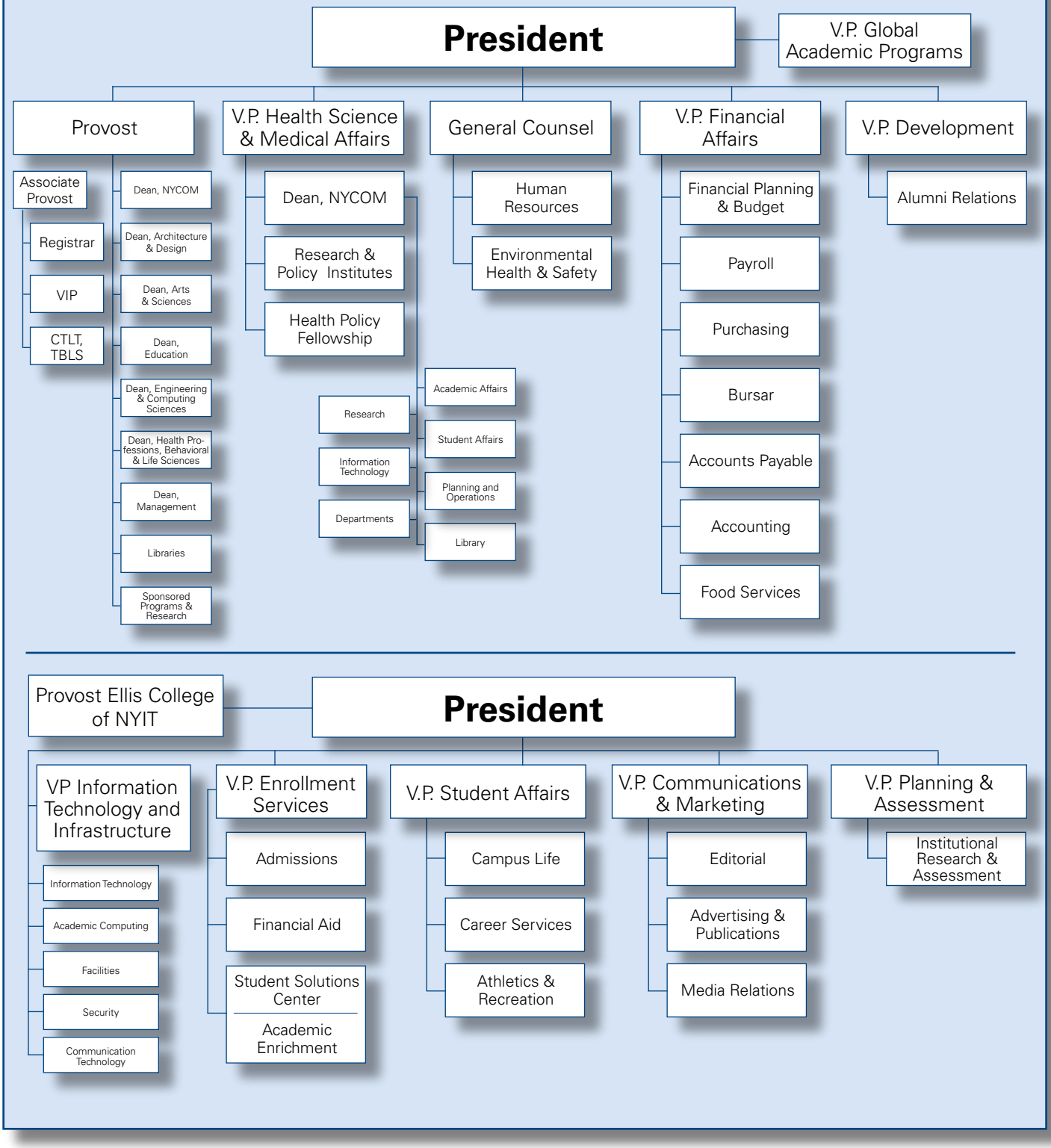
Organization and Executive Management

In addition to the president, the treasurer (the chief financial officer), and the secretary (the general counsel) along with their assistants are corporate officers and are responsible for keeping the NYIT Board of Trustees fully informed about the affairs of the university They are, in a sense, the eyes and ears of the board.

Vice President for Financial Affairs and Chief Financial Officer Leonard Aubrey directs the college's overall financial policies; budgeting and reporting procedures; internal budgetary controls, bursar services revenue and expense audits and projections; and monitors performance

"Providing leadership in fundraising activities is a vital function of the NYIT Board of Trustees."

Table of Organization (October 2007)



in key areas of the budget. Before joining NYIT in 2003, Aubrey was president and CEO of NYU Downtown Hospital (Beekman), a community teaching hospital near the World Trade Center site. He played an integral role in the hospital's expansion and led the rebuilding of the institution following the events of Sept. 11, 2001. Prior to that, he served as the hospital's CFO, directing the institution's financial turnaround through implementation of new credit sources and new financial management and information systems. He has also worked in corporate planning for the New York City Health and Hospitals Corporation.

General Counsel Stephen Kloepfer, Esq., advises upper management on legal affairs, including corporate governance, compliance, contracts, labor relations, student affairs, tax issues, intellectual property, and insurance and risk management; supervises the Office of Human Resources and the Office of Environmental Health and Safety; and, with NYIT's management team, conducts routine reviews of all policies and risk management practices. (A schedule of compliance reports by responsible offices can be found in "Evidence Considered.") A practicing attorney for 17 years, Kloepfer joined NYIT in 2004, bringing a broad range of experience in both the non-profit and for-profit sectors. He served as executive vice president and general counsel of the South Street Seaport Museum, as counsel at two prominent law firms, including Davis Polk & Wardwell, and with organizations serving the needs of disabled children and adults.

Corporate officers of NYIT serve in advisory capacities to the NYIT Board of Trustees with an expectation of independence and objectivity. Likewise, the director of internal audit, located within the Office of the President (with dotted line relationship to the Audit Committee and the board) functions independently in overseeing auditing processes and facilitating risk management.

The provost is charged with overseeing academic quality. In 2006, Dr. Richard Pizer joined NYIT as provost and vice president for academic affairs. Dr. Pizer, an accomplished chemist and educator, came to NYIT with 35 years of experience as an administrator, professor, and researcher. Pizer came to NYIT from Hunter College of the City University of New York, where he was the provost and vice president for academic affairs, and from the office of the president, The Graduate Center, City University of New York, where he worked on the development of clinical doctoral programs and the administrative structure of doctoral programs in the sciences. He has also served as dean of graduate studies and research at Brooklyn College. In addition to providing academic leadership, he is expected to guide the institution in developing research-oriented programs and facilities.

All vice presidents report to the president, including the vice president for health sciences and medical affairs. In recent years, health-related programs have grown substantially (in 2006 they account for about 25 percent of NYIT's student body in the United States) and overseeing this rapid increase and all health-related programs at NYIT has been the responsibility of Dr. Barbara Ross-Lee, who came to NYIT in 2000 with a national reputation for leadership in the health field, having formerly served as dean of the Ohio University College of Osteopathic Medicine. Dr. Ross-Lee was the first osteopathic physician to participate in the prestigious Robert Wood Johnson Health Policy fellowship, serving as legislative assistant for health to Senator Bill Bradley. She was a member of the National Advisory Committee on Rural Health for the U.S. Department of Health and Human Services and has served on both the Institute of Medicine's Committee on the Future of Primary Care and the Executive Committee of the American Association of Colleges of Osteopathic Medicine.

Day-to-day activities at NYIT are overseen by vice presidents, who report directly to the president. Once a month, they meet jointly with the president and the general counsel. The number of vice presidents has increased from three in 2003 (at that time both student affairs and financial affairs were headed by chief officers) to 11 in 2007.

- **Vice President for Academic Affairs, Ellis College of NYIT** (chief academic and administrative officer for Ellis College of NYIT). David Harpool, Ph.D., was appointed in 2006. He joined Ellis College of NYIT from Kaplan University in Chicago, Ill., where he served as provost and was responsible for the day-to-day operations of the university's online learning division. Prior to that, he was president of Kendall College in Chicago and Argosy University of Chicago. He serves as the peer-consultant for the Higher Learning Commission of the North Central Association of Colleges and Schools.

- Vice President for Communication and Marketing (branding, marketing, publications, and advertising). Frank Scarangella was appointed 2005 and brings more than 30 years of marketing and public relations experience to the position. Most recently, he served as director of bank-wide marketing and public relations for The Bank of New York.

- Vice President for Development (major gifts, annual fund, capital campaign, and alumni relations). Cynthia Boehlke, appointed in 2007, was formerly assistant vice president for development, Long Island University.

- Vice President for Enrollment Services (retention, graduate and undergraduate admissions, and financial aid). Jackie Nealon, Ed.D., joined NYIT in 1999 and became vice president in 2006. As NYIT's dean of admissions and financial aid, Nealon was instrumental in increasing the size and quality of the incoming classes, implementing a strategic scholarship leveraging program, serving as the founding chairperson of the Enrollment Management Committee, which is responsible for improving student service, streamlining processes, improving efficiencies, and increasing retention.

- Vice President for Global Academic Programs (chief academic and operating officer for NYIT's global campuses). Cyrus Reed, Ph.D., appointed in October 2007 was formerly associate provost for international programs at the American University in Cairo. Before that, he was assistant provost, international education at Ball State University in Indiana.

- Vice President for Information Technology and Infrastructure (facilities, security, construction, and information and communications technology). Niyazi Bodur, Ph.D., appointed in 2005, was formerly assistant vice president of information technology services at Columbia University Medical Center. Before that, he was an assistant professor of mechanical engineering at the University of North Carolina at Charlotte.

- Vice President for Planning and Assessment (strategic planning, plan implementation, and institutional assessment). Dr. Harriet Arnone joined NYIT in 1996 as director of academic program development. In 2004, she became the university's first vice president for communications and marketing, spearheading the production of award-winning advertising, as well as print and digital marketing materials. In 2005, she assumed responsibility for overseeing NYIT's 2030 strategic planning process.

- Vice President for Student Affairs (athletics and recreation, campus life, and career services). Joseph M. Ford, J.D., joined NYIT in 2001 and became vice president 2002. He has more than 18 years of experience in academic and student affairs administration, including chief student affairs officer at Babson College and Hawthorne College; associate dean of the School of Business at Long Island University-Brooklyn campus; and assistant dean at the College of the Holy Cross.

A Performance Development Plan (PDP) provides a formal process for relating university goals to supervisory expectations and appraising individual performance against expectations.

For the most part, upper administration conducts its business at NYIT's campus in Old Westbury; several offices are equipped and reserved for them to use when in Manhattan. NYIT's larger global campuses are headed

by on-site NYIT administrators as is Ellis College of NYIT. Otherwise, all vice presidents and upper-level directors, with the exception of the vice president for student affairs, are located at the Old Westbury campus. Academic deans are housed at the Old Westbury campus, although most have work spaces in Manhattan as well.

Standards for reaccreditation in Characteristics of Excellence require the university to complete a "periodic assessment of the effectiveness of institutional leadership and governance." Performance reviews of high-ranking administrators are the responsibility of the chairperson of the NYIT Board of Trustees (for the president) and the president (in the case of vice presidents and members of the President's Council) and of vice presidents or the provost (in the case of associate provosts and directors).

An annual performance assessment program was inaugurated in 2003 for senior administrators and in the 2006-2007 academic year a Performance Development Plan (PDP, described more fully later in the chapter) was introduced for all non-unionized employees to provide a formal process for relating university goals to supervisory expectations and appraising individual performance against expectations. Reviews take place annually at all levels of the university.

Colleges and Schools

The institution's four schools and three colleges are headed by the vice presidents for academic affairs and for health sciences and medical affairs. Each academic vice president is aided by deans of respective schools. The vice president for academic affairs is responsible for the schools of Architecture and Design, Education, Engineering and Computing Sciences, Management, and the College of Arts and Sciences. The vice president for health sciences and medical affairs has joint responsibility for programs in the health professions with the provost and is responsible for The New York College of Osteopathic Medicine. Each vice president convenes regular meetings of the deans.

Non-health professional academic programs within NYIT are located in the schools of Architecture and Design, Engineering and Computing Sciences, Education, and Management, and the College of Arts and Sciences. The deans of each school appoint chairs and coordinators on the New York campuses, who administer academic departments or programs, both undergraduate and graduate, within schools. Several programs (the English Language Institute, for example, now located in the division of Global Academic Programs) are headed by directors. NYIT's strategic plan formalized the creation of independent interdisciplinary graduate centers, administered similarly to departments. Deans serve at the pleasure of the provost and the president, and chairs and coordinators serve at the pleasure of deans.

Although NYCOM has traditionally enjoyed a distinct administrative structure, administrators and support staff interact and work in tandem with NYIT offices. The administrative structure of NYCOM is similar to schools in the non-health profession. Chairs, associate deans, and assistant deans report to the dean of NYCOM, who in turn reports to the vice president for health sciences and medical affairs. Ellis College of NYIT, a branch campus, is led by a provost who reports to NYIT's president, and has its own administration (described in a later chapter).

Student Government

The Student Government Association (SGA) at NYIT's campuses advocate for students with the administration; provide funding to student organizations and clubs; develop programs for the general student population; and represent NYIT at open houses, orientation, and other events. By constitution, SGA officers consist of president, vice president, secretary, and treasurer, elected by the general student body. The makeup of senators and representatives differs slightly by campus. In 2006, the SGA presidents in Old Westbury and Manhattan were made voting members of the NYIT Academic Senate and asked to present regular reports.

NYCOM students also participate in self-governance. The NYCOM SGA consists of an executive board of officers and five standing committees. NYCOM SGA officers participate in such national organizations as the American Osteopathic Association (AOA) and American Association of Colleges of Osteopathic Medicine (AACOM).

NYIT Academic Senate and Ellis College of NYIT Academic Senate

The NYIT Academic Senate is comprised of faculty, professional staff and administrators. It acts as an advisory body to the institution, assists in setting policy in the areas of academic standards, admissions, curricula, budget, institutional development, communications, calendar, and educational technology, and provides a venue for constituencies to exchange ideas within the NYIT community.

The Senate Executive Committee is responsible for setting agendas, committee appointments, and referring proposals to the full senate. Proposals come to the Executive Committee and the senate via 10 senate committees: Admissions and Academic Standards; Assessment; Budget, Finance, and Resource Allocation; Calendar; Communication; Constitution; Curriculum; Educational Technology; Executive; and Institutional Development and Library Systems. A senate Web site publishes committee information, minutes, roster of senators, the constitution, proposals, and other relevant information for the NYIT community (see "Evidence Considered").

The Ellis College of NYIT Academic Senate, modeled on the NYIT Academic Senate, meets four times per year. Committees meet as needed. Membership includes NYIT President Edward Guiliano, the Ellis College of NYIT provost, faculty, and representatives from administrative offices of NYIT and Ellis College of NYIT. (See later chapter on Ellis College of NYIT for additional information.)

Strategic Planning as Governance Mechanism

During 2005-2006, NYIT engaged in a long-range planning process undertaken to "establish over arching strategies to guide the university as it embarks on its next quarter-century of operations" and to "chart its course in operational terms for the next five years." Enlisting a broad range of faculty, staff, and administrators, the planning process was intended to "chart a course for the long-term future."

In its final report, *NYIT 2030: Setting Directions, Meeting Challenges*, the planners outline global education, graduate schools, interdisciplinary teaching, and research and student-centeredness as a "blueprint" for the future. This report (with the associated financial and capital plans in development) is tangible evidence of leadership not from the top down, but in concert with the community at large (See also Standards 2/3 and 7).

> *"NYIT 2030 is tangible evidence of leadership not from the top down, but in concert with the community at large."*

Organizational Divisions

Support staff functions are divided among 10 offices: Academic Affairs (including all academic school, library, and registrar functions); Enrollment Services (admissions and financial aid); Communications and Marketing; Development (includes alumni affairs); Financial Affairs; Global Programs; Information Technology and Infrastructure; Legal Affairs (including human resources); Planning and Assessment; and Student Affairs. The Office of Legal Affairs is headed by NYIT's general counsel, while the other units are headed by a vice president. The Office of the President also has a small administrative staff.

NYIT organizational divisions undergo periodic business process reviews, and future reorganizations are probable. For instance, the Office of Global Programs was created in response to *NYIT 2030* recommendations and rapid growth in off-site campuses (see later chapter on Global Academic Programs) and an enrollment services re-engineering project has substantially restructured the work in the offices of Financial Aid, the Bursar, and the Registrar. *NYIT 2030* promises to continue to

"re-engineer dysfunctional processes" within various services, suggesting the need for organizational flexibility.

Performance Assessment of Administrative Units

A key development in improving administrative processes at NYIT has been the advent of Activity–Based Planning (ABP). Developed in 2004, ABP provides the NYIT community with financial information on revenues and costs associated with administrative units (see Standards 2/3).

Costs are broken down by:

- Research training and public service;
- Academic support;
- Student services;
- Institutional support; and
- Auxiliary enterprises.

Vice Presidential-Level Annual Goals

Unit reports: Most administrative units set goals and prepare annual reports. They also rely on monthly and weekly reports that track both activities and outcomes. Samples can be found in the Appendix.

Each year since 1994, the president and vice presidents have developed and agreed upon annual goals and measurement criteria for determining whether goals have been met. These form the basis for evaluation of individual and unit performance.

Surveys: Data from regular surveys of students—the "customer" in many administrative units—helps them evaluate their effectiveness and target improvement efforts. The Entering Student Survey (ESS) is given each year to all students taking the College Success Seminar, (required of all incoming freshmen and those transferring fewer than 12 credits). Because the survey is given during class time, the response rate is nearly 100 percent.

The Graduating Student Survey (GSS) mailed to all degree recipients in the prior academic year, had fairly low response rates until 2006, when online administration brought the response rate to 33 percent—the highest to date. Also in 2006, the survey was administered within Ellis College of NYIT and at all global locations for the first time. Data from this annual survey, as well as surveys of all alumni conducted every few years, have had particularly strong influence on changes made in the offices of Career Services and Enrollment Services.

Profile of NYIT Personnel at New York Locations

NYIT personnel are a diverse group. An analysis of full-time staff above and below the level of vice president and senior directors revealed broad representation among ethnic groups (see Table 4/5-1).

	Executive/Administrative/ Managerial (Including Academic Deans)	Staff
Asian	8	20
Black, Non-Hispanic	25	54
Hispanic/Latino	6	65
White	128	281
Women (total)	91	277
Men (total)	76	149

Table 4/5-1: Demographic Profile of NYIT Staff

Administrative functions are divided between the two New York campuses. However, some communication across campuses seems ad hoc and limited. NYIT employs more than 530 administrative, professional, and non-professional staff members below the rank of director at its New York campuses. Currently, security functions are outsourced, as are cleaning functions in Manhattan (although security and cleaning management are not).

Faculty members, librarians, and counseling staff are represented by the American Association of University Professors. Cleaners are represented by Local 32BJ of the Service Employees International Union and tradesmen by Local 282 of the Teamsters Union. Administrative staff are not represented by a union.

Professional and administrative staff above the level of office assistant must have attained a bachelor's degree

"All NYIT employees and their immediate family members are eligible to participate in health and welfare benefits equivalent to faculty members."

upon hire. Professional staff members of the campus libraries must possess a master's degree or above. Through NYIT's tuition remission program, many staff members take advantage of educational opportunities within the institution to advance their educational levels (and those of their families).

In the last seven years, informal gatherings such as holiday parties and annual summer "Ice Cream Socials" have linked campuses via telecommunications, allowing staff, administrators, and faculty to mingle across campuses. A weekly NYIT newsletter is sent by electronic mail to all employees.

The Office of Human Resources

The Office of Human Resources consists of a director, two associate directors, one full-time benefits associate and one part-time administrative assistant, all located at the Old Westbury campus. The office oversees human resources and personnel matters; consults with senior management on employment strategies and programs; and develops programs and services for recruitment, succession planning, and organizational development. In addition, it assists in overseeing compliance with EEOC-mandated protections for persons over 40 and with disabilities and other federally mandated anti-discrimination legislation.

Within the last year, data on the college's human resources have been consolidated within the Oracle computer system. Thus, for the first time, personnel information is accessible within a single, automated platform which should allow improved monitoring of support staff functions, improved analysis of how staff members serve students and faculty, and provide better data for internal and external reporting. However, since student and course data reside in Datatel, integration of the two systems remains a challenge.

Distribution and Sufficiency of Staff and Staff Resources

NYIT is served by dedicated and industrious support staff. Student affairs staff members perform their functions not only during the regular workdays, but also after hours and on weekends, supervising and attending student functions. Enrollment and career services staff members participate in bi-annual weekend Open Houses and travel regularly during off-hours representing NYIT at recruitment events and job fairs. During the peak registration periods, especially at the beginning of the academic year, the offices of the Registrar, Financial Aid and Student Services staff spend long hours well beyond a normal work-week assisting students.

While staff dedication cannot be questioned, staff sufficiency is another matter. The self-study working group analyzed staffing using data generated by the Office of Human Resources and data from the National Center for Education Statistics (NCES). This latter source provides individualized reports from the Integrated Postsecondary Education Data System (IPEDS) that allow comparison among institutions.

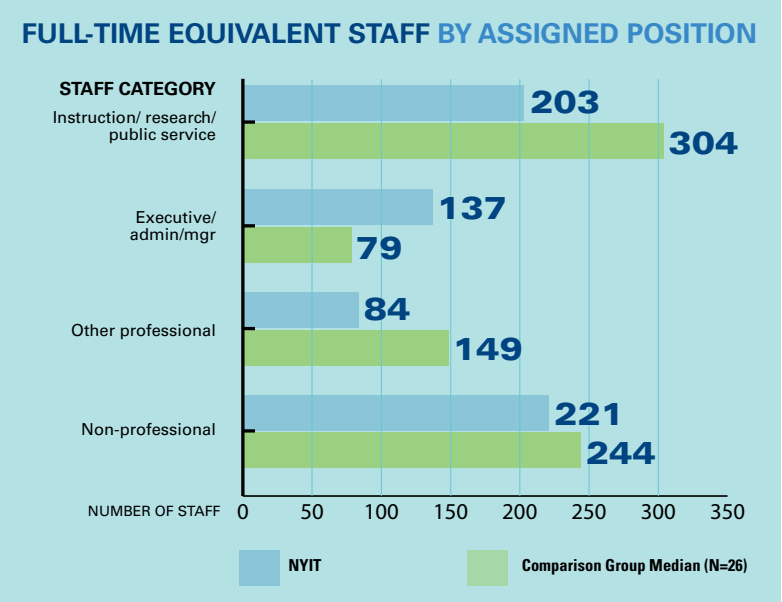
The working group focused on 2006 IPEDS data for "full-time equivalent staff by assigned position," which NYIT reports separately for its New York campuses, compared to a comparison group. As can be seen in Figure 4/5-1 (data about Old Westbury, where NYIT's central administration is reported), "Executive/Administrative/Managerial" staff exceeds the median in the comparison group while "Other Professional Staff" (e.g., coordinators, counselors, librarians) is lower. A smaller gap is found in the "Non-professional" category (clerical, service, skilled craft, and maintenance personnel).

For NYIT's Manhattan campus (Figure 4/5-2)—which shares university administration with all NYIT's campuses and instructional sites—the "Executive/ Administrative/Managerial" category is, as one would expect, much lower. In both places, and particularly in Manhattan, the size of the support staff is relatively small.

Over all, staff turnover is 15 percent (slightly higher than the regional average of 12 percent), but turnover in some clerical positions, particularly in Manhattan, is a cause for concern. The past five years have seen increased staffing in support of student support services (see Standard 9), and staff salaries and employee benefits are competitive (see next sections). Comparisons with other universities, while instructive, may not in themselves tell the story since many do not share NYIT's multi-campus structure and where the reported "location" of personnel reported to IPEDS is based on the location of the office—while the individuals, be they faculty or administrators—actually move from one campus to another. Nonetheless, it is clear that NYIT needs proper staffing in all offices if it is to achieve the *NYIT 2030* goal of becoming a "student-centered university" and staffing, like all resource allocations, is reviewed annually.

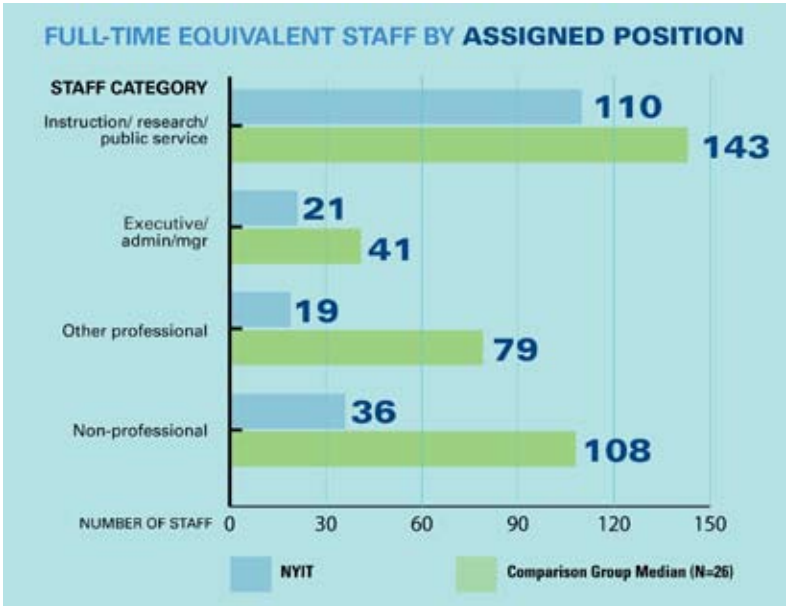
Wage and Salary Planning

NYIT holds memberships and participates in compensation surveys with the College & University Professional Association for Human Resources (CUPA), Watson Wyatt, and others. Using data from these sources, in 2005-2006, the Office of Human Resources conducted a comprehensive review of the college's compensation practices analyzing all of the college's full-time, non-union positions. As a result of the analysis, salary adjustments were made beginning on Sept. 1, 2006, ensuring competitive salaries for NYIT employees.



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2005-06.

Figure 4/5-1: 2006 IPEAs Data—Old Westbury



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2005-06.

Figure 4/5-2: 2006 IPEAs Data—Manhattan

NYIT's new matrix organization and expanded global operations require innovative approaches to human resources."

Benefits and Wellness Activities

All full-time NYIT employees are eligible to participate in health and welfare benefits that compare favorably with other institutions of higher education: health and dental plans; flexible spending account programs; life/accidental death and dismemberment insurance; short-term and long-term disability programs; long-term care insurance; retirement annuity and group supplemental retirement annuity programs; and tuition remission. The value of these benefits is approximately $20,980 per year (or 42 percent of the average annual full-time employee salary).

Professional Development

Administrative and support staff are encouraged to take advantage of technology and software training workshops coordinated by the offices of Information Technology and Academic Computing. Staff members in student services, enrollment services, institutional research, and information technology attend off-campus workshops and professional conferences.

Employee Performance Assessment

NYIT's newly developed Professional Development Program (PDP) encourages supervisors to meet regularly with their employees to set goals, review their performance, and plan for professional development. The program requires a written annual review. It is hoped that the PDP will allow for performance-based merit raises in the future. Longevity among support staff is rewarded through a series of bonuses ranging from $500 to $1,000 at 10, 15, and 20 years of service as well as a recognition event. Each year, at the NYIT Convocation, an award is given to a support staff member.

Employee Handbook

NYIT maintains an employee handbook, designed to serve as a guide to the university's policies and procedures and as a reference tool for rules of employment and employee benefits. These policies and procedures apply to all employees at all levels, unless otherwise specified within a given section; they may not be applicable to employees who are represented by a union and, therefore, covered by a collective bargaining agreement. In cases where the information in the handbook conflicts with provisions in the collective bargaining agreement, the collective bargaining agreement prevails. The handbook is available on the NYIT Intranet.

Toward 2030

While NYIT's administration has become more professional and certainly meets standards, the 2030 process identified areas where, though staffed by dedicated people, current service provision could be better tailored to further the university's initiatives and vision. The report of the Administrative and Support Services Planning Group (charged with identifying ways to improve NYIT's administrative and support services while containing or reducing their costs) contained recommendations for improvements backed up by useful data which, the plan as a whole endorsed.

To set priorities and assist in the development of re-engineering initiatives by vice presidents—processes that affect staff and faculty as well as students—the President's Council in 2006 became the body that would, each year going forward, set re-engineering priorities (first from among the suggestions in the 2030 plan) gauge progress, and submit an annual report to the university community (see "Evidence Considered").

Four areas were identified initially as requiring attention:

- *Hiring and HR Processes.* NYIT's new matrix organization and expanded global operations require innovative new approaches to human resources. These are expected to involve more flexibility in hiring, job classification, and compensation – consistent, of course, with equity and contractual requirements. Additional training and counseling may also be needed in the new environment. The Director of Human Resources was charged with developing a global HR plan.

- *Communication.* For NYIT to become a truly global community, it will require a carefully considered communications strategy that addresses the development of communications tools and vehicles and, most importantly, the development of a common culture across the university's many campuses and centers. The organizational changes from *NYIT 2030* are designed to break down the silos that so often characterize academic institutions. To keep them from rising again will require a robust and carefully monitored communications strategy. The vice president for communications and marketing was charged with developing a global communications plan.

- *Crisis Management.* The need for crisis management looms large in the post-9/11 world, and it is particularly important for NYIT because of the university's New York presence and global footprint. It was the judgment of the Administrative and Support Services Planning Group that the university's crisis management capacity ("risk management" in their terms) needed to be upgraded. The provost was named head of a multi-disciplinary task force. During the week before classes started in fall 2007, all New York-based faculty and staff attended training sessions and presentations on NYIT emergency preparedness.

- *Space Planning.* As with most universities, the availability of facilities represents a key planning constraint. The university has developed master plans for its New York campuses. An additional step is needed, however: a process for linking the allocation of space to operating units to both budgeting and academic planning. Such a process required an accurate space inventory as well as protocols for evaluating space needs and possible reallocations. The vice president for information technology (IT) and infrastructure was charged with this task.

- *2030 Plan Metrics and Tracking.* To maintain momentum and track progress, the vice president for planning and assessment was charged (along with the 2030 Steering Committee) with developing an ongoing process for reviewing progress and achieving the plan's initiatives and the 2030 vision on an annual basis, as well as propose mid-course corrections as needed.

Several of these projects were completed in the 2006-2007 academic year; others will take several years to complete.

Summary

Key Strengths

- NYIT has developed a rational organizational model and professionalized its leadership.

- The NYIT Board of Trustees is growing in size and stature.

- NYIT has data, IT support, and regular reporting mechanisms to allow monitoring and improvement of organizational function and to guide decision-making.

Key Recommendations

- Strengthen local administration at NYIT sites and campuses.
- Find more ways to integrate student and staff input into university governance.
- Develop policies and procedures for decision-making and resource allocation that take account of both local campus needs and centralized priorities.
- Review staffing levels periodically and provide more training opportunities to increase effectiveness of support staff.

Evidence Considered

- NYIT Board of Trustees: Names and Affiliations
- NYIT Academic Schools Advisory Boards: Names and Affiliations
- New York Institute of Technology Bylaws
- New York Institute of Technology, Board of Trustees, Code of Ethics, and Annual Disclosure Statement (form)
- Compliance Reporting Spreadsheets
- NYIT Table of Organization
- Constitution of the NYIT Academic Senate
- Constitution of the Academic Senate of Ellis College of NYIT
- NYIT 2030: Setting Directions, Meeting Challenges
- In the News
- NYIT Magazine
- NYIT Annual President's Report
- "NYIT Weekly Update"
- Presidential Evaluation Form
- Curriculum Vitae for Members of the President's Council
- SGA Constitution (Old Westbury, Manhattan)
- ABP Reports
- Activity Summaries, Monthly, Mid-Year, Annual Reports From Administrative Units
- Entering Student Survey Document
- Entering Student Survey Results
- Graduating Student Survey Document
- Graduating Student Survey Results
- Noel-Levitz Student Satisfaction Survey Document
- Noel-Levitz Student Satisfaction Survey Results
- Demographic Profile of NYIT Administrative Staff
- Professional Development Program Materials
- Employee Benefits Information Packages
- NYIT Employee Handbook
- NYIT Administrative Handbook
- 2030 Scorecard
- 2010 Implementation Matrix

6 Integrity

Description of the Standard

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

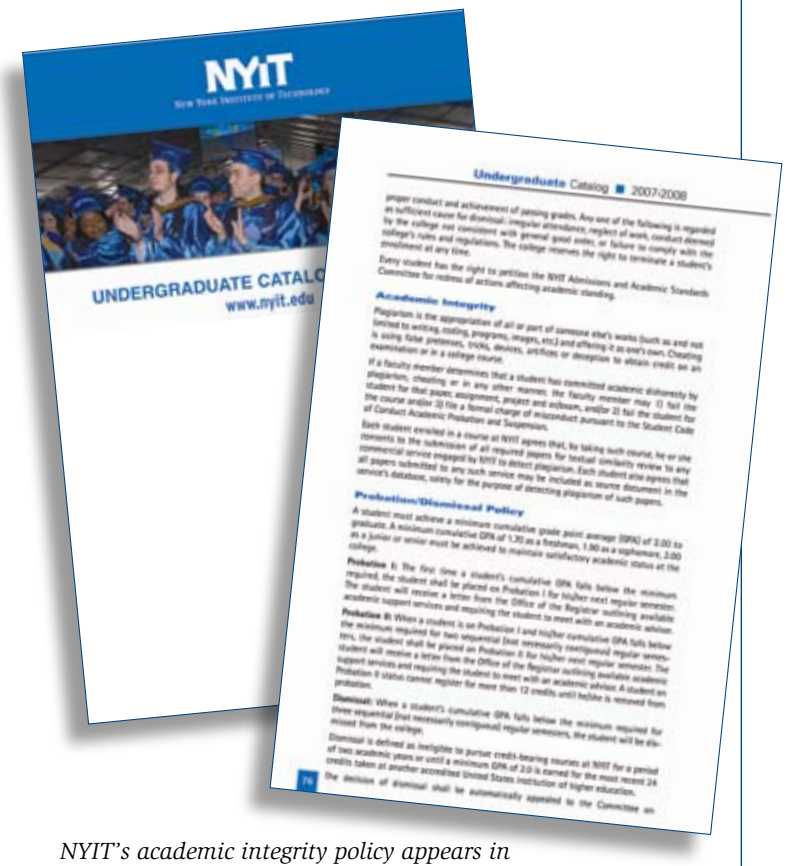
Academic Integrity

Policy. In 2004, the NYIT Academic Senate created an ad hoc committee on Academic Integrity to review longstanding policies and procedures for encouraging academic integrity and enforcing standards. The result was a revised academic integrity policy (see "Evidence Considered") approved by the NYIT Academic Senate in May 2005. The policy lays out not only procedures for adjudicating infractions of academic integrity, but also describes breaches of integrity. The Office of Student Affairs took the lead in publicizing this effort through student campaigns and newspaper articles. Discussion of academic integrity is now an integral part of student orientation sessions and the policy is published in the *NYIT Student Handbook* and the college catalogs.

NYIT is a member institution of the Center for Academic Integrity. In addition, three NYIT Academic Senate committees (Communications, Library Systems and Institutional Development) have integrated integrity issues into their work and senate as a whole has made improved communications about academic integrity a goal for the 2007-2008 academic year.

Tools. The Educational Technology Committee of the NYIT Academic Senate, charged with advising on technological tools and infrastructure, became interested in how technology could help in educating students about plagiarism. A subcommittee was formed to investigate commercial and open source products that would assist in identifying and hopefully decreasing plagiarism. The committee recommended a Web-based tool called Turnitin. The product was acquired in 2005, and faculty were trained to use the system.

Current statistics indicate that 84 instructors have used the tool, 1,342 students have submitted work through the system and 3,833 individual papers have been scanned by the system. Of those papers, 165 showed 75 - 100 percent of the material was not original, 126 showed 50 - 74 percent matches to existing sources, 381 had 25 - 49 percent matched material, 1,960 matched 1 - 24 percent to existing content and 1,201 showed no matches.



NYIT's academic integrity policy appears in its catalogs and handbooks.

Professional Schools

Students enrolled in NYIT professional programs are expected to adhere to the established NYIT academic integrity policy in the classroom and clinical practice settings. Additionally, professional associations' discipline-specific legal practice acts and professional association codes augment the NYIT policy and guide students as they learn and practice professional role behaviors.

Engineering Ethics. Engineering programs, required by their accrediting agency (ABET) to cover ethical subjects, have a required course in Engineering Ethics (IENG-400).

The seminar, limited to 25 students to provide opportunity for participations and student/professor interaction, focuses on global issues in science and technology and is open to students in all majors. The course addresses a variety of issues facing modern college graduates as they interact with society as whole in the design, implementation, and operation of new products and new systems. Topics addressed may include: effects and needs of developing nations; global energy problems; effects of systems and products on the environment focusing on air, water, and global warming; requirements from an ethical and professional responsibility point of view; impacts of the information technology age; outsourcing —what it is, why it happens, and what are its effects; population impacts; public policy developments; standards and how they may help engineered products and systems; requirements for sustainable development; and transportation problems facing both the developed and underdeveloped worlds. (The course syllabus can be found in "Evidence Considered.")

Ethics in the Health Professions. All health professions have standards on medical ethics, knowledge of which are required learning outcomes for students. For example, the physician assistant accreditation body has specific standards on medical ethics:

B6 Health Policy and Professional Practice

B6.01—The program must provide instruction in:

a) The impact of socio-economic issues affecting health care;

b) Health care delivery systems and health policy;

c) Reimbursement, including documentation, coding, and billing;

d) Quality assurance and risk management in medical practice;

e) Legal issues of health care; and

f) Cultural issues and their impact on health care policy.

B6.02—The program must provide instruction in medical ethics to include:

a) The attributes of respect for self and others;

b) Professional responsibility;

c) The concepts of privilege, confidentiality, and informed patient consent; and

d) A commitment to the patient's welfare.

The Physician Assistant program complies with the standard by:

- Stressing professionalism at all times;
- Including specific instruction in courses (physician assistant, behavioral medicine, and clinical skills courses) and assessing student learning through examinations and evaluations from instructors and preceptors in the clinical year;

"In 2004, the NYIT Academic Senate created an ad hoc committee on academic integrity to review longstanding policies and procedures for encouraging academic integrity and enforcing standards.

- Following guidelines for the Ethical Conduct for the Physician Assistant Profession, a policy of the American Academy of Physician Assistants since May 2000 and amended in June 2004 and is included in the NYIT Physician Assistant Student Handbook (see "Evidence Considered" for the student handbooks of all NYIT health professions programs); and

- Ensuring that all physician assistant faculty are involved with state and national organizations as members, elected or appointed officials, and keep up-to-date on new ethical issues by attending professional conferences (often accompanied by students).

NYIT's New York College of Osteopathic Medicine. At NYCOM, faculty are leaders in promoting ethics and professionalism both within the college and for the profession as a whole.

Medical ethics are the subject of a required course with mandatory attendance called "Contemporary Issues in Health Care Delivery" (see "Evidence Considered"). Following participation at a conference presented by the Associated Medical Schools of New York in December 2005 at the Mount Sinai School of Medicine, NYCOM faculty and staff realized much more could and should be done. They created a task force to improve education in ethics and professionalism at the college, which has led to the following changes:

- Professionalism assessment has been incorporated into practical training at NYCOM's Institute for Clinical Competence during students' first and second years (see Standard 10). A copyrighted assessment instrument (Professionalism Assessment Rating Scale) is used to assess medical students' professional behavior in standardized physician-patient encounters;

- Units on professionalism have been added to the clerkship manuals, and clerkship evaluation forms were updated to include ratings on the seven osteopathic medical competencies, ensuring that third- and fourth-year students are taught and evaluated on professional behavior;

- A plan for faculty development on medical professionalism was developed;

NYIT researchers using human subjects must complete the online training offered by the National Cancer Institute.

- An overall evaluation of professionalism for the university is in development;

- Processes will be put in place during 2008-2009 to reward achievements in professionalism by students in their first four years of medical training and mechanisms established for students to recognize peers who demonstrate exceptional professionalism;

- Also slated for 2008-2009, all students will complete "Professionalism Portfolios," containing letters and anecdotes from student peers, faculty, and patients relating to professionalism.

NYCOM was asked to present the program as an example of best practice at the 2006 National Meeting of the American Association of Colleges of Osteopathic Medicine and at the 2006 NYCOM Leadership Retreat Day for Student Government Officers.

Responsible Computer Usage

NYIT provides computing resources for the academic research and instructional purposes of its faculty, staff, and students, including host computer systems, university-sponsored computers, workstations, software, data sets, and communication networks. Computers, telecommunications, and information in electronic form create a need for ethical models. Information owners, both individual and institutional, must make a conscious and explicit effort to state and enforce their expectations of ethical behavior. Information users have an obligation to recognize the information owner's rights in order to protect and preserve their own rights when using that information.

Generally, computing systems and equipment are used carefully and appropriately. However, abuse of equipment or systems that cause disruption of users' productivity, and the integrity of their data and programs, are subject to discipline or prosecution under university policies, as well as local, state, or federal laws.

NYIT has developed an academic computing code of conduct to define responsible computer usage, particularly for new users who may not be aware of the potential impact of their actions. The code recognizes computer systems and computer-based information as a primary educational and research asset that are protected from unauthorized modification, destruction, disruption, or disclosure—whether accidental or intentional (see *Academic Computing Code of Responsible Computer Usage* in "Evidence Considered").

Oversight in Research

The *NYIT Faculty Handbook*, the *NYIT Employee Handbook*, the *New York Institute of Technology Policy for Responding to Allegations of Misconduct in Research and Related Matters*, and the *New York Institute of Technology Policy on Conflicts of Interest in Research* spell out expectations in terms of faculty adherence to standards of integrity. The *NYIT Faculty Handbook* is available at the Office of Academic Affairs Web site; the *NYIT Employee Handbook* is available on the NYIT Intranet; and the NYIT policies on research misconduct and conflict of interest are posted at the Web site of NYIT's Office of Sponsored Programs and Research.

Federal policy requires all faculty and staff to submit research proposals involving human and animal subjects to an institutional review board. At NYIT, research with human subjects is reviewed by either of two institutional review boards (IRB): the Education, Social Science and Behavioral Research IRB (ESB-IRB) or the Biomedical and Health Sciences Research IRB (BHS-IRB). Both are administered by NYIT's Office of Sponsored Programs and Research and NYIT's provost and vice president for academic affairs (see "Evidence Considered" for the IRB manual). Research with animals is reviewed by the Institutional Animal Care and Use Committee.

All those involved in research on human subjects must complete the online training (or equivalent) program offered by the National Cancer Institute Human Participant Protections Education for Research Team. For those involved in research with animals, required training is the comparable online course (or equivalent) provided by the U.S. Department of Veterans Affairs, Office of Research Development, Medical Research Service.

A detailed policy for responding to allegations of misconduct in research and related activities—the NYIT Policy for Responding to Allegations of Misconduct in Research and Related Matters—spells out procedures for investigating, adjudicating, and implementing appropriate administrative actions when there has been an allegation of misconduct by staff or faculty (see "Evidence Considered"). The research integrity officer (the director of sponsored programs and research) is responsible for assessing allegations of scientific misconduct, for determining when such allegations warrant inquiries, and for overseeing inquiries and investigations. The deciding official (the provost and vice president for academic affairs) is responsible for making final determinations on allegations of scientific misconduct and any responsive institutional actions.

Under PHS regulations (42 CFR, Parts 50 and 93), each institution that receives or applies for a PHS research, research-training, or research-related grant or cooperative agreement must have established an administrative policy for responding to allegations of research misconduct (as described above), and it must certify that it will comply with that policy. NYIT's director of sponsored programs and research files an annual report on possible research misconduct with the Office of Research Integrity, U.S. Department of Health and Human Services. During the most recent reporting periods (2006 and 2007), NYIT reported no allegations, inquiries, or investigations of

allegations that either fall under the PHS definition of research misconduct or involve receipt of or requests for PHS funding or application for PHS funding.

Intellectual Property

Ownership of intellectual property by faculty has traditionally been defined by the *NYIT Faculty Handbook* and by the NYIT/AAUP Collective Bargaining Agreement (see "Evidence Considered"). In general, faculty members own outright all intellectual property created for coursework and all intellectual property created through personal research. Intellectual property developed from university-sponsored research is owned by the institution, which agrees to share equally with the inventor or inventors any income resulting from a patent or invention. At NYIT, where educational technology innovation is broadly encouraged, questions about intellectual property rights have evolved and will continue to evolve, especially as they relate to online and distance learning. The policy is detailed in the *NYIT Faculty Handbook* (see "Evidence Considered").

Academic Freedom

Faculty at NYIT work within the context of the university's commitment to the principles of academic freedom. The instructor is entitled to freedom in the classroom in discussing his/her subject but is encouraged to be careful not to introduce into the teaching controversial matters that have no relation to the subject being taught. Faculty have full freedom in research and the publication of results but research for pecuniary concern should be based upon an understanding with university authorities. The policy is detailed in the *NYIT Faculty Handbook* (see "Evidence Considered").

Affirmative Action, Employee Rights, and Diversity

The affirmative action officer is the director of human resources. NYIT actively reaches out to minority populations. Discrimination against protected and minority groups is expressly prohibited. As of 2003, NYIT extended benefits to domestic partners. Both the Department of Human Resources and the Office of Disabilities (for staff) attempt to be proactive in accommodating disabilities. Policies are outlined in the NYIT employee and student handbooks and posted where appropriate.

"Faculty members own outright all intellectual property created for coursework and all intellectual property created through personal research."

Ethics, Workplace Discrimination and Harassment, and Conflict of Interest

The *NYIT Employee Handbook* communicates policies on ethics, workplace discrimination and harassment, and conflict of interest, which are administered by the Office of the General Counsel. Each member of the NYIT President's Council is required to complete an Annual Disclosure Statement certifying they have read and comply with the specified procedures and standards of conduct (see "Evidence Considered").

NYIT conducts an annual risk analysis. Included in this analysis is an assessment of compliance with its own policies. Whenever there is a suggestion that policies are not being followed, a systematic analysis and, if necessary, remedial action is set in motion. In addition, a monthly compliance report, maintained by the Office of the President, tracks the submission of all required state, federal, and other reports required of the university (see "Evidence Considered" for a sample compliance report).

Summary

Key Strengths

- Integrity policies are developed and accepted.
- The creation of a director of sponsored research position offers support to faculty and increases awareness of and compliance with relevant policies.
- Compliance with policies is considered in the university's annual risk assessment and planning processes.

Key Recommendations

- Improve communication of integrity policies to all constituencies.
- Monitor compliance trends and take appropriate actions.
- Involve faculty and students from the professional schools in the further development of integrity policies.
- Ensure consistency in compliance with a uniform set of policies at all NYIT sites.

Evidence Considered

- Academic Computing Code of Responsible Computer Usage
- Academic Integrity Policy
- Conflict of Interest Policy
- Institutional Review Board materials
- Misconduct in Research Policy
- Human Participant Protections Education for Research Teams, National Cancer Institute
- NYIT-AAUP Collective Bargaining Agreement
- NYIT Faculty Handbook
- NYIT Employee Handbook
- NYIT Student Handbook
- NYIT Graduate Catalog
- NYIT Undergraduate Catalog
- Engineering Ethics Course Syllabus
- Contemporary Issues in Health Care Delivery Course Syllabus
- Student Handbooks From Programs in the Health Professions
- Compliance Reporting Spreadsheet
- Annual Disclosure Statement

7 Institutional Assessment

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Description of the Standard

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

NYIT's commitment to and conduct of systematic, institute-wide assessment has grown substantially in the past five years. While this effort is work in progress (as shown in the suggestions and recommendations in this chapter), evidence indicates significant investment and commitment by the university in establishing formal, coherent, and analytic processes that support continuous improvement of the university's operations.

In early 2005, NYIT formalized this commitment by establishing the Office of Planning and Assessment, led by a vice president. The Office of Institutional Research and Assessment now lies within that office and continues to have responsibility for developing a large proportion of the data used in institutional assessment, including student entry and exit surveys; alumni and employer surveys; enrollment and retention reports; and studies for specific purposes.

Participation in intuitional assessment by the academic community is led by three standing committees of the NYIT Academic Senate: Assessment (student learning outcomes); Budget and Finance (financial performance); Institutional Development (progress toward established goals). Board-level assessment is carried out through its committee structure as well as receipt of regular enrollment, financial, development, and legal reports.

In addition to data collected and analyzed internally, NYIT occasionally relies on external experts and consultants to provide reports and feedback on specific areas of interest. This combination of internal and external assessment has been helpful. Reliance on external input should not be excessive (as the assessment process could be viewed by employees as a foreign and detached process to the university's operation), yet a complete reliance on internal sources can keep the university from benefiting from the valuable vantage point of experts in the field.

Methods for Assessment of Achieving Mission and Goals

Subject	Methods
Student Learning	◆ Licensing exams ◆ Capstone projects ◆ Review of student work products ◆ Self-reports ◆ External accreditation reviews* ◆ Internal program reviews* ◆ Feedback from academic school advisory boards
Student Retention and Graduation	◆ Retention reports* ◆ Graduation reports* ◆ Probation and early warning reports* ◆ First-year experience reports* ◆ Student Solutions Center reports*
Alumni Employment	◆ Graduating student surveys* ◆ Alumni surveys* ◆ Employer surveys* ◆ College Results Survey (scheduled fall 2007)*
Stakeholder Satisfaction	◆ Student evaluations of teaching* ◆ Graduating student surveys* ◆ Alumni surveys* ◆ Employer surveys* ◆ Noel-Levitz Student satisfaction survey* ◆ National Study of Student Engagement (NSSE) surveys (scheduled spring 2008)
Financial Performance	◆ Activity-based planning reports* ◆ Internal audits* ◆ External audits* ◆ Federal financial responsibility ratios
Strategic Goals	◆ 2030 Scorecard* ◆ 2010 Implementation Matrix*

Table 7-1: Methods of Institutional Assessment

*(*Note: See samples in "Evidence Considered")*

Academic Program Review and External Accreditation

Ten academic programs offered at NYIT are accredited by professional accreditation agencies and all academic programs are reviewed on a regular cycle. Although the main discussion of program-level student learning outcomes assessment is in Standard 14, reports by external accrediting agencies over the past several years were reviewed for comments and recommendations regarding overall NYIT operations, staffing, and budgeting.

In general, data show quick and effective corrective responses. While the fast action might, of course, be attributed to the critical nature of accreditation in professional programs, the fact that NYIT has taken appropriate action is concrete evidence of "closing the loop."

An example from the 2005 Accreditation Board for Engineering and Technology (ABET) visit to NYIT's programs in electrical and computer engineering technology demonstrates the quick institutional response.

> *"…Criterion 7 Institutional and External Support Item B of this criterion requires that the institution make available resources sufficient to attract, retain, and provide professional development of a well-qualified faculty. The Self Study Report (page 64) indicates a line item of $2,500 travel for the engineering technology program consisting of eight full-time and seven part-time faculty members. This travel line item may be adjusted at the discretion of the dean and could prove to be marginal at times. There is concern that faculty professional development and currency could be adversely affected. It is recommended that the institution improve the level and dependability of support for faculty professional development activities." (ABET, 2005)*

> *"The institution responded by creating a line item in the dean's budget specifically allocated for travel for faculty in the [engineering technology] department. This is documented by a letter dated May 10, 2005, addressed to the director of financial planning." (NYIT response to ABET)*

An Evidence-Based Culture

As it has matured, NYIT has begun to develop an evidence–based culture. Matters of strategic significance are measured and managed, with data on results informing subsequent actions. Examples follow.

Retention: 2002-2006 Managing a Key Strategic Issue

In 2001, NYIT's six-year graduation rate for a 1995 cohort of full-time, first-time freshmen was 31 percent overall for NYIT, lower than most competitors and a significant drag on enrollment. While some attrition is inevitable, too many students were giving up on the university before qualifying for a degree. Retention rates at all levels throughout the university indicated a pattern that required immediate corrective action.

