



# Periodic Review Report

Presented by:

**New York Institute of Technology**

Northern Boulevard  
Old Westbury, NY 11568

June 1, 2014

**Edward Guiliano, Ph.D., President**

Decennial Evaluation Team Visit Date: March 30 –April 2, 2008



**Middle States Commission on Higher Education**

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

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

**New York Institute of Technology**

(Name of Institution)

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

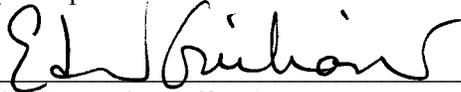
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under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

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

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

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

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

  
\_\_\_\_\_  
(Chief Executive Officer)

May 30, 2014  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Chair, Board of Trustees or Directors)

May 30, 2014  
\_\_\_\_\_  
(Date)

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## I. Executive Summary

### Introduction and Overview of the Institution

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, in fall 2013 NYIT enrolled 8,995 students from 33 states and 98 countries. NYIT offers 88 degree programs in more than 50 fields of study, including architecture and design; arts and sciences; education; engineering and computing sciences; health professions; management; and osteopathic medicine. A non-profit independent, private institution of higher education, NYIT has campuses in Old Westbury and Manhattan, NY and at additional locations in China, Canada and the United Arab Emirates. NYIT granted a total of 2,967 degrees in AY2012-2013 (09/01/12 – 08/31/13).

NYIT's growth has been consistent with its mission to provide career-oriented professional education, access to opportunity, and applications oriented research that benefits the larger world. The NYIT of 2014 reflects substantial investment in people and facilities over the past decade, made possible by a combination of debt refinancing, revenue improvements, and rigorous management of costs.

The 2013 IPEDS Data Feedback Report (Attachment I-A), compares NYIT on selected indicators with 28 private not-for-profit institutions of similar Carnegie Classification (Masters Colleges and Universities) and similar size enrollment. Compared to the group, NYIT:

- Has an academic portfolio with more professional and fewer bachelor's degree programs (and fewer undergraduate students)
- Receives approximately the same percentage of revenue from tuition;
- Has a student body that is more ethnically diverse and more male;
- Has a larger, more highly-paid faculty and spends more per FTE on instruction and institutional support;
- Charges undergraduates lower tuition and fees and has a lower net price of attendance;
- Has approximately the same percentage of students receiving aid, but has more who receive Pell grants; and
- Has a lower retention and graduation rate.

These distinctions between NYIT and peer institutions play a role in the challenges and opportunities facing the institution (see Section III of this PRR).

## **NYIT 2030: The Institutional Strategic Plan**

Published in 2006, NYIT's institutional strategic plan committed the institution to six goals.

"By 2030, NYIT will be known for:

- Career-oriented undergraduate and unique and distinctive graduate and professional programs; and
- Thriving graduate centers featuring interdisciplinary research, degree programs, and 'best-in-class' work in a small number of highly-targeted niches; and as a
- Global and partially virtual university with NYIT in New York as its quality hub;
- Model student-centered university; with
- Teaching and learning that is challenging, engaging, learner-centered and career-focused; and as a
- Well-funded institution with dependable revenue from a variety of sources."

All six goals have been supported by annual task plans and resource allocations and progress has been measured and publicized via a "2030 Scorecard." Section VI of this PRR describes how the plan has been implemented, funded, and revised since NYIT's 2008 self-study.

## **Enrollment**

Given national trends in student demand for specific professions and NYIT's position in key geographic locations in New York, Canada, the UAE and China, the outlook for maintaining optimal enrollment in the near future is positive. Primarily the result of NYIT's decision to teach out all academic programs offered in three locations away from the main New York campuses, overall headcount declined from 14,482 in fall 2007 to 8,995 in fall 2013 (Table 4.1). When the impact of these teach-outs and closings is taken into account, the enrollment picture appears more positive, with total headcount (exclusive of the campus closures) essentially stable.

NYIT's student body in New York continues to be racially diverse (26.4% white, 15% Asian, 9.6% Hispanic, 7.3% Black or African American, 16.6% Nonresident alien (with 23.7% not reported)). Fifty-seven percent of students are male; 74.7% come from New York State; and 65.7% are between the ages of 18 and 24. Compared with 2007, NYIT students in New York are today more Asian, more international, and more traditional college-age (in fall '07 59% of our students were 18-24).

Since 2008, NYIT has invested in academic areas where it has distinctive expertise and where there is strong domestic and international student demand. NYIT's schools of Health Professions and Engineering & Computing Sciences are larger today than in 2008. Enrollment in Management and Architecture is lower. We anticipate that Management's enrollment will increase once it receives its initial AACSB accreditation (site visit, November 2014). Architecture's enrollment should increase as the economy improves and construction projects increase. Demand for STEM disciplines will continue in all markets, especially with international students. In addition, significant internal changes described in Section IV of this PRR will strengthen our ability to attract and retain students.

## **Resources**

Over the past five fiscal years, NYIT has strengthened its financial position despite a national recession, demographic changes affecting enrollment, and decisions to close campuses abroad and programs in New York and online. Unrestricted and temporarily restricted net assets increased nearly 50%, from \$85 million to \$127 million from fiscal years 2009 through 2013, due primarily to modification of NYIT's post-retirement medical benefits program.

Net student tuition and fees account for 86% of NYIT's revenue for FY2013. Consistent with NYIT 2030 (Goal 6: a well-funded institution), NYIT is pursuing a number of strategies to diversify sources of tuition revenue (see Section IV) and reduce dependency on tuition (see Section III).

### **NYIT's Approach to the Preparation of the PRR**

In the Spring of 2012 NYIT's President and the Executive Committee of the Academic Senate appointed a Steering Committee to coordinate preparation of NYIT's MSCHE Periodic Review Report (PRR).

The Steering Committee (Attachment I-B) formed working groups on each major section of the PRR; each group formulated key research questions, requested information from relevant personnel across each of the divisions of the institution, and delivered a draft chapter in the summer of 2013. The office of the Vice President for Planning and Assessment coordinated information requests and supplied data and analysis. During fall 2013 and early spring 2014, the Steering Committee reviewed and commented on draft documents prepared by committee members and staff.

In April - May 2014, a draft of the PRR was distributed to the Senate and posted on the NYIT web site and all members of the NYIT community were invited to comment. Following a careful review of comments and a last revision, the PRR was formally presented to the Academic Senate and transmitted to the President who shared it with the Board of Trustees at its May 16, 2014 meeting.

### **Major Changes and Developments**

#### **Assessment Improvements**

Since NYIT's decennial self-study in 2008 major improvements have been made with respect to both institutional assessment and the assessment of student learning outcomes – including changes made in response to Commission actions. These improvements have been documented in three follow-up reports to the Commission (Section II, Attachments B, C and D). More recently, the senate's Institutional Development Committee has assumed a larger role in assessing how administrative units contribute to achieving institutional goals.

During the same period, NYIT's 6-year graduation rate (New York only, consistent with NCES definition) improved from 39% to 47%. We are hopeful that improvements in housing and student life (see Sections III and IV of this PRR) will supplement ongoing efforts to improve student outcomes in academic programs, academic support units, and student affairs to bring institutional outcomes into line with those of peer institutions.

#### **Capital Investments**

Also between FY2009 and FY2013, NYIT will have invested \$107 million in facilities, equipment, vehicles, and information technology. Highlights include:

- *Manhattan.* Acquisition, renovation, and repurposing of 40,000 sf. of Manhattan campus to increase and improve student life space, centralize Campus Life/Student Affairs staff, and consolidate faculty office space.
- *Old Westbury.* Renovation of the Student Activities Center (3,000 sf.); creation of a Life Sciences biomedical research laboratory; renovation of Engineering Materials lab; creation of a Nursing Simulation lab, creation of an Entrepreneurship and Technology Innovation Center (8,000 sf.) in Harry Schure Hall, Old Westbury.
- Replacement of the student information system with PeopleSoft (to be completed 8/2014).

In addition, capital funding has supported the first two years of planning for a \$90+million project to build residential facilities in Old Westbury. See Section III of this PRR for a discussion of the project and its anticipated impact on the university.

### Portfolio of Programs and Courses

Between AY 2008-9 and AY 2012-13, NYIT developed 21 new programs, 10 new concentrations/minors, and 392 new or substantially modified courses, two-thirds of which are in either health professions/life sciences or in technology.

### Faculty

NYIT's full-time (non-medical school) New York faculty is approximately the same size as in 2008. Consistent with enrollment changes, the faculties of the schools of Health Professions, Engineering and Management are larger and those of Architecture & Design and Education are smaller. At present, NYIT is recruiting for 15 new faculty lines for fall 2014. The faculty of the medical school has grown by 23 positions in the same 2008-2013 period.

The most significant change to NYIT's faculty has been the integration of members from abroad. NYIT's 2008 self-study references global faculty in the chapter on "Global Academic Programs." While the section described the processes and qualifications for hiring, it also noted that "creating a global faculty" was a challenge for NYIT.

NYIT is meeting that challenge. Because we closed locations in Jordan and Bahrain, the number of full-time faculty at global campuses is smaller (53 global faculty in the January 2009 follow up report; now 41 full-time faculty in Abu Dhabi, China, and Canada – 83% of whom hold doctorates). All meet the academic qualifications and expectations for NYIT faculty members for teaching, scholarship and service and faculty at global sites coordinate with NY faculty in student outcomes assessment, curriculum development, preparation for accreditation, and research.

### Leadership and Governance

Since 2008, NYIT's Board of Trustees and senior management have been characterized by a balance of stability and renewal. The current Board of 16 voting members has the same president and vice-president as in 2008. Since then, two members have retired (serving as "Trustee Emeritus"), seven resigned, and six new members have joined (see Attachment I-C for a list of NYIT's current Board).

Edward Guiliano, appointed president in 2000, remains in that role. Of NYIT's nine vice presidents, four remain in their positions (VPs of Health Sciences & Medical Affairs, Financial Affairs, IT & Infrastructure, and Planning & Assessment). Five areas saw distinguished replacements – three of them hired as the PRR was being prepared:

- *Development*: John M. Elizandro (hired January 2011)
- *Academic Affairs*: Rahmat A. Shoureshi, Ph.D. (August 2011)
- *Communications and Marketing*: Nancy Donner (July 2013)
- *Student Affairs*: Patrick G. Love, Ph.D. (August 2013)
- *Enrollment Management*: Ronald Maggiore, Ph.D. (January 2014)

### Abstract of the PRR by Section

- Section I is the Executive Summary
- Section II describes the institution's response to recommendations made in its 2008 Self-Study and from MSCHE visiting teams in 2008 and 2009.

- Section III identifies significant challenges or opportunities over the next five years:
  - Continuing to provide career-oriented professional education in a fast-changing world;
  - Delivering on the promise of our last name – Technology;
  - Providing housing and enhanced student life at our campuses in New York; and
  - Becoming “a well-funded institution with dependable revenue from a variety of sources.”
- Section IV provides detailed information on the institution’s enrollment and finances.
- Section V describes actions since NYIT’s March 1, 2012 progress report that document NYIT’s continued compliance with Middle States standards 7 and 14.
- Section VI describes the development and implementation of NYIT’s strategic plan and provides evidence of NYIT’s continued compliance with Middle States Standard 2. It also describes NYIT’s plan for a comprehensive Strategic Plan Review in the plan’s 10<sup>th</sup> year.
- Section VII contains NYIT’s response to the Commission’s request for documentation of additional steps taken to strengthen distance education and global additional locations.

Documentation in support of the narrative in each section is provided through links to attachments and screen shots of pages from NYIT’s web site which have been incorporated into the submission.

**Attachments:**

- **I-A: IPEDS Data Feedback Report (2013)**
- **I-B: PRR Steering Committee**
- **I-C: NYIT Board of Trustees**

## II. Summary of Institution's Response to Recommendations

This section of the PRR describes the institution's response to recommendations (1) from its 2008 Self-Study and (2) from the decennial visiting team in 2008 and a follow-up visiting team in 2009. Attachment II-A to this chapter summarizes all recommendations in table form.

NYIT's response to the Commission's request for information about distance education and global additional locations is Section VII of this Periodic Review Report.

### Recommendations in NYIT's Decennial Self-Study

Most of the recommendations NYIT made in its 2008 self-study are ongoing and/or have been fully implemented as it has executed its institutional strategic plan (see Section VI of this PRR).

The self-study recommendation to develop a five-year financial plan reached an important milestone when a draft financial plan for FY2015-FY2019 was shared with the Finance Committee of NYIT's Board of Trustees in March 14, 2014 (see Section IV of this PRR). Development of a strategic faculty hiring plan is a work in progress with decisions having been made to adjust faculty size and qualifications in selected disciplines as optimal enrollment for NYIT locations and schools is determined, programs are added or modified and/or accreditation requirements change. (See Sections III and IV).

### Recommendations From Visiting Teams

The sections below address NYIT's actions in response to recommendations by the Commission's visiting team in 2008 and the follow-up team in 2009. These actions were more fully explained to the Commission in two Follow-Up Reports (January 2, 2009, October 1, 2010) and a Progress Report (March 1, 2012) (Attachments II-B, II-C and II-D to this chapter).

### Recommendations regarding Standard 7: Institutional Assessment

The 2008 visiting team recommended:

1. Developing evidence that an institutional assessment system exists;
2. Showing how assessment data inform planning and resource allocation;
3. If necessary, investing in data systems to support NYIT's ability to generate the needed information.

In response, NYIT took specific actions to address these recommendations and reported them in its January 2, 2009 Follow-Up Report. Highlights include:

In response to Recommendation 1:

- NYIT established a systematic, coordinated process for institutional assessment, overseen by a steering committee and vice president who instituted a "scorecard" and published an annual institute-wide assessment plan with numerical targets for key performance indicators and to inform decision-making and resource allocation;
- NYIT incorporated into its financial planning process direct links to each of the 2030 strategic goals.

In response to Recommendation 2:

NYIT used assessment data linked to its 2030 strategic plan to make the following resource allocation decisions:

- Goal 1 (Career-Centered Programs): Reviewed data on program portfolio, discontinued some under-performing programs, invested in others (management, medicine, health professions, and

undergraduate life science programs that support graduate health professions). Also directed new resources to the Career Services Center.

- Goal 2 (Graduate Centers): Allocated resources to three new interdisciplinary centers.
- Goal 3 (Global and Partially Virtual): Hired more faculty and staff for global campuses and enhanced teleconferencing capabilities to improve global connections.
- Goal 4 (Student Centered): Established new and enhanced offices and centers to improve student life and provide academic support.
- Goal 5 (Teaching Quality Improvement): Established Center for Teaching and Learning.
- Goal 6 (Well-Funded): The budget process explicitly ties institutional resource allocation decisions to the strategic plan and to the results of key performance indicators.

In response to Recommendation 3:

NYIT improved its assessment infrastructure, including the hiring of additional staff and the implementation of an institutional data warehouse.

