NEW YORK INSTITUTE OF TECHNOLOGY

Self-Study 2026

Submitted to the Middle States Commission on Higher Education

List of Abbreviations and Acronyms

AACN	American Association of Colleges of Nursing	CSEE	Career Success and Experiential Education
AACSB	Association to Advance Collegiate Schools of Business	DFW	Drop, Fail, Withdraw
AANAPISI	Asian American and Native American Pacific Islander-Serving Institution	DPT	Doctor of Physical Therapy
AAUP	American Association of University Professors	EAB	Education Advisory Board
ACE	Achieving Collegiate Excellence	ECAR	Eligibility and Certification Approval Report
AI	Artificial Intelligence	eHSI	Emerging Hispanic Serving Institution
AIU	Annual Institutional Update	ePDQ	Electronic Position Description Questionnaire
ATCSS	Academic Technology and Client Support Services	ETIC	Entrepreneurship and Technology Innovation Center
AY	Academic Year	FDS	First Destination Survey
BOT	Board of Trustees	FERPA	Family Educational Rights and Privacy Act
BRIIC	Biomedical Research, Innovation, and Imaging Center	FTE	Full-Time Equivalent
C.A.R.E.	Concern.Assess.Respond.Evaluate	FY	Fiscal Year
CBA	Collective Bargaining Agreement	GPA	Grade Point Average
CCNE	Commission on Collegiate Nursing Education	GSA	Graduate Student Association
CFE	Center for Faculty Excellence	HEDS	Higher Education Data Sharing Consortium
CFO	Chief Financial Officer	HEOP	Arthur O. Eve Higher Education Opportunity Program
CIDA	Council for Interior Design Accreditation	IE	Office of Institutional Effectiveness
CIO	Chief Information Officer	ILG	Institutional Learning Goal
CISO	Chief Information Security Officer	IPEDS	Integrated Postsecondary Education Data System
COCA	Commission on Osteopathic College Accreditation	IR	Office of Institutional Research
COM	College of Osteopathic Medicine	KPI	Key Performance Indicator
CPI	Continuous Program Improvement	LMS	Learning Management System
CPI-PLO	CPI-Program Learning Outcome	MSCHE	Middle States Commission on Higher Education
CPI-SS	CPI-Student Success	NAAB	National Architectural Accrediting Board

NSC	National Student Clearinghouse	R2	High Research Spending and Doctorate Production
NSSE	National Survey of Student Engagement	RADS	Research, Assessment, and Decision Support
NYIT	New York Institute of Technology	RCU	Research College and University
NYITCOM	New York Institute of Technology College of Osteopathic Medicine	RNL-SSI	Ruffalo Noel Levitz Student Satisfaction Inventory
NYSED	New York State Education Department	SAP	Strategic Action Plan
OCU	Opportunity College and University	SGA	Student Government Association
OSCQR	SUNY Online Course Quality Review Rubric	SOURCE	Symposium of University Research and Creative Expression
OSPAR	Office of Sponsored Programs and Research	SROC	Student Research Opportunity Center
OTD	Doctor of Occupational Therapy	SSO	Single Sign On
PATH	Pathways for Advancing and Thriving in Higher Education	USDOE	U.S. Department of Education
PIPA	Personal Information Protection Act (British Columbia)	USSA	Office of Undergraduate Student Success and Advising
PLO	Program Learning Outcome	VP	Vice President

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I.

Executive Summary



Executive Summary

Founded in 1955, New York Institute of Technology ("New York Tech") has remained true to its mission to provide career-oriented professional education, give all qualified students access to opportunity, and support research and scholarship that benefit the larger world for seven decades. Our domestic and global campuses in Old Westbury and New York City, New York; Jonesboro, Arkansas; Vancouver, British Columbia, Canada; and Jiangxi, China educate over 7,500 undergraduate, graduate, and doctoral students each year. More than 120,000 alumni are part of our engaged network of physicians, architects, scientists, engineers, business leaders, digital artists, and healthcare professionals. New York Tech has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1969, with the most recent reaffirmation in 2019. Our current Self-Study, conducted between Fall 2024 and Spring 2026, was an inclusive and transparent process that engaged all campuses and constituent groups, demonstrated compliance across all seven MSCHE Standards of Accreditation, and identified opportunities for improvement. Four institutional priorities structured the process: Student Success, High-Impact Research, Employee Engagement, and Fiscal Strength. These priorities draw from our current strategic plan, were identified through an anonymous campus survey, and validated with data from the Ruffalo Noel-Levitz Student Satisfaction Inventory and the National Survey of Student Engagement. They are reflected throughout this report and will inform New York Tech's next strategic plan and updated vision statement, two of this Self-Study's five intended outcomes.

Standard I: Mission and Goals

New York Tech's mission is clearly defined, publicly stated, and embedded in every level of decision-making. The alignment between the mission, the 2022 Strategic Action Plan, and the four institutional priorities that structure this Self-Study reflects sustained, evidence-based community engagement. New York Tech is one of only 33 institutions nationally to earn both the Research College and University and Opportunity College and University designations in the 2025 Carnegie Classifications, a distinction that confirms our daily advancement of our mission. Our goals are realistic, appropriate to higher education, and periodically assessed. The Board of Trustees reaffirmed the mission in 2022 and has actively championed its implementation, including most recently through the creation of the Innovation and Entrepreneurship Academy and a $5 million NYIT Venture Fund. This Self-Study itself constitutes a further opportunity for mission assessment, surfacing themes for a new vision statement.

Standard II: Ethics and Integrity

New York Tech maintains a comprehensive framework of policies, structures, and training that promotes ethical conduct, protects academic and intellectual freedom, and ensures fair treatment of all members of the university community across its domestic and global locations. Academic freedom is codified in our collective bargaining agreement and reflected in faculty and student handbooks. Institutional training partnerships, campus climate surveys benchmarked against peers, and grievance processes that are documented and accessible to all campus community members demonstrate a sustained commitment to a climate of respect. The chapter identifies a meaningful opportunity: while the institution's ethics and compliance policies are individually well-documented, they would be strengthened by integration into a more cohesive framework that advances the growing research and clinical enterprise.

Standard III: Design and Delivery of the Student Learning Experience

New York Tech's academic programs are rigorously designed, appropriately credentialed, and continuously

reviewed. A redesigned General Education curriculum emphasizing transferable career-readiness skills, interdisciplinary understanding, and ethical reasoning is fully implemented effective Fall 2023. Faculty are well-qualified and supported through the Center for Faculty Excellence and Academic Technology and Client Support Services Department. Twenty academic programs hold external disciplinary accreditation, and a new 10-year program review cycle was implemented recently for non-accredited programs. The institution has proactively embraced artificial intelligence as a cross-disciplinary priority and is embedding AI literacy across undergraduate and graduate curricula. The chapter's primary opportunities are strengthening the connection between student and faculty research, with a particular focus on undergraduate student research, and continuing to update our curriculum so that it keeps pace with a rapidly changing technology landscape.

Standard IV: Support of the Student Experience

New York Tech's student support ecosystem is coherent, professionally staffed, and grounded in the institution's commitment to access and opportunity. Since the 2019 Self-Study, our six-year graduation rate has increased by nine percentage points to 59%, and our first-year retention rate has risen to 78%. The gap between undergraduate Pell-eligible students and their non-Pell peers has been reduced by five percentage points and is now roughly half the national average over a four-year period. More than 40% of undergraduate degree-seeking students identify as first-generation, and dedicated programming supports their success. Three U.S. Department of Education grants totaling $7.69 million support evidence-based advising, peer mentorship, and academic enrichment for undergraduate students. Meaningful opportunities remain to extend our Continuous Program Improvement (CPI) framework discussed in Standard V to all student-facing offices, improve faculty engagement with early alert systems, and tailor programming to the needs of graduate, doctoral, and certificate students.

Standard V: Educational Effectiveness Assessment

New York Tech has built a mature, institution-wide system for assessing and improving student learning and success through its CPI process. Grounded in Deming's Plan-Do-Study-Act framework[1] and governed by the CPI Committee of the Academic Senate, the CPI model encompasses all academic programs and student support offices. The first full CPI cycle, now concluding, has produced measurable improvements in student retention, graduation, and career outcomes across programs and disciplines. Six Institutional Learning Goals, reaffirmed by the Academic Senate in Academic Year 2024-2025, provide a consistent framework for all program-level assessment. Annual CPI Days bring the community together to share findings and celebrate improvement. Real-time dashboards disaggregated by student population support data-informed decision-making at all levels. The end-of-cycle review currently underway will strengthen our assessment infrastructure for the next cycle.

Standard VI: Planning, Resources, and Institutional Improvement

New York Tech's planning infrastructure is integrated, mission-aligned, and demonstrably effective. The budget process explicitly connects unit-level requests to Strategic Action Plan priorities, and major administrative systems have been modernized across finance, human resources, enrollment management, and student success. Our most significant financial vulnerability, our tuition dependency, is clearly identified and is the primary driver of the revenue diversification strategies detailed in this chapter.

Standard VII: Governance, Leadership, and Administration

New York Tech's governance structures provide appropriate oversight, its leadership is qualified and

[1] https://deming.org/explore/pdsa/

deeply committed to institutional mission, and its administrative infrastructure supports effective operations. The Board of Trustees is actively engaged, strategically focused, and subject to periodic self-assessment. The transition to President Jerry Balentine, D.O. on July 1, 2025, internal to the institution from his prior role as Provost and Executive Vice President, reflects Board confidence in institutional leadership and our commitment to mission continuity. The Academic Senate provides faculty governance that is engaged with academic policy, curriculum, and assessment. The chapter identifies an opportunity to formalize administrative assessment processes and connect them more explicitly to institutional goals, extending the culture of systematic improvement that CPI has established across the institution.

Institutional Strengths

This Self-Study surfaced institutional strengths that reflect New York Tech's commitment to its founding mission. Our dual Carnegie Classification as a Research College and University and an Opportunity College and University is tangible proof of this commitment. The maturity and systematization of the CPI process, now completing its first full institution-wide cycle, represent our commitment to student learning and success. Strong and improving student outcomes, including a nine-percentage-point increase in six-year graduation rates, a Pell gap at roughly half the national average, and a high licensure pass rate across our professional programs, demonstrate the impact of this commitment. Over the past five years, we have practiced financial discipline that has led to operating surpluses and $120 million in net asset growth, allowing us to invest in campus infrastructure, research facilities, and student success programs even under recent enrollment pressures. Our governance and leadership, including the Board of Trustees' active strategic engagement and President Balentine's deep institutional knowledge, provide the continuity and commitment needed to advance New York Tech's priorities in a demanding environment.

Opportunities and Next Steps

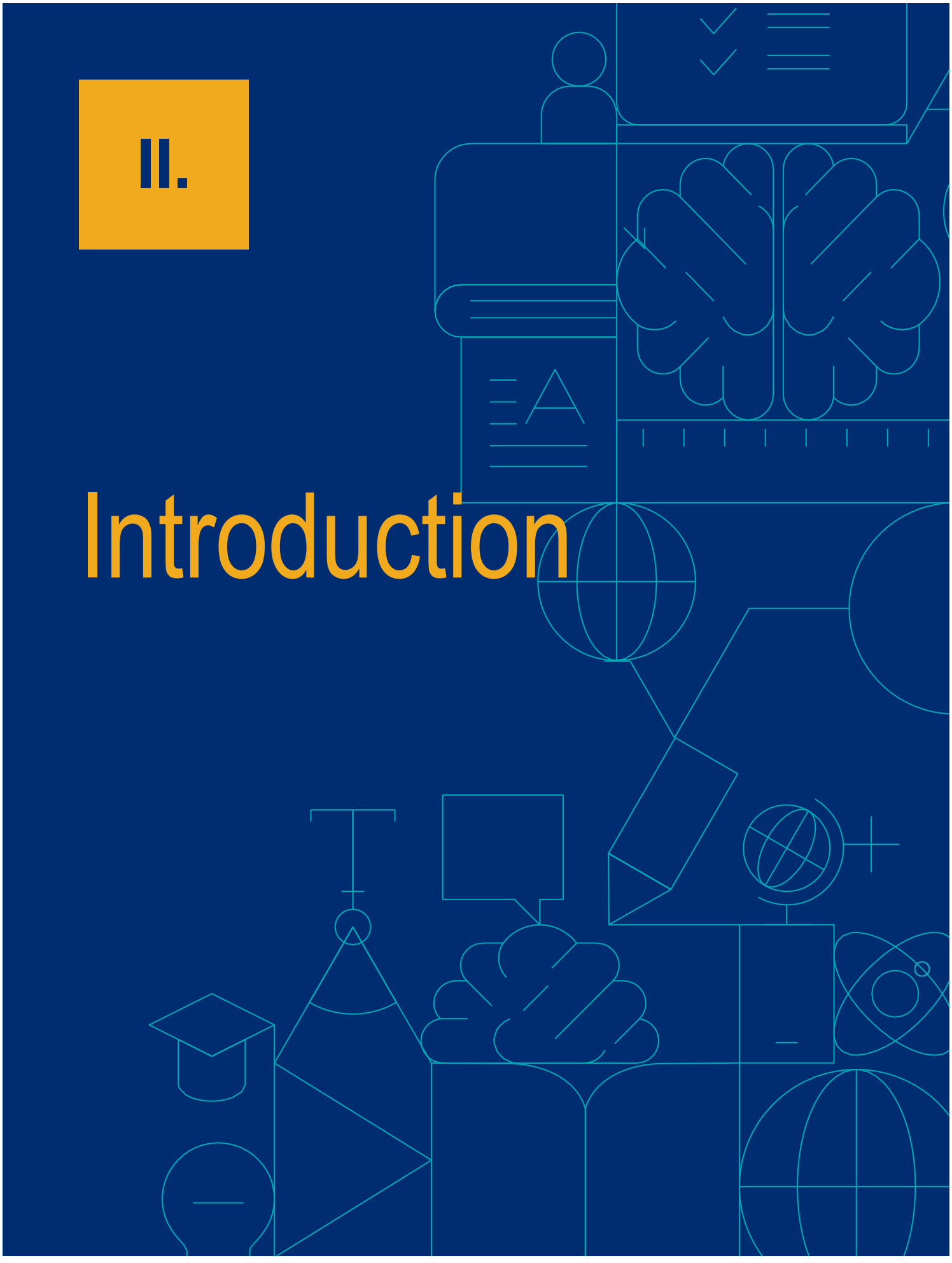
The Self-Study has surfaced opportunities that will inform our next strategic action plan. The most urgent is fiscal: tuition dependence exceeding 90% of operating revenues, combined with enrollment declines resulting from immigration policy changes, makes revenue diversification a priority. Alongside this, four additional opportunities will shape that plan: closing persistent equity gaps for Pell-eligible and other underserved student populations; building research, innovation, and entrepreneurship infrastructure, assessment mechanisms, and student pathways needed to achieve R2 Carnegie classification by 2028; extending the CPI framework and its culture of evidence-based accountability to administrative units; and positioning New York Tech as a leader in AI-integrated education to ensure all graduates are prepared to work, lead, and contribute to their communities. New York Tech commits to addressing these opportunities through the next strategic planning cycle, which this Self-Study is designed to inform.

Conclusion

Taken across all seven Standards, this Self-Study documents an institution that is fulfilling its mission, managing its resources responsibly, and is committed to honest and transparent self-examination. New York Tech's dual Carnegie Classification, strong outcomes in professionally accredited programs, maturing research enterprise, and demonstrated commitment to student access and success are its most compelling strengths. Opportunities are named throughout in this report and will guide New York Tech's next strategic plan, inform an updated vision statement, and ensure that the institution continues to advance its founding mission with the rigor and purpose its students and communities deserve.

II.

Introduction



Introduction

New York Institute of Technology ("New York Tech") is a nonprofit, independent, private, nonsectarian, polytechnic institution committed to educating the next generation of leaders, inspiring innovation and research, and advancing entrepreneurship. Our community of doers, makers, healers, and innovators empowers graduates to change the world, solve 21st-century challenges, and reinvent the future.

Since its founding in 1955, New York Tech has looked to the future in developing its curricular and co-curricular programs, research, and global strategies and has a proud tradition of entrepreneurship and technological advances. More than 120,000 alumni are part of our engaged network of physicians, architects, scientists, engineers, business leaders, digital artists, and healthcare professionals. New York Tech has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1969, with the most recent reaffirmation in 2019.

Our domestic and global campuses in Old Westbury and New York City, New York; Jonesboro, Arkansas; Vancouver, British Columbia, Canada; and Jiangxi, China educate over 7,500 undergraduate, graduate, and doctoral students each year and span suburban, urban, and rural areas. We see our relationship to our communities as providing educational access and pathways to academic and lifelong success for students, meeting the hiring needs of local employers, spurring job growth through entrepreneurship activities, and providing holistic healthcare to those in need.

Our main campus in Old Westbury, New York serves the suburban areas of Nassau and Suffolk counties on Long Island as well as nearby New York City. The campus reflects this regional profile in its undergraduate, graduate, and doctoral programs, with strengths in engineering and computing sciences; architecture and design; the health professions, including our College of Osteopathic Medicine (COM); management; and arts and sciences. Distinctive facilities support this work, including an expanded Digital Fabrication Lab; clinical simulation spaces; a Class 10,000 clean room for nanoengineering; a cybersecurity center; the Biomedical Research, Innovation, and Imaging Center (BRIIC); and Startup Tech Central.

Located at Columbus Circle in Manhattan, our New York City campus connects students to undergraduate and graduate programs in finance and business, architecture and design, engineering and computing sciences, and arts and sciences. The campus also administers the Arthur O. Eve Higher Education Opportunity Program (HEOP) for eligible New York State residents.

New York Tech's College of Osteopathic Medicine in Jonesboro, Arkansas is located on the Arkansas State University campus. Arkansas and the broader Mississippi Delta region are medically underserved, ranking low among states in terms of number of physicians and health outcomes, and our campus trains and supplies physicians to serve this region.

Our campus in Vancouver, British Columbia, is located within the Broadway Tech Centre, a polytechnic educational and commercial development, and enrolls a predominantly international student population. Accredited by the Ministry of Advanced Education of British Columbia, the campus offers graduate programs in business, energy management, and cybersecurity. In 2025, New York Tech announced the decision to close this campus, and a teach-out plan is in process.

New York Tech further extends its mission globally through its AACSB-accredited M.B.A. program in China, offered in partnership with Jiangxi University of Finance and Economics (JUFE) and approved by the Chinese Ministry of Education. Students receive a New York Tech MBA degree and a program

certificate from JUFE. Instruction takes place on the JUFE main campus in Nanchang, as well as locations in Beijing, Shenzhen, and Shanghai. The program is taught by faculty from both New York Tech's School of Management and JUFE and attracts working professionals.

Note that prior to our last Self-Study, New York Tech closed a number of global campuses. One substantive change request, to relocate our Abu Dhabi campus to a smaller footprint during the teach-out period, was submitted in 2020. Instruction did not commence at this location due to the COVID-19 pandemic, and MSCHE subsequently rescinded this action.

Table 1: New York Tech Campus Enrollment by Location, Fall 2025

CAMPUSES	LOCATIONS	3,664 UNDERGRADUATE STUDENTS	3,399 GRADUATE STUDENTS
Main Campus	Old Westbury, NY	1,973	2,030
Additional U.S. Campuses	New York City, NY	1,691	460
	Jonesboro, AR	0	524
Additional Global Campuses	Vancouver, Canada*	0	263
	Jiangxi (Nanchang), China**	0	122

* Teach-out plan for campus closure currently in progress
** Main JUFE campus; additional instruction takers place in Beijing, Shenzen, and Shanghai

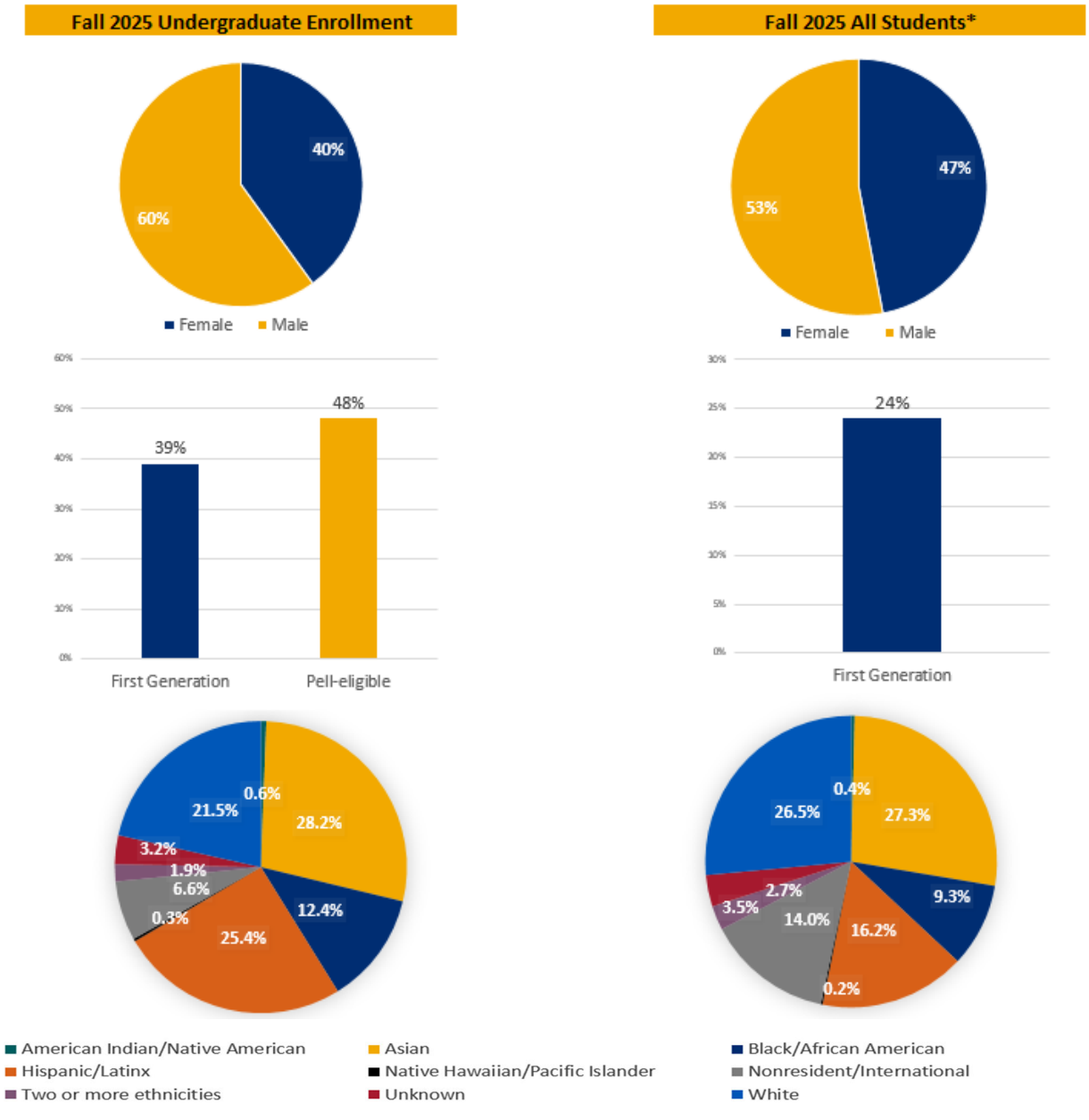
Jerry Balentine, D.O., FACEP was appointed New York Tech's fifth president effective July 1, 2025, having previously served as Provost and Executive Vice President (VP) since 2022. A champion of continuous improvement, student career success, and emerging technologies, President Balentine builds upon the legacy of New York Tech's prior president, Henry C. "Hank" Foley, Ph.D.

New York Tech is defined by our mission to provide career-oriented professional education, give all qualified students access to opportunity, and support research and scholarship that benefit the larger world. We are one of 33 institutions nationwide to earn both Research College & University (RCU) and Opportunity College & University (OCU) designations in the new 2025 Carnegie Classifications.[2] The diversity of our student body and our commitment to access to opportunity are our strengths. A Minority Serving Institution (MSI) under the Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI) as well as an emerging Hispanic-Serving Institution (eHSI), New York Tech has received consistent recognition for campus diversity and social mobility, including placing in the top 2% of U.S. colleges for return on investment for low-income students by Georgetown University's Center on Education and the Workforce.[3]

New York Tech's enrollment has been stable over the past five years. However, recent changes to immigration policies have had a negative impact on graduate enrollment since 50% of our graduate students are international students. Changes to immigration policies relating to study permits in Canada[4] have had a particular impact on our Vancouver campus, leading to the difficult decision, announced in February 2026, to close the campus. Tuition and fees make up more than 90% of New York Tech's operating revenue, which is significantly higher than other 4-year private institutions in the region[5] and makes the institution sensitive to enrollment changes.

