



NYIT Institutional Assessment Plan

September 2012

Revision: 2

Supersedes: July 2010 version

NYIT Institutional Assessment Plan

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Section I: Assessment Overview Tools and Methods

Strategic Initiatives

2030 Scorecard (annual) tracks outcome milestones using key performance indicators for each of NYIT's six strategic goals

Annual 2030 Task Plans and Reports (annual) record and track action plans, responsibilities, and timelines for strategic plan implementation, by strategic goal.

Student Characteristics

Enrollment and Retention reports (each semester and as needed) provide data and analysis of students enrolled and retention overall and by standard categories (academic school, campus location) or as needed for a particular purpose (such as evaluation of a new intervention designed to improve retention).

Student Retention Modeling (annual) new undergraduate students complete a short online survey at the time they take placement exams; survey data are combined with other data (e.g., SAT scores, High School GPA, Placement exam results, etc.) to create a "Retention Rating" which serves as a flag for outreach by student support services staff.

Graduating Student Survey (annual) provides data on student employment, income, further schooling and retrospective information about their experiences at NYIT.

Academics

School and program level outcomes assessment (annual) designed by deans and program faculty; data collected, results analyzed and improvement action plans developed; plans and results reviewed by the Assessment Committee of the Academic Senate.

Annual Report on Student Learning Outcomes Assessment submitted by the Assessment Committee of NYIT's Academic Senate to the senate, the provost and the president on the status of student learning outcomes assessment at the university. The purpose is to draw attention to assessment-related actions and outcomes by the committee, the faculty, and the administration during the year and to make suggestions for improvement.

Academic Program Portfolio Review (every 2 years) mandated by NYIT's 2030 plan; data-based reviews of those programs in NYIT's portfolio whose enrollment shows the greatest decline over the prior three years; focused on four criteria: mission, quality, market, and financial contribution.

Student evaluation of teaching (all classes, all terms, and all locations) provides instructors and their supervisors with information about students' perceptions of the effectiveness of individual instructors at the conclusion of each course.

General education and core competency assessment (annual) direct assessment of student's mastery of the core competencies in identified assignments at the entry level, the midpoint and at the end of their undergraduate careers and through administration of standardized tests where appropriate.

National Survey of Student Engagement (every 3 years - in rotation with the Noel-Levitz survey) provides benchmarked information about student participation in activities that support learning.

Alumni surveys (as needed) provide information about alumni employment, interests and assessment of the effectiveness of their NYIT educations.

Employer surveys (as needed) provide information about NYIT alumni as employees.

Student Support Services

Noel-Levitz Student Satisfaction Survey (every third academic year – in rotation with the NSSE) provides benchmarked information about the importance students place on a variety of services and their satisfaction with those services.

Student and enrollment services program reviews (per assessment plans) evaluate student learning outcomes and unit goal achievement.

Targeted student surveys (as needed) focus on student satisfaction with a variety of services; often used to target specific services, subpopulations and/or locations.

Financial performance

Financial reports (monthly, by semester)

External Audit (annual)

Financial Statement and management letter (annual)

Activity-based Planning report (annual)

Calendar of Assessment Cycles

Each semester

- Enrollment and Retention reports (mid-semester)
- Annual 2030 Task Plan and Report (annual, September)
- Student Evaluations of Teaching (each semester end)
- Financial reports (monthly, semester end, annual)

Each year

- Retention modeling (at the time of placement testing)
- Graduating Student Survey (annual, January)
- Student learning outcomes assessment reports (report due June, relating to the prior year)
- General education/core competency assessment (plan June; report the following July)
- Student and enrollment services program reviews (as per schedule defined for each)
- External Audit /Financial Statement (report received November)

Section II: Assessment and Planning

Framing Parameters

NYIT's Mission

From its founding in 1955, New York Institute of Technology's mission has been:

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

From time to time over NYIT's 55-year history, these elements of the mission have been reviewed and renewed, most recently during the 2005-2006 academic years, when the NYIT community engaged in a strategic planning process that looked forward toward the year 2030. In that process, the institution's mission was revisited and reaffirmed.