*Result:*

*The team that visited NYIT in 2009 confirmed sufficient progress and the Commission at its June 25, 2009 meeting, acted "...to remove the warning and to reaffirm accreditation because of progress to date."*

*Subsequent follow-up reports (October 1, 2010 and March 1, 2012) documented sustained implementation and the Commission accepted them. Please see these appended reports for specific actions NYIT has taken consistent with the standard.*

#### [Recommendations regarding Standard 14: Student Learning Outcomes Assessment](#)

The 2008 visiting team recommended:

1. Ensuring participation from faculty in all programs, including the core curriculum;
2. Including all locations and modes of delivery;
3. Intentionally mapping student learning outcomes to curricula;
4. Documenting the organized, systematic, and sustainable student learning outcomes assessment process;
5. Demonstrating use of assessment results for continuous improvement in student learning outcomes; and
6. Making continued investment in professional development and administrative infrastructure.

The follow-up visiting team in 2009 recommended that NYIT should also provide evidence that departments are engaged in ongoing implementation of their assessment plans and that faculty have analyzed data and used the results to improve curriculum.

In response, NYIT took specific actions to address these recommendations and reported them in its January 2, 2009 Follow-Up Report. Highlights include:

In response to Recommendations 1, 3 and 6:

- Assigned oversight of student learning outcomes assessment to the Assessment Committee of the Academic Senate and made the Vice President for Planning & Assessment its chair. This committee

immediately mandated a university-wide process, increased committee size and representativeness, and with the Senate Curriculum Committee, implemented assessment process review as part of the process for approving new programs and courses.

- Instituted university-wide semi-annual assessment retreat days for all faculty.
- Administered the NSSE and Noel-Levitz indirect assessments on 3-year cycles as per the Institutional Assessment Plan.

In response to Recommendations 2 and 6:

Provided faculty at global campuses with more training in and support for assessment and better integrated their assessment with the work of New York faculty.

In response to Recommendations 4 and 5:

- Established an institute-wide assessment web site on which is documented the yearly assessment plans and year-end reports of all academic programs. The site also archives annual reports on student learning outcomes assessment to the Academic Senate which summarize specific actions to improve student learning taken in response to assessment results.
- Documented actions taken in response to the Noel-Levitz and NSSE surveys.
- Documented initial and continuing professional accreditations for several of its programs, all of which include student learning outcome assessment as a key element.

*Result:*

*The team that visited NYIT in 2009 confirmed sufficient progress and the Commission at its June 25, 2009 meeting, acted "To remove the warning and to reaffirm accreditation because of progress to date." Subsequent follow-up reports (October 1, 2010 and March 1, 2012) documented sustained implementation and the Commission accepted them. Please see these appended reports for specific actions NYIT has taken.*

### [Recommendations regarding Standard 9: Student Support Services](#)

The 2008 visiting team recommended the following:

1. Developing full plans in the areas of student affairs and enrollment services, including definition of purpose, defined learning outcomes, delineation of specific programs and services designed to intentionally achieve the learning outcomes, definition of measures of each learning outcome, assessment results, and evidence that the results are used for continuous program improvements.
2. Demonstrating that assessment results are used for continuous improvements.
3. Developing stronger links between staff at NYIT's Manhattan and Old Westbury campuses.

In response, NYIT took specific actions to address these recommendations and reported them in its January 2, 2009 Follow-Up Report. Highlights include:

In response to Recommendation 1:

- Formal surveys were conducted of satisfaction levels with student services at NYIT's two New York campuses and Student Affairs revised and upgraded its written assessment plan.

In response to Recommendations 2 and 3:

- NYIT made significant investments in new spaces and facilities for students, particularly at the Manhattan campus.
- NYIT enhanced student academic and career support offices with additional staff and facilities and a revamped academic advising system.

- Communications between students and administrative units were improved through enhancements to both organization and technology support.

*Result:*

*The team that visited NYIT in 2009 confirmed sufficient progress and the Commission at its June 25, 2009 meeting, acted "To remove the warning and to reaffirm accreditation because of progress to date." No additional follow-up was requested.*

[Recommendations regarding global academic programs](#)

The 2008 visiting team recommended that NYIT provide follow-up information concerning:

1. The status of the limited-time consent to operate from the Ministry of Education British Columbia, due to expire on August 31, 2008;
2. Evidence of implementation of a systematic program of student learning outcomes assessment;
3. Description of formalized and regularized connections between program(s) in Vancouver and New York academic units;
4. Full description of a strategic plan for the Vancouver site, including clearly articulated program priorities; and
5. Establishment of a formal process to record and deal with student complaints.

At its meeting on June 26, 2008 the Commission acted to "... request that the monitoring report due by March 1, 2009 document steps taken to strengthen and improve programs and services offered at the institution's additional location in Vancouver, British Columbia, Canada, as well as compliance with all accreditation standards (Standard 13); and to remind the institution that the Commission must be informed of any further developments and/or evaluation results/reports related to local licensure or accreditation of any international location, including those that may relate to oversight of the Vancouver location by the British Columbia Ministry of Advanced Education."

NYIT's January 2, 2009 monitoring report documented steps taken to strengthen and improve programs and services in Vancouver and to comply with all accreditation standards.

At its November 18, 2010 meeting, the Commission acted to "To accept the monitoring report...and to request that the Periodic Review Report, due June 1, 2014 document additional steps taken to strengthen distance education and global additional locations (Standard 13)."

NYIT has continued to keep the commission informed of developments in Vancouver (and all global locations), including those that relate to oversight of the Vancouver location by the British Columbia Ministry of Advanced Education. Specifically, NYIT shares with the Commission the BC Ministry's response to annual reports and periodic performance reviews of the location's administration and organization as well as of the academic programs.

NYIT's response to the Commission's request for information about distance education and global additional locations can be found in Section VII of this Periodic Review Report.

**Attachments**

- **II-A: Summary Table of Recommendations (2008 Self-Study, 2008 visiting team, 2009 follow-up visiting team)**
- **II-B: Follow-Up Report, January 2, 2009**
- **II-C: Follow-Up Report, October 1, 2010**
- **II-D: Progress Report, March 1, 2012**

### III. Major Challenges, Accomplishments, and Opportunities

This section of the PRR presents four important challenges facing NYIT, identifies which MSCHE standards and NYIT strategic plan goals they relate to, and reports on NYIT's accomplishments and/or plans to meet them.

#### Challenges:

1. Continuing to provide students with a profession-ready education in a rapidly changing world
2. Delivering on the promise of our last name—Technology
3. Providing housing and enhanced student life opportunities at our campuses in New York
4. Becoming a well-funded institution with dependable revenue from a variety of sources

#### Challenge #1:

##### [Continuing to provide students with a profession-ready education in a fast changing world](#)

NYIT's mission is to prepare students for professional careers. Because professions are evolving at an unprecedented rate in an increasingly globalized world, NYIT must pay close attention to its program portfolio, program content, and program experiences and support to ensure that graduates' knowledge, skills and abilities continue to be aligned with requirements for 21<sup>st</sup>-century professions.

##### *Relevant MSCHE Standards*

Standard 1: Mission and Goals

Standard 11: Educational Offerings

##### *Relevant NYIT 2030 Goals*

Goal 1: Career-oriented undergraduate and unique and distinctive graduate and professional programs

Goal 5: Challenging, engaging, learner-centered and career-focused teaching and learning

#### Accomplishments

NYIT is proud that annual surveys of graduating students continue to show strong results, even in the recent economic downturn, with over 94% of graduates responding to annual surveys reporting that they are employed and/or pursuing higher education 6 months after graduation.

Since NYIT's last self-study, NYIT has supported this outcome in a variety of ways.

- Ten of NYIT's academic programs have had their professional accreditation renewed for the maximum period, two were professionally accredited for the first time, and one entered into candidacy for professional accreditation. NYIT's campuses and programs abroad were examined by local ministries and received approval (licensure, accreditation, or some combination of the two) six times (See Section V for details).
- NYIT commissioned market studies for new/modified programs in cyber security, bio-technology, sustainability management, and performing arts administration among others.
- NYIT's Curriculum Committee approved 21 new degree/certificate programs, 10 new minors/concentrations and 392 new or substantially modified courses.
- NYIT is teaching out its existing MBA and B.S.B.A. programs in favor of newly designed ones and has suspended its master's program in Mental Health Counseling.
- NYIT phased out campus operations in Jordan and Bahrain to focus instead on (1) deepening global opportunities for students in Abu Dhabi, Canada and China and (2) broadening opportunities through alliances with institutions in a wide range of locations.

- NYIT’s Office of Career Services established a formal Internship Certificate Program that includes soliciting structured feedback from internship supervisors.
- To support portfolio adjustment, NYIT has made “dashboards” available to school deans and other academic program administrators to highlight key performance metrics and enable them to make timely adjustments (See Attachment III-A: Sample Dashboard – School of Engineering & Computing Sciences)

## Strategies and Plans

NYIT is pursuing a variety of strategies designed to maintain the currency of its academic programs and the profession-ready skills of its graduates:

### Faculty

NYIT has been strategic as it acquires new faculty, focusing on hiring faculty with expertise in areas where professions are fast-evolving and the demand is greatest – principally medicine and the health professions (29 new faculty lines since AY 2007-2008, +32.5%); management (6 new lines in the US, +20%); and engineering and computing sciences (4 new lines, +11%). NYIT is recruiting for 15 new faculty positions to start in fall 2014.

### Pedagogy and Co-Curriculum

NYIT has allocated more resources in support of experiential learning including student research, internship experiences, faculty-led study abroad, service learning, community service, and partnerships with industry.

## Challenge #2:

### Delivering on the promise of our last name—technology

NYIT is committed to helping students combine critical inquiry, analysis, and problem-solving with the use of technology so they can manage, synthesize, and critically apply the massive amounts of information that technology makes available. We need to worry less about the “how-to” of technology and more about the “why” and “what for.” We have to help students realize that technology is a means to an end, not the end in itself and that they are the source of the ideas and creativity, not the technology.

#### *Relevant MSCHE Standards*

- Standard 3: Institutional Resources
- Standard 8: Student Admissions and Retention
- Standard 11: Educational Offerings
- Standard 14: Assessment of Student Learning

#### *Relevant NYIT 2030 Goals*

- Goal 1: Career-oriented undergraduate and unique and distinctive graduate and professional programs
- Goal 3: Global and partially virtual university

## Accomplishments

NYIT’s accomplishments in this area since its last decennial self-study are below:

### The Center for Teaching and Learning (CTL) developed programming to support use of educational technology:

- Teaching and Learning with Technology Grants program (with the Office of Sponsored Research and Programs).
- CTL staff supported Faculty Learning Communities to design, develop and implement online, blended, or technology-enhanced courses.
- Secured site licenses/training support for new technologies.

- Consultations on appropriate use of Turnitin for teaching and plagiarism detection. (NYIT was recently named a “Power User,” an award meaning NYIT ranked “among the top 25% of thousands of institutions across several key metrics including submission growth, use of online grading, and reductions in unoriginal content.”)

NYIT administration and academic schools have adopted students’ preferred technologies and introduced new mechanisms for keeping up with changed preferences, including:

- NYIT’s Emergency Alert System has evolved from phone, to e-mail, to text.
- Prospective students can apply to NYIT on their mobile devices and current students can keep up to date via a mobile App.
- Communication Arts students started “Globesville,” an online global web channel.
- Engineering students created an App for the campus newspaper.
- The Educational Technology Committee of the Academic Senate sponsors forums where faculty share information about new technologies they find helpful.
- Since fall 2009, all course sections offered at NYIT have their own BlackBoard course “shells.”
- All freshmen writing courses are held in computer labs at least half the time; all sections of the required Foundations of Inquiry use a blended format; Foundations of Scientific Process, another required course, has online resource centers for students and adjunct faculty.
- A Master of Science in Instructional Technology is offered 100% online.
- Management holds an annual “Teach with Technology Challenge” where students demonstrate to faculty the usefulness of new technologies they use regularly.
- Simulation facilities support learning of clinical skills in medicine and the health professions.
- The medical school has implemented a full HD, full HTML5, cloud-based video streaming system that is fully accessible across mobile and desktop platforms.

NYIT improved its technology infrastructure, including:

- Increased the number of hi-definition videoconferencing installations on all campuses; adopted Skype and Zoom as multipoint collaboration tools.
- “Smart” classrooms and open-access labs are upgraded each semester. Classroom computers are on a 3-year replacement cycle.
- Installed a high-end trading floor with stock tickers, video conferencing and specialized software for the School of Management and a simulation lab for Nursing.
- In 2010, a Learning Management Systems (LMS) Committee reviewed and tested alternatives to the existing LMS; recommended upgrade from Blackboard Academic to the enterprise system BlackBoard Learn version 9.
- Selected PeopleSoft Campus Solutions suite to replace Datatel; implementation in progress (scheduled completion August 2014).
- Upgrades to administrative systems include HR Self-Service, Faculty Management (Oracle), ADP Pay Card, Paperless Pay Slip, Automated Time and Attendance.

- Full implementation of Data Warehouse, creation of Deans' and Chairs' suites, predictive modeling; upgrading to Blackboard Analytics in connection with PeopleSoft implementation.
- Redesigned public web site and NYIT Portal launched March 2010; upgrades ongoing.
- Widened training and usage; increased remote access provided.
- Reorganized user support function to create one-stop "Service Central" .

Technology investments are guided by an Information Technology Plan (2010-2015) developed by IT staff with the senate Educational Technology Committee (See Attachment III-B: NYIT Information Technology Strategic Plan 2010-2015, Annual Assessment for FY 2013). Since 2008, the Educational Technology Committee has evolved into a research and advisory body with a subcommittee structure that can adapt to new issues. In AY2012-2013, subcommittees included: Smart classrooms, Rich storage media; Emerging technologies; MOOC response team; Blackboard testing and Ed Tech ambassadors.

During AY 2013-14 the committee developed selection and evaluation criteria for faculty and the institution as a whole to assess emerging technologies and make wise investments to maximize student learning. (See Attachment III-C: Emerging Technology Selection and Evaluation Criteria.)

### Strategies and Plans

NYIT's faculty put students' mastery of the technology for their professions into the context of the school's mission and broader purposes:

- The School of Architecture and Design defines three core values: Building Technology, Design Intelligence, and Leadership. Building Technology establishes the importance of technology as a part of education in architecture; Design Intelligence puts technical competence in the context of individual creativity, an appreciation of history, culture, and the contributions made by architects to the art and science of building.
- In the College of Arts and Sciences, technology is infused into foundation courses in English, Science, and Inquiry as well as in core seminars. The desired outcome is a well-informed graduate who is literate in technology and understands its social and ethical implications.
- The School of Education's mission describes educational technology as a "medium of communication and the foremost tool for teaching and learning: It entices, encourages, enables and empowers learners."
- The School of Engineering and Computing Sciences' mission includes giving students the "opportunity to work on 21st-century technological challenges that directly affect the world in which they live."
- The School of Management aims "to educate students on how to harness information and knowledge on...trends that impact business sustainability and growth in the 21<sup>st</sup> century, specifically...the power of technology's transformational effect on business."
- The School of Health Professions provides students an opportunity to learn how to keep up with new technologies for diagnostic and therapeutic management and how best to use this information.