[2] https://carnegieclassifications.acenet.edu/institution/new-york-institute-of-technology/
[3] https://cew.georgetown.edu/cew-reports/lowincome/
[4] https://www.canada.ca/en/immigration-refugees-citizenship/news/2024/10/government-of-canada-reduces-immigration.html
[5] https://nces.ed.gov/IPEDS/DFR/2025/ReportHTML.aspx?unitid=194091

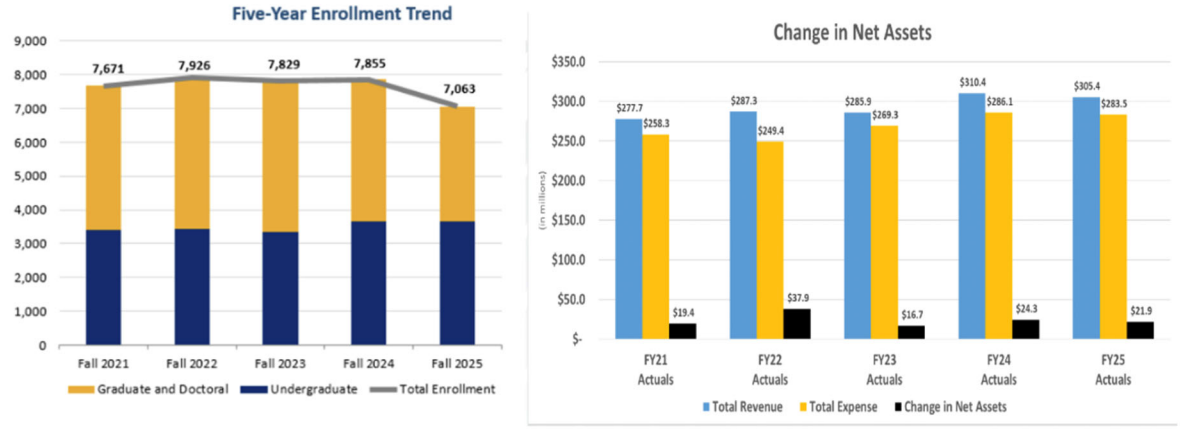
Figure 1: Fall 2025 Student Enrollment by Gender, First-Generation Status, Pell Eligibility, and Race/Ethnicity



** Based on Fall 2025 Institutional data, includes all campuses, students from campuses in Canada, and China are reported in Nonresident/International.*

New York Tech has consistently managed its operating revenues and expenses to ensure continued advancement of our mission. For operations, on average, 90% of our revenues are derived from tuition, with the balance coming from endowment income distributions, gifts, grants, room and board, clinical revenue, and other sources. Approximately 50% of tuition income is generated by the COM, with the balance coming from graduate, undergraduate, and international programs. The medical school, graduate programs, and undergraduate programs have different tuition and scholarship structures, and each school is given a net financial performance target that reflects its unique capacity for revenue generation while covering its obligations for instruction, research, and central university services. From Fiscal Years (FYs) 2021 through 2025, operating surpluses contributed nearly $70 million toward our financial growth. During

Figure 2: New York Tech Fall 2025 Enrollment Trends



Based on Fall 2025 institutional data

that period, New York Tech generated an additional $50 million in net growth in non-operating resources, primarily from excess investment returns and profits on land sales. When these other sources are introduced into the mix, tuition falls to an average of 80% of total revenue. Across those five years, New York Tech generated 70% net asset growth ($120 million), raising its cumulative net asset value from $160 million to $280 million at the close of FY25.

Our Schools and Academic Programs

New York Tech's six schools and colleges offer more than 93 undergraduate, graduate, doctoral, and other professional degree programs in in-demand disciplines including computer science, data science, and cybersecurity; biology, health professions, and medicine; architecture and design; engineering; IT and digital technologies; management; and energy and sustainability.

Table 2: New York Tech Schools, Colleges, and Programs, Fall 2025

6 SCHOOLS AND COLLEGES	3,664 UNDERGRAD STUDENTS	3,399 GRAD STUDENT	342 FULL-TIME FACULTY	HIGHEST ENROLLED
College of Arts and Sciences	838	158	73	Life Sciences, B.S.; Biology, B.S.; Psychology, B.S.; Mental Health Counseling, M.S.
College of Engineering and Computing Sciences	1,547	487	57	Computer Science, B.S.; Mechanical Engineering, B.S.; Electrical and Computer Engineering, B.S.; Cybersecurity, M.S.
College of Osteopathic Medicine	0	1,864	104	Osteopathic Medicine, D.O.; Medical/Healthcare Simulation, M.S.; Biomedical Sciences, M.S.
School of Architecture and Design	820	79	40	Architecture, B.Arch.; Architectural Technology, B.S.; Interior Design, B.F.A.; Digital Art, B.S.
School of Health Professions	267	337	39	Physician Assistant Studies, M.S.; Nursing, B.S.; Physical Therapy, D.P.T.
School of Management	192	474	29	Management, M.B.A.; Business Administration, B.S.; Executive M.B.A.

** *Based on Fall 2025 institutional data*

Our Legacy and Commitment to Innovation, Research, and Social Impact

Throughout our history, we have championed emerging technologies in our classrooms and research labs. Research and innovations from our Computer Graphics Laboratory, which opened in 1974, led to the creation of Pixar Animation Studios.[6] We were an early innovator in embracing distance learning and online education, launching our American Open University and "Starlink" program, which allowed computer conferencing between schoolchildren in Long Island and Australia, 40 years ago. We installed the East Coast's fastest broadband connection in 2002; that same year, the federal government awarded funding for a new cybersecurity lab, which continues to be an area of strength and innovation today.

This commitment to innovation, research, and social impact is infused in our academic disciplines and prepares our graduates to make the world a better place. New initiatives and resources like our Innovation and Entrepreneurship Academy; Startup Tech Central; and Biomedical Research, Innovation, and Imaging Center (BRIIC) empower students and faculty to explore and develop cutting-edge technologies and contribute to scientific and technological discovery. Students in our Honors College experience interdisciplinary, real-world problem-solving through community-engaged, project-based learning.

In our College of Engineering and Computing Sciences, students gain real-world experience developing technology for the marketplace with our industry partners or launching a startup under faculty mentorship. Through the Entrepreneurship and Technology Innovation Center (ETIC), student engineers work in interdisciplinary teams to build prototypes for operability using NASA patents. They are involved in developing new technologies that have a societal impact. New York Tech continues to have an NSA National Center of Academic Excellence in Cyber Defense designation[7]. A startup course (available to students across most of our schools and colleges) fostering over 30 student-founded startups, co-op programs, and industry-sponsored senior design projects, such as our partnership with the Port Authority of NY and NJ, are examples of how the college prepares students for the workforce.

Prioritizing preventative care and treatment through a holistic approach that combines research, advocacy, and technology, our medical and healthcare programs offer hands-on clinical experiences and faculty research mentorship. Students gain hands-on experience delivering healthcare in a variety of urban, suburban, and rural settings, including our student-run free clinic, our extensive hospital and provider network, and through global experiences in countries like Ghana and the Dominican Republic. Founded in 1977, our College of Osteopathic Medicine (COM) is one of the nation's largest training institutions in osteopathic medicine. In 2016, New York Tech opened an additional location of its medical school at Arkansas State University to address the dire need for healthcare providers in the Mississippi Delta, one of the most medically underserved regions of the United States. Professional programs in our School of Health Profession and COM are all accredited by their discipline-specific accrediting bodies.

Students in our School of Management, guided by faculty and alumni mentors, have worked on real-world case studies for major corporations and participated in research on psychological ownership in marketing, among other areas. By participating in programs like our Bloomberg Market Concepts certification and the Federal Reserve Bank of New York's annual Fed Challenge, students build skills for success in the financial services industry. New York Tech's B.S. in Business Administration and M.B.A. programs all hold Association to Advance Collegiate Schools of Business (AACSB) accreditation.

Architecture students have worked on social impact design solutions in Puerto Rico after Hurricane Maria, contributed to the design and construction of an exhibition exploring the latent and transformative impact autonomous vehicles will have on the urban and spatial future of cities, and have been recognized by the

[6] https://issuu.com/nyitmagazine/docs/nyit_magazine_spring_2021_25_single_highres/24
[7] https://www.nyit.edu/news/articles/new-york-tech-designated-as-a-national-center-of-academic-excellence-in-cyber-defense/

National Organization of Minority Architects, among other prestigious organizations. Our Architecture and Interior Design programs are accredited by the National Architectural Accrediting Board (NAAB) and Council for Interior Design Accreditation (CIDA), respectively.

Our College of Arts and Sciences delivers an interdisciplinary, technology-infused education that educates adaptive, critical thinkers who understand the human dimensions of technology. Through programs like the Responsible Tech Ambassadors, students engage with industry, government, and civic organization professionals to promote responsible, civic, and inclusive technologies. Students participate in faculty-led research with real scholarly impact, such as in our Human Factors and Neuroscience Lab.

Table 3: New York Tech Libraries, Research Centers, Health Clinics, and Research Facilities

9 RESEARCH CENTERS	7 HEALTH CLINICS	35 RESEARCH FACILITIES		6 LIBRARIES
▪ *Center for Behavioral Health* ▪ *Center for Biomedical Innovation* ▪ *Biomedical Research, Innovation, and Imaging Center (BRIIC)* ▪ *Center for Cancer Research* ▪ *Center for Esports Medicine* ▪ *Center for Global Health* ▪ *Center for Facility and Infrastructure Systems* ▪ *2 Entrepreneurship and Technology Innovation Centers (ETICs)*	▪ *Adele Smithers Parkinson's Disease Treatment Center* ▪ *Community Free Clinics* ▪ *Ehlers-Danlos Syndrome / Hypermobility Treatment Center* ▪ *Family Health Care Center* ▪ *PHR Asylum Clinic* ▪ *W. Kenneth Riland Academic Health Care Center* ▪ *Center for Behavioral Health*	▪ *Applied Electromagnetics Research Laboratory* ▪ *Applied Signal and Image Processing (ASIP) Laboratory* ▪ *Bio-Nanotechnology and Biomaterials (BNB) Laboratory* ▪ *Bioenvironmental Laboratory* ▪ *Biological Sciences and Bioengineering (BSB) Laboratory* ▪ *Biomedical Data Analysis Research Laboratory* ▪ *Cell Culture Core Facility* ▪ *Circuits, Networks, and Systems (CNS) Laboratory* ▪ *Computational Mechanics and Multiphysics Phenomena Laboratory* ▪ *Energy and Green Technologies (EnTech) Laboratory* ▪ *2 Fabrication Labs* ▪ *Ferrara Center for Simulation in Medicine and Patient Safety* ▪ *Genomic and Molecular Biology Core Facility* ▪ *Histology Core Facility* ▪ *The HIVE* ▪ *Human Factors and Neuroscience Lab* ▪ *Human-Centric Data Analytics Laboratory*	▪ *Integrated Medical Systems (IMS) Laboratory* ▪ *Intelligent Mobile Edge (IME) Laboratory* ▪ *LAMP – Laboratory for Behavioral Authentication, Machine Learning, and Privacy* ▪ *Medical Informatics and Data Analytics Laboratory* ▪ *MicroSensor Laboratory* ▪ *Mobile Systems and Network Security (MOBISEC) Laboratory* ▪ *Network and Innovation Laboratory* ▪ *Network Resource and Security Laboratory (NRSL)* ▪ *Nursing Simulation Center* ▪ *OMM Lab* ▪ *Optical Diagnostics Laboratory* ▪ *Paleontological Specimen Preparation Core Facility* ▪ *Physiology Core Facility* ▪ *Plot Shop* ▪ *Radar and Communications Laboratory (RADCOM)* ▪ *Standardized Patient Labs* ▪ *Startup Tech Central* ▪ *Thermo-Fluid and Instrumentation Research Laboratory*	▪ *Main Library (Salten Hall)* ▪ *New York City Campus Library* ▪ *Art and Architecture Library (Education Hall)* ▪ *NYITCOM-Long Island Medical Library (Rockefeller Academic Center)* ▪ *NYITCOM-AR Medical Library (Wilson Hall)* ▪ *Vancouver Digital Library**

**New York Tech's Vancouver campus is currently in a teach out*

Changes Since Our 2019 Self-Study

The years since our last Self-Study have been marked by profound transformation: a global pandemic, the widespread adoption of generative artificial intelligence, and economic disruptions reshaping how we live and work. During this period, New York Tech has accelerated strategic priorities, many of which were identified as new initiatives during our prior Self-Study, so that it can continue to advance its mission within the context of this rapidly changing higher education landscape.

LEADERSHIP TRANSITIONS

During the Self-Study process, New York Tech underwent several leadership transitions. On June 30, 2025, President Henry C. "Hank" Foley, Ph.D. stepped down as president, and on July 1, 2025, Jerry Balentine, D.O., FACEP, formerly Provost and Executive VP, became New York Tech's fifth president. Francine Glazer, Ph.D., formerly Associate Provost for Educational Innovation and Director, Center for Teaching and Learning, served as Interim Provost and VP for Academic Affairs for Academic Year (AY) 2025-2026. Following a national search, Daniel Grassian, Ph.D. joined New York Tech as Provost and Executive VP

in July 2026. Two new VP positions were created to help advance New York Tech's strategic priorities: VP of Access and Community Engagement and VP of Strategic Initiatives and Accreditation. New Academic Deans for the College of Arts and Sciences and School of Management were appointed, and the Dean for the COM also became the Dean of the School of Health Professions and Vice Provost for Health Sciences. In addition to these changes, New York Tech recently created three new leadership positions within the Office of Academic Affairs: Vice Provost for Research, Vice Provost for Health Sciences, and Dean of Libraries.

REDEFINING COMMUNITY, SENSE OF BELONGING, AND CARE

In the aftermath of the COVID-19 pandemic, New York Tech has prioritized building a strong campus culture that promotes students' sense of belonging and a culture of care. We established an Office of Access and Community Engagement that builds community partnerships, strengthens pre-college access and success programs, facilitates student retention and success, and fosters a safe and nurturing campus through activities, events, and information-sharing. Our Peer Success Guide program, which was created to combat the isolation students had been facing due to the pandemic, builds sense of belonging and was recently featured in the press.[8] New York City campus housing has remained continuously available while transitioning to enhanced accommodations, and the Long Island campus' new residence hall opened in fall 2024 following temporary hotel housing from fall 2020 through spring 2024. Students on both campuses now enjoy modern rooms, welcoming social and study spaces, and amenities designed to foster community and enrich the residential experience. Despite suspending Division II athletics during the pandemic, we have refurbished our athletic fields and courts to promote intramural sports and health and wellness activities. New York Tech also has been accepted into the Collegiate Sprint Football League (CSFL), effective July 1, 2027, marking the university's return to competitive sports. We have expanded support services to address student needs, including Bear Bytes, which provides free food and other health and wellness resources to students on our New York campuses; free menstrual products in high-traffic women's restrooms; and Tech Threads, which provides free professional clothing to students. During semi-annual Faculty Development Days, faculty convene to learn and share best practices relating to supporting student sense of belonging and inclusive pedagogy, improving instructional quality, and building community.

ENSURING RETURN ON INVESTMENT IN A DISRUPTED ECONOMY

Georgetown University's Center on Education and the Workforce ranks New York Tech among the top 15% of institutions nationwide for 15-, 20-, 30-, and 40-year return.[9] To ensure we continue to advance our mission of providing career-oriented professional education, we prioritize market relevance through industry advisory boards, expanded co-op and experiential learning opportunities, and the use of labor market research in academic program development and reviews. New York Tech has also prioritized high-impact research, with the goal of achieving Carnegie R2 status by 2028, alongside innovation and entrepreneurship and artificial intelligence as strategic, university-wide initiatives. Recent facility expansions include major laboratory renovations, new core research infrastructure, and the opening of the BRIIC, a 20,000-square-foot research center that serves as New York Tech's primary microscopy center. Initiatives like the Innovation and Entrepreneurship Academy; Startup Tech Central; a $5 million venture fund; and academic programs in entrepreneurship, social impact, and tech startups have established New York Tech as a hub for innovation, connecting aspiring entrepreneurs to mentorship, capital, and industry partners. New York Tech has embedded AI across the curriculum through new and revised academic programs that include a new minor, faculty-led

[8] https://www.nyit.edu/news/media/newsday-highlights-new-york-techs-student-support/
[9] https://carnegieclassifications.acenet.edu/institution/new-york-institute-of-technology/

research across disciplines, and faculty development.

STRENGTHENING HOLISTIC STUDENT SUCCESS

New York Tech's approach to student success is grounded in our belief that supporting the whole student is essential to fulfilling our mission of providing career-oriented professional education. We made significant investments in holistic advising, peer mentorship, and supplemental instruction through our Office of Undergraduate Student Success and Advising (USSA). Programs like Achieving Collegiate Excellence (ACE) provide personalized academic coaching and holistic support to eligible students who need to raise their cumulative GPA to meet scholarship requirements. A revised General Education curriculum requires students to complete foundation courses in writing and data literacy; interdisciplinary seminars across literature, behavioral science, social science, and philosophy/ethics; and math and science courses and integrates speech-intensive and experiential education to develop critical thinking, communication skills, and career readiness. To further this infrastructure, New York Tech secured three USDOE grants totaling $7.69 million: a Title III Part A—Strengthening Institutions Grant, a Postsecondary Student Success Grant, and a FIPSE Special Projects Program Grant. Collectively, this funding supports enhanced, evidence-based advising and coaching, peer mentorship, academic enrichment, new curricular and co-curricular offerings, and faculty development to strengthen undergraduate success.

MODERNIZING OUR INFRASTRUCTURE

New York Tech has made significant investments in its physical and technology infrastructure. From the BRIIC and Startup Tech Central to new boilers and central cooling systems, modernized academic and research spaces, new residence halls, and refurbished athletic fields, these investments have strengthened our sustainable, student-centered campus. Modernizing core systems and networks across learning, communications, data analytics, student enrollment and success, and human resources and finance and replacing legacy platforms with solutions such as Canvas, Microsoft365, Slate, HelioCampus, and Workday has transformed our operations through stronger integration, security, and use of data.

STRENGTHENING OUR FINANCIAL POSITION

New York Tech has taken deliberate, sometimes difficult, steps to strengthen our financial position and ensure we can continue investing in our mission for years to come. These measures include the closure of our Vancouver campus, the consolidation of our New York City campus footprint through the closure of a leased building, and the suspension of intercollegiate athletics during and following the pandemic. We examine our academic portfolio and the administrative offices that support them through our budget and program review processes to ensure responsiveness to enrollment changes, and as a result, we have closed underperforming academic programs, cancelled and consolidated sections of low-enrolled courses, and reduced headcount, among other measures. These decisions have offset enrollment-driven revenue declines, particularly the reduction in international student enrollment at our New York and Vancouver campuses and ensure that New York Tech remains financially sound.

COMMITMENT TO CONTINUOUS IMPROVEMENT

We strengthened our culture of assessment, data-informed decision-making and continuous improvement, transforming our assessment processes and broadening the scope of the Assessment Committee of our Academic Senate into a Continuous Program Improvement (CPI) Committee focused on student learning and student success. The Committee approves funding for promising interventions and conducts periodic assessments of the assessment process. Outcome improvements are shared and celebrated during annual CPI Days. During AY 2021-2022, academic programs and student-support departments developed three-year CPI plans, the implementation of which have enhanced student success in alignment with institutional educational goals and program learning outcomes.

STRATEGIC ACTION PLAN

New York Tech: Innovation in Action, a five-year strategic action plan (SAP) informed by the 2019 Self-Study, aims to enhance the student experience and strengthen New York Tech through four priority areas—Optimize Student Success, Drive Innovation and Discovery with Diverse Talent, Sharpen Institutional Identity, and Fortify Institutional Viability—across three cross-cutting themes—strengthening equity consciousness, accelerating digital transformation, and improving operational efficiency and resource effectiveness. The plan established mission-driven goals and priorities, aligned resource allocations, and informed our institutional priorities during this current Self-Study process.

Our Self-Study Process

New York Tech conducted a comprehensive and inclusive Self-Study from Fall 2024 to Spring 2026 to document compliance with MSCHE's Standards of Accreditation and Requirements of Affiliation and assess how well we are advancing our institutional mission. When possible, the Self-Study was aligned with events and activities relating to the Strategic Action Plan (SAP), including two "Data and Our Story" community-building events. Given our multi-campus structure, much of the Self-Study was conducted in virtual settings to ensure all campus stakeholders could participate.

STEERING COMMITTEE AND WORKING GROUPS

A steering committee provided oversight to the Self-Study and included representation from each school and college, location, and administrative area. Academic deans were asked to nominate a faculty member from their schools or colleges and to indicate if they were interested in serving themselves. VPs were asked to serve on the committee or nominate a representative. The Office of Student Engagement and Development was asked to identify an undergraduate and a graduate student representative, and the Office of Alumni Relations was asked to nominate an alumni representative. New York Tech's chapter of the American Association of University Professors was asked to nominate a representative from their leadership, and the then-Provost and Executive VP nominated a trustee representative.

One working group was formed for each Standard of Accreditation. Each working group included a member of the steering committee, often in the role of co-chair, to ensure consistent lines of communication between working groups and the steering committee. Members of the working groups were nominated by the steering committee (including self-nominations) and/or expressed interest through a survey to New York Tech faculty and staff and were selected based on their expertise and interest and to ensure diversity of representation across New York Tech's schools, colleges, and administrative areas. Collaboration Groups of aligned Working Groups were encouraged to meet each semester.

INSTITUTIONAL PRIORITIES

To ensure the priority areas and objectives in the SAP still resonated with our community, an anonymous survey was emailed to all full- and part-time faculty, students, and staff in October 2024. The survey asked respondents to rank their top Strategic Action Plan Priority Objectives, suggest additional priorities not included in the SAP, and provide feedback into New York Tech's identity and how it fulfills its mission. New York Tech's Self-Study Steering Committee reviewed and discussed the 470 survey responses to further refine priorities and surface additional opportunities for inquiry and assessment. These responses were also validated against responses from recent administrations of the Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL-SSI) and the National Survey of Student Engagement (NSSE). Through this process, the following institutional priorities were developed for the Self-Study:

1. Student Success: This priority addresses how New York Tech will improve undergraduate retention and graduation rates, which despite gains since our last Self-Study, continue to lag those of our peers,[10]

[10] https://cew.georgetown.edu/cew-reports/roi2022/#tool-01

and eliminate persistent equity gaps for underserved students.

2. High-Impact Research: This priority addresses how New York Tech will achieve its goal of becoming Carnegie R2 ("High Research Spending and Doctorate Production") status by 2028.
3. Employee Engagement: This priority addresses how New York Tech engages and supports its over 1,500 faculty and staff across multiple campuses to ensure their innovation, passion, and commitment to our students and broader institutional mission stays strong.
4. Fiscal Strength: This priority addresses how New York Tech will continue to advance its institutional mission given that its reliance on tuition revenue makes it vulnerable to political, social, and demographic factors that impact student enrollment.

Our self-study institutional priorities are well-aligned with the MSCHE Standards of Accreditation:

Table 4: Alignment of MSCHE Standards of Accreditation with New York Tech Institutional Priorities

Standards of Accreditation	Priority 1: Student Success	Priority 2: High-Impact Research	Priority 3: Employee Engagement	Priority 4: Fiscal Strength
I. Mission and Goals	●	●	●	●
II. Ethics and Integrity	●	●	●	●
III. Design and Delivery of the Student Learning Experience	●	●	●	●
IV. Support of the Student Experience	●		●	●
V. Educational Effectiveness Assessment	●			
VI. Planning, Resources, and Institutional Improvements	●	●	●	●
VII. Governance, Leadership, and Administration			●	●

INTENDED OUTCOMES

New York Tech's Self-Study process was designed to achieve the following outcomes:

1. Demonstrate how New York Tech currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the full New York Tech community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
4. Leverage the Self-Study to inform New York Tech's updated vision and values.
5. Leverage the Self-Study to inform New York Tech's next Strategic Plan.