NYIT's Strategic Vision

NYIT 2030: Setting Directions, Meeting Challenges, the institution's long-term strategic plan, was accepted by the NYIT Academic Senate and NYIT Board of Trustees in May 2006. Its vision for the future is flexible enough to adapt to emergent circumstances and precise enough to provide effective guidance. Together, the NYIT community chose not to try and be all things to all people so that, by 2030, NYIT will have become something truly unique. The plan set forth six visionary goals, designed to be true to NYIT's historic mission while pulling it toward meaningful transformation and building on current strengths. The plan is posted on NYIT's web site: <http://www.nyit.edu/images/uploads/about/NYIT2030-SettingDirectionsMeetingChallenges.pdf>

The NYIT of 2030 should be recognizable in terms of today's institution but at the same time be different in exciting ways. The vision is that, by 2030, NYIT will be:

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

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

Annual plans in support of the strategic plan

Administratively, there are processes in place for assigning responsibility and developing action plans to accomplish the institution's strategic 2030 goals, evaluate accomplishments, and make required adjustments over time as warranted.

2030 Annual Task Plans/Reports

Each year, the president and senior administrators review accomplishments against the plan, set priorities, allocate resources, and, develop annual task plans for accomplishing aspects of the 2030 strategic plan that is used to communicate action plans, responsibilities, and timelines to the NYIT community. These annual plans (and associated goals) are presented to and approved by the Board of Trustees. The institution-level plan is posted on the NYIT web site and is updated twice per year with status reports (http://www.nyit.edu/planning/strategic_planning/status/).

Annual goals and plans for Administrative Departments

Senior administrators prepare annual goals and plans that respond to immediate circumstances and, at the same time, drive forward action toward long-range strategic goals. They reflect the goals, plans, and needs of the schools and other units of the university as well as opportunities presented in the broader environment and are approved by the president (the president's goals are approved by the Board of Trustees). Plan accomplishments are assessed and results factor in the financial planning and annual budget processes to assure that resources are allocated to support improvements and growth.

Annual goals and plans for Academic Schools

The dean of each academic school supervises the development of annual goals and plans that address program development, faculty and staffing needs to support excellence in programs, and other functions and activities that enable the schools to offer programs that meet professional standards, provide career-focused professional education, and break ground in the application of research to real-world concerns. Often plans are affected by changes in the regulatory environment, in professional practice, certification or license requirements for graduates, and/or changes in professional association standards for preparation. The school's plans are presented to the provost/vice president for academic affairs, the vice president for health sciences and medical affairs, the vice president for finance, and the president. These goals and plans are used in the financial planning and annual budget processes to allocate resources to the schools and within the school's budgets to allocate resources to critical program components.

Annual goals and plans for Service Units

The vice president or director of each service unit prepares annual goals and plans that address the needs of students, faculty, administration, governing authorities, and the community. As with the deans' plans, these are presented to the relevant senior administrators and the president and are used in the financial planning and annual budget processes to allocate resources to maintain quality, make improvements, and initiate new support services.

Annual goals and plans for NYIT Global Campuses

The campus dean for each global location, in collaboration with administrators, faculty and other stakeholders, develops annual goals and plans that address program offerings, faculty and staffing needs to support excellence in programs, and other functions and activities that enable the campus to offer programs that meet local regulatory professional standards, provide career-focused education relevant to the regional economic environment and needs of students, and apply research to real world concerns. The plans and deans' recommendations are presented to the provost who synthesizes the goals and plans and presents them to the president. These goals and plans are used in the financial planning and annual budget processes to allocate resources to campus and school budgets.

Licensure and Accreditation

Charter

New York Institute of Technology was chartered by the Board of Regents of the University of the State of New York in 1955. Through this process, the college's mission and its authority to offer undergraduate, graduate and professional degree programs were established. Significant changes in the mission of the college require a petition to the state for amendment of the charter. (New York State Department of Education, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, Phone 518.474.5851)

New York State Department of Education

Each program of study offered by NYIT is registered with the New York State Department of Education (NYSED) and conforms to its requirements for content, credits, faculty, and facilities. New York State periodically reviews programs against existing regulations and NYIT provides reports on the effectiveness of its programs for these reviews. Program registration takes place after reviews and approvals by the proposing department, school curriculum committee, senate curriculum committee, and academic senate approval. NYIT was most recently visited by NYSED during spring 2008 and the university was found to be in compliance with all applicable laws, rules and regulations.