Qualitative and quantitative data were sought from internal sources (a newly formed "enrollment management team" with support from the Office of Institutional Research and Assessment) and an external consultant group (Scannell & Kurz), whose reports identified registration effectiveness, academic advising and recruitment, and financial aid as important areas to consider in constructing a remedy.

In 2002, in response to both quantitative and qualitative data, derived from internal and external sources, the president issued a five-point plan for improving retention:

1. Improve communications and customer service in enrollment management service areas (eliminate chronic issues);
2. Improve the quality of the classroom experience;
3. Improve and professionalize advisement;
4. Infuse "New York" and "career professionalism" throughout the NYIT experience (live up to name and mission); and
5. Improve NYIT's image and institutional awareness.

For each of the five goals, action items were identified and owners and timelines assigned. The self-study working group reviewed progress reports for several years and observed that (1) there was consistent monitoring of activities; (2) it was clear that investments had been made in staffing, training, online offerings, and other things; and (3) there was little or no evidence of the outcomes of these activities. Although retention rates generally improved modestly over the period reviewed, it was impossible to draw clear lines between the individual activities and the overall outcome. Retention continues to be a challenge, and subsequent efforts are described in Standard 8.

Re-Imagining NYIT's Central Islip Campus: How Developing Measures and Data Enabled Action

NYIT's campus at Central Islip was a challenge for the university for many years. Enrollment was declining, many residential students were being transported over an hour to and from the Old Westbury campus for classes, operating losses were substantial and the facilities required major capital investment. A data-driven process brought the NYIT community together to make the very difficult strategic decision to radically change programming. As a result, substantial financial benefit was realized by the university. This process is discussed in Standards 2 and 3.

Preparation and Employment of Graduates: Delivering on the Promise of NYIT's Mission

Since its founding, NYIT's mission has been to educate students for careers. Thus, it is critical to understand how well-prepared students are, whether they are employed—and succeeding—in their fields, and whether employers seek NYIT graduates.

Data on Employee Quality

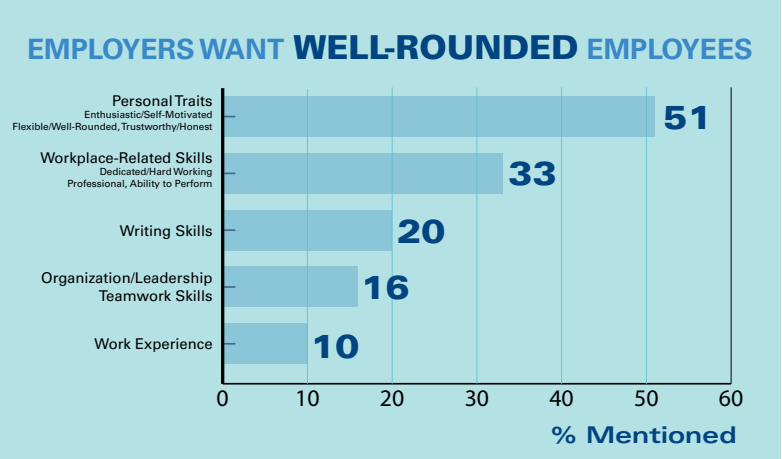


Figure 7-1

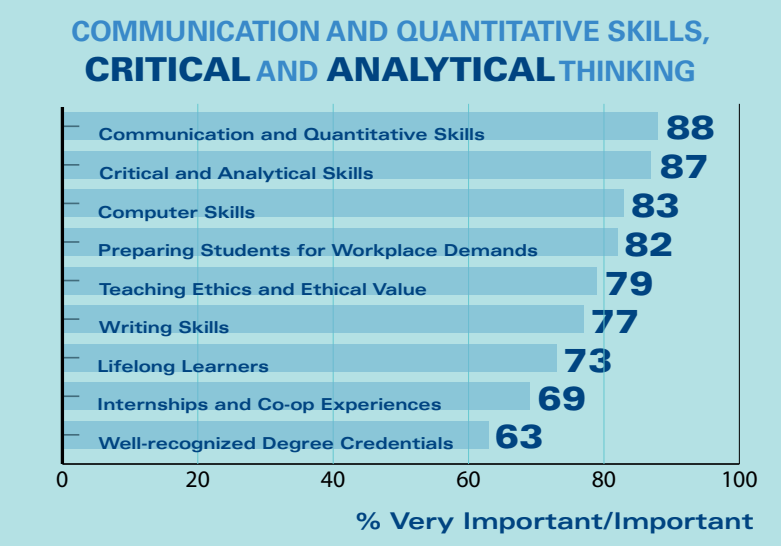


Figure 7-2

Since the time of the university's last Periodic Review Report, studies every year have provided information to constituencies within NYIT about how well they were delivering on the promise of its mission and what might be done better.

In 2003, a study of "Community Attitudes and Awareness" conducted by Wirthlin Worldwide indicated that employers liked the NYIT graduates they hired, chose them because of their professional degrees, and yet indicated that—when hiring—it is communication, quantitative, and analytical skills they look for. This latter

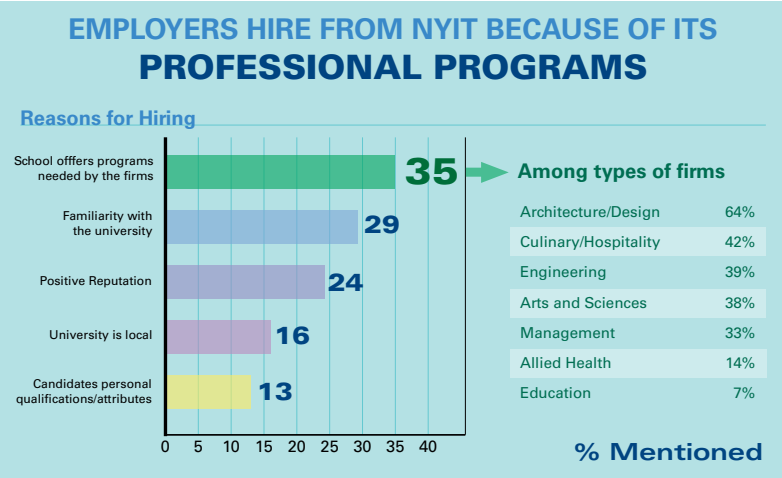


Figure 7-3

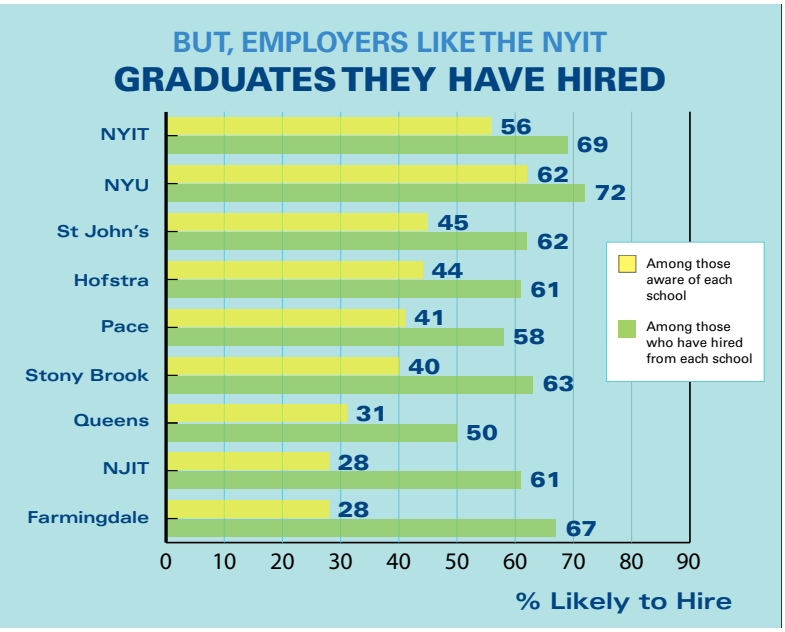


Figure 7-4

Source for 7-1 to 7-4: "Community Attitudes and Awareness Study, Wirthlin Worldwide (2003)

point supported the faculty's initiative to re-consider the undergraduate core curriculum to ensure it was still meeting students' needs.

In early 2004, NYIT received an "Alumni Impact Assessment" report from InterEd, based on interviews with 626 alumni who graduated between 1997 and 2002. Overall, they were satisfied with their education at NYIT and were particularly pleased with:

- The overall quality of instruction in terms of conveying timely and important knowledge;
- The overall focus of the curriculum in terms of its applicability and currency; and
- The overall contribution to their career-development and earning power.

As a group, these alumni fared well in terms of employment. Most were working in career-oriented positions and experienced pay increases after graduation. Only 4 percent were unemployed and looking for work. Most of the opportunities for improvement identified centered on operational and logistical inefficiencies attributed to NYIT, such as student support services, scheduling of courses, and career placement services.

Each year, in late fall, NYIT's Office of Institutional Research and Assessment conducts a survey of graduates from the prior academic year, the "Graduating Student Survey," in which students report, among other things, on their employment status, income, and satisfaction with the education and services at NYIT. Results from 2005-2006 graduates include:

- 83.9 percent of graduating students were working (75.1 percent full-time, 8.8 percent part-time).
- Of those employed 81.4 percent report that NYIT coursework has been related to work on the job. This is up 3 percent over the previous year's figure of 78.2 percent;
- Most students report incomes over $30,000. The largest category is now in the $40,001-$50,000 range, whereas last year most students were in the $30,001-$40,000 range; and
- Most graduates report some dissatisfaction with NYIT's administrative and career services offices.

These data led to significant changes in NYIT's enrollment services (Standard 8) and career services (Standard 9).

Toward 2030

The 2030 Steering Committee made tracking progress toward 2030 goals an explicit task within the strategic plan —charging itself in the plan's first year (2006-2007) with choosing appropriate metrics to show all constituencies where we are and where we want to be with respect to the six elements of the 2030 vision. Once baseline numbers are established, long-term and intermediate goals will be set. The 2030 Scorecard on the following page shows the university-level metrics proposed by the Steering Committee and accepted by the administration and trustees in spring 2007 to track progress toward 2030 goals.

The scorecard metrics are a combination of:

- Data about NYIT that have been collected, analyzed, and acted on for some time at the university level (e.g., unduplicated headcount, retention and graduation rates, revenue by source, endowment, and financial contribution from operations);
- Data that have been generated, analyzed, and used at the unit level but have not been systematically aggregated for the university as a whole (e.g., analysis of program-learning objectives, income from sponsored research, and other non-tuition revenue in specific [new] units); and
- Data from measurement instruments not used before at NYIT (i.e., the "National Study of Student Engagement" [to assess changes in teaching quality] and the "Collegiate Results Survey" [designed at the National Center for Post-Secondary Improvement [outcomes of a college education]. NYIT's plan is to administer both instruments every three years beginning in 2007-2008 to provide more compelling information about the university's success in teaching and career preparation.

Presumably, some of these metrics will be more useful than others and the scorecard will be modified accordingly. The scorecard (as well as the unit-level equivalents as well as process-oriented metrics) is essential for keeping the university on track and allowing quick reactions should changes be required.

The 2010 Implementation Matrix

At the level of tasks and activities, the vice president for planning and assessment, in consultation with the 2030 Steering Committee and the President's Council, creates an annually updated five-year plan (called the 2010 Implementation Matrix). Accountabilities, deliverables, and timelines (in months and years) are updated quarterly and reviewed by the Steering Committee. These documents are shared with and discussed by senior administration and NYIT the Board of Trustees, as well as posted on the "Planning for the Future" section of the NYIT Web site to encourage community wide participation.

Both documents are referred to by the president when speaking or writing to university audiences (convocation, the academic senate, alumni gatherings) and will be used by the university communications staff on the Web site and in written materials.

Summary

Key Strengths

- NYIT has demonstrated its commitment to institutional assessment by establishing an office at the vice presidential level that links assessment and planning activities.
- The university administration regularly uses assessments and other data (sometimes collected regularly and sometimes ad hoc) to analyze problems, track the effects of remedial actions, and make appropriate modifications.

Key Recommendations

- Develop a formal, multi-year institutional assessment plan covering major administrative and academic areas that defines the goals, processes, mechanisms, and repeat cycles. Integrate data from the assessments into institutional decision-making.

Evidence Considered

- ABET Report (2005)
- NYIT Response to ABET
- NYIT Five-Point Retention Plan and Reports
- "Community Attitudes and Awareness" Study (Wirthlin Worldwide, 2003)
- "Alumni Impact Assessment" (InterEd)
- Graduating Student Survey Reports
- College Results Survey Description
- 2030 Scorecard
- 2010 Implementation Matrix

The 2030 Scorecard

Career-Oriented Undergraduate and Professional Programs	Data Source	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
◆ Analysis of program learning objectives for career-oriented themes ◆ Analysis of whether programs measure themselves against those objectives	Assessment Committee (October)	Programs define learning objectives and begin thinking about measures	% of programs demonstrate meeting career objectives; each year's target is higher			
◆ Professional accreditation	Academic Affairs					
◆ College Results Survey (Alumni)	Survey identified to measure how well NYIT prepares alumni for their careers	Survey administered; baseline established; targets set for next administration (3 years)				
Thriving Graduate Centers	**Data Source**	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
◆ Income from sponsored research and other non-tuition revenue		Two graduate centers established	Third center established; Fundraising plans	Fundraising results		
◆ Results of Student Satisfaction Survey			Programs developed and registered	Students enrolled	Students enrolled	Survey administered; baseline established; targets set for next administration (3 years)
Global and Partially Virtual University	**Data Source**	**Spring 2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
◆ Unduplicated headcount enrollment by location						
Old Westbury		2,484				
Manhattan		3,774				
Central Islip		46				
Global		332				
Online campus		50				
Other locations		521				
NYCOM		1204				
VIP		108				
Ellis College of NYIT		3337				
Total		**11,856**				
◆ University governance		Global deans attend academic senate; 1 senate committee had videoconference meeting				
◆ Analysis of program learning objectives for global and virtual themes ◆ Analysis of whether programs measure themselves against those objectives	Assessment Committee (October)	Programs define learning objectives and begin thinking about measures	% of programs demonstrate meeting career objectives; each year's target is higher			

The 2030 Scorecard

Student-Centered University	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
◆ Retention rate *(full-time students, year 1 to year 2)*	71%				
◆ Six-year graduation rate *(full-time, first-time freshmen)*	42%				
◆ Student Satisfaction Survey	Survey instrument selected (repeat Noel-Levitz survey)		Survey administered; changes analyzed; targets set for next administration (3 years)		
Leadership in Teaching Quality Improvement	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
◆ Number of programs participating in Center for Teaching and Learning quality improvement	Center for Teaching and Learning established	% of programs participating; each year's target is higher			
◆ The National Survey of Student Engagement		Survey administered; baseline established; targets set for next administration (3 years)			
Firm Financial Footing	**(Aug. 31, 2006)**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
◆ Revenue by source					
Net tuition and fees	$139,512,524				
Grants and contracts	2,201,826				
Government appropriations	866,522				
Development	1,869,139				
Educational activities	1,259,048				
Other sources	4,756,161				
Auxiliary enterprises	10,135,551				
Investment income	3,014,388				
Net assets released from restrictions	525,783				
Total revenue	**$164,149,924**				
◆ Endowment *(exclusive of property held for sale)*	$46,687,099				
◆ Contribution from operations	$13,547,443				

8 Student Admissions and Retention

Description of the Standard

The institution seeks to admit qualified students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Enrollment Management

Over the past decade, NYIT has substantially but gradually adopted a revised enrollment management approach to student admissions and retention, as well as financial aid, scholarships, and other functions related to student success. Major milestones in this evolution began in the late 1990s with the initiation of a targeted tuition-discount leveraging model and the implementation of university-wide branding, marketing, and communications activities. In 2006, the Office of Enrollment Services was formally established, under the direction of a vice president for enrollment services. The major areas within Enrollment Services are admissions, financial aid, the Student Solutions Center, and academic enrichment.

Although the discussion that follows is arranged under seemingly disparate topics, almost all are interrelated. Bringing in a new cohort of students each year is not simply a matter of recruitment or selecting students with the requisite qualifications. Students who enroll will have sufficient financial resources and be motivated to become part of the NYIT community. Furthermore, and particularly relevant to student retention, enrollment is not simply a function of the enrollment management division, but must be supported by the entire campus community.

Admissions

Students with specific career goals and a solid understanding of the educational requirements needed to be successful in their chosen fields are attracted to and enroll at NYIT. The admissions process is as much about the individual applicant as it is about building and enriching the student community. While a large percentage of NYIT's student population is drawn from the Tri-State metropolitan area, it has become more regional, national, and global over the past 10 years, attracting applications from across the nation and around the world.

The Enrollment Landscape

The demographic picture for the NYIT campuses in Old Westbury and in Manhattan is mixed, leading to the conclusion that in the next 25 years NYIT will not see any significant population-driven enrollment increases. Plans call for responding to a likely decline in the applicant population from the New York metro area.

Specifically, while the overall New York City population has been growing, and is expected to keep growing—from 8 million in 2000 to 9.1 million in 2030—the traditional college-age population in New York City is expected to remain largely steady, or perhaps decline very slightly, due to decreasing fertility rates. The Nassau County population has been declining slightly, while the population in Suffolk County increasing.

The local picture is affected somewhat by national trends toward increasing college enrollment which, according to the National Center for Education statistics, has been increasing for more than three decades, and is expected to continue this increase through 2015, though at a slower overall rate than in the past 10 years—with the largest increases found primarily in the south and southwest.

NYIT's strategic goals, recruitment strategies, and admissions policies, aligned with its mission, also take into account these and other likely environmental realities.

Admission Criteria

Admission to NYIT is based on the student's educational preparedness and ability to be academically successful. Previous school records, application essays, and recommendations are reviewed. In addition, freshmen applicants are required to submit the results of either the Scholastic Reasoning Test or American College Testing. And while a personal interview is not required for most majors (it is required by some of the health professions programs), students are encouraged to visit the campus, as well as meet with admissions officers and faculty members.

Consistent academic success over a period of time is valued. Standardized test scores are used as a predictor of college success but do not in and of themselves represent a student's ability to be successful. NYIT seeks students who have been active in their communities, workplaces, and prior learning environments, especially those who have held leadership positions

A page from NYIT's careers brochure, part of the direct mail campaign to prospective students and winner of an award from CASE in 2006.

within those settings, and the university's recruitment efforts support an environment of racial, ethnic, and financial diversity.

NYIT does not discriminate in admission or access to its programs and activities on the basis of race, color, national origin, religion, creed, disability, age, marital status, gender, sexual orientation, or veteran status.

Admission Policies

Students are admitted to NYIT for the fall or spring semester. Applications, available by mail, in person on any of NYIT's campuses, or online, are considered in the order received as long as space in the program of choice is available. Candidates receive written notification once files are complete and decisions made.

Admission criteria vary by program and some of the more selective programs have priority application deadlines, as well as more stringent admissions requirements. Complete information on admission requirements and schedules can be found in the NYIT catalogs, on the NYIT Web site, and in a wide variety of college preparation handbooks and guides.

Students who do not meet NYIT's minimum requirements but who demonstrate a strong willingness to work toward their goals may be eligible for supplemental enrichment programs (see Standard 13).

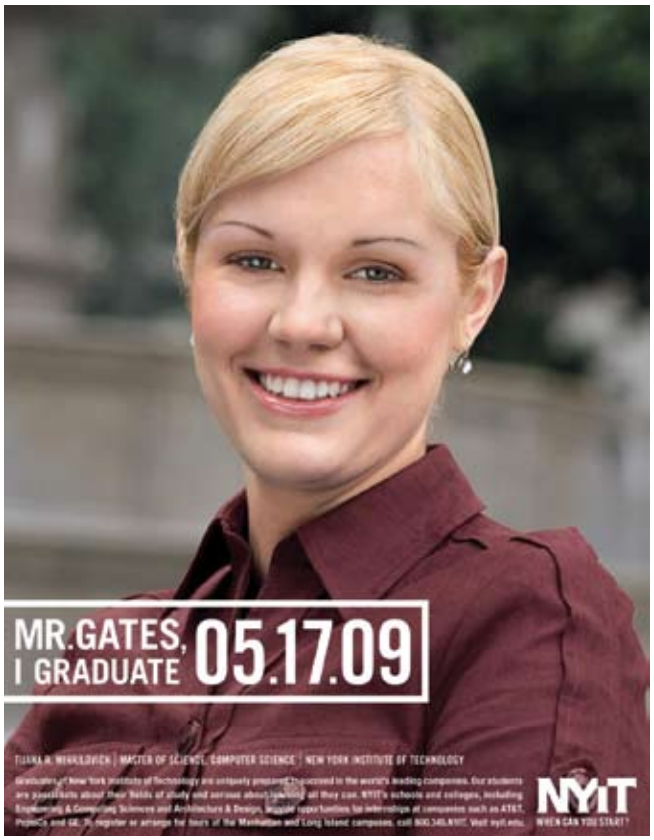
Recruitment Practices

Understanding the preferences of different audiences, NYIT communicates with applicants and their families through a variety of media, including traditional direct mail campaigns, as well as innovative e-mail and Web-based communications.

NYIT engages College Board services in helping to identify a pool of potential prospects for the university based on pre-established criteria, including major field of interest, self-reported GPA, SAT scores, etc. A multi-tiered, 18-month direct mail campaign is conducted from the first point of prospect to enrollment. Materials from this campaign can be found in "Evidence Considered."

A highly targeted, personalized e-campaign supplements direct mail, in which individualized e-mails are created to speak to the interests and concerns expressed by the prospect. The e-mails drive students to specific sections of the NYIT Web site, which contains the desired information. Tracking and reporting tools show how many students visit various sections of the sites.

NYIT's 2001 Web site was named "Macromedia Site of the Day" in 2002.



NYIT's print advertising campaign runs in The New York Times and its magazine, as well as the Wall Street Journal, the Financial Times, the Daily News, Newsday and U.S. News and World Report. It has garnered five first-place awards from the Astrid (2004), the Admissions Marketing Report (2004), the Davey (2005), CASE (2005), and SIAA (2006).

Marketing and Branding of the University

College Web sites are becoming increasingly important faces of an institution. The sites must be easy to use and speak to the needs of all constituencies: current students, faculty, and staff; prospective students, faculty, and staff; parents; alumni; donors or potential donors; and others.

NYIT completely overhauled its Web site in 2001 to simplify navigation, update its look, and add new features (NYIT was among the first colleges to build a Web site, but it had become dated and difficult to use). A subcommittee of the NYIT Academic Senate's Educational Technology committee worked with communications and marketing and IT staff, with the help of a consultant, to accomplish the task. Another total overhaul of the Web site was completed in January 2008.

NYIT is engaged in both image and recruitment advertising campaigns designed both to raise awareness about the university and call students to take action by visiting the campus or the university's Web site, attending events, and applying for admission. Working for the first time in its history with an outside advertising agency, NYIT developed print and radio advertising campaigns that have fared well in professional competitions and helped improve the visibility of the university.

Table 8-1: Enrollment Trends (2005-2007)

Applied		9/29/05	9/28/06	9/27/07	App to Admit Yield		
	Level	Fall 2005	Fall 2006	Fall 2007	Fall 2005	Fall 2006	Fall 2007
	Undergraduate	5,221	5,501	5,535	69%	67%	69%
	Graduate	2,228	3,746	4,638	70%	63%	45%
Total	**Total**	**7,449**	**9,247**	**10,173**	70%	65%	58%
Admitted		**9/29/05**	**9/28/06**	**9/27/07**	**Admit to Enrolled Yield**		
	Level	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2005**	**Fall 2006**	**Fall 2007**
	Undergraduate	3,645	3,682	3,810	42%	41%	41%
	Graduate	1,551	2,351	2,108	39%	33%	28%
Total	**Total**	**5,196**	**6,033**	**5,918**	41%	38%	36%
Enrolled		**9/29/05**	**9/28/06**	**9/27/07**			
	Level	**Fall 2005**	**Fall 2006**	**Fall 2007**			
	Undergraduate	1,517	1,497	1,545			
	Graduate	606	786	595			
Total	**Total**	**2,123**	**2,283**	**2,140**			

Student Profile. Table 8-2 shows the student headcount at all locations by level of study for the past several years. As indicated earlier, New York enrollment has been essentially flat whereas enrollment at global sites and online (Ellis) has grown. Table 8-4, the distribution of students by academic school, shows that domestic growth has been focused in architecture, the health professions, and engineering/computer science. The growth seen in the School of Management is

Table 8-2: Fall Headcount Report by Location and Academic Level

		Fall 05 (12/17/05)	Fall 06 (12/6/06)	Fall 07 (12/5/07)	% Change	% Change
LOCATION	**ACAD LEVEL**	**Unduplicated Headcount**	**Unduplicated Headcount**	**Unduplicated Headcount**	**From Fall 05 to Fall 07**	**From Fall 06 to Fall 07**
Manhattan						
	Undergraduate	1,827	1,865	1,811	-0.90%	-2.9%
	Graduate	656	755	727	10.80%	-3.7%
	Total	**2,483**	**2,620**	**2,538**	**2.20%**	**-3.10%**
Old Westbury						
	Undergraduate	2,623	2,833	2,879	9.80%	1.6%
	Graduate	807	972	920	14.00%	-5.3%
	Professional Level	105	129	118	12.40%	-8.5%
	Total	**3,535**	**3,934**	**3,917**	**10.80%**	**-0.40%**
Central Islip						
	Undergraduate	333	40		-100.00%	
	Graduate	30	3		-100.00%	
	Total	**363**	**43**		**-100.00%**	
Global						
	Undergraduate	1,159	1,613	2,048	76.70%	27%
	Graduate	805	1,017	992	23.20%	-2.5%
	Total	**1,964**	**2,630**	**3,040**	**54.80%**	**15.6%**
Online (Online Campus)						
	Undergraduate	38	33	20	-47.40%	-39.4
	Graduate	21	23	26	23.80%	13.00%
	Total	**59**	**56**	**46**	**-22.00%**	**-17.90%**
Other Locations						
	Undergraduate	437	133	115	-73.70%	-13.50%
	Graduate	366	302	315	-13.90%	-4.30%
	Total	**803**	**435**	**430**	**46.5%**	**-1.1%**
NYCOM	**Total**	**1,176**	**1,204**	**1,193**	**1.4%**	**-0.9%**
Vocational Indep. Prog.	**Total**	**125**	**108**	**87**	**-30.4%**	**-19.4%**

Continues >>

Fall Headcount Report by Location and Academic Level [Table 8-2 continued]

LOCATION	ACAD LEVEL	Fall 05 (12/17/05) Unduplicated Headcount	Fall 06 (12/6/06) Unduplicated Headcount	Fall 07 (12/5/07) Unduplicated Headcount	% Change From Fall 05 to Fall 07	% Change From Fall 06 to Fall 07
Ellis College of NYIT	**Total**	**3,002**	**3,609**	**3,231**	**7.60%**	**10.50%**
Total	Undergraduate	6,084	6,477	6,873	13%	6.1%
	Graduate	2,655	3,069	2,980	12.2%	-2.9%
	Professional Level	105	129	118	12.4%	-8.5%
	NYCOM	1,176	1,204	1,193	1.4%	-0.9%
	VIP	125	108	87	-30.4%	-19.4%
	Ellis College of NYIT	3,002	3,609	3,231	7.6%	-10.5%
	Total	**13,147**	**14,596**	**14,482**	**10.2%**	**-0.8%**

Notes:
1) Unduplicated headcount is a count of students that totals the number of unique students registered.
2) NYCOM is a full-year headcount.
3) A majority of Central Islip programs were closed as of the start of the fall 2005 semester.

attributable to global and online programs. The decline in the School of Education and Professional Services is attributable to low enrollment in undergraduate teacher education, which led to the decision to discontinue those programs and instead build a strong graduate presence focused on preparing K-12 teachers in science, technology, engineering, and mathematics. The table also reflects NYIT's decision to disinvest in extended education at this time.

Enrollment Trends

Undergraduate and Graduate. Improved recruitment practices have resulted in a steady increase in the number of applicants to NYIT's undergraduate and graduate programs, while efforts to improve the quality of incoming classes and meet the requirements of selective professional programs have kept the acceptance rate fairly constant. Efforts to increase the number of admitted students who choose NYIT are ongoing (See Table 8-1).

NYCOM. NYCOM has a separate admissions staff and students apply through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Upon receipt of the AACOMAS application, NYCOM invites selected applicants to the campus for a personal interview, required before the applicant is considered by an admissions committee, which is appointed by the dean, chaired by the associate dean of student affairs, and made up of faculty and administrators. Selection criteria include: academic record (GPA), MCAT score, evaluation of the interviewer and letters of recommendation from pre-med advisors and physicians (preferably osteopathic doctors).

Table 8-3 shows the trend in NYCOM enrollment—an increasing number of applicants seeking a fixed number of seats:

Year	2003	2004	2005	2006	2007
Applications	2699	2904	3300	3900	4500
Enrolled	296	306	313	296	295

Table 8-3: NYCOM enrollment trends (2003-2007)

Global and Online. NYIT's global and online strategies have led to significant increases in the number of NYIT students who do not attend a campus in New York. Admission and retention of these students is discussed in the self-study chapters dedicated to each topic.

Table 8-4: Fall Headcount Report by Academic School and Level

		Fall 05 (12/7/05)	Fall 06 (12/5/06)	Fall 07 (12/5/07)	% Change	% Change
SCHOOL OR COLLEGE	**ACAD LEVEL**	**Unduplicated Headcount**	**Unduplicated Headcount**	**Unduplicated Headcount**	**From Fall 05 to Fall 07**	**From Fall 06 to Fall 07**
Architecture and Design	Undergraduate	1,051	1,100	1,172	11.5%	6.5%
	Graduate	15	12	11	-26.7%	-8.3%
	Total	**1,066**	**1,112**	**1,183**	**11.00%**	**6.4%**
Arts and Sciences	Undergraduate	1,057	1,063	1,118	5.8%	5.2%
	Graduate	303	255	200	-34.0%	-21.6%
	Total	**1,360**	**1,318**	**1,318**	**-3.10%**	**0.00%**
Education and Professional Services	Undergraduate	370	353	317	-14.3%	-10.2%
	Graduate	470	444	468	-0.4%	5.4%
	Total	**840**	**797**	**785**	**-6.5%**	**-1.5%**
Engineering and Computing Sciences	Undergraduate	1,180	1,214	1,335	13.1%	10%
	Graduate	571	812	700	22.6%	-13.8%
	Total	**1,751**	**2,026**	**2,035**	**16.2%**	**0.4%**
Health Professions, Behavioral, and Life Sciences	Undergraduate	974	990	975	0.1%	-1.5%
	Graduate	134	174	210	56.7%	20.7%
	Professional Level	105	129	118	12.4%	-8.5%
	Total	**1,213**	**1293**	**1303**	**7.4%**	**0.8%**
Management	Undergraduate	1,310	1,647	1,858	41.8%	12.8%
	Graduate	1,155	1,370	1,391	20.4%	1.5%
	Total	**2,465**	**3,017**	**3,249**	**31.80%**	**7.70%**
No School*	Undergraduate	142	110	98	-31.0%	-10.9%
	Graduate	7	2	0	-100%	-100%
	Total	**149**	**112**	**98**	**-34.2%**	**-12.5%**
NYCOM	**Total**	**1,176**	**1,204**	**1,193**	**1.4%**	**-0.9%**
Vocational Indep. Prog.	**Total**	**125**	**108**	**87**	**-30.4%**	**-19.4%**
Ellis College of NYIT	**Total**	**3,002**	**3,609**	**3,231**	**7.60%**	**-10.5%**
Total	Undergraduate	6,084	6,477	6,873	13.0%	6.1%
	Graduate	2,655	3,069	2,980	12.2%	-2.9%
	Professional Level	105	129	118	12.4%	-8.5%
	NYCOM	1,176	1,204	1,193	1.4%	-0.9%
	VIP	125	108	87	-30.4%	-19.4%
	Ellis College	3,002	3,609	3,231	7.6%	-10.5%
	Total	**13,147**	**14,596**	**14,482**	**10.20%**	**-0.80%**

Notes:
1) The "No School" category includes non-degree students.
2) Unduplicated headcount is a count of students that totals the number of unique students registered.
3) NYCOM is a full-year headcount.
* Beginning in fall 2004, a systematic effort to reduce the "No School" category was implemented.

Despite the fact that 93 percent of NYIT New York students live within commuting distance of one of the campuses, the university's student body has become known for its diversity, including substantial numbers of minority and international students enrolled in graduate and professional programs. Known for engineering and technology, NYIT still attracts more male than female applicants, although efforts to attract female students have been and continue to be made.

Students with specific career goals and a solid understanding of the educational requirements needed to be successful in their fields are attracted to and enroll at NYIT."

Table 8-5: Student Characteristics: New York Campuses

Student Demographics New York Campuses Fall 2007

	Undergraduate	Graduate	Professional (NYCOM, DPT)	Total
Ethnicity				
Asian/Pacific Islander	11.5%	4.8%	28.9%	12.3%
African American	10.8%	6.1%	8.4%	9.2%
Hispanic	10.1%	4.0%	6.1%	7.9%
Indian/Alaskan Native	0.2%	0.0%	0.2%	0.1%
White	32.4%	22.6%	55.1%	33.1%
Non-Resident Alien	7.7%	42.0%	0.1%	15.7%
Unknown	27.4%	20.5%	1.3%	21.8%
Gender				
Female	38.4%	46.0%	55.0%	42.8%
Male	61.6%	54.0%	45.0%	57.2%
Geographic Locale				
In NY State	82.6%	53.8%	84.8%	75.3%
Out of State	9.7%	4.2%	15.1%	9.0%
International	7.7%	42.0%	0.1%	15.7%
Age				
17 and under	6.6%	0.0%	0.0%	3.9%
18 to 24	71.2%	41.7%	37.2%	58.5%
25 to 29	10.0%	28.2%	44.6%	19.9%
30 to 39	6.8%	17.4%	12.8%	10.5%
40 to 64	5.3%	12.4%	5.4%	7.2%
65 and older	0.0%	0.1%	0.0%	0.1%
Average Age	23	29	27	25

Standardized Test Scores of Admitted and Enrolled Students

Table 8-6 below shows the change in standardized test scores of admitted and enrolled students over the past three years. Average SAT scores over time have remained relatively constant as students within the current range who also have consistent grades in high school and have demonstrated leadership and extracurricular involvement have been successful at NYIT.

STANDARDIZED TEST SCORES

	2004		2005		2006	
	ADM	ENR	ADM	ENR	ADM	ENR
MATH	590	583	593	590	595	586
VERBAL	539	536	541	542	535	528

Table 8-6: Standardized Test Scores

Motivation

A yearly survey of newly enrolled freshmen and transfer students with fewer than 12 credits has been conducted since the fall of 1996. (This survey is now given to freshmen at global sites, but not long enough for trends to be reported.)

Data from the fall 2006 administration (N = 570) show:

- As in previous years, "preparation to enter the job market" and "preparation for further academic study" are the top two factors driving enrollment, although both decreased slightly from the previous year; "multicultural environment," "availability of student activities," and "ability to receive transfer credit" all increased slightly over previous years.
- Overwhelmingly and consistently, entering students cite "obtaining a certificate or degree" as their reason for enrolling, although "ability to enter a specific program," "develop a new career," and "gain entry to graduate school" have increased as choices in the past several years.
- Since 1998, most students enter NYIT with the desire to ultimately earn a master's degree.
- 47 percent indicate that NYIT was their first choice (a number that has been growing over time). For students whose first choice was not NYIT, more have recently indicated that their first choice was a public institution.
- As in previous years, the majority of students report they need financial aid, with 11.8 percent indicating that full aid may not be enough.

Financial Aid

In its early years, NYIT's classes were filled predominantly by first-generation college students interested in NYIT's career-oriented programs. Over time, NYIT has become attractive to students outside the pool of the first-generation college students. In the 2006 entering student survey, 40 percent of students reported that one or more parents had earned a college degree or higher.

Nonetheless, NYIT's students and their families rely heavily on outside funding to support their academic goals. The average household income for NYIT students hovers in the $60,000 range (see "Evidence Considered"), which means that NYIT's commitment to providing ample scholarships and grants is particularly critical for attracting and retaining students. A significant percentage of the institution's operating budget is devoted to college-sponsored scholarships and financial aid—$25.2 million in 2007-2008 (up from $22.4 million in 2004-2005) to offset students' tuition costs and recognize their academic achievements. Nearly nine out of every 10 full-time NYIT undergraduate students receive some type of financial aid whether from NYIT grants or other sources.

Tuition Discounting

Over the past 10 years, surveys of incoming students (as well as of students who chose not to enroll at NYIT) revealed growing concern over the affordability of an NYIT education and that financial reasons kept them from making NYIT their top choice. As a result, NYIT worked with Noel-Levitz, a nationally recognized consulting firm specializing in enrollment and student success, to develop a recruitment and scholarship plan to leverage institutional resources to achieve targeted enrollment goals, and at the same time to increase the amount of institutional support to each student.

Noel-Levitz quickly identified that NYIT's average tuition discount rate (23 percent in 2000) was well below the national average for similar institutions. The 2002 NACUBO tuition discounting survey showed that in 1999, the average discount rate for institutions like NYIT ranged from 37.2-39.9 percent—putting NYIT at a competitive disadvantage. As a result, NYIT has gradually increased tuition discounting to a level closer to benchmark institutions so that it can compete more effectively for students. Between fiscal years 2003 and 2007, NYIT made a significant investment in tuition discounting as tuition rates increased 28 percent and institutionally funded scholarships went up 70 percent. By 2006, while the national average for similar institutions was 37.9 percent, NYIT's tuition discount rate for freshmen was 35.2 percent—and even lower (32.8 percent) in 2007 (See Table 8-7).

Student Retention

Retention and Graduation Rates. Tables 8-8 and 8-9 show NYIT's retention and six-year graduation rates for first-time, full-time freshmen over the past 10 years. Retention of undergraduate transfer and graduate students tends to be somewhat higher, with approximately 75 percent of these groups returning the following fall. While there has been some modest improvement in some of these retention metrics over the past decade, NYIT lags local competition and there is consensus among NYIT's leadership, faculty, and staff that these data are considerably lower than desirable and that it is crucial to improve all measures of student success.

	% Returning	% Returning (Full-Time Only)
Fall '97 to Fall '98	67	n/a
Fall '98 to Fall '99	68	n/a
Fall '99 to Fall '00	62	66
Fall '00 to Fall '01	66	68
Fall '01 to Fall '02	70	73
Fall '02 to Fall '03	69	71
Fall '03 to Fall '04	70	71
Fall '04 to Fall '05	66	68
Fall '05 to Fall '06	70	71

Table 8-8: First-Time Freshman Retention

Substantial effort over the past 10 years has been devoted to understanding the reasons why students do not complete their study at NYIT within the prescribed periods. Based on findings of both internal and external research, a five-point plan for improving retention was issued in 2002 (see the discussion in Standard 7). This led to a variety of actions to improve communication, advising, and student services. For example, a Student Solutions Center for enrollment services has been established. The ultimate goal for the Center is to ensure that students have access to necessary academic and social support systems and to provide an "early warning" about students likely to leave the university. Phase one of the Student Solutions Center has been executed and now students can accomplish approximately 70 percent of the enrollment services transactions either online or in a single in-person location. Phase two will include

Fall Cohort of Full-Time Degree-Seeking Freshmen	
Six-year graduation rate	
1990	28%
1991	33%
1992	27%
1993	26%
1994	32%
1995	31%
1996	32%
1997	32%
1998	39%
1999	39%

Table 8-9: Six-Year Graduation Rates

CLASS SIZE							
	2000	2001	2002	2003	2004	2005	2006
FRESHMEN	758	804	858	838	943	982	1029
AVERAGE SAT							
	2000	2001	2002	2003	2004	2005	2006
FRESHMEN	954	961	989	997	1006	1031	1030
AVERAGE DISCOUNT RATE (%)							
	2000	2001	2002	2003	2004	2005	2006
FRESHMEN	23.2	25.0	27.3	25.7	29.9	36.1	35.2
INSTITUTIONAL GIFT AID ($)							
	2000	2001	2002	2003	2004	2005	2006
FRESHMEN	1,877,175	2385690	3710056	4357251	6430512	6458857	6563571
NET REVENUE ($)							
	2000	2001	2002	2003	2004	2005	2006
FRESHMEN	5178325	6034126	6950244	8286471	9839568	11445677	13294765

Table 8-7: Scholarship Leveraging Results (Fall 2000 to Fall 2006)

a review of institutional policies and procedures to re-engineer them from a student-centered perspective, eliminate unnecessary steps, anticipate student needs, and streamline the enrollment processes even further. In addition, analysis will be conducted to determine which admissions criteria and high school performance factors are predictors of student success and which factors contribute toward a high likelihood of attrition. A series of targeted outreach strategies will be developed, implemented, and measured to further enhance student persistence and success.

While these actions can help prevent some degree of attrition, *NYIT 2030* recognizes that systemic changes to improve the quality and overall value of the academic experience, together with enhancements to student life, are the most critical elements in improving retention (See "Toward 2030" later in this section).

"In general, students place their highest priorities on academic advising effectiveness, instructional effectiveness, registration effectiveness, and recruitment/financial aid effectiveness."

Research on Student Satisfaction at New York Campuses

Graduating Student Surveys

Since 1996, NYIT has surveyed graduating students six months after graduation. In the past three years:

- The items that students reported the most satisfaction with were "helpfulness of librarians," "availability of library services and materials," "quality of program in my NYIT major," and "overall quality of instruction";
- The items that students consistently reported the least satisfaction with were "assistance with career planning and placement," "availability of student activities," "preparation to enter the job market," and "personal counseling services";
- The mean overall rating of the students' experience ("Overall, my experience has been: 1 = poor/ 5 = excellent) has improved from 3.34 to 3.55.

2005 Student Satisfaction Survey

In fall 2005, the Noel-Levitz Student Satisfaction Survey, administered to a representative sample of graduate and undergraduate students at NYIT's three New York locations indicated that in general, students place their highest priorities on academic advising effectiveness, instructional effectiveness, registration effectiveness, and recruitment/financial aid effectiveness.

While NYIT showed a degree of strength in academic advising and instructional effectiveness, mean satisfaction scores for both were lower than at some peer institutions. Registration effectiveness, financial aid effectiveness, career services, and internships came across as clear challenges, and these areas were especially important to NYIT students. Laboratory facilities and study space are concerns as well, and while they are of lower priority than academic excellence to students, NYIT's lack of student amenities—such as food service, social spaces, and residences—is a clear handicap.

Perhaps most problematic is that NYIT's student body is more highly influenced by cost (No. 1 choice factor)

"A central advising office was created with the expectation of professionalizing advisement at the institution and centralizing the monitoring of student academic progress."

and availability of financial aid (No. 2 factor) than by academic reputation (No. 3 factor). Indeed, students with these views tend to be more dissatisfied in general, which makes them more difficult to retain. These priorities place a premium on effective and seamless student services as well as demonstrably career-related academics and exciting non-academic activities.

Medical School Student Surveys

Each year, NYCOM freshmen and seniors are surveyed by the American Association of Colleges of Osteopathic Medicine (AACOM)—as part of a survey of students at all osteopathic medical schools in the United States. AACOM reports each school's data as compared with the aggregate of students. Topics include evaluation of various academic services; evaluation of the first two years of medical education; evaluation of clinical education; and evaluation of the school's involvement during the clerkship years.

From 2002-2003, 65 percent of NYCOM seniors (vs. 82.4 percent of all seniors) were either "Very Satisfied" or "Satisfied" with their medical training. This was cause for concern and in 2003, meetings were held with students and internal analyses were conducted. The result was a series of administrative and academic improvements including an aggressive curriculum reform effort (See Standard 11). Although data from the 2004-2005 administration (the most recent data available) show modest improvements in all categories, NYCOM administration and faculty believe there will be substantial gains once students who graduate have experienced the new curricula and administrative services throughout their medical school careers.

Students Who Transfer

National Student Clearinghouse. In 2002, NYIT began using data from the National Student Clearinghouse (NSC) to track what happened to students who did not persist. The first analysis was of 228 first-time full-time freshmen who began their coursework at NYIT in the fall of 2000 but did not return in the fall of 2001. NSC returned transfer information for 226 of those students in July 2003, 125 of whom had transfer information and 101 who did not.

- Of the 101 who did not transfer to another college, 11 returned to NYIT in the spring 2002 semester. This suggests that 90 of the students (nearly 40 percent of the original cohort) who did not return are not in any school.

For those students who did transfer:

- 33 percent transferred to two-year colleges;
- 45 percent transferred to SUNY and 20 percent to CUNY for a total of 65 percent (making SUNY/CUNY by far NYIT's largest competitor in New York for this cohort);
- 76 percent transferred to colleges in New York, 24 percent transferred out of state; and
- Among NYIT's top three competitors in New York, are two community colleges (Nassau and Suffolk, both units of the SUNY community college system) that represent 22 percent of the colleges that our students transferred to.

For students in the cohort who transferred to other colleges, the average GPA while at NYIT was 2.35. For students in the cohort who did not transfer to another college, the average GPA was 1.49. NYIT continues to monitor these migration patterns and the trends have not changed over time. NYIT developed and maintains strong relationships with local and regional community colleges and continues to formulate articulation agreements to facilitate the smooth transition for graduating community college students into (or back into) NYIT's programs.

2004 Qualitative Study of Attrition. In 2004, a qualitative study done by Scannell & Kurz for NYIT cited "value" as one of the reasons why students leave NYIT. An excerpt from the Scannell & Kurz report is below:

> *[a] … frequently discussed topic was finances. Although this issue took many forms, it can best be categorized as students feeling that NYIT was not worth the price they were paying. The student who switched to a social science major, for example, is now attending City College and noted, "Why spend the money for a psychology degree?" Other students shared the perspective that, although NYIT's price is not out of line for a private school, it is only worth it for certain majors, like architecture, engineering, B.S./D.O., interior design, etc.*

Toward 2030

While efforts specifically targeting retention improvement are described in this chapter and elsewhere in the self-study, it has become increasingly clear that students are concerned not only about the cost of an NYIT education, but about the value of an NYIT degree—an intangible derived from myriad experiences both in and outside the classroom.

NYIT's leadership recognizes the challenges presented by today's competitive higher education market, and has adopted a two-part strategy—domestic and global—to address this new environment. Perhaps more important, the university also recognizes that it is absolutely essential that students be exposed to the global and technology trends that will transform their professional as well as personal lives long after they have left NYIT.

"NYIT 2030 recognizes that systemic changes to improve the quality and overall value of the academic experience, together with enhancements to student life, are the most critical elements in improving retention."

NYIT 2030 places the New York campuses as the quality hub in the drive to become a leading 21st-century global university. The university has made the conscious choice simultaneously to invest in domestic programs and facilities and to continue strengthening its global and online presence as the way to transform the university into an organization that will better attract and retain students, faculty, and staff.

NYIT's improved finances provide the opportunity to take these steps, though over an extended period of time and only as the appropriate support infrastructure is built. Some of the specific steps—detailed in the

strategic plan—to be taken over the near-term to improve NYIT's real and perceived value include:

- Identifying a limited number of high-quality, differentiating "niche" programs in which NYIT has or can have a competitive edge, in which significant investment will be made, and which will have a defining impact on NYIT's reputation. A detailed five-year financial planning (operating and capital), process, driven by the strategic plan and led by the provost, the vice president for planning and assessment, and the CFO, will be completed in spring 2008. The plan will identify specific academic programs for investment to increase NYIT's local competitive profile and enrollment on the New York campuses.

- Establishing a new Center for Teaching and Learning to foster the high-quality teaching essential for sustaining NYIT's vitality into the future. One aspect of this new center will be a systematic academic quality improvement program, drawing on best practices from both U.S. and international universities. Other components will be an expanded Laboratory for Teaching and Learning with Technology and a faculty development facility (See Standard 10).

- Investing in residential facilities in both Manhattan and Old Westbury. NYIT is planning new residential facilities for students on- and off-campus in Old Westbury and Manhattan. These projects are expected to be completed in the next five years.

- Raising capital for scholarships, faculty, and student facilities. NYIT has launched its first-ever capital campaign to raise money for funded scholarships, endowed faculty positions, and improvements in academic and student facilities. Approximately $5 million has been raised to date, and plans are underway to expand the Student Activities Center, renovate instructional labs in Old Westbury, and create a new food service/lounge space in an existing building in Manhattan (See Standards 2 and 3).

Summary

Key Strengths

- NYIT's improved ability to attract students with the appropriate qualifications and motivation for success in the university's career-oriented professional programs.

- The diversity of the NYIT student body, enhanced in recent years through global programs, provides a learning environment that mirrors the working world NYIT graduates will join.

Key Recommendations

- Continue implementation of all elements of the 2030 strategic plan essential to improving NYIT's ability to attract and retain students.

- Give highest priority to efforts to secure financial support for teaching and facilities improvements.

- Maintain the diversity of NYIT's student populations, taking account of social pressures and demographic trends. Develop more effective strategies for recruiting female students into traditionally male professions and for responding to the importance of Latino students as the fastest growing college-attending population in the United States.

Evidence Considered

- NYIT and NYCOM Catalogs
- NYIT 2030: Setting Directions, Meeting Challenges (May 2006)
- 2010 Implementations Highlights, A Report to the NYIT Academic Senate (May 11, 2007)
- Qualitative Study of Attrition (Scannell and Kurz, 2004)
- Application for Admission
- NYIT Web Site: Admissions Materials
- Direct Mail Campaign Elements
- E-Mail Campaign Elements
- Advertising Campaign Elements (Print and Radio)
- NYCOM Student Survey Results
- Average Household Income of NYIT Students (2006)
- "New York City Population Projections by Age/Sex and Borough, 2000-2030, Briefing Booklet," New York City Department of City Planning: Population Division (December 2006), New York City Department of City Planning (Jan. 11, 2007)
- "People Quickfacts," State and County Quickfacts, Suffolk County, N.Y. (12 January 2007), U.S. Census Bureau (Jan. 23, 2007)
- "Past and Projected Undergraduate Enrollments," National Center for Education Statistics (2006), U.S. Department of Education: Institute of Education Sciences (Jan. 11, 2007)

9 Student Support Services

Description of the Standard

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

In 2005, the Noel-Levitz Student Satisfaction Survey showed levels of NYIT student satisfaction with support services that did not compare well with peer institutions and supported administrative perceptions of a need for change:

- Student centeredness: 4.55 (on an 1-7 scale)
- Campus life: 4.33
- Campus support services: 4.75
- Academic advising: 4.86
- Concern for individual: 4.61
- Service excellence: 4.41
- Campus climate: 4.56

In the same year, the Graduating Student Satisfaction Survey (1-5 scale) pointed in the same direction:

- Quality of academic advising services: 3.24
- Response to the needs of the physically challenged: 3.35
- Quality of personal counseling services: 3.09
- Quality of tutorial services: 2.96
- Availability of student activities: 2.88
- Assistance with career planning and placement: 2.74

Such data confirmed both earlier research and informal feedback from students, which has led to the changes described in this section of the self-study.

Organization and Resource Allocation

Eight years ago, the Office of Student Affairs had responsibility for a wide array of student support functions, including: enrollment services (admissions, financial aid, registrar, and international student office); student development (first-year experience, learning centers, career centers, counseling centers, and academic enrichment programs); and student services (student activities and organizations, athletics and recreation, health services, discipline, and residential life). The annual budget for these functions was $6.2 million.

In 2004, the mission of the Office of Student Affairs was clarified and its function focused on campus life, career servicers, athletics and recreation, and counseling and wellness. Enrollment services functions were initially made the subject of an interdisciplinary task force, then moved to an enrollment services division headed by a vice president (see also Standards 7 and 9), and academic enrichment efforts were moved to academic affairs and coordinated with university-wide retention initiatives. The total annual budget for these same functions in 2007-2008 is $19 million.