### Challenge #3

#### Providing housing and enhanced student life opportunities for students at NYIT's campuses in New York

Pressure to maintain enrollment at optimal levels as well as its "global university" vision have led NYIT to recruit more US students from outside the local area and recruit more students from overseas. In the future NYIT's student body will no longer be predominantly commuter students, but will be contain a sizeable

number of students in residence including international students who require more and different kinds of support. (See Section 4 of this PRR for a discussion of enrollment expectations and strategies driving this conversation).

NYIT is planning to provide students with suitable housing options and opportunities for a richer student life and has devoted substantial resources to both. By becoming more residential and devoting more resources to student life, it is hoped that graduation and retention rates will improve.

#### *Relevant MSCHE Standards*

Standard 9: Student Support Services

Standard 2: Planning, Resource Allocation, and Institutional Renewal

#### *Relevant NYIT 2030 Goals*

Goal 4: Student-Centered University

Goal 3: Global and Partially Virtual

Goal 6: Well-funded Institution

## **Accomplishments and Plans**

### **Student Housing**

NYIT has developed student housing and associated student support strategies specific to each of its New York campuses in line with its 2030 plan (Attachment III-D: NYIT 2030, page 10).

*Old Westbury.* NYIT-Old Westbury is one of the last institutions of higher education on Long Island with no student residences on the campus. NYIT has embarked on a major capital project to build four separate LEED - certified residential facilities – the first residences ever on the campus – and a Campus Commons. Once they are occupied, the campus will be transformed from primarily a weekday-only institution to one that will be open and active 24-hours a day, seven days a week. (See Section IV for a discussion of financial implications.)

The addition of residence halls will also strongly impact student life. There are insufficient facilities on the Old Westbury campus to support a rich, residential student life outside the classroom. NYIT's 2008 self-study, for example, in the Standard 9 discussion, says

*"...Aside from erecting the [dormitory] buildings themselves on the Old Westbury campus, careful attention will need to be paid to developing programming, services, and an experience that will benefit not only the residential students, but will engage the full student body (p.98)."*

Consistent with this view, a centerpiece of the Old Westbury dormitory project is the Campus Commons building. A new "front door" to the campus, the building will include dining services, student lounge space, and meeting rooms that will serve commuter as well as resident students. These and allied physical facilities and co-curricular programming enhancements are expected to keep commuting students on campus longer and, therefore, help to enhance student engagement in campus activities and student retention (Attachment III-E: Renderings of the proposed residences and Campus Commons buildings).

Assuming timely approvals by the local villages of Old Westbury and Brookville, the project schedule has the first students occupying the new residences by the spring 2017 semester.

*Manhattan.* NYIT-Manhattan has, until now, served students seeking to live in college-sponsored residences in leased accommodations in a variety of locations. After years of relatively stable demand for student housing, NYIT's new recruitment strategies are also expected to increase demand for housing in Manhattan.

New York City offers flexibility unavailable in Old Westbury. In the past, NYIT has taken advantage of leasing student beds from other universities as well as from landlords whose sole business is to provide safe and reasonably affordable student housing in the New York City market. While these arrangements have worked reasonably well, NYIT students have lived in six different locations – a situation which has not allowed us to establish a stable residential program centered on NYIT students.

While the details of our plans for housing in Manhattan are still evolving, some guiding principles have been established:

1. We estimate demand will stabilize around 500 beds, so we are seeking arrangements that will secure that number for a relatively long period.
2. Manhattan permits NYIT to partner with developers and/or other universities to structure an agreement on a permanent site that would not require a significant up-front capital investment by NYIT.
3. We are evaluating policies to improve our ability to predict demand.
4. We want to take advantage of the flexibility in the NYC market to acquire new accommodations on relatively short notice to deal with unanticipated upticks.

#### Student Support Services

NYIT-Old Westbury is preparing to become a 24/7 campus. Existing practices will be expanded, modified, and/or replaced to meet new needs. Though NYIT-Manhattan will not be building residences, we expect that it will also be transformed. More students will be living further from home with NYIT as their main connection in New York – expanding the role of student life for Manhattan students and requiring additional space and staff. The English Language program and support for international students will also need to be expanded.

#### Challenge #4

##### Becoming a well-funded institution with dependable revenue from a variety of sources

In 2006, *NYIT 2030* (p.11) identified NYIT's reliance on tuition revenue, low grant and contract volume, modest endowment growth and limited fundraising as factors that made "business as usual...not an option." Progress has been made. Much, however, can still be done to reduce NYIT's dependence on tuition and fees (87% of NYIT's revenue for the current [FY2014] year).

##### *Relevant MSCHE Standards*

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 8: Student Admissions and Retention

##### *Relevant NYIT 2030 Goal*

Goal 4: Student-centered

Goal 6: Well-funded institution

#### Accomplishments

##### Grants and Contracts

Two years after implementing new practices and policies (including a program to divide overhead between the institution and the department), key metrics indicate progress:

- 75 new grant and contract proposals in FY 2013 (+63%)
- 83 total grant and contract proposals in FY 2013 (+48.2%)

- 32 more new grant and contract awards received in FY 2013 (+166.7%)
- \$6.8M awarded in FY 2013 (+\$2.4M, +54.1%)

### Investment Income

Between FY12 and FY14 an unprecedented \$4.6M was donated to NYIT's endowment. With fund management now a higher priority for the Board of Trustees, two major changes intended to improve performance were made:

- JP Morgan was selected to oversee and manage endowment funds. Subsequently, the funds were transferred to JP Morgan's custody for investment.
- After an initial review, JP Morgan recommended changes to asset allocation among equities, fixed income, and alternative investments. The recommendations were discussed at the administration and Board levels and, in January 2013, these changes were put into effect.

Returns for the period Sept 1, 2013 to April 28, 2014 were \$5.5M (8.7%), favorable compared to prior years.

### Strategies and Plans

#### Fundraising

In January 2011 NYIT hired a new vice president for development. After initial review of the program, VP Elizandro proposed a 2 ½ year plan to restructure the office. Changes include:

- New/revised policies for donor recognition, requirements for naming opportunities, categorizing prospects based on areas of affinity, and developing a "prospect move" system from identification through involvement and solicitation;
- Starting a program "Profiles in Leadership;"
- Redefining existing staff positions and adding two new positions;
- Updating the alumni and "friends of the institution" database and automating data collection.

In December 2012 the VPD presented an "Introduction to Preliminary Campaign Planning through the Establishment of a Major Gifts Program and Nucleus Gift Fund" (Attachment III-F) to the Board of Trustees. At the conclusion of Phase I (Transition to Campaign Readiness, 1.1.12-12.31.13) the nucleus gift fund totaled \$10,982,426. Now in Phase II, the total has increased by \$177K and 58 students have received scholarships from the fund. As the development program matures, the institution will commission a campaign planning study in preparation for launching a formal campaign that will include a quiet/leadership phase followed by a public/completion phase.

#### Attachments

- **III-A: Sample Dashboard – School of Engineering & Computing Sciences**
- **III-B: NYIT Information Technology Strategic Plan 2010-2015, Annual Assessment for FY 2013**
- **III-C: Emerging Technology Selection and Evaluation Criteria**
- **III-D NYIT 2030: Setting Directions, Meeting Challenges**
- **III-E: Renderings of OW Residences and Campus Commons**
- **III-F: Introduction to Preliminary Campaign Planning**

## IV. Enrollment and Finance Trends and Projections

### Enrollment Overview

Since 2008 population shifts in the local New York area have softened NYIT's domestic market and decreased overall demand at our Manhattan and Old Westbury campuses (see, for example, projections of high school graduates prepared by the Education Department's Office of Higher Education Research and Information Systems and posted on the State Education Department's web site). Declines in the number of high school graduates in our primary catchment area have decreased the availability of prospective first-time undergraduates and demand for graduate education has also softened both regionally and nationally.

To offset this, NYIT has a diversified enrollment model that includes programs at undergraduate, graduate and professional levels, in 50 areas of study, on multiple campuses (including two in New York that serve as a significant magnet to both international and domestic students and at global locations in China, the UAE and Canada). It also includes students from active exchange arrangements between NYIT and a growing number of institutions in China, France, Turkey, Brazil and elsewhere. Since the drivers influencing students' choices and matriculation vary by region and academic level, effectively managing enrollment requires sensitivity to many economic, cultural and industry-related trends.

As a private institution in a declining domestic marketplace in a weak economy, and given NYIT's reliance on tuition revenue, in AY2013-2014 NYIT began investing more in enrollment management, communications and marketing, beginning with their leadership. At the time of NYIT's last self-study there was one vice-president in charge of all these functions. Today there are two:

- Dr. Ronald Maggiore, NYIT's new Vice President for Enrollment Management is actively assessing and overhauling recruitment and retention efforts making aggressive use of enrollment analytics to increase efficiency and effectiveness. On April 4, 2014, after three months at NYIT, he delivered the first segment of a comprehensive enrollment plan. (see Attachment IV-A: Recruitment, Admissions and Enrollment plan, Version 1.0).
- Nancy Donner, Vice President for Communications & Marketing, after 4 months evaluating NYIT's practices and materials, presented senior leadership with a draft strategic plan for assisting recruitment by raising the university's visibility (clarifying NYIT's brand and better using social media) and driving core messages to the public, including our strong portfolio of career-focused programs and NY locations.

The sections below summarize NYIT's enrollment over the past several years and detail plans and expectations for the future.

### Headcount Enrollment

Primarily the result of NYIT's decision to teach out all academic programs offered in three locations away from the main New York campuses, overall headcount declined from 14,482 in fall 2007 to 8,995 in fall 2013 (Table 4.1). When the impact of these teach-outs and closings are taken into account (there were 2,170 students in Jordan and Bahrain and 3,231 students at Ellis College in fall 2007) the enrollment picture appears more positive, with total headcount adjusted for the campus closures essentially flat (-1.8%).

**Table 4.1: Headcount Enrollment by Level and Location: Fall 2007 – Fall 2013**

LOCATION	ACAD LEVEL	Fall 07	Fall 09	Fall 11	Fall 13	% change	% change
		(12/5/07)	(12/10/09)	(12/08/11)	(12/03/13)	from Fall 07 to Fall 13	from Fall 11 to Fall 13
Manhattan	Undergraduate	1,811	1,987	1,996	1,833	1.21%	-8.17%
	Graduate	727	793	676	673	-7.43%	-0.44%
	<b>Total</b>	<b>2,538</b>	<b>2,780</b>	<b>2,672</b>	<b>2,506</b>	<b>-1.26%</b>	<b>-6.21%</b>
Old	Undergraduate	2,879	2,979	2,760	2,561	-11.05%	-7.21%
Westbury	Graduate	1,038	1,117	967	977	-5.88%	1.03%
	(incl DPT)						
	<b>Total</b>	<b>3,917</b>	<b>4,096</b>	<b>3,727</b>	<b>3,538</b>	<b>-9.68%</b>	<b>-5.07%</b>
Global	Undergraduate	2,048	2,365	1,998	1,217	-40.58%	-39.09%
	Graduate	992	780	529	243	-75.50%	-54.06%
	<b>Total</b>	<b>3,040</b>	<b>3,145</b>	<b>2,527</b>	<b>1,460</b>	<b>-51.97%</b>	<b>-42.22%</b>
Online (Online Campus)	Undergraduate	20	16	5	2	-90.00%	-60.00%
	Graduate	26	62	254	144	453.85%	-43.31%
	<b>Total</b>	<b>46</b>	<b>78</b>	<b>259</b>	<b>146</b>	<b>217.39%</b>	<b>-43.63%</b>
Other Locations	Undergraduate	115	32	86	11	-90.43%	-87.21%
	Graduate	315	309	184	99	-68.57%	-46.20%
	<b>Total</b>	<b>430</b>	<b>371</b>	<b>270</b>	<b>110</b>	<b>-74.42%</b>	<b>-59.26%</b>
Medical School	<b>Total</b>	<b>1,193</b>	<b>1,186</b>	<b>1,186</b>	<b>1,199</b>	<b>0.50%</b>	<b>1.10%</b>
VIP	<b>Total</b>	<b>87</b>	<b>45</b>	<b>59</b>	<b>49</b>	<b>-43.68%</b>	<b>-16.95%</b>
Ellis College	<b>Total</b>	<b>3,231</b>	<b>1,317</b>	<b>120</b>	<b>0</b>		
<b>Total</b>	<b>Undergraduate</b>	<b>6,873</b>	<b>7,409</b>	<b>6,845</b>	<b>5,624</b>	<b>-18.17%</b>	<b>-17.84%</b>
	<b>Graduate</b>	<b>3,098</b>	<b>3,061</b>	<b>2,610</b>	<b>2,136</b>	<b>-31.05%</b>	<b>-18.16%</b>
	<b>Medical</b>	<b>1,193</b>	<b>1,186</b>	<b>1,186</b>	<b>1,186</b>	<b>-0.59%</b>	<b>0.00%</b>
	<b>VIP</b>	<b>87</b>	<b>45</b>	<b>59</b>	<b>49</b>	<b>-43.68%</b>	<b>-16.95%</b>
	<b>Ellis College</b>	<b>3,231</b>	<b>1,317</b>	<b>120</b>	<b>0</b>	<b>-100.00%</b>	<b>-100.00%</b>
	<b>Total</b>	<b>14,482</b>	<b>13,018</b>	<b>10,820</b>	<b>8,995</b>	<b>-37.89%</b>	<b>-16.87%</b>

In light of these changes, NYIT has critically reviewed its enrollment management practices and has made changes described below (“the View Forward”).

### Full-Time Equivalent (FTE) Enrollment

As a result of the campus closures referenced earlier, FTE enrollment has also declined over this period, although less steeply. As seen in Table 4.2, FTE enrollment mirrors the decline in headcount enrollment shown in Table 4.1. Again, when one adjusts for the campus closures at Ellis College and Jordan/Bahrain (1,442 in Bahrain and Jordan and 1,710 at Ellis in fall 2007), FTE enrollment is up by 315. As was seen with headcount enrollment, the impact of declines in the number of high school graduates in our catchment area can be seen most clearly in the decrease in undergraduate enrollment at the New York campuses.