Regional Accreditation

New York Institute of Technology is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and is reviewed on a regular ten-year cycle. Based on the Commission's published Standards of Excellence, periodic peer reviews address evidence provided concerning institution-wide goals, policies, and procedures, and outcomes and examines the quality and effectiveness of programs and operations based on the Commission's published Standards of Excellence. NYIT is accreditation by MSA was most recently reaffirmed June 25, 2009. (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, Phone 215.662.5606)

Professional Accreditation for Units and Programs

Professional programs are both developed and revised to align with relevant national and international professional standards. NYIT's programs are members of and/or accredited by discipline-specific national/international professional accrediting bodies on a cyclical basis. NYIT regularly engages in self-study and reporting to a broad range of accrediting and professional association review boards. These external reviews require statements of program objectives and data showing the objectives are met and that data from the programs are used to evaluate the strengths and weaknesses and plan for continuous improvement.

Architecture

National Architectural Accrediting Board, Inc. (NAAB)
1735 New York Avenue, N.W.
Washington, DC 20006
Tel 202.783.2007
Fax 202.783.2822

School of Education

National Council for Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue, NW Suite 500
Washington, DC 20036
Tel 202.466.7496

*Electrical and Computer Engineering; Electrical and Computer Engineering Technology
Mechanical Engineering; Mechanical Engineering Technology*
Accreditation Board of Engineering and Technology (ABET)
111 Market Place, Suite 1050
Baltimore, MD 21202
Tel 410.347.7700 Fax 410.625.2238

Interior Design

Council for Interior Design Accreditation (CIDA)
60 Monroe Center, N.W.
Grand Rapids, MI 49503 -2920
Tel 616.458.0400
Fax 616.458.0460

New York College of Osteopathic Medicine

American Osteopathic Association (AOA)
142 E. Ontario Street
Chicago, IL 60611 Tel
312.280.5800 Fax
312.280.3860

Nursing

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW Suite 530
Washington, DC 20036
Tel 202.887.6791

Occupational Therapy

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
4720 Montgomery Lane
Bethesda, MD 20824-1220
Tel 301.652.2682

Physical Therapy

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, VA 22314
Tel 703.706.3245

Physician Assistant Studies

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
100 N. Oak Avenue
Marshfield, WI 54449-5788
Tel 715.389.3785

Licensure and accreditation at global locations

In addition to its New York State charter, NYIT seeks charters, licenses, and approvals as necessary and appropriate for campuses outside New York. These procedures assure that the operations of all NYIT campuses are authorized and compliant with the local regulatory environments as well as with NYIT practices.

Bahrain

The Higher Education Council of the Kingdom of Bahrain Ministry of Higher Education

Canada

Ministry of Advanced Education of British Columbia

China (Jiangxi)

The State Council Degree Commission of the People's Republic of China

China (Nanjing)

The Educational Bureau of Jiangsu Province

Jordan

The Accreditation Council, Ministry of Higher Education and Scientific Research of the Hashemite Kingdom of Jordan

United Arab Emirates

Commission for Academic Accreditation, Ministry of Higher Education and Scientific Research

Tracking Progress against Goals: the 2030 Scorecard

Numerical targets are set as milestones toward each strategic goal using key performance indicators. Annual results (vs. targets) are shared with the NYIT and external communities on NYIT's public web site in the form of a "2030 Scorecard."

(http://www.nyit.edu/planning/strategic_planning/scorecard/).

The performance metrics were developed by the 2030 Steering Committee and they have proven invaluable tools for evaluating progress and then setting priorities, revising plans, and directing or re-directing resources to improve goal attainment.

Section III: Institutional Effectiveness

Processes

Institutional Program Portfolio Review

NYIT's 2030 Strategic Plan mandates a regular cycle of data-based reviews of NYIT's program portfolio, beginning with programs identified as under-enrolled during the strategic planning process and continuing over time with other NYIT programs, primarily ones with declining enrollment. The reviews focus on four criteria: mission, quality, market, and financial contribution; the process includes detailed analysis of student outcomes data, market trends, and contribution margins. Since this review process was first conducted (2007), decisions have been made to phase out several academic programs, to close operations at two global sites, and to invest more attention and resources in several programs to bring about improved results.

Student Learning Outcomes

The Assessment Committee of NYIT's Academic Senate oversees annual assessment of student learning outcomes by faculty in all academic programs; Student Affairs assesses outcomes from co-curricular programs; indirect measures are developed by the Office of Institutional Research and Assessment (see Section IV: Assessment of Student Learning Outcomes).