Moreover, better administrative organization has allowed the provision of services to students to become forward-looking. Department goals and objectives consistent with the mission are set, reviewed, and updated annually. Individual performance objectives and evaluations include assessment of progress toward long- and short-term goals (see "Evidence Considered" for reports by student affairs units). The result has been an improvement in the quality and availability of student services that is beginning to be reflected in graduating student surveys. The re-administration of the Noel-Levitz Student Satisfaction Survey in 2008-2009 should provide more feedback.

Academic Advisement

All students are assigned faculty advisors and, judging from student surveys, they value these relationships highly. On the other hand, NYIT policy requires students to meet these faculty members for registration advisement each semester, and many students do not feel well-served. While many faculty members are accessible and helpful to students during these periods, students too often complain of faculty unavailability and having to wait long periods for advisement.

Since the time of the NYIT's Periodic Review Report, several steps have been taken to improve this situation:

Automation through NYITConnect allows students to view their academic history, grades, and program evaluation (degree audit). Through the NYIT registration portal, a student may view the schedule of classes, register for or drop sections, search for sections, view restrictions, and make a registration appointment.

Placement Testing was also automated using the computerized ACT COMPASS test, which is Windows-based, untimed, computer adaptive, easy to proctor, gives instantaneous results, and generates a scored printout with recommended course placement as well as diagnostics of individual students' strengths and weaknesses.

Central Advising Centers (CAC) support and promote effective advisement by serving as centralized locations where students can go at any time to clarify the academic requirements for a specific degree program, find out about changing majors, and learn about policies, procedures, resources, and facilities. For faculty and staff, the CAC supplements departmental academic advising initiatives and acts as a back-up when faculty are unavailable. It offers instruction on using the online services offered by NYITConnect and provides advisors with the appropriate resources and training needed to encourage academic and professional success for their students. The CAC also informs departments and instructors of students who are on probation in an effort to prevent the further academic decline of these "at-risk" students and encourages substantive interaction with faculty advisors.

Academic Support

Learning Centers

Learning Centers on each campus provide free individual and group tutoring to all NYIT students who request it and offer assistance in study skills and language development for students identified as "at risk." Tutors are students trained on effective methods and equipped with a tutor manual. The day-to-day staffing of the centers (one in Old Westbury and one in Manhattan) is handled by graduate students.

Recent tutoring initiatives include:

- Identifying "at-risk" courses (where a disproportionate number of students are doing poorly) and assigning highly trained graduate or upper-level student tutors to provide structured group tutoring (results are too soon to measure, but tutoring participation has increased, as has student satisfaction with the tutoring services);
- Increasing access by lengthening evening hours and providing tutoring in residence halls on weekends;
- Providing mandatory tutoring for students on probation (results are that 140 students moved from probation to good academic standing during the 2006-2007 academic year); and
- Partnering with faculty in professional programs (e.g., nursing) to identify and recruit qualified upper-level students to serve as tutors for students in their programs and schedule study skills workshops (results are that 87 percent of the nursing students who attended study skills workshops after failing the calculation test passed after completing the workshop).

Over the last few years, the centers have increasingly incorporated technology for students to use in writing papers, doing research, and taking advantage of online tutorial software. Other technology initiatives include revising the centers' Web site and implementing online tutoring with the Elluminate Web conferencing system.

As part of its annual self-assessment, the Learning Center conducts surveys at the end of each semester and prepares end-of-semester reports. Student surveys rate the Learning Centers highly on both tutoring quality and availability.

In fall 2006, the CAC and the Learning Centers were merged into the same unit, with the same dean, as the Student Solutions Center, for one-stop enrollment services (See Standard 8). It is anticipated that the change will facilitate communication among the groups and will lead to proactive intervention with at-risk students.

The integration of academic support services into the Student Solutions Center should link early detection with academic intervention and provide students with targeted, timely help."

Writing Centers

Writing Centers provide feedback, coaching, and advice on writing. Academic programs have partnered with the centers to improve student learning (see Standard 14). Visit the Web site at http://iris.nyit.edu/english/writcenter.html for more information.

Honors Program and Honor Societies

The Honors Program offers opportunities to foster intellectual, social, and cultural growth to undergraduate students, nominated by a faculty member after their first semester, who have demonstrated outstanding academic performance, ability, and motivation Members participate in honors courses and seminars, including special sections of core curriculum courses, offering enhanced intellectual stimulation in an environment that fosters discussion, multiple perspectives, and creative problem solving. Other Honors Program activities and benefits include lecture series with distinguished faculty and external guest speakers, cultural and educational outings, social gatherings among program students and staff, and active participation in the Honors Student Advisory Board.

Honor Society membership is awarded to high achieving freshmen (Phi Eta Sigma), upperclassmen (Golden Key), and a variety of discipline-specific organizations, such as: Tau Sigma Delta (architecture), Delta Mu Delta (business), Tau Alpha Pi (engineering technology), Psi Chi (psychology), Alpha Epsilon Rho (communication arts and broadcasting), and Phi Eta Epsilon (occupational therapy). In addition to having their high achievement recognized, students in academic honor societies take part in community service projects, are selected to represent the college at external events, are chosen to be part of various college committees and task forces, participate in networking events with society alumni, and have access to resources provided by the national societies.

Student Support Services

The mission of the Office of Student Affairs—developed in 2004—has been clarified and guides program and staff assessment and development:

> *The mission of the Division of Student Affairs is to promote and facilitate student learning, development and academic success through the delivery of high-quality programs and services in support of the educational mission of the university and its commitment to providing quality teaching, excellent career preparation, and good value.*

Campus Life

First-Year Experience. NYIT has long sought to improve the success of its students by focusing on new students' transition from high school or other institutions to life at NYIT through the First-Year Experience Program. Since 2004, the College Success Seminar (a freshmen seminar) courses have been evaluated by an external survey, and in 2005, a First-Year Experience Committee (made up of a broad cross-section of the college administration and faculty) reviewed all first-year experience programs and made the following changes:

"In 2004, the mission of the Office of Student Affairs was clarified and the function of the division focused on campus life, career servicers, athletics and recreation, and counseling and wellness."

- *Orientation*—increased to three days, adding a formal student convocation, providing mandatory training for peer leaders, and adding a parents' program to help families.
- *College Success Seminar*—adding new material on information literacy (see Standard 12), academic integrity (see Standard 6), use of Blackboard for online collaboration, and adding a summer reading requirement to help build a sense of intellectual community among students, faculty, and staff, and participation in various evaluations, including the "MAP Works" from Educational Benchmarking Inc., which provides timely feedback on behaviors and attitudes essential to success in college.
- *Jump Start*—A five-week summer program for entering first-year students where out-of-class interactive, practical and engaging activities are combined with the following classes: College Success Seminar; Basic Speech; and Developmental Mathematics.

Residential Life. While a majority of NYIT students (93 percent) commute from home, national and international recognition and recruitment, as well as strategic decisions to improve community life and increase globalization, make NYIT's residential capacity an increasingly important topic for the university community.

In 1993 (the year of NYIT's last periodic review report), NYIT provided housing for 720 students; in 2006-2007, that number was 760. This is the case despite the fact that the college closed its major residential facilities in Central Islip (except for self-contained programs) in spring 2005. The Housing and Residential Life Web site describes the facilities in detail. Visit http://iris.nyit.edu/~reslife/ for more information.

In Old Westbury (460 students), five leased residence halls on the campus of SUNY Old Westbury six miles from NYIT have, in effect, provided a residency capacity for that campus equivalent to that which the Central Islip campus once provided.

The transition from Central Islip to SUNY Old Westbury has had challenges—in particular, with respect to facility maintenance and food quality—but the residential life program continues to develop. There are five residence halls. King Hall and Anthony Hall are for first-year students, where resident assistants provide programs and activities geared toward transition and college success. Roosevelt Hall is for upper-level students and features a small architectural studio space. Bolivar Hall is for upper-level students as well as any students who may need housing during the winter intersession or during the summer. Kennedy Hall is NYIT's Life Sciences Living-Learning Community. Regular shuttle bus service is provided between the residence halls and the Old Westbury campus.

All accommodations are suite style, typically with two single rooms, two double rooms, a shared bathroom, and small common area. Throughout the residences, suites are designated for graduate students. A director, associate director, assistant director (part-time with Student Activities in the effort to direct Greek life), and upperclass student leaders who serve as resident assistants (RAs) staff the program.

In Manhattan, housing options have been augmented in an effort to provide affordable housing for students from outside the region, as well as to offer a residential

experience for local students. NYIT offers a new, full-service residence hall with double rooms in Brooklyn Heights at Clark Residence, located at 55 Clark St. (100 students) with an assistant director who works part-time with the Office of Student Activities and an RA staff. In Manhattan, Riverside Terrace Residence Hall, located at 350 W. 88th St. (100 students), offers single and double rooms in a facility supervised by a director and RAs.

Dining Services. In Old Westbury, meals are available for students and staff in cafeterias in three campus buildings, and there is a café in the main library. In 2005, in response to student dissatisfaction with the quality of food service provided by an outside vendor, the general manager and staff of NYIT's de Seversky Center took on the operation of the cafeteria in the Riland Academic Building. This venture was financially successful and highly rated and the experience led to the decision to in-source the remaining food services operations on campus—which now consist of quick grab-and-go items at Salten Hall and Education Hall, a freshly prepared hot buffet and coffee and dessert bar at the Riland Academic Center, and entrees made to order at the Student Activities Center. All locations offer a salad bar and guarantee freshness and customer satisfaction—measured through surveys, focus groups, and student advisory boards.

In 2006, NYIT brought responsibility for dining services in-house and a newly renovated dining and cooking facility opened in Old Westbury.

Unavailability of food on campus has been a serious concern of students in Manhattan for many years. In fall 2007, NYIT Food Services opened a kiosk in a temporary location in the student activities building at 1849 Broadway, serving coffee, fresh packaged sandwiches, soup, and pizza. The Student Government Association in Manhattan has been actively involved in critiquing the facility and contributing ideas for the future. Construction to expand the facility is scheduled for summer 2008.

Residential students can participate in a meal plan ("dining dollars") for meals, snacks, and beverages on campus and for food delivery to the residence halls. Non-residential students and staff can use "flex funds" (money stored on their ID cards) to pay for purchases at all locations. Both are declining balance systems that offer discounts over cash purchases.

Student Activities. The Office of Student Activities strives to foster an environment of inclusion and involvement with programming that addresses students' social, intellectual, and personal development, including overseeing and advising student government associations, clubs and organizations, student programming boards, student-run newspapers, radio stations and other media, volunteer services, and Greek life organizations. Students who get involved in these programs and activities testify to a focused and meaningful college experience. The level of student involvement has increased over the last five years, supporting more than 100 active organizations on the Old Westbury and Manhattan campuses. Several student organizations have won national awards, including the NYIT United for Sight Chapter, with their award of excellence in 2006-2007.

Though each campus is unique, with its own student governing bodies and financial support, movement towards inter-campus collaboration has enhanced student government involvement in university governance and has resulted in an improved student voice in

campus issues, including membership on the NYIT Academic Senate. Further, student activities units on each campus have worked to define their mission and goals in line with best practices and strive to develop student connections to each other, as well as to faculty and staff, to stimulate and support student success and learning both in and out of the classroom, and to promote opportunities for personal and cognitive development. The Office of Student Activities is committed to providing opportunities for student leaders to network and engage professional development on local, state, and national levels by attending various student conferences throughout the year.

Career Services

In a university whose mission includes providing "career-oriented, professional education," career services should be a centerpiece. For many years, this was not the case. Understaffed and under-resourced, what was then called the Career Network Center was not adequately serving the university's mission and students voiced their dissatisfaction in person and in surveys.

This situation has finally begun to change in recent years. In 2006, the Graduating Student survey showed a marked increase in student satisfaction with career services. Now called NYIT's Office of Career Services (OCS), the fiscal year 2007 budget for the office was $910,000 (93 percent higher than three years earlier), with $170,000 having been spent on capital improvements to facilities during the same period.

The OCS offers help to undergraduate and graduate students, as well as to alumni. Its services include personalized career counseling, standardized career guidance testing, resume and cover letter critiquing, on- and off-campus interviews with employers, on- and off-campus student employment services (administered through the college work-study program), alumni mentoring, workshops, videotaped mock interviews, and career resource centers.

Student satisfaction and employment surveys are administered on a yearly basis to gain employment information, identify trends, and collect feedback about OCS services. During 2005-2006, more than 9,000 students and alumni and more than 300 employers used these services. There are now between 5,000 and 8,000 monthly visitors to the Office of Career Services Web site (http://iris.nyit.edu/cs/) to get information on career development, job and internship opportunities, and graduate school information.

Clearly there is more to be done. The OCS will need to enhance its Web information system to be more user-friendly and career services need to be better integrated with faculty/curriculum in the academic schools and colleges. Internships must be given greater priority, as must programs for international and transfer students.

The athletics program trademark, redesigned in 2004-2005, won four awards: Admissions Marketing (2005, bronze); Mercury (2005, silver); Service Industry Advertising (2005, silver); and Davey Awards (2006, silver).

Athletics and Recreation

Intercollegiate athletics and recreation have an important place in NYIT's educational scheme. Programs are strong and popular although, with a very few exceptions, student-athletes come to NYIT to prepare for a profession (and not to become professional athletes). Programs are structured accordingly, and academics always come before athletics.

Intercollegiate athletics programs operate on the Old Westbury campus, where facilities are located. Programs include men's baseball (NCAA Independent Conference, Division I), basketball, soccer, lacrosse, and cross country; as well as women's basketball, softball, volleyball, soccer, and cross country (East Coast Conference [ECC], Division II). NYIT's teams have performed well in recent years. Men's lacrosse teams were national champions in 1997, 2003, and 2005 and are currently ranked second in the country. The men's basketball team won the ECC season championship in 2007; men's soccer earned an appearance in the NCAA Elite Eight in 2005; the baseball team was Independent Conference tournament champion in 2005; the women's volleyball team has appeared in the NCAA Northeast Regional Tournament for seven consecutive years; and the women's softball team last year advanced to the ECC tournament for the second time in the program's history.

The Department of Athletics and Recreation shares concern for the academic success of its more than 200 student-athletes. Under the title "the BEAR mentoring Program" (a bear is the college mascot and the letters stand for "Bear Education Athletic Retention"), the department sends academic progress reports to professors of student-athletes during the mid-term examination period and sponsors a student-athlete academic monitoring program giving increased academic support to identified student-athletes to improve their retention and graduation rates.

Student-athletes with GPAs of 2.3 or below are enrolled in the program as well as student athletes whose head coaches ask that the student's academic progress be monitored more closely. The Department of Athletics and Recreation believes that by having engaged the faculty in support of academic excellence among student athletes, they have built strong working bonds which have yielded results. The most recent NCAA-reported graduation rate among NYIT's student athletes is 77 percent and in the fall of 2006, 79 student athletes achieved GPAs of 3.2 or better and thus were named to the athletics director's honor roll.

Facilities for Intercollegiate Athletics. The past five years have seen the development of new structures and improvement of existing facilities for athletics and recreation in Old Westbury: a new outdoor basketball and tennis courts (2005); anew regulation softball field (2006); new fencing and an irrigation system for the baseball field (2006); new synthetic turf for the soccer/lacrosse field (2006); and a renovation of the gymnasium with a synthetic multipurpose playing surface and improved seating. In addition, the sports complex was upgraded with the addition of new locker rooms, offices, a training room, equipment room, and lobby area. These changes, supported by an augmented budget and improved management of operations, have allowed coaches to improve the recruitment and retention of student athletes.

The NYIT men's lacrosse team was the NCAA Division II national champion in 1997, 2003, and 2005.

Recreation. Whereas intercollegiate athletics is a vehicle for external exposure, the wellness and recreation programs are the internal engines that create loyalty, promote a healthy lifestyle, foster school spirit, and bring members of the community—students, faculty, and staff—together in the spirit of fun and fellowship.

Recreation is a vital component of campus life and supports the learning environment by providing

"Over the past five years, we have seen the development of new structures and improvement of existing facilities for athletics and recreation in Old Westbury."

opportunities for students and others to develop physically and psychologically. Research confirms that students who eat well, exercise daily, and are well-rested are more engaged and perform better academically. Participation in recreational activities also develops character and strengthens important competencies in teamwork, leadership, and cooperation. As informed consumers, students have come to expect a full complement of college athletic and recreational programs and facilities.

NYIT makes available intramural leagues, club sports, wellness programs, fitness activities, and skill instruction. The renovated recreation room, gymnasium, and weight rooms in Old Westbury are available to all and there has been a 33 percent growth over the past five years in the number of students who use these facilities and participate in intramural flag football, billiards, ping-pong, basketball, soccer, and volleyball tournaments. In Manhattan, a contract with a nearby YMCA accommodates 450 students per year. Students also participate in league sports open to the general public, including basketball, soccer, dodgeball, softball, and volleyball. These options are currently oversubscribed, and other recreational opportunities are being sought.

Counseling and Wellness

In 2005, the Office of Counseling and Wellness was established to integrate programs and services in the areas of personal counseling, disability services, health services, health and wellness education and promotion, student health insurance, and immunization compliance. It also establishes uniform policies and procedures and issues monthly management reports. The office also took a leadership role in developing numerous campus emergency protocols. In December 2004, the "Core Alcohol and Drug Survey" was conducted among all first-year students on all campuses.

Counseling Centers offer short-term counseling to NYIT students who may be experiencing personal, social, or academic concerns. Professional counselors assist students in developing greater self-understanding and strategies for effective problem solving. All counseling services are free, including individual and group sessions, crisis intervention, resource and referral information, workshops, and lectures. Counseling is both voluntary and confidential. Outside referrals are provided in instances requiring more specialized services or long-term psychological therapy.

In addition, counselors on both campuses are involved in RA training and present workshops in the residence halls throughout the year. The office also hosts annual wellness fairs. In 2006, all counselors received their New York State LMHC licenses, two consulting psychiatrists were added to the staff, and biennial review was conducted.

The Office of Disability Services was created in 2005 and adheres to the requirements of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. Its goal is to equalize educational opportunities for the disabled by minimizing physical, psychological, and learning barriers. Based on documentation of disability, the office provides special services, auxiliary aids, and reasonable testing accommodations. Accommodations such as readers, separate testing, sign language interpreters, and note-takers are provided.

The Office of Wellness Services, established in 2005, ensures compliance with New York State Public Health Laws §2165 & §2167 to collect and maintain student immunization records in regards to measles, mumps, and rubella as well as documented decisions in regard to the meningitis vaccine. The office provides assistance with and information about the student accident and

health insurance plans and serves as a liaison with the New York College of Osteopathic Medicine's (NYCOM) health centers and community health services. NYCOM operates Academic Health Care Centers at the Old Westbury and Central Islip locations, where students may access on-campus medical care.

International Student Services. NYIT's international student population has grown from 1,177 students in 2000 to 1,296 students in 2006-2007—traveling to New York from 93 countries around the world. In 2006, NYIT was approved for the J-1 Exchange Visitors Program for students and scholars. The Office of International Education serves this population by advising on immigration policies and procedures and providing assistance in educational, social, and cultural matters.

Since 2003, the office has also been responsible for tracking international students via the SEVIS (Student Exchange Visitors Information System) system for F-1 and M-1 students and reporting all information to Homeland Security and has sponsored a variety of educational and cultural programs. As a result, two positions have been added to improve the quality of services to the growing population of international students—an assistant director in the Old Westbury campus and an administrative assistant in the Manhattan campus.

"Professional counselors assist students in developing greater self-understanding and strategies for effective problem solving."

Toward 2030

NYIT has traditionally served a commuter population and will continue to do so in the future. Given the university's attractive locations and programs, students from outside commuting distance apply and enroll. Thus, a residential program has always been a component of the university's planning and portfolio. Though the university does not aspire to become primarily residential, enhancements and improvements to residential life for NYIT students is a priority.

With the majority of NYIT students commuting to campus, it is important to prioritize growth, investment, and development of a residential life program so that the benefits are available and meaningful to both commuters and students who live on campus. As part of the 2030 planning process, the Student Life committee considered the competitive landscape, existing resources, student needs and expectations, and future demand when determining a recommendation for the future of growth in residential programming.

The vision statement that guided the committee in its work was:

> *NYIT's core New York campuses will remain primarily commuter campuses, but will grow to support proportionate but strong, thriving residential programs with services and a community life focused on all NYIT students.*

On the campus in Old Westbury, it was determined that a residential program designed to accommodate up to 1,000 students seemed the best fit with the overall student enrollment planning. This would represent a rough doubling of the existing student participation in residential life (creating a critical mass), yet still keep the institution primarily focused on the majority of commuting students.

One of the challenges with the existing program is that housing is offered off-campus for dormitory students. Though the residences have been improved over time, NYIT's residential students must still travel to campus to take classes and participate in student activities. For those programs offered in the residential facilities themselves, the vast majority of commuting students are either unaware of them or are unwilling to travel to the off-site residential facilities to participate.

"NYIT's core New York campuses will remain primarily commuter campuses, and will grow to support … strong, thriving residential programs, with services and a community life focused on all students."

With that in mind, the goal for the Old Westbury campus is to develop on-campus residential offerings so that students do not need to "commute" to their dorms. Aside from erecting the buildings themselves on the Old Westbury campus, careful attention will be paid to developing programming, services, and an experience that will benefit not only the residential students, but will engage the full student body. For example, student lounges, study spaces, meeting rooms, dining facilities, workout spaces, computer labs, and other student areas will be centrally located, accessible to all students, and open seven days a week.

On the Manhattan campus, it was determined that a residential program designed to accommodate up to 500 students seemed the best fit with overall student enrollment planning. This would represent a rough doubling of the current residential population, yet still keep the university primarily focused on the majority of commuting students.

Affordable housing opportunities remain a significant challenge for the Manhattan campus. Aside from needing space that is a reasonable walking or subway/bus distance from NYIT's Columbus Circle location, the cost of living in Manhattan is prohibitive for most students. Offerings must be economical, and the university must reduce under-utilization of space.

With that in mind, the goal for the Manhattan campus is to identify residential facilities in the campus vicinity and to design student-centered multi-purpose rooms on campus that can be used for classrooms, meeting spaces, study lounges and a variety of other uses. In addition, finding ways to incorporate New York City itself into programming and planning is key. The students who select the Manhattan campus do so because they are interested in all that Manhattan has to offer and there is room to grow and expand NYIT programs into the city.

Planning for facilities enhancements has begun in earnest (See Standards 2/3). Many of these developments are costly and will require an ongoing investment of institutional resources. Rather than waiting to build residence halls on campus prior to developing programming, the university is committed to rolling out improvements to benefit the entire student population in an intentional and student-centered manner.

For example, the Student Activity Center (SAC) on the Old Westbury Campus has been renovated to create a more welcoming, student-centered environment. Most significantly, NYIT Food Services opened a cafeteria in the SAC in the fall of 2006. The renewed facilities offer a place for students to enjoy dining at reasonable prices as well as to socialize and study. The game room was moved (to make way for the dining area) to the second floor of the SAC. The space is always full of students relaxing between classes and mingling with their friends. With stronger programming by the Student Programming Board and student organizations, the SAC has been transformed from a "far-away" building into a more vibrant environment that is beginning to feel like a center of campus life.

Much work remains to be done with the SAC. It is the more engaged and motivated students who seek out the space, and it is still difficult for many students to use. Further, key services on campus that are important to students are not integrated with the center. In the future, it is hoped that a center for student activities can be developed in a more central campus location and that many more student services will become available online so students may access them anywhere, anytime.

Summary

Key Strengths

- The organization of student support services has been rationalized, its facilities and resources increased, and staff professionalized.
- The integration of academic support services into the Student Solutions Center should link early detection with academic intervention and provide students with targeted, timely help.
- NYIT's athletics program, well-integrated into the university community combines high-quality athletics programming with concern for the academic performance of student athletes.

Key Recommendations

- Develop goals, measures, and assessment procedures for desired student outcomes (vs. transactions) in student support services areas.
- Develop a student services plan to support global academic programs—both exchanges and at global sites.

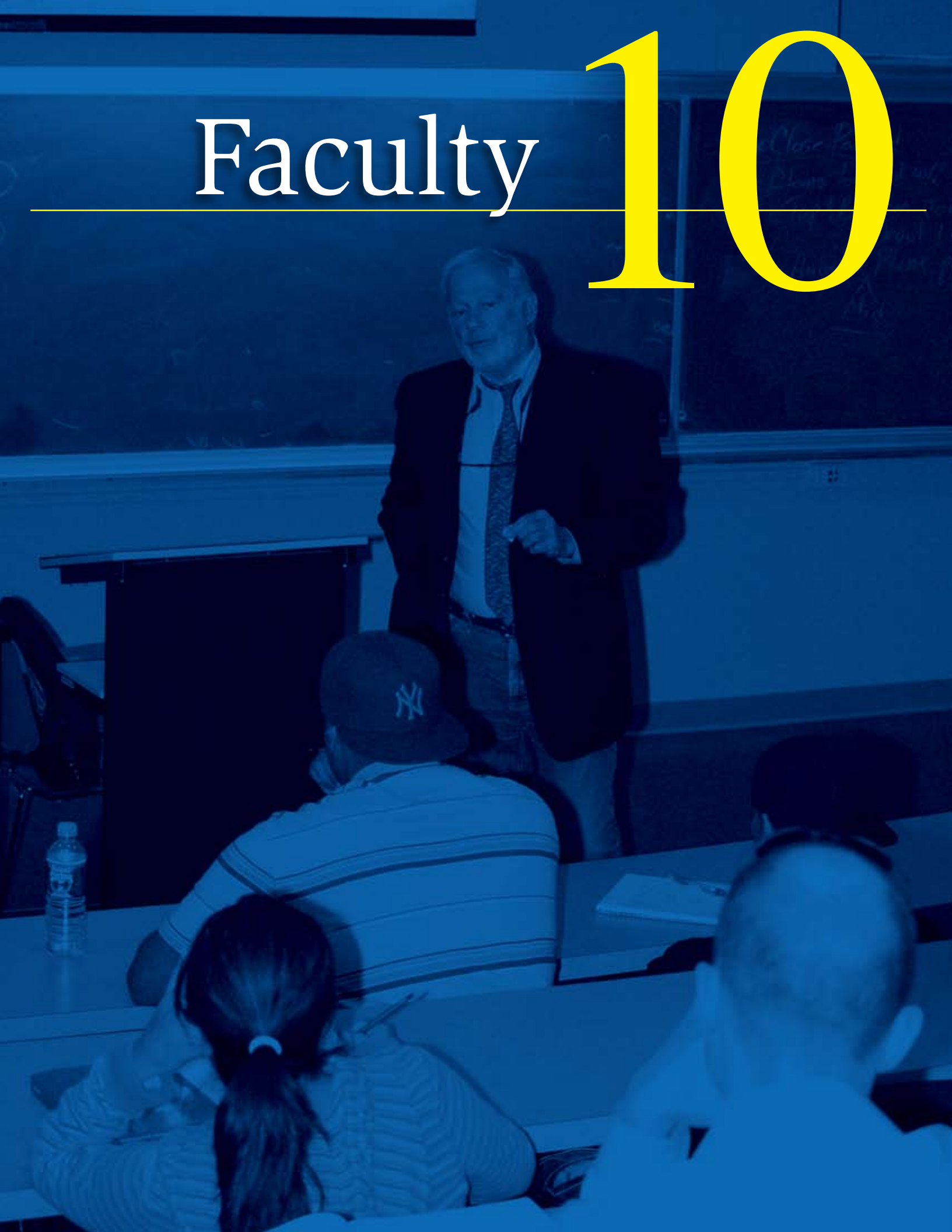
Evidence Considered

- Noel Levitz Student Satisfaction Survey (2005)
- Graduating Student Surveys
- Reports From Student Affairs Units
- Alumni Impact Assessment Report (2003)
- 2030 Community Life Planning Report
- Manual for Tutors: Learning Centers
- Report of the "First-Year Experience Committee"
- NCAA Reports

Web sites

- Central Advising Center http://iris.nyit.edu/centraladvisingcenter/Index.htm
- Writing Center http://iris.nyit.edu/english/writcenter.html
- Learning Center http://www.nyit.edu/resources/acs/acs_tlc_index.html
- Housing and Residential Life http://iris.nyit.edu/~reslife/
- Career Services http://iris.nyit.edu/cs/

Faculty 10



Hex Close Packed

Description of the Standard

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals

NYIT faculty members are expected to meet traditional academic criteria for scholarship, teaching, and service. Given NYIT's mission to prepare students for professional careers, a large number are also working professionals in their fields. In addition, a strong emphasis is placed on having technology-literate faculty members who advance knowledge of technology use in the areas of instruction, research, and community service.

In recent years a significant effort has been made to increase the number and quality of full-time faculty, to improve faculty research and teaching through investment in classroom upgrades and support, including faculty development activities, and to involve faculty members in campus-wide strategic initiatives. The degree to which this body of individuals is qualified to devise, develop, monitor, and support NYIT's instructional, research, and service programs was evaluated by reviewing evidence regarding (1) the faculty's size, characteristics, and allocation; (2) faculty scholarship, teaching and service; and (3) the institutional support provided to faculty.

The NYIT Faculty

"Faculty" at NYIT includes those individuals on full-time instructional or research lines, part-time members of the instructional or research staff, librarians, and support personnel who work in labs and including clinical preceptors. The discussion immediately below deals with faculty at NYIT's New York campuses, excluding NYCOM; the medical school faculty are discussed on the next page and there are sections discussing faculty in the chapters on Global Academic Programs and Ellis College of NYIT.

Faculty size. The total number of full-time faculty (exclusive of New York College of Osteopathic Medicine) at the Old Westbury and Manhattan campuses of New York Institute of Technology in fall 2006 was 222.

School	Fall 1997	Fall 2006
Architecture and Design	27	30
Arts and Sciences	67	68
Education	17	18
Engineering and Computing Sciences	40	35
Health Professions	28	43
Management	22	28
Total	**201**	**222**

Table 10-1: Number of Full-Time NYIT Faculty

This compares with a full-time faculty of 201 in fall 1997, representing a 10 percent increase (See Table 10-1).

NYIT's 1998 self-study set a goal of "increasing the number of full-time faculty." This has been happening and, as can be seen in Table 10-1, the increase has not been evenly distributed across academic programs. Instead, NYIT has emphasized developing professional programs in the health professions and expanding offerings at overseas locations (most clearly seen in the growth of faculty in the School of Management [27 percent increase—the Master of Business Administration is the largest NYIT degree program offered overseas]). Only the School of Engineering and Computing Sciences has experienced a decline in faculty over the past 10 years—from 40 to 35—mirroring a decline in enrollment over that period.

Adjunct Faculty

Adjunct faculty members fill an important role at NYIT. Their expertise and involvement in their careers outside the university stimulates students' learning and motivation. Their contributions to the academic and intellectual life at NYIT are significant, and most departments maintain a stable core of adjuncts, many of whom have taught in their programs for years.

In short, they are valued members of the NYIT community. Nevertheless, some departments report difficulty in attracting and retaining adjuncts as a result of trends in the field, competition between professional and academic commitments, and NYIT's rate of adjunct pay, which is low compared with other employment opportunities in the New York area.

Input from adjunct faculty is sought and valued —but because of outside work demands, adjunct faculty members generally do not attend program meetings. Strategies such as timing of meetings to facilitate adjunct presence, increased contact and orientation programs (including twice-a-year adjunct luncheons with the provost), assignment of faculty mentors and increased e-mail communication have contributed to a feeling of connectedness among full-time and adjunct faculty. Some programs have gone even further. In architecture and interior design programs, adjunct faculty serve on review juries (mid-term and finals) for design studio courses, all of which are coordinated by a member of the full-time and a member of the adjunct faculty.

	Class Size 2-9	10-19	20-29	30-39	40-49	50-99	100+
Year							
Fall 2002	17.4%	47.7%	23.9%	8.0%	2.5%	0.5%	0.0%
Fall 2003	13.7%	51.0%	25.4%	7.0%	1.7%	1.2%	0.0%
Fall 2004	15.8%	48.3%	25.0%	7.0%	2.7%	1.3%	0.0%
Fall 2005	21.7%	46.2%	21.3%	7.1%	2.3%	1.4%	0.0%
Fall 2006	22.8%	42.4%	22.6%	7.8%	2.7%	1.7%	0.0%

Table 10-3: Distribution of Class Sizes (2002-2006)

Full- and Part-Time Faculty

In 1998, only 24 percent of NYIT's faculty were full time. A goal was set to increase the percentage, and today full-time faculty teach slightly more than half the course sections (including traditional lecture classes, seminars, lab sections, clinical rotation sections, online course selections, studios, and tutorials) offered at NYIT's New York locations (See Table 10-2).

Year	Percent of course sections taught by full-time faculty	Percent sections taught by part-time faculty
Fall 2000	48.5%	51.5%
Fall 2002	47.3%	52.6%
Fall 2004	53.3%	64.7%
Fall 2006	53.5%	46.5%
Total	**53.5%**	**46.5%**

Table 10-2: Course Sections Taught by Full- and Part-Time Faculty at NYIT's New York Locations (Fall Semesters, All Programs Except NYCOM)

Overall, the ratio of students to faculty at NYIT's New York locations is low (14:1 in 2006-2007). However, as Table 10-3 shows, class size is not always optimal—either for student learning or the university's fiscal health. While laboratories are and will remain small, there is an unsustainable number of undersubscribed class sections with fewer than 20 students. There are also very few large lectures—primarily due to limitations of the physical plant. Working under the direction of the provost, deans and administrative staff have been engaged in several efforts such as revising class schedules, introducing technology where appropriate, and facilities renovation and acquisition to increase class densities.

NYCOM Faculty

The faculty at NYCOM supports a continuum of medical education that includes pre-doctoral, post-doctoral, and continuing physician education. The curriculum is delivered in a number of learning environments including on-campus, hospital-based, and ambulatory sites. Pre-doctoral education involves two curricular tracks (lecture-based and problem-based [see Standard 11]) having clinical linkages with hospitals and practitioners based on multiple levels of affiliations: early clinical exposure; individual hospital clerkships; regional campuses; centers of excellence; and preceptorships. This requires the engagement of more than 1,500 full-time, part-time, and adjunct faculty members spanning the educational continuum at on-campus, hospital-based, and ambulatory settings. This includes 28 full-time biomedical and clinical faculty members, 32 part-time clinical faculty members, and 1,475 adjunct faculty members supervising students in clinical settings. Additional professional staff supports the educational continuum as learning specialists (2 FTE) and medical educators (2 FTE).

The Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association sets forth requirements for faculty at a college of osteopathic medicine:

"Standard 4.1 The College of Osteopathic Medicine (COM) must have sufficient and appropriately trained faculty at the COM and at its affiliated and educational teaching sites to meet its mission and objectives.

4.1.1 Faculty must include osteopathic physicians, basic scientists, and other qualified faculty to carry out the COM's mission and objectives."

NYCOM's model for faculty adequacy (a calculation of the teaching requirements of the curriculum by department—e.g., anatomy, neuroscience, family medicine—compared with available faculty teaching hours) shows that NYCOM meets COCA's standard. Nine hundred sixty-five of NYCOM's faculty members hold certification in 31 different general specialties. Supporting documents can be found in "Evidence Considered."

The COCA also specifies that faculty credentials must be reviewed and approved by the faculty at all COM and COM-affiliated and educational teaching sites and a comprehensive process is in place for approval of new academic appointments and for recommending re-appointments and promotions.

Faculty Demographics

Gender and ethnicity. In 2005-2006, the institutional development committee of the NYIT Academic Senate embarked on an analysis of the diversity of the NYIT faculty. Results showed that the percentage of minorities has increased from 15 percent in 2002 to 21 percent in fall 2005, according to traditional categories of inclusion. Updating those numbers to fall 2006 for full-time faculty, the percentage of minorities was still 21 percent and of women 39 percent (from 29 percent in 2002). Adjunct faculty in 2006 were 16 percent minority and 41 percent female. Percentages are consistent with national benchmarks (*The Digest of Educational Statistics,* 2006).

The age distribution of the full-time faculty reveals that slightly more than 20 percent are over 65 years of age while fewer than 4 percent are under 35 (see Figure 10-1). This is the result of a hiring freeze during the mid-to-late 1990s; with the resumption and acceleration of faculty hiring, the average age of the faculty has decreased somewhat since 2003.

Faculty Retention

Since NYIT's last self-study, a total of 162 faculty members have been hired at NYIT. Ninety-six are still at NYIT—32 are tenured and 64 have not yet reached the point of a tenure decision. Of the 66 faculty who left NYIT over this period, 44 resigned and 22 received negative personnel decisions (non-reappointments or tenure denials).

Among the issues affecting faculty retention are workload and salary. With respect to workload, teaching loads were decreased by three credit hours per year in the collective bargaining agreement (CBA) that was in place from 2002-2007 and support for research via the NYIT internal grant award program (including reassigned time) will be significantly enhanced over the term of the recently negotiated CBA (2007-2012). With respect to salary, the annual AAUP Faculty Salary Survey shows that in the current year NYIT ranks among the highest-paying institutions (Category IIA) in New York State, and is exceeded at the full professor level only by the CUNY School of Law at Queens College. The new CBA calls for annual faculty salary increases in excess of 4 percent through 2012. In addition, the fringe benefits package is more than competitive.

"Since NYIT's last self-study, a total of 162 faculty members have been hired at NYIT."

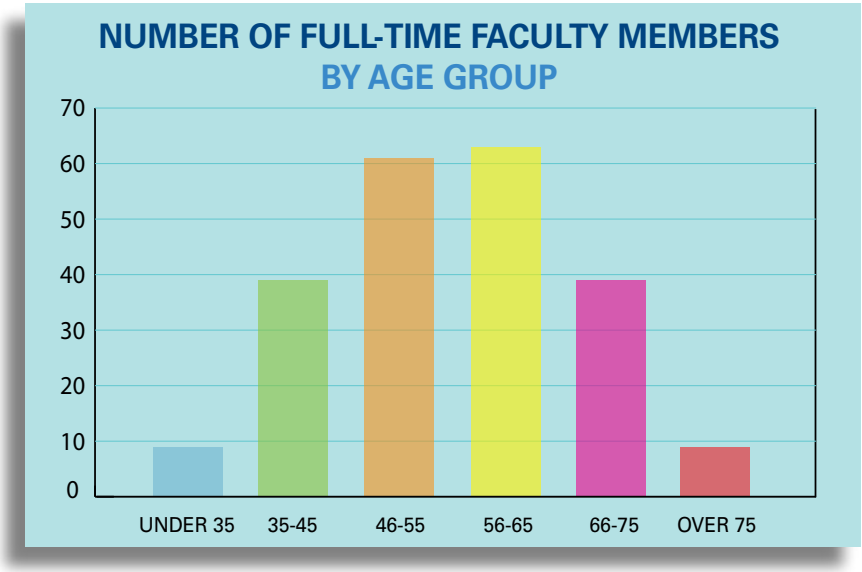


Figure 10-1: Age Distribution of NYIT's Full-Time Faculty in New York as of Fall 2006

Nonetheless, the number of voluntary separations is significant and will be the focus of one of the working group's recommendations. Since fall 2006, the provost has met with all faculty voluntarily leaving NYIT. He will continue this practice going forward, and as patterns become apparent, appropriate actions will be taken

Criteria for hiring, promotion, and tenure are governed by the terms of collective bargaining agreements between NYIT and the AAUP (see "Evidence Considered"). Selection and personnel recommendations involving faculty originate in academic school or department faculty committees, are forwarded to the school dean, then provost, then president and board of trustees for review, recommendation, and ultimately action.

Overall, NYIT faculty members are well qualified academically. The percentage of full-time faculty with the highest degree in their field grew from 76 percent in 1997 to 79 percent in fall 2006. Table 10-4 shows the distribution of faculty by rank, where the effect of the faculty hiring of the past 10 years can be seen in the relative increase in faculty at the assistant professor level (and decrease at the professor level).

Faculty Scholarship, Teaching, and Service

Faculty Scholarship

Evidence of faculty scholarship is described in the collective bargaining agreement between NYIT and the AAUP as including " … such areas as: research activities; papers and publications; demonstration of professional competence appropriate to a discipline."

With a mission specifying "career-oriented professional education" and "applications-oriented research that benefits the larger world," scholarship is demonstrated in applied as well as traditional academic ways. Each of NYIT's five academic schools and three colleges publishes expectations for scholarly activity relative and pertinent to its own fields of study and criteria for judging its quality and importance (see "Evidence Considered"). For example, in the School of Architecture and Design, " … It is understood that architectural design is a form of scholarship and … [faculty portfolios should include] information on projects, project publications, exhibitions, catalogues, press releases, etc." For faculty in the areas of film and electronic media " … credited, above-the-line creation of a mediated production for an international, national, or regional audience" is evidence of scholarship. In the School of Management, consulting, advisory, and business activities can be documented as scholarship through letters from clients, service on boards,
etc., and faculty in the health professions include clinical scholarship.

Rank	Fall 1997		Fall 2006	
	Number	Percent	Number	Percent
Professor	72	(38%)	65	(29%)
Associate Professor	89	(46%)	86	(39%)
Assistant Professor	26	(14%)	58	(26%)
Instructor	4	(2%)	13	(6%)

Table 10-4: NYIT Faculty With Terminal Degrees by Rank

There are some faculty members for whom practice, not scholarship, is their significant contribution. This occurs most visibly in the clinical professions (for example, nursing and physical therapy), but it is equally significant in education and engineering. Such faculty members do not meet the usual scholarly criteria for consideration for tenure, but their academic programs would not be possible without their contributions. Appointment of clinical faculty on non-tenure track lines is one approach. With the NYIT-AAUP collective bargaining agreement signed in September 2007, NYIT is now able to establish a limited number of clinical faculty positions in the health professions.

Encouraging Faculty Scholarship. While NYIT is primarily a teaching institution, it has been the explicit policy of the current administration to support and encourage an increase in the faculty's scholarly productivity. A variety of means have been used—from reducing teaching loads, to improving staffing in the office of sponsored programs and research, to improving research facilities, facilitating collaborative research, and celebrating faculty members' scholarly accomplishments.

Associate Professor Linda Friedman, Ph.D., hopes her research will lead to a better understanding of how seizures affect the nervous system as well as ways to improve treatment. Her work was featured in the Fall/Winter 2006 issue of NYIT Magazine.

A two-page spread in NYIT Magazine *lets the community know about the research conducted by Stan Silverman, professor of education and the staff of TBLS ("Technology-Based Learning Systems") to research the impact of new educational technology on students in K-12 classrooms and how the technology committee of the New York State Teachers Center visits NYIT's TBLS each year for training, which is then shared with 239,000 teachers statewide.*

- **Faculty Scholars Reception.** Since 2002, full-time faculty who have received an external grant, published or edited a book or journal, published original research in a peer-reviewed journal, produced a major creative work, obtained a patent, received a prize or award from an outside organization honoring creative activity or scholarly attainment, and/or assumed the presidency of a professional society

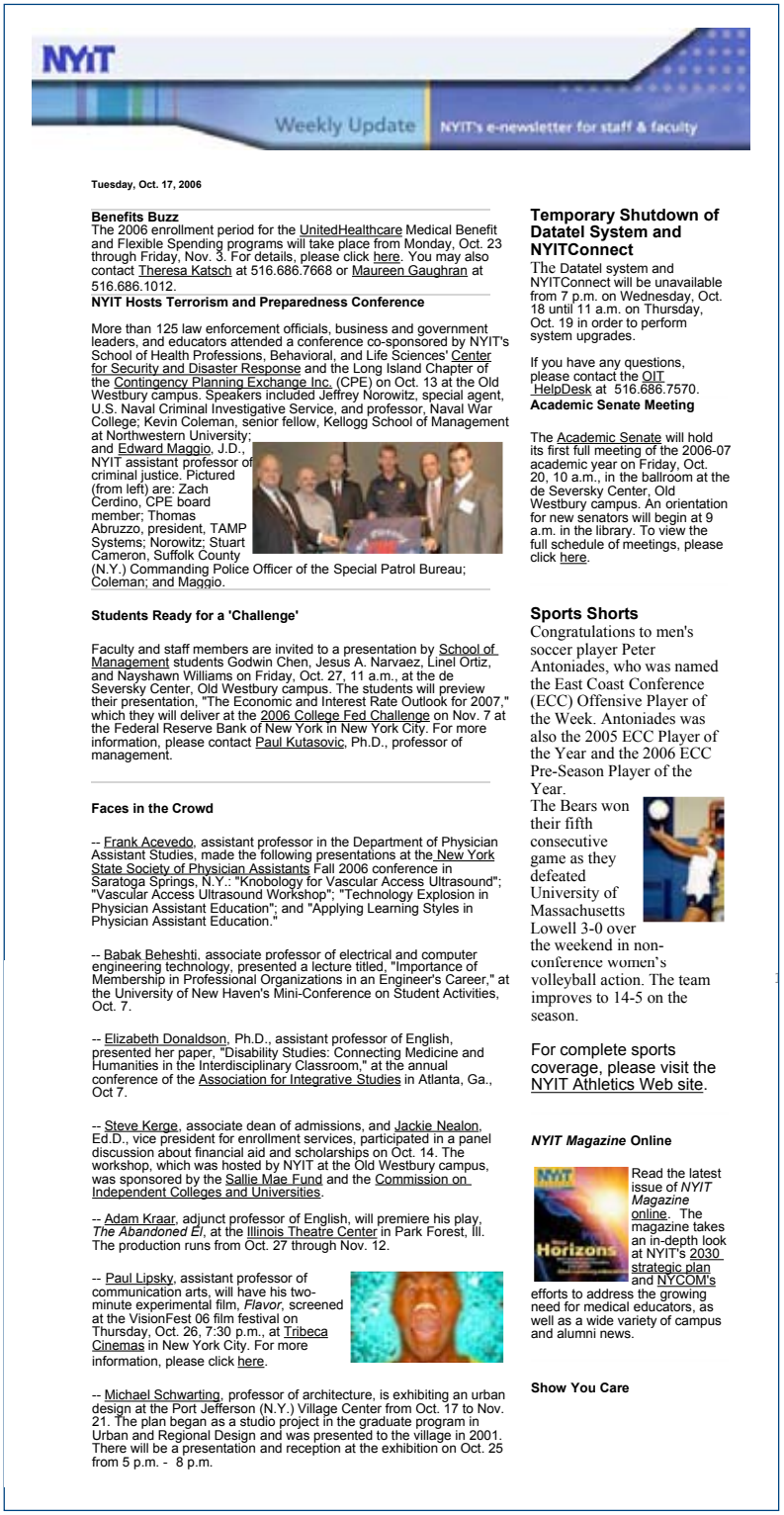
during the previous calendar year have been invited to an annual "Scholars Reception" hosted by the provost, the vice president for health sciences and medical affairs, and the Office of Sponsored Programs and Research. The programs from those receptions, which give an indication of the breadth of scholarly work at NYIT in the recent past, are included in "Evidence Considered." A sign of progress is that while 35 faculty members were honored in 2002, the number grew to 62 in 2007.

- **Weekly Update.** At around the same time, NYIT instituted a weekly electronic newsletter (*The Weekly Update*) with a "Faces in the Crowd" section designed to give exposure to the scholarly activities of faculty and staff—from grants to presentations to exhibits. It has become a popular feature of the newsletter and faculty members are eager to offer material for inclusion.

- **NYIT Magazine.** Since its first publication in 2002, each issue of the magazine (published three times per year)—mailed to faculty and staff as well as alumni—has showcased one or more faculty research initiatives. These articles bring the faculty members and their scholarly work to the attention of the community, generate interest in the projects, and sometimes can even lead to collaboration among previously unacquainted faculty members.

- **Gallery 61.** Opened in newly renovated space on the Manhattan campus in 2005 and staffed with its own curator, Gallery 61—which stages six exhibitions a year—has become a popular venue for faculty and student exhibitions of creative work.

- **Academic Conferences.** The university has increased support for faculty-sponsored academic conferences. For example, since 2005-2006 an annual conference on sustainability has been held each spring on the Old Westbury campus and an



NYIT

Weekly Update — NYIT's e-newsletter for staff & faculty

Tuesday, Oct. 17, 2006

Benefits Buzz
The 2006 enrollment period for the UnitedHealthcare Medical Benefit and Flexible Spending programs will take place from Monday, Oct. 23 through Friday, Nov. 3. For details, please click here. You may also contact Theresa Katsch at 516.686.7668 or Maureen Gaughran at 516.686.1012.

NYIT Hosts Terrorism and Preparedness Conference

More than 125 law enforcement officials, business and government leaders, and educators attended a conference co-sponsored by NYIT's School of Health Professions, Behavioral, and Life Sciences' Center for Security and Disaster Response and the Long Island Chapter of the Contingency Planning Exchange Inc. (CPE) on Oct. 13 at the Old Westbury campus. Speakers included Jeffrey Norowitz, special agent, U.S. Naval Criminal Investigative Service, and professor, Naval War College; Kevin Coleman, senior fellow, Kellogg School of Management at Northwestern University; and Edward Maggio, J.D., NYIT assistant professor of criminal justice. Pictured (from left) are: Zach Cerdino, CPE board member; Thomas Abruzzo, president, TAMP Systems; Norowitz; Stuart Cameron, Suffolk County (N.Y.) Commanding Police Officer of the Special Patrol Bureau; Coleman; and Maggio.

Students Ready for a 'Challenge'

Faculty and staff members are invited to a presentation by School of Management students Godwin Chen, Jesus A. Narvaez, Linel Ortiz, and Nayshawn Williams on Friday, Oct. 27, 11 a.m., at the de Seversky Center, Old Westbury campus. The students will preview their presentation, "The Economic and Interest Rate Outlook for 2007," which they will deliver at the 2006 College Fed Challenge on Nov. 7 at the Federal Reserve Bank of New York in New York City. For more information, please contact Paul Kutasovic, Ph.D., professor of management.

Faces in the Crowd

-- Frank Acevedo, assistant professor in the Department of Physician Assistant Studies, made the following presentations at the New York State Society of Physician Assistants Fall 2006 conference in Saratoga Springs, N.Y.: "Knobology for Vascular Access Ultrasound"; "Vascular Access Ultrasound Workshop"; "Technology Explosion in Physician Assistant Education"; and "Applying Learning Styles in Physician Assistant Education."

-- Babak Beheshti, associate professor of electrical and computer engineering technology, presented a lecture titled, "Importance of Membership in Professional Organizations in an Engineer's Career," at the University of New Haven's Mini-Conference on Student Activities, Oct. 7.

-- Elizabeth Donaldson, Ph.D., assistant professor of English, presented her paper, "Disability Studies: Connecting Medicine and Humanities in the Interdisciplinary Classroom," at the annual conference of the Association for Integrative Studies in Atlanta, Ga., Oct 7.

-- Steve Kerge, associate dean of admissions, and Jackie Nealon, Ed.D., vice president for enrollment services, participated in a panel discussion about financial aid and scholarships on Oct. 14. The workshop, which was hosted by NYIT at the Old Westbury campus, was sponsored by the Sallie Mae Fund and the Commission on Independent Colleges and Universities.

-- Adam Kraar, adjunct professor of English, will premiere his play, *The Abandoned El*, at the Illinois Theatre Center in Park Forest, Ill. The production runs from Oct. 27 through Nov. 12.

-- Paul Lipsky, assistant professor of communication arts, will have his two-minute experimental film, *Flavor*, screened at the VisionFest 06 film festival on Thursday, Oct. 26, 7:30 p.m., at Tribeca Cinemas in New York City. For more information, please click here.

-- Michael Schwarting, professor of architecture, is exhibiting an urban design at the Port Jefferson (N.Y.) Village Center from Oct. 17 to Nov. 21. The plan began as a studio project in the graduate program in Urban and Regional Design and was presented to the village in 2001. There will be a presentation and reception at the exhibition on Oct. 25 from 5 p.m. - 8 p.m.

Temporary Shutdown of Datatel System and NYITConnect
The Datatel system and NYITConnect will be unavailable from 7 p.m. on Wednesday, Oct. 18 until 11 a.m. on Thursday, Oct. 19 in order to perform system upgrades.