**Table 4.2: NYIT FTE by Location and Academic Level: Fall 2007 – Fall 2013**

LOCATION	ACAD LEVEL	Fall 07	Fall 09	Fall 11	Fall 13	% change	% change
		(12/5/07)	(12/10/09)	(12/08/11)	(12/03/13)	from Fall 07 to Fall 13	from Fall 11 to Fall 13
Manhattan	Undergraduate	1,623	1,787	1,746	1,710	5.36%	-2.06%
	Graduate	532	586	486	529	-0.56%	8.85%
	<b>Total</b>	<b>2,155</b>	<b>2,373</b>	<b>2,232</b>	<b>2,239</b>	<b>3.90%</b>	<b>-0.31%</b>
Old Westbury	Undergraduate	2,445	2,597	2,416	2,250	-7.98%	-6.87%
	Graduate (incl DPT)	606	697	704	683	-12.71%	-5.99%
	<b>Total</b>	<b>3,051</b>	<b>3,294</b>	<b>3,120</b>	<b>2,933</b>	<b>-3.87%</b>	<b>-5.07%</b>
Global	Undergraduate	1,474	2,003	1,751	1,050	-28.77%	-40.03%
	Graduate	590	462	270	98	-83.39%	-63.70%
	<b>Total</b>	<b>2,064</b>	<b>2,465</b>	<b>2,021</b>	<b>1,148</b>	<b>-44.38%</b>	<b>-43.20%</b>
Online (Online Campus)	Undergraduate	215	207	148	162	-24.65%	-9.46%
	Graduate	97	135	175	133	37.11%	-24.00%
	<b>Total</b>	<b>312</b>	<b>342</b>	<b>323</b>	<b>295</b>	<b>-5.45%</b>	<b>-8.67%</b>
Other Locations	Undergraduate	57	25	41	6	-89.47%	-85.37%
	Graduate	77	86	65	58	-24.68%	-10.77%
	<b>Total</b>	<b>134</b>	<b>111</b>	<b>106</b>	<b>64</b>	<b>-52.24%</b>	<b>-39.62%</b>
Medical School	<b>Total</b>	<b>1,193</b>	<b>1,186</b>	<b>1,186</b>	<b>1,199</b>	<b>0.50%</b>	<b>1.10%</b>
VIP	<b>Total</b>	<b>87</b>	<b>45</b>	<b>59</b>	<b>49</b>	<b>-43.68%</b>	<b>-16.95%</b>
Ellis College	<b>Total</b>	<b>1,710</b>	<b>671</b>	<b>67</b>	<b>0</b>		
<b>Total</b>	<b>Undergraduate</b>	<b>5,814</b>	<b>6,619</b>	<b>6,102</b>	<b>5,178</b>	<b>-10.94%</b>	<b>-15.14%</b>
	<b>Graduate</b>	<b>1,902</b>	<b>1,966</b>	<b>1,700</b>	<b>1,501</b>	<b>-21.08%</b>	<b>-11.71%</b>
	<b>Medical</b>	<b>1,193</b>	<b>1,186</b>	<b>1,186</b>	<b>1,199</b>	<b>-0.50%</b>	<b>1.10%</b>
	<b>VIP</b>	<b>87</b>	<b>45</b>	<b>59</b>	<b>49</b>	<b>-43.68%</b>	<b>-16.95%</b>
	<b>Ellis College</b>	<b>1,710</b>	<b>671</b>	<b>67</b>	<b>0</b>		
	<b>Total</b>	<b>10,706</b>	<b>10,487</b>	<b>9,114</b>	<b>7,927</b>	<b>-25.96%</b>	<b>-13.02%</b>

### Enrollment Trends by Academic Discipline

Table 4.3, Distinct Enrolled Student Count by Academic School and Location, shows a much smaller School of Education and larger schools of Health Professions and Engineering & Computing Sciences today than at the time of NYIT's self-study. As is the case with overall headcount and FTE enrollment, some of this change results from decisions NYIT made following program reviews, e.g., closing undergraduate teacher education programs (where we were not able to compete with public universities) and consolidating all nursing on the Old Westbury campus (to improve quality through synergies with other health professions programs). Other changes are the result of decisions to invest in growth areas where NYIT has distinctive expertise and where there is strong student demand (engineering and computer science, medicine and the health professions). Some changes, like the enrollment decline in architecture, are attributable to the weak economy (and dearth of jobs for architecture graduates). We believe that as the economy improves and construction picks up, demand for degrees in architecture and design will follow suit.

**Table 4.3: Distinct Enrolled Student Count by Academic School and Location**

Academic School	Location	Fall 2007	Fall 2009	Fall 2011	Fall 2013
Architecture & Design	Manhattan	492	541	508	407
	Old Westbury	636	628	563	413
	Abu Dhabi	14	22	26	28
	Bahrain	38	42	24	10
Arts & Sciences	Manhattan	549	772	803	719
	Old Westbury	553	1426*	1301	1018
	Jordan/Bahrain	124	131	50	0
	Abu Dhabi	12	8	0	0
	Nanjing, China	69	150	149	105
Education	Manhattan	106	45	46	38
	Old Westbury	327	166	86	40
	Central Islip	18	0	0	0
	Online	3	3	7	1
	UFT/Teachers' Centers	341	327	189	100
Engineering & Computing Sciences	Manhattan	703	763	771	841
	Old Westbury	885	893	839	987
	Jordan/Bahrain	210	177	94	1
	Abu Dhabi	35	18	1	0
	Nanjing, China	185	520	839	765
	Online	22	28	39	34
Health Professions	Manhattan	176	37	57	4
	Old Westbury	1094	417*	499	736
	Online	9	19	32	31
Management	Manhattan	502	603	505	455
	Old Westbury	402	540	428	356
	Jordan/Bahrain	1783	1468	791	61
	Abu Dhabi	295	146	147	144
	Nanjing, China	66	184	212	153
	Jiangxi, China	165	194	201	121
	Vancouver, Canada	158	87	55	73
College of Osteopathic Medicine		1193	1186	1186	1199
Ellis College of NYIT		3231	1317	120	0

\*Note: In fall 2009 programs in Life and behavioral sciences were transferred from the School of Health Professions to the College of Arts and Sciences

## The View Forward

Given national trends in student demand in the professions and NYIT's position in key geographic locations in New York, Canada, the UAE and China, and despite local demographics, the outlook for maintaining optimal enrollment in the near future is positive. It is expected that demand in the STEM disciplines will continue in all markets, especially with international students. In addition, significant internal changes at the university will strengthen its ability to attract and retain its student population.

Some of these changes are:

- NYIT commissioned Maguire Associates to evaluate its financial aid leveraging model in AY2012-2013. As a result NYIT has adopted a new financial aid strategy to enhance the impact of institutional aid on student recruitment, yield, and retention.

- NYIT employed Royall & Company beginning in fall 2013 to help increase the applicant pool and yield to enrollment for new, domestic undergraduate students.
- Having a residence hall complex on the Old Westbury campus, improved housing in Manhattan, and assistance to students in finding off-campus housing (discussed in detail in Section III of this PRR) should soon allow NYIT to broaden domestic and international recruitment.
- Having concentrated additional locations abroad in the most productive places, NYIT is now expanding local community involvement and adding new degree offerings that meet local needs in China, Abu Dhabi and Canada with the expectation of growing enrollment.
- NYIT built strong international recruitment models in China and India. While these countries are likely to continue to dominate the international market for NYIT, the institution is also diversifying its international recruitment with recent success in recruiting students in the sciences from Brazil one example of the outcomes of this effort.

### Five-Year Enrollment Projections

NYIT has just completed a capacity audit in each academic program at its campuses in New York. According to this analysis, NYIT's Manhattan campus is at 83% of capacity and Old Westbury at 85%. Programs with the ability to accept the most new students do not match areas of highest demand, leading NYIT to revise space allocation/facilities/faculty hiring plans to ensure that growing programs with capacity constraints continue to have appropriate resources.

NYIT expects that investments made over the past few years in programs where there is capacity will pay off. In the School of Management, new faculty and facilities, coupled with expected initial accreditation by the AACSB following a site visit in November 2014, are expected to lead to more robust enrollment. In Fine Arts and Communication Arts conversations are progressing between senior leadership at NYIT and their counterparts at the elite China Communications University (CUC) in Beijing about a collaborative Fine Arts and Communication Arts school. Details will be presented to the Middle States Commission when the plans mature.

The goals for NYIT's Enrollment Management Plan for the next few years are to:

1. Sustain current enrollment levels;
2. Increase the geographic diversity of the student body; and
3. Improve the academic profile of new students.

As has been the case in the recent past, we anticipate that growth in some areas will be balanced with declines in others. Changes in the size of individual programs will be accommodated through reallocation and/or renovation of existing space and other resources. Table 4.8 (page 26), which shows the FTE enrollment budget for FY 2015, includes projected increases in domestic undergraduate and graduate enrollment as a result of the initiatives described above. The financial plan (Table 4.9, page 27) then assumes constant domestic enrollment through FY2019.

The major exception to the flat enrollment assumption is that NYIT has an opportunity to establish, in partnership with Arkansas State University, an additional location for its osteopathic medical school on the ASU campus that would allow both institutions to better serve their missions.

ASU contacted NYIT in early 2013. Together they developed a plan for NYIT to open an additional location of its osteopathic medical school on the campus of ASU-Jonesboro in August 2016. The plan envisions 100-115 students per class, a resident dean and administrative staff (reporting to NYIT's Vice President for

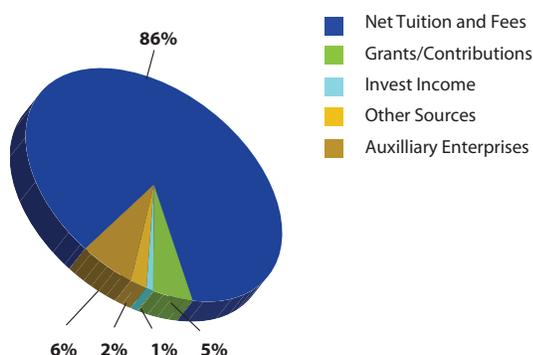
Health Sciences and Medical Affairs in New York), a full-time resident faculty of 20 (half of whom would be physicians), and part-time faculty appointed from ASU basic sciences faculty and practicing community physicians. NYIT will also develop clerkships at local and regional hospitals and needed residency slots. ASU will provide the facilities and certain contracted services. NYIT will finance its start-up costs from operating funds, and cash flow is expected to be positive by the third year of operations. NYIT's Board of Trustees endorsed the effort at its March 14, 2014 meeting; ASU's Board approved a similar resolution February 28th, 2014. The Arkansas state education department approval process was initiated April 1, 2014 with the filing of a Letter of Intent; applications to the AOA Commission on Osteopathic College Accreditation (COCA) and the Middle States Commission on Higher Education will be made at appropriate times.

### Financial Overview

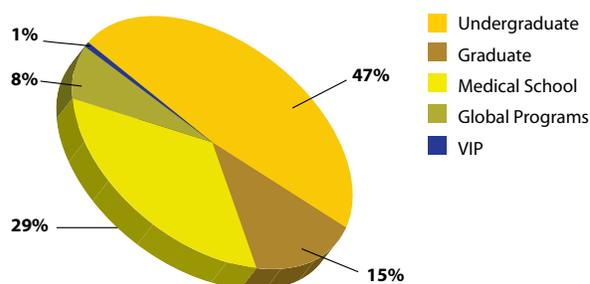
Over the past five fiscal years, NYIT has strengthened its financial position despite a national recession, demographic changes affecting enrollment, and decisions to close campuses abroad and programs in New York. Unrestricted and temporarily restricted net assets increased nearly 50%, from \$85 million to \$127 million, from fiscal years 2009 through 2013, due primarily to modification of NYIT's post-retirement medical benefits program.

NYIT depends on revenue from students and therefore is affected by the decline in high school graduates in the New York region as well as by competitive pressures. Exhibit 4.1 shows net student tuition and fees accounted for 86% of NYIT's revenue for the fiscal year ending August 31, 2013. However, Exhibit 4.2 shows this dependency is tempered by diverse sources of tuition revenue. In addition, several strategies, described in the next section have been put in place to help reduce this dependency.

**Exhibit 4.1: FY 2013 Revenue**



**Exhibit 4.2: FY 2013 Net Tuition and Fees**



In March 2010, as a result of the September 2008 Lehman Brothers bankruptcy, NYIT converted \$83.4 million in outstanding bonds insured by MBIA and with Lehman Brothers as the interest rate swaps counterparty. The bond conversion caused NYIT to be publicly rated for the first time in the university's history. NYIT received a BBB+ rating from Standard & Poor's and Baa2 from Moody's. NYIT realized a net benefit of \$11.6 million in fiscal year ("FY") 2010 as a result of the swaps termination plus \$8.5 million in present value interest rate savings from the bond conversion.

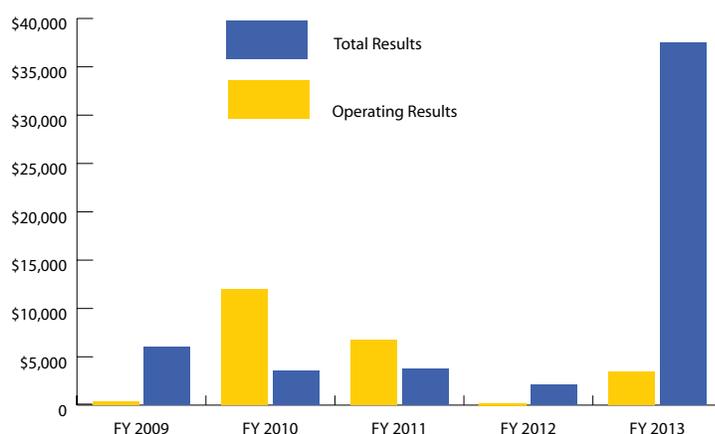
Like most colleges and universities, a large share of NYIT's annual operating budget—62%—is devoted to faculty and staff salaries and fringe benefits. For the five years prior to FY 2013 salary increases were 4% annually, medical costs increased an average of 10.5% each year, and the liability for post-retirement medical benefits reached \$45 million. Faculty and management both recognized the threat of such labor cost increases to NYIT's future.

An agreement was reached with the AAUP (the faculty union) and Local 282 of the TWU (maintenance workers) in September 2012 that keeps labor cost increases at 1% annually for five years following Fall 2012; employees now contribute up to 14% of medical costs; and a new post-retirement medical benefits plan reduced the balance sheet liability by \$36 million, to \$9 million.

### Financial Trends, Fiscal Years 2009 through 2013

Exhibit 4.3 and Table 4.4 show operating and total results for FY 2009 through 2013 based on NYIT’s audited financial statements (Attachment IV-B: NYIT’s audited financial statements for FY 2011, 2012, 2013). In FY 2009, the worst year of the recession for NYIT, the operating loss was \$359,000 with strong enrollment offset by an \$8 million, or 15%, drop in the endowment. NYIT rebounded nicely in fiscal years 2010 and 2011, recorded weaker operating results in FY 2012, and came back again in FY 2013, including a \$34 million net non-operating results gain due to the change in NYIT’s post-retirement medical benefits plan.

**Exhibit 4.3: Operating and Total Results FY 2009 – 2013 (\$000)**



**Table 4.4: Operating and Total Results FY 2009 – 2013 (\$000)**

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Operating revenue	\$204,113	\$ 222,527	\$ 226,703	\$ 224,577	\$227,840
Operating expenses	204,472	210,588	219,995	224,464	224,424
Operating results	\$(359)	\$11,939	\$ 6,708	\$113	\$3,416
Non-operating results	6,314	(8,362)	(2,904)	(2,183)	34,107
<b>Total results</b>	<b>\$5,955</b>	<b>\$ 3,577</b>	<b>\$ 3,804</b>	<b>\$(2,070)</b>	<b>\$ 37,523</b>

Goal #6 in NYIT’s strategic plan states that by 2030 NYIT will be: “Known as a well-funded institution, with dependable revenue from a variety of sources.” Therefore, increasing non-tuition revenue is a high institutional priority. Exhibit 4.4 shows that non-tuition revenue for fiscal years 2009 through 2013 has nearly doubled. Non-tuition revenue has also increased as a percent of total NYIT revenue from 8.2% and 12.2% in fiscal years 2009 and 2010, respectively, to 14.2% by fiscal year 2013. (Non-tuition revenue was low in FY 2009 due to the \$8 million decline in the endowment as a result of the recession).