Enrollment Management

The Vice President for Enrollment, Communications and Marketing is responsible for developing and implementing annual and multi-year enrollment plans and reporting results (against targets) to the President and Board of Trustees.

Professional Development Program (PDP)

NYIT's Professional Development Program (PDP) is the process for annual evaluation of the performance of all non-faculty staff. Under the PDP, goals are set for each employee and performance is evaluated against the goals set for the year. Administered by the Human Resources office, the PDP also makes training and other programs available to employees to upgrade and improve their knowledge and skills.

Information Technology and Infrastructure

The division of Information Technology and Infrastructure is responsible for the implementation of major investment plans (multi-year capital plan, campus master plans, and information technology plan) as well as facility and infrastructure maintenance. Each plan includes outcome specifications, timetables, and budget; the performance of the unit is measured through its adherence to quality, schedule, and financial specifications.

Marketing and Communications

The Vice President for Enrollment, Communication and Marketing follows an Integrated Marketing Plan which sets goals and targets.

Financial Performance

The 2030 Scorecard identifies two measures ([1] Non-tuition revenue as % of total revenue and [2] Contribution from operations as % of total revenues) for which targets are set and performance is tracked toward the 2030 goal of becoming a “well-funded university.” (See http://www.nyit.edu/planning/strategic_planning/scorecard/)

NYIT’s Board of Trustees each year assesses the institution’s financial performance through an annual audited financial statement and quarterly updates that provide standard financial information on, among other things:

- Change in Net Assets from Operations
- Total Net Assets
- Cash and Equivalents
- Endowment:
 - Investment in Securities
 - Real Estate Investments
- Federal Financial Responsibility Ratios

Responsibilities

Institutional Leadership and the 2030 Steering Committee

Each year, the vice president for planning and assessment is responsible for preparing and updating two documents used by institutional leadership and the 2030 Steering committee to assess progress toward the institution's strategic goals.

- **2030 Scorecard:** Institutional leadership tracks outcome milestones (at the institutional and unit levels) toward achieving all six of NYIT's strategic goals using metrics that were developed (and in some cases revised) by the strategic planning steering committee. The value of each metric at the institutional level is the sum of the comparable figure of each unit, enabling analysis of strengths and weaknesses within the institution.
- **Annual 2030 Task Plan & Reports:** It also tracks the status of tasks and activities designed to lead to the six strategic outcomes using an annual 2030 Task plan which specifies accountabilities, deliverables, and timelines.

Both documents are shared with the larger community on the NYIT web site:

http://www.nyit.edu/planning/strategic_planning/scorecard/

http://www.nyit.edu/planning/strategic_planning/status/

The Assessment and Institutional Development committees of NYIT's Academic Senate

NYIT's Academic Senate *Assessment Committee* is responsible for oversight of student learning outcomes assessment by faculty in all academic programs at all locations. In addition to providing feedback to deans and faculty members about their assessment activities and quality improvement plans, the Committee is also formally mandated to prepare an annual report for the senate, the provost and the president on the status of student learning outcomes assessment at the university.

The *Institutional Development Committee* is responsible for working with other committees including, but not limited to, the Budget, Finances, and Resource Allocation Committee; the Constitution Committee; the Educational Technology Committee; and the Library Systems Committee in developing, planning and implementing methods for achieving the long-term goals of NYIT. When appropriate, the committee serves as consultant in planning the strategic goals of NYIT and as liaison in soliciting and receiving relevant suggestions from the NYIT community.

Office of Institutional Research and Assessment

The Office of Institutional Research and Assessment is charged with developing, refining, and implementing assessment and evaluation methods and processes for the entire NYIT university system. The office uses NYIT's central databases for student information, registration,

schedules, and other data and can provide its reports in electronic form anywhere they are needed. In addition to the preparation of government compliance reports and data used by schools and programs for assessment and accreditations, the Office of Institutional Research and Assessment prepares both regular and *ad hoc* reports on students, personnel, programs, services, financial aid, and other management information for the NYIT administration and Board of Trustees.

Data Warehouse Office

The Data Warehouse office develops and supports an institution-wide data warehouse to aid in standardization of data reporting and use of performance indicators to facilitate management and planning.