If you have any questions, please contact the OIT HelpDesk at 516.686.7570.

Academic Senate Meeting

The Academic Senate will hold its first full meeting of the 2006-07 academic year on Friday, Oct. 20, 10 a.m., in the ballroom at the de Seversky Center, Old Westbury campus. An orientation for new senators will begin at 9 a.m. in the library. To view the full schedule of meetings, please click here.

Sports Shorts
Congratulations to men's soccer player Peter Antoniades, who was named the East Coast Conference (ECC) Offensive Player of the Week. Antoniades was also the 2005 ECC Player of the Year and the 2006 ECC Pre-Season Player of the Year.

The Bears won their fifth consecutive game as they defeated University of Massachusetts Lowell 3-0 over the weekend in non-conference women's volleyball action. The team improves to 14-5 on the season.

For complete sports coverage, please visit the NYIT Athletics Web site.

***NYIT Magazine* Online**

Read the latest issue of *NYIT Magazine* online. The magazine takes an in-depth look at NYIT's 2030 strategic plan and NYCOM's efforts to address the growing need for medical educators, as well as a wide variety of campus and alumni news.

Show You Care

Figure 10-2: NYIT's Weekly Update

interdisciplinary conference on "the city" each fall in Manhattan.

Evidence of Progress

It takes many years to build a research program, but there are indications that a change in the culture may be taking hold:

- Grant applications for the fiscal year 2007 (approximately $3.99M) exceed the fiscal year 2006 total by about 10 percent in dollar terms.
- Sixteen NYIT faculty or staff members held external grants during fiscal year 2006, and 18 held external grants in fiscal year 2007. A list of these external grants is found in "Evidence Considered."
- Center for Teaching and Learning with Technology (CTLT) and Institutional Support for Research and Creativity (ISRC) Awards are internally funded opportunities for faculty and are available to all tenured and non-tenured faculty to support such activities as research, creative work, or preparation of a large external grant proposal (See "Evidence Considered" for program description). Both the number of applications and the amount of money awarded has increased over the past five years. As can be seen in Figure 10-3, the total dollar amount of internal grants at NYIT has risen from approximately $20,000 in 2003 to $76,000 in 2007. In the collective bargaining agreement effective Sept. 1, 2007, the amount available for such grants has risen to $100,000 in 2007-2008 with additional $25,000 increases in the two years following. Award inventories for the past three academic years are in "Evidence Considered."
- One of the thrusts of NYIT 2030 is to encourage collaboration among faculty from different academic disciplines. In this regard, it is noteworthy that two members of the NYCOM faculty have collaborated with faculty members from both the School of Engineering and Computing Sciences and the School of Education on a recent proposal submitted to the National Science Foundation entitled "Interdisciplinary Course in Intelligent Sensing Systems."

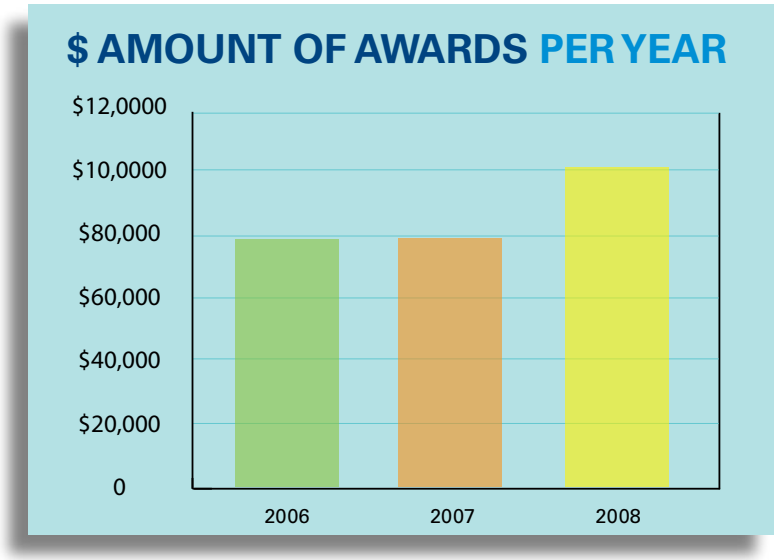


Figure 10-3: Internal Grant Dollar Awards (FY 2006-2008)

Faculty Teaching

Evidence of good teaching is described in the collective bargaining agreement between NYIT and the AAUP as including " … such areas as: classroom teaching; curriculum and program development; application of technology to education."

Guidance from the provost's office on preparation of faculty portfolios (see "Evidence Considered") provides more specific examples of evidence of good practice, some of which are shown in Figure 10-4.

Teaching Assessment

Faculty members, program chairs, deans, and the provost have two primary tools for gathering information on the teaching skills of individual faculty members.

Peer Observations. All non-tenured faculty and adjuncts are observed by a peer at least once per year using a standard Instructional observation form (see "Evidence Considered") that focuses the observation on instructional techniques, academic expertise, and student involvement. Following the observation, the faculty member and observer meet to discuss the observation results.

Student Evaluations. Since 2003, all sections of all courses have been evaluated by students. Administered centrally by the office of Institutional Research and Assessment, the process makes combined results for each course available to faculty members, chairs, deans, and the provost and returns open-ended comments to the faculty member only. Faculty are advised on how to use the results in a document sent with the results (see "Evidence Considered") in which they are encouraged, for example, to focus on the results from the questions about particular aspects of the course or instruction (e.g., "The instructor challenged me to think") and to examine the comments for clues and patterns with regard to particular items that the students did or did not feel were helpful to the course.

Evaluated as a body, the NYIT faculty is rated highly by students. Table 10-5 shows the average scores for course sections (by school) from 2004-2007 to the question: "Overall, I would rate this instructor's effectiveness in this course as" on a scale from 1 to 7.

Student response to faculty teaching was positive in the Noel-Levitz student satisfaction survey as well. Three-fourths of the identified "strengths" of the university (items with high importance and high satisfaction) relate to teaching or teaching-related items (see table 10-5). In addition, of the 12 scales produced through the survey (combinations of related items), "Academic Advising" and "Instructional Effectiveness" ranked first and second in importance and satisfaction.

Models of Good Teaching

Nonetheless, improving teaching has been a focus of the NYIT administration and the strategic planning process identified "teaching quality improvement" as one of the university's major goals (see "Toward 2030" in this chapter). Since the last self-study, teaching improvement strategies have included increasing the number of full–time faculty, reducing teaching loads, improving classrooms and other teaching facilities, and making faculty development opportunities more widely available. As with scholarship, examples of excellent teaching have been featured widely in university communications and publications and used as the basis for coaching and workshop activity.

Professor Ed Kafrissen's dean asked him to find to find a way to get students excited about engineering while still freshmen (when they were spending their time studying only math, physics, and science and often transferred before taking a single engineering course). His response: a project-based, multidisciplinary, collaborative course called "Career Discovery." Teams of students are assigned one big project: to design and program a robot to perform a task. Since the course was launched 2001, those tasks have included popping balloons, acting as catapults, jumping, and taking photos. To quote an article in *NYIT Magazine,* "For several weeks each fall, every spare inch of workspace, including the floors in the hallway, is fair game for small groups of students testing their designs." Kafrissen received the President's Excellence Award for teaching in 2004 and by fall 2007, freshman-to-sophomore retention among engineering students had increased more than 30 percent. Today, engineering programs as a whole are emphasizing collaborative learning and teamwork. Students are required to work on at least one major project

Ways to Document Teaching Quality	◆ Awards ◆ Peer observation reports ◆ Video clips ◆ E-lectures ◆ Attendance at or presenting at teaching workshops ◆ Technology use
Ways to Document the Impact of Teaching on Students	◆ Academic awards ◆ Jobs secured ◆ Enrollment in advanced degree programs ◆ Letters or emails ◆ Samples of papers or projects ◆ Samples of student interaction online ◆ Samples of graded exams or other assessment tools ◆ List of theses supervised ◆ Results of pre-and post-course examination results ◆ Scholarly publications or significant creative activity completed by students ◆ Sample of group activities or projects

Figure 10-4: Methods Used for Assessing Quality and Impact of Faculty Teaching and Scholarship

a year and both projects and teamwork are gradually being introduced into all engineering courses.

Study abroad has taken on a new meaning in NYIT's School of Architecture and Design, combining traditional architectural study, a focus on real-world problems, and intensive interaction opportunities with professional counterparts across the globe. For example, in the summer of 2005, Assistant Professor Matt Dockery took 14 architecture students to China for a six-week design workshop (then a pilot program) focusing on the redevelopment of the Shanghai waterfront. The students were paired with counterparts from the College of Architecture and Planning at Tongji University in Shanghai. Following a crash course in Mandarin, NYIT students worked with their Chinese partners to develop comprehensive strategic visions for the site including urban design, landscape, and housing solutions. Since that time, the program has been a regular feature of the curriculum.

A discussion of teaching at NYIT would not be complete without reference to educational technology. While the use of technology in teaching is common at NYIT as a whole, it is central to teaching at NYCOM, which is firmly at the leading edge in the use of appropriate technologies in

NYIT's Strengths

Survey Questions with High Scores from Students

- The courses I am taking will be an asset when I apply for a job.
- Computers are technologically up-to-date and available.
- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- I can find information that I need about NYIT on NYIT's Web site.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- The campus is safe and secure for all students.
- My academic advisor is approachable.
- Technology is used to help students get things done (e.g., classwork, advisement, registration, and research).
- Faculty are fair and unbiased in their treatment of individual students.
- The quality of instruction I receive in most of my classes is excellent.
- Major requirements are clear and reasonable.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- The interiors of the buildings are well maintained.

Figure 10-4: The Noel-Levitz Student Satisfaction Survey (2005) showed instructional effectiveness and advising to be strenghts of the university.

Mean score by school for the following: Overall, I would rate the instructor's teaching effectiveness in this course as: (1=unsatisfactory, 7=outstanding)

	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
School of Architecture and Design	5.84	5.76	5.78	5.73	5.68	5.87	5.77
College of Arts and Sciences	5.92	5.90	5.86	5.85	5.88	5.90	5.94
School of Education and Professional Services	6.01	6.15	6.03	6.21	6.12	6.14	5.99
School of Engineering and Computing Services	5.59	5.69	5.57	5.63	5.67	5.55	5.56
School of Health Professions, Behavioral and Life Sciences	5.77	5.83	5.82	5.78	5.95	5.85	5.80
School of Management	5.75	5.76	5.56	5.76	5.73	5.60	5.75

Table 10-5: Student Evaluations of Instrutional Effectiveness (2004-2007)

Architecture design workshop at Tongji University in Shanghai with Dean Judith DiMaio (center).

medical education and whose expertise has come to benefit the university as a whole.

First there was digital streaming video of all lectures, which, depending on the student's learning style, can have a large impact on the education process. Beginning in 2002, PDAs (personal data assistants) were issued to medical students for their third and fourth years (when they are in clinics and hospitals all over the country), allowing them to check medical information, communicate with professors, and upload records of daily patient interactions to the school's server so they can be followed on a day-to-day basis from New York.

NYCOM's Institute for Clinical Competence (ICC) allows students—at NYCOM and in NYIT's programs in the health professions—to work with computerized robots programmed to simulate normal and abnormal physiologic functions, and with standardized patients in a controlled and safe environment before they encounter real patients in clinical settings. Established in 2005, the ICC has digital technology that allows for data collection, review and analysis, and reporting of student performance. The digital video system records these encounters, and allows faculty to access the interactions from any internet-accessible device. It is intended to develop, measure, and improve clinical skills in preparation for patient interactions throughout the medical education continuum, and to prepare fourth-year medical students for the competency-based clinical skills testing component of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX USA Level II) performance examination.

Standardized patients (SPs) are trained individuals with whom students learn to take medical histories, perform physical examinations and communicate with patients. SPs are also trained to document clinical skills and evaluate communication, providing both formative and summative assessment. The ICC has two robotic simulators —an adult-sized METI HPS and a child-size METI PediaSim. The simulators blink their eyes, "speak," breathe, have heartbeats and palpable pulses, and accurately mirror human responses to procedures such as CPR, intravenous medication, intubation, ventilation, and catheterization. Students review their simulator interactions with faculty, both in-person and via the internet, utilizing streamed video.

ICC faculty and staff have developed leading-edge programs in clinical simulations. One such program integrates standardized patients and robotic simulators to provide a challenging clinical scenario, as students attempt to take a medical history on a comatose patient (simulator) from an hysterical family member (standardized patient). Another encounter deals with a dying patient (simulator) in an emergency room setting while also counseling anxious family members (SPs).

Nursing students practice clinical skills at NYCOM's Institute for Clinical Competence.

Faculty Service

Evidence of faculty service is described in the collective bargaining agreement as including " … such areas as student advisement and mentoring; student recruitment and retention; service to the NYIT community; service to the community at large."

Faculty members are critical to student advising and mentoring as well as to recruiting and retaining students. Advisement is discussed in Standard 9.

In the five years since NYIT's periodic review, faculty involvement in university governance has increased substantially, particularly in the development and implementation of the university's 2030 strategic plan, and involvement in the committees of the Academic Senate, on reforming the core curriculum, and improving teaching quality.

Community Involvement

Faculty involvement with the community ranges from volunteer service, to fundraising, to hosting conferences, to providing professional services:

- 50 Hours for 50 Years. In honor of NYIT's 50th anniversary in 2005, NYIT reached out to non-profit organizations to give them the gift of time: 50 hours of volunteer service by teams of NYIT students, staff members, faculty, and alumni. Four hundred volunteers (including many faculty members) impacted 12 community not-for-profit partners in New York City and on Long Island.

- The Center for Security and Disaster Response's projects and workshops bring together faculty, students, and outside professionals from criminal justice/private security, information/data protection, engineering/technology, business, and medical disciplines. The goal is to develop best practices and enhanced policies in the fields of security, espionage, and disaster response.

- The Center for Global Exchange takes a global perspective on community involvement. In February 2007, NYIT co-hosted the International Energy Conference and Exhibition in Daegu, South Korea with Uiduk University and the United Nations Development Project, the World Bank, and the Korea Electric Power Company and its subsidiaries. It was the first of a series of energy forums NYIT plans to hold in conjunction with other universities throughout the world. NYIT faculty members joined with others from around the world to consider how to address global energy needs in light of global climate change.

- The School of Health Professions, Behavioral, and Life Sciences sponsors an annual health fair and run on the Old Westbury campus open to all. At the fair held in 2007, the Greater Running Club of Long Island arranged the 5K run which was sanctioned by U.S.A. Track and Field (more than 100 runners participated in 2007). Sponsorships supported free food and booths for blood pressure, glucose, cholesterol and audiology screening; massage; fat analysis; information on a variety of health-related topics; and a blood bank. Karate and pilates demonstrations, and basketball, softball and tennis games were coordinated with information on the benefits of exercise.

- The Adele Smithers Parkinson's Disease Treatment Center is an innovative and comprehensive treatment program that empowers and improves the well-being of people with Parkinson's disease. It is part of the Academic Health Care Center, an active, ambulatory health care teaching institution at NYCOM in Old Westbury, N.Y. As a progressive collaboration among physicians, health professionals, and neuroscientists, many on the NYIT and NYCOM faculties, the center works to alleviate the physical limitations and debilitating symptoms of patients with this disease. In addition to working closely with a Smithers Center physician, each patient works one-on-one with a Smithers Center physical therapist for the duration of the program. Weekly therapy sessions are conducted in the center, augmented by a prescribed daily home exercise regimen. Sessions typically include physical therapy, exercise, and osteopathic manipulation. This unique regimen of therapy and exercise has been shown to improve a patient's physical capabilities and reduce the disabling symptoms of Parkinson's disease.

Other Institutional Support

Funding for faculty development at the university and school levels, has doubles since 2002-2004.
University-Level Initiatives

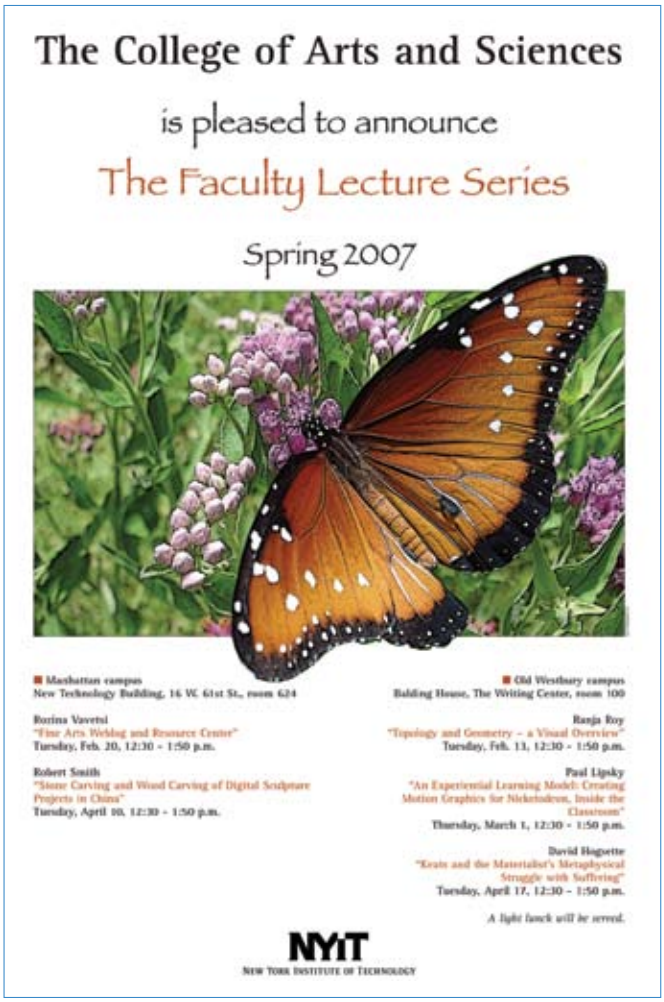
Center for Teaching and Learning with Technology (CTLT). Founded in 1998, the Center's primary goal is to provide a focal point for professional development, curriculum innovations and research into the effective use of technology in teaching and learning. For more information, visit http://iris.nyit.edu/ ~ ctlt/.

The center provides faculty development in the use of new media and digital technologies and assists with the integration of technology into effective teaching practices through workshops and individual consultations. The center has been an ever-expanding resource for information on the latest innovations and research into the use of technology in higher education and publishes a calendar of workshops on its Web site. Figure 10-6, as an example, is the calendar for March 2007. Since 2002, 138 full-time and adjunct faculty have been certified to teach online using Blackboard and since 2005, 230 full-time and 75 adjunct faculty members have attended workshops on such topics as using Elluminate, PowerPoint, SmartBoard, e-Portfolio, and Virtual Advising technology.

The Center also sponsors faculty work on curriculum development and research projects aimed at finding and applying new methods, media, and technologies to improve the quality of teaching and learning. It keeps abreast of the latest computer hardware and software for developing interactive, multimedia instruction and makes it available for faculty use at locations on the Old Westbury and Manhattan campuses, including a dedicated training room in Wisser Library at the Old Westbury campus.

03-05-07	Old Westbury 9:00 -12:00 Wisser Conf. Rm.	Using Taskstream for an Electronic Portfolio
03-07-07	Old Westbury 9:30 -11:00 Wisser 306	Building Exams in Blackboard
03-08-07	Old Westbury 3:00 -4:00 NYCOM Conf. Rm.	Using Turnitin for Nursing Students
03-13-07	Old Westbury 9:00 -12:00 Wisser Conf. Rm.	Using Taskstream for an Electronic Portfolio

Figure 10-6: Center for Teaching and Learning Faculty Workshops for March 2007



When faculty members from the College of Arts and Sciences receive support to present their work at a conference, they agree to take part in the faculty lecture series.

Office of Sponsored Programs and Research. Founded in 2002, of the Office of Sponsored Programs and Research (OSPAR) assists faculty and administration in obtaining external funding for the advancement of scholarship and research, institutional development, and student services. Toward this end, OSPAR provides services and resources for identifying funding sources, advises on and

assists with preparation of grant proposals, collaborates with administration and faculty to promote interdisciplinary teams, and works with sponsor agencies and NYIT post-award offices to manage grant funds. It also coordinates the university's Institutional Research Board (see Standard 6). Visit http://iris.nyit.edu/sponsoredprograms/ for more information.

New faculty orientation. The development and orientation of new faculty begins prior to their start in the classroom. A new faculty orientation is provided to introduce the various policies and departments of NYIT. This helps to ease the transition of new faculty to the institution, as well as enhance their understanding of the responsibilities of a faculty member and the support systems available to them (Faculty orientation materials are in "Evidence Considered").

Sabbaticals. Any NYIT faculty member or member of the counseling, library, or research staff may apply for sabbatical leave after six years of employment. This is governed by the NYIT-AAUP contract and is a right of all members of the collective bargaining unit. The purpose of sabbaticals is to provide time for study, research, creative work in literature or the arts, or professional enrichment in order to enhance professional competence. Despite a relatively generous sabbatical policy, relatively few NYIT faculty apply and, since his appointment in 2006, the provost has made a point of encouraging applications from research-active faculty.

School-Level Initiatives

Each academic school has a fund earmarked for faculty development, as well as travel and conference budgets. In addition, deans supplement these resources from their discretionary funds.

Most schools use the funds to support faculty travel to professional conferences in their specialty fields, sponsoring attendance by groups of faculty members in areas of relevance to curriculum or pedagogy (e.g., general education, science laboratories), training on new products or methods, sponsoring faculty lecture series or exhibitions (where papers or creative work are shared with colleagues), and/or bringing in outside speakers.

Toward 2030

Strategic Faculty Hiring Plan

NYIT 2030 requires an increasingly strategic approach to faculty recruitment. It calls for "program reorganization, investment and disinvestment" and mandates the creation of interdisciplinary graduate centers. An institutional strategic hiring plan will be developed to shape the creation of new faculty positions and guide the disposition of vacancies in support of the university's strategic goals. It is anticipated that over the next ten years the size of the full-time faculty in New York will continue to experience a modest increase in support of new initiatives, to strengthen existing flagship programs, and to accommodate growth in global academic programs.

- ***Faculty hiring*** will be linked to program evaluation. The 2030 Steering Committee approved a process for portfolio review and evaluation against a set of four balanced criteria. The process is directed by the vice president for planning and assessment and began with recommendations in the 2030 plan for program reorganization and

> *"An institutional strategic hiring plan will be developed to shape the creation of new faculty positions and guide the disposition of vacancies in support of the university's strategic goals."*

The School of Architecture and Design sponsors several exhibitions of faculty work each year.

disinvestment. Data related to these recommendations were provided to the programs' deans, and their responses, including significant input from faculty, were returned to the vice president for planning and assessment in January 2007. In April, the transfer, closing or monitoring of several programs was announced—with resources (including faculty) to be redistributed to strategically important areas (see Standard 2/3 and Standard 11). This balanced program review will continue as an annual process, with adjustments in staffing made as appropriate. In this process, NYIT has committed to reassigning tenured faculty members whose programs are closed.

- ***Faculty hiring*** will support the development of interdisciplinary graduate centers—in the near term, for Metropolitan Sustainability, in Geriatrics/Gerontology, and Global Exchange. Planning for these centers is under the direction of the provost and vice president for health sciences and medical affairs, with committees of interested faculty members from different disciplines engaged in development of academic, research, and/or service related goals and projects. The planning processes for the centers will undoubtedly reveal specific areas in which faculty must be hired to complement the expertise of current faculty.

- ***Faculty hiring*** will bolster NYIT's flagship programs—areas of differentiation where data show high student interest and in which NYIT can have a competitive edge in terms of faculty, facilities, and other resources.

- ***Faculty hiring*** will reflect NYIT's goal of becoming a global university with NYIT New York as its quality hub. The plan will take into account enrollment projections at NYIT's global sites and the need for a significant NYIT-New York faculty presence there (see the Global Academic Programs chapter for discussion).

- ***In all cases,*** the university's commitment to leadership in technology will be a factor in faculty recruitment and selection.

Teaching Improvement Initiatives

An expanded Center for Teaching and Learning will be the driving force behind NYIT's teaching improvement strategy. While it will support technology literacy and use among the faculty as does today's CTLT, its mandate is broader and includes integrating best practices (whether technology is involved or not) into all teaching.

To ensure that teaching quality is a top priority for the provost, deans, and faculty, the center will be directed by an associate provost (the search for whom is underway). At present, while everyone has cared about teaching, and some faculty members are excellent teachers, the university has lacked a systematic program for ensuring that teaching quality is "Job One" everywhere and always. The center's first-order assignment is to remedy that deficiency.

The center's second assignment is to bring NYIT's record in teaching with technology up to a level one

would expect at a university with "technology" in its name. The penetration of technology into teaching at NYIT is neither as broad nor as deep as it needs to be. The university's technological infrastructure is more than sufficient to support an exemplary program. What is needed are systematic initiatives and incentives to make things happen. Proposed center initiatives include: a formal academic quality improvement program (which began in 2007-2008 with faculty from communication arts and the sciences and has already yielded results with the selection of NYIT's Psychology 101 redesign team to participate in the National Center for Academic Transformation's 2008 round of C2R ("Colleagues Committed to Redesign"), a laboratory for teaching and learning with technology, and the development of a well-equipped faculty development facility.

To support these efforts, the plan calls for the introduction of new, institution-wide assessment vehicles targeted at areas of strategic importance (See Standard 7).

- In spring 2008, the College Results Survey will be administered to alumni to provide detailed data on the degree to which their NYIT education prepared them for work and the ways in which their NYIT education was (and was not) "career-oriented."
- In spring 2008, the National Study of Student Engagement (NSSE) will be administered to freshmen and seniors. More focused on academics than the Noel-Levitz survey (which will be administered as well, on a different three-year cycle), the hope is that the data from the survey will suggest "aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education."

Summary

Key Strengths

- NYIT has a well-qualified cadre of both adjunct and full-time faculty in many disciplines with clear ties to employment and careers.
- The university's broad range of schools, campuses, and areas of faculty expertise provides a multidisciplinary, global, and technologically-oriented academic environment where collaboration can thrive.

Key Recommendations

Continue implementation of the 2030 strategic plan with particular emphasis on:

- Developing a strategic faculty hiring plan to meet the vision and goals of NYIT 2030.
- Using educational technologies and the Center for Global Exchange to foster interaction among faculty and students at NYIT campuses throughout the world.
- Enhancing the sharing of best-practice initiatives across all faculties and schools through the Center for Teaching and Learning.
- Developing facilities and policies in support of faculty teaching, research, and creative activity with an emphasis on collaborative, interdisciplinary work.
- Improving faculty retention and providing opportunities for faculty career flexibility.

NYIT students are taught by well-qualified faculty with appropriate academic credentials and clear ties to employment and professional careers."

Evidence Considered

- NYIT Faculty Appointments by Year and Program
- NYCOM Faculty Adequacy Model
- Faculty Demographic Characteristics
- Faculty Retention Statistics
- Criteria for Faculty Hiring, Promotion, and Tenure (Published by Individual Academic Schools at NYIT)
- Schedules of Faculty Development Programs Offered at NYIT
- New Faculty Orientation Materials
- Faculty Handbook
- Collective Bargaining Agreement Between NYIT and the AAUP (2002-2007; 2007-2011)
- Faculty Scholars Reception Programs (Six Years)
- Center for Teaching and Learning with Technology Web site
- Office of Sponsored Programs and Research Web site
- Center for Teaching and Learning with Technology Fellowships (CTLT) and Institutional Support for Research and Creativity (ISRC) Award History
- Internal Grants (2006-2008)
- External Grants (2007-2008)
- Center for Teaching and Learning with Technology Fellowships (CTLT) and Institutional Support for Research and Creativity (ISRC) Program Description and Application
- Grants Workshops Schedule
- Teaching Documentation Guidelines
- Instructional Observation Form
- Student Evaluation of Teaching Form
- Student Ratings of Courses/Teaching Policies: Policies and Procedures

11 Educational Offerings

EXCITATORY
AMINO ACIDS
IN HEALTH AND
DISEASE

Description of the Standard

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

In fall 2007, NYIT had students enrolled in 69 undergraduate, graduate, and professional degree programs and a variety of professional certificates in five schools and three colleges, each of which lists its general objectives and degree requirements in the college catalog (see "Evidence Considered").

- School of Architecture and Design
- School of Education
- School of Engineering and Computing Sciences
- School of Health Professions, Behavioral, and Life Sciences
- School of Management
- College of Arts and Sciences
- Ellis College of NYIT
- New York College of Osteopathic Medicine

The educational offerings at NYIT are grounded in its mission to provide career-oriented professional education, to offer access to opportunity to all qualified students, and to support applications-oriented research that benefits the larger world. The content and structure of NYIT's academic programs are developed by faculty members, discussed in academic school curriculum committees, reviewed by the university-wide curriculum committee of the Academic Senate (chaired by the provost), and recommended to and by the Academic Senate as a whole. Before programs can be offered, the New York State Education Department (NYSED) must grant NYIT the authority to confer the proposed degree.

"The educational offerings at NYIT are grounded in its mission to provide career-oriented professional education, to offer access to opportunity to all qualified students, and to support applications-oriented research that benefits the larger world."

Program proposals must include the following information, required by both the Academic Senate's curriculum committee and NYSED (see "Evidence Considered").

- A narrative explaining how the program (a) is central to NYIT's mission, (b) will meet NYIT's quality standards, (c) meets a need in the marketplace, and (d) is within the means of the institution to develop and offer;
- Degree requirements;
- Sample program scheduling;
- Description of program evaluation and assessment of student learning;
- Resources and faculty;
- Admissions requirements; and
- Program budget.

Students Graduating

School	Program	Number of students
Architecture	BARCH Architecture	78
	BFA Interior Design	15
	BS Architectural Technology	65
	MARCH Urban & Regional Design	7
	Total	**165**
Arts and Sciences	Technical Writing (Cert)	3
	BA English	57
	BA Interdisciplinary Studies	12
	BPS Interdisciplinary Studies	33
	BS Interdisciplinary Studies	200
	BFA Comm. Arts/TV-Radio Production	82
	BFA Fine Arts/Computer Graphics	42
	BFA Graphic Design	30
	BS Advertising	23
	BS Political Science	1
	MA Communication Arts	145
	Total	**628**
Education and Professional Services	AOS Culinary Arts	21
	BFA Visual Arts Education	5
	BPS Hospitality Management	36
	BS Adolescence Education	5
	BS Business and Marketing Educ.	1
	BS Childhood Education	3
	BS Technology Education	6
	BS Technical Subjects	1
	BS Trade Subjects	1
	MS Childhood Education	6
	MS Mental Health Counseling	2
	MS School Counseling	24
	MS Instructional Technology	116
	Total	**227**
Engineering and Computing Sciences	AAS Electrical Technology	1
	AAS Telecommunications Technology	22
	BS Computer Science	77
	BS Electronics and Information Security	3
	BS Electrical and Computer Engineering	46
	BS Engineering Management	3
	BS Information Technology	6
	BS Mechanical Engineering	16
	BS Mechanical Engineering/Aerospace	9
	BS Telecomm. Network Management	22
	BT Elec. & Computer Engineering Tech.	31
	BT Mechanical Engineering Tech.	5
	Certificate in Energy Technology	5
	Certificate in Environmental Management	6
	Certificate in Facilities Management	6
	MS Computer Science	93
	MS Electrical & Computer Engineering	54
	MS Energy Management	28
	MS Environmental Technology	114
	MS Info. Network & Computer Security	29
	Total	**476**
Health Professions, Behavioral, and Life Sciences	BS Criminal Justice	18
	BS Life Science-Biology	25
	BS Life Science-Biomedical Eng. Tech.	1
	BS Life Science-Social Work	29
	BS Life Science-Osteopathy (BSDO)	22
	BS Life Science-Occupational Therapy	5
	BS Life Science-Pre-Med	9
	BS Life Science-Physical Therapy	10
	BS Nutrition Science	1
	BS Nursing	60
	BS Physician Assistant	18
	BS Psychology	86
	BS Sociology/Social Work	3
	Doctor of Physical Therapy	31
	MPS Human Relations	6
	MS Clinical Nutrition	8
	MS Occupational Therapy	10
	Total	**339**
Management	BS Accounting	77
	BS Business Administration	330
	Certificate in Business Administration	10
	MBA	1,156
	MS Human Resources Management	19
	Total	**1,592**
New York College of Osteopathic Medicine	Doctor of Osteopathic Medicine	267
	D.O. Fellows	15
	Total	**282**
	Grand Total	**3,680**

Table 11-1: Degrees Awarded (June 2006-July 2007)

Program Portfolio

Table 11-1 shows the number of degrees conferred in each major at NYIT between June 2006 and May 2007. It includes all students—on-ground and online—at all NYIT locations. A five-year history of enrollment by major by location can be found in the Appendix.

Table 11-2 shows the program changes at NYIT registered with the New York State Education Department since the Periodic Review Report in 2003.

New Programs	
B.S. Electronics and Information Security	2004
B.S. Information, Network and Computer Security	2004
B.S. Psychology	2004
B.S. Information Technology	2004
B.S. Accounting/M.B.A./C.P.A.	2004
M.B.A./C.P.A.	2004
B.S. Life Sciences/M.S. Physician Assistant	2005
M.S. Physician Assistant	2005
B.S. Infrastructure Security Management	2005
B.S. Criminal Justice	2005
M.S. Neuromusculoskeletal Sciences	2006
M.F.A. Computer Graphics	2006
Revised Programs	
B.S. Nursing	2004
M.P.S. Human Relations	2004
B.S. Accounting	2004
B.P.S. Hospitality Management	2004
M.S. Energy Management	2004
Advanced Diploma: School Leadership and Technology	2004
M.S. Environmental Technology	2004
B.F.A./M.A. Communication Arts	2006

Table 11-2: New and revised programs since 2003

Academic departments propose additions or changes in their educational offerings in response to changes in the discipline—including changes in technology—to suggestions made by advisory boards in the disciplines, to new areas of expertise brought by new members of the faculty, and/or in response to recommendations following program reviews or benchmarking within the university itself.

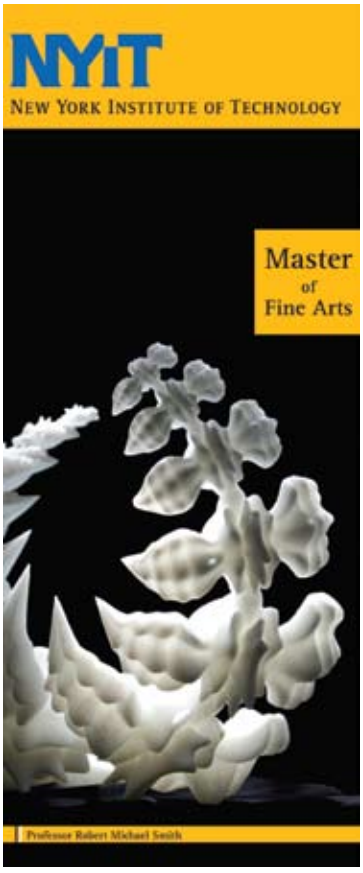
Data are available for guiding decisions about program offerings such as class densities, course cancellations, retention rates, program admission statistics, faculty evaluations, and surveys from students, alumni, and employers. These data are weighed heavily in making decisions for maintaining or prioritizing specific courses within programs and/or entire programs of study.

The following sections illustrate NYIT's decision-making process with regard to changes in its program portfolio.

Responding to market needs by building on strengths and traditions: the Master of Fine Arts

Current trends show an accelerated reliance on the use of computer graphics, computer animation and graphic design, and designers and graphic artists are in high demand —particularly those with a skill set that includes schooling in ever-expanding advanced technology.

NYIT is one of the centers that gave birth to computer graphics and 3-D animation in the 1970s and 1980s. The convergence of today's market trends and NYIT's long tradition of excellence in the field led the strong and professionally oriented fine arts faculty to propose offering the M.F.A. degree which, like the undergraduate program, would stress the importance of both design principles and studio practice. The program's three specialized tracks (64 credits each) are designed to prepare students for careers in computer graphics and animation, graphic design, or art and technology (practicing artists who use technological tools to produce their art). The program opened in fall 2006.



The cover of the brochure announcing the M.F.A. featured a digital sculpture produced in NYIT's rapid prototyping lab by a member of the fine arts faculty.

"The convergence of today's market trends and NYIT's long tradition of excellence in the field led the strong and professionally oriented fine arts faculty to propose offering the M.F.A. degree."

Responding to Institutional Changes: the Bachelor of Science in Health Sciences

The NYIT 2030 plan called for strengthening the basic science infrastructure by creating (among other things) a coherent undergraduate life, and natural and behavioral science faculty (now spread out in different academic schools) within the College of Arts and Sciences in fall 2009 (when renovated laboratories and faculty offices are scheduled to open). The move is intended to foster opportunities for interdisciplinary teaching, curriculum development, and research. The transfer would also allow the newly configured School of Health Professions, Behavioral, and Life Sciences to be in a position to more effectively emphasize programs that lead directly to careers in the health professions.

In response to the latter possibility, a career-oriented Bachelor of Science degree in health science (B.H.S.) degree was recently brought to NYIT's Academic Senate by faculty in the health professions (it is expected to be forwarded to the New York State Education Department for approval in spring 2008). The 125-credit program will allow students to earn the B.S. degree in health science with an emphasis on health care administration and would offer students a foundation in the liberal arts and sciences, business, and health administration. Designed to prepare graduates for entry-level administrative positions in all sectors of the health care industry, it should also provide a flexible pathway to the pursuit of advanced study in many clinical fields including occupational therapy, physician assistant, and physical therapy.

Setting institutional priorities: the A.O.S. in Culinary Arts

NYIT's 2030 Strategic Plan mandated an immediate, data-based review of NYIT's program portfolio, beginning with identified under-enrolled programs as well as a review, over time, of all NYIT programs. The review would focus on four criteria: mission, quality, market, and financial contribution. As a result of the review conducted during the 2006-2007 academic year, some programs were discontinued including the A.O.S. in culinary arts, housed at NYIT's campus in Central Islip.

The A.O.S. in culinary arts experienced declining enrollments from 83 in fall 2003 to 56 in fall 2005 and 42 in fall 2006. These declines coincided with the deliberations regarding the disposition of the Central Islip campus with very steep declines in fall 2005 when reports of the "closing" of the Central Islip campus were widespread. Despite the program's quality (it is the only accredited culinary arts program in the New York metropolitan area), it was concluded that the Central Islip campus no longer provides an adequate or competitive environment for offering a "college" experience. Instead, once all A.O.S. students have graduated (expected in spring 2008) the Culinary Arts facilities and faculty at Central Islip will devote themselves entirely to non-degree education, offering certificate programs in culinary arts, pastry arts, culinary adult education, and specialty programs.

Program Formats

At NYIT's New York campuses, courses are offered during 15-week fall and spring semesters, during eight-week "cycles" (courses in accelerated format offered during spring and fall terms), and January intersession and summer sessions (Table 11-3).

Term Type	Number (%) of Sections
Fall, 15-weeks	1,587
Cycle A	27
Cycle B	39
Intersession	28
Spring, 15-weeks	1,489
Cycle C	54
Cycle D	76
All summer sessions	352
Total sections	**3,652**

Table 11-3: 2006-2007 Course Sections by Type of Term (New York Campuses)

Students may enroll in courses on a physical campus, either in New York or at a global location (see "Global Academic Programs" for more detail) or, using the resources of NYIT's online campus, in courses that are offered either completely online or in "hybrid" format (with some sessions in a classroom and some sessions online). Ellis College of NYIT offers degree programs for working adults that are entirely online and is discussed in a separate chapter Standard 13 presents an analysis of distributed learning outside Ellis College of NYIT. Table 11-4 shows the distribution of course sections by format.

	Fall 2005	Fall 2006	Fall 2007
In-person (OW, MA, CI)	1,361	1,366	1,383
In-person (NY Offsites)	59	53	54
In-person (Global Sites)	325	491	546
Web enhanced	261	369	312
Online (NYIT's OLC)	97	108	110
Online (Ellis College)	446	339	454
V.A. Video Conference	126	126	124

Table 11-4: New York Course Sections by Format—All Campuses (2005-2007)

Professional Accreditation. NYIT's professional programs are accredited by 10 different national discipline-specific accreditation agencies. Since NYIT's 2003 Periodic Review Report, the following programs—

Received initial accreditation:

2005	School of Education and Professional Services	National Council for Accreditation of Teacher Education (NCATE) – through 2009

Were re-accredited by their professional accrediting bodies:

2003	Occupational Therapy	The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) —through 2010
2004	Electrical Engineering Technology	Accreditation Board for Engineering and Technology (ABET)—through 2010
	Mechanical Engineering Technology	Accreditation Board for Engineering and Technology (ABET)—through 2010
2005	Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE) – through 2015
	Physician Assistant	The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) —through 20 11
	Architecture	National Architectural Accrediting Board, Inc. (NAAB)—through 2011
2006	Interior Design	Council for Interior Design Accreditation —through 2010
	Clinical Nutrition (Didactic)	Commission on Accreditation/for Dietetics Education (CADE)—program closing; teach out until 2010
2007	Electrical and Computer Engineering	Accreditation Board for Engineering and Technology (ABET)—through 2012
2007	Mechanical Engineering	Accreditation Board for Engineering and Technology (ABET)—through 2012
2007	Culinary Arts	American Culinary Federation Accrediting Commission (ACF)

Are scheduled for re-accreditation reviews:

2008	New York College of Osteopathic Medicine	American Osteopathic Association (AOA)

Became a candidate for accreditation:

2008	Nursing	Commission on Collegiate Nursing Education of the American Association of Nursing

Copies of the most recent self-studies and accreditor responses will be available in the resource room in Old Westbury.

Internal Program Reviews

The Assessment Committee of NYIT's Academic Senate oversees the processes through which NYIT faculty members evaluate the success of academic programs and make recommendations for improvement. Beginning in the spring 2007 semester, a step-by-step, continuous approach to internal program review was introduced to replace a model judged less effective. Program faculty have to define, measure, and assess program learning objectives and outcomes and report their progress and actions to the Assessment Committee every semester (rather than once every seven years). The activities of the faculty are supported through training and support on a regular schedule during the opening weeks of the fall and spring semesters and mentorship by faculty members schooled in the process through participation in professional program accreditation. Program Assessment is covered in detail in Standard 14.

Results of Licensure Examinations

Certification pass rates in a variety of fields are monitored to ensure program effectiveness and to determine whether program changes are needed. The pass rates shown in Table 11-5 are reported by the licensing boards of the appropriate discipline. Depending on the profession, the timing of the examination(s), the number of repeat administrations permitted, the reporting conventions (first-time pass rates vs. ultimate pass rate) vary and while institution-to-institution comparisons are useful, comparisons between disciplines are not appropriate.

Discipline	Examination	Statistics		Note
Osteopathic Medicine	COMLEX USA Level 1	Class of 2007 Class of 2008 Class of 2007	97.3% pass 95% pass 86.1% pass	Students may choose when they take the exam so not all members of the classes of 2008 and 2007 will have take the exam
Physical Therapy	CAPTE	2004 2005 2006	82.35 % 82.76 % 82.14%	"Ultimate pass rate"
Nursing	NCLEX-RN	2004 2005 2006	42.9% 53.5% 35.5%	First-time pass rate. Second-time pass rate is about 60%
Physician Assistant	PANCE	2004 2005 2006	93% 95% 94%	First-time pass rate
Teacher Education	ATS – W LAST	2004 2005 2006 2004 2005 2006	94% 94% 100% 100% 100% 100%	

Table 11-5: First-time pass rates on licensure/ certification examinations

"Certification pass rates in a variety of fields are monitored to ensure program effectiveness and to determine whether program changes are needed."

Job Placement/Further Education Rates

Job placement rates are examined as well and are analyzed by school, program, and campus to plan intervention if appropriate.

Job Placement of Graduates

Employment Status (Percent)	02/03	03/04	04/05	05/06
Full-time	75.9%	78.7%	77.2%	75.1%
Part-time	9.1%	7.5%	9.0%	8.8%
In the military	0.0%	0.0%	0.6%	0.4%
Not employed, not looking	10.1%	8.7%	7.7%	6.1%
Not employed, seeking employment	4.9%	5.1%	5.4%	9.6%

Table 11-6: Results from Graduating Student Surveys—2003-2006

Student Evaluation of Teaching

Data from student evaluations are used by faculty members to improve their teaching, by school deans and chairs to counsel individual faculty members, and by the provost's office to plan faculty development activities. Table 11-7 looks at differences in the summary item from the evaluation by school and over time, suggesting that practices of faculty in the School of Education should be reviewed as possible sources of internal benchmarks.

Core Competencies

Since 1965 NYIT has had a required 41-credit undergraduate core curriculum consisting of courses in liberal arts, social sciences, physical sciences, life sciences, and mathematics, as well as a 2-credit "College Success (freshman) seminar. NYIT 2030 has called for a major analysis and revision of the core which is dealt with in Standard 12: General Education.

Medical Education Continuum

The Doctor of Osteopathic Medicine Curriculum: Years 1 and 2

Over the past five years, the faculty at NYCOM has responded to a paradigm shift in medical education from content-expert driven didactic lectures to student-based expectations for individual responsibility for learning. Scientific and medical knowledge is growing exponentially; there is increasing professional and societal emphasis on the demonstration of clinical skills, quality care, professionalism, cultural competency, and communication; the health care professionals of the 21st century will be called upon to solve new problems and learn new skills throughout their lifetimes. The faculty, therefore, developed proposals for curriculum change based on the premise that the next generation of physicians will require the ability to adapt to the continually

Year	Architecture & Design	Arts & Sciences	Education	Engineering & Computing Sciences	Health Professions, Behavioral, & Life Sciences	Management
2003	5.77	5.83	6.08	5.49	5.83	5.82
2004	5.76	5.90	6.15	5.69	5.83	5.76
2005	5.73	5.85	6.21	5.63	5.78	5.76
2006	5.87	5.90	6.14	5.55	5.85	5.60
4-yr. mean	5.79	5.87	6.15	5.59	5.82	5.75

Comments:

The School of Education is rated the highest overall by students in these courses, which has been consistent the past four years. Separate ANOVAs within each year show a significantly higher overall rating for School of Education when compared to all other schools for each of the fall semesters.

Between the years of 2003 and 2006, the School of Architecture and Design had the largest increase (+.1) and the School of Management had the highest decrease (-.22) overall by students in these courses.

Table 11-7: Mean Score on the Faculty Evaluation Question, "Overall, I would rate the instructor's teaching effectiveness in the course as (1 = unsatisfactory and 7 = outstanding)" (2003-2006)

changing landscape of patient-care challenges through reliance on self-directed advancements in medical education.

In fiscal year 2005-2006, NYCOM received approval from the Commission on Osteopathic College Accreditation to make two substantial changes in the pre-clinical (first two years) curriculum: (1) an enhancement in the sequencing and organization of coursework in the lecture/discussion-based curriculum (the LDB track) and (2) the establishment of a problem-based curriculum (the DPC, or Doctor-Patient Continuum track). Both curricula are student-centered and patient-focused, incorporating advances in educational technology and improved access to enriched repositories of medical and scientific information and databases.

During the first two years, all NYCOM students share some classes in common (Osteopathic Manipulative Medicine, Anatomy, and Fundamentals of Osteopathic Medicine.) In addition, the two tracks share:

- A student-centered, patient-focused approach correlating basic and clinical science subject matter in an integrated fashion;
- Computer-assisted instruction including a state-of-the art patient simulation facility involving standardized patients, human robotic simulators, and virtual medicine programs (see Standard 10: "Institute for Clinical Competence");

First- and second-year medical students learn clinical skills at NYCOM's Institute for Clinical Competence.

"The library's role is to manage, deliver, and organize vast amounts of local and distant information to strengthen and expedite teaching, study, and research."

- Small group basic and clinical science labs (including practical components of the doctor-patient relationship and osteopathic manipulative medicine).

Likewise, the third and fourth years continue as before, with clerkships providing a variety of clinical exposures and experiences, from one-on-one preceptorships in physicians' private practices to serving as team members in a tertiary care hospital. Students are given increasing responsibility as their skills develop, and a tracking process is used to document exposure to and participation in designated medical procedures.

The Lecture/Discussion-Based Track

The Lecture/Discussion Based (LDB) track integrates the biomedical and clinical sciences along continuous didactic "threads" delivered according to a systems-based approach that emphasizes faculty-directed learning activities. Courses include the hematological/immunological system, the integumentary system, the neurological system, the musculoskeletal system, etc. Each systems course allows "threads" that allow integration of biophysical and clinical science (See catalog for complete curriculum description.) In the first year,

Two auditoriums seat 325 each and come equipped with networking and audiovisual facilities. Every seat has a power outlet and a network jack for laptop use.

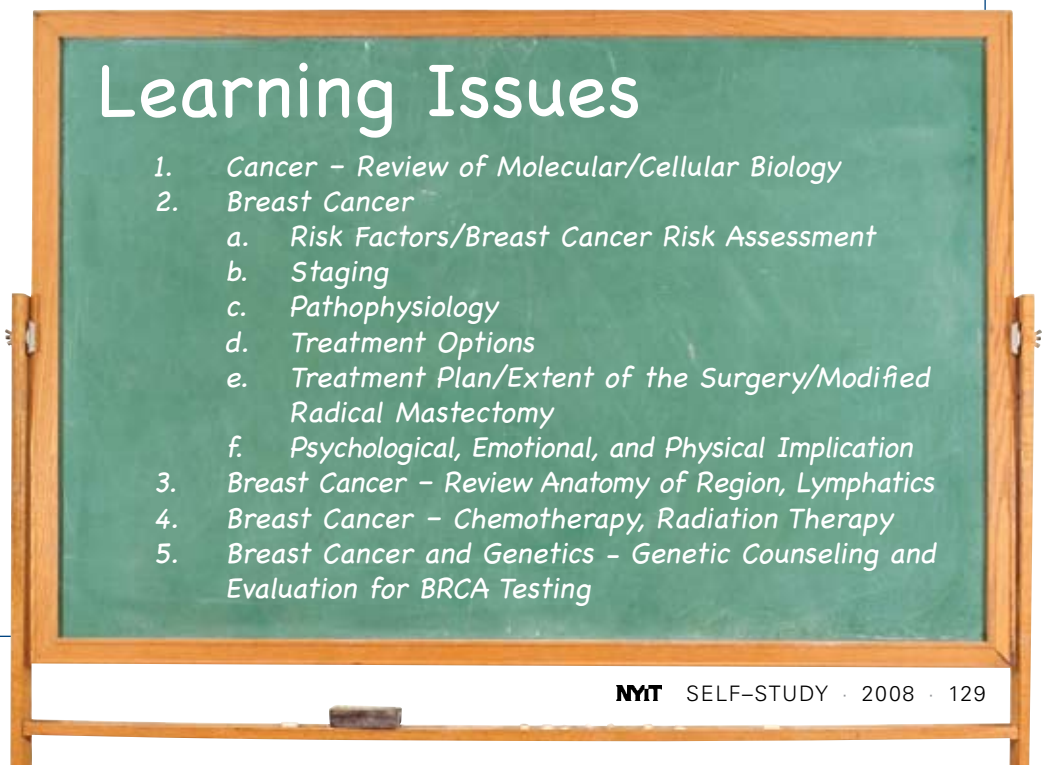
the fundamentals course provides the foundations of biomedical sciences, anatomy, and osteopathic principles and practices upon which the subsequent sequence of systems-oriented courses is based. In the second year, the fundamentals course addresses issues in contemporary medicine including medical ethics, professionalism, bioterrorism, and current health delivery systems.

The Doctor Patient Continuum (DPC) Track

The cornerstone of the DPC curriculum is problem-based learning using clinical case studies having a focus on primary care disciplines. The curriculum is highly student-centered, featuring "student learners" instead of "faculty teachers;" adult learning techniques and methodology are heavily employed. Students in the DPC work in small groups consisting of six to eight students, one clinical, and one basic science faculty facilitator; the groups—students and faculty—remain together throughout the semester. The group study has two major objectives: the acquisition of content (medical knowledge) and the development of critical reasoning/clinical problem solving skills.