Comparing FY 2010 to FY 2013, non-tuition revenue increased \$5.1 million, or nearly 20%, from \$27.2 million to \$32.3 million. Excluding dormitory and dining fees—which are linked to student enrollment—all other non-tuition revenue increased \$4.9 million, or 27%, from FY 2010 to FY 2013.

**Exhibit 4.4: Non-Tuition Revenue, FY 2009-2013 (\$000)**

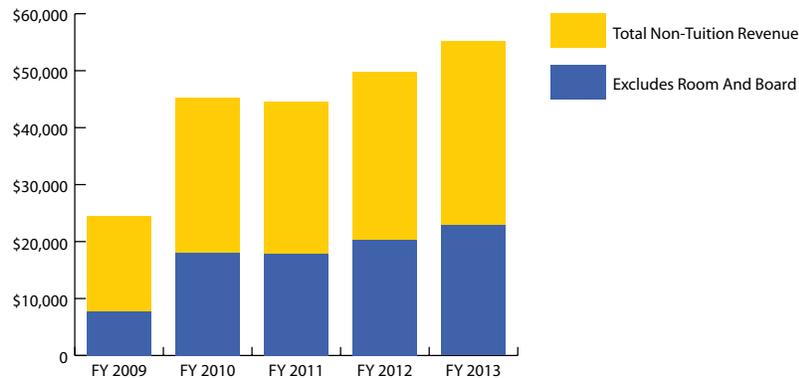


Table 4.5, below, adds detail to NYIT’s effort to increase non-tuition revenue and diversify revenue sources. Grant awards increased 80% to \$6.8 million since FY 2009, and the endowment has increased 32% since FY 2009 and 21% since FY 2011, when the value lost during the recession was fully recovered.

**Table 4.5: Grant Awards and Endowment, FY 2009-2013 (\$000)**

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	% Change
Grants/Awards	\$3,783	\$2,567	\$4,430	\$ 5,610	\$6,812	80.1%
Endowment	\$82,453	\$ 88,263	\$93,623	\$100,798	\$ 109,090	32.3%

Capital spending for FY 2009 through 2013 totaled \$95 million, mostly funded through NYIT’s strong cash balances and not through borrowing. Table 4.6 shows capital spending by project category, and includes \$4.25 million for renovations to new and existing classrooms, faculty offices and support space in Manhattan; \$4.6 million for renovating the Student Activities Center in Old Westbury; \$2.5 million for a new student information system; and \$ 8.3 million spent toward the new student residences and campus commons project in Old Westbury.

**Table 4.6: Capital Spending, FY 2009-2013 (\$000)**

Category	FY 2009	FY 2010	FY2011	FY2012	FY2013	Total
Books	\$ 77	\$202	\$236	\$229	\$260	\$1,104
Equipment	1,810	1,302	1,091	1,185	835	6,223
Facilities	2,174	2,192	2,061	2,777	3,881	13,085
Furniture	83	129	326	195	333	1,066
Information Technology	3,120	3,112	2,328	1,769	3,589	13,918
Construction	8,851	11,097	11,192	10,370	10,493	52,003
Vehicles	317	334	314	372	351	1,688
Other	826	1,042	1,711	1,388	1,088	6,055
<b>Grand Total</b>	<b>\$ 17,358</b>	<b>\$19,410</b>	<b>\$19,259</b>	<b>\$18,285</b>	<b>\$20,830</b>	<b>\$95,142</b>

In the current FY 2014, as a result of new enrollment initiatives, graduate enrollment is significantly better than budget resulting in expected total net tuition and fee revenue for the year slightly better than budget. Management projects operating results at \$5 million, \$1.6 million (46%) better than FY 2013.

Table 4.7 compares NYIT against several similarly-rated Moody's Baa benchmarks. NYIT's annual debt service expenses relative to total operating expenses and percent change in operating expenses are consistently lower than the Moody's benchmarks. While expendable financial resources were strong relative to the benchmarks in fiscal years 2009 and 2010, expendable resources dropped to less than the benchmarks in FY 2011 and FY 2012—consistent with NYIT's operating results. However, NYIT has recovered to just over the FY 2010 amount in FY 2013 (Moody's benchmark data for FY 2013 are not yet available).

**Table 4.7: Financial Benchmarks Comparison**

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
<b>Debt Service to Operations</b>					
NYIT	2.6%	1.6%	3.9%	3.8%	3.8%
Moody's					
Baa Benchmark	5.1%	5.3%	5.4%	5.5%	N.A.
<b>Percent Change Total Operating Expenses</b>					
NYIT	1.6%	3.0%	4.5%	2.0%	0.02%
Moody's					
Baa Benchmark	4.3%	2.2%	4.6%	3.4%	N.A.
<b>Expendable Financial Resources (\$000)</b>					
NYIT	\$ 48,360	\$ 38,253	\$ 26,102	\$ 8,739	\$39,904
Moody's					
Baa Benchmark	\$ 23,996	\$30,371	\$ 39,305	\$ 38,824	N.A.

These results reflect prudent debt and expense management by NYIT leadership. The spring 2014 rebound in enrollment, the new student recruitment successes achieved thus far, and restoration of NYIT's expendable financial resources provide a favorable outlook for NYIT's financial future.

### Financial Plan, Fiscal Years 2015 through 2019

Since its last re-accreditation, NYIT has implemented, or is in the process of putting in place, many NYIT 2030 initiatives. As part of the planning for two major 2030 initiatives—construction of student residences and a campus commons in Old Westbury and an additional location for the medical school in Arkansas—NYIT leadership is preparing a five-year financial plan for fiscal years 2015 through 2019 in which enrollment assumptions are key.

As of March 2014, fall 2014 first-year undergraduate student applications are up 60% compared to the prior year. Graduate applications are up 36%, driven primarily by international student applicants. All academic schools have seen increases in undergraduate and graduate applications, but most significantly the schools of Engineering and Computing Sciences, Health Professions, and Management. Based on spring 2014 enrollment results and fall 2014 applications, NYIT is well-positioned to see enrollment in New York increase next fall.

The financial plan in this PRR (Table 4.9) is the preliminary baseline plan, a work in progress. It was shared for feedback with senior management and the Finance Committee of the Board of Trustees in early 2014. Additional input from senior management, academic deans and others is necessary, accompanied by a review of higher education and competitive trends, an updated SWOT analysis, and identification of new NYIT 2030 initiatives and programs.

The major assumptions for the preliminary baseline financial plan are:

1. The full-time equivalent enrollment budgeted for FY 2015 is kept constant through FY 2019. Table 4.8 shows the full-time equivalent enrollment budget for FY 2015. The projected increases in domestic undergraduate and graduate enrollment from FY 2014 are based on enrollment initiatives that have already demonstrated results.

**Table 4.8: FY 2015 Full Time Equivalent Enrollment Budget**

Category	Fall Semester			Spring Semester		
	FY 2014 Actual	FY2015 Budget	Variance	FY 2014 Actual	FY2015 Budget	Variance
Undergraduate Total	4,145	4,340	4.7%	3,820	4,001	4.7%
Graduate Total	1,408	1,569	11.4%	1,495	1,559	4.3%
Global Programs	1,157	1,005	-13.1%	1,068	997	-6.6%
College of Osteopathic Medicine	1,196	1,221	2.1%	1,196	1,221	2.1%
Vocational Independence Program	49	52	6.1%	44	52	18.2%
<b>Total</b>	<b>7,955</b>	<b>8,187</b>	<b>2.9%</b>	<b>7,623</b>	<b>7,830</b>	<b>2.7%</b>

2. The annual tuition and fee increase is 4% for NYIT undergraduate and graduate programs and 3.5% for the medical school; contributions are \$2.5 million beginning FY 2016; endowment earnings are 8% annually; and no change to other revenue sources.
3. Expenses increase consistent with existing contracts.
4. A \$7 million reserve has been established in FY 2015 for new spending on NYIT 2030 program priorities being planned to enhance NYIT's academic standing and to cover enrollment shortfalls and unanticipated events. NYIT budgets on a conservative basis, so the \$7 million will be reduced to \$5 million after FY 2015, assuming successful enrollment results for the upcoming fall.
5. Financial results for the new medical school location in Arkansas (expected to open in 2016) and new student residences and campus commons in Old Westbury (expected to open spring 2017) show losses in the start-up years. The medical school is expected to earn NYIT \$9 million annually by 2020, the fourth year of operations.
6. The figures in the financial plan for the Old Westbury residences include debt service and depreciation for the project and the cost of converting to a 24 x 7 campus. The anticipated cost of the project is \$93.5 million plus the cost of the financing. NYIT expects to invest some cash, secure a New York State grant, and issue tax-exempt debt of a yet-to-be determined amount to pay for the project. NYIT is contemplating a refinancing of \$80 million in existing debt and a bond issue in the \$150 to \$190 million range including the refinancing plus bonds for the new student residences.

**Table 4.9: Preliminary Baseline Financial Plan, FY 2015-2019 (\$000)**

	FY2015	FY2016	FY2017	FY2018	FY2019
<b>Revenue</b>					
Net Tuition and Fees	\$210,193	\$214,028	\$220,494	\$227,208	\$234,185
Non-Tuition Revenue	\$33,591	\$36,965	\$38,840	\$35,807	\$36,899
<b>Total Revenue</b>	<b>\$243,784</b>	<b>\$250,993</b>	<b>\$255,334</b>	<b>\$253,015</b>	<b>\$271,084</b>
<b>Operating Expenses</b>					
Salaries and Fringe Benefits	\$134,113	\$136,162	\$139,885	\$143,751	\$147,778
Non Salary Expenses	\$76,509	\$76,674	\$78,049	\$79,753	\$81,413
Depreciation and Amortizations	\$14,607	\$14,788	\$14,856	\$14,827	\$4,940
Debt Service	\$3,555	\$3,298	\$3,028	\$2,759	\$2,483
<b>Total Expenses</b>	<b>\$228,784</b>	<b>\$230,921</b>	<b>\$235,817</b>	<b>\$241,090</b>	<b>\$246,614</b>
<b>Reserve</b>	<b>\$(7,000)</b>	<b>\$(5,000)</b>	<b>\$(5,000)</b>	<b>\$(5,000)</b>	<b>\$(5,000)</b>
<b>Operating Results</b>	<b>\$8,000</b>	<b>\$15,072</b>	<b>\$14,516</b>	<b>\$16,925</b>	<b>\$19,471</b>
OW Residency Project			\$(5,600)	\$(6,500)	\$(6,000)
ASUJ Medical School		\$(1,885)	\$(2,615)	\$(864)	\$4,176
<b>Results With Investments</b>	<b>\$8,000</b>	<b>\$13,187</b>	<b>\$6,301</b>	<b>\$9,561</b>	<b>\$17,637</b>

In the event of a significant event that disrupts NYIT finances, the university can fall back on the following contingencies:

1. NYIT has relatively strong cash reserves. Average month-end cash balances for the period September 1, 2012 through March 31, 2014 is \$24.5 million. NYIT also has a \$10 million bank line of credit.
2. At this time, \$62 million of NYIT's endowment is financial investments that may be immediately liquidated and used without restriction.
3. The draft five-year plan shows reserves of \$7 million in FY 2015 and \$5 million in the out-years. Depending on the severity of the event, these reserves can be used to protect NYIT finances. In the event of an enrollment shortfall, the reserve amounts are equivalent to 230 and 165 full-time undergraduate students, respectively.
4. Table 7 shows NYIT has some room, compared to local private competitors, to increase tuition and fees to make up budget shortfalls, for example, in the first years after the new residences open in Old Westbury.

**Table 4.10: Comparative Tuition and Fee Trends, FY 2010-2014**

University and NYIT COM	2010	2011	2012	2013	2014	Average Annual Increase
Polytechnic University	\$34,420	\$36,284	\$37,882	\$39,564	\$41,328	4.7%
Hofstra University	\$30,410	\$32,850	\$33,940	\$35,950	\$37,400	5.3%
St. Johns University	\$30,040	\$31,980	\$33,875	\$35,520	\$37,260	5.5%
Long Island University, C.W. Post	\$28,768	\$29,990	\$31,646	\$32,862	\$34,070	4.3%
NYIT professional	\$24,720	\$26,090	\$27,950	\$29,640	\$31,520	6.3%
NYIT non professional	\$24,140	\$25,740	\$27,290	\$28,940	\$30,780	6.3%
Adelphi University	\$26,230	\$26,700	\$28,460	\$29,320	\$30,800	4.1%
NYIT College of Osteopathic Medicine	\$44,660	\$46,960	\$48,735	\$51,045	\$53,995	5.0%

NYIT has demonstrated the ability to recover quickly from a severe recession, diversify sources of revenue, and begin to offset some of the long-term threats to enrollment. Further, though the financial plan is preliminary, it demonstrates NYIT can make two significant investments during the plan period and still realize favorable operating results, even while anticipating stable enrollment. NYIT also has the discipline to moderate expense increases and the resources to withstand a significant disruption to operations.

**Attachments**

- **IV-A: Recruitment, Admissions, and Enrollment Plan, Version 1.0**
- **IV-B: Audited Financial Statements ([FY2011](#), [2012](#), [2013](#))**
- **IV-C: IPEDS financial data ([FY2011](#), [2012](#), [2013](#))**

## **V. Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning**

This section of the PRR describes actions since NYIT's March 1, 2012 progress report that document NYIT's continued compliance with Middle States standards 7 and 14. It is divided into three sections.

- Section I, Institutional Assessment Plan, Resources, and Administration, examines NYIT's Institutional Assessment Plan and the resources and administration in place to support assessment.
- Section II, Alignment of unit goals, plans and assessments with institutional goals, evaluates the alignment of unit goals, plans and assessments to institutional goals and describes how NYIT's Academic Senate Institutional Development Committee is assuming a coordinating role for institutional assessment.
- Section III, Assessment of Student Learning, provides evidence that NYIT has cultivated a culture of assessment and that (1) NYIT faculty continue to assess student learning outcomes and take actions to improve teaching and learning and (2) NYIT's Assessment Committee, working with academic deans and chairs, conducts systematic review and improvement of assessment processes in academic programs.

### **Section I. Institutional Assessment Plan, Reports, and Administration**

#### **The Plan**

NYIT's Institutional Assessment Plan specifies the tools and methods the institution uses to assess institutional effectiveness and student learning outcomes. The plan calls for and supports integrated planning, assessment, and institutional research functions on two levels. At the institution-wide level, the Office of Planning and Assessment coordinates and supports Institution-wide assessment. At the program level, the Assessment Committee of the Academic Senate, the Provost, the Vice President for Health Sciences and Medical Affairs, the dean for operations, assessment and accreditation for global programs, and the academic deans coordinate the assessment of student learning. Both levels of this plan can be seen in the Institutional Assessment Plan (Attachment V-A Institutional Assessment Plan, September 2012 and also on NYIT's web site).

#### **The Reports**

Table 5.1 below documents some of the standard reports available within the institution to allow institutional and unit leadership to measure effectiveness and compliance with accreditation standards; the table also shows which MSCHE standards are relevant and where the reports are found.