III.

Standards of Accreditation



Standard I: Mission and Goals

Since its founding in 1955, New York Tech has pursued a mission to provide career-oriented professional education, give all qualified students access to opportunity, and support research and scholarship that benefit the larger world. That mission is the driving force behind how New York Tech plans, allocates resources, develops programs, and measures success. It is clearly defined, publicly stated, and developed through inclusive processes that engage our full campus community and governing board. Our goals are realistic, appropriate to higher education, aligned to our mission, centered on student learning and achievement, and periodically assessed. The alignment between our mission, SAP, and the four institutional priorities of this Self-Study is the product of sustained, data-informed community engagement.

Our commitment to this mission is visible in our institutional profile: New York Tech is one of just 33 institutions nationwide to earn both RCU and OCU designations in the 2025 Carnegie Classifications, a distinction that reflects our pursuit of both research excellence and student access that has defined this institution since its founding. Through this Standard, all four of New York Tech's institutional Self-Study priorities are addressed, as are the following Lines of Inquiry:

1. How relevant are New York Tech's mission and goals to its internal and external community? How is this relevance measured and assessed?
2. How can New York Tech's mission, goals, and values inform an updated vision statement?
3. How well does New York Tech's mission inform and connect to decision-making around student achievement and strategic initiatives?

This chapter demonstrates how that mission drives decision-making at every level, from the Board of Trustees (BOT) to annual budget processes and individual academic program development and identifies opportunities to deepen and sharpen that alignment in the next strategic planning cycle.

I.1 [Criteria a – g]: Mission and Goals

Since its founding in 1955, New York Tech has pursued its mission to provide career-oriented professional education, give all qualified students access to opportunity, and support research and scholarship that benefit the larger world [I.1_1]. Our mission is clearly stated, publicized on our website, and consistently referenced in internal stakeholder communications and events like Town Halls [I.1_13]. Our commitment to our mission is evident in our joint RCU and OCU designations in the new 2025 Carnegie Classifications.[11]

The planning process that informed our institutional goals drew from many New York Tech community activities for planning, assessment, and feedback and included workshops facilitated by external groups, campus surveys, and contributions from students, faculty, staff, administrators, and alumni [I.1_2; I.1_3; I.1_12; I.4_1–I.4_7]. This process led to the development of **New York Tech: Innovation in Action**, our five-year SAP that seeks to fulfill the following purpose:

- Ensure a student-first culture at New York Tech.
- Create a student experience that supports all students in their academic, career, and personal goals.
- Facilitate timely degree completion.
- Ensure excellent and equitable opportunities for high-impact and evidence-informed learning, engagement, and development.

[11] https://www.canada.ca/en/immigration-refugees-citizenship/news/2024/10/government-of-canada-reduces-immigration.html

- Provide strong preparation and support for lifelong learning and additional study, launching a career, and contributing to society.

To this end, the plan, which was approved by our BOT in Spring 2022 for implementation starting Fall 2022 [I.2_1], defines 12 priority objectives across four priority areas as follows:

Table 5: Strategic Action Plan Priority Areas and Objectives

PRIORITY AREA	PRIORITY OBJECTIVES
Optimize Student Success	• Increase High-Value Learning and Relational Experiences & Reduce Administrative Barriers • Drive High-Impact Student Learning with a "Future of Work" Lens • Increase Students' Sense of Belonging to New York Tech Beyond the Classroom
Drive Innovation & Discovery with Diverse Talent	• Build Community, Morale, and Shared Sense of Purpose • Enhance Recruitment, Retention, and Professional Development of Staff and Faculty Members • Enhance Teaching Excellence • Grow Research, Scholarship, and Creative Activity for a Broader Reach
Sharpen Institutional Identity	• Institutionalize a Self-Reflective Identity Conversation • Strengthen New York Tech's Commitment to Equity and Inclusion • Advance and Promote New York Tech as a Leader in the Application of Technology
Fortify Institutional Viability	• Strengthen External Resources • Achieve Financial Strength

Unifying these priority areas and objectives are three cross-cutting themes: strengthening equity consciousness, accelerating digital transformation, and improving operational efficiency and resource effectiveness. In 2023, our BOT also reaffirmed New York Tech's mission [I.4_11].

The SAP Team, chaired by the VP of Strategic Initiatives and Accreditation and a faculty member, and consisting of Oversight, Advisory, and Implementation teams of faculty, staff, and students, ensure the implementation of the plan, track plan progress, catalyze projects that are aligned with and support the plan, and communicate achievements to the broader New York Tech community. The following are examples of how New York Tech's mission and goals guide decision-making relating to resource allocations, program and curriculum development, and institutional and education outcomes:

- Our annual budget process explicitly aligns budget requests with strategic plan priority areas [I.1_4].
- Investments in our research enterprise including buildings like the BRIIC, the creation of a new Vice Provost for Research position, expansion of our Office of Sponsored Programs and Research (OSPAR), and creation of the Student Research Opportunity Center (SROC) advance our mission and SAP and position us to achieve Carnegie R2 status by 2028 [I.3_2; I.1_5].
- All new academic programs must demonstrate that their proposed learning outcomes meet labor market needs through a preliminary analysis that includes real time labor market data using Lightcast software and is reviewed as part of our curriculum governance process [I.1_11].
- Our revised general education curriculum includes an experiential education requirement to strengthen career outcomes [III.5_1].
- Dual enrollment programs, generous transfer policies, articulation agreements with community colleges, and test-optional admissions policies create access pathways for qualified students [III.3_3].

Initiatives like these and others described throughout this Self-Study report have contributed to stronger student perceptions of their educational experience at New York Tech. Results from the nationally benchmarked RNL-SSI indicate statistically significant improvements across key dimensions between 2022

and 2025, including Instructional Effectiveness, Academic Advising, Student Centeredness, Registration Effectiveness, Campus Climate, Safety and Security, and Campus Life [I.3_4].

The process to develop the SAP in 2020, which engaged administrators, faculty, staff, students, and alumni through surveys, focus groups, and facilitated workshops, produced goals that reflect broad community input and that align with and advance our mission. To ensure those goals remained relevant, an anonymous survey was distributed to full- and part-time faculty, staff, and students at the start of the Self-Study asking respondents to rank those Strategic Action Plan goals and objectives that felt most resonant to them, identify additional goals and objectives not included in the current Strategic Action Plan, and reflect on our mission, vision, and values to help inform the development of a new vision statement. The 470 responses, validated against recent administrations of the RNL-SSI and the NSSE confirmed strong community alignment with SAP priorities and informed the four priorities that structure this self-study [I.1_6].

Table 6: Alignment of Strategic Action Plan Priorities with Self-Study Institutional Priorities

Institutional Priorities in Self-Study	SAP Priorities	Mission
Student Success	Optimize Student Success Drive Innovation & Discovery with Diverse Talent	Provide career-oriented professional education Give all qualified students access to opportunity Support research and scholarship that benefit the larger world
High-Impact Research	Optimize Student Success Drive Innovation & Discovery with Diverse Talent Sharpen Institutional Viability	Provide career-oriented professional education Give all qualified students access to opportunity Support research and scholarship that benefit the larger world
Employee Engagement	Optimize Student Success Drive Innovation & Discovery with Diverse Talent	Provide career-oriented professional education Give all qualified students access to opportunity Support research and scholarship that benefit the larger world
Fiscal Strength	Optimize Student Success Sharpen Institutional Viability Fortify Institutional Viability	Provide career-oriented professional education Give all qualified students access to opportunity Support research and scholarship that benefit the larger world

New York Tech also assesses mission relevance through engagement with labor market data and employer and community partnerships. All new academic programs include a preliminary labor market analysis using Lightcast real-time data to ensure proposed learning outcomes align with workforce needs. Our schools and colleges have Industry Advisory Boards composed of leaders in their respective professions to help inform curriculum and disciplinary initiatives and ensure that our academic programs continue to respond to employer needs [I.1_7]. Programs like our Internship Certificate Program solicit employer feedback on the skills and professionalism of our students, which informs our academic programs and career services [I.1_8]. Partnerships like those with Brookhaven National Laboratory, NASA, and the eyewear company Marcolin demonstrate our commitment to research and scholarship that benefit the world [I.1_9].

The alignment between our Self-Study priorities, SAP priorities, and mission, illustrated in Table 6, is the product of this sustained assessment process and affirms that, while remaining largely unchanged since New York Tech's founding, our mission still resonates with our campus community today.

I.2: Goals are Realistic, Appropriate, and Consistent with Mission

New York Tech's goals are realistic, relate to key performance indicators that include retention, graduation, post-graduation outcomes, and research productivity, and are therefore appropriate for higher education [I.2_1; I.2_2]. Our institutional goals align or strongly align with our mission as follows [I.1_3]:

Table 7: Alignment of New York Tech Mission with Strategic Action Plan Goals

New York Tech's Mission	Optimize Student Success	Drive Innovation & Discovery with Diverse Talent	Sharpen Institutional Identity	Fortify Institutional Viability
Provide career-oriented professional education	Strongly Aligned	Strongly Aligned	Strongly Aligned	Strongly Aligned
Give all qualified students access to opportunity	Strongly Aligned	Strongly Aligned	Strongly Aligned	Strongly Aligned
Support research and scholarship that benefit the larger world	Aligned	Strongly Aligned	Strongly Aligned	Aligned

I.3 [Criteria a-d]: Goals Focus on Student Learning Outcomes and Student Achievement

New York Tech's mission and goals center student learning, engagement, and achievement. Our mission aligns to our institutional learning goals as well as the learning goals of academic programs, and our annual budget demonstrates sustained commitment to student learning and achievement [I.3_19]. New York Tech's SAP, which is closely aligned with our budget, has catalyzed a number of initiatives that support student success, including expanded Peer Success Guide program, Mayfest Festival, re-design of the student lounge at our NYC campus, enhanced virtual tutoring via Pencil Spaces, expanded virtual reality learning, and student conference funding [I.3_1]. In addition, we have continued to invest in programs like ACE for students needing academic support [I.2_2], support students through programs like HEOP [I.3_24], and maintain staffing levels to support student learning outcomes and achievement [I.3_17].

Student learning and achievement are also supported by academic departments and student support offices through CPI processes (detailed in the chapters on Standards IV and V) and assessed through metrics that include program learning outcomes, retention, graduation, transfer, and placement rates [I.3_23]. Together, institution-wide efforts have contributed to measurable improvements:

- In the face of the enrollment cliff highlighted in national reports, our targeted institutional support has contributed to a measurable increase in undergraduate enrollment from 3,473 in Fall 2020 to 3,662 in Fall 2025 [I.3_6].
- Since our last self-study, the number of degrees awarded has remained stable and consistent across multiple award types. Total awards ranged from 1,707 to 1,846 annually, with steady bachelor's degree completions (544–686) and strong master's degree completions (601–711). Doctoral professional practice completions remained consistently high (419–432 annually), while doctoral research degree completions—an area of recent institutional development—included the first cohort completing in 2022–2023 and have since ranged from 27 to 35, reflecting emerging growth in advanced research programs and contributing to overall degree attainment [I.3_9].
- Over the same period, New York Tech's 6-year graduation rate for full-time students shows sustained improvement, from 50% to 59%. Despite improvements for both Pell-eligible and non-Pell students, equity gaps persist. Graduation rates for non-Pell students improved from 53% to 62%, while Pell students increased from 46% to 54% [I.3_4; I.3_22].
- Since our last self-study, our retention rate for first-year full-time students improved from 73% (Fall 2016 cohort) to 78% (Fall 2024 cohort) [I.3_3], and our six-year Transfer-out rate for first-year full-time

students decreased from 37% (Fall 2011 cohort) to 29% (Fall 2019 cohort) [I.3_25].

- The number of students participating in Student Government Association (SGA) organizations and clubs increased from 854 in AY 2021/22 to 2,335 in AY 2023/24, a 173% increase [I.3_21].
- Over the past four years, New York Tech has demonstrated consistently high and stable licensure pass rates across its health professions programs. Multiple programs report near perfect or perfect pass rates, and others show sustained improvement. Most notably, the Doctor of Osteopathic Medicine program, the largest program with enrollment exceeding 1,700 students—has maintained consistently high and reliable licensure pass rates despite large cohort sizes and program complexity [I.3_10].
- Based on data from the First Destination Survey (FDS), the National Student Clearinghouse (NSC), and COM residency records, 98% of our 2024-25 graduates are employed or pursuing further education [I.3_7]. The median yearly income of former students who received federal aid 4 years after graduating from New York Tech is greater than $81,300, compared to $60,428 for four-year schools [I.3_11].
- Since 2018 nearly 99% of first-time full-time undergraduate students receive institutional financial aid, and our average aid package has increased by almost $8,000 to $34,000 in 2024. The percentage of Pell-Grant recipients increased by 10 percentage points to 57% during the same period [IV.1_13].
- IPEDS finance data used in the MSCHE AIU indicate that New York Tech maintains positive Ending Net Assets and stable operating results (Change in Net Assets), demonstrating sufficient and sustainable resources to support the institution's mission and long-term goals [I.3_18; 1.3_2].

These improvements in student outcomes are further demonstrated by stronger student perceptions of their educational experience. Results from the RNL-SSI indicate statistically significant improvements across key dimensions between 2022 and 2025, including instructional effectiveness, academic advising, student centeredness, registration effectiveness, campus climate, safety and security, and campus life [I.3_20].

I.4: Periodic Assessment of Mission and Goals

New York Tech periodically assesses its mission and goals. Our mission statement has remained unchanged since a minor update in 2018 under President Foley to center our commitment on "research and scholarship" instead of "applications-oriented research." This update reflects New York Tech's strategic goal of becoming an R2 University by 2028. Our BOT reaffirmed this mission in 2023 [I.4_11].

The development of New York Tech's SAP during the COVID-19 pandemic engaged stakeholders from across our campus community in the assessment and development of institutional goals. During this comprehensive and inclusive process, which was led by a steering committee and working groups of administrators, faculty, staff, students, and alumni, New York Tech engaged in the campus community [I.1_12; I.4_1–I.4_7]:

- A future foresight workshop led by Institute for the Futures;
- A climate and culture scan led by SOVA Solutions that included a broad survey of faculty and staff, review of student survey data, and focus groups with administrative, academic, and student leaders;
- Three discussion groups called "campus comments" with New York Tech students;
- A broad review of the plan by New York Tech alumni;
- Employer feedback from New York Tech's internship certificate program;
- A report on best practices reports prepared by Hanover Research for New York Tech; and
- A faculty and staff session and sessions with the Student Government Association (SGA), Graduate Student Association (GSA) leaders, and the COM SGA reviewing the plan objectives and strategies.

Working groups reviewed data from these conversations, workshops, reviews, and research to develop the

SAP whose four priorities—Optimize Student Success, Drive Innovation and Discovery with Diverse Talent, Sharpen Institutional Identity, and Optimize Institutional Viability—align closely with our mission (See I.2). The SAP was formally approved by New York Tech's BOT in 2022.

A recent example of our Board's commitment to our mission is New York Tech's Innovation and Entrepreneurship Academy, launched in Spring 2025 to strengthen our leadership in entrepreneurship education. The BOT has been a champion of the Academy and created a $5 million NYIT Venture Fund that is open to student, faculty, and alumni entrepreneurs in addition to supporting the creation of Startup Tech Central, a makerspace and mentorship hub on the Long Island campus. Together, these initiatives operationalize all three elements of New York Tech's mission: career-oriented professional education, access to opportunity, and research and scholarship that benefit the larger world.

As described in I.1, this Self-Study provided another opportunity for New York Tech to assess its mission and goals. The anonymous survey was emailed to all full- and part-time faculty, students, and staff at the start of the Self-Study process asked respondents to rank their top SAP priority objectives, suggest additional priority objectives not included in the SAP, and provide feedback into New York Tech's identify and how it fulfills its mission [I.1_2]. The 470 survey results, which were validated against responses from recent administrations of the RNL-SSI and the NSSE, informed the Self-Study's priorities, which in turn will inform both a new Vision Statement and a new Strategic Plan. Our current Vision Statement and SAP are due to expire in 2028 and 2027, respectively.

New York Tech's current vision is: *By 2028, New York Institute of Technology, by providing an outstanding student experience, will become one of the best private institutions of higher education in metropolitan New York City and Long Island* [I.1_1]. One of the intended outcomes of this Self-Study, as well as a goal of our SAP, is to develop a new vision statement. Throughout the SAP implementation and this Self-Study, we conducted focus groups, surveys, and community-building events and activities and reviewed data from recent administrations of the NSSE, RNL-SSI, and HEDS Climate Surveys to surface themes for a new vision statement [I.4_8]. This process crystalized our perceived identity: technology-infused, experiential, builder-oriented, research-active, community-centered, mobility-enabling, and partnership-networked. It also highlighted opportunities to develop a new vision that inspires our campus community.

Our SAP piloted, supported, and catalyzed many activities, including major university investments such as the implementation of CampusGroups, the launching of the Innovation and Entrepreneurship Academy and Startup Tech Central, and upgrades and supports for campus recreational activities (supporting Optimize Student Success); a new vice provost for research position and OSPAR staff (supporting Drive Innovation & Discovery with Diverse Talent through support for research, scholarship, and creative activity); the redesign of the university website and faculty, staff, and student portal (supporting Sharpen Institutional Identity through an improved digital strategy); the implementation of Workday (supporting Fortify Institutional Viability through more efficient business processes). Other critical pursuits, such as the Title III Strengthening Institutions Grant and the Postsecondary Student Success Grant are aligned with both New York Tech's mission and the recommendations to Optimize Student Success, Drive Innovation & Discovery with Diverse Talent, and Fortify Institutional Viability. However, in other instances, strategies evolved in ways that were different than what was explicitly recommended in the plan, and there is an opportunity to build more communication around this adaptability into the next plan's implementation.

Strengths and Opportunities

STRENGTHS

New York Tech demonstrates strong alignment between its mission, goals, and institutional practices. Our commitment to career-oriented education, access to opportunity, and research excellence is evident in and central to strategic planning, resource allocation, and student success initiatives. Our budget process explicitly connects resource allocations to the SAP and to our mission. Examples include investments in:

- Holistic advising and programs like ACE, which have significantly improved student achievement;
- Innovation, research, and entrepreneurship, including buildings like the BRIIC and Startup Tech Central and new staff positions within OSPAR;
- Community-building and strengthening student sense of belonging, including the creation of an Office of Access and Community Engagement, events like MayFest and National First-Generation Student Day, and new residence halls for our New York campuses; and
- Faculty development that supports inclusive pedagogy and improves quality of instruction through Communities of Practice and semi-annual Faculty Development Days.

The diversity of our student body and high return on investment that a New York Tech education offers reflect our commitment to access to opportunity, career-focused education, and commitment to research and scholarship. That our mission has remained essentially unchanged since 1955, updated only to sharpen our commitment to research and scholarship, reflects our conviction that career-oriented education, access to opportunity, and research that benefits the larger world remain exactly the right commitments for this institution to make. The durability of New York Tech's mission is itself evidence of its strength.

OPPORTUNITIES

Our work to develop a new vision statement and strategic plan has highlighted opportunities to develop strategies that explicitly advance our mission and more closely align the assessment of our mission, strategic goals and priorities, and vision with the assessment and inquiry inherent in our Self-Study. The fact that our Self-Study coincides with plans for both a new vision statement and a new strategic plan creates an opportunity to implement a new strategic planning schedule based on a four-year cycle as opposed to the current five-year cycle to align with the eight-year Self-Study process. This new cycle also allows for an aligned reaffirmation of our mission and a vision that can adapt alongside new priorities.

Our new vision statement should not just be aspirational. It should inspire our campus community toward bold transformation and meet the needs of our rapidly changing times by:

- Continuing to position us as a leader in innovative, polytechnic education in New York;
- Elevating our research-focused, career-oriented, and community-engaged programs through increased interdisciplinary work and deepened engagement with industry and community partners; and
- Celebrating our commitment to student success through access, opportunity, and a culture of care.

While our current SAP has catalyzed many projects that have advanced our mission, vision, and values, some strategies and planned recommendations evolved in ways that were different than what was explicitly recommended in the plan. For example, one of the activities under our priority *Drive Innovation and Discovery with Diverse Talent* was the creation of a Center for Creative Success and Leadership to advance progress around employee morale, digital fluency, and professional development towards the goal of all employees contributing to an outstanding student experience. While the Center was not created as envisioned at the time, initiatives that support this goal were implemented, including the formation of a Staff Council in AY 2025-2026 and the provision of free access to LinkedIn Learning to all faculty, staff, and students to support professional development [I.1_10]. There is an opportunity to build more communication around this adaptability and overall plan progress into the next plan's implementation, and the shorter timeline will introduce a nimble responsiveness to plan activities. Our new strategic plan should also explicitly connect our mission to sharper, more measurable commitments for all student populations, with particular attention to closing persistent achievement gaps and advancing our research enterprise.

Conclusion and Next Steps

New York Tech's assessment of this Standard confirms that mission and goals are clear, aligned with strategic priorities, relevant to higher education, focused on student learning outcomes and achievement, and reflected in decisions relating to resource allocations and new initiatives. New York Tech's 2022 SAP, developed through a comprehensive and inclusive process, guides annual budget decisions and multi-year institutional investments. Our periodic assessment processes confirm that our mission remains relevant and resonant with our campus community. To address the opportunities surfaced through the Self-Study, New York Tech commits to the following next steps. First, we will develop a new vision statement that captures our polytechnic identity, commitment to access and opportunity, and ambitions as a research-active institution and that inspires our campus community toward bold advancement of our mission. Second, we will develop a new strategic plan that connects our mission to sharper, more measurable commitments for all student populations, with particular attention to closing persistent achievement gaps and advancing our research enterprise. Third, we will move to a four-year strategic planning cycle aligned with our eight-year accreditation schedule, creating a more integrated planning architecture that includes systematic mission reaffirmation at each cycle and ensures that our goals remain relevant and achievable for our internal and external communities. Together, these steps reflect our commitment to meeting the requirements of Standard I but also to using this Self-Study as a catalyst for growth.

Evidence Referenced

I.1_1 NYIT Mission Statement
I.1_2 Self-Study Kick-Off Survey
I.1_3 Mission-Strategic Planning Crosswalk
I.1_4 Budget Memos FY 2023 - FY 2026
I.1_5 R2 Status Article
I.1_6 Institutional Priorities Survey Summary
I.1_7 Industry Advisory Boards
I.1_8 Internship Certificate Program
I.1_9 Industry Partnerships
I.1_10 LinkedIn Learning
I.1_11 Lightcast Report
I.1_12 Strategic Action Plan Development – Steering Committee Meeting
I.1_13 Strategic Action Plan – Data Dialogue
I.2_1 Five-Year Strategic Action Plan
I.2_2 Strategic Action Plan Website
I.3_1 Institutional and Program Learning Goal Alignment Examples
I.3_2 MSCHE AIU KPIs
I.3_3 IPEDS Fall Retention
I.3_4 IPEDS Graduation Rates 150
I.3_6 IPEDS Fall Enrollment
I.3_7 First Destination Survey – Alumni Placement
I.3_9 IPEDS Completions
I.3_10 Licensure & Certification Exam Pass Rates
I.3_11 College Scorecard
I.3_17 IPEDS Faculty & Staff Headcounts
I.3_18 IPEDS Finance
I.3_19 Student Learning Outcomes and Achievement - Budgetary Support
I.3_20 RNL SSI 2022-2025
I.3_21 CPI Day Presentation 2024 - Student Involvement
I.3_22 Completion Rates by Aid Received
I.3_23 Dashboard and Report Samples
I.3_24 HEOP Student Fall Retention
I.3_25 IPEDS Transfer-Out Rates
I.4_1 Strategic Action Plan Development - Mass Emails
I.4_2 Strategic Action Plan Development - Foresight Workshop Slides
I.4_3 Strategic Action Plan Development - Sova Climate & Culture Scan Summary
I.4_4 Strategic Action Plan Development - Campus Comments Summary
I.4_5 Strategic Action Plan Development - Working Group Charge & Outline
I.4_6 Strategic Action Plan Faculty & Staff Session
I.4_7 Strategic Action Plan SGA Senate
I.4_8 Student Sharpening Institutional Identity Survey
I.4_11 Board Retreat Agenda - September 2023
III.3_3 High School Dual Enrollment
III.5_1 General Education Curriculum
IV.1_13 IPEDS Financial Aid

Standard II: Ethics and Integrity

New York Tech is committed to academic freedom; a climate that fosters respect; policies that support ethical practices; compliance with laws and regulations; and the periodic assessment of ethics and integrity. Academic and intellectual freedom is codified in our collective bargaining agreement with the AAUP and reflected across faculty and student handbooks. Our climate of respect is actively cultivated through training, policy, community programming, and periodic assessment, including benchmarked campus climate surveys. Our grievance processes are documented, disseminated, and accessible to all members of our campus community. Our conflict of interest and research compliance frameworks provide clear guardrails for an institution whose research enterprise is growing rapidly. Our internal and external communications are governed by processes that ensure honesty, accuracy, and transparency.