Curricular content is rooted in the scientific underpinnings of modern evidence-based medicine. The developing student-doctors are expected to explore aspects of health and disease pertinent to the clinical case at seven levels, including: molecular, cellular, tissue, organ, integrated organ system, whole person, and family, society and environment. At the same time, clinical relevance is stressed by highlighting the relationship between the "science" and its "clinical application" as manifested in the patient. The curriculum is designed and implemented to achieve consistency among curricular goals, content, learning activities, and student evaluation.

Groups in the DPC track learn by analyzing cases, chosen by the faculty to comprise the spectrum of material required by the curriculum (see "Evidence Considered" for a sample case). As all the cases do, the Kolman case begins with a brief description of the patient and a "Chief Complaint:" "Beverly Kolman, a 35-year-old right-handed secretary, presents to your office with a chief complaint that 'she thinks she feels a lump in her left breast.'" Over several sessions, students are given quotes from the patient, information about her medical history, her family's medical history, her social history, and habits. The status of her systems is reviewed and physical findings presented. Students can order tests and faculty members provide standardized information on the results (including the cost of the procedures). At the end of each class



Students in a DPC group present information on their identified learning issues during a class session.

session, the group agrees on the "learning issues" they must master before the next class in order to move the case forward.

Between class sessions, students make use of NYCOM's various learning resources to master the identified learning issues, which they present to the group. Cases end with a diagnosis and recommended treatment, after which the next case is introduced.

Another important feature of the DPC is the early and increased exposure of students to the clinical arena. Throughout the first two years in this program, students receive weekly training in OMM and clinical skills and also participate in a clinical practicum in which they spend a half-day/week in a clinical setting (e.g., ambulatory clinic, physician's office, etc.). The experience is intended to give the students "real-world'" exposure to the art and science of medicine and to provide relevance to their pre-clinical studies. Evaluations provided by the clinical preceptors are taken into account in the overall evaluation on the students.

Enrollment in the DPC curriculum is limited to approximately 40 students from each year's entering class. Following acceptance to NYCOM through the regular admissions process, students are afforded the opportunity to file a secondary application for admission to the DPC program.

Clinical Education: Years 3 and 4

NYCOM's clinical clerkship program is designed to provide students with educational and clinical training in general areas of medicine. It is organized to permit the greatest degree of educational exposure in practical, clinical environments as a means to develop general knowledge in areas of patient diagnosis and management, with particular focus on primary care.

NYCOM's primary clinical education facilities include hospitals, ambulatory health care centers, and private preceptor offices throughout the region. In addition, military sites, public health centers, and hospitals throughout the globe are available for selected portions of the fourth-year curriculum. Several categories of hospital affiliation exist within the context NYCOM's Medical Education Consortium (NYCOMEC): major clinical campuses, clinical campuses, and auxiliary affiliates (see NYCOM Catalog).

A major challenge confronting clinical education at NYCOM is securing an adequate number of quality clerkships for 600 third- and fourth-year medical students in the face of hospital closing/consolidation in the region and increasing competition from offshore medical schools that commit large sums of money to providing American-based clerkships for their students.

NYCOM's strategy for ensuring strong relationships with clinical sites is the creation of "Centers of Excellence in Medical Education" at major clinical campuses to serve both NYCOM students and hospital staff. The first such center was established with the St. Barnabas Health Care System of New Jersey in 2007. Videoconferencing technology connects the center to NYCOM and an Institute for Clinical Competence—modeled after the one in Old Westbury—was installed at the site for training of third- and fourth-year students, interns and residents. Faculty are shared and can collaborate in research and clinical/public health service delivery. Employees at the facility are eligible to participate in new NYIT/NYCOM graduate programs (see below).

NYCOM is currently in discussions with Nassau University Medical Center to establish the second Center of

"The college's vision is that NYIT will become a collaborative and interdisciplinary university rather than an institution constrained by traditional academic silos."

Excellence in Medical Education and, over time, additional hospitals/systems will be added. Depending on the situation, the emphasis may be on different aspects of collaboration, but the over arching goal will remain solidifying the mutual commitment of the hospital and the medical college.

Postdoctoral Education

Graduate medical education and continuing medical education are the final and life-long phases of the medical education continuum, supporting training required for licensure and specialization as well as providing opportunities for faculty and alumni to maintain and improve their medical knowledge.

In 1995, NYCOM formed an educational consortium, NYCOMEC, with its affiliated clinical sites for the purpose of ensuring quality osteopathic postdoctoral education—consisting of rotating internships, specialty residencies and subspecialty fellowships. With an emphasis on primary care and education in medically underserved areas, NYCOM residencies and fellowships in family practice, pediatrics and emergency medicine throughout New York and New Jersey (visit the Web site: http://iris.nyit.edu/~nycomec/). NYCOMEC is accredited by the American Osteopathic Association as an osteopathic postdoctoral training institution (OPTI). Postdoctoral education, like clinical education, requires strong relationships with clinical sites and NYCOM's "Centers of Excellence in Medical Education" initiative described above benefits these programs as well.

Graduate Programs

Included in the mission of the New York College of Osteopathic Medicine is a commitment to "the scholarly pursuit of new knowledge…" and to producing able graduates for "…practice, teaching, and administration." To help fulfill this mission, and to take advantage of synergies in the complementary expertise of NYCOM and NYIT faculty, the university has begun to develop and offer master's degrees intended to extend the competence of osteopathic physicians and other health care professionals beyond clinical practice to research, education, public health, and forensics. These programs are intended to be offered in a hybrid format (live lecture and demonstration plus distance learning) and will be developed and taught by interdisciplinary teams of NYIT and NYCOM faculty—primarily to NYCOM students, faculty, and hospital staff at NYCOM's Centers of Excellence in major clinical education facilities (See prior section).

Library Resources

NYIT's library system continues to be a dynamic force in the intellectual life of the college and to serve as a gateway to regional, national, and global resources. Year after year, graduating students give the libraries high marks in surveys.

The library's role is to manage, deliver, and organize vast amounts of local and distant information to strengthen and expedite teaching, study, and research. As a channel for access to information resources and scholarly communication, the library is a major force in integrating technology into the curriculum. In support of the university's 2030 strategic plan for a student-centered university and as a leader in teaching with technology, the library assists students in being information literate, critical thinkers and applies new technologies to assist users, continuously improving and optimizing the library's systems.

Manhattan library

The main library, Wisser, is on the Old Westbury campus with branch libraries in Manhattan and, in Old Westbury, at Education Hall (architecture and design) and at NYIT's New York College of Osteopathic Medicine (health sciences). To serve the culinary arts program, the library at Central Islip was reorganized into a reading room with a small general collection. An online video link was established with the Wisser library to assist students.

The libraries are administered by a library council, chaired by the provost, with a membership of the directors of branch library services and the director of technical services. In addition, the branch library directors and director of technical services meet as a coordinating library management committee.

Provision of State-of-the-Art Access. Using technology to increase access to resources is a library priority. An integrated library system (SIRSI) was installed in 2003 and upgraded several times to improve reporting functions, ensure system compatibility and improve access to acquisitions and reserves. Plans to migrate to the latest SIRSI JAVA client are underway.

The library continues to enhance remote access to e-resources and maximizes database functionality:

- To allow patrons to use a single username and password to access a variety of NYIT services, the library has installed EZProxy, which permits the use of NYIT e-mail identity to access e-resources remotely;

- To enable electronic location of e-journals, Serials Solutions (an alphabetical list of all of the library's full-text journals from all of the library's databases) was installed. In 2007 the journal locator was searched 34,103 times;

- To link library resources seamlessly, Article Linker (a full-featured OpenURL [universal record locator] standardized link resolver) was added in 2005. If a journal article is not available in full-text in one of NYIT's library databases, Article Linker supplies the best available path to the content, anywhere in the library's collection.

- To enable users to search several databases at once using one search query, Central Search is being installed in 2007-2008.

Delivery of Quality User-Oriented Services. With quality service provision in response to changing needs, the library conducted two user surveys in 2004—one for faculty and one for students (see "Evidence Considered"). The faculty survey showed that half of the respondents used the library's Web site (http://iris.nyit.edu/library/) at least once a week and there was a high level of satisfaction with reference services and databases. One area of concern was that instructional services were not used more frequently by students. A little more than half the respondents in the student survey indicated that they use both the physical library and online library several times per week. An almost equal percentage of respondents indicated that they used the library to study, check out materials, search databases, make photocopies, or used the computers for non-school related activities. Areas of concern in both surveys included space and facilities, especially in Manhattan.

The concern about library space in Manhattan was addressed in 2004. As part of a $2,000,000 campus renovation, the library was expanded to include the ground

floor, adding 6,400 square feet. Part of the renovation included changing the library entrance to the main building lobby and adding a connecting stair to the existing library space on the second floor. An Intelligent Library System (ILS) was installed using RFID technology to enable self-checkout. In addition to the self-checkout machines on the new first floor, 16 computers and other equipment were installed.

Both the Manhattan and the Art and Architecture libraries have increased their hours of operation and increased staffing to cover these hours. A café was opened in the Wisser Library on the Old Westbury campus in the fall of 2006. To increase communication with users, the library began publishing and e-mailing an electronic newsletter to all NYIT faculty, staff, and students in 2005. In addition, the library continues to develop its Web page and now has a blog, RSS feed, and a presence on Facebook. From Sept. 1, 2006 through April 30, 2007, there were 107,899 visits to the library's Web site, with an average of 445 per day.

Managing Resources to Meet User Expectations. A third goal of NYIT's libraries is to evaluate, acquire, and manage resources to meet user expectations. Keeping the needs of distance learners and global programs in mind, the library has continued to invest in electronic resources. E-books now number 13,284 and there are 26,307 e-journals and 174 electronic databases (see Table 11-8 for online databases acquired since 2003). The library continues to purchase electronic resources to replace print ones when they best suit the needs of users and meet the collection development needs of the library.

Toward 2030

Annual, data-based review of programs "flagged" as worth watching

NYIT's 2030 Strategic Plan mandated a review of the university's program portfolio. The 2030 Steering Committee monitored the first year's review of the programs mentioned in the report—with particular concern over its outcomes and, as important, the extent to which the process was perceived as fair and reasonable by the NYIT community. (See "Evidence Considered" for a description of the portfolio review process.)

Database	Subject Coverage
American History Online	History
ARTSTOR	Art and Architecture
ASME	Engineering
Bloom's Literary Reference	Literature
CCH Human Resources Library	Business
Computer Source	Computer Science
DynaMed	Medical
Encyclopedia of Associations	General Reference
Exam Master (USMLE)	Medical
Gale Virtual Reference Library	General Reference
Health Source/Nursing	Medicine
Madcad	Engineering
McGraw-Hill Access Science	Science
Morningstar	Business
NAXOS	Music
New York Times Historical Collection	General Reference
NetAdvantage	Business
Oxford Reference Online	General Reference
Poetry for Students	Literature
Primal Pictures	Medical
Professional Development Collection	Education
Safari	Computer Science
Scitation	Science
Short Stories for Students	Literature
SocINDEX	Social Science
Twayne's Author's Series	Literature
UpToDate	Medical
Wall Street Journal Historical Collection	General Reference
Wilson Art Index & Art Index Retrospective	Art and Architecture

Table 11-7: Online Databases Acquired Since 2003

It also concluded that as a first approximation, low enrollment worked well as a means of identifying programs in difficulty on one of the four criteria (mission, market, quality, financial contribution). Since collecting data (as defined by the process) on these four criteria for all programs every year would be impracticable, the Steering Committee specified that the identification of programs to review would be based on enrollment.

Therefore, beginning in 2007, the office of Institutional Research and Assessment will prepare an enrollment trends report for all NYIT programs for the provost, vice president of health sciences and medical affairs, and the vice president for planning and assessment. Those programs with the lowest performance will be studied in depth following the procedures used in the 2006-2007 portfolio review. Decisions based on the review regarding investment (to solve problems) or disinvestment (to free resources for other purposes) for these programs will be made each September. For the 2007-2008 academic year, the programs being reviewed in 2007-2008 are the B.S. in computer science, the M.A. in communication arts, and the B.F.A. in fine arts.

Interdisciplinary Work

NYIT's strategic planning process was strongly affected by NYIT's 2005 entry in "the Solar Decathlon," an interdisciplinary project that captured the imaginations of the NYIT community and engendered widespread participation and support. Sponsored by the U.S. Department of Energy under the aegis of the Office of Energy Efficiency and Renewable Energy and the National Renewable Energy Lab, the decathlon is a competition among university students to build a prototype energy-efficient house. Houses of finalists were displayed on the National Mall in Washington D.C. The NYIT entry, "Green Machine-Blue Space, America's First Solar Hydrogen Home," the work of students and faculty from the schools/colleges of Architecture and Design, Engineering and Computing Sciences, Arts and Sciences, and Education, was awarded fifth place among 18 competing international universities. Based on the prize-winning performance of its students, NYIT was invited to enter the competition again for 2007, where it placed 12th out of 20.

Partly as a consequence of the energy and visibility associated with the Solar Decathlon project, one of the first over arching themes to emerge in the NYIT 2030 planning process was "collaboration and interdisciplinary programs." Because NYIT is a relatively small institution, excellence requires that the whole be more than the sum of the parts. Like most universities, NYIT is characterized by organizational and disciplinary silos. But this must change. Faculty need to collaborate across departmental and school boundaries; deans need to work together to encourage and reward such collaboration; and administrative and support staff need to collaborate, both with each other and with faculty, to ensure that the right services are delivered in cost-effective ways.

NYIT has a unique portfolio which, if thoughtfully managed, can become a source of differentiation in the marketplace. The college's vision is that NYIT will become a collaborative and interdisciplinary university rather than an institution constrained by traditional academic silos. Its new graduate centers will be able to take much of the credit for this transformation, having overseen and encouraged the development of programs that meet the university's career-oriented mission—programs that are highly collaborative and interdisciplinary as required to deal effectively with 21st-century careers. The centers will also have spurred collaborative and interdisciplinary research—research that is applications-oriented and closely linked to teaching.

The first interdisciplinary graduate center—the Center for Metropolitan Sustainability—was officially formed in April 2007. It involves faculty and staff from Architecture, Arts and Sciences, Engineering, and Management. Like all new interdisciplinary centers at NYIT, its charter includes goals in teaching, scholarship, and/or service and it will seek to raise funds to support research and assistantships for graduate students. During its first year, the center plans to develop and register an interdisciplinary graduate certificate and master's degree program in sustainability. It will give support to the Solar Decathlon project, kick off a "Green Campus" program for all NYIT sites around the world, and sponsor/participate in: a "Focus the Nation" conference in January 2008 (a nationwide project), and the third annual NYIT conference on energy on the Old Westbury campus. In December 2007, NYIT received $500,000 in federal support for its green campus initiatives.

The second interdisciplinary graduate center—the Center for Geriatrics/Gerontology—involves faculty and staff from NYCOM and the schools of Health Professions, Behavioral, and Life Sciences and Architecture and

Design. Its primary goals are to develop academic programs leading to certificates in geriatrics/gerontology during the first year (with the ultimate goal of establishing a master's level degree program within five years), and to pursue research on the targeted populations in collaboration with existing and new affiliated institutions and community-based organizations. A center director was hired in spring 2007 and its goals for the year include sponsoring a conference focusing on professionals (and a possible conference for elderly residents of Long Island).

Summary

Key Strengths

- NYIT has a wide variety of career-oriented, professional programs.
- A large proportion of programs are accredited by external professional accrediting agencies.

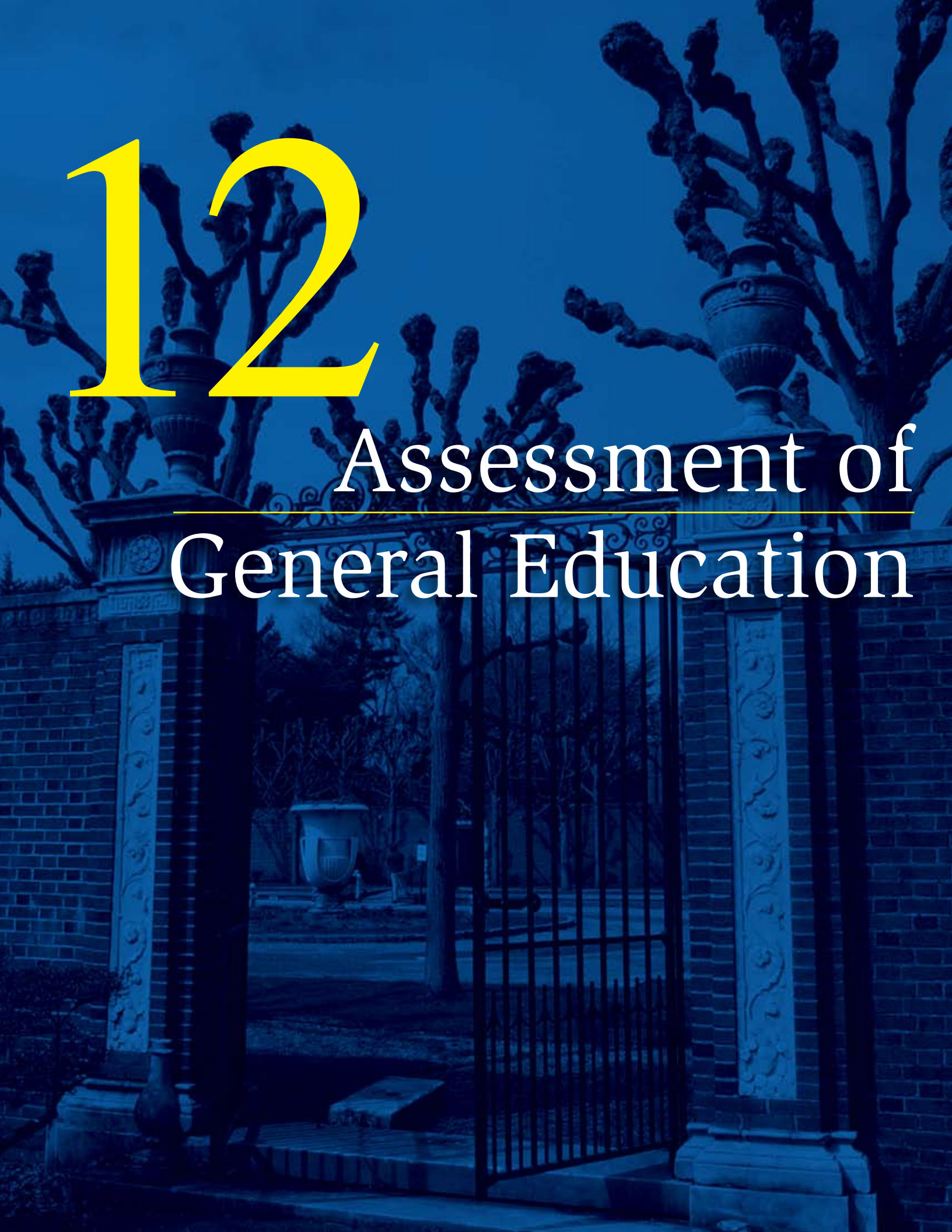
Key Recommendations

Continue implementation of the 2030 strategic plan with particular emphasis on:

- Developing global curricula that enhance multicultural and international perspectives.
- Expanding educational offerings to increase the number of academic minors and interdisciplinary programs and centers.
- Developing online offerings to increase the number of fully online degree programs in selected disciplines.
- Institutionalizing an annual portfolio review to optimize resource allocation.

Evidence Considered

- New York State Education Department Program Registration Inventory (2007)
- NYIT Undergraduate Catalog (2007-2008)
- NYIT Graduate Catalog (2007-2008)
- NYCOM Catalog (2007-2009)
- Curriculum Committee of the Academic Senate Guidelines (2006-2007)
- New Program Proposal Guidelines: New York State Department of Education
- Assessment Committee of the Academic Senate Program Review Guidelines (2003-2006)
- Assessment Committee of the Academic Senate Program Review Guidelines (2006-2007)
- Instructional Technology Strategic Plan (2003-2006)
- 2030 Strategic Plan
- Library Annual Reports
- Online Campus Outcomes and Assessment: Course Syllabi
- 2030 Portfolio Review Process Description



12 Assessment of General Education

Description of the Standard

Assessment of General Education (Core Curriculum)

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

NYIT's Core Curriculum

The college's 41-credit core curriculum, long an integral part of every undergraduate major, is designed to provide undergraduate students with skills and knowledge related to job success and responsible citizenship. To those ends, courses emphasize communication skills and technological literacy and include the broad perspectives of history, science and philosophy, as well as the insights into human behavior that derive from the study of behavioral science and literature.

A feature of all core courses is writing to learn. Since writing about a subject is one of the best ways of learning the subject, each core course asks students to write often, both formally and informally. Such work helps students gain confidence and fluency in all forms of written expression. Core courses also incorporate use of the computer as a tool for writing and displaying information, and cover quantitative reasoning and quantitative display.

Required of all freshmen in their first term, the College Success Seminar provides first-semester students with a co-curricular support group, introduces the academic, personal and interpersonal skills that lead to success, and creates a sense of campus involvement. Library instruction and awareness of career services begin in this course.

Core distribution requirements as specified in NYIT's undergraduate catalog are shown at right. No single course can be used to satisfy more than one requirement. Some majors, especially those with professional accreditation, require specific courses to fulfill the core sequence.

College Success Seminar*	(2 credits)
English composition	(6 credits)
Group A English (literature)	(3 credits)
Group B English (career writing)	(3 credits)
Speech	(3 credits)
Philosophy	(3 credits)
History or political science	(3 credits)
Behavioral sciences	(3 credits)
Economics	(3 credits)
Physical science	(3 credits)
Life science	(3 credits)
Mathematics	(3 credits)
Liberal arts	(3 credits)
(One course selected from social science, fine arts, communication arts, or other liberal arts subject area)	
TOTAL	**41 credits**

* Required of entering first-year freshmen, transfer students with less than 12 credits, and students on probation.

"Core courses also incorporate use of the computer as a tool for writing and displaying information, and cover quantitative reasoning and quantitative display."

2003 Core Curriculum Review

NYIT's 2005 Periodic Review Report described how, after its Assessment Committee conducted a year-long benchmarking study, the Academic Senate, at its April 4, 2003 meeting, accepted the committee's recommendation to appoint a broad-based group to serve as a core curriculum review committee for the university.

This ad hoc committee was created and charged with reviewing the NYIT core and making recommendations for changes where appropriate. A small group of faculty members attended the AAC&U's Asheville Institute on General Education seminar to aid in the process. A report was generated, and feedback on this report was solicited from faculty members, coordinators, and department chairs. Although many excellent observations and recommendations were made, the Academic Senate concluded that the core curriculum as it was worked well and was accomplishing NYIT's stated educational goals and was in keeping with the institutional mission.

2006-2007-2008 Core Curriculum Revision

In 2006, several planning groups working on NYIT 2030 came to a different conclusion and publication of NYIT's 2030 strategic plan kicked off another look at NYIT's core requirements—in the context of the university's vision for the future—calling for the faculty of the re-named College of Arts and Sciences to work with their colleagues in professional schools and at NYIT's global campuses answer the question: "What does it mean to be an educated person in the 21st century?" and

> *… to build a 21st-century undergraduate core curriculum that will be required of all undergraduate students—in New York and around the globe. The importance of modernizing the core cannot be overemphasized. Undergraduates represent some 57.2 percent of NYIT's enrollment, and the core curriculum is the cornerstone of their education: a sequence of integrated liberal arts and sciences courses designed to develop critical thinking and communication, reasoning and quantitative skills, aesthetic perception, historical knowledge, and cultural understanding. Together, these courses form the foundation of a successful career and, more importantly, of a truly educated person who will be a life-long learner.*

They were also to consider research results on students' preparation for careers, such as those shown in Figure 12-1.

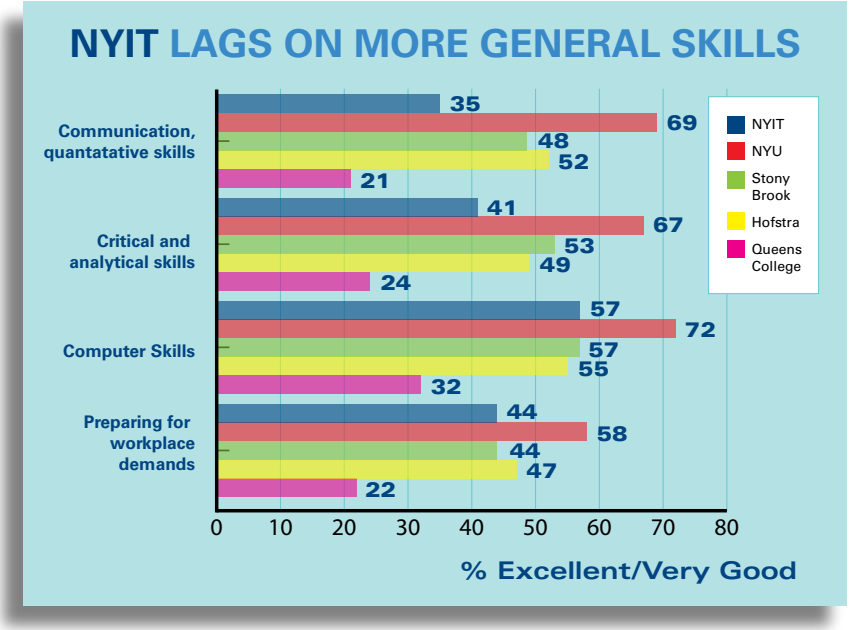


Figure 12-1: Employer Impressions of NYIT Graduates' Skills
Source: Community Attitudes and Awareness Study, Wirthlin Worldwide

Process for New Core Curriculum Development

Building upon the work of the previous institutional efforts to review the core, the dean of the college of arts and sciences, has assembled the 2030 Core Curriculum Committee charged with collaborating to revise and strengthen NYIT's core curriculum.

The process has been faculty-driven, with broad involvement. Committed contemplation, careful reflection, and decisive action were encouraged.

Members of the committee have read widely and have attended conferences on the subject (e.g., Project Kaleidoscope on transformation of the undergraduate science,

technology, engineering and mathematics curricula; American Association of Colleges and University on general education curriculum and assessment). They have consulted with faculty at peer institutions, and some have visited NYIT's global sites to solicit input from faculty and program coordinators at these campuses on developing a global core curriculum.

The first phase of the curricular review process established the guiding principles and desired educational outcomes. The group researched best practice and brainstormed statements. In the end, the faculty agreed on seven competency categories:

1. ***Literacy:*** Competencies include the traditional notion of "reading and writing," but also extended to the development of skills in quantitative literacy (i.e., mathematical and numerical reasoning), technology literacy, information literacy, visual literacy, historical literacy, and cultural literacy.

2. ***Global Perspective:*** The new core will encourage students to develop a global understanding of the human condition in such areas as history, literature, art, culture, economics, and sociology.

3. ***Communication:*** Students will learn important communication skills, including writing and speaking for academic and professional discourse communities. Students will be able to communicate lucidly and confidently in writing, speech, and visual media.

4. ***Critical Thinking:*** The new core will prepare students to engage thoughts, perspectives, world views, and information from various forms of media. Students will learn the fundamental first principles of logic, how to formulate logical statements, how to evaluate the strengths and weaknesses of arguments, and how to apply critical thinking to personal and professional decision making.

5. ***Interdisciplinary Thinking:*** The new core will rely upon interdisciplinary curricular designs so as to provide a more rich educational experience and also to teach students how to approach issues, problems, and experiences from an interdisciplinary perspective.

6. ***Understanding of Ethics and Morality:*** NYIT understands the new challenges faced by individuals interacting in a global society. The new core will help students understand that while not all behavior is equally valid or acceptable, students must learn how to discern what is ethically appropriate and what is not in various contexts. Ideally, an educated person is also a moral person.

7. ***Understanding the Process and Nature of Science and the Arts:*** The new core will encourage students to understand the creative and intellectual process of the sciences and the arts, to consider the degree to which science is an art and how art is a science, and to reflect upon the art of science and the science of art.

> *"The new core will prepare students to engage thoughts, perspectives, world views, and information from various forms of media."*

In the second phase, smaller workgroups corresponding to the seven competencies developed statements of educational goals, possible standards for the specific competency, curricular ideas for achieving the standards, and suggestions for assessment. Each workgroup shared its findings with the larger committee and submitted informal reports to the dean.

In the third phase, the dean created a smaller 2030 core curriculum workgroup to develop a framework or model for the new NYIT core curriculum. To facilitate intensive work, a "Summer Institute on the core curriculum" was scheduled and an experienced consultant was hired to assist.

Toward 2030

At the 2007 Summer Institute, a complete proposal for a new core curriculum was developed. This comprehensive proposal calls for the following:

1. *The core's framework is designed around a model of progressive development.*

To begin students on the path towards mastering the seven core competencies, the 30-credit core curriculum is designed around two levels of achievement:

Foundation Courses: *Freshman and Junior Years*

During the first year, students will take four foundation courses. These courses lay the building blocks of skill and knowledge that students will need to progress through the remainder of their core coursework as well as courses in their majors.

- Fundamentals of Rhetoric, Composition, and Communication
- Fundamentals of Academic Discourse and Research Writing
- Mathematical Expression
- Critical Thinking

An additional foundation course in professional communication will be taken in the junior year which will prepare students for the writing and speaking necessary for their chosen careers.

Seminar Courses: *Sophomore and Junior Years*

In addition to the foundation courses, students will choose one course from each of the five seminar categories (see below). Seminars are courses which share an interdisciplinary approach, active/integrated learning strategies, a reasonable depth, and breadth of content, and an appropriate level of difficulty. The specific topics chosen for these seminars are expected to vary and give students a wide choice of subjects to pursue.

- Literature
- Social Science
- Behavioral Science
- Science
- Ethics/Philosophy

2. *All parts of the core are to be informed by current best practices in aiding students to learn and to progress in their understanding of each of the core competencies.*

Working in conjunction with the Center for Teaching and Learning, a new committee for the core curriculum will promote and encourage best practices in core courses. Each June, a "Summer Institute on the Core Curriculum" will be held where participating faculty will discuss pedagogy and outcomes, propose curriculum revisions, and plan regular faculty enhancement workshops related to the teaching of the core.

3. *The new core stresses interdisciplinary cooperation between traditional academic disciplines.*

The Committee for the Core Curriculum will also be charged with promoting interdisciplinary cooperation and providing a forum for interdisciplinary exchange. Members will look for opportunities to encourage team-taught, interdisciplinary courses that would meet core requirements.

4. *Core competencies are to be integrated throughout a student's college career.*

The new core calls for a third level of achievement for students in their pursuit of mastery of the core competencies. While the core courses will be 30 credits of student

course work, the expectation is that the core competencies outlined above will be continued throughout a student's course of study in his or her chosen field of study. Each program will review the new core and determine the means by which students will have these core competencies strengthened in both the junior and senior years.

Implementation Timetable

The 2007 Summer Institute also recommended a four-year timetable for reviewing, developing, and implementing the new core curriculum.

***Year 1:* Objectives and Framework (2007)**

During the first year, the learning objectives, core competencies and basic curricular framework were developed. This phase was completed by a representative group of 18 faculty members from both core and major departments.

***Year 2:* Input, Revision, and Adoption (2007-2008)**

During the second year in the process, the new core framework will be reviewed and appropriate revisions completed. All members of the NYIT community will be encouraged to participate.

- During the fall 2007 semester, deans organized opportunities for faculty members to discuss (1) the proposed core framework and (2) revisions to their own degree maps in major subjects in light of changes to the core.
- The provost appointed a committee for the core curriculum. A permanent subcommittee of the Curriculum Committee of the Academic Senate, this faculty group will oversee implementation and continuous improvement of the new core. Those faculty members who participated in drafting the proposed core framework will be members, and others may be appointed.
- During Intersession 2007, the Committee for the Core Curriculum began to (1) revise the core framework as appropriate based on feedback from the wider faculty, (2) propose exception policies (e.g., transfer students, substitutions), and (3) develop a process for assessing the learning outcomes of the core on an ongoing basis.
- During spring 2008, the Curriculum Committee of the Academic Senate will formally consider and adopt the new core framework.

***Year 3:* Detailed Development (2008-2009)**

- The second Summer Institute on the Core Curriculum will be devoted to detailed development of new course proposals for both foundation and seminar courses. Teams of faculty will work together on proposals, which will be discussed by the group.
- During the 2008-2009 academic year, those proposals (and any other seminar proposals developed by NYIT faculty) will be brought to the Academic Senate as new courses through the normal curriculum committee process.
- Modifications to degree maps in major subjects will likewise be brought to the Academic Senate through the normal Curriculum Committee process.
- The new core foundation courses will be added to the course schedule for fall 2009.
- The new core requirements and course descriptions will be published on the NYIT Web site and in the undergraduate catalog beginning in the 2009-2010 academic year, as will any revised degree program requirements in the majors.

***Year 4 and after:* Implementation, Assessment, and Improvement**

- The new core curriculum will replace the old for freshmen entering fall 2009 and thereafter.
- Assessment processes will be in place and data collected during the first year.
- The third Summer Institute on the Core Curriculum will be devoted to analyzing the assessment data and the experience of faculty and students to propose improvements. (These Summer Institutes on the Core Curriculum will be held every summer.)

Information Literacy Skills	Unsatisfactory	Satisfactory	Proficient
Able to identify a challenging topic with more than one point of view or able to shape a meaningful question that can be answered in different ways.	7.92%	38.11%	53.96%
Able to narrow the topic to a specific and/or defensible thesis.	12.93%	33.08%	53.99%
Able to identify credible sources of information on the topic.	13.51%	44.40%	42.08%
Able to find the sources through the available library resources (print and electronic)	13.21%	52.45%	34.34%
Able to analyze and use the sources to explain, support, and sustain the thesis.	21.21%	38.64%	40.15%
Able to use the sources to explore and critically examine and assess multiple positions.	19.92%	45.59%	34.48%
Able to integrate the information into the paper to avoid plagiarism and to lend authority and credibility to the thesis.	12.21%	48.09%	39.69%

Table 12-1: Information Literacy Assessments—WRIT 101, Fall 2006

Assessing the New Core. It is recommended that an electronic student portfolio be a unifying element in the revised core curriculum. At NYIT, the School of Education has successfully integrated portfolios into its assessment strategies and is willing to help the entire college build on that experience. Throughout their college careers, students will submit significant pieces of work to this electronic portfolio that will collectively demonstrate competency in the seven areas. During the junior year, students will conference with a core curriculum advisor to review their portfolios and to determine if they have met the requirements of the core.

Moreover, the university will use these portfolios to assess the effectiveness of the core. There will be a "core faculty" designated, which will assess, maintain, and revise the core curriculum based upon data derived from analysis of student portfolios at annual "Summer Institutes."

Information Literacy

The Association of College and Research Libraries has established standards for information literacy for higher education. The association promotes the collaboration of librarians and faculty in implementing information literacy across the curriculum. Working through the Academic Senate curriculum committee, librarians at NYIT have developed a two-credit online course (NYIT 120: Information Literacy: An Introduction to Library Research.)

NYIT's librarians have worked with the First-Year Experience Committee to add an information literacy component to the required College Success Seminar (NYIT 101), consisting of classroom work, a Web-based information literacy tutorial, assignments, and assessments. Building on the assessment results from the first course (NYIT 101) librarians began working with faculty from the English department in the spring of 2005 to incorporate information literacy into the College Composition I (WRIT 101) course for fall 2006.

The WRIT 101 Literacy Assessment is based on an information literacy rubric listing seven skills along with definitions of unsatisfactory, satisfactory, and proficient performance for each skill. The survey was made available via the Web using the Survey Said tool. The rationale and instructions for the information literacy survey were sent to all WRIT 101 faculty members at the beginning of the fall 2006 semester and each faculty member was instructed to fill out one online information literacy survey for each student in his or her class.

There were a total of 630 students enrolled in WRIT 101 in fall 2006. The number of completed surveys was 265 or 42 percent of the total enrollment. Table 12-1 lists the seven information literacy skills along with the percentage of students who were rated by the instructor as unsatisfactory, satisfactory, or proficient.

Results show improvement from a fairly low baseline

after the first exposure (NYIT 101) to a somewhat higher level of competency after the second (WRIT 101). Using sources to explain, support, and sustain a thesis appears the most difficult skill for students to master.

These data are being used to inform the development of information literacy strategies for Comp II classes—including finding library resources and analyzing and using sources to explain the thesis, as well as, over time, other courses across the curriculum.

Summary

Key Strengths

- NYIT is committed to education in the liberal arts as an integral part of preparation for professional careers.
- The courses and activities that comprise the core curriculum are built upon a consensus among the faculty—based on research and experience—about the basic skill and knowledge requirements of an NYIT education (such as writing, quantitative reasoning, information literacy, technology use, etc.)
- The faculty—including faculty from the professional schools—are currently involved in a well-thought-out, participative process for revising NYIT's core, consistent with the 2030 strategic plan. The wide interdisciplinary pedagogical discussion should enrich all academic programs moving forward. There is open communication and a strong sense of collective responsibility.
- Outcomes of efforts to improve information literacy are monitored and used to improve learning.

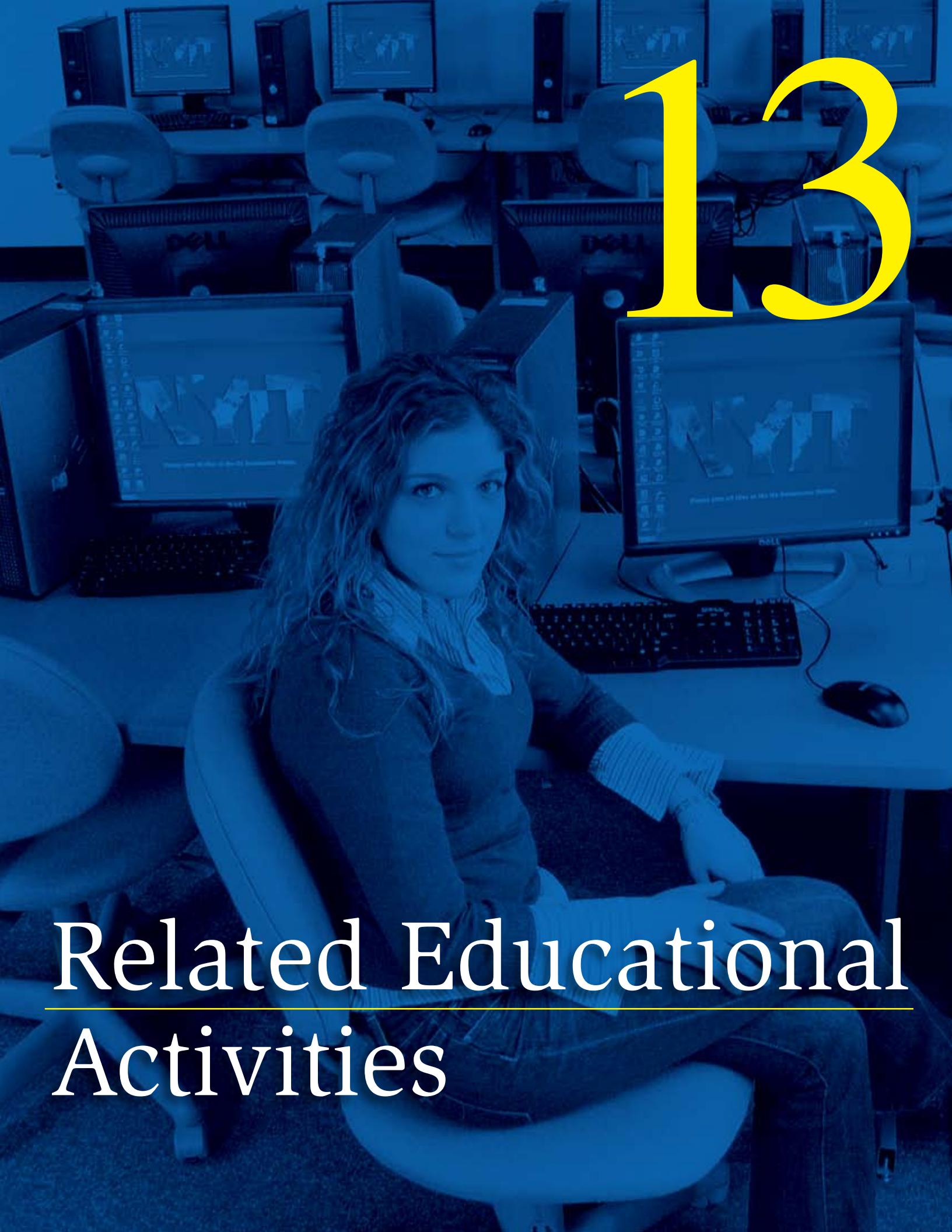
Key Recommendations

- Develop a comprehensive and uniform assessment strategy for the new core.

"At NYIT, the School of Education has successfully integrated portfolios into its assessment strategies and is willing to help the entire college build on that experience."

Evidence Considered

- NYIT Undergraduate Catalog
- NYIT Periodic Review Report (2003)
- NYIT 2030: Setting Directions, Meeting Challenges
- Minutes of the NYIT Academic Senate (15 Years Available on the Academic Senate Web site at intranet.nyit.edu/academic senate/senate news)
- Report on the Revision of the Core Curriculum (submitted to the 2030 Steering Committee on Feb. 12, 2007
- Information Literacy Criteria for College Composition I (WRIT 101)
- NYIT 120: Information Literacy: An Introduction to Library Research (Syllabus)
- "Community Attitudes and Awareness" Study (Wirthlin Worldwide)



13

Related Educational Activities

NYIT
DELL

Description of the Standard

Institutional programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Distributed Education

Distance learning or distributed learning is a formal educational process in which some or all of the instruction occurs when the learner and the instructor are not in the same place at the same time; information or distributed learning technology is often the connector between the learner and the instructor or the site of origin. Programs delivered through distance learning modalities—whether by the internet, television, videoconferencing, or other means—should meet academic and learning support standards, appropriate to the type of delivery, comparable to those offered in more traditional formats within higher education. Student learning objectives and outcomes should be consistent across comparable offerings, regardless of where or how they are provided.

Distance learning has been offered in some form at NYIT since 1984. Two formats are used: 1) synchronous videoconferencing between classrooms located on different campuses, and 2) asynchronous, internet-based classes utilizing the Blackboard platform. In 2002, NYIT voluntarily completed an institutional capability review for distance education for the New York State Education Department. This one-time assessment of practices in distance education resulted in NYIT receiving positive feedback from a review team regarding the university's capability in distance education as well as its institution-wide accountability and quality assurance for its distance education programs and facilities (see "Evidence Considered").

Videoconferencing Classrooms

On each of NYIT's New York campuses there are standards-based videoconferencing classrooms that are connected to one another via a fiber-optic gigabit network. Using these facilities, instructors can "meet" simultaneously with students at several of NYIT's campuses, as well as corporations, museums, or other location similarly equipped. For example, during the 2006-2007 academic year, experimentation began to link class sections in New York and Bahrain (See "Global Academic Programs").

Videoconferencing classrooms connect NYIT sites in different locations.

NYIT's Online Campus

A growing number of NYIT students on physical campuses enroll in courses that are either wholly or partially online, with enrollments in the former growing 14 percent and the latter 26 percent between 2005 and 2007. A 2007 Sloan study shows 9.7 percent online growth during approximately the same period. (Ellis College of NYIT offers degree programs for working adults that are entirely online, discussed in a separate chapter.)

NYIT's online campus (100 percent online courses) and hybrid courses use the Blackboard system. Interaction is primarily asynchronous (although the medium allows for synchronous interaction) and permits access to courses for students who cannot attend classes at

conventional times. Analysis of students taking online courses through the online campus shows that almost 99 percent are studying at one of NYIT's physical campuses, taking a few courses online to fill out their schedules. Media support and a detailed course statistics reporting system are available in tandem with NYIT's help desk for students and faculty.

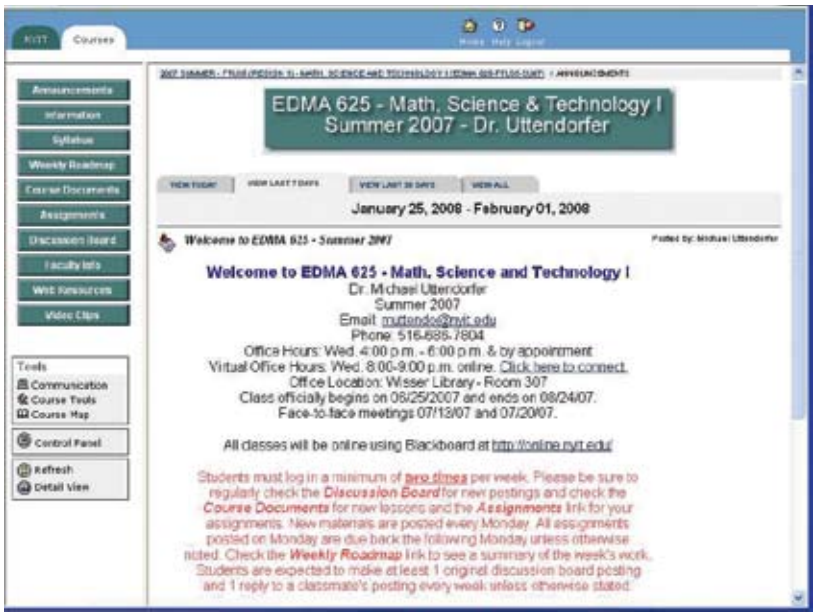
Support for Online Instruction. Faculty members receive stipends for course preparation the first time they teach a course either online or in a videoconferencing classroom. Training and support for online instruction is provided by the Center for Teaching and Learning with Technology (see Standard 10). The center is charged with working with faculty members to incorporate best practice techniques in all courses. Founded in 1998, the center provides faculty development in the use of new media and digital technologies supports faculty use of online courseware (currently Blackboard) and assists with the integration of technology into effective teaching practices through workshops and individual consultations.

Services provided by the center include:

- NYIT faculty development seminars on development of online courses;
- NYIT faculty development seminars on use of the internet to supplement classroom instruction;
- Advice concerning Web site construction;
- Online syllabi and support materials;
- Discussion forums;
- Online research;
- NYIT faculty development seminars on technology use in the classroom;
- Instructional presentation systems;
- Development of instructional materials using technology;
- Current research literature on technology for teaching and learning;
- Software applications;
- Support for innovative technology projects; and
- Center for Teaching and Learning with Technology Fellowships to support faculty who are developing innovative applications of technology in teaching.

Administrative support, in addition to sustained funding for upgrades to the technology infrastructure, takes the form of an Online Campus staff (a program chair and several staff members); personnel in enrollment services, bursar, and registrar's offices to serve online students; and staff within the Office of Information Technology to support the infrastructure required to deliver classes both online and in videoconferencing classrooms.

Fully Online Instruction. While the number of fully online course sections at NYIT has grown over the past few years, the absolute number (a total of 287 for the 2006-2007 academic year) remains relatively small and accounts for only around 5% of total sections per year at the university, this number as well as the number courses that are partially online is expected to grow over the next five years as a result of initiatives in NYIT's 2030 strategic plan.



Welcome page from an online campus course using Blackboard.

There are policies, practices and resources in place that make NYIT well prepared to take on this growth:

- ***Established Systems and Resources for Faculty preparation.*** Beginning with the 2002 collective bargaining agreement between NYIT and the AAUP, any faculty member teaching an online course requires certification. At present, 138 faculty members —both full-time and adjunct—have been certified to teach online, and written guidelines have been developed to facilitate the learning of online teaching skills (see "Evidence Considered"). Full-time faculty members teach the majority of online courses; appointments of adjunct faculty to teach online, are approved by the personnel committees of the appropriate academic schools.

- ***Established Methods of Academic Supervision.*** NYIT's online courses are subject to the same process of approval as traditional classroom courses and fall under the academic jurisdiction of the appropriate academic schools. Each semester all course syllabi are checked prior to the courses being made available to students. School deans, department chairs, the chair of the Online Campus and the director of the Center for Teaching and Learning with Technology conduct sessions on evaluating the online experience and use the collected data to inform policy with respect to online instruction. The data collected includes both student and faculty activity. The collective bargaining agreement between NYIT and the AAUP for 2007-2012 establishes a formal system for the review of all online courses.

- ***Clear Outcome Expectations.*** Online curricula and syllabi indicate to students the competencies and skills that their study is designed to achieve, and accomplishment of these learning outcomes is tested at various times throughout the semester. Online courses are expected to achieve the same educational objectives as the onsite courses with the same course number. (Sample pairs of course syllabi for the same course online and in a traditional classroom setting are contained in "Evidence Considered.")

- ***Assessment of Student Learning.*** There is no substantial difference in the assessment of student learning in standard and online courses. For online students, the professors give exams online, or they use proctors, approved at the beginning of the semester, to supervise on-ground tests. Papers, exams, and other written assignments are the equivalent to the requirements that students who take traditional classes at NYIT are required to submit. Faculty communicate frequently with students through online discussions as well as via e-mail and phone conversations during regularly scheduled office hours.

"To assure quality instruction, the chair of the Online Campus provides faculty with guidelines for the teaching of an online course."

Online campus studies show that the quality of teaching in the online environment is directly correlated to the ratio of faculty to student log-ins. To assure quality instruction, the chair of the Online Campus provides faculty with guidelines for the teaching of an online course. Gross weekly information (e.g., day of week/time of day distributions) on student/faculty interactions and participation density (number of hits by faculty and students) is sent to all chairs, deans, senior administrators, and faculty. Chairs are asked to follow up on any apparent deficiencies.

The institution strongly supports faculty research on traditional versus online instruction, and NYIT faculty members' research efforts help to ensure that education through technological media achieves academic quality comparable to traditional education in the classroom and may potentially achieve improved learning outcomes greater than those achieved in traditional settings.

New York College of Osteopathic Medicine

NYCOM is a recognized leader in the effective use of technologies in medical education. Current students recognize it as an integral part of education at NYCOM; potential students mention it as a discriminator while selecting schools.

For example, the 2007 "Slice of Life," a conference dedicated to the use of technology in medical education, lists some 16 workshops on different "hot" technologies; NYCOM has had 14 of these technologies in place and in use for years. While some technologies described below may not in themselves be considered "distributed education," the bundling of approaches at the medical school makes it most informative to discuss them in this context.

The technologies available at NYCOM at the present time fully support both a lecture-based curriculum and a problem-based curriculum (see Standard 11) including:

- All classrooms are "smart" classrooms with presentation technologies;
- All classrooms have immediate audience response systems;
- All classrooms support streaming video archives of lectures;
- All classrooms support webcasting;
- All classrooms support videoconferencing;
- All buildings support wired and wireless networks;
- A Content Management System—Noodle—the NYCOM Moodle—supports the entire curriculum;
- The academic streaming video site is highly effective;
- An academic video production facility supports high-quality videos for learning;
- A PDA project provides PDAs to third– and fourth–year students and assists them in logging their clinical experience and keeping a reference library in their pocket; this is one of the largest programs of its kind in academia;
- High-quality training opportunities and one-on-one support are provided to faculty and staff; and
- Simulation labs are supported by a state-of-the-art software/hardware systems.