**Table 5.1: Sample Assessment Reports**

<b>Institutional Context (MSCHE standards 1 – 7)</b>	
<b>Assessment</b>	<b>Location</b>
2030 Scorecard	NYIT Web site – Strategic Planning
Annual 2030 Task Plans/Reports	NYIT Web site – Strategic Planning
Enrollment reports	Data Warehouse
National Survey of Student Engagement	IRA
Student satisfaction surveys	IRA
Academic program portfolio reviews	Planning & Assessment
Employer surveys	IRA
Financial statements and management letters	Finance
Annual budget and budget status reports	Data Warehouse
Audit reports (internal and external)	Chief of Staff
IT user services incident reports	Data Warehouse
Library patron load report	Data Warehouse
Recruitment authorization report	Data Warehouse
Space utilization reports	Ad Astra

<b>Educational Effectiveness (MSCHE standards 8 -14)</b>	
<b>Assessment</b>	<b>Location</b>
Student demographics	Data Warehouse
Applicant Yield reports	Data Warehouse
Student retention models/at-risk students	Data Warehouse
Term advancement and caseload status	Data Warehouse
Financial aid yield analysis	Enrollment
Annual reports on student learning outcomes (programs, general education)	NYIT Web site – Assessment
Professional accreditation	NYIT Web site – Assessment
Graduating Student Survey	NYIT Web site – IRA
Enrollment reports	Data Warehouse
Retention reports	Data Warehouse
Student Evaluations of Teaching	Academic departments
Alumni surveys	IRA, Academic departments
Faculty workload reports	Provost
Grants and contracts report	Office of Sponsored Programs and Research
Class density reports	Data Warehouse

### Assessment Administration Office of Planning and Assessment

The Office of Planning & Assessment consists of two units: Planning and Assessment and Institutional Research and Assessment (IRA). In AY 2012-2013, a program review was conducted of the two units and they were reorganized to reflect:

- More emphasis on supporting data-driven decision-making at all levels;

- Increased support for institutional assessment by providing faculty individualized help with research design, data analysis, survey design, administration and analysis; and
- Improved ability to respond to new demands for external compliance reporting.

Job descriptions were revised to include more statistical analysis, research design and computer programming responsibilities; two vacancies were filled with people having those skill sets. Finally, the units (IRA and Planning and Assessment), formerly housed in different locations, were moved to adjacent office suites to improve efficiency.

#### Enhancements in assessment software and the data warehouse

In AY2013-2014, NYIT will complete implementation of the PeopleSoft student information system. Simultaneously, Blackboard Analytics will be implemented in the institutional Data Warehouse (DWH). These two systems will transform transactional data in PeopleSoft into actionable information through new dashboards and adhoc reports support decision making.

Importantly, NYIT is using this conversion as an opportunity to apply lessons learned from the earlier (Datatel) Data Warehouse implementation. An institute-wide Steering Committee is tasked with:

1. Standardizing data definitions and calculations;
2. Reviewing policies and processes for access to data and reports and making changes, where necessary, to improve efficiency and effectiveness;
3. Defining data needs at both the institutional and managerial unit levels;
4. Promoting information sharing among business units; and
5. Improving processes by which DWH reports are developed.

## Section II. Alignment of Unit Goals, Plans and Assessments With Institutional Goals

The foundation of NYIT's institutional goals is the 2030 strategic plan.

Responsibility for implementing the 2030 plan is assigned each year to vice presidents. Funds are allocated to department budgets and measures of success are established. Vice presidents include strategic plan implementation in their yearly performance management documents ("PDP" – "Professional Development Program," see Attachment V-B); Annual 2030 Task Plans at the institutional level articulate responsibilities, accountabilities, time frames and expected outcomes for all NYIT 2030 goals. Vice presidents' goals and measures form the basis of goals and measures of the units reporting to them, as well as for PDP goals set for individuals in the unit.

Updated regularly with status reports and year-end results, Annual Task Plans and Reports are shared with NYIT's senior management, its Board of Trustees, and are posted on the university's web site. Performance reviews of units and individuals reflect accomplishments vs. goals. Attachment V-C is the final report of the Task Plan for AY 2012-13. All annual plans/reports beginning with AY 2008-2009 are posted on NYIT's Planning & Assessment web site.

A review of the reports over this period demonstrates ways in which NYIT has, since the 2008 self-study, implemented specific plans over multiple years to achieve each of its strategic goals – adjusting and/or adapting those plans as appropriate based on assessment evidence, changing events, or new leadership. Below are examples drawn from each 2030 goal.

### 1. Career-Oriented Undergraduate and Unique and Distinctive Graduate and Professional Programs

In 2008, after benchmarking comparable institutions, NYIT targeted two key programs for investment: osteopathic medicine and management. The goal for the medical school was to meet new professional

accreditation standards and for the School of Management to achieve AACSB accreditation. Item 1.2 in the 2008-2009 Task Plan is continued and followed through in each of the next two years.

A “focused” site visit team from the Commission on Osteopathic College Accreditation (COCA) visited NYIT in late 2011. In January 2012 the Commission notified NYIT that its Doctor of Osteopathic Medicine met all of the accreditation standards under review, effectively extending its accreditation for the maximum 7-year period. The COCA team described the medical school’s Learning Outcomes Assessment Plan as “the best they had seen” and noted a demonstrated marked improvement in student learning outcomes and licensure pass rates over the past several years. The School of Management has also been making desired progress. On November 21, 2013, the Initial Accreditation Committee of the AACSB informed NYIT that its School of Management was ready for the Initial Accreditation process; a site visit is scheduled November 9-12, 2014.

## 2. Graduate Centers

In 2007, NYIT’s Center for Global Health began planning to offer a certificate (2007-08 Task Plan, item 2.3). The following year a 9-credit graduate certificate was approved and six students and one faculty member traveled to Ghana as part of the program (2008-09 Task Plan, item 2.3). In 2009-10, 21 students were enrolled in the program and 17 completed all nine credits. Additional trips were organized for the summer 2010 to Guatemala and Ghana. These included participation of faculty and students from the School of Engineering and Computing Sciences (2009-10, item 2.1). In 2011-12, additional sites were added in Haiti, Costa Rica, El Salvador (2010-11, item 2.2) and Ethiopia (2012-13, item 2.2).

## 3. A Global and Partially Virtual University

As part of its Global Strategic Plan (2009-2010 Task Plan, item 3.1), NYIT conducted a thorough program review of its global offerings. As a result of this review, NYIT concluded that, due to excessive local regulatory intervention and a change in political environment, it should close its campuses in Jordan and Bahrain and refocus resources in Abu Dhabi, Canada, and China. Over the next two years, a teach-out plan was developed, set in motion, and followed through on. The Middle States Commission approved two Substantive Change requests covering the teach-outs (on April 29, 2013 for Jordan and October 28, 2013 for Bahrain); the last classes finished in Jordan in August 2013 and in Bahrain in January 2014 (See Task Plans for 2010-11 [items 3.3, 3.4, and 3.5] and 2011-12 [items 3.1, 3.2, and 3.3]).

## 4. Student-Centered University

NYIT has always been primarily a commuter school. While that is likely to remain so, demographic studies indicate a decline in the college-age population locally. To compensate, NYIT has focused more on recruiting students from outside the local area, including international students and students from NYIT campuses abroad visiting NY campuses for one or more terms. Thus, annual Task Plans have consistently included initiatives to address both student housing and the quality of student life at both New York campuses. For example, developing and executing the dormitory plan in Old Westbury and creating a more flexible approach to providing students with housing in Manhattan have been integrated into NYIT’s yearly planning process for each year since our decennial MSCHE visit. (2009-10 items 4.4, 4.5); 2010-11 items 4.4, 4.5]; 2011-12 item 4.3]; 2012-13 [item 4.5]; 2013-14 item 4.5]).

## 5. A Leader in Teaching Quality Improvement (Now “Teaching and Learning That Is Challenging, Engaging, Learner-Centered and Career-focused”)

In the spring of 2008 NYIT began to administer the National Survey of Student Engagement (NSSE) to freshmen and seniors on a 3-year cycle. The 2010-11 Task Plan called for re-administration in spring 2011 and subsequent analysis and dissemination of results (item 5.3). The following years, the data were used to identify specific activities that faculty could adopt to strengthen teaching (2011-12 [item 5.3]). In 2012-13 each school devised discipline-specific plans to incorporate best practices into the curriculum (2012-13 [item 5.3]). The spring 2014 re-administration of the NSSE was ongoing as this PRR was being completed; this time the FSSE (Faculty Survey of Student Engagement) is being administered as well.

## 6. A Well-Funded University

In 2007-08, NYIT began a \$30 million capital campaign with a planned completion date of 2011. In 2010-11, it became evident that the campaign was not going to succeed as envisioned. In response, NYIT reorganized and re-staffed the office of development and alumni affairs (2011-12 Task Plan [Item 6.1] and issued a revised development plan (Items 6.1, 6.3, 6.4). By 2013-2014, the Task Plan/Report was able to include specified achievement of fund-raising and organizational outcomes.

### Alignment Analysis

The PRR Standard 7 working group collected goal statements and reports from NYIT's seven largest administrative units (including academic administration – See organization chart, Attachment V-D). In addition, the group requested follow-up reports from these units, asking specifically for answers to these questions: *Do the unit goals align with institutional goal(s)? How is accomplishment measured/assessed? What have assessments shown? What actions have been taken to improve?*

The group concluded that activities to support the six goals of NYIT 2030 are spread widely across the university. Both academic and administrative units are advancing the institutional vision. Every unit sampled had at least one unit goal that was clearly aligned with a goal in the strategic plan. Moreover, every one of the plan's six goals was supported by units in at least two different divisions.

100% of the reports submitted to the working group indicated that the unit maintained one or more metric(s) for measuring or assessing accomplishments. All units sampled track metrics relating to transactions and processes (e.g., usage, customer satisfaction, processing time); 63% of the units surveyed measure outcomes (e.g., grade point average improvement, contributions to the university, endowment performance). As might be expected based on the nature of the metrics, the majority of reported improvement actions concerned increasing unit productivity, efficiency, and/or customer satisfaction. Attachment V-E shows the Alignment Analysis.

### Improving Alignment

Since the adoption of NYIT 2030, NYIT has followed a yearly process of assigning specific tasks to key administrative offices. As documented above, these tasks are recorded and publicized in an institution-wide annual plan and the results are noted in an annual report. When results do not meet targets, the plan, method, or measurement is evaluated to determine its validity, and plans may be modified. In the summer of 2013 the PRR working group on standard 7, noted, however, that NYIT's analysis and decision-making processes are not always well communicated. There is no institution-wide body tasked with monitoring connections between yearly efforts of different units and/or identifying issues of continuity and cohesiveness. With this analysis in mind (and following the example of the Senate Assessment Committee), the Institutional Development Committee began AY 2013-2014 to establish a method for regular review and assessment of institutional progress.

## Section III. Assessment of Student Learning

Since 2008, NYIT has worked in a variety of ways to establish, sustain, and improve a strong assessment culture.

### Student Learning Assessment by NYIT Faculty

The Assessment Committee of the Academic Senate coordinates assessment of student learning by academic program faculty. It defines the principles and processes, provides training and support, monitors compliance, shares best practices, and identifies programs that need assistance.

### Use of Assessment Results to Improve Student Learning Outcomes

Since NYIT's 2008 self-study, NYIT faculty members have used assessment results to improve student learning outcomes. During this period, NYIT's 6-year graduation rate improved and, in programs where efforts were concentrated, so did a variety of measures of student learning.

### External Assessments

Professional programs and programs at global campuses are encouraged by the Office of Academic Affairs to seek and maintain accreditations and other certifications of program quality and student learning.

### Developing an Assessment Culture

The institution emphasizes the importance of assessment in a variety of ways. It also makes resources available to help academic programs improve their assessment processes and to support the development of faculty members' knowledge, skills and attitudes with respect to assessment (e.g., Assessment Days, workshops, and one-on-one professional development opportunities).

### Student Learning Assessment by NYIT Faculty

The Senate Assessment Committee coordinates student learning assessment activities at NYIT. Chaired by the VPPA and aided by an Assessment Coordinator, the committee's membership represents each academic school (including school deans), numerous support departments, and the office of the Provost. Its meetings are open and minutes are posted on the Academic Senate web site.

When the committee revised its approach to assessment in 2007-2008 to better meet Middle States standards, it defined a required annual process for assessing student-learning outcomes in all academic programs. The process includes faculty members creating annual assessment plans following a simple template. Plans are implemented, data are collected and analyzed, an improvement action plan is developed, and a report is submitted to the committee. Committee members review the reports, apply rubrics, evaluate and discuss the materials submitted, and prepare feedback to deans, program chairs, and faculty.

Over the past several cycles, committee members' advice for improving the quality of assessments has included:

- "Don't try and do too much at once. Each year, select a couple of learning outcomes as the focus of the program's action plan for assessment and work in detail to assess them.
- "Keep the process manageable and focused. For example, data analysis might show an area where student outcomes are weaker than desired. In that case, the action plan for the next year might introduce a new way of doing things (in the curriculum, or in the way some courses are taught, etc.) Then, the assessment plan for the next cycle (or a year or two later) can repeat the same measure(s) to judge how the changes worked."
- "If the outcomes measured are reasonably positive your action plan can be an enhancement to build on your program's strengths.
- "If needed, update the original programmatic learning outcome(s) or goal(s). Some years the program assessment plan for the next cycle might introduce a revised outcome statement (and associated measures) that grow out of previous findings.
- "Consider using both direct and indirect assessments in your assessment plan from a variety of sources (e.g., students, alumni, faculty, employers, etc.) to provide converging evidence of student learning."

The members of the Assessment Committee believe that sharing assessments and improvement plans improves overall assessment practice within the NYIT community. As a result, the Assessment web site lists each academic program (by school) and contains links to (1) a statement of its program-level learning outcomes, (2) a matrix showing how outcomes are introduced and reinforced throughout the curriculum, and (3) for every year since 2008-09, posts links to the assessment plans and activity reports submitted to the committee for review and comment. Evidence of sustained and improved assessment work can be found on this public site and, as illustration, a sample web page is included as Attachment V-F.

### Use of Assessment Results to Improve Student Learning Outcomes

Since 2008, all academic programs have revised and updated their learning outcomes and have prepared (and/or updated) matrices showing the relationship between program and course outcomes. In each year thereafter, over 95% of programs submitted assessment plans and reports indicating actions taken to improve student learning and program outcomes. These include changes to learning support, new pedagogy, modifications to curricula, refinements to assessment methods and metrics, enhanced collaboration between academic programs and support units, and introduction of new technology.

Table 5.2 gives examples of assessment-based actions to improve student learning and outcomes over the past five years (documentation is posted on the assessment web site).