Through this Standard, all four of New York Tech's Self-Study institutional priorities are addressed as are compliance with the Requirements of Affiliation and the following Lines of Inquiry:

1. To what extent are faculty, students, and staff made aware of expectations related to academic ethics and integrity?
2. How well do existing policies and practices related to academic and intellectual freedom, ethics, intellectual property rights, and conflict of interest support New York Tech's growing research and educational enterprise? Are there gaps to be addressed?
3. How effectively has New York Tech responded to campus climate and student survey results and other assessment practices that relate to community engagement and student success, and how does the institution evaluate progress in these areas?

Standard II is particularly salient for New York Tech. Our continued growth in research, clinical education, entrepreneurship, and the use of emerging technologies, including AI, introduces ethical considerations that require clear expectations, effective oversight, and ongoing assessment. As this chapter demonstrates, we are committed to examining and strengthening our ethical frameworks to meet these emerging needs.

II.1: Academic and Intellectual Freedom

New York Tech demonstrates a sustained and institution-wide commitment to academic and intellectual freedom. Article XIX of the Collective Bargaining Agreement (CBA) between New York Tech and the American Association of University Professors (AAUP) affirms faculty rights to academic and intellectual freedom in teaching, research, publication, and service, while also articulating corresponding professional responsibilities [II.1_4, pg. 63]. This affirmation is also included in our faculty handbooks, which includes faculty not covered by the CBA, including those in our COM and Vancouver campuses [II.1_2, pg. 29]. Our student handbooks include the Student Code of Conduct as well as our non-discrimination and discriminatory harassment policies; they similarly recognize freedom of expression and inquiry within the context of community standards, academic integrity, and respectful engagement [IV.1_10, pgs. 22-78; IV.1_11, pg. 53; IV.1_55, pgs. 4, 8, 34-35, 95-102].

New York Tech's commitments to academic freedom, ethical conduct, and research integrity are clearly articulated and have been updated to address emerging ethical risks. Policies affirming academic and intellectual freedom provide the foundation for innovation and inquiry, while intellectual property and research compliance policies establish guardrails protecting institutional integrity [II.1_2, pgs. 29, 34, 116; II.1_3; II.1_4, pg. 63]. AI governance materials and updates to academic integrity and employee guidance anticipate and manage ethical risks associated with emerging technologies [II.9_5; II.9_7].

II.2: Climate of Respect

New York Tech promotes a climate of respect for our diverse faculty, staff, and student populations [I.3_6; I.3_17] in several ways. Our Student Code of Conduct and Honor Code [IV.1_10, pgs. 22-78; IV.1_11, pgs. 73-76; IV.1_55, pgs. 95-102]; the CBA between New York Tech and the AAUP [II.1_4]; faculty and employee handbooks [II.2_4, pgs. 18-31; II.4_2]; and policies addressing confidentiality, non-discrimination, harassment, student complaints and gender-based misconduct [II.3_4; II.3_5] all include references to and aim to promote respectful behavior. We partner with Vector Solutions to deliver new hire and annual training for all employees on harassment prevention, discrimination, and related topics to foster a culture of respect in the workplace. All incoming students are required to complete a training, RespectEdu, that covers sexual misconduct prevention, consent, and community standards. The training platform offers a number of other student and employee courses, which are used on as-needed bases to address complaints and concerns. New York Tech's agreement with Vector Solutions expanded in April 2026 to include access to broader and more specialized course offerings.

New York Tech's Office of Access and Community Engagement cultivates a strong and diverse community where we celebrate differences, ideas, and individuals and advocate for access and acceptance with a welcoming and meaningful sense of belonging and a safe atmosphere of growth, respect, and community, where all can reach their full potential. The Office advances this mission through events and activities focused on strengthening campus and culture, the success of which is measured through periodic HEDS Campus Climate Surveys [II.2_2]. Our most recent administration in 2024 shows a higher percentage of respondents at New York Tech "generally" or "very satisfied" with the campus climate compared to both Other Master's Colleges and Universities and All Other Institutions in that survey group, as well as lower incidents of negative remarks across race, ethnicity, gender, and sexual orientation. Survey results are disseminated to our campus community and used to inform initiatives addressing engagement, inclusion, academic support, and basic needs [II.2_1].

To further advance our campus climate of respect, New York Tech was recently awarded a USDOE FIPSE grant exceeding $2.5 million for *Tech Talks: Promoting Civil Discourse at New York Tech* [II.2_3]. The four-year project, which includes new academic programs and microcredentials, faculty development, peer- and near-peer student engagement, and co-curricular activities, is designed to prepare students to engage constructively across differences in values, perspectives, and lived experiences.

II.3: Documented and Disseminated Grievance Policy

New York Tech's grievance policies are clearly documented and disseminated on our website. Our formal grievance process for students is included in our Student Handbooks, and our Student Complaint Policy posted online includes a step-by-step description of the process [II.3_4; IV.1_10, pg. 99; IV.1_11, pgs. 73-76]. Links to processes for addressing the following student issues are also available online: academic grade appeals, academic integrity, disability, discrimination/harassment, financial hardship, satisfactory academic progress, scholarship appeal, and student code of conduct [II.3_3]. Additional mechanisms for complaints that cannot be resolved internally (New York State Education Department [NYSED], Arkansas Department of Higher Education, MSCHE, the State Authorization Reciprocity Agreement [NC-SARA], and programmatic accrediting agencies) are also provided [II.3_7]. Our grievance policy for employees, including tracking incidents and outcomes, is overseen by our Office of Human Resources and is detailed in our Employee Handbook [II.2_4]. This policy covers complaints of discrimination, discriminatory harassment, or retaliation. Complaints covered by Title IX, which may be determined by our Title IX Coordinator, are addressed through our Title IX policies [II.3_5].

II.4: Avoidance of Conflict of Interest

Conflict of interest considerations are addressed through New York Tech's conflict of interest policy and

conflict of interest in research/sponsored programs policy [II.4_2]. Key employees are required to complete an annual conflict of interest disclosure, and researchers and principal investigators are required to complete a Conflict of Interest CITI training module [II.4_3; II.4_4]. These policies, processes, and trainings provide safeguards against real or perceived conflicts. New York Tech's growing research enterprise, clinical programs, and innovation and entrepreneurship initiatives introduce new contexts in which faculty, staff, and administrators may hold financial interests, external partnerships, or entrepreneurial relationships that intersect with their institutional roles. Our existing conflict of interest policies provide the foundation for managing these relationships, and we will continue to develop these frameworks so they explicitly extend to cover the ethical dimensions of research commercialization, startup investment, and industry partnership.

II.5: Fair and Impartial Employment Practices

In accordance with its statement on non-discrimination and discriminatory harassment policy, New York Tech prohibits unlawful discrimination in employment, including student employment [II.3_1; II.3_8]. Adherence to all Equal Opportunity policies in hiring, promotion, and other employment decisions and practices is overseen by our Office of Human Resources, which reports to New York Tech's General Counsel and VP for Human Resources [II.5_2]. The Office of Human Resources provides resources to ensure fair and impartial employment practices that include:

- Training for Search Committees on best practices on interview practices, confidentiality, adherence to equal opportunity policies, and unconscious bias, and additional LinkedIn Learning resources [II.5_3]
- Review of all job descriptions based on Electronic Position Description Questionnaire (ePDQ) [II.5_4]
- Interview Guidelines that include information on Equal Employment Opportunity Commission (EEOC) policies and protected classes [II.5_5], and
- Canvas and LinkedIn Learning trainings for managers on topics that include How to Create a Respectful Workplace [II.5_6]

II.6: Honesty and Truthfulness in Communications

Overseen by the VP for Enrollment Management and Strategic Communications, New York Tech's Office of Strategic Communications ensures honesty and truthfulness in internal and external communications, including our *New York Institute of Technology Magazine*, *News* blog, and Annual Report; website, including admissions and academic program pages; social media channels; advertising; media relations; marketing campaigns, recruitment materials, and collateral; and email blasts to students, faculty, and staff [II.6_1; II.6_2; II.6_3; II.6_4; II.6_7]. Communications requests are submitted to Strategic Communications through an online form and reviewed for accuracy, appropriateness, and truthfulness prior to publication and dissemination [II.6_8].

II.7 [Criteria a-c]: Applicable Policies, Programs, and Services

New York Tech's mission to give all qualified students access to opportunity is reflected in its policies, programs, and services to support its diverse student body and promote affordability, accessibility, and student financial literacy. An MSI-AANAPISI and an emerging Hispanic Serving Institution (eHSI), New York Tech has been ranked by Georgetown University's Center on Education and the Workforce in the top 2% of U.S. colleges for return on investment for low-income students across 15-, 20-, 30-, and 40-year timeframes.[12] We comply with all applicable executive orders and guidance relating to diversity, equity, and inclusion, and our Office of Access and Community Engagement works to ensure a welcoming and meaningful sense of belonging and a safe atmosphere of respect, and community across our campuses

[12] https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx?goToReportId=1&sid=2fc0f654-3a44-441b-95a3-5c94fc24c14f&rtid=1

[II.7_2].

New York Tech's commitment to access and affordability is evident in our admissions and financial aid practices. Test-optional admissions policies [II.7_15], high school dual enrollment programs [III.3_3], articulation agreements with community colleges [IV.2_1], and generous transfer policies [IV.2_6] reduce barriers for qualified students seeking a New York Tech education. We have one of the lowest net tuition rates among private colleges in New York State: nearly all (99.6%) of our first-year, full-time, degree-seeking undergraduate students receive financial aid, and their average financial aid package exceeds $34,000 [II.7_11; II.7_12]. We provide informational resources to ensure students and their families can make informed decisions about financing their education through institutional scholarships and grants, loans, and Federal work-study and other forms of student employment [IV.1_14; IV.1_15], including:

- Informational webpages for our Offices of Financial Aid and Bursar that list our average financial aid package among other statistics, descriptions of the different types of financial aid available to students, information videos, additional resources, and calculators [II.7_3; II.7_4].
- Net Price Calculators for undergraduate and graduate students [II.7_6]
- Estimated Costs of Attendance [IV.1_16]
- Withdrawal and refund policies [II.7_7; II.7_8]
- Explanations of FAFSA and other forms of Federal Student Aid [IV.1_15]
- Financial Literacy trainings, supplemental information, and tools that include access to a free financial wellness tool [IV.1_34]
- Events and workshops focused on financial aid and financial literacy [II.7_14]
- Information about our academic programs, policies, services, accreditation, and fast facts through our catalog [II.7_5]

New York Tech's commitment to access and affordability are also evident in programs like ACE [IV.1_27], which provides personalized academic coaching and holistic support to eligible undergraduate students who need to raise their cumulative GPA in order to meet scholarship requirements; Bear Bytes, which provides free food and wellness resources; Tech Threads, which provides free professional clothing; and free menstrual products in campus facilities [IV.1_43].

II.8 [Criteria a-f]: Compliance with All Applicable Government Laws and Regulations and Commission Policies and Procedures

New York Tech maintains robust systems and processes to ensure compliance with applicable federal laws, state laws and regulations [II.8_2-II.8_6; VI.11_1], as well as MSCHE Commission policies and procedures governing our main campus; our additional locations in New York City, Arkansas, and China; and our additional instructional sites [II.8_13; II.8_14]. Our international campuses are approved to operate and comply with the applicable jurisdictions in British Columbia, Canada and China, respectively.

New York Tech's Consumer Information page, which is overseen by our Office of General Counsel, provides students and the public with key information and disclosures including licensure pass rates, enrollment, retention, graduation, and other student outcomes data and cost of attendance [II.8_19]. The Office of Institutional Research (IR), which reports to the VP, Strategic Initiatives and Accreditation, is responsible for federal and state reporting, including annual submission of data to the Integrated Postsecondary Education Data System (IPEDS) on student outcomes like graduation rates, retention, enrollment. New York Tech's website includes an accreditation page that discloses its accreditation status with MSCHE as well as program accreditors [II.8_1].

New York Tech demonstrates compliance with the Requirements of Affiliation as follows:

- Requirement of Affiliation 1: Our Accreditation page also includes New York Tech's charter by the New York State Board of Regents, confirming its authorization to operate as a postsecondary educational institution and to award postsecondary degrees, as well as regional and global accreditations and authorizations [II.8_2].
- Requirement of Affiliation 2: New York Tech is fully operational and in AY 2025-2026 enrolled more than 7,500 across all our campuses.
- Requirement of Affiliation 3: New York Tech is an established institution with an established history of accreditation; this requirement does not apply.
- Requirement of Affiliation 4: New York Tech communicates with MSCHE in English, both orally and in writing. This Self-Study report is an example of such communication, as are our recent substantive change requests [II.8_18].

New York Tech participates in NC-SARA, which is renewed annually through a process overseen by the VP of Strategic Initiatives and Accreditation [II.8_3]. We have developed student disclosure notices to inform students enrolled in programs that do not meet the educational requirements for licensure in the state in which they are located [II.8_4]. Student identity verification in online courses is achieved through an Identity Management system (IDM), which creates Single Sign On (SSO) authentication records in addition to authorization and controls in the New York Tech-hosted Learning Management System (LMS), hosted by Instructure. Access to the LMS requires valid SSO credentials in addition to an official class registration. This process is described in greater detail in our Verification of Student Identity for Online/Distance Learning policy [II.8_9].

Our additional locations and instructional sites, student learning, support, and experiences are comparable to those of our main campus [II.8_15]. Our COM location in Jonesboro is accredited by Commission on Osteopathic College Accreditation (COCA) [II.8_17]. Our Vancouver programs undergo periodic reviews by British Columbia's Degree Quality Assessment Board (DQAB), and our B.S., Business Administration and M.B.A. programs are all AACSB accredited. Teachers and courses at our dual enrollment high school programs are approved by New York Tech to ensure participating students receive a comparable academic experience [III.3_3; III.3_5].

New York Tech notifies MSCHE of substantive changes in a timely and accurate fashion, including the closure of instructional locations at 52 Broadway and 175 East Old Country Road in Hicksville, the relocation of the Vancouver to a new location, and other material changes to the institution's operations and sites [II.8_18]. During the Self-Study, New York Tech has concurrently been preparing substantive change requests for the closure of the Vancouver campus and for the addition of instructional sites and locations.

II.9: Periodic Assessment of Ethics and Integrity

New York Tech assesses its ethics and integrity policies, processes, and practices in a variety of ways and in response to changes in law, regulation, or institutional context. Policies are often developed, reviewed, and updated by individual offices, committees, and task forces, and reviewed by the President's Council (See Section VII.3) [II.9_1]. New York Tech's Compliance and Ethics Hotline provides an additional mechanism for assessment, offering faculty, staff, and students an anonymous and non-retaliatory channel for reporting potential violations of policy or law [II.3_2]. Surveys like the HEDS Campus Climate Survey and the RNL-SSI, administered periodically and benchmarked against peer institutions, provide systematic evidence of how New York Tech's commitments are experienced by members of the campus community (see sections II.2 and II.6). Communication of ethics and integrity expectations reaches faculty, staff, and students through targeted emails, orientations and trainings, and our website [II.9_2; II.9_3; II.9_4].

New York Tech assesses its ethical frameworks in response to emerging institutional and societal contexts.

When generative AI and other disruptive technologies raised new questions about academic integrity, intellectual property, and responsible use, New York Tech formed working groups of senior administrators, faculty, staff, and students to develop institutional responses. These groups produced the Artificial Intelligence Systems Usage Policy [II.9_5] and updates to the Student Handbook addressing unauthorized use of generative AI [II.9_6], which was disseminated through a targeted communication and posted on our website [II.9_3; II.9_4; II.9_7]. The Responsible Tech Ambassadors program extends this work by engaging students directly in real-world applications of responsible AI use, translating policy into practice [II.9_8]. This Self-Study represents an act of periodic assessment of institutional ethics and integrity by engaging the full university community in an inclusive and evidence-based review of how New York Tech's policies, processes, and practices are implemented and where opportunities for improvement exist.

Strengths and Opportunities

STRENGTHS

New York Tech has developed a comprehensive and well-integrated framework to support ethics and integrity across its academic, administrative, and research functions. Our commitment to academic and intellectual freedom is strong. We have established robust mechanisms for reporting and addressing ethical concerns, including anonymous and non-retaliatory options through the Compliance and Ethics Hotline. The proactive integration of generative AI into academic integrity policies and employee guidelines and the development of AI governance principles and oversight structures, reflect our institutional responsiveness to emerging ethical challenges, awareness of evolving risks, and willingness to adapt accordingly.

OPPORTUNITIES

Standard II is particularly important for New York Tech, given our growth in research activity, clinical education, entrepreneurship, the use of emerging technologies, and our expanding partnerships. These developments introduce ethical considerations that must be addressed through clear expectations, effective oversight, ongoing assessment, and clear communication, and these considerations must be integrated to sustain our culture of ethics and integrity. While our ethics-related policies are clear and well-documented, they could be better integrated to support an institutional culture and framework of ethics and integrity, particularly for new initiatives like AI use, research commercialization, and entrepreneurship, as well as a more integrated workflow between our Office of General Counsel and our Office of Strategic Initiatives and Accreditation as it relates to new and expanding partnerships. The development and updating of policies have been responsive to changing laws, regulations, and institutional contexts, but developing documentation of periodic review cycles, intended outcomes, and communication and dissemination strategies would strengthen our ability to respond and assess the quality of our responsiveness to these changes and continue to ensure timely communication to MSCHE for substantive changes as needed.

Conclusion and Next Steps

New York Tech's policies and practices related to academic freedom, ethics, integrity, grievance, employment, communications, affordability, and compliance are clearly documented, broadly disseminated, and operationalized through governance structures and training programs that reach every member of our campus community. The Self-Study has surfaced meaningful opportunities to strengthen our response to emerging ethical challenges and questions. To this end, New York Tech commits to the following next steps. First, New York Tech will consolidate and align ethics, integrity, academic freedom, AI governance, research compliance and accreditation-related policies through the development of centralized and easily navigable resources. Second, we will formalize and document periodic review processes for ethics and integrity policies, using assessment data, reporting trends, and emerging and expanding partnerships to drive updates and improvements. Third, we will articulate how AI use, research commercialization, and entrepreneurial

activities are governed within existing frameworks for conflict of interest, intellectual property, and research misconduct, ensuring that training and guidance keep pace with institutional growth. Fourth, we will strengthen longitudinal assessment and reporting related to campus climate, engagement, and student success, explicitly linking survey-driven initiatives to measurable outcomes over time. These commitments reflect our view of ethics and integrity as central to advancing our mission and our understanding of the need to adapt to address emerging issues relating to our growing research enterprise, an increasingly diverse student body, and a rapidly changing technological landscape.

Evidence Referenced

I.3_6 IPEDS Fall Enrollment
I.3_17 IPEDS Faculty & Staff Headcounts
II.1_2 Faculty Handbooks (US + COM + Canada)
II.1_3 Use of Copyrighted Material Policy
II.1_4 AAUP CBA_2022-2027
II.2_1 2024 HEDS Campus Climate Survey Findings
II.2_2 HEDS Climate Survey
II.2_3 Tech Talks Grant
II.2_4 Employee Handbooks (US + Canada)
II.3_1 Non-Discrimination Policy
II.3_2 EthicsPoint Compliance Hotline
II.3_3 Grievance & Non-Discrimination Policy URLs
II.3_4 Student Complaint Policies
II.3_5 Gender-Based Misconduct & Title IX Policy
II.3_7 Additional Complaint Mechanisms
II.3_8 Statement on Non-Discrimination
II.4_2 Conflict of Interest Policies
II.4_3 Conflict of Interest Notification & Form
II.4_4 Institutional Review Board Policies and Training
II.5_2 Office of HR Hiring Practices
II.5_3 HR Search Committee Best Practices
II.5_4 HR Toolkit - PDQ Template
II.5_5 HR Guidelines for Interviewing Candidates
II.5_6 HR Training Library
II.6_1 Sample Recruitment and Admissions Materials
II.6_2 Financial Aid Brochure & FAFSA Reminder Card
II.6_3 New York Tech Total Advertising Campaign
II.6_4 Viewbook
II.6_7 Strategic Communications
II.6_8 Strategic Communications Online Request
II.7_2 Office of Access & Community Engagement
II.7_3 Accounts and Payments - Bursar
II.7_4 Financial Aid Webpages
II.7_5 NYIT Catalogs AY2025-2026
II.7_6 Net Price Calculator
II.7_7 Manage Your Classes
II.7_8 Refund Policies
II.7_11 IPEDS Student Financial Aid Survey 2025-26
II.7_12 Net Price NY Private – IPEDS
II.7_14 Financial Success & Wellness
II.7_15 Test Optional Policy
II.8_1 Accreditation Status - Website
II.8_2 Certified Charter
II.8_3 NYS SARA Approval
II.8_4 NC-SARA Licensure Disclosure
II.8_5 Arkansas Recertification
II.8_6 NYITCOM Arkansas Approval Letter
II.8_9 Verification of Student Identity - Online Learning
II.8_13 Statement of Accreditation Status
II.8_14 Enrollment at Other Locations
II.8_15 Other Locations – Student Support
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III.3_3 High School Dual Enrollment
III.3_5 Advance Program
IV.1_10 Student Handbook - U.S. Edition
IV.1_11 Student Handbook - Canada Edition
IV.1_14 Tuition & Financial Aid
IV.1_15 Financial Aid Policies & Forms
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IV.1_27 Achieving Collegiate Excellence (ACE)
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IV.2_1 Transfer Your Credits
IV.2_6 Transfer Policies - Catalog Excerpt
VI.11_1 ECAR

Standard III: Design and Delivery of the Student Learning Experience

New York Tech is committed to providing students with rigorous and coherent learning experiences across all programs and degree levels, regardless of instructional modality, program pace, level, or setting, to support their personal and professional success. Our academic programs are structured around clearly defined curricula that are developed and approved through a faculty-led governance process and delivered by qualified faculty who are supported in their teaching, scholarship, and professional development. Our general education curriculum develops the transferable skills students need to succeed in their careers and contribute to society. Our assessment practices are systematic, evidence-based, and directly linked to continuous program improvement. Through this Standard, all four of New York Tech's priorities are addressed as are the following Lines of Inquiry:

1. What opportunities exist to increase the number of research opportunities for graduate and undergraduate students? What additional infrastructure is needed to support student research?
2. How will the education experience in the classroom need to be changed to address AI? How should the General Education curriculum change to address AI?
3. To what extent are inclusive practices embedded in the design and delivery of the student learning experience?

As this chapter demonstrates, New York Tech is actively strengthening the infrastructure, faculty support, and curricular frameworks needed to meet opportunities presented by emerging technologies and the expansion of our research, innovation, and entrepreneurship enterprise.

III.1 [Criteria a-c] Academic Programs Leading to a Degree or a Certificate

New York Tech's academic programs at the certificate, undergraduate, graduate, and professional levels are structured around defined curricular sequences that build skills and knowledge progressively, moving students from foundational coursework through increasingly specialized study toward credential-level competencies. At the undergraduate and graduate levels, synthesis of learning is demonstrated through a culminating applied or research-based experience, including capstone projects, theses, internships, or practica, that are appropriate to the degree level and discipline [II.7_5; III.1_4].

Credit hour assignments follow federal and state regulations and MSCHE policy, governed by the institution's publicly available Assignment of Credit Hours Policy. Lecture and seminar courses require a minimum of one 50-minute contact hour per credit per week, with two additional hours of outside work per credit per week for a traditional 15-week semester. Laboratory courses operate at a 2:1 contact-to-credit ratio; fieldwork and practica at a 3:1 ratio with required documentation. Accelerated, online, and hybrid courses are required to meet the same total instructional and student work time as their in-person equivalents, with modality-specific equivalencies published in the Credit Hour Policy table. The Academic Senate is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard. New York Tech's Office of the Registrar reviews all class schedules prior to the start of each semester to verify that courses are scheduled in a manner consistent with their assigned credit hours. Any discrepancies are brought to the attention of the appropriate department for correction or explanation [III.1_1]. The Registrar provides detailed online course

scheduling resources, including credit minute ratios, to support efficient course scheduling and institutional compliance with credit hour policies across course types and modalities [III.1_5].