Building an Online Medical Curriculum

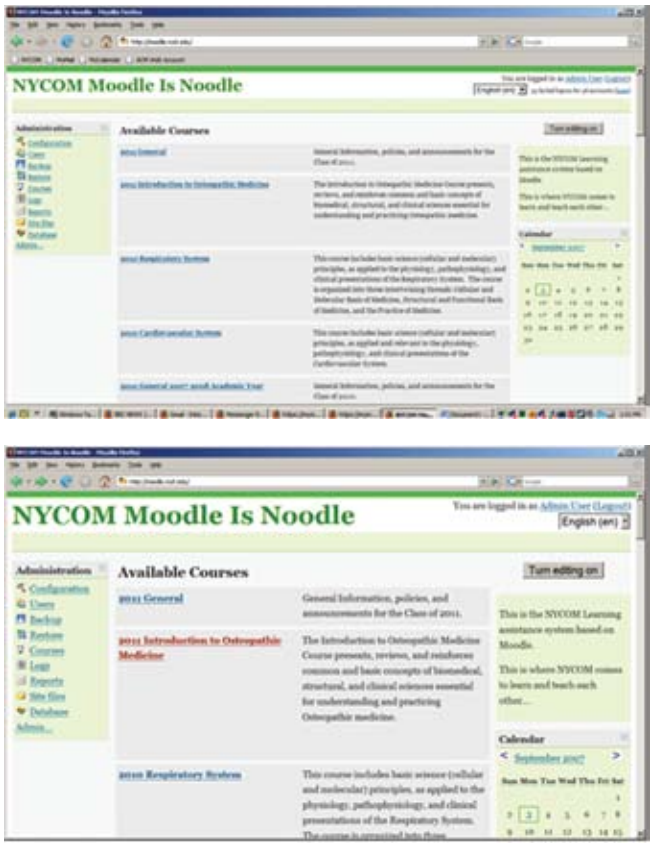
Step 1: Create a "module," a chunk of content able to be learned in 15 minutes or less, followed by a short 5-8 question quiz. When a student has scored 100 percent on the quiz, he or she can move on to the next module.

Step 2: Link 20-30 modules into "blocks" of learning in multiply connected sequences.

Step 3: Form thousands of blocks into a "curriculum."

Each module will be SCORM* compliant and will include rich media: an introduction by a credible talking head, followed by animation + text + images + other video followed by a Web quiz. Every action by the learner will be timed and logged.

**Sharable Content Object Reference Model, a way to allow authors to create content one time and use it in many different systems and situations without modification.*



Pages from NYCOM's content management system.

NYCOM's technology strategy is to standardize and simplify projects once they are mature and to devote only limited resources to it while maintaining full functionality. Its goal is to maintain and enhance NYCOM's leadership position in the effective use of educational technologies in medical education by producing, among other things, a series of Web-based educational modules which will, over the next 5-10 years, cover the entire NYCOM curriculum in a form adaptable to multiple uses, cultures, languages, and curriculum pathways. Modules can be linked together to produce community education, nursing education, etc. and will enable decreased reliance on the delivered lecture as a means of imparting information, leaving contact time with faculty for higher-order skill development. The relative costs and learning outcomes of this type of delivery will be compared with traditional methods.

Basic Skills

Under prepared students may benefit from basic skills or developmental courses provided by an institution as part of its educational offerings. When offered, such pre-college level courses, taken prior to or concurrent with enrollment in degree credit courses, can prepare the student for success in achieving his or her educational goals.

The Arthur O. Eve Higher Education Opportunity Program

The Arthur O. Eve Higher Education Opportunity Program (HEOP) was established in 1969 by the New York State Legislature (Section 6451 and 6452 of the Education Law) to expand educational opportunity at independent colleges and universities in New York State. In existence at NYIT since 1970, HEOP is a comprehensive academic support program for New York State residents whose poor academic preparation and/or limited financial resources would otherwise prevent them from attending college. Services include tutoring, individual and group counseling, financial aid and a pre-freshman summer institute. One hundred fifty-eight students are enrolled in NYIT's programs on the Old Westbury and Manhattan campuses for the 2007-2008 academic year.

The goals and purpose of the program are:

- To enroll academically underprepared and economically disadvantaged eligible students;
- To provide the necessary support services that assist program students in succeeding academically; and
- To retain students to graduation and assist them in pursuing postgraduate academic and/or employment opportunities.

In the 2006-2007 academic year, 29 percent of HEOP students earned cumulative averages of 3.0 – 4.0; 58 percent earned 2.0 – 3.0; and 13 percent earned below 2.0; 29 HEOP students earned bachelor's degrees from NYIT (within an average of five years). The average HEOP retention rate for the past three years was 80 percent.

The admissions process begins with HEOP staff visiting schools in historically impoverished communities. Applicants are interviewed and given placement tests, and academic and financial documentation is collected. Financial eligibility is determined according to New York State Education Department income eligibility criteria; academic eligibility is determined by NYIT based on a combination of the student's academic record, placement test scores, and motivation. Pre-freshmen are then enrolled in a five-week summer program to improve their academic skills, to determine the appropriate course placements and to orient them to college life.

Line #1	Gender	Ethnic Category	Age		
-1			Under 23	23 to 29	Total
			-4	-5	-6
1	Males	Asian, Pacific Islander	7	1	8
2		Black, Non-Hispanic	18	4	22
3		Hispanic-Puerto Rican	2	1	3
4		Hispanic-Other	30	8	38
5		White, Non-Hispanic	1	3	4
6		Other	2	0	2
7		Subtotal (Sum: Lines 1-7)	60	17	77
8					
9	Females	Asian, Pacific Islander	4	3	7
10		Black, Non-Hispanic	26	7	33
11		Hispanic-Puerto Rican	3	1	4
12		Hispanic-Other	25	4	29
13		White, Non-Hispanic	6	0	6
14		Other	3	0	3
15		Subtotal (Sum: Lines 9-15)	67	25	82
16					
17	Total (Sum Lines 8 and 16)		127	32	159

Table 13-3: Gender and Ethnic Backgrounds of HEOP Students (2006-2007)

High School Average	Number of First-Time Freshmen
Above 90	3
85-90	8
80-84	11
70-79	28
60-69	1
Total (Sum: Lines 1-5)	**51**

Table 13-1: Admissions Profiles for First-Time Freshman HEOP Students (2007-2008)

	Number of First-Time Freshmen	
SAT Scores	**Verbal**	**Math**
500-629	4	7
300-499	39	38
Below 300	2	0
NO SAT	6	6
Total (Sum: Lines 1-4)	**51**	**51**

Table 13-2: SAT Scores for First-Time Freshman HEOP Students (2007-2008)

Students. HEOP students come primarily from the five boroughs of New York City, Long Island, and Westchester. Many are first-generation college students from economically disadvantaged families. The 51 students accepted in the year 2007-2008 are from families earning incomes under $38,550; 16 students, many of whose families receive public assistance, have incomes in the below-$14,100 range.

More than half of admitted students had a high school average below 80 (see Table 13-1) and comparatively low SAT scores (Table 13-2). Table 13-3 shows the gender and ethnic backgrounds of HEOP students (2006-2007).

As the retention and graduation rates attest, students in the program succeed at greater rates than would otherwise be expected. Each year's results are reviewed by the staff to identify areas for improvement. One such initiative is to improve support in mathematics—where HEOP staff from NYIT, New York University, LIU—C.W. Post, and Dowling College are working together to design a supplementary Web-based mathematics module. A particular challenge comes from the reduction in state financial support for the program, leading to an increased reliance on student loans (and increased pressure on students).

EduPlus

EduPlus is a small (14 students in 2007-2008) supplemental enrichment program for motivated students who require additional academic support and personalized advising to maximize their academic potential. Incoming first-year students who demonstrate a strong willingness to learn and work toward their goals but whose grades and test scores do not meet NYIT's admission criteria may be admitted following a personal interview to assess motivation. They must have high school grade point average in the mid-seventies and SAT verbal and math scores above 350. There are no family income restrictions and there is a one-time fee to cover the cost of services. While it is not a program for students with learning disabilities, learning disabled students are reviewed and considered for admission if they meet the criteria.

Students who are eligible for admission to NYIT through the auspices of EduPlus are students who do not meet the standard admissions criteria, but exhibit strong academic potential and are highly motivated. Prospective EduPlus applicants go through the regular admissions process before their applications are forwarded to the EduPlus office for further review. All EduPlus candidates must have a personal interview with the EduPlus staff before a final admissions decision. The interviews are intended to inform students about EduPlus, the financial obligations, explore motivation, assess readiness for college level study, and clarify the expectations of the program.

Originally designed as a one-semester program, EduPlus was modified in 2004 to extend the full freshman year after outcomes data (mid-semester progress reports, pre- and post tutoring assessments by tutors, and grade analyses) showed that students who continued to attend tutoring and receive personal support proved more successful. With the change in program length, freshman fall-to-spring retention improved from 44 percent in 2004 to 67 percent in 2006-2007.

Vocational Independence Program

The Vocational Independence Program (VIP) is an NYIT program for students who have significant learning disabilities. Participants are full-time students and live on NYIT's Central Islip site in a residence hall staffed 24 hours a day by VIP faculty and professionals. VIP students meet regularly with academic, social, and career counselors who help tailor the program to individual needs. Students may enter the vocational program, which encourages independence through a three-year vocational certificate program, or the degree program, which guides students through regular NYIT academic majors:

"Prospective EduPlus applicants go through the regular admissions process before their applications are forwarded to the EduPlus office for further review."

- Vocational Program: Three-year certificate program with 20 vocational majors such as culinary arts, retail, and small animal care. The first year provides intensive coursework in independent living, social, and academic skills, while the second and third years include skills training and job placements.
- Degree Program: Qualified students in this program have access to all NYIT degree programs, which are generally started in the second semester. The degree program also offers intensive coursework in independent living, social, and academic skills. A highly individualized study program, individual-

ized support, and counseling are integral parts of this experience.

VIP's mission is to maximize the potential of individuals with learning differences by teaching skills and strategies and providing support necessary for successful and independent lives. Furthermore, VIP conducts research that benefits young adults with ASDs and their families. The program also trains the next generation of professionals who will work with young adults with disabilities, hosting interns from schools of social work, education, and occupational therapy.

English Language Testing and Instruction

The English Language Institute (ELI) prepares students to use English effectively in academic, professional and social settings. ELI students (generally applicants who have either low scores on the Test of English as a Foreign Language [TOEFL] or have not taken the exam) who complete the intermediate level of ELI (course number 086/087/088) can be considered for admission to NYIT's undergraduate and graduate academic programs as they have shown minimum reading, writing, speaking/listening abilities.

Outcomes are measured by a series of examinations which are graded according to criteria developed by the faculty as a whole (See Evidence Considered). Following examinations, instructors meet with students to discuss their progress and to suggest strategies for improvement. Students either pass the course or are required to repeat it. Each written exit exam is read by two instructors (not the instructor of the course). In speaking/listening courses, the exit exam includes individual conversations with students; in advanced courses taken only by graduate students, exit criteria are met by the student's successful completion of various assignments, which include preparing a business letter, resume, proposal and research paper.

ELI is in the process of developing procedures and measures for program assessment including comparing the graduation rate at NYIT of ELI students with that of international students who did not take ELI courses. Also under consideration is requiring students to re-take either the TOEFL or the placement test after completing their coursework to measure improvement.

Experiential Learning

Experiential learning generally refers to knowledge or skills obtained outside of a higher education institution. Recognition of college-level experiential learning, which is derived from work, structured internships, or other life experience, may facilitate a student's progress without compromising an institution's integrity or the quality of its degrees. An institution's policies and procedures should provide appropriate consideration, consistent with good educational practice, for the individual student who has gained college level learning from other sources. However, procedures to assess learning for the award of academic credit (especially where such credit is part of an accelerated degree program) should define college-level learning and state clearly that credit is awarded for demonstrated learning, and not merely for experience.

Matriculated NYIT students maintaining a 2.0 average are eligible to apply for credit (transfer students and may have had their transcripts officially evaluated) and may apply for a maximum of 60 credits toward a bachelor's degree or 30 credits toward an associate's degree through standardized proficiency examinations, NYIT challenge examinations and prior learning credits (non-collegiate course work or portfolio). Such credits cannot be used to fulfill NYIT residency requirements. Counseling is available on an individual basis or at an advisement session. The policy and procedures are described in NYIT's catalogs (See "Evidence Considered").

Proficiency Examinations. Credit for degree requirements and elective courses can be earned by attaining satisfactory scores on proficiency examinations. Excelsior College Examinations the College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Support (DANTES) are standardized testing programs that cover numerous academic areas. NYIT is a test center for DANTES. NYIT has developed its own challenge examinations in areas not covered by Excelsior, CLEP, or DANTES.

Non-Collegiate Course Evaluations. The New York State Education Department's Program on Noncollegiate Sponsored Instruction (PONSI) and the American Council on Education (ACE) have evaluated and recommended credit for many noncollegiate courses. NYIT honors these credit recommendations for elective credit and may

award prior learning credit for required courses on this basis. Courses that have not been reviewed by PONSI or ACE but meet certain criteria will also be evaluated on an individual basis by the college. Credit for military coursework and Military Occupational Specialties (MOS) may also be granted.

Portfolio Evaluation. Students may use the portfolio method of evaluation to have their knowledge of a certain course or academic area evaluated. This request for credit must fulfill an elective or course requirement in a student's degree program. Portfolios must contain an essay explaining how the student acquired this knowledge and how it relates to course objectives. Documentation such as work samples, detailed job descriptions or licenses are required. NYIT's Prior Learning Evaluation Guide gives details (see "Evidence Considered").

Summary

Key Strengths

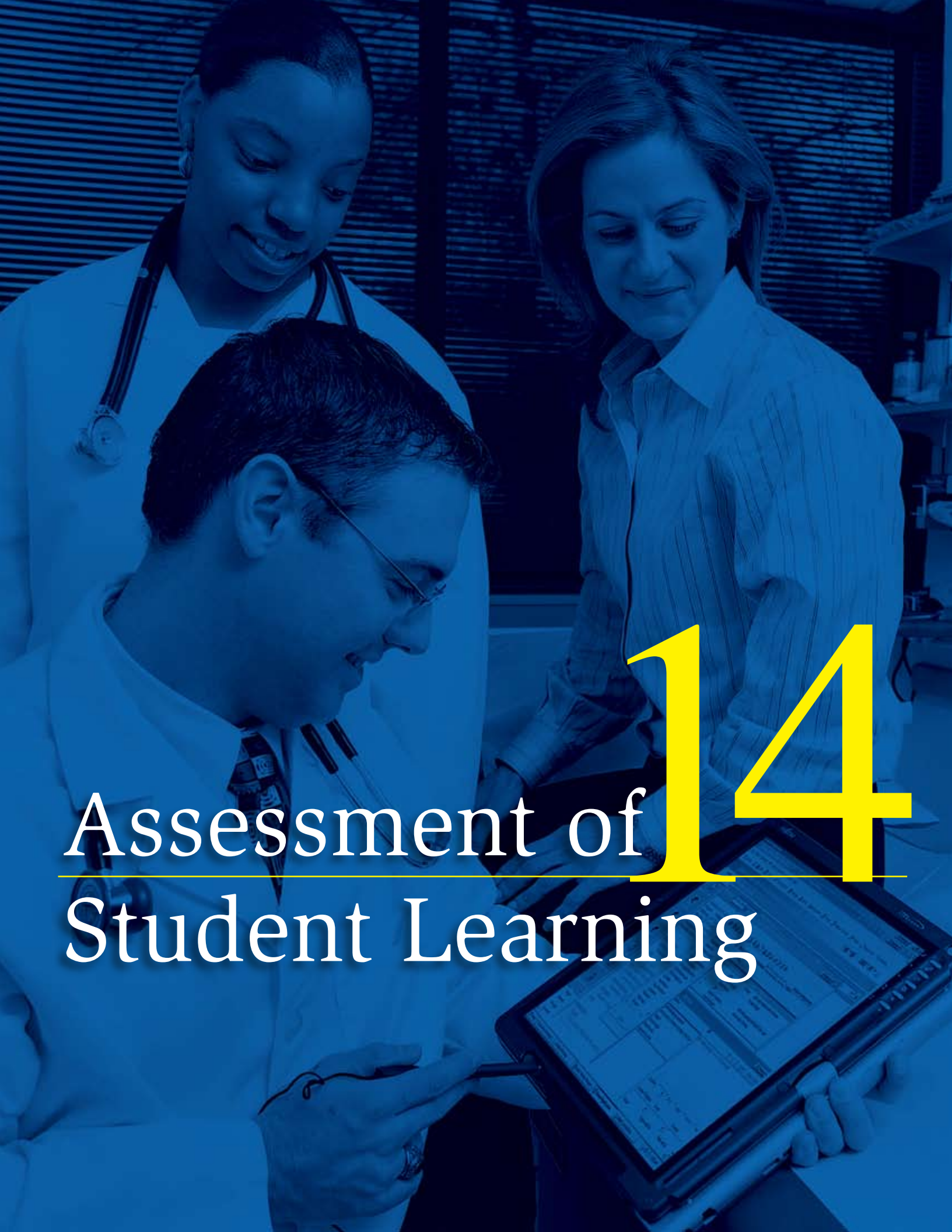
- NYIT has the experience, systems, and resources for faculty preparation, academic supervision, articulating outcome expectations, and assessing student learning in online learning.
- NYCOM is a recognized leader in the use of technologies in medical education.
- Special programs are available to serve students who do not meet the university's usual criteria but give other indications they might be successful.

Key Recommendations

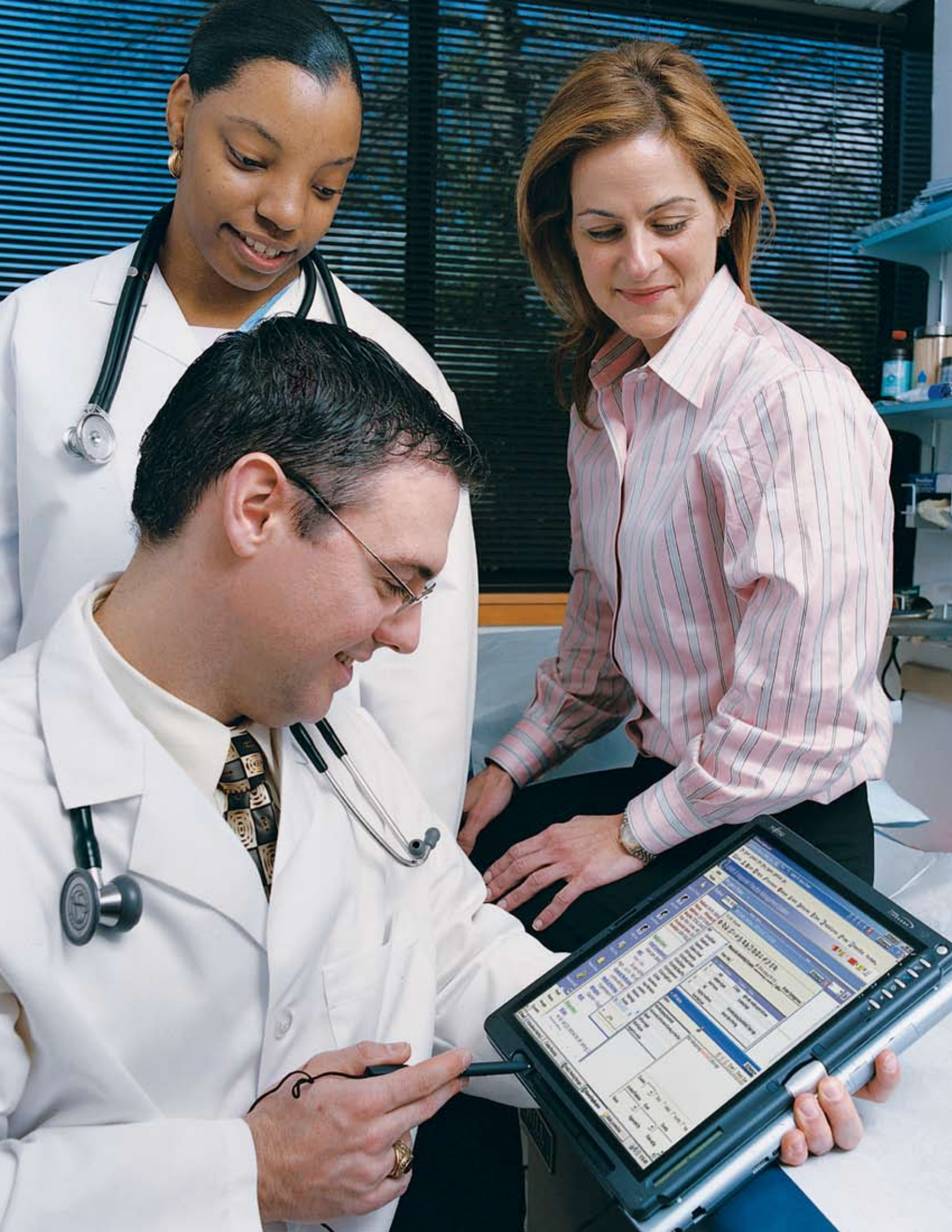
- Maintain NYIT's prominence in distance education, leveraging both the lessons learned from the Ellis College of NYIT venture and expertise within NYCOM.
- Integrate academic support services with the Student Solutions Center (see Standard 9).

Evidence Considered

- Institutional Capability Review for Distance Education for the New York State Education Department (2002)
- Online Teaching Guidelines
- Course Syllabi from Online vs. Traditional Versions of the Same Course
- Exit Criteria for English Language Institute Courses
- NYIT's Undergraduate and Graduate Catalogs
- Prior Learning Evaluation Guide



14 Assessment of Student Learning



Description of the Standard

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the university's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Institutional-Level Assessments

NYIT's Office of Institutional Research and Assessment conducts a variety of assessments for the institution as a whole whose results are used by academic departments as part of their program assessment activities and by "service" departments such as Admissions, Alumni Relations, and Career Services to assess their practices and inform changes.

These include:

- ***Placement Tests,*** administered to incoming freshmen and some transfer students in English, reading and mathematics. Results are used for placement only.
- ***The Graduating Student Survey,*** mailed to all degree recipients in the prior academic year, and response rates have historically ranged from roughly 10 to 20 percent. Online administration in 2006-2007 led to greater participation (33%)
- ***Student Evaluations of Teaching,*** for all sections, fall and spring semesters. To facilitate cooperation from faculty and ensure more useful department specific information NYIT has constructed its own form to replace the traditional SIR-II.
- ***Studies of retention*** and graduation rates.

In addition, where more detailed information and/or special expertise is required, consultants are retained to develop data for the college (See "Evidence Considered"):

- Scannell & Kurz (retention)
- Noel-Levitz (financial aid)
- Worthlin Worldwide (community attitudes and awareness)
- InterEd (alumni, employers)
- The Learning Alliance (benchmarking in a variety of areas)
- Advisory boards of professional programs

Program-Level Assessments

External accreditations

NYIT's professional programs in architecture, culinary arts, electrical and computer engineering, electrical and computer engineering technology, interior design, mechanical engineering, osteopathic medicine, occupational therapy, physical therapy, and physician assistant are accredited by national accrediting agencies on a schedule determined by the accrediting agency. The nursing program is in candidate status.

Self-studies and accreditation reports in these programs have led to numerous improvements. Most programs routinely receive reaccreditation for the maximum period allowed (see Chapter 11). Moreover, experience with professional accreditation policies and practices has informed NYIT's internal reviews of its non-accredited programs.

Internal Program Reviews

1998-2004

Beginning in the 1996/97 academic year, all programs not accredited by a professional body were included in a college-wide seven-year cycle of program reviews (See "Evidence Considered"). Review guidelines were developed for academic programs, student affairs programs, and finance departments, in order to guide the process (see "Evidence Considered"). These guidelines were informed by practices in professionally accredited programs.

The office of Institutional Research and Assessment (IRA) provided the unit under study with standard sets of data including data relevant to the program from any of the standard student surveys. Other data were developed on request. Many departments used information from their program reviews to make changes to instruction, the curriculum, and other pertinent areas. Program reviews completed according to this process include: business administration (M.B.A.), communication arts, computer science, English, hospitality management, human resources and labor relations, life sciences/osteopathic medicine (B.S./D.O.)(see "Evidence Considered").

2004-2006

In 2004, the Assessment Committee analyzed the quality of program reviews conducted over the prior seven years. The committee concluded there were significant shortcomings:

- Not all program faculty participated;
- Not enough evidence based analysis;
- Inconsistency between reports;
- No outside perspective.

Beginning in 2004 the three-semester-long assessment process for NYIT programs not externally accredited (see "Evidence Considered") was modified to deal with the above shortcomings. The formats used by professional accrediting bodies served as models. The 2004 process consisted of:

- A self-study prepared by program faculty intended to be a candid appraisal of the program's strengths and weaknesses realistic in the context of NYIT's mission and resources. Studies should suggest likely future developments and ways the program might work to improve itself.
- An internal review by the dean and the senate Assessment Committee.
- An external review and site visit by faculty from other colleges to verify the accuracy of self-study documentation; examine student publications, projects and theses (if appropriate); interview faculty (full- and part-time), professional staff and students to assess their credentials and productivity; examine facilities; discuss with administrators the program's role in fulfilling the overall mission of the institution; and ascertain the institutional commitment to the program—including financial, physical, and personnel resources.
- Recommendations and action plan, submitted by the program chair, on behalf of the program faculty and dean, to the provost and the assessment committee, consisting of proposed actions to address the specific concerns identified by the review.

"Self studies and accreditation reports have led to numerous improvements."

- A follow-up report, submitted to the Assessment Committee one year after the action plan is accepted by the provost showing the status of all recommended action steps.

The self study had four sections: Organization (institutional and program mission, goals, governance, policies and procedures), Resources and Services (faculty, administration and support, student services, fiscal planning and management, learning resources and libraries, facilities, materials, and equipment), Curriculum Development and Content (planning, instructional methods, evaluation of student learning); and Program Assessment (continuous improvement, use of assessment to stimulate change).

Between spring 2004 and fall 2006, four program reviews were completed using the new methodology: behavioral sciences, life sciences, mathematics, and physics.

The Assessment Committee (acting as the self-study working group on Standard 14) studied these documents and consulted with faculty and administrators—of both externally accredited programs and ones internally reviewed—on whether the procedures and outcomes of the internal program assessment process met the objectives articulated in the standard.

The working group concluded that the process was clearly taken seriously by the faculty and involved huge effort. Some reports were useful, but in general they were not sufficiently evidence-based and did not often consider broader issues. The working group's research concluded that the 2004-2006 program reviews: (1) were extremely complex, (2) led to few changes in the programs, (3) demanded significant effort to collect and review data, (4) were infrequent, rather than ongoing, and (5) faculty were not given the kind of training and consulting support—particularly the first time—that enables faculty in externally accredited programs to use their processes to best advantage.

The committee concluded that the internal process had to be simplified, more focused on a few important goals (rather than a complete inventory), more spread out over time (and hence more integrated into day-to-day business), and better supported with training and consultation.

2007

In the spring 2007 semester, a more step-by-step, ongoing approach was introduced. Rather than ask a few NYIT programs each year (that are not externally accredited) to complete the entire self-assessment, the committee broke the self-assessment into smaller parts to be done each semester. Assessment of student learning will thus become part of the regular job of program faculty, chairs, and deans. The Assessment Committee began to (1) provide assessment training and support for program chairs on a regular schedule during the opening weeks of the fall and spring semesters and (2) will receive and review 3-4 page status reports from each program once a semester.

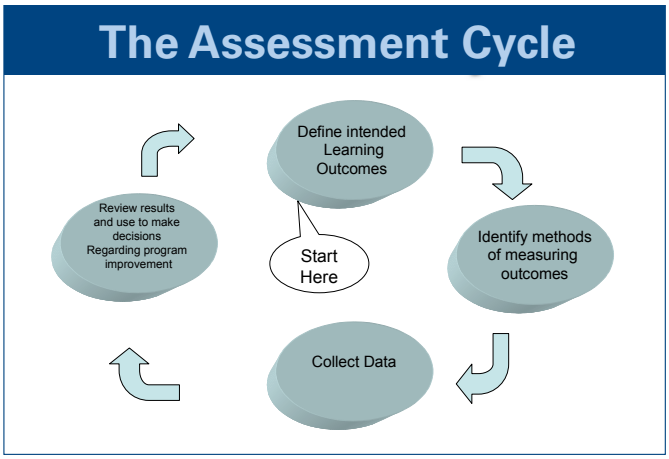
The cycle is as follows:

Phase 1 (Spring 2007)

- Orientation workshop
- Define program objectives and map to NYIT mission
- Define program-level learning outcomes
- Define performance criteria for each learning outcome
- Identify data collection mechanisms
- Identify subsets of outcomes to be assessed in each phase
- Report to Assessment Committee (by May 1, 2007)

Phase 2 (Fall 2007)

- Orientation workshop
- Collect data on learning outcome subset 1
- Evaluate performance data and process
- Recommend corrective action if necessary
- Re-evaluate program objectives, outcomes and performance criteria; modify and document as necessary
- Report to Assessment Committee (January 2008)



A slide from the spring 2008 workshop on assessment for program chairs and directors.

The spring 2008 semester will be concerned with the second subset of learning outcomes, etc. until all are evaluated, at which point the faculty return to the beginning (Phase 1) and start the process again.

Current Status. Orientation workshops were held for program chairs and directors in March 2007 (see "Evidence Considered") focusing on defining program-level learning objectives and identifying data that could be collected to measure them. Programs submitted the outcome of their efforts to the Assessment Committee and its members reviewed them and provided feedback to the chairs. In some cases, it was clear that more help was needed and individual committee members visited those chairs and helped with necessary revisions.

By fall 2007, program learning objectives and some assessment plans were posted on the assessment pages of the IRA Web site so that they would be available for the community as a whole to study. The page is intended to help the Assessment Committee track progress and the faculty to share experiences and learn from one another.

The fall workshop focused on the mechanics of conducting the assessment: collecting and analyzing data and drawing conclusions. Faculty members with experience in the (for this group of program chairs) "new" method of assessment led discussions on how they might find the best ways of collecting data in their areas.

By the time of the decennial site visit in New York, programs will have collected and analyzed data on at least one learning outcome, formulated action plans and reported them to the Assessment Committee (which will post them on the Assessment Web site), and be involved in assessing the next outcome or group of outcomes.

New York College of Osteopathic Medicine

At NYCOM, student learning outcomes are monitored for all students and faculty make curricular revisions annually in response to those outcome studies. Both

NYIT
NEW YORK INSTITUTE OF TECHNOLOGY

Assessment Matrix

School	Program	Learning Outcomes	Assessment Plan	Fall 2007 Results	Spring 2008 Results
School of Architecture & Design					
	Urban & Regional Design (MS)	Defined			
College of Arts & Sciences					
	Advertising (BA)	Defined			
	Communication Arts (BFA)	Defined	Yes		
	Communication Arts (MA)	Defined			
	English (BA)	Defined	Yes		
	Fine Arts (BFA)	Defined			
	Fine Arts (MFA)				
	Interdisciplinary Studies (BABS, BPS)	Defined	Yes		
	Social Science (no degree)	Defined			
	Political Science (BS)	Defined			
	Mathematics (no degree)	Defined	Yes		
	Physics (no degree)	Defined			
School of Engineering & Computing Sciences					
	Computer Science (BS)	Defined	Yes		
	Computer Science (MS)	Defined	Yes		
	Electrical & Computer Engineering (MS)	Defined			
	Energy Management (MS)	Defined	Yes		
	Engineering Management (BS)	Defined			
	Environmental Technology (MS)	Defined			
	Information Network & Computer Security (MS)	Defined			
	Information Technology (BS)	Defined			
	Telecommunications Network Management (BS)	Defined			
School of Management					
	Accounting (BS/MBA)				
	Business Administration (BS)	Defined	Yes		
	Business Administration (MBA)	Defined	Yes		
	Human Resources & Labor Relations (MS)	Defined	Yes		
Health Professions, Behavioral & Life Sciences					
	Behavioral Science (BS)	Defined	Yes		
	Life Science (BS)	Defined			
	Nutrition Science (MS)				

Assessment Committee Web site for tracking program assessments

revised curricular tracks are in their third year (see Standard 11), so there is insufficient evidence of perhaps the most meaningful objective data on student learning outcomes: board scores. While scores in the first class were encouraging, it would be premature to draw conclusions.

Ongoing program assessment strategies include:

- Course faculty, small group facilitators, and program administrative personnel meet regularly to discuss and evaluate curriculum development and the status of program implementation;
- Feedback from the student-doctors is solicited through regular meetings (student hours) and through end-of-course and end-of-year faculty, course, and program evaluations;
- Information concerning student performance and program efficacy is (and/or will be) collected and evaluated, as follows:

  Performance on curricular track (LDB, DPC) specific examinations;

  Performance on examinations in course work taken in common by students in both (LDB and DPC) curricular pathways (e.g., anatomy, OMM);

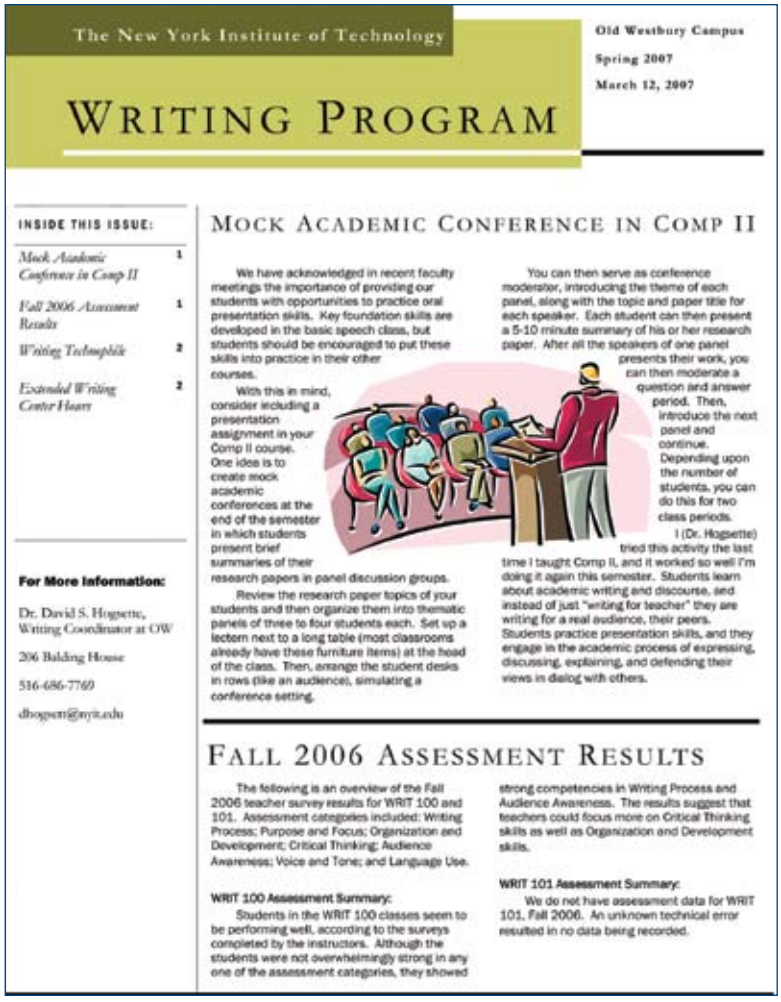
  Student evaluations by, and feedback from, small-group facilitators (DPC only);

  Student evaluations by, and feedback from standardized patients;

  Student evaluations by, and feedback from, clinical practicum preceptors (DPC only);

  Student evaluations by, and feedback from, third- and fourth-year clerkship preceptors;

  Performance on board and other certifying exams.



The New York Institute of Technology

Old Westbury Campus
Spring 2007
March 12, 2007

WRITING PROGRAM

INSIDE THIS ISSUE:

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Writing Tidbits 2
Extended Writing Center Hours 2

For More Information:
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MOCK ACADEMIC CONFERENCE IN COMP II

We have acknowledged in recent faculty meetings the importance of providing our students with opportunities to practice oral presentation skills. Key foundation skills are developed in the basic speech class, but students should be encouraged to put these skills into practice in their other courses.

With this in mind, consider including a presentation assignment in your Comp II course. One idea is to create mock academic conferences at the end of the semester in which students present brief summaries of their research papers in panel discussion groups.

Review the research paper topics of your students and then organize them into thematic panels of three to four students each. Set up a lectern next to a long table (most classrooms already have these furniture items) at the head of the class. Then, arrange the student desks in rows (like an audience), simulating a conference setting.

You can then serve as conference moderator, introducing the theme of each panel, along with the topic and paper title for each speaker. Each student can then present a 5-10 minute summary of his or her research paper. After all the speakers of one panel presents their work, you can then moderate a question and answer period. Then, introduce the next panel and continue. Depending upon the number of students, you can do this for two class periods.

I (Dr. Hogsette) tried this activity the last time I taught Comp II, and it worked so well I'm doing it again this semester. Students learn about academic writing and discourse, and instead of just "writing for teacher" they are writing for a real audience, their peers. Students practice presentation skills, and they engage in the academic process of expressing, discussing, explaining, and defending their views in dialog with others.

FALL 2006 ASSESSMENT RESULTS

The following is an overview of the Fall 2006 teacher survey results for WRIT 100 and 101. Assessment categories included: Writing Process; Purpose and Focus; Organization and Development; Critical Thinking; Audience Awareness; Voice and Tone; and Language Use.

WRIT 100 Assessment Summary:

Students in the WRIT 100 classes seem to be performing well, according to the surveys completed by the instructors. Although the students were not overwhelmingly strong in any one of the assessment categories, they showed strong competencies in Writing Process and Audience Awareness. The results suggest that teachers could focus more on Critical Thinking skills as well as Organization and Development skills.

WRIT 101 Assessment Summary:

We do not have assessment data for WRIT 101, Fall 2006. An unknown technical error resulted in no data being recorded.

A newsletter informs writing faculty about assessment results.

Using assessment results to improve student learning: Some Examples

English

The English department continually reviews its pedagogical practices and curriculum, and the mechanisms by which the department assesses learning outcomes develop and change over time as new needs and strategies are identified.

From 1998 to 2004, self-assessment exit surveys were administered to students in WRIT-100 (Basic Reading and Writing) and WRIT-101 (College Composition). At

the end of each semester, the faculty also completed assessment surveys of their students in these courses. NYIT's Office of Institutional Research and Assessment then analyzed and tabulated the data. The writing coordinator reviewed the data and communicated specific pedagogical recommendations to the writing faculty via regular memo updates and regular faculty meetings.

After benchmarking the assessment strategies at peer institutions, the faculty (in 2004) modified its writing assessment process. The student survey was eliminated since it provided little useful information and assessment of learning outcomes by faculty members was systematized (see writing assessment rubrics "Evidence Considered") and streamlined (using an online survey tool to make it easier for faculty members to provide information.)

In NYIT writing courses, the following assessments of student learning are performed:

In-class diagnostic exam – Administered and evaluated during the first week of classes. Misplaced students are referred to the coordinator or chair.

Information literacy assessment – Students complete an essay in which they are asked to incorporate at least three outside articles. The instructor grades the assignment and completes the literacy assessment rubric for Composition I (available on the English Department Web site: http://iris.nyit.edu/English/assessmentforms.html). See Standard 12 for a larger discussion of information literacy.

Writing assessment – The instructor uses a rubric to evaluate each student's learning on seven dimensions: writing process, purpose and focus, organization and development, critical thinking, audience awareness, voice and tone, and language use (available online at http://iris.nyit.edu/English/assessmentforms.html).

Writing sample – At the end of the semester, the faculty member collects one essay from each student (preferably the student's best essay) to keep on file in the department for further study.

The writing coordinator reviews the data each semester and communicates the results and makes instructional recommendations to faculty via newsletters (see "Evidence Considered") and via regular department faculty meetings.

A full-time faculty member was hired to teach history/theory. He has partnered with the English department and has been focused on upgrading architecture students' writing skills.

In consultation with the writing faculty, the writing coordinator also uses these assessment data to formulate specific instructional criteria guidelines for the various composition courses. These guidelines have been updated each year (from 1999-2005), and in 2006, the writing coordinator consolidated the guideline information and created the College Composition Instructor Handbook (see "Evidence Considered"). This handbook helps insure instructional cohesiveness across the writing courses, and it orients new faculty as they begin teaching.

Architecture

An analysis of learning outcomes conducted as part of the architecture program's 2004 reaccreditation by NAAB showed that graduating students were not demonstrating the desired level of verbal and written skills. As a result, the architecture faculty developed and implemented five different improvement strategies:

- ***Awareness:*** All faculty members were made aware of the issue and are responsible for identifying students who need help in verbal and writing skills. All students are made aware of the speaking and writing obligations of an accredited architecture curriculum. This awareness is introduced in Architecture (Arch) 101-Design Fundamentals and reinforced in Arch 102.

- ***Resource allocation:*** A full-time faculty member was hired to teach history/theory. He has partnered with the English department and has been focused on upgrading architecture students' writing skills.

- ***Curriculum changes:*** As of spring 2006, a new required course on critical thinking in architecture— officially titled "Introduction to History, Theory, and Criticism in Architecture" (Arch 160)—has been added to the curriculum It places a strong early emphasis on building expository writing skills and seeks to expose students to the major terms and debates that have defined architecture over the past century. Later classes such as Arch 362-City Planning continue that tradition by emphasizing writing skills. Upper-level design studio classes have been changed to require a one-page narrative statement about the student's project. Verbal presentation skills are stressed consistently through all classes including studio classes and classes such as Arch 271-Site Planning.

- ***Partnering with the Writing Center.*** The Writing Center is an office where students can get thorough feedback, coaching, and advice on their writing. At the request of the architecture faculty, the Writing Center has designated a liaison who advises architecture students specifically in matters relating to verbal and written communication. Architecture faculty are aware that the papers they receive that have gone through the Writing Center are markedly better than those that did not. Students seem to appreciate the benefits as well: they have consistently reported back on the positive experiences. More than 160 architecture students have been sent to the center in the past year, some more than once.

- ***Improved screening and placement by the university.*** As of fall 2005, NYIT's initial student screening for basic writing ability has changed from the "blue book essay test" to a computerized diagnostic exam called "COMPASS." Students are either placed in the remedial WRIT 100-Basic Writing, WRIT 111-College Composition for International students, or the more advanced WRIT 101-College Composition I. The computerized diagnostic test has made a significant change in placement, with a greater number of students being placed in the WRIT 100-Basic Writing class.

Engineering

The School of Engineering and Computing Sciences has a comprehensive outcomes assessment process for all of its programs. A part of this process is that each program identifies constituents who will have direct impact on the outcomes assessment process. These constituents include students, employers, faculty, parents, and industrial advisory boards (IABs). The faculty meets at least once a year to assess the learning outcomes of each program. These meetings typically produce specific recommendations for program improvements, two of which are described below:

- ***New name and curriculum to keep up with the field.*** Based on input from employers and the IAB, and also based on recommendations from the faculty, the Bachelor of Science in electrical engineering underwent a major revision to reflect the significant changes that have taken place in the industry in the past decade. As a result, the program name was changed from Electrical Engineering to Electrical and Computer Engineering, and the curriculum significantly changed to address the major shift in learning outcomes expected of our graduates.

- ***A new assignment and a new course to meet a deficiency:*** The annual program learning outcomes assessments of virtually all programs in the school showed that students had not sufficiently mastered an understanding of environmental, global, and ethical impacts of engineering—the non-technical aspect of the professional such as economics, environment, sustainability, manufacturability, ethical, health and safety, social, and political constraints. From 2001 to 2004, in all design courses, the students were asked to address the non-technical is-

sues as they related to their designs in their project reports. In the assessment meeting of spring 2005, in order to further improve student performance in this outcome, the faculty decided to add an entire course on the subject, IENG 400-Technology and Global Issues, in which extensive coverage of these topics is provided. This course is now a requirement for all majors in the school.

Physical Therapy

The physical therapy faculty, believing that graduates should be attaining higher scores on the national licensing examination, with more passing on the first attempt (candidates can re-take the exam—with some restrictions on frequency—as many times as necessary to pass), decided to implement a series of changes in teaching methods beginning in 2005:

- Each academic year begins with a comprehensive exam that covers all material learned to date. The exam prompts review and retention of material.
- The licensing exam organization's practice exam was purchased so that students could take it two times for practice prior to the actual examination for licensure.
- They made changes in the curriculum and instructor for the neurology course, which was the content area with the poorest performance.
- They reviewed policies for poor academic performance and adhere to them more strictly.
- They upgraded their remediation procedures. DPT is a cohort-based program and courses are offered once a year. When a student failed a single course, he or she formerly was required to sit out a year until the course was available to be retaken. Now, instead of sitting out and in order to remain matriculated, these students are required to assist as lab instructors in courses they have passed. This allows them to stay current and aids in retaining what they have learned, serving as a review until they are able to resume progress.
- The program offers a final comprehensive examination. While students are allowed to take this test as many times as possible to pass and ultimately graduate, faculty have changed the feedback between retakes so that students are no longer told exactly which questions they got wrong, (Before this change, students only reviewed that material for the re-take and overall scores did not improve.)

Physical therapy faculty have begun to report improvements in the first-time licensing exam pass rate increasing from an average of 38% for years 2004 and 2005 combined to 73% for the 2006 graduating class, which now compares favorably with the first-time pass rate in New York state. Since many of the changes described above are not expected to impact performance on the licensing exam until the 2007 graduating class sits for the exam, it is anticipated that the positive trend will continue.

Summary

Key Strengths

- Continuous improvement in the process of assessing student learning, with honest appraisal of outcomes leading to changes for the better;
- Faculty involvement at the grass-roots level in an understandable, manageable, ongoing assessment process;
- In professional areas, programs must maintain accreditation from professional associations and make regular reports on program outcomes to regulatory bodies
- Assessment experience and best practice of externally accredited programs are shared with the wider faculty.

Key Recommendations

- Faculty should use the continuous program assessment process to drive learning improvements by setting specific goals, and hold themselves accountable for results.
- Assessment processes should be consistent across campuses and allow faculty at multiple locations to share collective responsibility for the academic program.

Evidence Considered

- Studies conducted by NYIT's office of Institutional Research and Assessment
- Studies conducted by external consultants
- Program-level self-studies and reports (internal and for external accreditation)
- Licensing/certification examination pass rates
- Post-graduation employment and/or graduate studies
- Student evaluation of instruction reports
- Program review guidelines (1998 version, 2004 version) (Internal assessments)
- Seven-year program review cycle (schedule – all programs)
- Program review policies: 2007
- NYIT Program review training materials (Spring 2007: Program-level learning objectives, performance criteria, data collection mechanisms; Fall 2007: Measurement, evaluation and action planning)
- Writing assessment instruments and results
- Writing program faculty newsletters
- College Composition Instructor Handbook
- Information literacy instrument for Composition I and results

Global Academic Programs

Global Academic Programs

"In 2030, NYIT will have become a truly global institution rooted in a strong New York presence. Its campuses around the world will offer exemplary programs that will improve the quality of life for the populations in which they are located. Moreover, the university will have redefined what's meant by a "global university," as opposed to a university that simply has a global footprint. It will be among the first institutions to have designed itself from the ground up as a '21st-century university.'"

"Synergies flow not only outward from New York but also inward, transforming core programs even as they reach out overseas."

Over time—particularly in the past 10 years—NYIT has established a global footprint. It was the first U.S. institution of higher education to offer degree programs in Jordan, Bahrain, and Abu Dhabi; its new campus in Nanjing, China, is the first undergraduate American university program in that country.

NYIT's strategy has been academically worthwhile and financially beneficial. There appears to be opportunity for continued growth which, if successful, would be exciting academically and provide funds for other strategic initiatives. But taking advantage of these opportunities and sustaining them against competition will require that NYIT move to a new level of globalization—one in which the synergies flow not only outward from New York but also inward, transforming core programs even as they reach out overseas.

For NYIT, becoming a "global institution" means the expansion of NYIT degree-granting academic offerings outside the United States and their enhancement through the further integration of academic life at NYIT-New York with the overseas locations.

There is compelling strategic logic in NYIT's aspiration to become a global university. Offering our programs globally is mission-related, as this offers broader access to opportunity for students; NYIT is particularly well suited for the endeavor because of the international character of its faculty and student body in New York; there is strong overseas demand for our programs; the academic quality of our university and the currency of our programs are enhanced by deep contact with other cultures; and a valuable social purpose is served by bringing American-style wide-ranging debate to classrooms in many countries.

The overall strategic objectives of NYIT's international programs are to provide opportunities for high-quality education for the professions to students around the world, contribute to the intellectual vitality of NYIT's offerings in all locations through the experience gained abroad, increase enrollment, and make positive contributions to NYIT's overall financial health.

In order to be effective in global markets, NYIT often needs to be associated with respected local educational institutions that can provide guidance on local requirements and regulations, and perhaps also supply a pool of qualified full-time and adjunct faculty members. Beyond this, NYIT needs associates and partners who have the resources and management capacities to meet the logistical challenges of growth, including the ability

to recruit students, provide and manage facilities, deal with the local authorities, and supply a local infrastructure of administrative services. Few potential associates combine all of these features, and, as a result, NYIT has relationships with a combination of academic partner institutions and academic entrepreneurs prepared to invest in collaborative projects.

NYIT's Global Portfolio

NYIT made its first application for an overseas location to the Middle States Commission in the early 1990s for a Master of Science in Computer Science offered by NYIT at China Steel Corporation in Taiwan. Since that time, NYIT's involvement in global education has moved from the periphery to become a strategic focus.

In 2006-2007 NYIT served a total of 3,926 students in eight locations outside the United States. In all locations, females are in the minority (ranging from 17 to 42 percent in Vancouver).

	Academic year		
Location	**04/05**	**05/06**	**06/07**
Bahrain	757	1,240	1,520
Brazil (Sao Paolo)		6	9
China (Jiangxi)	101	157	163
Canada (Vancouver)	276	282	280
Jordan (Amman)	981	1,287	1,377
United Arab Emirates (Abu Dhabi)		489	592
Grand Total*	**2,115**	**3,461**	**3,926**

Table GAP-1: Unduplicated Headcount by Location by Year

	Academic year		
Location	**04/05**	**05/06**	**06/07**
Bahrain	449	637	855
Brazil (Sao Paolo)		1	3
China (Jiangxi)	22	22	25
Canada (Vancouver)	92	83	80
Jordan (Amman)	443	610	749
United Arab Emirates (Abu Dhabi)		215	400
Grand Total*	**1,006**	**1,568**	**2,112**

Table GAP-2: Course Sections by Location by Year
Note: Both tables exclude students in teach-outs

Changes in the Past Five Years

At the time of its last Periodic Review Report in 2003, NYIT was operating in the following international and off-site locations:

Location	Field of Study	Degree Program	1/2003 Enrollment
Canada (Vancouver)	Management	MBA	136
China (Jiangxi)	Management	MBA	134
Florida	Business	BS	7
	Management	MBA	24
	Human Resource Mgmt.	MS	19
Jordan (Amman)	Business	BS	54
	Communications Arts	BA	38
	Computer Science	BS	50
	Management	MBA	110
	Computer Science	MS	22
Taiwan	Management	MBA	14
	Communications Arts	MA	12
Egypt (Cairo)*	Communications Arts	BFA	16
	Computer Science	BS	2
	Business	BS	45
	Management	MBA	2
Egypt * (Alexandria)	Business	BS	4
	Management	MBA	2
Saudi Arabia* (Dammam)	Business	BS	14
	Management	MBA	7
	Computer Science	BS	11
Total Undergraduate			**241**
Total Graduate			**482**

Table GAP-3: NYIT Global Presence (2003)
** Teach-out programs*

NYIT's global strategy has been to seed new sites with a small number of solid programs in high demand in developing regions. As can be seen from the five-year change in the global portfolio, NYIT routinely assesses the status of its global programs and makes appropriate adjustments:

- In Florida and Taiwan operations were discontinued when demand markedly dropped due to price competition;
- In Saudi Arabia and Egypt, NYIT stepped in to teach out programs formerly run by another U.S. university. NYIT chose not to enroll new students once all students had completed their programs of study. In all cases, students were supported until their programs had been completed before NYIT suspended operations.

NYIT Bahrain students

During the same period, NYIT's sites in Jordan and Bahrain thrived in a way that was not duplicated in other regions, opportunities arose in the United Arab Emirates, and the small programs in Canada and China remained so.

As a result, today's global portfolio is heavily concentrated in one region of the world, while NYIT's aspirations to become a "global" university require more balance. In that context, recent approval from the Middle States Commission for NYIT to open an undergraduate campus in Nanjing, PRC, in Fall 2007 takes on particular significance. The Nanjing project is described in "Toward 2030" in this chapter.