**Table 5.2 Sample Improvements in Response to Assessment**

#### Sample Actions to Improve Student Learning and Outcomes

##### Providing learning support

- Architecture developed an online library of scaled drawings and other samples of exemplary student work
- Nursing incorporated standardized (ATI) competency tests at strategic points in the curriculum
- Physical Therapy issued iPads to allow students to use e-books, lab videos, medical/PT apps and to videotape themselves conducting practical exams for later reflection
- Behavioral Sciences arranged for Supplemental Instruction Sessions in two courses where student performance was not up to standard

##### Improving pedagogy and curriculum

- Fine Arts revised course sequences in the degree map
- Nursing redesigned the Pharmacology course
- Teacher education added information literacy to multiple courses
- Communication Arts changed two key course adding broadcast history and emphasizing historical data/global implications
- School Counseling added a course focused on theory application and practice
- Electrical and Computer Engineering Technology redesigned the Operating Systems course
- Management revised 55 syllabi from the BSBA and 47 from the MBA to conform to AACSB standards
- Interior Design revised the entire curriculum to conform to new professional accreditation (CIDA) standards
- Osteopathic Medicine introduced new audio response software to support formative assessments during class sessions

##### Creating/Revising assignments to better align with learning objectives

- Communication Arts increased the number of writing projects
- Architecture simplified case studies in two courses, introduced a new exercise on the 2D interface in Auto CAD, and added more emphasis to the use of 3D Studio Max and post-production in Photoshop
- Teacher Education added information literacy keystone assignments

**Table 5.2 Sample Improvements in Response to Assessment** *(Continued)*

**Enhanced collaboration with support services units**

- Interdisciplinary Studies, Nursing, and Physical Therapy changed admission and progression standards
- Communication Arts, Nursing, and Interior Design made greater use of the Writing Center to improve students' skills
- Mechanical Engineering worked with librarians to improve students' information literacy
- Interdisciplinary Studies worked with Career Services to institute an internship requirement in the major

**Improving program outcomes (e.g. retention, graduation, certification examination passing rate)**

- Nursing, Physical Therapy, Physician Assistant Studies implemented comprehensive plans to improve students' licensing examination passing and graduation rates
- Osteopathic Medicine provided tutorials, personalized study plans and face-to-face academic support and added an additional four-week clerkship focusing on areas of difficulty to improve students' licensing pass rates

**Results**

Examples of improved programmatic outcomes as a result of planned interventions include:

- NYIT's 6-year graduation rate for first-time freshmen improved from 39% to 47%.
- The first-time pass rate on the Doctor of Physical Therapy licensing exam increased from 58% in 2008 to 80% in 2013.
- The first-time pass rate on the licensure exam for nursing increased from 41% in 2008 to 85.7% in 2012 (2013 data are not yet available).
- The first-time pass rate for the Physician Assistant licensing exam increased from 89% in 2009 to 92% in 2013.
- The first-time pass rate for the COMLEX I (Comprehensive Osteopathic Medical Licensing Examination) increased from 77.4% (class of 2008) to 89.9% (class of 2015); from 82.0% (class of 2008) to 90.7% (class of 2014) on the COMLEX II CE and from 91.5% (class of 2008) to 93.8% (class of 2013) on the COMLEX II PE.

**External Assessments**

Since the self-study in 2008, the following programs have received initial accreditation or re-accreditation from external professional bodies and/or government ministries (or their agents) at global sites (recent self-studies are posted on the Assessment web site).

In addition, on November 21, 2013, the Initial Accreditation Committee of the AACSB informed NYIT that its School of Management was ready to proceed from the Candidacy process to the Initial Accreditation process.

**Table 5.3 Program and Global Campus Accreditations**

Program/Unit	Accrediting Agency	Date of (Re) Accreditation
Architecture (B Arch)	National Architecture Accrediting Board (NAAB)	January 1, 2011 (through 2016)
Electrical and Computer Engineering (BS)	Accreditation Board for Engineering and Technology (ABET)	August 12, 2013 (through 2019)
Electrical and Computer Engineering Technology (BT)	Accreditation Board for Engineering and Technology (ABET)	August 3, 2011 (through 2017)

**Table 5.3: Program and Global Campus Accreditations (Continued)**

Interior Design (BFA)	Council for Interior Design Accreditation (CIDA)	July 26-27, 2013 (through 2019)
Mechanical Engineering (BS)	Accreditation Board for Engineering and Technology (ABET)	August 12, 2013 (through 2019)
Nursing (BS)	Commission on Collegiate Nursing Education of the American Association of Colleges of Nursing (CCNE-AACN)	October 18, 2010 (initial accreditation, through 2016)
Occupational Therapy (MS)	Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE-AOTA)	April 28, 2012 (through 2019)
Osteopathic Medicine (DO)	Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA)	January 14, 2009 (through 2015)
Physical Therapy (DPT)	Commission on Accreditation in Physical Therapy Education (CAPTE)	2005 (through 2015)
Physician Assistant Studies (MS)	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	September 20, 2012 (through 2019)
School Counseling (MS)	Council for Accreditation of Counseling and Related Programs (CACREP)	(January 14, 2014 initial accreditation through March 31, 2016)
School of Education (all programs)	National Council for Accreditation of Teacher Education (NCATE)	March 2012 (through 2019)
Abu Dhabi, UAE (Master of Business Administration; Business Administration, BS; Interior Design, BFA; Computer Graphics, BFA)	Commission for Academic Accreditation, Ministry of Higher Education and Scientific Research	October 1, 2011; August 1, 2009; April 1, 2009; July 1, 2011
Manama, Bahrain	Higher Education Council, Ministry of Education, Kingdom of Bahrain	May 17, 2003
Amman, Jordan (all programs)	Higher Accreditation Commission, Kingdom of Jordan	May 8, 2008; September 29, 2010
Jiangxi, China (MBA) Nanjing, China (Communication Arts, BFA; Electrical & Computer Engineering, BS)	Ministry of Education, People's Republic of China	2012 (through 2015) November 2012
Vancouver, Canada (Master of Business Administration; and MBA concentrations in Finance and in Tourism; Information Network and Computer Security, MS)	Ministry of Advanced Education, Vancouver, Canada	August 1, 2013

## Developing an Assessment Culture

### Assessment Days

In January 2009 NYIT held its first “Assessment Day.” These semi-annual, institute-wide assessment retreats are sponsored by the Office of Academic Affairs and programmed by members of the Assessment Committee. At NYIT campuses abroad, local campus deans and their assessment committees, with the help of the Office of Global Academic Programs in New York, organize comparable “Assessment Days” at times appropriate to their academic calendars.

Generally, half the day involves a large, all-faculty gathering (attendance is required), often used to showcase best practice and engage faculty in focused discussion. Agendas for the large-group sessions over the past years have included presentations of the results of standardized, benchmarked assessments (NSSE, CLA), sessions led by invited speakers, best practice demonstrations by NYIT faculty, and discussion of one or more core (general education) learning outcomes. Topics for all assessment days since 2009 can be seen on the Assessment web site. The second half of each assessment day is devoted to faculty continuing work on their annual assessment plans.

### Curriculum Committee support for student learning outcomes assessment.

Beginning in the 2008-2009 academic year, the Curriculum Committee of the Academic Senate revised its procedures to place a greater emphasis on articulating learning outcomes and planning course-embedded student learning outcomes assessment. All proposed new courses and programs are reviewed by committee members who provide feedback to the originating school suggesting improvements to learning outcome statements, methods of assessment, and assignments. The reviews also examine the alignment between department/program goals and student learning outcomes and support for general education outcomes and the institutional mission.

### Faculty Development

The assessment coordinator in the Office of Planning and Assessment provides and supports assessment and curriculum development, consulting with faculty on assessment strategies and design, survey development, assessment implementation, data analysis, and improvement planning. Staff from the Center for Teaching and Learning work with departments to map their courses and outcomes and assist in course design and redesign. The Center also publishes assessment aids on its web site. As documented in Annual Assessment Reports (see below), a large number of faculty and staff members also attend conferences or training on assessment and/or participate in accreditation reviews of programs at other institutions.

### Annual Report on Assessment

The Assessment Committee prepares a formal report on assessment across the university that is shared with the Academic Senate, the provost, and the president. Reports for all years since 2008 are posted on the Assessment web site. Each report concludes with a section on ways to improve assessment of student learning at NYIT.

### Improving Assessment Processes: The Assessment Leadership Program

The 2011-12 "Annual Report on Assessment" recommended that NYIT:

*Make continued improvement to institutional assessment processes more systematic. Go from one-on-one feedback by Assessment Committee members to individual departments (the practice for the past several years) to systematic development by the Committee of a multi-year plan to improve the quality of program assessment at NYIT. Use the MSCHE rubric as a guide to assessing institutional processes as a whole.*

As a result, for AY2012-2013 the Assessment Committee organized its January institute-wide Assessment Day around the MSCHE "Rubric for Evaluating Institutional Student Learning Assessment Processes."

Deans and chairs rated their own practice and identified (1) priority actions to improve processes and (2) areas that needed a plan for improvement over time. Summary reports to the committee included updates on assessment process improvements. Table 5.4 provides examples of identified actions.

**Table 5.4: Assessment process improvements by academic programs, AY 2012-2013**

Program	MSCHE Rubric Criterion Number	Action
Architecture	#7: Use multiple measures	Added indirect assessments of student learning
Behavioral Sciences	#4: Outcomes available	Posted program learning outcomes on web site, syllabi, discussed with students
	#6: Use benchmarks	Reviewed and adjusted learning outcomes vs. Lumina's Degree Qualification Profile
Clinical Nutrition	#9: Share results with those who can effect change	Included adjunct faculty in assessment process

**Table 5.4: Assessment process improvements by academic programs, AY 2012-2013 (Continued)**

Engineering (all programs)	#2: Clear outcome statements	Developed rubric for "teamwork" outcome
	#7: Use multiple measures	Supplemented FCAR assessment with a multi-year plan for assessing program outcomes via review of student work by faculty group
English	#4: Outcomes available	Reviewed syllabi to ensure that outcomes were included
	#5: Outcomes on syllabi	
	#6: Use benchmarks	Surveyed peer programs and aligned outcomes; will set benchmark
Health Sciences	#9: Share results with those who can effect change	Included adjunct faculty in assessment process
Instructional Technology	#3: Broad involvement in outcomes development	Convened a diverse group to re-write program
	#6: Use benchmarks	
	#9: Share results with those who can effect change	Include adjuncts in assessment process
Interior Design	#3: Broad involvement in outcomes development	Convened a diverse group to re-write program
	#6: Use benchmarks	
Life Sciences	#1-11	Complete multi-stage revision of assessment process
Management	#1-11	The dean led the school's review of the 11 criteria
Medicine	#12: Improve effectiveness and efficiency	Led national initiative to create an "Examination Question Bank"
Physical Therapy	#3: Broad involvement in outcomes development	Diverse group re-writing program outcomes to align with new accreditation standards
	#6: Use benchmarks	
School Counseling	#9: Share results with those who can effect change	Current students, alumni, partners including cooperating counselors participate in assessment and self-study
Teacher Education	#3: Broad involvement in outcomes development	Diverse group to re-writing program outcomes and mapping curriculum to align with NY performance based certification standards
	#6: Use benchmarks	

The following year, the January 15, 2014 Assessment Day, Leadership Session continued this work by focusing on one of the items all felt needed improvement: fostering meaningful involvement of "those with a vested interest in the learning outcomes of the program or curriculum" in developing, articulating and assessing program learning outcomes."

#### Attachments

- **V-A: Institutional Assessment Plan September 2012**
- **V-B: Professional Development Process (PDP) form**
- **V-C: 2030 Task Plan 2012-2013 Final Report**
- **V-D: NYIT Organization Chart**
- **V-E : PRR Alignment Analysis**
- **V-F: Sample reporting page from the Assessment Web site**

## **VI. Linked institutional planning and budgeting processes**

This section of the PRR describes the development and implementation of NYIT's strategic Plan as well as actions since NYIT's March 1, 2012 progress report that document NYIT's continued compliance with Middle States Standard 2. It also describes ways the plan was assessed and revised and describes a comprehensive Strategic Plan Review to be conducted in the plan's 10<sup>th</sup> year. It is divided into three sections:

- Section I: Developing and Implementing the Strategic Plan
- Section II: Linking Planning to Institutional Assessment and Resource Allocation
- Section III: Assessing and Updating the Plan

### **Section I. Developing and Implementing the Strategic Plan**

NYIT described the development and contents of its current strategic plan, "NYIT 2030," in the first chapter of its 2008 decennial self-study. The plan was accepted by the NYIT Academic Senate and NYIT Board of Trustees in May 2006 and posted on NYIT's web site.

The plan set forth the vision that by 2030, NYIT will be known for:

- Career-oriented undergraduate and unique and distinctive graduate and professional programs; and
- Thriving graduate centers featuring interdisciplinary research, degree programs, and "best-in-class" work in a small number of highly-targeted niches; and as a
- Global and partially virtual university with NYIT in New York as its quality hub;
- Model student-centered university;
- Leader in teaching with technology; and
- Well-funded institution with dependable revenue from a variety of sources. (p. 16)

The 2030 Steering Committee continued to serve for several years, developing implementation and assessment mechanisms. These included: (1) specific goals and metrics for each of the six elements; (2) links between the institutional plan/goals and annual unit/individual ones; and (3) links between the plan and mechanisms for allocating institutional resources. The Committee also developed university-level metrics for each strategic goal. In December 2009 a draft scorecard to track institutional progress was shared with the Board of Trustees (See NYIT Follow-Up Report, 2009).

Since then, annual Task Plans for the institution as a whole (and associated unit plans) have been adopted. At mid-year, and at year's end, the status of each project is noted on the institution-wide annual task plan document, which is then reviewed by university leadership and the Board of Trustees. Plans/Status Reports are shared with the wider community on NYIT's web site (see sample at Attachment V-C) which now also serves as an archive of plan implementation since 2006 (See NYIT Follow-Up Report, 2009). Section V of this PRR presents an analysis by the Standard 7 working group of the effectiveness of this linkage six years later (AY 2012-13). It demonstrates each plan goal is supported by unit plans/activities/assessments across the university.

## Section II: Linking the Strategic Plan with Institutional Assessment and Resource Allocation

NYIT's 2009 Follow-Up Report to the Commission provided evidence of significant financial decisions guided by the strategic plan. In its October 2010 report, NYIT presented evidence from Scorecard results that NYIT was making progress on the plan in areas where time, energy, and resources had been invested – specifically with respect to becoming a model “Student Centered University” (as measured by overall retention rate and scores on the nationally benchmarked Noel-Levitz Student Satisfaction Survey) and a “Global University” as measured by the number of students taking a course at a campus other than their home campus. It also demonstrated how failure to meet scorecard targets toward becoming a “Virtual University” (online FTE as a percent of total enrollments) led to increased investment in infrastructure for online learning and the creation of two new positions in the Center for Teaching and Learning to support faculty development in the area. In its March 2012 Progress Report, NYIT demonstrated continued use of metrics and institution-wide task plans, continued investments linked to assessment results, and initiatives to broaden interest and involvement in plan implementation. That these implementation processes continue to be carried out is publicly documented on NYIT's Strategic Plan web site.

### The annual budget process

The link between NYIT's strategic plan and its budget process is evident from instructions for preparing requests for both the operational and capital budgets.