Faculty draw on disciplinary expertise to develop and revise curricula so that course content and program length are appropriate to the program's learning objectives. All curriculum is subject to a multi-stage governance process: proposals are entered into a curriculum management system and reviewed and approved first by the school curriculum committee, then by the Senate Curriculum Committee, and finally by the Academic Senate. At each stage in this process, faculty evaluate the student learning experience, including the appropriateness of program length, structure, and content relative to stated learning objectives; the scaffolding of assignments and skill development and the alignment of program learning outcomes with institutional learning goals and mission [III.1_6]. Capstone projects, internships, practica, co-ops, and theses all serve as evidence of the culminating synthesis of knowledge.

III.2 [Criteria a-e] Student Learning Experiences Designed, Delivered, and Assessed by Faculty

New York Tech's student learning experiences are designed, delivered, and assessed by faculty and other qualified professionals who are sufficient in number, appropriately credentialed, and supported in their professional growth and development. The processes by which faculty rigor and effectiveness in teaching, assessment of student learning, scholarly inquiry, and service are reviewed are specified in the New York Tech-AAUP CBA and Faculty Handbooks [II.1_4, pgs. 44-46; II.1_2, pg. 16]. New York Tech not only follows a portfolio-based review process for tenure-track faculty but has adopted a Faculty Support Program for tenured faculty to ensure maintenance of standards of excellence [II.1_4, pg. 46]. Included in all academic personnel files are all teaching observation reports; part A of student evaluation reports, which includes questions relating to whether the student would recommend the instructor and whether course objectives were met; all letters of and documents relating to appointment, reappointment, tenure, and promotion; and an executive summary of the faculty's Curriculum Vitae [II.1_4, pg. 43].

Faculty qualification policies are specified in the CBA, which establishes standards for educational background and professional experience. Academic deans coordinate with their departments to draft job descriptions for new faculty lines based on these standards and discipline-specific criteria. The faculty hiring process is conducted in coordination with our Human Resources Department and a Department or School Personnel Committee composed of tenured faculty. Qualifications for faculty hired in our COM are specified in the COM Faculty Handbook [II.1_2, pgs. 44-46]. In AY 2025-2026, 94% of all full-time faculty had earned a terminal degree [III.2_1].

As of Fall 2025, New York Tech employed 342 full-time faculty and 521 part-time faculty: our student-to-faculty ratio of 12:1 and the fact that 84% of our undergraduate class sections have fewer than 30 students enrolled, supports student access to quality instruction across all academic programs [I.3_17; III.2_2; III.2_3]. Our Office of Academic Affairs oversees an annual process in partnership with the academic deans that considers data on student enrollment and retention, current faculty ratios, and industry and growth trends to identify the need for new faculty. Programs with discipline-specific accreditation must also meet the student-to-faculty ratios needed to maintain their accreditation status. The CBA specifies faculty roles and responsibilities to ensure continuity and coherence of academic programs.

New York Tech's Center for Faculty Excellence (CFE) supports all faculty at every career stage in their teaching, scholarship, and career development [III.2_14]. Services provided by the CFE are confidential and include portfolio reviews, teaching and scholarship support, and consultations for courses being converted to an online or blended delivery. CFE also hosts a number of programs each year, including a semi-annual Faculty Development Day [III.2_10], Course Re/Design Institutes (CDIs) [III.2_15] and Communities of Practice (COPs) [III.2_11], to give faculty opportunities to network, collaborate, and share and apply pedagogical approaches across disciplines and modalities. Adjunct faculty are encouraged to participate in

this programming, and the CFE has also developed resources specifically for adjuncts, including an Adjunct Faculty Resource Hub on Canvas. The CFE also supports adjuncts through an Adjunct Faculty Council, and our School of Management [III.2_16] and School of Architecture and Design also convene their own adjunct councils to facilitate discussions and programming that are more discipline-specific [III.2_21].

New York Tech provides institutional support for faculty research through Institutional Support of Research and Creativity grants and Teaching and Learning with Technology grants [III.2_17]. OSPAR offers faculty the full spectrum of support for externally sponsored projects [III.2_18]. Tenured faculty may take a one-semester or one-year sabbatical to engage in activities relevant to the applicant's discipline that will enhance his/her professional competence.

Faculty are reviewed regularly and equitably through processes defined in the CBA and/or respective Faculty Handbooks, which specifies written, disseminated criteria for evaluation, promotion, and renewal based on teaching quality; research, scholarship, and creative practice; and service [II.1_2, pgs. 5; 47-56; II.1_4, pgs. 33-36]. Faculty receive student feedback through course evaluations and may choose to participate in the Mid-Semester Feedback program administered by the CFE [III.2_6; III.2_13].

Over the four academic years from 2021–2022 through 2024–2025, the overall teaching effectiveness analysis results demonstrate consistently high levels of instructional quality and student satisfaction across all measured areas. Undergraduate course evaluations show stable average ratings above 4.4 on a 5-point scale for instructional clarity, alignment of course content with stated objectives, achievement of course objectives, effective use of instructional technology, and overall instructor effectiveness. Graduate course evaluations reflect similarly strong outcomes, with average ratings consistently higher than undergraduate results and remaining above 4.5 across all instructional effectiveness measures. [III.2_20]

The consistency of these outcomes over multiple years based and volume of responses—19,731 responses (45%) in Academic Year 2025-26 representing 2,813 courses—provide evidence that instructional practices effectively support student learning. Course evaluation results are reviewed as part of ongoing instructional oversight, faculty development, and academic quality improvement processes, reinforcing our commitment to high-quality teaching and continuous improvement. The course evaluation instrument and best practices for reporting and using the results to enhance teaching quality are periodically reviewed [III.2_5].

III.3 Academic Programs are Clearly and Accurately Described in Official Publications

New York Tech's academic programs are clearly and accurately described in official institutional publications in a manner that enables students to understand and follow degree and program requirements and expected time to completion [III.3_1]. New York Tech students demonstrate strong rates of timely degree completion. Of the 2,560 first-time students who entered four-year bachelor's degree programs between Fall 2013 and Fall 2019 and subsequently graduated, 73% completed their degrees within the expected four-year timeframe. In addition, 86% of the 308 students who graduated with a Bachelor of Architecture (B.Arch.) degree and entered the institution during the same period completed their studies within the program's expected five-year timeframe [III.3_2]. Program requirements, course sequences, credit totals, and time-to-completion information are published in New York Tech's Academic Catalogs, which are updated at least annually and serve as the authoritative reference for degree requirements across undergraduate, graduate, and professional programs [II.7_5]. Curriculum and semester maps are available on our website for all academic programs and modes of delivery [IV.2_9; V.1_4]. The New York Tech Advance program offers high school students the opportunity to enroll in university-approved high school courses that earn them New York Tech college credit upon completion [III.3_3; III.3_4; III.3_5].

III.4 Sufficiency of Learning Experiences and Resources

New York Tech provides sufficient learning experiences and resources to support its programs of study and the academic progress of all student populations. Our institutional commitment to student learning experiences and academic support is demonstrated through a four-year analysis of core expenditures. From 2021 to 2024, total core expenses increased from approximately $240.0 million to $261.9 million. During this period, instructional expenditures consistently represented the largest proportion of spending, ranging from 48.0% to 51.4% (approximately $123.4M to $125.8M annually), indicating sustained prioritization of teaching and learning. Research expenditures increased from 5.1% to 6.2% of total core expenses (from approximately $12.2M to $16.3M), reflecting expanded institutional support for research activities that contribute to student learning environments. Academic support expenditures remained stable at approximately 9.2%–10.0%, supporting libraries, instructional technology, and other academic infrastructure. Public service expenditures remained minimal and stable at approximately 0.1% of total expenses [III.2_23]. We have made sustained investments in physical, digital, and human infrastructure to ensure that the learning environment supports student achievement across academic disciplines, degree level, and delivery modalities. (See Section VI.6 for additional details.)

- Our Office of Academic Technology and Client Support Services (ATCSS), formerly Academic Technology Services, collaborates with the CFE and academic departments to ensure that classroom technology is current, effective, and appropriate and that online academic programs meet quality standards, including those established in our NYSED proposals for distance education [III.4_19; III.4_21; III.4_22; III.4_25].
- ATCSS partners with faculty and CFE to provide instructional design support for online programs, including building online courses in our LMS (Canvas), providing online course templates, offering graphic and video design support, and engaging in individual consultations [III.4_23; III.4_24; III.4_27; III.4_43] so that online programs align with New York Tech's policy on online teaching effectiveness and SUNY's Online Course Quality Review Rubric (OSCQR)[13] [III.4_20].
- Research and applied learning facilities such as Fabrication Labs and the HIVE (Home for Innovation, Visualization, and Exploration) in the School of Architecture and Design, the BRIIC, and ETIC and other labs in the College of Engineering and Computing Sciences, provide students with hands-on, applied learning experiences in emerging areas such as artificial intelligence, biomedical science, innovation and entrepreneurship, and design technology [III.4_34].
- First- and second year undergraduate students receive academic advising support through USSA. Third- and fourth-year undergraduate students and graduate students receive academic advising support from faculty and advisors in their program of study [IV.1_53]. Virtual advising is also available to students [IV.1_24; IV.1_28]. Advising has been identified as an institutional strength in our most recent RNL-SSI administration. Results show statistically significant improvements in academic advising between 2022 and 2025. Items such as "*My academic advisor is available when I need help"* and "*My academic advisor is knowledgeable about requirements in my major"* were identified as institutional strengths in both administrations, reflecting high importance to students and high levels of satisfaction [I.3_20].
- Our six libraries support student research, information literacy, and access to technology and resources through in-person and virtual workshops and events, reference services, lending technology, and online research guides [III.4_3; III.4_4]. Each school and college is assigned at least one librarian liaison, who provides research consultations to faculty and students, teaches information literacy, and works with faculty to develop Library Guides for courses and special topics. Our collections include over 53,000 physical resources and nearly 590,000 digital resources as well as the ability to request interlibrary loans

[13] https://oscqr.suny.edu/

with partner colleges and universities [III.4_6]. The New York Tech library holdings are available online with a single sign-on through the Okta platform, using a New York Tech username and password. All electronic resources are available for New York Tech faculty, staff, and students, including adjunct faculty. Assessment of library policies and procedures is implemented through the libraries' strategic planning and is updated annually [III.4_8; III.4_15].

- Our ACE program provides individualized coaching and academic support to eligible undergraduate students who need to raise their cumulative GPA in order to meet scholarship requirements [IV.1_27]. Across cohorts, ACE participants who completed the program in their second year demonstrate higher persistence than both comparable peers and the overall student population, with third-year retention rates of approximately 86.6% versus 67.4% overall for the Fall 2018 cohort; early outcomes for Fall 2023 reflect similarly strong third-year retention (83.8% vs. 67.3%) [IV.1_52].
- Through our Office of Academic Success and Enrichment (ASE), students can access peer tutoring through the Learning Center, Supplemental Instruction and the Peer Success Guide program as well as online Canvas-based resources on various academic success topics [IV.1_36].
- Our Undergraduate Research and Entrepreneurship Program (UREP) in the College of Engineering and Computing Sciences connects students with faculty mentors for research projects, and our Student Research Opportunity Center (SROC) connects undergraduate and graduate students to faculty research projects [III.4_35].
- The Edward Guiliano Global Fellowship supports independent research project development for both undergraduate and graduate students [III.4_36].

New York Tech's mission to provide career-oriented professional education and access to opportunity aligns directly with the evolving role of Artificial Intelligence (AI) in higher education. As AI reshapes industries and professions, ensuring students and faculty are prepared to use, critique, and ethically navigate AI technologies is both an institutional priority and a workforce necessity. New York Tech is taking a proactive and institution-wide approach to the integration of artificial intelligence (AI) into the classroom experience. Across all schools and colleges, faculty and administrators are actively evaluating and transforming curricular structures, pedagogical practices, and academic policies to respond to the rapid evolution of AI tools and systems, especially generative AI. The institution recognizes that adapting to AI is not merely about tool adoption, but about redefining how students learn, create, and demonstrate knowledge, and has invested in physical and digital labs that support AI adoption [III.4_38].

AI has been integrated into curriculum design at both undergraduate and graduate levels. Faculty and senior administrators participating in AACU's 2024-2025 Institute on AI, Pedagogy, and the Curriculum, developed seven AI General Competencies, and work has begun to align these competencies to our general education learning outcomes [III.5_7]. Two Faculty Development Days have been dedicated to AI, and departments have begun embedding AI literacy, digital ethics, prompt design, and human-AI collaboration into courses. Our School of Health Professions explores AI-enhanced imaging, while the School of Architecture and Design leverages generative AI tools in its labs. A Minor in Artificial Intelligence offers foundational exposure to AI models, data science, and ethics. Our School of Management offers an AI-infused curriculum, preparing students to deploy AI tools to solve business problems

New York Tech has identified the integration of inclusive practices across the student learning experience as a strategic priority aligned with its institutional mission. Through intentional curriculum design, diversified pedagogical approaches, targeted support structures, and data-informed assessment, New York Tech fosters an accessible, rigorous, and inclusive educational environment that aligns institutional strategic goals and inclusive educational design and supports student success for all learners:

- Incorporation of Universal Design for Learning principles[14] and frameworks into course design to ensure accessibility, flexibility, and relevance for student populations [III.4_39; III.4_41]. Academic programs articulate learning outcomes that reflect intercultural competence, ethical reasoning, and global awareness [III.4_40].
- Course syllabi are created in ways that communicate the value of student success and inclusive practices [III.4_2].
- Transparent academic policies, experiential learning opportunities, and co-curricular programs are designed to accommodate varying learning needs and life circumstances, evidencing institutional commitment to inclusion in both curricular and co-curricular contexts.
- Faculty development offers further support for evidence-based inclusive pedagogies. Systematic training through the CFE and related COPs equip instructors with strategies to engage diverse learners. Several Faculty Development Days have been dedicated to inclusive teaching practices and supporting student sense of belonging [III.2_10].
- Assessment processes systematically disaggregate student performance data to identify and address achievement gaps, support improvements in academic programs, and monitor equitable attainment of learning outcomes. (See Section V.3 for more details.)
- A new initiative, Know Your Students, fosters inclusive learning environments through course dashboards that show summary data about current students, along with historical data from similar student groups in past semesters; a mix of resources such as articles, videos, case studies, interactive activities, and discussions available through Canvas to engage faculty and deepen their understanding of the topics; and dedicated COPs [III.2_19].

III.5 [Criteria a – c] General Education Program

New York Tech began revising its general education program in 2019, and after pandemic-related delays, the new curriculum was approved by the Academic Senate in Spring 2022 and implemented in Fall 2023 [III.5_4]. The program is overseen and managed by the General Education Committee, which became a standing committee of the Academic Senate in Fall 2025, underscoring our commitment to general education as an institution-wide priority. The committee includes faculty representatives from each school and staff members from CSEE and USSA. Designed to strengthen critical thinking, communication, and quantitative skills while addressing ethical and interdisciplinary perspectives, New York Tech's revised general education curriculum consists of thirteen courses totaling 39 credits [III.5_1; III.5_7]:

- A three-course writing sequence: FCWR 101, which introduces students to college composition, the writing process, rhetorical strategies, and analytical and argumentative writing; FCWR 151, which builds on these skills through academic research, information literacy, and integrity in research writing; and a discipline-specific FCWR 3XX course that advances written and oral communication in professional contexts.
- DATA 101: Making Sense of a Data-Oriented Society, which introduces students to statistical analysis, evaluation, bias, and ethical storytelling, and has been redesigned to incorporate AI literacy [III.5_8].
- Four Interdisciplinary Seminars drawn from at least three of the following categories: literature, behavioral science, social science, and philosophy/ethics.
- One Mathematics course and two Science courses.
- One Speech-Intensive course in the student's program of study.
- One Experiential Education course either in or outside of the student's program of study.

[14] https://www.cast.org/what-we-do/universal-design-for-learning/

New York Tech's General Education Learning Objectives, assessed across the curriculum, are [III.5_4]:

1. Demonstrate critical and creative thinking.
2. Apply quantitative, qualitative, and scientific analysis to identify, explain, and solve complex problems.
3. Develop technological competency to analyze and/or solve problems.
4. Identify, evaluate, use, and communicate information clearly, effectively, and responsibly.
5. Distinguish among opinions, facts, and inferences and develop well-supported arguments that convey diverse viewpoints.
6. Apply ethical and moral frameworks to situations — personal, professional, and/or societal — and explain how people may be impacted depending on their identities and circumstances.
7. Apply multidisciplinary ways of thinking to analyze and/or solve problems, taking into account the impact of socio-cultural, historical, political, and/or economic forces on diverse populations.
8. Collaborate effectively in teams.

The writing sequence and Speech-Intensive course develop written and oral communication skills. DATA 101 and the Mathematics and Science courses develop scientific and quantitative reasoning and information literacy skills. The Interdisciplinary Seminars engage students in learning experiences outside their major field, expand their cultural and global awareness and sensitivity, and prepare them to make well-reasoned judgments outside as well as within their academic field. The study of values, ethics, and diverse perspectives is embedded across the curriculum and explicitly in the philosophy/ethics seminar category, in DATA 101's treatment of data ethics and bias, and in Learning Objectives #6 and #7.

General education learning outcomes are assessed through a five-year cycle using both direct and indirect methods [III.5_5]. In the direct assessment phase, faculty collect student artifacts with random sampling conducted by IR across campuses, course modalities, and sections to ensure a margin of error no greater than 10 percent and a confidence interval of at least 90 percent. Indirect assessment is conducted through student surveys administered in parallel. Assessment findings are compiled in Assessment Reports, which inform recommendations for continuous improvement, closing the loop between assessment results and curricular change. Each cycle assesses two to three learning outcomes across two to three courses. AY 2025-2026 marks the third year of the current cycle; assessment reports for Learning Outcomes #1 and #5 in two Foundations of Research Writing (FCWR 151 and FCWR 161) indicate that students scored three or higher on a four-point scale. Recommended actions resulting from this assessment include the incorporation of close reading exercises and practice citing sources throughout the course, standardization of research across assignments, and use of rubrics for grading. These actions will be implemented through further departmental workshops, meetings, and discussions of sample assignments with instructors [III.5_6].

III.6 Opportunities for the Development of Research, Scholarship, and Independent Thinking for Graduate Students

Graduate students at New York Tech engage in structured opportunities to develop research, scholarship, and experiences that foster independent thinking across all our schools and colleges. These opportunities are delivered by faculty who have earned the professional credentials appropriate to their discipline and graduate-level instruction as specified in our CBA and include:

- Required degree elements like theses, capstones, dissertations, class projects, seminars, and clinical and practicum experiences, which are outlined in the graduate catalog and student handbooks [II.7_5; IV.1_55].
- Funded research opportunities, such as graduate assistantships, institutional and externally funded student aid, and federal work-study. Over the past four academic years, New York Tech has supported between

88 and 127 paid research assistants annually, with the highest level of support occurring in 2024–2025. The number of graduate assistantships increased from 38 in 2021–2022 to 97 in 2024–2025 [III.6_11]. Paid research assistants engage in over 20 faculty-run labs and research centers, such as the Center for Biomedical Innovation, the Adele Smithers Parkinson's Disease Treatment Center, and the labs in the College of Engineering and Computing Sciences [III.6_6]. Additional structured opportunities include programs like the COM Summer Research program, Academic Medicine Scholar's program, and the Edward Guiliano Fellowship [III.6_7; III.6_8].

- Annual scholarly convenings such as Symposium of University Research and Creative Expression (SOURCE) and Altheia Research Symposium [III.6_9].

Institutional support for research is reflected in expenditures that increased from $12.2 million in 2021 to $16.3 million in 2024, representing 5.1% to 6.2% of core expenses during this period. [III.2_23].

Investments in buildings like the BRIIC offer students the ability to participate in research opportunities focused on advanced discoveries in life sciences, biomedical technology, and biotechnology, imaging and microscopy. New doctoral programs in Computer Science, Engineering, and Chemistry, our combined D.O./Ph.D.in Medical and Biological Sciences, and the optional Research Concentration in our D.O program offer additional research opportunities for students [III.6_10].

III.7 Adequate and Appropriate Review and Approval of Student Learning Opportunities Designed, Delivered, or Assessed by Third-Party Providers

New York Tech's policy on third-party providers ensures adequate and appropriate review and approval of student learning opportunities designed, delivered, and assessed by third-party providers. For example, New York Tech entered a partnership with Everspring, a provider of education technology and services, in 2020 to support the rapid development of online courses for incoming undergraduate students using its CourseBuilder platform. This partnership expanded in 2023 to support the launch of a fully online M.S. in Data Science program in which Everspring provides integrated marketing, student success support, and faculty resources [III.7_2]. A second online graduate program, the M.S. in Computer Science, was also planned but did not launch due to insufficient enrollment demand. Institutional oversight of this arrangement is maintained through the following mechanisms:

- The terms and agreement of the partnership were developed and reviewed by our Office of General Counsel, Office of Information Technology Services (ITS), and Office of Academic Affairs to ensure compliance with all applicable rules and regulations.
- The curriculum is developed and taught entirely by New York Tech faculty from the College of Engineering and Computing Sciences. ATCSS supported the building of the courses, which adhere to OSCQR rubrics [III.4_20].
- The program's faculty, content, and learning outcomes are identical to those of the on-campus M.S. in Data Science [III.4_44].
- The program is subject to the same Academic Senate curriculum approval process, credit hour policies, and program assessment requirements that govern all New York Tech graduate programs.
- Recurring cross-functional meetings between key stakeholders at both Everspring and New York Tech take place to review enrollment and retention outcomes, discuss student and faculty concerns, and ensure quality assurance.

In addition, clinical sites are reviewed and approved by faculty leadership in our School of Health Professions and COM, internship sites are reviewed and approved by CSEE, and our global partners are reviewed and approved by academic and institutional leadership [IV.5_1; IV.5_8].

III.8 Periodic Assessment of Student Learning Experiences

New York Tech conducts systematic, periodic assessment of the effectiveness of student learning experiences for all student populations using both aggregated and disaggregated student data.

- As discussed in the response to III.5, the General Education Committee oversees a five-year assessment cycle that evaluates all eight Learning Outcomes using both direct and indirect methods, with results used to inform the CPI process.
- Three-year CPI cycles that explicitly include assessment of program student learning outcomes. IE provides resources to faculty on student learning assessment, and the assessment process is overseen by the CPI Committee of the Academic Senate and IE. The Chapter on Standard V provides more details about our CPI process and impacts on student learning and success.
- Programs with external, discipline-specific accreditation engage in assessments of student learning outcomes in alignment with the specific requirements of their accreditors [III.8_8]. For example, Physician Assistant Studies, M.S., revised all program learning outcomes to meet ARC-PA standards and added structured, oral case presentations to its Clinical Skills courses to strengthen oral communication skill development. The Department of Nursing fully incorporated the AACN Essentials during the most recent re-accreditation and self-study process. Faculty reviewed and revised all course syllabi to ensure that course learning outcomes and assessment methods were current and fully aligned with AACN's Domains, Concepts for Nursing Practice, and Competencies. As a result of this comprehensive review, 13 nursing course syllabi were revised and updated.
- Programs without external, discipline-specific accreditation engage in a ten-year internal self-study program review that includes outcomes and labor market data [III.8_2; III.8_3]. For example, the Department of Digital Arts and Design made significant changes to its curricula following a program review, including adding a new master's degree in Digital Product Design, a new undergraduate concentration in game design, and a greater emphasis on emerging technologies. (See Section V.2)
- CFE expanded its faculty development and support offerings, including COPs, CDIs, and Faculty Development Day, in response to a need for improvement in instructional effectiveness identified in RNL-SSI results since 2018. Data from administrations of the RNL-SSI provide multiple measures of instructional effectiveness, including the value of course content within students' majors, faculty fairness and availability, timely feedback on academic progress, effective use of technology and media in the classroom, course availability within programs of study, and the overall quality of instruction. The most recent administrations of the RNL-SSI in 2022 and 2025 demonstrate sustained and statistically significant improvements across all measures [III.8_1].