The Logic and Logistics of Expansion

Beginning in summer 2006, following the issuance of *NYIT 2030*, which made globalization a strategic priority for the University, changes to NYIT's global portfolio (while remaining responsive to opportunity) have become more planned and targeted toward diversifying its offerings.

Moreover, the sizeable growth of NYIT's global portfolio in recent years has focused greater administrative attention on operational and logistic issues. NYIT is well aware of the need to preserve certain constants—academic quality, respectful treatment of students, compliance with standards—while also exhibiting certain flexibilities adapting to local conditions and circumstances. Thus cohort models and open schedule models, articulation agreements with local institutions as well as full program offerings, and certificate programs as well as degree programs are considered.

> *"NYIT's global strategy has been to seed new sites with a small number of solid programs in high demand in developing regions."*

In Bahrain, NYIT maintains a full campus for more than 1,500 graduate and undergraduate students.

Jiangxi University has housed NYIT's MBA program since 2002.

NYIT architecture students have spent summers at Tongji University in Shanghai for the past several years.

Global Program Models

The goal of expanding NYIT's global presence and enhancing all NYIT programs through further integration of academic life at NYIT-New York with locations around the world has led to a three-tiered approach:

- Tier 1: Full Campus Operations
- Tier 2: Academic Programs
- Tier 3: Institutional Cooperation Agreements

Tier 1 operations exist specifically at NYIT's campus locations in Amman, Jordan; Manama, Bahrain; Abu Dhabi, United Arab Emirates; and in Nanjing, PRC. At these locations NYIT maintains fully operational campuses offering a subset of programs offered at NYIT's New York campuses as appropriate to local demand. These campuses are maintained through a structure of local campus deans, coordinators, and operational managers that report to the administration in New York and are staffed by a combination of full-time faculty co-located within the program, exchange faculty from New York and other NYIT locations, and locally hired adjunct faculty. All locally hired faculty are appointed by academic administrators in New York according to established procedures and standards (See "Staffing of Core Academic Functions" in this chapter).

Tier 2 operations are maintained at locations in China, Canada, and Brazil. Tier 2 operations are conducted in cooperation with partner institutions and are limited to one or two academic programs. Such programs are predominantly supported and conducted by full-time New York-based faculty with additional support from locally hired adjunct faculty

Tier 3 operations are agreements with other institution for the purpose of student exchange. Currently NYIT has such agreements in place with Uiduk and Sangmyung Universities in South Korea and Tongji University in Shanghai. Such agreements include a memorandum of understanding that facilitates the exchange of students and faculty as well as agreements to cooperate on

research projects. No additional support is required for Tier 3 programs beyond that provided by the normal administration of programs in New York.

Oversight and Administration of Global Programs

Preservation of academic quality in global programs is both a fundamental obligation of NYIT and a practical prerequisite to continuing success. Since the early years, academic oversight was the responsibility of the academic dean whose programs were being offered, with day-to-day responsibility generally assigned to the program chair or senior faculty member in New York who worked with academic administrators at the global site. Deans approved local faculty hiring, visited the sites several times during the academic year, as did faculty members from New York and senior administrators such as the provost and the president. A dean of global and extended education, working with staff in New York and global campus administrators, had responsibility for coordinating administrative matters such as admissions, bursar and registrar functions, and academic support such as libraries and instructional technology.

By the 2005-2006 academic year, global academic programs assumed strategic importance for the university. It became clear to the strategic plan working group on global programs that growth would soon outstrip the existing administrative structure and that additional resources would be needed to manage the programs well. Such changes were specified in the NYIT 2030 plan.

In June 2006 the university established a new vice presidential position (vice president for global academic programs) reporting to the president with overall administrative accountability for global programs. The vice president was supported by a director of global administration, a director of new program development, and suitable administrative personnel seconded from the admissions and registrar's offices to provide operational support. (Since that time, positions dedicated to

The Global Classroom

One particularly memorable attempt to integrate academic life between New York and Bahrain occurred when Vincent Ribiére, assistant professor of management based at NYIT New York, spent the fall 2006 semester in Bahrain.

He decided to use the videoconferencing technology routinely used in New York to create a single class containing students from the Manhattan and Old Westbury campuses, along with online tools (Blackboard discussion groups, e-mail, instant messaging), to link students from Bahrain with classmates in New York. He would teach from Bahrain.

He wanted to set up project teams with students from both places on each team. He wanted to encourage active discussions in class and stimulate online teamwork in between.

It wasn't always easy. First, there was an eight-hour time difference, then the semester schedules turned out to be different, then weekends began on Friday in Bahrain and Saturday in New York, then the holidays....

With those hurdles surmounted, cultural differences began to emerge. The Bahraini students hadn't had as much experience with videoconferencing as the ones in New York and seemed shy. They didn't immediately take to teamwork on the Internet. Some dropped out after the first week ...

In the end, as with most firsts, a great deal was learned—in addition to the subject matter—about the specifics of cultural differences that can encourage or discourage teamwork in a global environment. And this faculty member learned and shared a great many principles for making this kind of global exchange work better next time ... because in the end, the response from students and the cross-cultural learning were extraordinary.

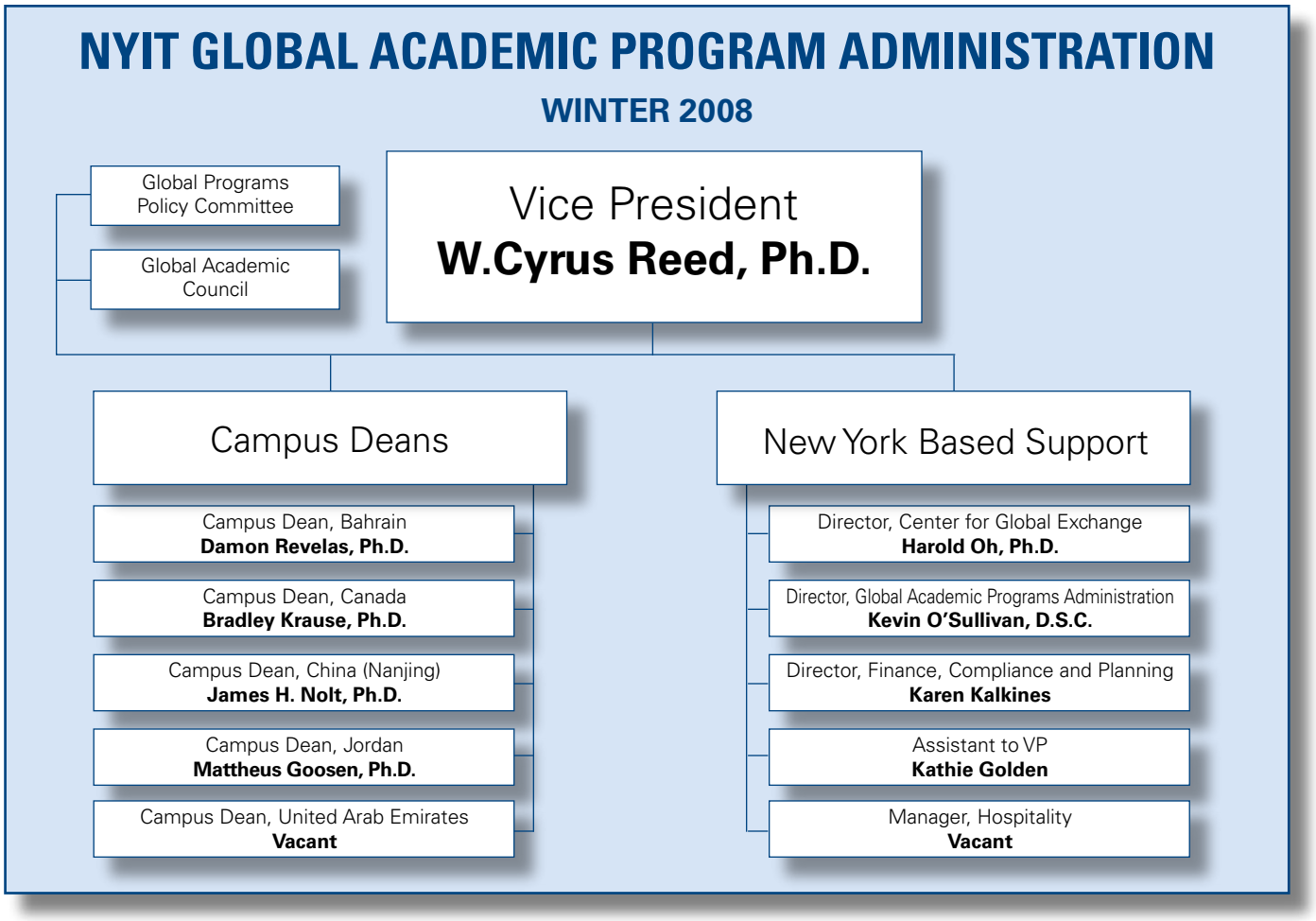


Table of Organization for NYIT's Global Academic Programs

global exchange and finance, compliance, and planning have been added). The campus deans in Jordan, Bahrain, Abu Dhabi, Vancouver, and now Nanjing report directly to the vice president. The global programs vice president and staff also support the academic oversight activities of the Provost, academic deans and program coordinators and, to that end, the vice president chairs the Global Academic Council (see below).

Academic Oversight

Today, each academic program at a global location is assigned a New York-based coordinator from the full-time faculty. In exchange for release time, New York coordinators assume front-line responsibility for academic comparability between NYIT's programs in New York and overseas. They engage in a variety of quality control activities with respect to faculty and administration, program structure and content, and learning outcomes including appointing and interacting with a local associate program chair, approving course schedules and local faculty hiring, visiting the site, arranging visits by New York-based faculty, conducting faculty development, reviewing degree maps, course syllabi, and student work. The global academic coordinator checklist on the next page shows academic oversight activities by location and program.

Associate program chairs at the global locations hold key front-line quality control positions. While duties may vary somewhat depending on the program and the location, their responsibilities include:

- Preparing course schedules each term for review in New York;
- Proposing as adjunct faculty local residents who

meet the qualifications established in New York and sending their CVs and other relevant material to New York for approval;

- Assigning qualified faculty to courses;
- Receiving updated course outlines from New York and disseminating them to local faculty;
- Advising students and consulting with the New York coordinator on all matters relating to admission and registration;
- Collecting applications for graduation at the start of the students' last term of study and reviewing with the New York coordinator;
- Maintaining program documents at the site (class rosters, course outlines, midterm and final exams, selected projects and reports, faculty files) and sending copies to New York as required.

The Global Academic Council—made up of New York-based program coordinators, the campus deans at global sites, a representative of the provost's office and

GLOBAL ACADEMIC COORDINATOR CHECKLIST

ACTIVITY	LOCATION																		COMMENTS
	Abu Dhabi					Amman					Bahrain					Brazil	JiangXi	Nanjing	Vancouver	
	FA	ID	A&S	Bus	Eng	FA	A&S	Eng	Bus	MPT	FA	ID	A&S	Eng	Bus	tDPT*	MBA		MBA	
Appoint local associate chair	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	E-mail, phone, teleconference, term and year-end reports, site visits, NY visits
Communicate with local associate chair	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	
Hire local faculty (with coordinator)	✔	✔		✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔			✔	✔	
Develop course schedules (with coordinator)	✔	✔		✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔			✔	✔	Local coordinators propose
Assign NYIT NY faculty to teach courses	✔	✔	✔	✔		✔	✔		✔	✔	✔	✔	✔		✔		✔	✔	✔	Size of NY faculty can limit exchange. Models vary from 1-term to 1-2 week stays.
Assign NYIT NY faculty to conduct peer observations				✔	✔	✔		✔	✔	✔			✔	✔	✔		✔	✔	✔	NY coordinators seek to increase
Assign NYIT NY faculty to conduct faculty development activities				✔			✔		✔	✔			✔		✔			✔	✔	NY coordinators seek to increase
Student evaluations of instructors	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔	Coordinated by IRA in NY
Peer evaluations of instructors										✔										Local coordinators arrange, but not well defined
Other																				
Comparable Programs																				
Ensure degree maps are the same	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	Individual courses may be modified to fit into different term lengths
Ensure admissions standards are met	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔						✔	✔	✔	✔	
Ensure course syllabi are the same	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Ensure text books are the same and other resource materials are available	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	Availability of textbooks an issue in some locations and work-arounds are necessary
Ensure library support	✔	✔		✔	✔						✔	✔		✔		✔	✔	✔	✔	Online plus local
Ensure facilities support					✔	✔						✔		✔		✔	✔	✔		
Ensure IT support					✔	✔						✔		✔	✔	✔	✔	✔		
Other																				
Comparable Learning Outcomes																				
Assignments	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔	Local adjustments made with consultation. Assignments, exams, projects on file and reviewed by NY faculty
Examinations	✔			✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
Capstone projects		✔			✔	✔	✔	✔		✔	✔	✔	✔	✔			✔	✔	✔	
Other projects	✔																			

**DPT in Brazil is largely online with U.S. and Brazilian students in the same classes and faculty, primarily, from New York.*

staff from student affairs, admissions, and registrar as needed—has recently assumed greater importance in steering academic quality efforts. As a forum for sharing best practices and discussing obstacles, the group has begun to focus on making changes to improve the quality of all global programs. Under discussion in the 2007-2008 academic year are: promoting greater faculty exchange; regularizing visits by New York coordinators to the global sites; increasing the frequency of and participation in videoconferences; improving faculty development opportunities for global faculty; and solving textbook availability issues at some sites.

The wider challenge might be called "creating a global faculty." Beginning in the 2006-2007 academic year, global faculty members visiting New York began attending meetings of the NYIT Academic Senate. The Library Systems Committee had a meeting at which faculty from Bahrain and Jordan participated via videoconference; other senate committees plan to follow suit. Faculty in some of the academic programs are trying to find ways to include their overseas colleagues in discussions of assessment and curriculum development. The dean of the School of Management held a faculty meeting with global faculty participating electronically. These nascent efforts signify an important change: from the "export" of existing American curricula and methods to collaboration across borders and cultures to create a global education for the future.

Human Resources

NYIT's (New York) Department of Human Resources' role in supporting NYIT's global operations is focused on deployment of critical skills and resources to support new start-up operations and on identifying and developing local talent.

Labor policies and practices in each country in which NYIT has a presence are researched to clarify requirements. The following best practices are followed:

- Establishing HR policies and procedures for employees and managers;
- Creating employee orientation programs to assist new hires in being better informed and productive sooner;
- Establishing job descriptions to better define responsibilities;
- Developing performance appraisal systems to assist managers in achieving institutional objectives;
- Developing sound practices for the effective recruitment of new hires;
- Creating the necessary compensation structures and administrative procedures to ensure equity and competitiveness.

HR staff in New York prepared training materials to support each of these deliverables and went onsite to Jordan, Bahrain, and Abu Dhabi to deliver the training. The reaction from both senior administration and line professionals was positive and enthusiastic, and since implementing these systems, we have seen an enhancement in the quality and coordination of global operations.

Local Authority

Global campuses and programs are governed by local laws and regulations. Table GAP-4 summarizes the governing bodies that have approved NYIT in the different global locations. Copies of the authorizing documents can be found in "Evidence Considered."

Location	Governing body
Bahrain	Ministry of Education
Brazil	
Canada	Ministry of Advanced Education
China (Jiangxi)	State Council to conduct Sino-foreign joint education programs (degree awarding committee)
China (Nanjing)	Educational Bureau of Jiangsu Provence
Jordan	Ministry of Education (NYIT affiliation with the Jordan University of Science and Technology affords it full recognition by the ministry, program accreditation pending)
United Arab Emirates	Ministry of Education (license) Commission of Academic Accreditation (program accreditation-pending)

Table GAP-4: Governing Authorities in NYIT Global Locations

Academic Support

Library Resources

In all NYIT locations outside the main campuses in New York, NYIT makes arrangements with local partners to provide on-the-ground access to library resources in addition to providing access to NYIT's e-library via the Internet (www.nyit.edu/library). Enrollment growth in Jordan and Bahrain has outstripped local resources and stimulated significant improvement in the development of and access to NYIT's online library resources.

NYIT's e-library includes more than 3,650 e-journals in subject areas related to the programs that will be offered. Hundreds of additional e-journals provide support for the NYIT general education core courses. The table below shows the number of e-journals in fields taught at NYIT's global sites.

E-journals Available through NYIT Library Portal

Art and Architecture	237	Mathematics	90
Business and Economics	1,695	Newspapers	158
Communications	68	Periodicals	129
Computer Science	355	Physics	33
Engineering and Applied Sciences	894	Sciences–General	65

E-Books Available through NYIT E-Library

Agriculture	30	Math and Statistics	65
Arts	292	Medicine	545
Biology and Life Sciences	89	Networking and Telecommunications	140
Business Management and Economics	1,373	General and Miscellaneous	25
Chemistry	18	Philosophy	191
Computer Science	878	Physics	24
Earth Science	24	Political Science	237
Education	547	Psychology	320
General Reference	81	Religion	230
History-United States	257	Science-General	67
History-World and General	226	Social Science-General	1260
Home Economics	140	Sociology and Anthropology	23
Language and Linguistics	133	Sports and Recreation	66
Law	226	Technology, Engineering, and Manufacturing	116
Library Science and Publishing	54	Travel	25
Literature	564		

In all locations but Vancouver there are more male than female students.

Location Name	Gender	Academic Year 04-05	05-06	06-07
Bahrain (Manama)				
		22	31	13
	Female	304	526	602
	Male	431	683	905
	Total	**757**	**1,240**	**1,520**
Canada (Vancouver)				
		16	7	6
	Female	122	108	102
	Male	138	167	172
	Total	**276**	**282**	**250**
China (Jiangxi)				
		1	1	
	Female	27	38	28
	Male	73	118	135
	Total	**101**	**157**	**163**
Jordan (Amman/Irbid)				
		55	23	18
	Female	250	385	407
	Male	676	879	952
	Total	**981**	**1,287**	**1,377**
United Arab Emirates (Abu Dhabi)				
			23	6
	Female		111	144
	Male		355	442
	Total		**489**	**592**
Grand Total		**2,130**	**3,461**	**3,941**

Table GAP-5: Student gender by location by year

In addition to direct access to e-journals, the NYIT e-library provides access to the major international research and publication databases. A listing of all of the library's databases is available at http://iris.nyit.edu/library/resources/eresources.html.

NYIT's e-library currently has 8,266 e-books available for downloading or using online. The table shows the number of titles in each discipline. Note that areas encompass general education and major areas.

Academic Advising. Each program area has a designated faculty member or coordinator who oversees and/or provides academic advising in the area of study. Faculty office hours and information regarding academic advising are disseminated in print and online formats.

NYIT students in Bahrain enjoy kayaking.

Remedial/Developmental Programs. Entering undergraduate students take mathematics and reading placement examinations to help place them in appropriate levels of English and mathematics courses. Students who score below the level needed for college study are placed in prerequisite remedial/developmental courses to enable them to meet entry standards.

English Language Testing and Instruction. All students enrolled in NYIT global programs must demonstrate English proficiency either through a standardized test (TOEFL) or in some cases through passing the test NYIT developed for use in New York. Students needing additional English language instruction are referred to ELI programs—either administered and staffed by NYIT (Abu Dhabi and Nanjing) or administered by local units with counsel and some staff from NYIT's ELI program in New York (Amman and Bahrain).

Students

Students at all of NYIT's global locations share a strong desire for an American education and an American degree yet are unable or unwilling to travel to the U.S. They must meet the same NYIT admission requirements as they would if they attended NYIT in New York. All instruction and student work are entirely in English and all admissions decisions are made by NYIT in New York. They differ in other respects.

- Students who attend NYIT in Jordan or Bahrain have usually attended English-language high schools and English language competence is high. Some have already studied in England or the U.S. and simply want to finish their education closer to home.

- Abu Dhabi and the United Arab Emirates provide an excellent opportunity due to the academic quality of the high schools and the high level of English usage in the country. Government organizations in particular have placed great emphasis on the need for managers to gain a graduate-level education from English language programs and a preference is given to American degrees.

- Students at NYIT's location in Vancouver are residents of Canada, either working as senior and middle managers in business or industry or attending as full-time students, intending to become managers. Most are recent immigrants from mainland China, although there are some local students as well. They range in age from mid-20s to mid-40s.

- Students in the M.B.A. program in Jiangxi are residents of mainland China, working as senior and middle managers in business or industry, or attending Jiangxi University of Finance and Economics as full-time students, intending to become managers.

Student Life. While NYIT's global campuses are still relatively young, all Tier I operations have vibrant and growing student life programs—albeit different depending on region, climate, and culture and a full complement of student services. Student handbooks, developed for each campus, communicate academic and other policies. Offices of student affairs promote a sense of community and responsibility in a student-centered learning environment.

While student government is called "SGA" in the United States, it is called the "Student Life Organization" (SGO) in Jordan and Bahrain. The names may differ slightly, but the groups have the same purpose: to represent and support student interests and activities under the direction of a dean or associate dean of students. The student groups also support events and services such as

Program	Location	04-05	05-06	06-07
B.F.A. Computer Graphics				
	Abu Dhabi		5	10
	Amman	5	29	63
	Bahrain	1	13	42
	Total	**6**	**47**	**115**
B.S. Interdisciplinary Studies				
	Amman		2	4
	Bahrain			1
	Total		**2**	**5**
Arts and Sciences (Nonmatriculated)	Abu Dhabi		6	1
	Amman	27	41	23
	Bahrain	16	27	7
	Total	**43**	**74**	**31**
B.F.A. Interior Design				
	Abu Dhabi		2	16
	Bahrain	4	17	28
	Total	**4**	**19**	**44**
Nonmatriculated, Undergraduate Interior Design	Abu Dhabi		8	16
	Amman	1	1	28
	Bahrain	3	6	4
	Total	**4**	**15**	**48**
B.S. Accounting				
	Abu Dhabi		3	13
	Amman	2	11	33
	Bahrain	56	93	149
	Total	**58**	**107**	**195**
B.S. Business Admin.	Abu Dhabi		51	124
	Amman	184	212	375
	Bahrain	194	307	609
	Total	**387**	**570**	**1,108**
Nonmatriculated, Undergraduate Business Administration	Abu Dhabi		72	43
	Amman	167	273	119
	Bahrain	179	355	151
	Total	**346**	**700**	**313**
B.S. Computer Science				
	Abu Dhabi		4	13
	Amman	48	34	31
	Bahrain	35	38	58
	Total	**83**	**76**	**102**
B.S. Electrical and Computer Engineering	Amman	1		
	Total	**1**		
B.S. Engineering, Undecided				
	Bahrain		1	
	Total		**1**	
B.S. Information Technology				
	Abu Dhabi		5	16
	Amman		6	29
	Bahrain		15	28
	Total		**26**	**73**
Nonmatriculated, Undergraduate Engineering	Abu Dhabi		26	8
	Amman	20	46	27
	Bahrain	13	36	15
	Total	**33**	**108**	**50**
Nonmatriculated, Undergraduate Undecided program	Amman	24	5	5
	Bahrain	27	3	2
	Total	**51**	**8**	**7**
Undergraduate Total		**1,007**	**1,753**	**2,091**

Table GAP-6: Undergraduate enrollment by program by global location (2003-2006) (Excluding teach-outs)

athletics and cultural events. NYIT's Jordan campus has a basketball team, while in Bahrain, it's kayaking. Bahrain students have organized a guitar club for musicians and a charity club to raise funds and/or volunteer for local causes; in both locations, SGOs coordinate movies, concerts, parties, educational speakers, and special events such as health fairs. As the student bodies grow in size and diversity, so too will student life initiatives.

Degrees Offered

In choosing which programs to offer at a global site, the first task is to match local demand with NYIT's portfolio of academic programs to ensure a fit. Only programs consistent with what is offered at NYIT's New York campuses are introduced. Other considerations include the availability of suitably qualified and experienced faculty, special requirements in terms of technology, such as computer labs with appropriate software, and availability of internships where required.

Tables GAP-6 and GAP-7 show enrollment in undergraduate and graduate programs overseas, broken down by location and year. Business and engineering programs are clearly dominant. However, programs in the health professions are the subject of active discussion in several locations and small physical therapy programs in Brazil and Jordan have recently begun enrolling students.

Class Size

By 2005-2007, class size at NYIT's global locations averaged 17 students in 1,573 sections—comparable to the class size in NYIT's New York locations.

Degrees Conferred

NYIT holds commencement ceremonies at its Old Westbury campus each May to which graduates from all locations are invited. In recent years, there has been increased participation from students graduating from global sites. Although attendance varies (often based

Program	Location	04-05	05-06	06-07
D..PT. Physical Therapy				
	Brazil		6	9
	Total		**6**	**9**
M.S. Physical Therapy				
	Amman		18	30
	Total		**18**	**30**
Nonmatriculated, Physical Therapy				
	Amman		5	
	Total		**5**	
MA Communication Arts				
	Abu Dhabi		4	6
	Vancouver	47	30	4
	Total	**47**	**34**	**10**
Nonmatriculated, Communication Arts				
	Vancouver	4		
	Total	**4**		
M.B.A. (All Specializations)	Abu Dhabi		146	270
	Amman	311	381	496
	Bahrain	152	224	336
	Jiangxi	97	156	162
	Vancouver	158	169	265
	Total	**718**	**1,076**	**1,529**
Nonmatriculated, Graduate Management				
	Abu Dhabi		129	42
	Amman	106	149	41
	Bahrain	58	82	29
	Jiangxi	4	1	
	Vancouver	66	83	11
	Total	**234**	**444**	**123**

Program	Location	04-05	05-06	06-07
M.S. Computer Science				
	Abu Dhabi		7	10
	Amman	42	21	15
	Bahrain	6	7	4
	Total	**48**	**35**	**29**
M.S. Electrical and Computer Engineering				
	Abu Dhabi		3	2
	Amman	21	23	32
	Bahrain	4	5	6
	Total	**25**	**31**	**40**
M.S. Information and Computer Security				
	Abu Dhabi		12	17
	Amman		7	24
	Bahrain			10
	Total		**19**	**51**
Nonmatriculated, Graduate Engineering				
	Abu Dhabi		6	4
	Amman	15	23	7
	Bahrain	7	11	3
	Total	**22**	**40**	**14**
Nonmatriculated, Graduate Undecided program				
	Amman	7		
	Bahrain	2		
	Vancouver	1		
	Total	**10**		
Graduate Total		**1,108**	**1,708**	**1,835**

Table GAP-7: Graduate enrollment by program and global location (2005-2007)

on the availability of visas), a total of about 50 graduates from Bahrain, Jordan, and Vancouver (along with 300 from Ellis College of NYIT) were among the 1,600 graduates at the ceremony on May 20, 2007.

	Graduation Year			
Location	**04-05**	**05-06**	**06-07**	**Total**
Abu Dhabi		107	107	
Amman	169	252	340	761
Amman/NY*	2	2	5	9
Bahrain	53	166	296	515
Bahrain/NY*			1	1
China (Jiangxi)	4	88	50	142
Canada (Vancouver)	88	107	113	308
Vancouver/NY	1	3		4
Total	**317**	**618**	**912**	**1,847**

Table GAP-8: Degrees Conferred at Global Locations (2005-2007)
**Students finish degrees at NYIT New York.*

In addition, the chair of NYIT's board of trustees, the president, and other academic and administrative leaders attend special commencement ceremonies in Jordan, Bahrain, Abu Dhabi, and China.

Staffing of Core Academic Functions

Faculty at NYIT's global sites include full-time contract consulting faculty hired specifically to teach at the location; full-time regular or consulting faculty from New York or another campus who are assigned teaching load on a temporary (one-term) basis in fulfillment of their contracts or as overload; and part-time local adjunct faculty drawn from the faculties of nearby educational institutions, businesses, or agencies. Some administrators may have limited teaching responsibility as part of their duties.

The full-time consulting faculty members are appointed by NYIT on term contracts and are paid directly by NYIT. (See "Evidence Considered" for a sample faculty contract.)

Adjunct faculty are recruited locally. However, faculty teaching at any NYIT site, whether full-time or part-time, locally-based or visiting, are subject to the qualification standards for faculty appointed in New York. Credentials and qualifications of all potential full-time faculty are reviewed and approved by the academic deans in New York responsible for the schools offering programs in addition to review and recommendation by the campus dean. In addition, all full-time faculty hires are approved by the provost in New York.

Oversight for global faculty recruitment rests in the office of the vice president for global academic programs. The process is the same as for full-time hires for NYIT New York. Requests for full-time faculty lines are made at least annually and require a rationale and description of the role, duties, and responsibilities of the requested positions. Qualifications, including academic degrees and professional experiences, as well as search procedures are agreed to and approved by the program coordinator, academic dean, the appropriate vice president, the human resources director, the budget director, and president prior to the authorization of the search.

Searches for full-time faculty have national and international reach and are conducted in academic publications as well as on the NYIT Web site. Criteria for appointment as a full-time faculty member include an earned doctorate or other discipline-specific terminal degree from an accredited and approved college or university. Proofs of identity and education qualifications are required prior to being hired. Copies of curricula vitae of key academic personnel can be found in "Evidence Considered."

President Guiliano addresses a graduating class in Jordan.

In the annual examination for graduates of M.B.A. programs given in 2007, six of the top 10 scores were by NYIT graduates. NYIT student Hosam Sarraf (M.B.A. '07) placed first.

Training

Training and orientation programs are provided for campus deans and others. The orientation helps establish personal contacts and relationships with the key New York-based administrators and clear understandings of the policies and procedures of the university as well as quality and effectiveness standards.

A faculty orientation program is provided at the sites, at the beginning of the faculty member's inaugural term and repeated for all new faculty hires as the programs and instructional staff grow. Additional training and development programs for global faculty, including both technology-based and broader pedagogical topics, are under development and will be provided under the auspices of NYIT's Center for Teaching and Learning. This training will include on-demand interactive modules as well as self-paced online tutorials. Traditional face-to-face training will be provided as needed to address local issues, pedagogical topics, or policy/procedures concerns.

Institutional Assessment

Although most global programs are less than five years old, NYIT has put into place methods for articulating goals for global locations and assessing progress. Enrollment, retention, and graduation statistics for global sites are part of regular management reports; students evaluate instruction in all courses; grade distributions in courses offered overseas are compared with grade distributions in New York; entering and graduating student surveys are conducted annually; some sites have conducted alumni surveys and others have them in the planning stages; financial performance is measured and tracked (see "Evidence Consulted" for sample reports). Such information has informed decisions to expand (Bahrain), change (Abu Dhabi), or cease (Egypt, Saudi Arabia, Florida) operations at individual sites. Development of local advisory boards are in progress.

In addition, local authorities are increasingly providing input beyond the granting of a license to do business. For example, during 2006-2007:

- NYIT's M.B.A. program in Vancouver was the subject of a comprehensive, two-tiered (institutional and program) review by the Ministry of Advanced Education of British Columbia that resulted in suggestions for program and administrative improvement. As a result, the Canadian content of the curriculum has been increased, a local campus dean was hired, and NYIT has taken direct control of some functions previously outsourced.

- NYIT's operations in the United Arab Emirates came under the control of a new licensing and accreditation process administered by the Ministry of Education. Following the model of a regional accrediting body in the United States, the ministry required NYIT to seek licensure for the institution (granted in September 2007) before recruiting any further students, followed by the accreditation of each program (in progress). The standards can be found at the ministry's Web site (http://www.caa.ae/caaweb/DesktopDefault.aspx)

- In Jordan, NYIT received notice that the Jordan Ministry of Education would begin to require program accreditation for private universities in that country, and the required documentation will be submitted in the near future.

NYIT welcomes these interactions with local educators as they lead to improved awareness of local concerns that, when assimilated, make an NYIT education even more valuable for NYIT students abroad.

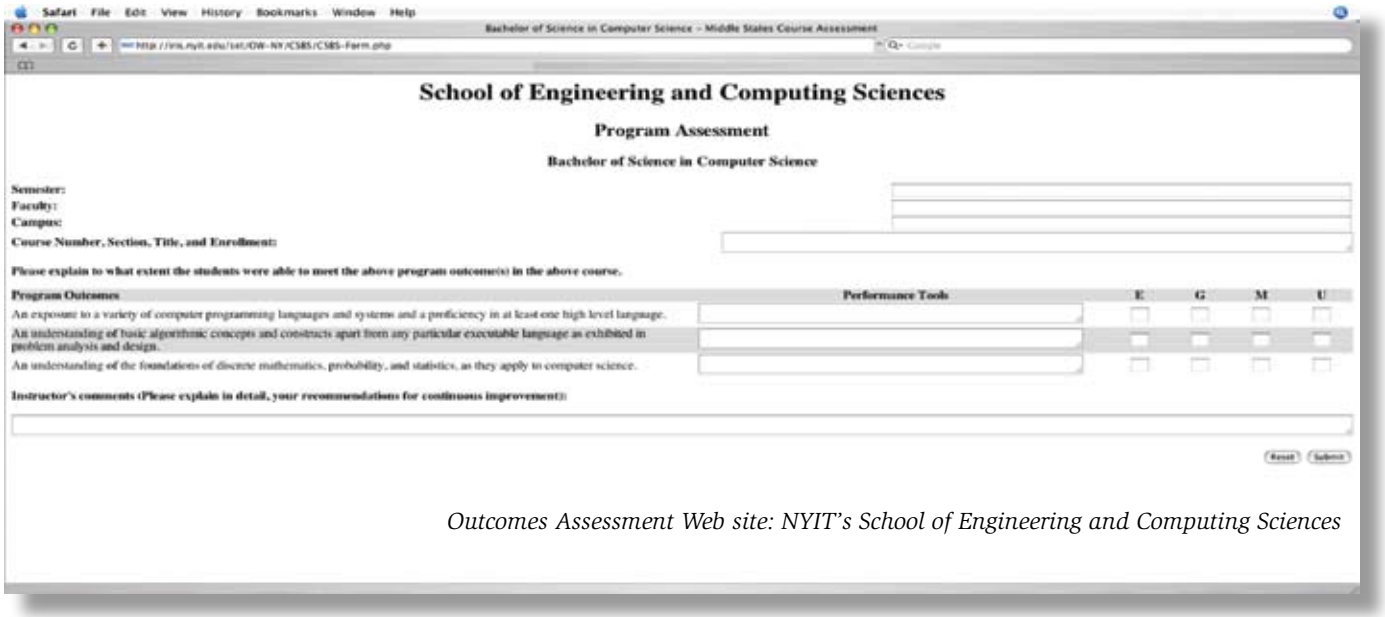
Assessment of Student Learning

At the program level, learning outcomes are communicated in writing through program and course descriptions, reinforced in discussions with faculty. Programs in engineering, computer science, fine arts, interior design, and physical therapy have more formal methods for communicating and assessing these outcomes than do the others.

- The School of Engineering and Computing Sciences requires associate chairs of programs at global sites to post program assessment data to a school assessment Web site that collects the same information from programs at the New York campuses. For each outcome, the online forms require specification of the performance tools used (e.g., test, problem, laboratory assignment, project, presentation) used and the number of students who performed at each of four defined levels: E (Excellent: demonstrates a complete and accurate understanding of the important concepts); G (Applies appropriate strategy or concepts with no significant errors); M (Minimal: displays an incomplete understanding of the important concepts and has some notable misconceptions; makes a number of errors when performing important strategies or skills, but can complete approximations of them), and U (Unsatisfactory: demonstrates severe misconceptions about important concepts; makes many critical errors). The "comments" section allows for descriptions of how the class performed and why, as well as for recommendations.

- In fine arts/computer graphics, the coordinator in New York uses a gridto communicate objectives and assessment processes to local faculty, and reviews examples of student work sent as image or animation files for graduation Capstone courses.

- The programs in physical therapy are designed for licensed physical therapists to enable them to meet current U.S. entry-level standards. The great majority of courses are taught by taught by core NYIT faculty either in person (Jordan) or online (Brazil, where students are in the same course sections as students in the U.S. online program). Equivalency is assured through teaching the same courses, with the same labs, exams, and assignments, and being graded on the same scale as students in the U.S. As yet, neither program has graduates who have taken the licensing examination.



Outcomes Assessment Web site: NYIT's School of Engineering and Computing Sciences

Outcome	Course	Assessment
Knowledge, understanding and skills of Web design including professional workflow, navigational flowcharts, design theories, development strategies, various Web graphics software applications, storyboards, 2-D vector based animation, as well as basic HTML programming.	ARTC 301 Computer Graphics III	Complete series of proposal drawings for Web design project including navigational flowchart. Complete execution of Web design project with CG software applications such as Macromedia Web Suite (Fireworks, Dreamweaver) as well as Adobe Illustrator and Photoshop, ready for on-line publishing. Complete storyboard for Flash animation. Complete execution of Flash animation for playback on Web browser. Participate in oral group critiques as well as creative brainstorm sessions for each developmental stage of Web design project as well as Flash animation project.

Excerpt from the outcomes assessment grid for the B.F.A. in computer graphics.

Although objectives are communicated and work samples are reviewed, assessment of learning outcomes is less formal in the business programs and in general education, although faculty in these areas are working to develop more prescribed methods.

Toward 2030

Balancing the Global Portfolio With an Undergraduate Campus in China

On Aug. 22, 2007, NYIT's proposed undergraduate college at Nanjing University of Posts and Telecommunications (NUPT) was included under the scope of its accreditation by the Middle States Commission on Higher Education. On October 8, 2007, 320 students were welcomed to NYIT Nanjing by NYIT's president, two full-time faculty members from New York, the campus dean, and well-wishers from the provincial and city governments, the department of education, and officials of NUPT.

Establishing undergraduate programs in China reflects NYIT's longstanding vision of being an "increasingly global and partially virtual" institution of higher learning. *NYIT 2030* identified China as among potential new locations for expansion that would help balance NYIT's portfolio and offer opportunities for long-term affiliations and growth. The expansion in China also resonates with NYIT's mission to provide broad access to qualified students. Currently, the number of highly qualified applicants for university study in China is greater than the capacity of the nation's colleges and universities. By offering programs in Nanjing, NYIT will provide access to qualified students who may not otherwise have options immediately upon graduation from secondary school. Moreover, a meaningful NYIT presence in China will offer NYIT the opportunity to participate in the PRC's efforts to broaden undergraduate education beyond the technical.

The affiliation addresses the interests of NUPT as well. The Chinese central and provincial governments have established a climate for Sino-foreign education affiliations in recognition of its need and interest in developing its public college and university systems. NUPT, a university registered with the national government of the People's Republic of China and with the regional government of Jiangsu Province, approached NYIT in hopes of creating a complementary relationship from which it would gain a deeper knowledge and understanding of American higher education systems and instructional practices.

NUPT was founded in 1950 and, despite its anachronistic name, is a broad, diverse, and highly regarded technologically oriented doctoral-granting state institution with a student body of about 30,000. NYIT is in a collaborative venture with NUPT on its newly built campus in Nanjing, a modern urban center. The facilities are less than four years old and built to international standards. NYIT administrators inspected the site and the classrooms, office spaces, technology, and infrastructure and found them to be equal to or superior to those of NYIT New York.

Program delivery and division of administrative responsibilities between NYIT and NUPT follows the model used in other locations.

- Students are required to meet same admissions requirements as students applying to NYIT programs in the United States. All instruction and all student

work are entirely in English. All admissions decisions are made by NYIT in New York.

- Faculty are a combination of NYIT's New York-based full-time faculty sent for that purpose, full-time contract consulting faculty hired specifically to teach at NYIT Nanjing, and fully-qualified adjunct faculty hired from local Chinese universities. All faculty appointment decisions are made by NYIT in accordance with established standards and procedures.

- All courses, syllabi, course sequences, and prerequisites, core curriculum, and major and minor requirements conform precisely to NYIT degree programs in New York.

- In addition, all advertising, recruitment, and advisement activities relating to these programs is controlled and approved by NYIT. As the degree-granting institution, NYIT retains the right, in its sole and absolute discretion, to appoint faculty, provide courses, and award grades and degrees according to its established standards and requirements.

NUPT's role in the venture is administrative and operational, not academic. NUPT provides appropriate classroom space, library facilities, computer availability, Internet access, office space, sports and exercise facilities, living quarters for NYIT staff and for faculty teaching at NYIT Nanjing, and such other administrative and educational facilities as are necessary to delivering a high-quality program.

In addition to a dual-degree program with Tongji University in China, NYIT offers M.B.A. programs in North America and the Middle East. According to Professor Scott Liu, Ph.D., who heads the curriculum, such a culturally diverse curriculum provides the ideal business education for a 21st-century global workforce.

Global Medicine

NYCOM has sponsored faculty exchanges with medical schools abroad, NYCOM faculty and students take part in international conferences, and the medical school has long hosted a special program for certifying émigré physicians. Not surprisingly, increasing numbers of NYCOM students are requesting that global health be a part of the medical curriculum and increased numbers of overseas students have expressed a desire to study at NYCOM. Building on the university's relationships in the Middle East and newer ones in China, Central and South America, and the Caribbean, NYCOM is pursuing the following global initiatives:

- Including global medicine in the didactic curriculum;

- Developing elective didactics or rotations will allow more substantial discussions and inquiry for those medical students with a particular interest in global health;

- Establishing international clinical experiences for students during their first summer;

- Establishing clinical rotations during the fourth year, where students participate in the delivery of health care at a site abroad.

Aware that health is determined by interrelated medical, political, economic, educational, and environmental factors, NYIT's medical school has sought to develop

Plans also include developing an international business internship exchange so visiting students can participate in internships in their fields at New York businesses."

cooperative relationships with health care institutions, professionals, medical researchers, public health specialists, corporations, and individuals throughout the U.S. and around the world. In the future, NYCOM's involvement as a global institution and leader in global health, education and knowledge will create options for students and faculty to engage in global health practice, policy, and the development of solutions to world vital problems.

Creating the Infrastructure for Global Exchange

NYIT's vision for 2030 imagines NYIT as "a truly global institution rooted in a strong New York presence." In 2006, it established the "Center for Global Exchange," charged with creating programs and facilities in New York to complement efforts abroad.

The agenda for the center includes:

- Developing forums for intellectual collaboration where NYIT faculty members from all locations interact with one another and with scholars from around the globe. The first such effort was the International Energy Conference and Exhibition held in Korea in cooperation with Uiduk University and the United Nations in February 2007. During the 2007-2008 academic year, conferences are being planned in New York (with the United Nations) on water issues and on security and disaster response, in Jordan on primary care medicine, and in Dubai on world energy.
- Coordinating the development of housing options for students and faculty visiting from abroad —ranging from brief to year-long stays, as well as logistical and programming support for these visits.
- Coordinating the development of a "Manhattan semester" for students from NYIT's programs abroad (as well as for students from other institutions), which would include: English language instruction and cultural programming; a "Manhattan Experience" course that would be an elective in the student's degree and would serve as a unifying experience for visiting students; and the opportunity to take other courses in their curricula at the New York site with NYIT New York students. Plans also include developing an international business internship exchange so visiting students can participate in internships in their fields at New York businesses.
- Developing endowed lectureships to support visits from global faculty.
- Developing the logistical support to facilitate study abroad for NYIT-New York students: semester-long study at NYIT's global campuses, semester-long study at other universities abroad, or shorter-term study abroad for groups of New York students led by an NYIT faculty member.
- Supporting faculty efforts to globalize NYIT's new core curriculum (see Standard 12).

Summary

Key Strengths

- NYIT has an established presence and programs in important global locations and strong local partnerships.
- It has the ability to integrate technology into instruction and to develop of a truly global university.
- A growing infrastructure supports the exchange of ideas and development human capital around the world.

Key Recommendations

- Continue to strengthen administration and planning and build on efforts to integrate global and New York operations.
- Develop and implement a formal quality assurance plan.
- Increase exchange opportunities for faculty and students, both physical and technologically mediated.
- Become an idea center for global intellectual exchange through conferences, research collaboration, and the development of coherent global faculties and curricula.

Evidence Considered

- Documents From Local Authorities
- Agreement With Partners
- Curriculum Vitae for Key Academic Staff
- Faculty Handbooks
- Student Handbooks
- Course Schedules
- Library Databases Most Often Used by Students at Global Sites
- Middle States Approval of the Nanjing Program (2007)
- Sample Faculty Contract

Ellis College of NYIT

Ellis College of NYIT

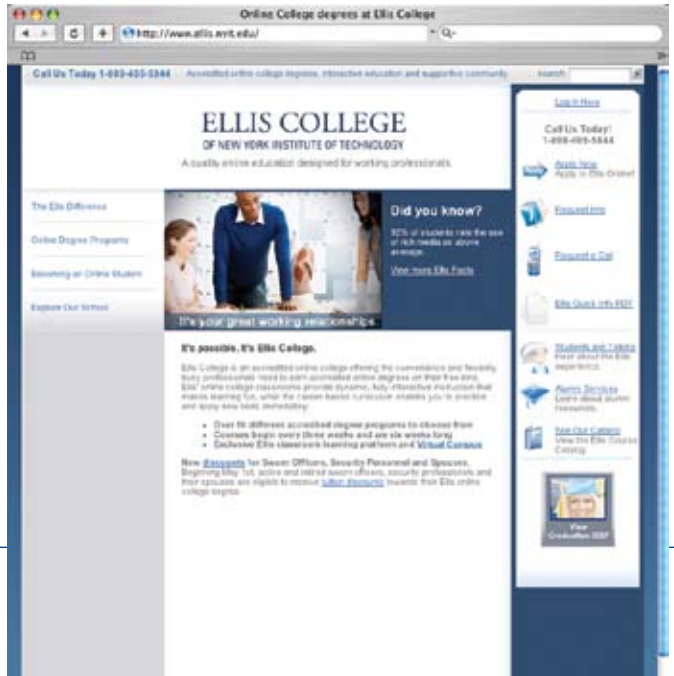
At its session on June 22, 2006 the Middle States Commission on Higher Education acted:

> *"…to affirm inclusion of the Ellis College branch campus within the scope of the institution's accreditation. To note that the Commission continues to reserve the right to re-examine the status of Ellis College as a branch campus of New York Institute of Technology, to request that the self-study comprehensively document developments at Ellis college, and to note that a site visit at Ellis College must be included as part of the 2007-2008 evaluation visit.*

Background

Note: *Because of the relative newness of online-only education and the distinctive alliance behind Ellis College of NYIT—among New York Institute of Technology, a traditional university with a long history of providing distance education; Cardean Learning Group, LLC (CLG), a for-profit educational services company; and its parent, UNext Inc.—this section contains more than the usual amount of background information.*

Those wishing to go directly to the self-study section should turn to page 187.



The home page for Ellis College of NYIT.

Ellis College of NYIT is specifically designed to meet the educational needs of adult students and is further focused through 100 percent online learning.

On Sept. 16, 2003, New York Institute of Technology announced the formation of "Ellis College," an expansion of online offerings within NYIT's School of Extended Education.

Ellis College of NYIT is specifically designed to meet the educational needs of adult students and is further focused through 100 percent online learning. The college's name was inspired by Ellis Island, which has enabled opportunity for millions of people from around the world.

NYIT's Ellis College division provides students with clear paths to complete their degrees, flexibility and convenience, and a high level of student support from the moment they speak with an admissions representative through and beyond graduation.

Ellis College is the result of an alliance between NYIT and Cardean Learning Group (formerly UNext), a Chicago-based leader in online higher education with special expertise in the technology and pedagogy of online higher education. Both NYIT and CLG share as

From 2004 to 2007, more than 220,548 'End of Course Surveys' have been returned with a steady 90% of students, both graduate and undergraduate, answering 'yes' to all questions."

part of their missions a dedication to providing access to higher education to a wide population. Ellis College is unique because it combines NYIT's resources and experience in career-oriented education with CLG's expertise in developing online learning with advanced methods and technologies. This combination creates an unprecedented opportunity for adult students to earn a college degree online in a rich, collaborative environment with a high level of support from faculty members and advisors.

The Ellis College of NYIT curriculum makes full use of the Internet's power to adapt courses to individual learning styles. In courses, students work with NYIT faculty as they encounter real problems and gain useful knowledge, skills, and judgment to solve issues they are likely to encounter in their chosen professions. A student service team assists students with enrollment and financial aid matters and helps students plan a personalized degree completion path that takes previous academic work into account.

At the end of every course, students are given a survey. The first three questions deal with the student's response to the course:

- Did you achieve…the goals you had when you started the course?
- Would you recommend these studies to a friend?
- All things considered, were you satisfied with your studies?

From 2004 to 2007 more than 220,548 "End of Course Surveys" have been returned with a steady 90% of students, both graduate and undergraduate, answering "yes" to all questions.

NYIT's Goals in the Endeavor

As reported in the "Future Directions" section of NYIT's Periodic Review Report (June 2003), NYIT's mission, history, the nature of its expertise and strategic thinking made significant expansion of distance education offerings a logical step for NYIT that would strengthen the university as a whole. Although NYIT had long been involved in distributed learning, the landscape and opportunities during the boom-or-bust years in the late 1990s were carefully studied. NYIT learned from the mistakes of others and believed that the public—local, national, and global—was increasingly looking for what Ellis College of NYIT provides: high-quality online education.

NYIT's belief was that Ellis College of NYIT initiative addressed a significant opportunity in higher education, especially in the adult and online sectors. For-profit online programs that offer convenience, low cost, and customer service had begun to "poach" the anticipated student populations of NYIT and other established not-for-profit educational institutions. These for-profit online programs tended to go after easy and large populations (business, teacher education, some completion programs, etc.), leaving the less cost-effective programs to the local institutions as dollars and jobs headed to the University of Phoenix and beyond.

To protect NYIT as a whole, including those programs that are less cost-effective, NYIT realized it was essential to enhance its online efforts. Moreover, if NYIT did not grow in expertise and prominence in this sector, it would not be positioned to seize the next iteration of technology-infused distributed learning that will certainly occur in the coming decade – although its exact form remains unclear. Finally, NYIT recognized that, given its name

and promise to students, that it should be at the forefront of technology-infused higher education. Together with NYIT's preexisting distance education programs, Ellis College enabled NYIT to meet these objectives.

In December 2002, President Guiliano wrote to inform the Middle States Commission on Higher Education of NYIT's plans. It was determined that the initial phase of this next step in distance education did not constitute a substantive change under the Commission's rules because the distance education programs had previously been submitted for review and approved. In April 2003, NYIT hosted a visit from Elizabeth Sibolski, executive associate director at Middle States, who affirmed that determination.

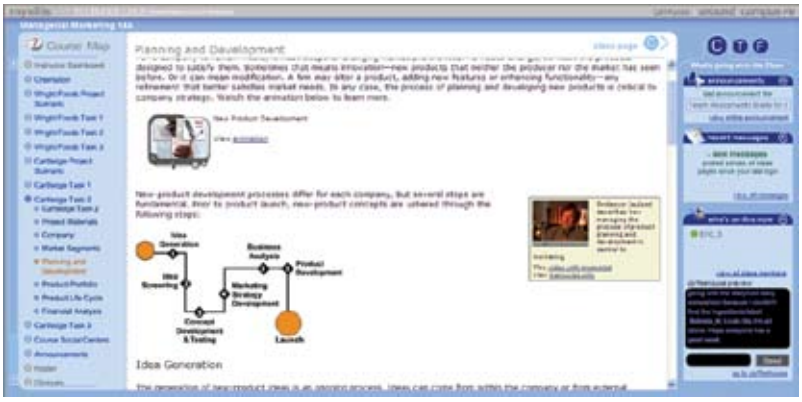
Phase I: Ellis College, a division of NYIT with degree-granting authority from the State of New York and accreditation from the Middle States Commission (2002-2005).

By spring of 2004, Ellis College of NYIT was offering the M.B.A., and four undergraduate degrees: management, accounting, English, and interdisciplinary studies to more than 2,000 students. NYIT faculty developed more than 75 courses for Ellis College; and several new positions were created at NYIT responsible for oversight of academic affairs at Ellis College; NYIT's academic senate formed a special committee to provide guidance and advice regarding Ellis College; and NYIT's admissions, financial aid, and registrar's offices added dedicated staff to help develop policy and provide enrollment services to students of NYIT's Ellis College. Affiliated Computing Services, Inc., a respected financial aid business process outsource firm, was engaged to supplement in-house financial aid staff facilitating the awarding of federal financial aid to NYIT's Ellis College students.