*“To help set priorities among the anticipated many project funding requests, we will use the following evaluation criteria:*

- *Consistency with NYIT 2030*
- *Investments needed to maintain a healthy and safe environment; to address a particular building code or environmental issue; and to preserve or restore the quality of existing assets important to the continued operations of the university;*
- *Technology improvements that directly support teaching and learning and orderly administration of the college; and*
- *New program initiatives that will improve student recruitment and retention.”*

The PRR working group on Standard 2 met with the CFO and with heads of academic and administrative units to determine how well the link between NYIT 2030 and the budget was understood. They found widespread understanding that new funds requests must clearly support a 2030 goal. In contrast, few could explain why one 2030-related request received funding and another did not. Further, members of the working group noted that the budget process document (which was provided for review) has no feedback loop after budget allocations are made beyond publication of the actual budget.

In response, beginning in summer 2014 (For FY2015) the CFO has added a feedback step to the annual budget process (“Review with President's Council and Deans final budget decisions”) where the logic behind budget decisions will be explained to a wider group of stakeholders (Attachment VI-A FY2015 Budget Preparation Calendar).

### Incremental budget allocations for NYIT 2030 projects since the last progress report

In some cases departments reallocate budgeted funds away from prior uses and toward supporting new 2030 initiatives. In others (e.g., adding new faculty or staff positions, making capital investments, etc.), initiatives in support of 2030 projects and tasks are supported using “new” (incremental) funding, beyond the baseline budgets of departments.

Table 6.1, which summarizes NYIT's incremental operating and capital budget allocations in support of NYIT 2030 goals since FY2011, shows how \$37.8 M in new funds were allocated in support of 2030 Task Plan items during that 4-year period.

**Table 6.1: Incremental Funding for NYIT 2030 Projects (FY2011 – FY2014)**

**INCREMENTAL BUDGET ALLOCATIONS**

<b>STRATEGIC GOALS</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY2013</b>	<b>FY2014 (budget)</b>
<b>1. Career-oriented undergraduate and unique and distinctive graduate and professional programs</b>				
New faculty positions in priority areas (health professions, science & engineering, business)		\$700,000	\$ 1,500,000	\$ 547,000
<b>2. Thriving graduate centers</b>				
Entrepreneurship and Technology Center			\$ 1,450,000	\$ 5,000
Biomedical sciences start-up equipment			\$ 100,000	
Seed money grants to interdisciplinary projects (ISRC) \$	\$60,000			
<b>3. A global and partially virtual university</b>				
Add 26 new f/t faculty positions at global sites	\$ 3,000,000			
Add 16 administrative positions in NY and at global sites to improve administration	\$ 1,800,000			
“Global student corps” travel fund			\$ 35,000	
Student activities during breaks		\$50,000		
Exemplary online course development support		\$18,000		
Upgrade open access labs		\$115,000		
Upgrade smart classrooms, labs				\$ 347,000
Videoconferencing technology				\$ 188,000
Medical simulation facilities				\$505,000
Increase staff at Center for Global Exchange, ELI				\$75,000
International recruitment				\$230,000
<b>4. Student Centered University</b>				
Improve new student orientation			\$10,000	\$ 20,000
Staff career services in Jordan, Bahrain, Nanjing	\$ 120,000			
Add staff in Athletics, Student Life, Residence Life	\$124,000			\$35,000
Food service, cafeteria improvements	\$ 123,000			
Auditorium on Broadway upgrades	\$ 340,000			\$62,000
OW Student Activity Center renovation	\$ 1,788,000	\$3,384,000	\$1,038,000	
Security upgrades (cameras, call boxes, signage, lighting)	\$22,000	\$153,200		
Web site improvements, staffing	\$90,000			
Replace Student Information System			\$2,500,000	
Athletics and recreation facilities OW	\$495,000	\$22,500	\$105,000	
Community Service Centers		\$20,000		
MA campus expansion/restacking		\$4,250,000		
Plan and build OW residence hall	\$ 12,500	\$729,000	\$3,074,860	\$ 4,483,461
Increase athletics scholarships	\$ 200,000			
Residential management software				\$49,000
Bus to train station				\$69,000
<b>5. A leader in teaching quality improvement</b>				
Add 2 staff to Center for Teaching & Learning	\$236,000			
Writing center improvements - Nanjing			\$23,000	
Classroom/lab educational technology and software upgrades	\$740,500	\$785,000	\$935,000	
Student Led Architecture Build project funding		\$30,000		

Online tutoring		\$23,000		
Faculty development and accreditation	\$125,000			
<b>6. A well-funded institution</b>				
New positions in Development Office		\$186,000		
Development Office call center and software		\$115,000		
New planned giving, donor relations, donor communications initiatives			\$40,000	
New assistant general counsel			\$75,000	
Data warehouse improvements		\$280,000	\$165,000	
<b>TOTAL</b>	<b>\$9,254,000</b>	<b>\$10,729,500</b>	<b>\$11,204,060</b>	<b>\$11,204,060</b>

Note: Some 2030 tasks are funded using existing or reallocated funds; this table presents allocations of incremental operating and capital resources

### 2030 Scorecard Results Influence Planning, Decision Making and Budget Priorities

Progress toward 2030 goals as indicated by metrics on the “2030 Scorecard” continue to drive planning, decision making, and investment decisions for both financial and human resources. In some cases (e.g., “Student Centered University”), investment in improved processes and facilities has led to improved results on the scorecard.

#### 2030 SCORECARD Student Centered University

	BASELINE (2005/06)	2008-2009 GOAL/ ACTUAL	2009-2010 GOAL/ ACTUAL	2010-2011 GOAL/ ACTUAL	2011-2012 GOAL/ ACTUAL	2013-2014 GOAL
Retention (overall matriculated students)	74%	75%/77.5%	76%/79.9%	77%/79%	- /81%	80%
Perception of “student centered”	4.55 (of 7.00)	4.75/4.76	Note *	Note *	-/5.02	5.19 (2014/2015)

\*Note: Noel-Levitz Survey: Administered on a three year cycle

In others, making a sustained impact has proven to be more difficult.

#### 2030 SCORECARD Global and Partially Virtual University

	BASELINE (2005/06)	2008-2009 GOAL/ ACTUAL	2009-2010 GOAL/ ACTUAL	2010-2011 GOAL/ ACTUAL	2011-2012 GOAL/ ACTUAL	2013-2014 GOAL
Online FTE (% of total enrollment*)	4.4%	5%/4.5%	10%/4.4%	15%/4.5%	-/4.5%	25%
Number of students taking a course at campus other than thier home location	20	4.75/100	200/79	350/110	-/99	1,000

\*Note: Ellis College of NYIT students not included

## Closing the Loop

### Partially Virtual University

As described in NYIT’s March 1, 2012 Follow-Up Report, the working group on “Global and Partially Virtual” concluded in 2010 that the metrics in the 2030 Scorecard for the “Partially Virtual” goal (% of enrollment in 100% online courses) did not adequately capture the strategic vision and was out of date. The same report

also noted that the NYIT Online advisory committee, citing stalled growth in online courses and recent research on the efficacy of blended learning, recommended that NYIT place greater emphasis on enhanced or blended learning.

As a result, NYIT's Center for Teaching and Learning worked each school to tailor discipline- appropriate approaches to becoming "partially virtual" appropriate for each discipline. These "Dean's Quality Initiatives" yielded 23 new online and blended courses in FY2013 and 21 in FY2015, but have made only a modest dent in the institutional metric. Citing these data, the NYIT Online advisory committee determined that the original metric targets should be reconsidered and more nuanced and sensitive ones developed.

### [Global University](#)

Also described in NYIT's March 1, 2012 Follow-Up Report, the working group on "Global and Partially Virtual" concluded in 2010 that the metrics in the 2030 Scorecard for "Global university) (% of students taking a course at other than their home location) did not adequately capture the strategic vision. The result was to re-open the university-wide conversation. At a March 4, 2011 day-long "Global University Roundtable," President Guiliano presented his view this way: "NYIT as a Global University is and will be:

- A 21st-century connected and networked higher education community;
- A university that prepares graduates for highly competitive careers in the global economy;
- A university with a model and enabling initiatives that promote students, faculty, and research to flow freely and widely;
- A university that turns out globally competent citizens of the world.

During AY 2011-2012, the Institutional Development Committee (IDC) of NYIT's Academic Senate was tasked with carrying this discussion to a wider constituency. The IDC conducted a series of faculty/ student forums at NYIT sites in New York (Manhattan and Old Westbury), Canada, China (Nanjing), and Abu Dhabi. Based on the results of these sessions, the committee proposed a revised definition for the "Global Perspective/World View" learning outcome in the undergraduate core curriculum to better reflect the institution's evolving understandings. The Academic Senate adopted their revision at its meeting on April 5, 2013. Assessment Day on August 20, 2013 was devoted to the subject and programs mapped how they will develop the competency in the major and planned how they will assess it. To date, however, the metric and targets on the scorecard have not been revised.

Such developments have led NYIT leadership to think that now is the time to reflect on the institution's progress on all of its strategic goals. Why does the scorecard show progress in some areas and not in others? Are the goals the right ones? Are our strategies for achieving them sound? Have we made large enough investments to make a difference? Are the metrics reliable indicators of progress and are they sensitive enough to pick up small but meaningful changes? Are the targets unrealistic?

### [A Comprehensive 10th-Year Strategic Plan Review](#)

In fall 2013, President Guiliano directed the vice president for planning and assessment to design a multi-year, broadly participative Strategic Plan Review to conclude by the end of the plan's tenth year (AY 2014-2015). The project plan includes review of NYIT's mission and strategic vision/goals in light of (1) progress since 2006, (2) things accomplished/not accomplished, and (3) changed internal/external circumstances. If appropriate based on the findings, modifications to the institutional mission, vision, goals, metrics, and/or processes will be recommended.

### **Attachments**

- **VI: A FY2015 Budget Preparation Calendar**

## VII. Response to Commission Request For Information About Distance Education and Global Additional Locations (Standard 13)

This section of the Periodic Review Report contains NYIT's response to the Commission's November 18, 2010 action:

"...To request that the Periodic Review Report, due June 1, 2014 document additional steps taken to strengthen distance education and global additional locations (Standard 13)."

### Global Additional Locations

Noting that "A balanced portfolio of global programs is essential for the University's long-term growth and financial stability (p.17)," NYIT's 2030 strategic plan called for a critical look and revision of the way global programs were managed. Specifically, Initiative #2 in the plan proposed creation of a new Division of Global Programs, headed by a vice president for global operations. The idea was that the division leader, working with the academic schools and other units, would drive NYIT's global strategy and develop and maintain a high-quality, balanced, integrated system of global campuses with New York at its hub.

NYIT's first Vice President for Global Academic Programs was named immediately following publication of the plan and NYIT's 2008 self-study showed the position, reporting directly to the president in the Table of Organization on page 42 (Attachment VII-A). Since that time, NYIT's approach to achieving its aspiration to become a truly "global university" has evolved:

*2006-2008:* Established stronger centralized management of global campus locations under the VP Global Programs and clarified local vs. NY responsibilities and authority.

*2008-2010:* Eliminated the VP for Global Programs position in favor of assigning academic oversight responsibility for the entire university to the Provost; reinforced the academic responsibility and authority of academic deans (and added assistant dean positions at campuses abroad, reporting to deans in NY); better defined the role of the campus dean as local administrator; strengthened communication among faculty and staff among and between campuses; developed coordinated assessment plans; complied with new, local accreditation requirements (see Table 5.3 Program and Global Campus Accreditations).

*2011- present:* Conducted internal program reviews of global locations; received approval of substantive change requests to teach out degree programs and close campus operations in Jordan and Bahrain (now complete); expanded degree program offerings at campuses in Abu Dhabi, Canada and China; continued compliance with local accreditation requirements abroad; broadened the definition of "global university" beyond having a global footprint; better defined intended outcomes for students, faculty, the institution; developed exchange agreements with higher education institutions in more locations around the world; sought ways to touch more students by developing more short-term opportunities for faculty and students to experience other places and cultures.

The second section of Part V of this PRR ("Linking the Strategic Plan with Institutional Assessment and Resource Allocation") traces the evolution, beginning in 2010, in NYIT's thinking about the nature of a "global university." Today, the Strategic Plan for the division of Global Academic programs (last updated in March 2014) includes the following goals:

1. Strengthen local management and academic quality at established global campus locations;
2. Increase the number of international partnerships and exchanges with higher education institutions around the world;

3. Expand non-credit-bearing programs including summer camps, executive training, and ESL;
4. Contribute to scholarship and dialogue about global education through scholar exchanges, research and conferences.

### Distance Education

#### *Ellis College of NYIT*

At the time of its 2008 self-study, NYIT had over 3,000 students enrolled in *Ellis College*, a 100% online branch “campus” for working adults (opened in 2003), operated under an alliance agreement between NYIT and a for-profit educational services provider. NYIT was responsible for Ellis College’s core academic functions, such as approving curricula and course materials, establishing standards for faculty and students, awarding degrees, and processing financial aid, while the for-profit provider contributed technical expertise and was responsible for student recruitment.

The alliance agreement contemplated that Ellis College would eventually separate from NYIT and become a separately accredited institution and to that end, Ellis University was formed as a separate nonprofit higher education institution to offer programs of instruction substantially similar to those offered by Ellis College. As planned, in July 2008 NYIT submitted a Substantive Change request to the Middle States Commission (granted on October 16, 2008) to close Ellis College and to teach out those students online through an arrangement with the new Ellis University, then accredited by the Higher Learning Commission of the North Central Association. On August 31, 2011 NYIT submitted a second Substantive Change proposal to amend the teach-out agreement to also allow those Ellis College students who had not yet completed their degree requirements to do so with Empire State College of the State University of New York, an institution with regional accreditation from MSCHE. That request was approved November 1, 2011. By June 2014, all but 2 students in the teach-out group will have completed their degree requirements and have been granted NYIT degrees.

#### *Distance Education After Ellis*

NYIT 2030 advised that the “President should name a high-level group to examine lessons learned from NYIT’s Ellis College venture and devise a long-term strategy for online education (p. 23).” He did and in May 2009, after a year of research and planning, the NYIT Online Planning Group proposed a long-term vision and strategies for achieving it including suggestions about leadership, required support, and business planning.

In June 2010, the group reported modest accomplishments including the installation of Blackboard 9; in-person and online faculty training and certification sessions; development of standards for online and blended courses; development of new online/blended courses in strategically defined areas by faculty working with course development teams (hired on a consultant basis); and receipt of a grant to support the offering of an 18-credit certificate in STEM subjects. They argued for more support for faculty and, as a result, two additional course designer positions were created in the Center for Teaching and Learning and additional faculty incentives were developed.

The conversation within NYIT about the role of online learning continues to evolve. As we reported in our March 2012 report to the commission, the NYIT Online coordinating committee, noting research evidence on the efficacy of blended learning, suggested de-emphasizing a strictly online-only approach. Since then, Center for Teaching and Learning staff have worked with deans to develop approaches tailored to their schools and disciplines and with faculty to develop new or revised courses that incorporate technology to best effect. These approaches and new/redesigned courses are primarily targeted at students enrolled in NYIT’s campus-based programs.

### **Attachments VII: A Table of Organization, 2008 self-study, p.42**