Strengths and Opportunities

STRENGTHS

New York Tech's commitment to the student learning experience is evident in its faculty, curriculum, and assessment practices. Our redesigned General Education program focuses on transferable, career-readiness skills, interdisciplinary understanding, and ethical, data-driven decision making. It builds students' knowledge and skills beyond their own discipline, including oral and written communication, cultural and societal issues, quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. We employ multiple assessment processes that are robust and offer opportunities for "closing the loop" through continuous program improvement, ensuring timely changes when needed and promising a consistent and high-quality student experience. The CFE's COPs provide sustained, collaborative spaces for faculty to share experiences, reflect on practice, and apply new approaches that enhance the student learning experience across disciplines and modalities. Semiannual Faculty Development Days offer recurring,

institution-wide programming each semester addressing timely and relevant topics in higher education. New York has proactively embraced AI as a cross-disciplinary priority, embedding it within undergraduate, graduate, and certificate programs across schools. Research labs such as the HIVE XR + Usability Lab, IDEA Lab, and Biomedical Engineering labs allow students to work with AI, machine learning, and data visualization in hands-on, applied settings. Our faculty are well-qualified, supported, and highly engaged in curriculum development and assessment.

OPPORTUNITIES

As New York Tech pursues R2 status and expands its research, innovation, and entrepreneurship enterprise, systematically mapping AI literacy outcomes across the general education curriculum and institutional learning outcomes will ensure that all students graduate prepared to navigate AI's societal, ethical, and practical dimensions. Establishing interdisciplinary AI-focused curricular pathways that span schools and colleges would create career-ready opportunities while advancing New York Tech's identity as a leader in technology-infused education. Similarly, despite measurable improvements in student outcomes and sustained institutional investment in the learning environment, NSSE data showing a decline in student participation in faculty research signals a need to expand and strengthen the student connection to faculty research opportunities. While New York Tech exceeds peer benchmarks for this indicator, closing the gap with R2 institutions requires targeted investment in programs and infrastructure that make research participation more accessible and visible to both undergraduate and graduate students.

Our assessment practices are robust, but opportunities exist to strengthen their consistency and impact. The General Education Committee, in collaboration with academic departments, should develop and distribute rubrics for each of the eight general education learning outcomes to ensure clarity and consistency across sections, campuses, and modalities. Increasing faculty adoption of the Know Your Students initiative would strengthen data-informed curriculum decisions and pedagogy, particularly for student populations whose outcomes lag institutional averages, and connecting Know Your Students data more explicitly to CPI plans would advance our commitment to equitable student achievement. Additional investment in the CFE's CDIs would further strengthen faculty capacity for effective, inclusive, and technology-integrated course design, particularly as New York Tech continues to expand its online and hybrid offerings.

Conclusion and Next Steps

Our data conveys the strength of New York Tech's commitment to the student learning experience and compliance with this Standard. Over the past four years, the institution has demonstrated consistently high and stable licensure and certification examination pass rates across professional programs. Our faculty are well-qualified, supported, and highly engaged in curriculum development and assessment leading to continuous program improvement across academic programs and student populations. The Self-Study has also surfaced opportunities for growth, and New York Tech commits to the following next steps. First, we will strengthen the mechanisms that connect students to faculty research opportunities, with particular attention to closing the gap between current participation rates and the benchmarks appropriate to an R2 institution. Second, we will continue to evolve our AI curriculum to ensure that every New York Tech graduate is prepared to work, lead, and contribute responsibly in a world shaped by artificial intelligence and other emerging technologies. Third, we will expand partnerships with local industries, city agencies, and nonprofit organizations to provide students with internships, projects, research, and service learning focused on AI for public good and other emerging disciplines. These commitments reflect our understanding that excellence in the student learning experience both today and in the future requires continuous investment, assessment, and adaptability.

Evidence Referenced

I.3_17 IPEDS Faculty & Staff Headcounts	III.4_25 NYSED Applications for Distance Education Format
I.3_20 RNL SSI 2022-2025	

II.1_2 Faculty Handbooks (US + COM + Canada)
II.1_4 AAUP CBA_2022-2027
II.7_5 NYIT Catalogs AY2025-2026
III.1_1 Assignment of Credit Hours
III.1_4 Degree Map Samples
III.1_5 Class Scheduling Resources
III.1_6 CourseLeaf CIM
III.2_1 Faculty with Terminal Degrees
III.2_2 Undergraduate Class Size Counts
III.2_3 Student-Staff-Faculty Ratios
III.2_5 Final SEF Report
III.2_6 Course Evaluation Instrument
III.2_10 Faculty Development Day
III.2_11 Communities of Practice
III.2_13 Mid-Semester Feedback
III.2_14 Center for Faculty Excellence
III.2_15 Course re-Design Institute
III.2_16 SoM Adjunct Faculty Council
III.2_17 ISRC and TLT Grant Programs
III.2_18 Office of Sponsored Programs & Research (OSPAR)
III.2_20 Course Evaluation Trend - Teaching Effectiveness
III.2_21 SoAD Adjunct Faculty Council
III.2_23 Expense Analysis
III.3_1 Educational Programs With 20+ Students
III.3_2 Average Time to Graduate
III.3_3 High School Dual Enrollment
III.3_4 Dual Enrollment Headcount
III.3_5 Advance Program
III.4_2 Syllabus Template
III.4_3 Library – General
III.4_4 Library Services
III.4_6 IPEDS Library Data
III.4_8 NYIT Library Policies
III.4_15 Library Strategic Plan Priorities 2025-28
III.4_19 2024 Course Development Process (CDP) Overview
III.4_20 OSCQR – SUNY Online Course Quality Review Rubric
III.4_21 2024 NYIT Online Course Evaluation Standards and Checklist 14 Week
III.4_22 2024 NYIT Online Course Evaluation Standards and Checklist 7 Week
III.4_23 Module Content Template
III.4_24 Outcomes Evaluation Course Outline Module Objectives
III.4_27 CDP Grading and Rubrics
III.4_34 Research & Applied Learning Facilities
III.4_35 Student Research Programs
III.4_36 Edward Guiliano Global Fellowships
III.4_38 AI at NYIT
III.4_39 CFE - Faculty Voices - Diversifying our Curriculum
III.4_40 CFE - Teaching for Everyone - Inclusive Course Design
III.4_41 Guidelines for New Course Proposals
III.4_43 ATS Overview
III.4_44 MS Data Science Online - Course Listings & Curriculum Map
III.4_46 Know Your Students
III.5_1 General Education Curriculum
III.5_4 General Education Description
III.5_5 Gen Ed Assessment & Resources
III.5_6 Gen Ed FCWR 151 and 161 Assessment Report
General Education Committee Meeting Minutes re AI 12-2-2025
III.5_7 General Education Committee Meeting Minutes re AI 12-2-2025
III.5_8 DATA 101 Sample Syllabus
IV NYITCOM Student Handbook (2024–2025)
III.6_6 Graduate Assistantships
III.6_7 COM Summer Research Program
III.6_8 Academic Medicine Scholars Program
III.6_9 SOURCE 2025 Program
III.6_10 Doctoral Program Research
III.6_11 Research Assistant Positions 2021-25
III.7_2 Everspring Article January 2023
III.8_1 RNL SSI Instructional Effectiveness 2018-2025
III.8_2 Program Review
III.8_3 Adjusted Program Review Schedule
III.8_8 Other Accrediting Agencies – Documentation Examples
IV.1_24 Advising and Academic Success
IV.1_27 Achieving Collegiate Excellence (ACE)
IV.1_28 Advising
IV.1_36 Academic Success & Enrichment
IV.1_52 ACE Program Results
IV.1_53 Find an Advisor
IV.1_55 NYITCOM Student Handbook
IV.2_9 Semester Maps
IV.5_1 Affiliated Clinical Sites
IV.5_8 Global Partnerships Third Party
V.1_4 Curriculum Map Examples

Standard IV: Support of the Student Experience

New York Tech is committed to enrolling students whose interests, goals, and abilities align with our mission, and to sustaining an integrated, professionally-staffed ecosystem of advising, financial, and student life resources that supports persistence and success from recruitment through post-graduation placement across all campuses and modalities. Our recruitment and admissions practices are ethical, transparent, and mission-aligned, designed to identify and support students with a reasonable expectation for success. Our advising, early intervention, and academic support systems are structured to identify and respond to student needs before challenges become irreversible. Our co-curricular programs, belonging initiatives, and support for health, wellness, financial literacy, and basic needs reflect our understanding that student success depends on more than academic preparation. Through this Standard, Priority 1: Student Success, Priority 3: Employee Engagement, and Priority 4: Fiscal Strength are addressed, as are the following Lines of Inquiry:

- To what extent is New York Tech supporting student health and wellness and sense of belonging across each of its campuses?
- To what extent is New York Tech leveraging technology to create a seamless and holistic student support experience from recruitment through graduation?
- To what extent is New York Tech reducing equity gaps? How effective have policies and practices designed to improve access and affordability been in terms of encouraging enrollment and retention?

Since our last Self-Study, our six-year graduation rate has increased by 9 percentage points and our first-year retention rate has risen by 5 percentage points, reflecting the measurable impact of sustained investment in student support. At the same time, equity gaps for underserved students persist. Our use of disaggregated data, real-time dashboards, and evidence-based interventions demonstrates our institutional commitment to ensuring all our students have access to the opportunity conveyed in our mission.

IV.1 [Criteria a-e] Clearly Stated Ethical Policies and Practices

RECRUITMENT, ADMISSIONS, FINANCIAL AID, AND SUPPORT

New York Tech maintains clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the university's mission. Our recruitment practices and the mission and goals of our Office of Enrollment Management align with our mission to provide access and opportunity for a diverse student body and the standards outlined in the NACAC Guide to Ethical Practice in College Admissions [IV.1_1; IV.1_5]. Recruitment practices include campus admissions events, virtual tours, campus tours, residence hall tours, college fairs and school visits, and dedicated events for prospective first-year, transfer, international, graduate, and COM students. In addition, New York Tech has created enrollment pipelines through dual-enrollment programs and articulation agreements with local community colleges [III.3_3; IV.1_7; IV.1_8]. Data is reviewed to inform these practices, inform goals, and assess the pipeline from inquiry to enrollment [IV.1_2; IV.1_3; IV.1_4; IV.1_6; IV.1_12; IV.1_25].

New York Tech provides accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds to prospective and enrolled students. Cost of attendance, scholarship eligibility requirements, refund policies, and loan repayment information are published on our

website and communicated through our Office of Admissions and Enrollment Services [II.7_6; II.7_8; IV.1_14; IV.1_15; IV.1_16; IV.1_34]. In addition, the Office holds financial aid workshops and events for prospective students and analyzes attendance at these workshops and events to help inform changes each year [IV.1_17]. Approximately 99% of first-time, full-time undergraduates receive some form of financial aid, and New York Tech's net tuition rates among the lowest of private colleges in New York, with an average financial aid award exceeding $34,000 [IV.1_13; IV.1_57].

Our admissions process employs a holistic review to evaluate academic preparation and student potential. Prospective undergraduate students submit a Common Application and student transcripts, letters of recommendation, and an essay as well as any program-specific requirements. New York Tech has been test-optional since 2020 in alignment with our mission of providing access to opportunity [IV.2_1]. Graduate students at our domestic campuses complete an online application and submit transcripts and letters of recommendations. International students must demonstrate English language proficiency and submit documentation in support of an I-20 [IV.1_54]. Given the competitiveness of our M.B.A. in China, as well as the program's focus on working professionals, applicants to that program must demonstrate prior work experience in addition to fulfilling academic requirements [IV.1_48].

Newly admitted students meet with an Undergraduate Academic Advisor and may be asked to complete a math placement exam [IV.1_18]. New York Tech also offers remedial and developmental courses [IV.1_19]. Jointly sponsored with New York State, New York Tech's Arthur O. Eve Higher Education Opportunity Program (HEOP) provides extensive academic and financial support, including summer bridge, tutoring, and counseling, for students at our New York City campus who are economically and educationally disadvantaged [IV.1_37]. Data shows HEOP first-year retention from Fall 2024 to Fall 2025 is 83%, which is higher than our overall first-year, full-time rate. [I.3_24]

ADVISING

New York Tech offers orientation, advisement, and counseling programs designed to enhance retention and guide students throughout their educational experience across all modalities of delivery [IV.1_23]. New Student Orientation introduces incoming students to academic expectations, campus resources, and community norms [IV.1_20]. A dedicated first-year virtual module, "My Guide to Success at New York Tech," is available through students' Canvas dashboards and reinforces academic preparedness, study skills, and institutional navigation during the critical first semester.

Our undergraduate advising structure is organized to meet students' evolving needs across the undergraduate experience. Professional advisors in the Undergraduate Academic Advising (UAA) office advise students during their first two years, providing guidance on course selection, degree planning, academic policies, and resource referral [IV.1_28]. In the junior and senior years, students transition to faculty advising within their major, where discipline-specific mentorship supports academic and professional development. Graduate student advising follows a similar approach in terms of discipline-specific mentorship by faculty and dedicated program staff. Peer Advisors and the Peer Success GUIDE program complement this model: each first-year student is paired with a trained upper-class peer mentor who provides social and academic support from before classes begin through the first year, easing the transition to college life and fostering a sense of belonging [IV.1_30; IV.1_38].

New York Tech has systems in place to ensure that students who begin to struggle are identified and supported before difficulties become irreversible. We offer remedial and developmental courses [IV.1_19], and tutoring and academic enrichment are widely available through the Learning Center, Supplemental Instruction, Writing Center, and Math Resource Center. These services contribute to improved course success and retention [IV.1_24; IV.1_36]. The Early Alert Initiative enables faculty to proactively identify undergraduate students displaying academic difficulty, including poor performance, excessive absences, or signs of disengagement, through the Engage online platform. Alerts are routed directly to professional advisors in the

UAA, who initiate timely outreach and connect students with appropriate resources [IV.1_39]. Scheduled mid-semester progress reports for first-year students, new transfers, and students on academic notice provide a second structured opportunity for early intervention.

The ACE program provides individualized academic coaching and structured workshops for students at risk of losing institutional scholarships due to GPA decline [IV.1_27]. ACE has demonstrated positive outcomes in GPA recovery and scholarship retention among participants [IV.1_52]. In 2024, New York Tech was awarded a Postsecondary Student Success grant exceeding $2.76 million from the USDOE for Pathways for Advancing and Thriving in Higher Education (PATH) [IV.1_40]. Designed as a randomized control trial, PATH extends the ACE model to measure the impact of dedicated coaching, tutoring, and community-building activities on retention and success of second- and third-year students.

NON-ACADEMIC SUPPORT

New York Tech provides extensive non-academic support to address mental health, belonging, and basic needs [IV.1_42]. Accessibility Services work to ensure students can thrive in a barrier-free environment [IV.1_21]. Counseling & Wellness services at our New York, Jonesboro, and Vancouver campuses offer free mental health resources, confidential counseling, workshops, and referrals, helping students manage challenges that affect academic performance [IV.1_22; IV.1_58]. Health resources and insurance guidance are also available, with additional educational support provided through campus partnerships. For concerns beyond academics, New York Tech has an online "Concern.Assess.Respond.Evaluate" (C.A.R.E.) reporting form where faculty or staff can refer students facing personal or behavioral issues [IV.1_41]. The Bear Bytes initiative, including the Grizzly Cupboard food and resource pantry, addresses food insecurity and supports student well-being across campuses [IV.1_43]. Safety nets like the Care Grant, which awards up to $1,000 for emergencies and the Student Emergency Fund (one-time aid up to $500) help students facing unforeseen crises stay enrolled [IV.1_44; IV.1_45]. Financial success and wellness programming, including the iGrad platform available through the myNYIT portal, budgeting tools and workshops, helps students develop financial literacy and reduce stress [IV.1_46]. Student handbooks for our campuses in the United States and Vancouver as well as our COM detail additional supports as well as expectations relating to conduct to reinforce a safe, welcoming, and supportive environment [IV.1_10; IV.1_11; IV.1_55].

Career development is integrated into the student support framework through the Office of Career Success and Experiential Education (CSEE), which connects students to internships, employment, and professional development opportunities via the Handshake platform [IV.1_31]. The Alumni Mentorship Program links current students with New York Tech alumni for one-on-one guidance in academic, career, and personal development and expands students' professional networks while reinforcing their sense of institutional belonging [IV.1_47]. Our M.B.A. program in China offers access to alumni mentors [IV.1_48]. Campus employment opportunities, including peer mentoring roles and federal work-study positions, provide concurrent income and high-impact experience [IV.1_31]. Tech Threads removes financial barriers to professional participation by offering free business attire for interviews, career fairs, and internships [IV.1_43]. Based on data from the FDS, the NSC, and COM residency records, 96% of our 2023-2024 graduates are employed or pursuing further education [I.3_7].

Belonging is actively cultivated, starting in a student's first year, through robust co-curricular opportunities: students engage through clubs and organizations spanning academic, cultural, professional, recreational, and faith-based interests; campus traditions including MayFest and AutumnFest on our New York campuses build community; and the Peer Success Guide program described above [IV.1_49]. Dedicated support for first-generation students, veterans, international students, and students with disabilities further demonstrates New York Tech's commitment to supporting our students [IV.1_43]. Our First-Gen initiative offers tailored resources, events, and workshops to help the more than 40% of New York Tech's degree-seeking undergraduates who identify as first-generation students to navigate college and feel connected on campus. Residence halls at both New York campuses and dedicated housing for graduate students at our Jonesboro

campus create opportunities for students to build community. Events like the Meet and Greet Cafe for students in the Data Science, M.S. program allow online and in-person students to engage, build community, and gain exposure to industry leaders. These initiatives help students develop a strong sense of identity and support within the institution. Data from our 2024 HEDS Climate Survey show sentiments around campus climate at New York Tech exceeding those of peer institutions. The NSSE introduced a measure of student sense of belonging in 2020, recognizing its strong relationship to student success. This measure asks students to indicate their level of agreement on a four-point scale with statements such as "*I feel comfortable being myself at this institution*," "*I feel valued by this institution*," and "*I feel like part of* the community at this institution." The percentage of New York Tech students who selected Agree or Strongly Agree on these items reflects a consistently high sense of belonging, increasing from 78% in 2020 to 82% in 2023 [IV.1_60, pgs. 16, 35-36].

The examples above demonstrate New York Tech's growing investment in academic and student support. From AY2021 to AY2024, academic support expenditures ranged from approximately $22.5M to $24.8M (about 9–10% of core expenses), while student support expenditures ranged from roughly $24.6M to $27.3M (about 9–11%). During this same period total core expenditures increased from about $240M to $262M, reflecting steady institutional growth. Together, these patterns indicate consistent and sustained investment in both academic infrastructure and student services within an expanding overall resource base, aligned with the institution's priority for supporting student success [I.3_19; III.2_23].

ACHIEVEMENT GAPS

New York Tech has established a systematic approach to disaggregating and analyzing student achievement data to identify equity gaps and develop responsive interventions. The Offices of Research, Assessment, and Decision Support (RADS) and Information Technology Services maintain real-time data dashboards that display student success indicators disaggregated by campus, demographic group, financial aid status, and enrollment type [I.3_23]. These dashboards are accessible to advisors, academic leaders, and student affairs professionals, enabling data-informed decision-making at multiple levels of the institution. (See Section IV.6 for more details.)

New York Tech has built a multi-layered approach to supporting access, retention, and success, grounded in its commitment to making higher education financially attainable for all qualified students. Since our last Self-Study, New York Tech's six-year graduation rate has increased by 9 percentage points to 59%, and our retention rate has risen by 5 percentage points to 78% [I.3_3; I.3_4]. In addition, we reduced the percentage gap between students who receive a Pell Grant and/or Direct Subsidized Loan and those who do not by 5 percentage points. This gap is now roughly half the national average over a four-year period [I.3_22].

Programs like HEOP and ACE, as well as events and community-building activities for first-gen students, have been successful in reducing achievement gaps for underserved students. First-year retention rates for HEOP participants are 83%, and students who participate in ACE retain at rates that are comparable to students with strong academic performance. PATH builds upon initiatives like these to assess return on investment through a rigorous randomized control trial design. New York Tech remains committed to expanding access to emergency financial resources, broadening the reach of successful programs, and continuing to refine its equity-focused interventions through the CPI framework. Through these efforts, New York Tech has made measurable progress in closing equity gaps, reflecting a sustained institutional commitment to access and affordability as the foundation of equitable student success. However, as the table below demonstrates, despite improvements since our last Self-Study, we continue to see equity gaps for underserved students who do not participate in HEOP.

Table 8: Undergraduate Student Persistence and Graduation Rates by Student Category, Fall 2018–2021 Cohorts

TERM	STUDENT CATEGORY	PERSISTENCE YEAR 1	PERSISTENCE YEAR 2	PERSISTENCE YEAR 3	GRADUATION YEAR 6
FALL 2018	Underserved* Not Underserved	78.25% 87.11%	63.01% 75.61%	59.48% 68.64%	55.39% 64.81%
FALL 2019	Underserved* Not Underserved	71.94% 82.94%	61.32% 72.24%	57.52% 69.57%	53.91% 66.89%
FALL 2020	Underserved* Not Underserved	75.52% 78.66%	61.89% 68.20%	60.05% 67.78%	
FALL 2021	Underserved* Not Underserved	75.04% 80.30%	63.39% 70.08%	59.07% 67.42%	

Source: New York Tech Institutional Data.
*Underserved students are defined as: Pell-eligible, first-generation, and/or students who identify as Black, Hispanic or American Indian/Alaskan Native.

TECHNOLOGY

New York Tech leverages technology across the full student lifecycle to create a coordinated, holistic support experience. Recruitment, admissions, and student support are all managed through instances of Slate. The Student Service HUB serves as a unified digital gateway through which students manage course registration, financial aid, billing, degree progress, and other administrative functions in a single platform, reducing friction and presenting the institution as a connected whole rather than a series of siloed offices [IV.1_51]. Early Alerts enable faculty to identify students displaying signs of academic difficulty, poor performance, excessive absences, or disengagement through the Engage platform, and route alerts directly to UAA advisors who initiate timely outreach and connect students with tutoring, counseling, or other resources. Mid-semester progress reports for first-year students, new transfers, and students on academic notice create a second structured intervention point, while the C.A.R.E. form enables faculty and staff to refer students facing personal or behavioral concerns, extending the support network beyond academic performance into holistic student well-being. CSEE leverages Handshake to connect students with employment and internship opportunities, and the Office of Student Life uses CampusGroups to sustain co-curricular engagement for commuter and online students who may not be regularly present on campus.

New York Tech recognizes that technology's effectiveness depends on the people who use it and invests accordingly in professional development to ensure these tools deliver on their potential. Academic advisors and student affairs staff receive training in alert dashboards, outreach protocols, and data privacy practices [IV.1_29]. Together, these technology investments support a coordinated approach to student success that extends from the first point of contact through graduation and career.

IV.2 Fair and Transparent Policies and Procedures Relating to Transfer Credits and Other Alternate Learning Approaches

New York Tech maintains fair and transparent policies and procedures for evaluating and accepting transfer credits, as well as credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches. These policies are published in the New York Tech Catalog and on our website and communicated to prospective and enrolled students through the Office of Admissions [IV.2_1; IV.2_2; IV.2_4; IV.2_5; IV.2_6].

Transfer credit evaluation is conducted by the Office of Transfer Admissions and Evaluation in coordination with academic departments and the Registrar's Office. To support transparency and informed decision-making prior to enrollment, New York Tech provides a publicly accessible Transfer Evaluation System, an online tool through which prospective students can view course equivalencies from their previous institutions and see how those credits map to degree programs using semester-by-semester plans based on semester maps posted online [IV.2_3; IV.2_9].