Roles and Responsibilities. During this phase, and to date, NYIT directly controlled core academic functions, such as faculty appointments, curriculum, student assessment, and the awarding of degrees. NYIT also maintained controlling authority for ongoing curriculum planning in accordance with established institutional procedures and mechanisms of review. Teams of faculty and course development staff created new material. Market research staff advised on emerging needs so that program expansion could be suitably focused. In the case of new programs, NYIT was responsible for review by all appropriate regulatory and accrediting bodies.

CLG provided the capital needed to embark on this expansion, advertise the programs, and provide most of the support services needed. It also contributed significant support for development of online pedagogy and for marketing. It is in the business of creating access to higher education through high-quality Internet programs. Its business model posits a market for high-quality education for adults.

In other words, the alliance drew upon the complementary core competencies of the two entities in order to build something new—that neither could do alone.



A page from an Ellis College of NYIT marketing course.

Phase II: Ellis College, a branch campus of NYIT in Illinois (2005-).

At its session on March 3, 2005, the Middle States Commission on Higher Education acted to acknowledge receipt of the substantive change request submitted by New York Institute of Technology to include the Ellis College branch campus provisionally within the scope of the university's accreditation pending approval of the Illinois Board of Higher Education, authorizing Ellis College to offer associate's, bachelor's, and master's degrees and certificates.

This development was consistent with the original un-

"The alliance drew upon the complementary core competencies of the two entities in order to build something new – that neither could do alone."

derstanding that, as Ellis College grew, it would require a greater concentration of administrative energy and full-time, dedicated administrators (separate from those who administer NYIT's main campus-based programs) able to react to changing conditions and to make decisions and recommendations. By the time the proposal for substantive change was submitted, NYIT had achieved its benchmarks for this change:

1. *The programs.* The core academic programs and courses were fully developed. Traditional forms of academic supervision (faculty curriculum committees, NYIT's academic senate) were exercised throughout the process; significant numbers of NYIT faculty in New York were involved in the development and review processes and had confidence in the ability of the course development teams and in the quality of the courses produced.

2. *The administration.* NYIT staff from the main campuses and from Ellis College worked through innumerable issues of how to best apply (and/or adapt) NYIT policies and standards to the radically different world of online education.

As a branch campus, Ellis College (in consultation with NYIT administrators and faculty) created its own academic governance structure. A key element in this structure was the Ellis College Oversight Committee, consisting of NYIT's president, the executive chairman of CLG's board of directors, and the provost/vice president of academic affairs of Ellis College. No changes in policy or practice were made without NYIT approval.

The Ellis College of NYIT provost/vice president for academic affairs reports directly to NYIT's president from whom he receives guidance and to whom he provides regular reports. There are currently two academic deans (for graduate and undergraduate studies) and an Ellis College academic senate with committees on admissions, curriculum and academic standards, and assessment. To provide direct oversight and guidance, members of the Ellis College of NYIT Academic Senate (and its committees) include—in addition to Ellis College faculty and administrators—faculty and administrators from NYIT's home campuses in New York. To further foster coordination, the provost/vice president of academic affairs of Ellis College is a member of the NYIT President's Council and holds a seat on the NYIT Academic Senate.

Phase III: Ellis College will become a separate, accredited institution within the region of the Higher Learning Commission and located in Chicago, Ill., with continuation of degree-granting authority from the Illinois Board of Higher Education (est. spring-summer 2008).

Several iterations were required to determine the process by which Ellis College would go from being a branch campus of NYIT accredited by the Middle States Commission to an independent not-for-profit entity accredited by the Higher Learning Commission.

In March 2007, Ellis College provost and chief administrative officer, David Harpool, and New York Institute of Technology vice president for planning and assessment, Harriet Arnone, met with Elizabeth H. Sibolski, the executive vice president of the Middle States Commission on Higher Education, and Steven D. Crow, the executive director of the Higher Learning Commission, to discuss how to proceed with NYIT's ongoing self-study given the desire of NYIT to make Ellis College an independent and separately accredited institution under the Higher Learning Commission.

As a result of that meeting, and a series of additional discussions, the decision was made to modify NYIT's self-study design so that Ellis College would undergo an independent accreditation visit by HLC on Feb. 11-13, 2008, which would focus on a self-study demonstrating how Ellis meets Higher Learning Commission criterion. The HLC visiting team will consist of peer-consultants of the Higher Learning Commission, a representative of the Middle States Commission on Higher Education, and an invitee of the Illinois Board of Higher Education. It was agreed that if Ellis College of NYIT is granted accreditation by the Higher Learning Commission before Middle States Commission action with respect to NYIT's reaccreditation in June 2008, NYIT's accreditation review would not include Ellis College.

The Ellis College Self-Study

Prior to the decision to conduct a separate visit and self-study, G. David Harpool, Ellis College provost and vice president for academic affairs, served on the NYIT Self-Study Steering Committee. As a part of the NYIT self-study, a working group for Ellis College of NYIT was formed to focus on how well the college meets the Middle States Commission on Higher Education standards. Once the process was developed and a timetable set for an independent accreditation review by HLC in February 2008, the sub-committee became the committee responsible for drafting a comprehensive self-study for HLC, which is available in "Evidence Considered." The pages that follow summarize highlights of the Ellis College self-study relevant to NYIT's reaccreditation: academic oversight and administration; institutional assessment; student admissions and retention; student support services; faculty; educational offerings; and assessment of student learning.

Governance

Since January 2006, Ellis College has had an oversight committee for the purposes of approving plans and reviewing progress on aspects of the branch's academic functions. This committee is made up of NYIT's president and CLG's executive chair of the board of directors, who serve as co-chairs, and the provost of Ellis College. The committee meets on a regular schedule with others invited as necessary, and has always included NYIT's vice president for planning and assessment.

Over the past year, as Ellis College prepared to seek independent accreditation, it began to seek and hire experienced administrative leadership from traditional and non-traditional online colleges. Knowing that upon separation it needed its own talent pool, Ellis has hired former college presidents, campus presidents, vice presidents of enrollment management, and senior faculty to lead Ellis through separation and beyond. The organization chart is reproduced below

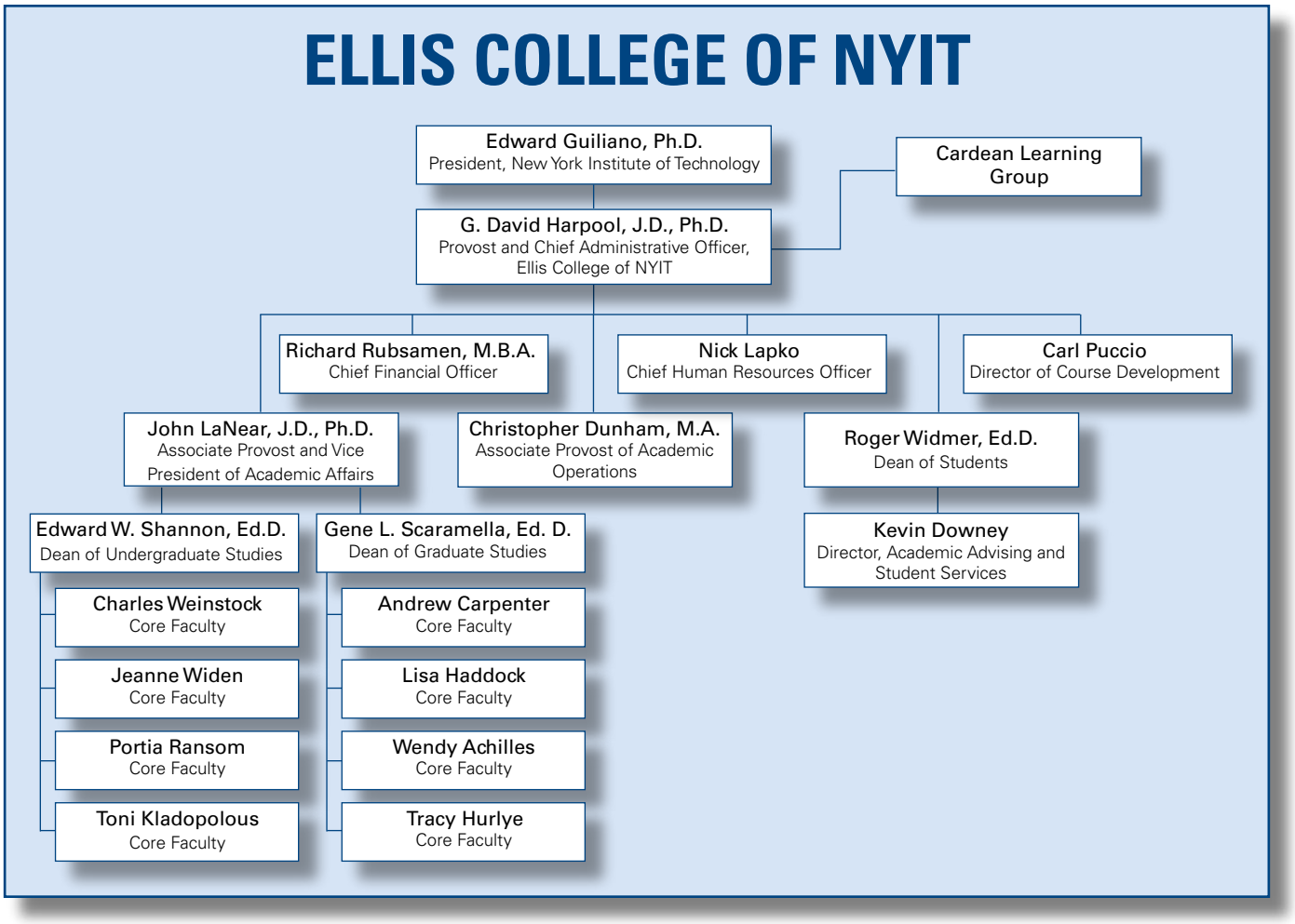
Below are descriptions of key administrative positions at Ellis College. Administrators' vitae are available in the Appendix.

- ***President.*** The president of NYIT serves as the president of Ellis College. Upon independence, the board of trustees of the new entity will appoint a president. This president will report to the university's new board of trustees and serve as the chief executive officer.

- ***Provost and Chief Administrative Officer (president-elect of Ellis University), G. David Harpool, J.D., Ph.D.*** As provost and chief academic and administrative officer of Ellis College, Dr. Harpool reports to the president of NYIT. The provost is ultimately responsible for academic oversight of all key aspects of Ellis College, including assessment, pedagogy, course development, faculty recruitment and retention, and student affairs.

- ***Chief Financial Officer. Richard Rubsamen, M.B.A.,*** has responsibility for ensuring that all financial activities are conducted in accordance with generally accepted accounting principles and in compliance with all legal and regulatory requirements. Further, this position is responsible for ensuring that appropriate processes and procedures are in place to satisfactorily meet those requirements.

- ***Chief Marketing Officer, Tony Mediate, M.A.*** Responsible for developing strategic direction in marketing and admissions. The chief marketing officer is responsible for branding, student recruitment, and public relations for Ellis College.



- ***Vice President of Compliance, Ralph Freye, M.B.A.,*** Responsible for the development, implementation, and ongoing management of processes and procedures as they relate to accreditation, student finance, registrar, and student records. Coordinates and manages all activities related to the timely and accurate development, completion, and submission of information and similar requests put forth by compliance, accreditation, regulatory, and audit agencies and organizations

- ***Associate Provost and Vice President of Academic Affairs, John LaNear, J.D., Ph.D.*** Responsible for supervising the academic leadership: graduate and undergraduate studies, institutional effectiveness, and accreditation.

- ***Dean of Undergraduate Studies, Edward W. Shannon, Ed.D.*** Responsible for the design, delivery, and overall quality of undergraduate academic programs. The dean obtains, analyzes, and monitors data to ensure that the program's quality and performance meet institutional and accreditation standards.

- ***Dean of Graduate Studies, Gene L. Scaramella, Ed.D.*** Responsible for the design, delivery, and overall quality of graduate academic programs. The graduate dean obtains, analyzes, and monitors data to ensure that the program's quality and performance meet institutional and accreditation standards.

- ***Associate Provost of Academic Operations, Christopher Dunham, M.A.*** Responsible for supervision of the academic operations: student affairs, registrar, faculty recruitment and training, library, career services.

- ***Dean of Students, Roger Widmer, Ed.D.*** Responsible for the managerial functions of student advising, registration, prior learning evaluation, student records, student services, and dean of student's office.

- ***Director of Course Development, Carl Puccio, M.A.*** Responsible for the development and maintenance of all Ellis College courses, in conjunction with program deans, core faculty members, and faculty subject matter experts.

Ellis College has a decision-making structure and processes for the academic and administrative matters that includes a number of standing committees:

The Provost Council

The provost council serves as the administrative committee for graduate studies, reviewing the actions of the curriculum committee, coordinating college-wide initiatives as they relate to degree programs, and making policy recommendations to the governance committee and other committees as needed. The council charter includes, but is not limited to, accountability and responsibility for academic policies and procedures, macro-level metrics trends, analysis, and resolution, new program development, faculty planning, standards, and development, curriculum standards and delivery, cross-school collaboration opportunities, and career placement metrics.

The Academic Senate

The academic senate is charged with advising NYIT's president on the following: admissions committee, assessment committee, executive committee, curriculum and academic standards committee, organizational communication, professional standards, resource allocation, and other areas which affect the college's ability to fulfill its mission.

The Senate Executive Committee

The executive committee oversees the implementation of and compliance with the NYIT constitution in the execution of the university's educational and operational responsibilities and addresses all issues raised with respect to the implementation of and compliance with the constitution. This committee also prepares the agenda for meetings of the academic senate, receives and acts upon complaints concerning electoral procedures, and receives or recommends to the senate proposed amendments to the constitution. It also is empowered to act for the senate on urgent matters at such times as it is clearly impractical or impossible to convene the senate.

The Senate Admissions Committee

The admissions committee reviews and make recommendations concerning matters related to admissions, granting of credit for all forms of prior learning (including transfer credit), informing students of policies related to admissions and academic standards, scholarships, and financial aid, standards for continuing matriculation, student advisement, and accommodations for students with disabilities.

The Senate Curriculum and Academic Standards Committee

The curriculum and academic standards committee establishes and maintains standards, policies, and procedures that will ensure that university graduate and undergraduate curricula and all regulations pertaining to these comply with the stated mission and goals of the

Ellis College of NYIT provides students with an online organizer.

university. The committee coordinates all curricula to assure academic integrity. It also reviews, evaluates, and recommends to the academic senate approval or disapproval of all new undergraduate courses, programs, and degrees and proposed changes in existing courses, programs, and degrees. Finally, this committee is responsible for evaluating academic resources available to students and the general academic integrity of the institution.

The Senate Assessment Committee

The duties of the Assessment Committee are to encourage and facilitate good assessment practices by engaging the academic community in an ongoing dialog regarding the value of assessment-driven continuous improvement and the process by which assessment may serve to promote institutional effectiveness.

Online Student Advisory Committee

The purposes of the online student advisory council are to enhance the educational and social experiences of the student community, communicate student concerns to the administration, support and encourage the operation of student clubs and organizations, and provide leadership and networking opportunities to students.

Faculty Development Committee

The Faculty Development Committee is responsible for making recommendations to the center for teaching and learning on creating regular faculty in-service training programs and teaching and learning improvement courses. The committee also provides guidance and review of these programs as well as design input and recommendations to the faculty development program.

Institutional Assessment

As part of NYIT, Ellis College branch administrators provide NYIT's management with regular reports, including enrollment, retention, and graduation statistics and financial performance. In addition, NYIT's institutional research office surveys all entering and graduating students (including those at the Ellis branch) annually, and the Ellis College office of institutional research conducts surveys to provide information for specific purposes (e.g., surveys of alumni, faculty, non-returning students, employees).

In the past year, Ellis instituted a review process for administrative areas that draws upon a variety of measures including reporting metrics and data (from internal and external reports), policy documents, tracking summaries and daily and weekly reconciliation of data, and internal training, development and feedback loops. During 2007, reviews of 11 administrative departments were conducted.

Academic program reviews focus on assessment of program outcomes, key curricular strengths and weaknesses, faculty credentials, faculty resources, staff resources, and assessment of individual courses. Measures include faculty and student end-of-course surveys, student satisfaction surveys, focus groups of advisors, staff, faculty and students, student learning assessment data, and retention data. In 2007, program reviews for the eight academic programs with the highest enrollments were completed.

The review process and outcomes of the studies are described in detail in the Ellis Self-Study prepared for

"Faculty coaches are experienced adjunct faculty members who participate in training and development of new or poorly performing instructors."

the Higher Learning Commission (see "Evidence Considered").

Student Admissions and Retention

Ellis College on NYIT, intended to serve working adults, requires that applicants to undergraduate programs have a high school diploma, 30 college credits, and at least three years of career-oriented work experience since high school. Applicants to graduate programs must have successfully completed a bachelor's degree or equivalent from an accredited college or university and at least three years of career-oriented work experience since high school.

A page from the Ellis College of NYIT blog.

Students. As of Oct. 2, 2007, Ellis College had 2,912 degree-seeking students enrolled in one or more classes and 347 active non-degree-seeking students for a total student population of 3,259 including 1,718 undergraduate and 1,194 graduate students. Sixty-eight percent of the graduate population is between the ages of 26 and 44, and 51 percent are female. Sixty-one percent of the undergraduate population is between the ages of 26 and 44, and 56 percent are female.

As of Jan. 31, 2006, 49 percent of Ellis students self-identified as Caucasian, 14 percent as African-American, 4 percent as Asian, 5 percent as Hispanic, and 4 percent as other (24 percent did not specify). At that time, 54 percent received some form of federal financial aid; 28 percent received tuition reimbursement from employers.

Financial Aid. Fifty-four percent of Ellis College of NYIT students receive some form of federal financial aid. Twenty-eight percent receive tuition reimbursement from employers. Financial aid administration has proven particularly challenging given NYIT's standard term and Ellis College's non-term structures. NYIT and CLG have committed to identifying process improvements to ensure that Ellis College complies with all federal, state, and institutional regulations.

Retention. Ellis College's term-to-term retention rate for 2007 was 77 percent for undergraduate and 85 percent for graduate students. Although the retention rate at Ellis is comparable to peer institutions, efforts are underway to improve it. In 2007, a formal identification and intervention program for at-risk students was developed that includes assessing student performance during their first two terms via faculty feedback, grades earned, and a writing sample. When indicated, a learning contract among the student, an academic advisor, and the dean is prepared and, when appropriate, the student is encouraged to seek tutoring or remediation.

Academic Integrity. The student code of conduct states, in part, "Ellis College of NYIT students are members of an academic community founded upon principles of integrity and respect for others. Students are expected to abide by these fundamental principles in their interactions with other students, as well as with the faculty and staff of Ellis College of NYIT." The college also publishes a comprehensive academic integrity policy and supporting procedures that focus on individual responsibility and intellectual accountability both inside and outside of the classroom and including material about academic honesty, plagiarism, and citation. The college disseminates and enforces clear policies on practices related to intellectual property rights.

Student Support Services

At Ellis, the learning platform serves a classroom and a campus. It is the means of connecting faculty with students, of putting a competent faculty member in the place where a student learns, and is the means for allowing students to connect with each other—providing them a place to interact. Its features are therefore geared toward facilitating optimal interaction between faculty and students and among students themselves, and for providing information to both faculty and students.

The most recent revision of the Ellis learning platform

An Ellis profile page

incorporated social networking such as personal blogs and portfolios, student groups, and a student organizer.

As of June 2007, students had formed 114 groups, including Learning from Different Management Styles, Public Relations Research and Theory, Sociology at Ellis College, Atheists and Freethinkers, the Open Forum for English and Literature Majors, and Where the Writers Linger. Other June 2007 usage statistics include:

- 3,487 community members have updated their profile
- 2,515 community members have uploaded a photo to their profile
- 432 community members have posted to an Ellis blog
- 897 blog posts
- 6,379 comments to blog posts
- 573 posts to student groups
- 3,337 comments to student group posts
- 872 community members belong to at least one group
- 273 files uploaded to student groups and blogs
- 3,696 portfolio entries
- 220 RSS feeds
- 1,755 favorite links
- 381 approved friends on "most popular" user
- 313 comments on the "most popular" blog post

Advising, Tutoring. Other aspects of the Ellis College of NYIT "campus" include ready access to course schedules; financial aid, tech support, and library advice; and entry to the bookstore, the merchandise store, the career center, the faculty center, and to live and archived "webinars" and lectures.

Student Advising. Student advising is a strength of the institution. Students are assigned an advisor during their first course and the advisor becomes the primary contact between the student and the institution. According to the 2007 Student Satisfaction Survey, students highly value opportunities to interact with their advisors and maintain strong relationships with them.

New Student Orientation. Ellis College of NYIT offers new student orientations to increase the likelihood of student success. These live orientations are taped and archived for on-demand viewing. These orientations further cement loyalty by creating an opportunity for new students to meet and bond with their fellow students.

Registrar's Office. The office of the registrar maintains academic records from matriculation to graduation, with the recognition that prompt, courteous service is essential to the student and staff experience.

Career Services. Students are able to use NYIT's online and on-ground career resources. In addition, on the Ellis Web site, students have access to a career center, which contains resources about career assessment, resumes, cover letters, interviewing, networking, company information, job hunting strategies, and salary and which also links to the NYIT Office of Career Services.

Alumni Services. Ellis College of NYIT operates its own alumni resources Web site that provides alumni with resources to assist in job searching, information on professional associations, and details on the Ellis College group available on Linkedin.com. Ellis alumni are invited to participate in webcasts, receive student newsletters and remain active in the Ellis College virtual community. Student groups are open to Ellis students, alumni, and faculty, allowing the Ellis online community to grow and share ideas with one another. Alumni retain access to the virtual campus, which keeps them informed of announcements and important events open to students and alumni. In addition, all Ellis College alumni are part of the larger pool of NYIT alumni and are granted certain privileges, for example access to NYIT alumni newslet-

ters, magazine, campus, networking events, and surveys.

Technical Support. The Ellis College of NYIT student services department provides technical and general support and includes a help desk that will be staffed 24/7 in 2008.

Faculty

Ellis College of NYIT has two categories of faculty:

- Core faculty members are full- and regular part-time faculty members, all of whom hold terminal degrees in their fields. They are usually chosen through national searches or from among Ellis's most experienced adjuncts and have demonstrated excellent instructional practices, mastery of the pedagogy, and comprehensive knowledge of the course material. Regular part-time faculty members have one-year contracts to teach a minimum of six courses per year. In addition, core faculty members develop course materials, train new instructors, and participate in college governance.

- Adjunct faculty members are involved primarily in teaching; they also participate in course development. They receive substantive online training and have faculty coaches (experienced adjunct faculty members) who help them perform effectively. Adjunct faculty are engaged for a finite term, typically determined on the basis of the length of a project, course schedule, or combination thereof.

The standard teaching load for a full-time undergraduate faculty member at Ellis College of NYIT is 15 six-week courses per calendar year and 11 courses per year for full-time graduate faculty members. To provide an opportunity for faculty to focus on scholarship, full-time faculty have no teaching duties during one of the six terms.

All new Ellis College faculty members complete a three-phased online training program. In Phase I (20 hours), new faculty complete an asynchronous, three-week online training program called "Preparing for Your Faculty Experience" that focuses on the Ellis College course platform, learning methodology, and instructional policies. In the second phase (one to four weeks), new faculty prepare to teach a specific course under the direction of a faculty coach—either as a tutor or in a study group. The final phase is supervised provisional training, during which the new faculty member's first three teaching assignments are closely monitored by a coach.

All faculty members are encouraged to participate in an ongoing series of faculty development activities such as online training programs and webcasts, and at times, they are required to attend mandatory training programs on recent learning platform changes and enhancements. During 2006-2007, topics covered in faculty development programs included "Engaging Students Beginning to End," "Working with Disruptive Students," "Delivering Valuable Feedback," and plagiarism. Ellis College faculty are expected to maintain an active scholarship agenda. The college is interested in and supportive of disciplinary research by its faculty and in faculty contributions to the scholarship of teaching and learning.

Demographic Overview

Currently, there are 10 core faculty members. In November 2006, the college authorized the hiring of eight new core faculty members and 14 adjunct instructors. In 2008, Ellis College anticipates hiring four new full-time core faculty and at least two additional part-time core faculty. One core and 40 adjunct faculty members—or 16% of the total faculty—have been with Ellis College since its inception. Ellis College seeks to hire faculty with terminal degrees for faculty teaching in bachelor and master level programs. In the M.B.A. program, because it is designed as an applied program for adults, a balance between faculty with terminal degrees and faculty with real-world experience is sought. Currently, there are 214 faculty members teaching in the undergraduate programs and 133 teaching in graduate programs. There are 93 instructors who teach in both undergraduate and graduate programs.

Faculty Supervision

The job performance of Ellis College of NYIT faculty is monitored on a regular basis, focusing on the degree to which they exemplify the college's 10 "guiding principles" for instruction:

- Begin the course in a timely and engaging manner.
- Communicate clear expectations to students.
- Reach out to non-involved "at-risk" students.

2004-2007 Enrollment

Degree		Fall 2005 Reporting Term	Intersession '06 Reporting Term	Summer 2006 Reporting Term	Fal 2006 Reporting Term	Spring 2007 Reporting Term	Summer 2007 Reporting Term	Fal 2007 Reporting Term
MBA	General Business	1192	800	678	794	925	690	786
	General Business with Specialization	5	1	127	124	87	33	28
MS	Human resources			11	14	12	26	22
	Computer Science			0	1	3	7	5
	Educational Technology			13	14	16	14	10
MA	Communication Arts			18	26	30	31	39
Bachelor of Science	Accounting	88	61	77	76	67	52	70
	Behavioral Sciences		291	392	420	420	338	352
	Business Administration	228	153	172	230	250	187	224
	Electronics & Information Security			35	38	61	53	65
	Information Technology	1	5	20	29	33	25	24
	Political Science			7	13	16	16	19
	Interdisciplinary Studies	690	541	496	533	580	498	492
Bachelor of Arts	English	133	114	193	218	242	232	241
Bachelor of Professional Studies	Hospitality Management	1	1	11	12	18	17	18
Certificate	Technical Writing			0	2	2	1	2
Associate of Applied Science	Business Administration	3	5	20	15	11	7	14
	Accounting	2	2	12	14	12	11	6
	Communication Arts	14	9	8	12	9	5	7
	Telecommunication Technology			3	4	2	3	4

Table EC-1: Ellis College Enrollment by Degree Program

- Maintain a positive tone with students at all times.
- Be present and engaged in class discussion throughout the course.
- Demonstrate professionalism and a solid mastery of course content.
- Grade and return assignments within 48 hours.
- Provide meaningful and actionable feedback on all student assignments.
- Provide appropriate guidance on policy or procedural questions raised by students and seek guidance when uncertain.
- Complete course wrap-up activities in a timely and accurate fashion.

Students evaluate all courses at their conclusion, and reports on these evaluations are reviewed by the director of instruction, faculty coaches, and academic deans. Faculty members receive copies of the student reports,

along with comments highlighting both positives and negatives, approximately three weeks after the conclusion of a course. When necessary, meetings are scheduled to discuss the reports. Faculty members receiving unfavorable student evaluation reports are placed on a "watch list," and their subsequent teaching assignments are closely monitored by a faculty coach until they re-establish adequate performance.

There is also a system in place whereby the instruction staff annually evaluate a completed course for each instructor in terms of the 10 guiding principles listed above. Reports of these evaluations are provided to instructors with recommendations for performance improvement.

	Graduation Year					
	'03-'04	'04-'05	'05-'06	'06-'07	'07-'08	Total
M.B.A	18	235	472	524	146	1,395
Communication arts (M.A.)					4	4
Communication arts (A.A.S.)					1	1
English (B.A.)			11	51	17	79
Interdisciplinary Studies (B.A., B.S., B.P.S.)		13	127	178	49	367
Accounting (B.S.)			7	14	8	29
Behavioral Sciences (B.S.– Psychology, Criminal Justice, Social Work)			5	65	33	103
Business Administration (B.S.)			15	24	13	52
Total	**18**	**248**	**637**	**856**	**271**	**2,030**

Table EC-4. Degrees conferred through NYIT's Ellis College

Educational Offerings

Table EC-1 shows the enrollment in each Ellis degree program between the Fall 2005 and Fall 2007 academic year (fall, spring, and summer reporting terms).

Class Size

Ellis College set a cap of 20 students per class in order to ensure that students receive the proper amount and quality of attention from their instructors. There also exists an administrative process for lowering the cap when faculty or other stakeholders make a persuasive case that this is pedagogically desirable. Table EC-3 summarizes the average class sizes between fall 2005 and fall 2007.

Year	2005	2006	2007
Graduate courses	15	16	16
Undergraduate courses	11	15	17

Table EC-3: Ellis College average class size (2005-2007).

Degrees Conferred

During the 2007-2008 academic year, NYIT conferred a total of 332 undergraduate and 524 graduate degrees on Ellis College students (see Table EC-4), who are invited to annual commencement ceremonies in Old Westbury. Many choose to attend, bringing their families along. For the past two years, a dinner has been held the night before graduation for Ellis College students and their families.

Ellis College Courses

The director of course development leads 12 staff members working on the development of instructional content and media. In 2006, this department had a budget of $1.6M.

The multi-phased development process, led by a faculty subject matter expert, assisted by an instructional designer includes:

- definition and design of learning outcomes;
- drafting of course description;
- construction of a detailed outline;
- identification or creation of course resources;
- definition and design of course units and learning activities.

This process culminates in a detailed course design document that receives final approval from the program dean and director of course development.

Once the design document is completed and approved, the faculty subject matter expert writes original content for the course and works with instructional designers and media resources staff to locate or design interactive elements such as graphics, video clips, flash interactive activities, and animations. Next, the assigned instructional designer creates the course Web pages; the faculty subject matter expert has responsibility for reviewing this work material for accuracy and academic quality and commonly adds new ideas throughout this phase.

Next, the course is audited through comparison with the original design document and the faculty subject matter expert and instructional designer undertake several rounds of editing before the course is sent to professional editors for final copy editing and proofreading.

After this editorial process is complete, the course is sent to a quality assurance specialist. Once any problems have been resolved, the program dean conducts a final review and then provides approval to the manager of course development to migrate the course to the university's production server so it can be offered to students.

"Consistent course quality requires substantial capital investment, which can be offset when the same courses are taught by many faculty members."

Anatomy of an Ellis College Course

The course materials in Ellis College courses are consistent, comprehensible, and well-organized. Students must be able to make sense of the material without extraordinary amounts of time, and the course structure becomes familiar as students progress through their programs.

Courses feature a standardized orientation "node" that includes a "welcome" page, a "getting started" page, an "about this course page," and a sequence of learning tasks organized into course tasks or units using a standardized page layout.

Courses are designed to require significant effort but do not include "high-stakes" tasks. Multiple assessments replace midterm and final exams. These multiple assessments give learners the opportunity to work their way through the material and receive many discrete points of feedback.

Courses tend to use one of two pedagogical approaches: (1) scenario-based courses that adhere to a strong problem-centered learn-by-doing pedagogy and are organized around highly-structured tasks, or (2) seminar-style courses that offer a more traditional approach and are organized around thematic units. Most graduate courses and some undergraduate courses are scenario-based; most undergraduate courses and some graduate courses are seminar-style. In every case, a constructivist approach specifies deliverables from students that demonstrate original thinking and application and analysis of essential concepts.

Each course provides students with learning resources that introduce them to the important concepts they will need to understand to complete the project. Learning resources are pages in online courses that present content to the student about a topic or prepare the student to read about the topic in the textbook or

other source. The learning resources contain conceptual information, readings, exercises, videos, self-assessments, and occasional cases. A notable feature of the course technology is that every page features its own threaded discussion, greatly intensifying student-to-student and student-to-faculty interaction.

The Changing Role of Faculty in Course Development

Faculty have always played a significant and leading role in the design and creation of Ellis courses. The early development of Ellis's core M.B.A. courses involved the use of faculty from the five consortium institutions: University of Chicago, Stanford University, Columbia University, Carnegie Mellon Institute, and the London School of Economics. These faculty designed courses in collaboration with instructional designers and resident business faculty. After the formation of the NYIT alliance, NYIT-New York faculty members collaborated with Ellis College instructional designers to recast NYIT undergraduate and graduate courses into the online format described above. More recently, Ellis College's own core and adjunct faculty have served as subject matter experts in the development of new courses, as have outside experts, several of whom have subsequently joined the Ellis College faculty.

Continuous Improvement Processes

Courses are evaluated and improved on a regular schedule via end-of-course student surveys, auditing of current classes, reviewing end-of-course faculty surveys, updating textbook editions, conducting faculty forum meetings for specific courses, reviewing course design against identified pedagogical standards, and discussion of course quality with students, faculty, advisors, and other academic stakeholders.

The most sophisticated and regular improvement processes involve content redesign efforts undertaken on the basis of review of student feedback and the audits of a course. In 2006, the course development department monitored the performance of 105 courses out of 280 different courses actually offered (38%). Of these 105 courses, significant changes and improvements were made to nearly all.

The Virtual Library

Ellis students make ample use of the virtual library and knowledge discovery and management resources it provides. In the 2007 student satisfaction survey, the quality of the online library was rated 4.01 in level of importance and 3.84 in satisfaction, a relatively minor gap of .17. Because the learning platform supports embedding one-click links to full text articles drawn from library databases, students routinely use original source references as part of their coursework. In addition, students actively use the virtual library to support their course and independent research.

The college maintains a virtual library for its students and faculty that resides on a password-protected section of the Ellis Web site. This virtual library contains links to subscription-only databases (xreferplus and ProQuest), as well as to freely available Web resources that have been reviewed by the manager of library services and determined to be relevant to Ellis College's degree programs. In addition, all Ellis College students and faculty have access to the online library resources offered through New York Institute of Technology, such as ArticleFirst, CQ Researcher, Ebscohost Web, Lexis-Nexis, Literature Resource Center, PsycFirst, and Wilson Select Plus.

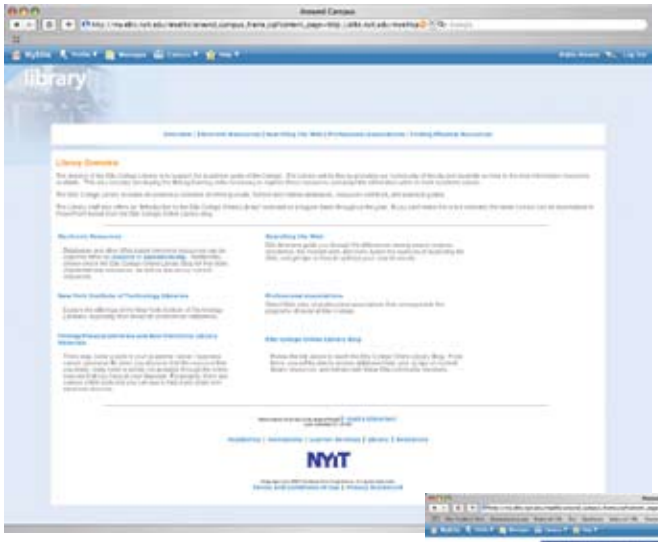
The manager of library services maintains the library and evaluates its content, along with others in the academic affairs area of Ellis College of NYIT. This manager also provides reference assistance to Ellis College students and faculty via e-mail and telephone and presents a quarterly webcast on using the library that is attended by both students and faculty. The end-of-course student survey contains questions regarding the library and its services and this data helps assess the library's effectiveness in supporting the college's mission and educational objectives.

Average Ratings on Course Content Items in Student EOC survey (1-5 scale)								
	Course Materials	Printed Materials	Quizzes & Tasks	Apply Concepts	Content Current	Content Organized	Amount of Materials	Use of Teams
Total	4.17	3.95	4.25	4.31	4.27	4.34	4.18	3.92
Graduate	4.15	4.20	4.22	4.23	4.37	4.35	4.25	3.76
Undergrad	4.16	4.09	4.23	4.27	4.33	4.35	4.22	3.85

Table EC-5: Mean scores on student end-of-course surveys.

Assessment of Student Learning

As the self-study progressed, it became clear that the scheme of indirect measures of assessment provided for in the 2004 Ellis College of NYIT outcomes assessment plan, while sufficient to provide meaningful data to academic decision-makers, was not ideally strong. Further, while student learning data were used ad hoc by various stakeholder groups, the university lacked a cohesive and comprehensive set of practices and the culture of assessment necessary to use assessment data in the strongest and most effective manner.



Ellis College Library Portal

Implementation of the 2004 Outcomes Assessment Plan. Assessment evidence shows that students are being retained and graduating at acceptable levels and are performing well in the classroom against well-formed relevant learning outcomes. Of students who enrolled during 2005, 68% were retained in their program of study through 2006. Of the 2005 cohort, 61% of graduate students and 27% of undergraduate degree-seeking students have graduated, for an overall graduation rate of 49% of all degree-seeking students.

End-of-course student survey data reveal that students are pleased with their courses in that they rate the aggregate course measures (i.e., course materials, assignments, concepts, content, topics) highly. See Table EC-5.

Development of a New Outcomes Assessment Plan: 2007. The 2004 plan relied heavily on archival data such as grade distributions, completion rates, and perceptions of students and faculty as expressed in surveys. While these features are retained in the 2007 Outcomes Assessment Plan, the new plan includes direct assessment of student work, greater faculty

Because the learning platform supports embedding one-click links to full text articles drawn from library databases, students routinely use original source references as part of their coursework."

involvement, annual program reviews, and the use of an online portfolio system that makes assessment data more readily available to students, faculty members and administrators. The plan and its application are described in detail in the Ellis College self-study prepared for the Higher Learning Commission (see attachment). Key features include:

- Assigning responsibility to the assessment committee of the Ellis College of NYIT Academic Senate for advising academic departments and ensuring that program and course learning outcomes are clearly written, measurable expressions of student performance expectations upon completion of the course or program.

- Providing for the direct assessment of student learning and annual academic program reviews, the means by which academic program faculty conduct formal independent evaluations of the quality and relevance of their learning outcomes, review student achievement related to the outcomes, and leverage all available information to improve teaching and learning within the departments.

- Transitioning to a curriculum-embedded institutional assessment scheme, which is intended to satisfy the need for comprehensive assessment of student learning and provide a functional feedback loop for academic decision-makers. This transition is supported by a significant investment in personnel resources and technology.

- Inclusion of indirect measures of institutional effectiveness such as end-of-term student surveys, faculty surveys, alumni and employer surveys, and archival data such as persistence and graduation rates.

A centerpiece of the direct assessment of student learning is OASIS (Outcomes Assessment Information System), a custom-designed online system intended to help monitor the quality of Ellis College of NYIT programs and courses, and to assess how well students are meeting outcomes both during and at the conclusion of their program of study. Using OASIS, students submit preselected assignments for evaluation by faculty members against predetermined scoring rubrics and their work is collected in a student portfolio. The portfolio provides feedback to students about their progress in meeting the program outcomes. In addition, data across student OASIS portfolios is collated by the dean of assessment and evaluation and used by the faculty and administrators to identify and revise weaknesses in the curriculum. OASIS contains the collection of assessed student projects, faculty feedback on the projects in the form of instructor comments and rubric-based assessment scores, and student commentary.

Operational Structure of the Ellis Outcomes Assesment System

Toward 2030

NYIT has gained invaluable experience with online delivery through its Ellis College of NYIT venture that will help in achieving its aspiration to become "a global and partially virtual university" by 2030.

Ellis College's academic quality has been, and remains, a significant strength, and student learning and satisfaction results confirm the theory that there is indeed a market for high-quality online education.

Ellis College has faced challenges during its five-year history—many now successfully met—including:

- Competing for student attention with a growing number of online colleges.
- Difficulties in financial aid processing as a result of Ellis College's adoption of non-traditional academic terms.
- Two student information systems (Datatel at NYIT and CampusVue for Ellis College), resulting in unnecessary cost and frustration among employees and students.
- Recruiting students to a new online college at a time when inexpensive online lead generation techniques gave way to more expensive integrated marketing.

Perhaps the greatest challenge was also the greatest teacher…the alliance between a not-for-profit higher educational institution and a for-profit educational service provider. Exposure to non-traditional methods of developing and delivering online courses has informed NYIT's thoughts about the next steps for NYIT online:

- Making substantial investment in course development by providing instructional design and media support for faculty members who are experts in the course subject pays off in quality;
- Having a consistent process for developing courses serves quality control and learning assessment purposes;
- Faculty remain the heart of a university and engaging faculty is critical to the success of an online enterprise;
- Involving teaching faculty in course updating and redesign is highly motivating to them;
- An ongoing program of training and development linked to assessment results keeps faculty engaged in improving teaching and learning;
- Separating the faculty role in course development from the faculty role in course delivery can be beneficial and can amortize the up-front course development expenses.

Today, aside from Ellis College, NYIT lacks sufficiency in its online offerings (see Standard 13). There are too few such offerings, and the number of virtual "seats" in them is rather limited. Yet, the world of the future will see students moving seamlessly between virtual and face-to-face educational experiences, and NYIT ought to be at the forefront of this trend.

Building online capacity is not something NYIT can do alone. NYIT is currently in discussions with CLG and other vendors that would function as an outside supplier for course development, management, and marketing services for NYIT online—an in-house successor to the online campus. A prime purpose of NYIT Online will be to serve on-ground students—providing courses and segments of courses to supplement the on-the-ground experience and a "virtual community" to help unite NYIT students everywhere.

Assessment evidence shows that students are being retained and graduating at acceptable levels and are performing well in the classroom against well-formed relevant learning outcomes."

Summary

Lessons Learned

- Consistent course quality requires substantial capital investment that can be offset when the same courses are taught by many faculty members.
- Faculty are key.
- Online marketing can be both expensive and ineffective.
- Assessment can be built effectively into online courses and used for supervision control and student learning improvement.

Going Forward

- Create enhanced online opportunities for on-the-ground students in order to deliver on the promise of NYIT's name, teach essential career skills, and take advantage of savings in overhead costs.
- Develop 100% online offerings to buttress NYIT's visibility in a few, quality niches, perhaps with links to interdisciplinary graduate centers.

Evidence Considered

- Correspondence from Middle States Commission on Higher Education
- NYIT's Periodic Review Report (June 2003)
- NYIT's Proposal for Substantive Change: Ellis College as a Branch Campus
- NYIT's Monitoring Report on the Ellis College Branch
- Ellis College Self-Study Prepared for the Higher Learning Commission, North Central
- Ellis College of NYIT: Graduate and Undergraduate Catalogs
- Ellis College of NYIT Web site (www.ellis.nyit.edu)
- Ellis College of NYIT Academic Senate Constitution
- "Preparing for Your Faculty Experience" (training program: link)
- End of Course Evaluation Form
- Sample Course Design Documents
- CVs of Academic and Administrative Leadership
- Ellis College Outcomes Assessment Plan (2004)
- Ellis College Outcomes Assessment Plan (2007)
- Webinars (2006-2007 archive) for Students and Faculty

Conclusions

Conclusions

In public speaking settings and in middle school composition courses, we are told to tell people what you are going to tell them, tell them, and tell them what you've told them. It may appear simplistic but it is often effective and is seemingly a wise principle for this concluding section.

But first we want to reaffirm what we have shown in this self-study: (1) that NYIT today is a dynamic institution with its feet planted in reality but its eyes on the horizon; and (2) that we so value outcome assessment and continuous improvement that the evaluation standards codified by Middle States are imbedded in our NYIT culture—so much so that this review process was very much business as usual. The type of planning and assessment the self-study invited was what we were doing five years ago and presumably we will be doing five years from now. We need to get better at some of it. We knew that last year and 10 years ago. And we must confess we very much enjoyed this exercise, and appreciate the value of periodically recording our status and progress.

Our president is fond of saying that we do not want to live in the past but learn from it. This has been particularly helpful advice during this dynamic period of growth and change in higher education, notably tied to the emergence of a global, digital economy—a period of revolutionary change in society and culture that historians are already pointing to as one of the great boom periods in the history of the world. President Guiliano has helped shape a long-term vision of NYIT so that we can craft a relatively short-term plan to move us in that direction. He is also cognizant that five-year plans help us to craft three-year plans, as well as drive one-year budgets and, in some cases, multi-year budgets. At NYIT, we are well aware of the short-term operational realities in the context of long-term plans. But, at a university, we have the luxury of time. We are not a for-profit company concerned with quarterly earnings. We are thinking in terms of decades and, annually, are looking in the mirror carefully. Each September, starting a decade ago, we formally codify our progress over the past year and reset our operational goals for the next few years against needs and progress toward our great goals. We hope in this report we have shown that discipline.

Over the past 10 years, improvements in leadership, finances, and planning have set the stage for the next phase of NYIT's development. A confident, collective vision for the future informs the university's priorities and investments; an affirmation that NYIT New York will remain the university's quality hub has led to a local-global and "glocalization" strategy to address the higher education needs of today and the future. And while "revenue from a variety of sources" is a goal, NYIT will likely remain tuition dependent for the foreseeable future. Our research has made it clear that, while targeted efforts to improve enrollment in New York may have positive effects at the margins, providing "value" is the key to necessary major improvements in admissions and retention.

NYIT 2030 charts the course to increased value. It sets forth steps that build on NYIT's unique strengths and take advantages of opportunities. The self-study confirms that the plan's elements (which are being accomplished according to a set timetable) also improve the university's performance with respect to meeting the 14 Standards of Excellence set by the commission.

> *"The goals articulated in NYIT's strategic plans (both NYIT 2030 and its predecessor) are practical and grounded in the university's mission."*

Strengths

- NYIT's mission is stated clearly and succinctly. It is sufficiently adaptable in that it has, and likely will continue to, accommodate the changes that come with time.
- NYIT has a well-qualified cadré of both full-time and adjunct faculty in many disciplines with clear ties to employment and careers.
- NYIT is committed to education in the liberal arts as an integral part of professional career preparation. The courses and activities of the current core curriculum are based on faculty consensus about basic skill and knowledge requirements; the core revision (in process) looks to the future, involving the faculty in a collective, multidisciplinary conversation that should enrich all academic programs.
- The university's broad range of schools, campuses, and areas of faculty expertise provides a multidisciplinary, global, and technologically oriented academic environment where collaboration can thrive.
- Located as it is in a highly competitive higher education market, the university has diversified its tuition base through global and online programs.
- NYIT has established a presence in important global locations and is able to leverage technology in instruction and administration in order to create a truly global university with ideas, knowledge, students, and faculty flowing in many directions.
- NYIT has lengthy experience with distributed learning and has the policies, practices, and resources to move, after Ellis College of NYIT becomes independent, to the next stage in quality online education provision.
- The goals articulated in NYIT's strategic plans (both *NYIT 2030* and its predecessor) are practical and grounded in the university's mission.
- Strategic planning is linked to financial and capital planning and the results of associated assessments measure progress toward goals and inform modifications.
- NYIT has protected its physical assets by investing in plant and infrastructure and by developing and carrying out a deferred maintenance plan.
- The NYIT Board of Trustees and administration have taken bold moves to substantially improve the university's financial position and increase its endowment.
- NYIT's leadership and decision-making process have become more transparent, and the university community has responded by actively participating in planning and implementing strategic initiatives.
- NYIT has professionalized its leadership and developed the data, systems support, and reporting mechanisms to monitor organizational health and guide decision-making. It uses assessments and other data to analyze problems, track the effects of initiatives, and guide modifications.

"NYIT has a well-qualified cadré of both full-time and adjunct faculty in many disciplines with clear ties to employment and careers."

- NYIT regularly surveys its various constituencies for feedback and commissions targeted research when indicated.
- The university has established a variety of methods, including a magazine, online newsletters, and community events to improve communication among constituencies.
- Academic support is provided to students through a variety of channels.
- NYIT has shown commitment to institutional assessment by establishing an office at the vice presidential level to link assessment and planning activities.
- NYIT has improved its ability to attract students with the appropriate qualifications and motivation to succeed in its career-oriented professional programs.
- It has taken steps to improve enrollment services with a "one-stop" approach to admissions, financial aid, registrar, bursar, and advising functions as well as providing these services online.
- Athletics and other student activities are well-integrated with academics and support the learning objectives of academic programs, as well as the personal development of students.
- The learning outcomes of academic programs are either monitored by professional accrediting associations or by ongoing reviews by the program faculty, under the direction of the Assessment Committee of the NYIT Academic Senate and the Office of Academic Affairs.
- The university is engaged in continuous improvement in the processes for assessing student learning, honestly evaluating the results and making changes for the better. Faculty participation and confidence is growing. The assessment experience and best practices of faculty from professionally accredited programs are shared with the wider group.
- Integrity policies are developed and accepted; compliance with those policies is a part of an annual risk assessment.

Recommendations

Most of the recommendations developed through this self-study reinforce the conclusions and support the vision of *NYIT 2030*—that by building on strengths and taking advantage of opportunities, the university can help define higher education for the 21st century. By 2030, NYIT will be:

Known for its career-oriented undergraduate and unique and distinctive graduate and professional programs.

Known for its thriving graduate centers featuring interdisciplinary research, degree programs, and "best-in-class" work in a small number of highly targeted niches.

- Continue to refine the university's profile: develop niche quality programs, bring focus to the program portfolio through an annual review, and take advantage of NYIT's distinctive program mix through graduate centers committed to interdisciplinary research and academic programs.
- Continue to transform the core curriculum—its content, pedagogy, and assessment—to meet the needs of today's students and to help make NYIT a leader in higher education for 21st-century professions.

Known as a global and partially virtual university with NYIT in New York as its quality hub.

- Develop a formal institutional effectiveness plan. While many assessments are conducted each year, bringing them together into one plan will clarify what is being done, what is not, and help identify opportunities for improvement. Integrate all schools, departments, and locations.
- Better integrate the administration of global and U.S. programs. Develop comprehensive plans for administration, communication, student services, and assessment of student learning. Use educational technologies and the Center for Global Exchange to foster interaction among faculty and students at NYIT campuses throughout the world. Increase exchange opportunities for students and faculty.
- Develop a strategic faculty hiring plan to meet the vision and goals of *NYIT 2030*.

Known as a model student-centered university.

- Continue to give priority to implementing first those elements of *NYIT 2030* with the greatest impact on student retention, including support for improved teaching and student facilities. Enhance the sharing of best practice initiatives across all faculties and schools through the Center for Teaching and Learning and encourage collaborative, interdisciplinary faculty teaching, research, and creative activity.

- Build on the success of recent initiatives that encouraged wide participation by faculty and staff. Find more opportunities to include student input and to ensure that the reasoning behind decisions is understood. Continue to improve communication among the university's various constituencies, including taking advantage of social networking technologies.

Known as a leader in teaching with technology.

- Maintain NYIT's prominence in distributed education. Integrate the lessons learned from the experience with Ellis College in the development of "NYIT Online"—the next iteration of online education at the university. Provide more online opportunities for on-ground students and develop fully online offerings to buttress NYIT's presence in a few, quality niches, perhaps with links to interdisciplinary graduate centers.

- Upgrade laboratories and studios with the latest industry-standard and emerging equipment and software, and incorporate the use of these in the discovery of the curriculum and demonstration of the content outcomes.

Known as a well-funded institution, with dependable revenue from a variety of sources.

- Continue to seek ways to reduce dependence on tuition income: complete the current capital campaign; re-engineer business processes; build strong relations with students and alumni; and develop new ties to corporations, government, and community.

- Continue to maintain the links among planning, resource allocation, and assessment. As they become available, integrate the results of the ABP process, new surveys of students and alumni, and the 2030 Scorecard into institutional decision-making.

At colleges and universities, we call graduation "commencement," a curious term for some, but seasoned academics understand that graduation is a new beginning, the commencement of life after the university and along all sorts of personal and professional roads. And we know that September marks a new beginning at the university. To that end, the ending of this self-study report is not an end, but a beginning. We are already writing a new "page one," grounded in the past but seizing the present and pursuing the future.

NYIT