Section IV: Assessment of Student Learning Outcomes

Academic Programs

NYIT's Academic Senate has charged its Assessment Committee with responsibility for oversight of faculty assessment of student learning outcomes for all academic programs throughout the university. In addition to providing feedback to deans and faculty members about their assessment activities and quality improvement plans, the committee is also formally mandated to prepare an annual report to the senate, the provost and the president. This report reviews and evaluates the assessment activities of all academic programs, offers recommendations, and proposes changes to policy that strengthen both assessment and data-driven efforts to improve student learning.

Composed of faculty from all of NYIT's academic schools and staff from the libraries and Student Affairs, the committee is chaired by the vice president for planning and assessment. Academic deans and their designated representatives are *ex officio* members. In addition, the provost, the associate provost, the director for the center for teaching and learning, the dean of operations, assessment, and accreditation for global academic programs, and the assessment coordinator are members. Local faculty assessment committees on each of NYIT's campuses outside the U.S. follow the same process and coordinate with each other and the committee in New York.

The committee develops and mandates that faculty in each program at each site follow an institution-wide process to assess program-level student outcomes:

- Each spring, deans and program faculty agree on which aspects of their programs will be assessed the following year and how.
- After annual assessment plans are submitted to the committee at the end of the spring semester, committee members review and discuss the plans and provide feedback to the dean and program faculty.
- Between May and September of each year, deans and program faculty submit the assessment analysis and results from the prior academic year and an improvement action plan to the committee; the committee reviews these documents and provides feedback.
- In both reviews, the committee's goal is to engage program faculty in conversation with committee members about how well the program is helping students achieve stated learning outcomes.
- Each spring, the committee submits a formal report on the status of student learning outcomes assessment to the Academic Senate.

Based on the findings of their report, the committee makes changes designed to improve the overall process.

General Education

In 2010-2011, the Assessment Committee assessed NYIT's progress in assessing core learning outcomes and concluded that the process developed for the new core curriculum needed revision. The goal of the change was to: (1) focus more on making improvements than gathering data; (2) develop results that are benchmarked with student performance at other institutions; and (3) enable faculty to work on more than one outcome at a time.

- **University-Wide Assessment.** To accomplish these goals, in AY 2011-2012, the committee chose to administer the Collegiate Learning Assessment (CLA) – a standardized, benchmarked examination that directly assesses student learning relating to 3 of NYIT's 7 core learning outcomes. Results were used to inform improvement planning conducted by faculty during the August 29, 2012 Assessment Day. Assuming that the committee's review of the efficacy of standardized testing is positive, more such measures will be acquired/developed for NYIT's other four general education outcomes.
- **Program-Level Assessment.** Because NYIT's professional programs vary considerably from one another, program faculty will continue to be asked to evaluate student work in the major to assess core learning outcomes at the time of graduation.

Student Support Services

The Division of Student Affairs uses both qualitative and quantitative methods along eight (8) dimensions (*Assessment in Student Affairs, L. Upcraft, 1996*) as the basis for its assessment strategy:

- Tracking students' use of services, programs and facilities;
- Assessing student needs;
- Assessing student satisfaction;
- Assessing campus environments;
- Assessing student cultures;
- Assessing program/service learning outcomes;
- Benchmarking comparable institutions and best practices; and
- Measuring effectiveness against professional standards.

Information is used to improve the delivery of sponsored services, programs and activities; set priorities; achieve learning outcomes; and realize the division's and university's mission. A committee chaired by the director of administration and planning with representatives from each department provides coordination for the Division's assessment activities.

Indirect Measures

Direct assessment of student learning within academic and co-curricular programs is complemented at the institutional level by indirect assessments administered by the Office of Institutional Research and Assessment. Several surveys, chosen for different purposes and administered on regular cycles, provide high-level information on the self-reported attitudes and behaviors of students and alumni across all segments of the university and results inform strategic planning and resource allocation. In addition, disaggregated results for individual schools and programs, combined with direct assessment results, help to inform development of action plans by individual faculty members, schools, and administrative units.

- The *Graduating Student Survey* (annual) provides data on student employment, income, further schooling and retrospective information about their experiences at NYIT. Repeated every year since 1996, longitudinal data are available for further analysis.
- The *National Survey of Student Engagement* (administered every 3 years - in rotation with the Noel-Levitz survey) provides benchmarked information about student participation in activities that support learning.
- The *Noel-Levitz Student Satisfaction Survey* (every third academic year - in rotation with the NSSE) provides benchmarked information about the importance students place on a variety of services and their satisfaction with those services.
- *Targeted surveys* (as needed) provide detailed information about specific areas of focus.