New York Tech has established articulation agreements with numerous regional community colleges,

including Nassau Community College, Suffolk County Community College, LaGuardia Community College, Borough of Manhattan Community College, Westchester Community College, and ASA College. Associate degree graduates from schools with whom we have articulations in place and who meet minimum admission criteria are granted automatic admission into most undergraduate programs with the full 60-credits of their degree transferring to New York Tech. [IV.2_1] In 2025, 155 students transferred to New York Tech, representing the largest number of transfer-ins since 2022. [IV.2_7]

New York Tech's prior learning assessment framework provides multiple pathways for students to earn credit for learning acquired outside of traditional academic settings, including credit for prior college-level learning, non-credit and military, workforce training, language proficiency, and portfolio review [IV.2_2]. All undergraduate service members and veterans are encouraged to have their official military transcripts sent to New York Tech for prior learning credit review. The Army, Navy, Marine Corps, and Coast Guard use the Joint Services Transcript (JST), which is reviewed for prior learning credit applicable to the student's major, including ACE college credit recommendations. Air Force service members may receive transfer credit for coursework completed through the Community College of the Air Force. The Office of Prior Learning administers these evaluations and is available to advise students on the most appropriate pathway for earning credit. Our Title III Strengthening Institutions grant from the USDOE includes expanding prior learning assessment as a project activity [IV.2_12].

Advanced Placement exam scores of 3, 4, or 5 are accepted for applicable programs, with scores of 4 or 5 required for prerequisite courses in Nursing and select combined health professions programs. International Baccalaureate Higher Level exam scores of 4 through 7 are accepted, with scores of 5 through 7 required for prerequisite courses in those same programs. New York Tech also recognizes the Cambridge International Examination program, awarding 6–8 credits for A Level exams and 3–4 credits for AS Level exams across science, mathematics, language, technology, social sciences, and the arts. Credit is additionally awarded for satisfactory scores on College Level Examination Program and DSST Subject Standardized Tests, with published course equivalencies available to students [IV.2_1; IV.2_5].

Enrolled students in good academic standing who wish to take courses at another accredited institution for transfer credit must obtain prior approval through a Permission to Take Courses at Another College form, signed by their program advisor and department chair [IV.2_13]. A grade of C- or better is required for undergraduate students, and B or better for graduate students, to receive New York Tech credit, though some programs maintain higher thresholds. Transfer courses do not count toward New York Tech's residency requirement for graduation.

At the graduate level, most programs accept a maximum of either six or nine graduate transfer credits. Graduate credit requests are submitted through the Graduate Credit Transfer Form and evaluated by the Office of Graduate Admissions. For programs such as the M.Arch., graduate transfer credits must have been earned within the five prior years [IV.2_14].

New York Tech has been recognized on the Phi Theta Kappa Transfer Honor Roll since 2021 for excellence in developing and supporting dynamic and innovative transfer pathways for community college transfer students [IV.2_15]. The graduation rate for full-time undergraduate transfer students is nearly ten percentage points higher than for full-time undergraduate first-time students; for part-time students, that difference is nearly twenty percentage points.

IV.3 Policies and Procedures for the Safe Release and Secure Maintenance and Appropriate Release of Student Information and Records

New York Tech maintains comprehensive policies and procedures for the safe and secure maintenance and appropriate release of student information and records. Our FERPA and PIPA policies, published on the institutional website and in the New York Tech Catalog and communicated annually via email to our campus community, affirms students' rights to inspect and review their education records within 45 days of a written

request, to seek amendment of records they believe to be inaccurate, and to provide written consent before the university discloses personally identifiable information [II.8_9; IV.3_3; IV.3_5; IV.3_6].

The Office of the Registrar serves as the primary custodian of student academic records. All sensitive data, including FERPA-governed records, are transmitted via encrypted methods. Students exercise agency over their own records through the Student Service HUB, where they can grant or revoke financial and academic access for designated individuals and complete FERPA release forms electronically. New York Tech's identity verification procedures for online and distance education comply with the Higher Education Opportunity Act and ensure that all verification methods protect student privacy under FERPA [II.8_9].

Record retention is governed by New York Tech's Records Retention and Destruction Policy and associated Records Retention Schedules, which specify which records must be retained, for how long, and when records may be destroyed [IV.3_1; IV.3_2]. Student conduct records are retained for a minimum of seven years following graduation, and indefinitely in cases involving suspension or expulsion. A Litigation Hold Policy, administered by the Office of the General Counsel, supersedes standard retention schedules when records must be preserved for legal purposes, suspending any automatic deletion or destruction of relevant records until the hold is formally released [IV.3_4].

IV.4 Athletics, Student Life, and Other Extracurricular Activities

New York Tech offers a range of student life and extracurricular activities that are governed by the same academic, fiscal, and administrative principles and procedures that apply to all other institutional programs. The Office of Student Life, which is part of Academic Affairs through the Office of Student Engagement and Development, administers co-curricular programming across our New York campuses with a mission of fostering students' sense of belonging, personal development, and civic engagement through intentional student experiences [IV.4_6]. Our Vancouver campus also has an Office of Student Life [IV.4_7].

Students have access to academic and professional organizations, intercultural and identity-based clubs, honor societies, Greek life chapters, student government, volunteer and community service programs, and recreational and intramural sports opportunities [IV.4_1; IV.4_2; IV.4_3]. All clubs and organizations are managed through CampusGroups, a centralized co-curricular engagement and community-building platform that provides visibility to organizational activity, event management, and student participation [I.3_21]. The Office of Student Life maintains administrative oversight of registered groups. Signature campus events including MayFest and AutumnFest bring together students, faculty, and staff across campuses and contribute to a cohesive institutional community. Campus traditions, student-run organizations, and leadership development opportunities collectively reinforce the university's commitment to a student experience that extends meaningfully beyond the classroom. New York Tech's SGA and GSA act as liaisons with New York Tech's administration, oversee the budgeting process for all recognized student organizations in accordance with New York Tech's fiscal and operating policies, and support a variety of campus-wide events [IV.4_8].

In August 2020, due to the pandemic, New York Tech suspended its NCAA Division II intercollegiate athletics program [IV.4_9]. Recreational and intramural sports opportunities remain available to students at the Long Island and New York City campuses through the Office of Student Life, and sports equipment is available for checkout through a pilot project of the Strategic Action Plan [IV.4_10]. In 2025, New York Tech formed a cross-functional task force to explore expanding athletics programming and completed refurbishing its athletic fields on our Long Island campus [IV.4_4; IV.4_5; IV.4_10]. In AY 2025-2026, New York Tech had four intramural sports leagues—badminton, soccer, futsal (indoor soccer), and volleyball—and a men's club volleyball team, with plans to expand to men's and women's soccer and women's volleyball in AY 2026-2027. In addition, we have been accepted into the Collegiate Sprint Football League, effective July 1, 2027, marking New York Tech's return to competitive sports [IV.4_11]. Each year, between 15 and 30 students compete on our Esports team, the Cybears [IV.4_12].

New York Tech's campuses include a number of social spaces for students, including lounges, study spaces, innovation spaces, and interfaith prayer and meditation rooms [VI.6_11; VI.6_12].

IV.5 Third-Party Providers

Where student support services are designed, delivered, or assessed by third-party providers, New York Tech ensures adequate and appropriate institutional review and approval prior to adoption. Our procurement process requires that student-facing software and technology platforms undergo legal and technical review before implementation: contracts and terms and conditions for student-facing software must be reviewed and approved by the Office of the General Counsel and the VP of Information Technology, CIO, CISO and vendors new to New York Tech must submit information on data security and privacy practices Student support third-party providers are reviewed and assessed by offices that include Student Engagement and Development, USSA, and CSEE [IV.5_1-IV.5_8].

IV.6 Periodic Assessment of Effectiveness of Student Support Services

New York Tech provides a comprehensive range of professionally-staffed student support services designed to promote student engagement, retention, persistence, and academic success across all campuses and instructional modalities. In alignment with MSCHE Standard IV.6, our Continuous Program Improvement (CPI) process described in the chapter on Standard V includes a formal assessment of the effectiveness of student support services (CPI for Student Support Services or "CPI-SS") that generates evidence of impact and uses assessment findings to inform planning, resource allocation, and continuous improvement initiatives that strengthen support for student success. Student support offices currently participating in CPI–SS include USSA (Academic Success & Enrichment; Office of Student Success & Initiatives; Undergraduate Academic Advising), Student Engagement & Development (Counseling and Wellness, HEOP, Student Life, Accessibility Services and Recreation), and the Writing Center. Through CPI-SS, participating units conduct regular assessments of service effectiveness, analyze quantitative and qualitative data related to student engagement and outcomes, and implement targeted, evidence-based actions to improve the quality, accessibility, and impact of student support services in support of institutional goals.

The CPI Committee of the Academic Senate oversees and coordinates the CPI–SS process. The CPI Committee establishes expectations, reviews unit submissions, and supports consistent application of assessment and improvement practices across participating student support units. Professional staff representatives from student support services participate on the CPI Committee, ensuring that assessment findings are reviewed collaboratively and used to inform strategic action. The CPI Committee defines the CPI–SS process as follows:

1. Define each division's mission and goals and ensure alignment with New York Tech's mission and strategic priorities.
2. Clarify each division's core functions and Continuous Program Improvement goals.
3. Select appropriate key performance indicators (KPIs) to measure effectiveness, guide action, and identify opportunities for improvement.
4. Apply W. Edwards Deming's improvement model (see Section V.1) to develop, test, and implement changes that lead to measurable improvements.
5. Conduct annual office reviews and planning meetings that focus institutional resources on a limited number of high-impact priorities, ensuring a sustainable and focused improvement cycle.
6. Recognize and reward improvement through institutional acknowledgment during CPI Days and through the allocation of resources to qualified CPI initiatives.

Student support unit leaders implement CPI–SS through the development of three-year improvement plans (AY 2022–2025) and the submission of annual implementation reports [V.2_12]. CPI Committee members

review these reports and provide formative feedback. The CPI Committee-developed *Guidelines and Frequently Asked Questions* document serves as a shared institutional resource supporting consistent CPI–SS implementation across participating student support units [V.2_13].

Based on the CPI Committee's review of AY 2022–2025 submissions, student support units demonstrate clearly articulated missions, regular assessment of service effectiveness, and consistent use of evidence to guide improvement efforts. While benchmark development and target-setting practices continue to mature in select areas, several units already use assessment data and qualitative feedback to inform strategic changes that enhance effectiveness in supporting student success and engagement [IV.6_1]. As a result of CPI–SS implementation, participating student support units have taken the following data-informed actions to improve service effectiveness and student outcomes [V.2_4]:

Table 9: Summary of CPI–SS Data-Informed Actions by Student Support Unit

Improvement Area	Selected Actions by Program
USSA – Academic Success & Enrichment	• Refined tutoring schedules, workflows, and access following assessment of Engage platform implementation challenges. • Expanded faculty, staff, and peer outreach after participation data indicated declining tutoring utilization. • Strengthened training and certification for tutors, Supplemental Instruction leaders, and Peer Success Guides based on evaluation findings. • Introduced new academic support modalities, including VR-enhanced learning experiences and pilot AI-supported tutoring tools. • Adjusted staffing coverage and service delivery based on peak-usage analysis and student feedback.
USSA – Office of Student Success & Initiatives	• Revised ACE coaching workflows and centralized student success resources based on engagement and completion data. • Modified communication strategies to address platform limitations and improve student responsiveness. • Streamlined and initiated automation of New York Tech Advance administrative processes following analysis of access barriers and workload data. • Refined financial wellness programming using participation metrics and student feedback. • Adjusted orientation and success modules based on completion-rate and engagement trend analysis.
USSA – Undergraduate Academic Advising	• Adapted advising workflows to mitigate system constraints while maintaining continuity of student support. • Reallocated advisor responsibilities during staffing shortages using caseload and utilization data. • Strengthened Early Alert and progress report processes following assessment of implementation delays and participation rates. • Implemented qualitative student satisfaction surveys to complement KPI data. • Increased collaboration with Financial Aid and academic departments in response to retention concerns identified through assessment.
Student Engagement & Development	• Expanded Accessibility Services outreach, staffing, and communication in response to growth in service demand. • Adjusted career success and experiential education programming using participation and outcome assessments. • Reintroduced peer mentoring and planned a HEOP Winter Program after enrollment and retention data identified access gaps. • Refined CampusGroups workflows and enhanced student training based on engagement analytics.
Writing Center	• Adjusted tutoring schedules and staffing based on peak-demand and longitudinal appointment data. • Expanded outreach and embedded writing support more intentionally within academic courses. • Strengthened tutor professional development, including AI-informed writing instruction. • Used usage trends and student feedback to refine service delivery and resource allocation.

Disaggregated data dashboards maintained by RADS provide advisors, academic leaders, and student affairs professionals with real-time student success indicators by campus, demographic group, financial aid status, and enrollment type. Analysis of these data directly informed the development of targeted interventions including The USDOE PATH project, which was designed in response to disaggregated data identifying elevated attrition risk among second- and third-year students from underserved groups [IV.1_40]. New York Tech's CPI process includes systematic, ongoing assessment by both academic and student support offices relating to student success. The Chapter on Standard V includes more details on our CPI process for student support services.

New York Tech administers the NSSE and the HEDS Climate Survey to identify trends in student satisfaction over time. These survey results are reviewed with campus leadership, made available to faculty and staff through dashboards, and presented at events like CPI Day [IV.6_4]. Committees and task forces assess the feasibility of, develop, and scale initiatives to strengthen the student experience and support student success. For example, an Athletic Task Force was created in the fall of AY 2025-26 to evaluate intramural sports, club sports, sprint football, and NCAA, and other organized athletic leagues [IV.4_4; IV.4_5]. A First-Gen Committee composed of staff, faculty, and students develops and offers academic success, career, financial, and wellness resources and events to support the more than 25% of New York Tech students (including over 40% of undergraduate degree-seeking students) who identify as first-generation [IV.6_3].

Strengths and Opportunities

STRENGTHS

New York Tech's coherent, professionally staffed student support ecosystem advances its mission of providing access to opportunity. Our comprehensive and well-integrated array of advising, tutoring, supplemental instruction, academic coaching, career counseling, and health and wellness services support student persistence, sense of belonging, and success. Data-informed interventions and programs for at-risk and underserved populations like HEOP, ACE, and PATH help ensure that our students thrive. Our CPI process evaluates support services against measurable outcomes to encourage evidence-based improvements to these programs. Technology solutions that include the Student Service HUB; Slate Admissions portal; Engage advising platform, which includes Early Alerts; and CampusGroups coupled with data and reporting through RADS, create a coordinated infrastructure that spans the full student lifecycle from recruitment through graduation. Our strong post-completion outcomes and improving first-year retention and graduation rates demonstrate the impact of investments in student support initiatives.

OPPORTUNITIES

New York Tech's strong student support infrastructure creates a foundation from which several meaningful opportunities for improvement have emerged through this self-study. Currently, not all student-facing offices participate in the CPI process, creating inconsistency in how services are assessed and improved. Extending the CPI framework to units like the Bursar and Registrar would strengthen our assessment infrastructure and ensure that every student-facing service is subject to consistent evidence-based review. The continued integration of existing platforms across the full student experience lifecycle is an opportunity to further ensure that students receive coordinated, seamless support.

Similarly, the Early Alert system is a well-designed intervention, but its effectiveness depends on consistent faculty engagement. Inconsistent participation, especially in upper-division courses, means that students who begin to struggle beyond the first year may not be identified and supported in time. Targeted professional development, clearer expectations, and recognition of faculty participation in early intervention would expand the reach and impact of this system.

Beyond early intervention, New York Tech offers support services for students, but not all students are aware of or feel comfortable accessing them. There is an opportunity to enhance the marketing and visibility of these

resources. In addition, many community-building and support programs exist for undergraduate students, but graduate and doctoral students and students enrolled in certificate programs may also benefit from tailored programming designed to strengthen their student experience. Formalizing and expanding financial literacy training for all students as part of their learning experience builds on the promising impact of our Financial Wellness program. This training would help all students build skills for life and reduce financial decisions that could impede their education and future life and career trajectories.

Finally, strengthening the pipeline from college to career through mentorship, internships, and campus employment not only fulfills students' long-term goals but enhances their engagement while at New York Tech. An opportunity exists to increase high-impact experiential learning roles on campus, such as research assistantships, peer mentors, or expanded federal work-study positions, that simultaneously provide income and valuable experience. Continuing to invest in programs like Tech Threads and organizing "career closet" pop-up events will further support students' professional readiness.

Conclusion and Next Steps

New York Tech demonstrates strong compliance with Standard IV through a coherent, professionally staffed student support ecosystem that fosters retention, persistence, and success across all campuses and modalities. Our deep institutional commitment to access and opportunity is demonstrated in our admissions and financial aid practices; advising and academic supports; and health and wellness, career development, and co-curricular programming across all campuses and modalities. Our assessment of this Standard points to the following next steps. First, we will strengthen campus community and student engagement by expanding on-campus activities, increasing daytime programming, and improving access to recreational, intramural, and league sports to deepen students' sense of belonging across all campuses. Second, we will integrate career development with high-impact campus employment by expanding research assistantships, student leadership roles, and work-study opportunities as well as career-focused microcredentials that strengthen the pipeline from college to career. Third, we will identify and develop tailored support structures for graduate, doctoral, and certificate students to ensure that the robustness of our undergraduate support ecosystem extends to all student populations we serve. Finally, we will expand student awareness and utilization of existing support services through proactive, multi-channel outreach that includes social media campaigns, campus signage, targeted orientation programming, and clear referral pathways. These commitments reflect our understanding that New York Tech's mission of access and opportunity is only fully realized when every student, regardless of background or circumstance, has the support needed to thrive academically, professionally, and personally.

Evidence Referenced

I.3_3 IPEDS Fall Retention I.3_4 IPEDS Graduation Rates 150 I.3_7 First Destination Survey – Alumni Placement I.3_19 Student Learning Outcomes and Achievement – Budgetary Support I.3_21 CPI Day Presentation 2024 - Student Involvement I.3_22 Completion Rates by Aid Received I.3_23 Dashboard and Report Samples I.3_24 HEOP Student Fall Retention II.7_6 Net Price Calculator II.7_8 Refund Policies II.8_9 Verification of Student Identity - Online Learning III.2_23 Expense Analysis III.3_3 High School Dual Enrollment IV.1_1 Admissions Strategic Plan IV.1_2 Helio Deposit Projection IV.1_3 Inquiries by Program IV.1_4 IPEDS Admissions IV.1_5 NACAC Guide to Ethical Practice in College	IV.1_52 ACE Program Results IV.1_54 Graduate and International Admissions IV.1_55 NYITCOM Student Handbook IV.1_57 NYS Private Schools – Net Prices IV.1_58 SED 2024-2025 Annual Report IV.1_60 NSSE 2023 Frequencies and Statistical Comparisons IV.2_1 Transfer Your Credits IV.2_2 Prior Learning Evaluation Guide IV.2_3 Transfer Credit Evaluator IV.2_4 Non-Collegiate Course Evaluations and Workforce Training IV.2_5 CLEP & DSST Proficiency Examinations IV.2_6 Transfer Policies - Catalog Excerpt IV.2_7 IPEDS Transfers-In IV.2_9 Semester Maps IV.2_12 Title III SIP Grant PLA Expansion IV.2_13 Permission to Take Courses at Another College Form

Admissions IV.1_6 Sample Final Territory Presentation IV.1_7 Sample Community College Articulation Template IV.1_8 Sample Articulation Agreement - UGrd Level IV.1_10 Student Handbook - U.S. Edition IV.1_11 Student Handbook – Canada Edition IV.1_12 Helio Enrollment Projection IV.1_13 IPEDS Financial Aid IV.1_14 Tuition and Financial Aid IV.1_15 Financial Aid Policies and Forms IV.1_16 Estimated Cost of Attendance IV.1_17 Financial Aid Events-Appts-Trends IV.1_18 Placement Exams and Advisement IV.1_19 Remedial_Developmental Courses IV.1_20 Orientation IV.1_21 Accessibility Services IV.1_22 Counseling & Wellness IV.1_23 First-Year Programs IV.1_24 Academic Success IV.1_25 Admissions Event Comparison Report IV.1_27 Achieving Collegiate Excellence (ACE) IV.1_28 Undergraduate Academic Advising Office IV.1_29 Academic Advisor Resources IV.1_30 Peer Advising IV.1_31 Career Success & Experiential Education IV.1_34 Understanding Financial Aid IV.1_36 Office of Academic Success & Enrichment IV.1_37 HEOP IV.1_38 Peer Success GUIDE Program IV.1_39 Early Alerts IV.1_40 PATH Project IV.1_41 C.A.R.E. Form IV.1_42 Student Support Website IV.1_43 Student Support Resources IV.1_44 Student Emergency Fund IV.1_45 Care Grant IV.1_46 Financial Success and Wellness IV.1_47 Alumni Mentorship Program IV.1_48 China M.B.A. IV.1_49 Student Activities & Organizations IV.1_51 Student Service Hub	IV.2_14 Graduate Transfer Credit Form IV.2_15 Phi Theta Kappa Transfer Honor Roll IV.3_1 Record Retention and Destruction Policy IV.3_2 ITS Records Retention Schedule IV.3_3 Annual FERPA – PIPA Notice IV.3_4 Litigation Hold Policy IV.3_5 FERPA Information for Parents IV.3_6 Student Privacy and FERPA – PIPA IV.4_1 Student Organizations & Recreation – NY IV.4_2 Student Organizations - NYITCOM IV.4_3 Student Events & Clubs – Vancouver, Canada IV.4_4 Athletics Task Force Report IV.4_5 Athletics Task Force Presentation IV.4_6 Office of Student Life IV.4_7 Vancouver, Canada Office of Student Life IV.4_8 Student Leadership IV.4_9 Athletic Programs Suspension Notification IV.4_10 Recreational Athletics IV.4_11 Collegiate Sprint Football League Announcement IV.4_12 Cybears IV.5_1 Affiliated Clinical Sites IV.5_2 New Clinical Site Questionnaire Example_PT Program IV.5_3 Clinical Affiliation Agreement Example_PA Program IV.5_4 Clinical Affiliation Agreement Example_OT Program IV.5_5 IT Vendor Management Policy IV.5_6 Online Program Third Party_Everspring IV.5_7 Internship Employer Partner Policy IV.5_8 Global Partnerships Third Party IV.6_1 CPI Committee Report to Executive Committee IV.6_3 First-Gen Committees IV.6_4 CPI Day V.2_4 CPI-SS Summary Report to Senate V.2_12 CPI Annual Report Example - Student Support V.2_13 Student Support Office CPI-SS Guidelines VI.6_11 Long Island Campus Map VI.6_12 NYC Campus Map

Standard V: Educational Effectiveness Assessment

New York Tech assesses student learning and achievement through a systematic, institution-wide CPI process that aligns institutional and program learning outcomes with our mission, uses disaggregated data to drive improvement, and engages faculty and external partners in a sustained culture of educational effectiveness. Our Institutional Learning Goals (ILGs) articulate six broad competencies expected of all graduates and provide the foundation for program-level learning outcomes across all disciplines. Our CPI process, governed by a standing committee of the Academic Senate and grounded in Deming's Model for continuous improvement, links assessment findings to targeted interventions at the course, program, and institutional levels. Our use of disaggregated data, real-time dashboards, and evidence-based tools like Know Your Students ensures that assessment reaches every student population we serve. Through this Standard, Priority 1: Student Success is addressed as are the following Lines of Inquiry:

- How well are New York Tech's assessment processes and results used to improve educational effectiveness?
- To what extent are employer and community partners, including members of industry advisory boards, engaged in the assessment of academic program learning outcomes?

Our first full CPI cycle has produced measurable improvements in student retention, graduation, and career outcomes across programs and disciplines, and the comprehensive end-of-cycle review currently underway will strengthen our assessment infrastructure for the next cycle. As this chapter demonstrates, New York Tech has built a culture of assessment that is not merely documented but demonstrably effective in driving meaningful change in student learning and success.

V.1 Clearly Stated Learning Outcomes at the Institution and Degree/Program Levels, which are Interrelated with One Another, with Relevant Educational Experiences, with the Institution's Mission

New York Tech demonstrates a coherent and intentional alignment of its institutional mission, ILGs, and program-level learning outcomes across all academic disciplines and general education. This alignment ensures that student learning outcomes are clearly articulated, interrelated, and supported by appropriate educational experiences. Since its founding in 1955, New York Tech has pursued a mission centered on providing career-oriented education while advancing research and scholarship that benefit the larger world. Our ILGs were developed to reflect on this mission and articulate the essential knowledge, skills, and dispositions expected of all graduates, regardless of academic program or degree level. Our six ILGs state that graduates will be able to:

- Gain a coherent understanding of the knowledge, skills, and values of their discipline.
- Demonstrate proficiency in oral and written communication, scientific and quantitative reasoning, critical analysis, technological competency, and information literacy.
- Integrate academic and co-curricular learning to explore concepts and questions that bridge disciplines, professions, and cultures.
- Formulate evidence-based and ethical actions or conclusions to address challenges and problems.
- Engage with, respond to, and reflect on political, social, environmental, and economic challenges at local, national, and global levels.

- Develop self-efficacy, professionalism, creativity, and an innovative spirit.

The ILGs were initially developed in 2016 through broad engagement of internal and external stakeholders, including faculty, staff, students, alumni, and advisory board members. The ILGs were reaffirmed in AY 2024-2025 by the CPI committee of the Academic Senate, underscoring their continued relevance and the institution's sustained commitment to student learning [V.1_1].

ILGs serve as the foundation for all program-level learning outcomes and provide a consistent framework for assessing student learning across the institution. For example, learning outcomes for:

- Business Administration, B.S., explicitly address communication skills, ethical reasoning, cultural awareness, and technological competency by requiring students to demonstrate written and oral communication, apply ethical principles to contemporary business issues, and utilize technology for decision-making and problem-solving.
- Health Sciences, B.S., emphasizes interdisciplinary knowledge, cultural competence, and evidence-based practice, aligning with ILGs related to integrative learning and civic responsibility and requiring students to evaluate health promotion programs, formulate wellness plans, and apply technological tools in patient care, reflecting critical thinking and professional practice

Faculty develop and periodically revise program learning outcomes through a formal curriculum governance process that includes review and approval by school or college curriculum committees and deans, followed by approval from the Curriculum Committee of the Academic Senate.

External stakeholders, including industry advisory boards, accrediting agencies, and industry partners at the school and program levels, contribute to the ongoing review and refinement of program learning outcomes by identifying workforce competencies, disciplinary expectations, and emerging professional trends. According to an academic year 2024–2025 survey of department chairs, 86% of programs engage external stakeholders in their curriculum review processes [V.1_2]. This engagement supports alignment with professional standards and workforce needs while providing meaningful input for program learning outcomes and curriculum development.

In addition, all new academic programs are reviewed and approved by NYSED, with clearly articulated program learning outcomes included in the program registration process. Alignment between ILGs, general education goals, and program-level learning outcomes across all academic programs are documented and published on our website [V.1_3].

Aligned program learning outcomes are implemented at the course level through curriculum matrices, which map program learning outcomes to individual courses across the curriculum [V.1_4]. These matrices guide faculty in identifying appropriate assessment points, detecting curricular gaps or redundancies, revising course learning objectives, and strengthening curricular coherence. The systematic use of curriculum mapping supports ongoing assessment and continuous improvement of student learning.

Professional programs provide additional evidence of alignment by integrating discipline-specific accreditation standards alongside New York Tech's ILGs. For example, the Master of Science in Occupational Therapy curriculum map aligns courses with Accreditation Council for Occupational Therapy Education (ACOTE) standards and program learning outcomes, ensuring compliance with external accreditation requirements while advancing institutional goals related to evidence-based practice and ethical decision-making. Similarly, the Master of Science in Physician Assistant Studies alignment demonstrates how program learning outcomes—such as applying biomedical knowledge, engaging in lifelong learning, and practicing ethical and patient-centered care—map directly to institutional competencies in disciplinary knowledge, communication, and professionalism [V.1_5].

Through these intentional structures and processes, New York Tech ensures that learning outcomes at the institutional and program levels are clearly defined, meaningfully aligned, and supported by relevant educational experiences that advance the institution's mission.

V.2 [Criteria a – c] Organized and Systemic Assessments Conducted by Faculty and/or Qualified Professionals

New York Tech began its annual Program Learning Outcome (PLO) assessment process more than a decade ago and evolved this process into a Continuous Program Improvement (CPI) model following our most recent re-accreditation. Inspired by Deming's Plan–Do–Study–Act framework, the CPI approach emphasizes data-informed decision-making to evaluate and enhance educational effectiveness.

Plan: Agree on the change to be tested and plan actions for the cycle. Identify what the objectives are and what should be achieved. Agree on how to measure changes.

Do: Carry out the change or test. Observe where any problems lie and start collecting data for analysis.

Study: Study the data collected, review, discuss, and reflect on the impact of the change and the test, and about what was learned. Agree on the next steps.

Act: Plan the next change cycle based on the reflection of the test within the Study phase or planning full implementation based on the results.

Our CPI process couples Deming's model with the following three questions:

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What change can we make that will result in improvement?

This model supports continuous improvement not only in student learning, but also in broader measures of student success, including retention, graduation, further education, and job readiness across academic department and student support units. These processes directly align with New York Tech's strategic priority to optimize student success.

The CPI process is governed by the CPI Committee of the Academic Senate, a standing institutional body whose members represent faculty from all academic schools and staff from student support departments [V.2_17]. It is charged with:

- Ensuring the CPI process and policies meet MSCHE Standard V, Educational Effectiveness Assessment.
- Ensuring that CPI is used to advance New York Tech's mission.
- Raising the visibility of CPI for educational effectiveness assessment within the university.
- Maintaining a common, unified, mission-driven process.
- Developing guidelines, templates, and resources, and providing feedback on CPI plans and reports.
- Ensuring that CPI initiatives receive financial support based on the committee's evaluation.
- Periodically evaluating (CPI) process and making recommendations for improvements.

The committee oversees two CPI processes, one for program learning outcomes (CPI-PLO) and the other for student success (CPI-SS).

CPI FOR PROGRAM LEARNING OUTCOMES (CPI - PLO)

The current CPI-PLO process modified New York Tech's long-sustained annual PLO assessment by

emphasizing the use of assessment results for program improvement.

- Program faculty are responsible for assessing the student learning outcomes of their program.
- Assessment activities should be useful, annual, and integrated as much as possible into what faculty are already doing.
- Faculty define the most important learning outcomes, set standards of performance, and measure achievement.
- Results are used to make program improvements.
- The CPI Committee of the Academic Senate provides institutional oversight.
- The Office of the Provost provides institutional support.

The CPI Committee developed templates and guidelines to assist academic programs with the creation of CPI-PLO plans and reports; reviewed annual implementation reports; and provided feedback to departments and programs [V.2_14]. Using these guidelines, all academic degree programs developed CPI-PLO plans for academic years 2022 through 2025. Annual updates and three-year implementation reports are reviewed by deans and CPI Committee members and are published on New York Tech's website [V.2_1].

Summaries of the three-year implementation reports indicate that student learning outcomes are assessed using both formative and summative measures. Formative approaches include course-level assessments and embedded assignments, while summative measures include capstone projects, portfolios, standardized exams, and licensure exams. Professional programs incorporate performance-based evaluations in clinical and practicum settings, while design disciplines emphasize portfolios and exhibitions. Indirect measures, such as student surveys and course evaluations, are increasingly integrated into the assessment process. Results are aggregated at the program level to inform curricular and pedagogical improvements. Among the 41 academic programs that completed CPI-PLO reports during the 2022–2025 cycle, a total of 330 program learning outcomes were assessed, with 94% meeting expected benchmarks [V.2_2].

CPI FOR STUDENT SUCCESS (CPI-SS)

The CPI process for student success is undertaken by student support units (Standard IV.6) and academic departments. The CPI-SS process for academic departments, as developed by the CPI Committee, asks departments to:

- Define the program's educational goals pertaining to student success at their program level.
- Select appropriate key performance indicators (KPIs) for each of the goals that can accurately measure the performance, motivate and direct actions, and identify opportunities for improvement.
- Apply Deming's improvement model to develop, test, and implement changes for improvement.
- Hold an annual departmental review and planning meeting and focus departmental energy and effort on a couple of key performance areas each year to make CPI a sustained and manageable process.
- Reward improvement with recognition on CPI Day and provide resources for qualified projects.

Templates and guidelines for developing CPI-SS plans and reports are used by deans and academic department chairs to create three-year CPI-SS plans [V.2_15]. The 2022-2025 plans included a range of strategic initiatives across departments aimed at improving student retention, graduation, career readiness, and overall educational experiences. Annual updates and three-year implementation reports are reviewed by deans and CPI Committee members and are published on our website [V.2_3].

Summaries of the three-year implementation reports prepared by the CPI Committee indicate that many of these strategic initiatives have had measurable impacts on student persistence, achievement, and professional outcomes [V.2_4].

FINANCIALLY SUPPORTED CPI-SS INITIATIVES

Departments may request funds to pilot promising initiatives to support student success. The CPI committee reviews proposals and votes to approve financial support based on the following criteria [V.2_5]:

- Clarity of purpose and goals reflective of and with potential for significant impact;
- Clarity of the evaluation process, including baseline data derived from reliable data analysis and research and clear processes for evaluating the progress at the milestone with intended outcomes;
- Clarity of the timeline for implementation, including appropriate timing for each activity and full plan;
- Clarity of human resources supporting the initiative, including commitment of leadership and commitment and involvement of key people and groups; and
- Reasonableness of request for human, financial, and other resources.

The department of Physical Therapy's CPI proposal was approved by the CPI committee in the current CPI cycle (academic years 2021-2025) [V.2_6]. The proposal included a request for financial support to implement a peer tutoring program to address a sharp increase in attrition for the 2021 cohort following the pandemic (38% of students dropped out in 2022). Following implementation of this *Peer2Peer* initiative, the program's attrition rate dropped from 38.5% in 2022 to 9.1% in 2023, and it continued to drop to 7.7% by 2024. Ninety percent of students rated peer-to-peer tutoring as having been "excellent" or "good" for helping them succeed in the program [V.2_7].

OTHER ASSESSMENT MECHANISMS

External Accreditation: External accreditation serves as an important assessment mechanism for New York Tech's professional programs. Currently, 20 academic programs, representing nearly 69% of our student population, hold external accreditation. Across accrediting bodies, expectations for student learning and achievement align closely with MSCHE Standard V [V.2_11].

Architecture programs: The most recent NAAB visiting team for the Bachelor of Architecture and Master of Architecture re-accreditation awarded an "All Met" rating across five student learning criteria and eight program criteria related to career preparation, marking a new benchmark for the programs [V.2_18]. Both programs were granted 8 years of continuing accreditation until 2033.

Doctor of Osteopathic Medicine (D.O.) program: NYITCOM offers the Doctor of Osteopathic Medicine (D.O.) program at its main campus in Old Westbury, New York, and in Jonesboro, Arkansas, on the campus of Arkansas State University (NYITCOM at A-State). The latter is an additional location of the main campus in New York and operates under the same curriculum, resources, assessment framework, and institutional oversight. The D.O. program demonstrates strong and consistent student achievement aligned with COCA standards. In December 2022, COCA reaffirmed accreditation through academic year 2029–2030. Student learning is systematically assessed across seven core competencies using multiple direct and indirect measures, including COMLEX and COMAT performance, clinical skills evaluations, and residency of readiness data. Outcomes consistently show that students meet or exceed expectations, perform at or above national benchmarks on licensure examinations, and achieve successful residency placement, reflecting readiness for postgraduate training and continuous program improvement [V.2_12].

B.S. Nursing program: The Nursing program demonstrates compliance with CCNE standards. In 2025, CCNE issued a show-cause directive related to Standard IV (Key Element IV-C) following initial reporting of a 2024 licensure pass rate below the 80% Expected Level of Achievement (ELA). In consultation with

CCNE, the program applied an approved alternative calculation methodology, under which the 2024 NCLEX-RN pass rate was recalculated to 82.25%, exceeding the required benchmark. Based on this validated methodology, CCNE rescinded the show-cause directive on October 24, 2025, confirming full compliance with Standard IV, Key Element IV-C. Subsequent outcomes further demonstrate sustained performance, with a pass rate of 93.3% in 2025. In May 2026, CCNE granted full 10-year accreditation through June 30, 2036, after the CCNE evaluation team visit. Student learning outcomes are aligned with AACN Essentials and are assessed through a Continuous Program Improvement model that integrates licensure outcomes, competency achievement, and curriculum mapping, demonstrating clear evidence of educational effectiveness and ongoing improvement in student success [V.2_13].

Additional Accredited Programs: During the current self-study period, the M.S. Occupational Therapy and Occupational Therapy Doctorate (OTD) programs accredited by ACOTE, engineering programs accredited by ABET, School of Management programs accredited by AACSB, and the School Counseling program accredited by CACREP successfully completed reaccreditation reviews and were granted the maximum term of continuing accreditation available from their respective accrediting bodies. These outcomes further demonstrate New York Tech's commitment to academic quality, continuous improvement, and student success.

Program Review: New York Tech's remaining programs that are not accredited externally, which enroll approximately 31% of the student population, participate in a periodic program review that was instituted in academic year 2023-2024 and is overseen by the office of Research, Assessment, and Decision Support (RADS) [III._2]. These reviews are completed on a 10-year cycle developed in consultation with academic deans and include:

- A kick-off meeting between the department chair and RADS to review the program review process and expectations;
- Data on student learning outcomes; labor market demand; student enrollment, retention, and completion; and alumni success provided by RADS;
- A mid-year review of progress by the department;
- Submission of a draft report that is assessed by two external reviewers;
- Feedback to the report and external review from a committee composed of RADS, an academic dean, and others;
- The chair's response to all feedback and final report to the President's Council with key themes, findings, and conclusions; and
- A follow-up report submitted by the department based on actions taken as a result of the review.

Program reviews include the following criteria: Program mission, structure, institutional alignment, and curriculum; program learning outcomes and labor market demand; student enrollment, retention, completion, and post-graduation career outcomes; faculty capacity and standing; facilities and resources; and self-assessment and continuous improvement. This process was piloted with our Department of Digital Arts and Design, which made significant changes to its curriculum as a result, including adding a new M.S. in Digital Product Design, a new undergraduate concentration in game design, and a greater emphasis on emerging technologies [V.2_19; V.2_20].

To support instructional improvement, IR developed the *Know Your Students* dashboard, which provides faculty with course-level summary and historical data through PeopleSoft, including comparisons with similar student populations from prior semesters [III.2_19]. These insights enable faculty to identify trends

in student performance and engagement and to adjust instructional approaches accordingly. Faculty engagement with data is further supported through a self-guided Canvas course and faculty development activities sponsored by the Center for Faculty Excellence, including COPs and Pedagogy Cafés focused on data informed teaching.

RADS contributes to the CPI process through the administration of institution-wide student surveys, including the NSSE and RNL-SSI, conducted on a three-year cycle. Longitudinal survey results are integrated into dashboards that allow disaggregation by school, college, program, and demographic categories, providing evidence to support CPI initiatives aimed at improving student learning and educational experiences. Specifically, IE works with the CPI Committee to maintain a CPI process aligned with MSCHE standards, including the development of CPI plans, report templates, guidelines, and FAQs, and provides consultative support to departments and programs.

INSTITUTIONAL ENGAGEMENT IN CONTINUOUS IMPROVEMENT

CPI Day: CPI Day (formerly known as Assessment Day) has served since 2018 as New York Tech's annual, campus-wide forum for fostering institutional engagement in continuous improvement. The event brings together faculty, staff, and senior leadership—including the President and Provost—to share best practices, showcase outcomes, and reaffirm the university's commitment to improving teaching and student learning. Faculty present how they use assessment results to enhance courses and programs.

Analyzed results from the RNL-SSI and the NSSE are presented by the RADS team to highlight students' perspectives across their educational experience. The RNL-SSI, organized across nine scales covering nearly all aspects of the student experience, shows higher satisfaction scores in 2025 than in 2022 across all areas, with statistically significant improvements in eight of the nine scales [I.3_20]. These findings not only inform CPI planning but also affirm that institutional efforts are making a meaningful and measurable positive impact on students. Broad participation in CPI Day reinforces shared responsibility and sustains a culture of continuous improvement. Materials and recordings are available on New York Tech's CPI webpage [V.2_9].

CPI Communication and Transparency: New York Tech maintains a CPI webpage as a centralized repository for policies, processes, guidelines, plans, and reports, ensuring transparency and consistent communication. CPI Committee members review annual reports and provide feedback to strengthen the use of assessment results in planning and improvement.

Faculty Development and Institutional Support: The Center for Faculty Excellence provides ongoing professional development focused on teaching and assessment, along with practical resources—such as syllabus and program proposal templates—that embed learning outcomes into curriculum design [III.2_14]. The Office of Institutional Effectiveness partners with new department chairs and accreditation leaders to support program-level assessment and faculty engagement.

Shared Culture of Evidence-Based Improvement: Together, these efforts—CPI Day, transparent communication, structured feedback, and targeted support—demonstrate New York Tech's institution-wide commitment to using evidence to improve student learning and strengthen institutional effectiveness.

V.3 Consideration and Use of Disaggregated Assessment Results for all Student Populations for the Improvement of Student Learning Outcomes and Achievement and Educational Effectiveness

Building on the CPI framework described in Section V.2, New York Tech uses disaggregated assessment and student success data as a primary tool for examining educational effectiveness and guiding improvement efforts across student populations. Through CPI-PLO, CPI-SS, and institution-wide initiatives, faculty and administrators analyze learning outcomes and student performance data at multiple levels to better

understand strengths, identify gaps, and determine where targeted actions may support improved student learning, persistence, and achievement. While approaches and results vary by program and initiative, these efforts reflect an institutional use of evidence to inform ongoing improvement.

USE OF CPI-PLO TO IMPROVE STUDENT LEARNING

Based on three-year CPI-PLO summary reports (academic years 2022–2025) across academic programs, faculty used PLO assessment results to guide targeted improvements in curriculum, teaching, assessment methods, and student support [V.2_1]. These actions demonstrate a strong commitment to continuous improvement and alignment with disciplinary and institutional goals. The following table summarizes representative actions taken or planned, organized into common themes such as curriculum changes, assignment and assessment updates, rubric revisions, faculty development, student support, inter-departmental collaboration, and program-level changes.

Table 10: Summary of CPI–PLO Improvements by Academic Program, AY 2022–2025

Improvement Area	Selected Actions by Program
Curriculum Changes	Increased quantitative content (Biology; Chemistry); information literacy (Interdisciplinary Studies); ethics and mechatronics labs (Mechanical Engineering, B.S.); accreditation-aligned PLOs (Physical Therapy); global/non-Western content and project sequencing (Architecture; Interior Design); AI and sensor data courses (Urban Design, M.S.); specializations (Energy Management, M.S. – Vancouver); data analysis requirement (B.S.B.A.); VR/3-D printing/AI (Health & Design, M,S,); revised studio sequence (Architecture, B.Arch).
Assignments & Learning Activities	Hypothesis-testing assignments (Biology; Biotechnology); expanded oral/written communication and peer evaluation (Engineering Management, B.S.; IT, B.S.); recorded tutorials (Health & Wellness; Health Sciences); project-based learning (Architecture, M.Arch; Clinical Nutrition, M.S.); enhanced labs (Mechanical Engineering, B.S.; Mechatronics); standardized licensure prep (Physical Therapy); simulations and role-play (Architecture, M.Arch; Architecture, M.S.); experiential learning (Exercise Science); public speaking workshops (Energy Management, M.S.).
Rubrics	Presentation/poster rubrics (PA Studies); AAC&U Information Literacy Rubric (Interdisciplinary Studies); capstone benchmarks (Occupational Therapy, OTD); clarified rubric–course alignment (Digital Arts; Graphic Design, B.F.A./M.F.A.); enhanced peer-evaluation rubrics (IT, B.S.).
Assessment Processes	Improved exit surveys and direct measures (Health Sciences); added indirect measures (Cybersecurity, M.S. – Vancouver); reassessed underperforming outcomes (ECE B.S.; Health & Wellness); refined surveys and benchmarks (Occupational Therapy, OTD); early remediation and practice testing (PA Studies); alumni/student confidence surveys (Physical Therapy).
Faculty Development & Collaboration	Instructional strategy meetings (Psychology); course content reflection (Computer Science, M.S.); workshops in AI/robotics/computation (Computational Tech, M.S.); cross-section alignment (Biology; Chemistry; Architecture, B.Arch); enhanced coordination (Architecture, B.Arch); industry guest lectures (Energy Management, M.S. – Vancouver; Health & Design, M.S.).
Student Support	Peer tutoring and smaller classes (Architecture, B.Arch); licensure prep resources (Physical Therapy); question-bank practice (PA Studies); recorded instructional support (Health & Wellness; Health Sciences).
Interdepartmental Collaboration	Math/physics alignment (Construction Engineering; Mechanical Engineering, B.S.; Engineering Management, B.S.; ECE Tech, B.S.); librarian collaboration (Interdisciplinary Studies); health professions collaboration (Health & Design, M.S.).
Program Structure & Admissions	Higher GPA admission standards (Construction Engineering); specializations (Energy Management, M.S.); revised prerequisites/corequisites (M.B.A.); early clinical remediation (PA Studies).
Industry &	Case studies/simulations (Architecture programs); external exhibitions (Computational Tech,

Real-World Integration	M.S.); real-world projects (IT, B.S.); strengthened industry networks (Energy Management, M.S. – Vancouver); professional communication workshops (Energy Management, M.S.).
Technology Integration	AI-assisted modeling and immersive visualization (Urban Design, M.S.); VR/3-D printing/AI (Health & Design, M.S.); advanced computing and architecture topics (Computer Science, M.S.); economic/environmental software (Energy Management, M.S.).

CPI–SS: ACADEMIC DEPARTMENT USE OF DISAGGREGATED DATA FOR IMPROVING STUDENT SUCCESS

As described in Section V.2, CPI-SS is implemented across academic departments and uses disaggregated student success data, including retention, persistence, completion, enrollment patterns, and course-level DFW rates, to evaluate outcomes and guide targeted improvements at the program and departmental level. Many of the departmental strategic initiatives implemented have produced preliminary evidence of positive impact on student success, as documented in the CPI–SS summary reports [V.2_4]. These early outcomes demonstrate the effective use of data to inform decision-making and continuous improvement.

Table 11: Selected CPI–SS Outcomes by Academic Department and Program

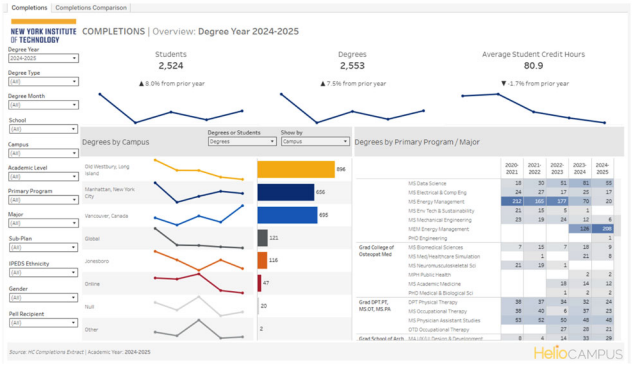
Department / Program	Strategies Implemented	Measured Outcomes and Impact
Physical Therapy, D.P.T.	Peer2Peer tutoring program; Professional Enhancement Program (PEP) emphasizing professional workshops, networking, and reflective practice.	Attrition reduced from 38.5% (2022) to 9.1% (2023) and 7.7% (2024); 90% of students rated tutoring as good or excellent; 81% participation in PEP; professional engagement satisfaction reached 76.4%.
Biological & Chemical Sciences (Undergraduate)	Summer Reactor programs in General and Organic Chemistry; targeted academic support modules using Canvas.	Reactor participants earned higher GPAs (3.5 vs. 3.0, p = 0.0004); Organic Chemistry reactor students achieved higher course grades and post-test scores; no participant earned below a C.
Psychology & Counseling (Undergraduate)	Introduction of PSYC 120 Career Orientation focusing on career pathways, academic planning, and internship readiness.	Persistence increased from 63% to 90% over three years among students completing PSYC 120.
Interdisciplinary Health Sciences, B.S.	Required senior practicum (HSCI 415); proactive one-on-one advising; expanded community outreach and student engagement.	Retention increased from 79% to 90% since 2022; 100% positive practicum feedback; student research presentations and community awards; social media engagement increased by 25%.
Occupational Therapy, M.S.,O.T. and OTD	Curriculum redesign to reduce time-to-degree and credit load; new internal admission pathway; expanded recruitment and pipeline outreach.	Graduation rate 97%; licensure pass rates 96–100%; retention between 92–98%; teaching effectiveness scores >4.5/5; student satisfaction met 100% of benchmarks.
Physician Assistant, M.S.	Early identification and intervention for at-risk students; revised curriculum including cultural competency module; enhanced licensure exam preparation.	Attrition reduced from 16% to 9%; PANCE first-time pass rate 98%; 100% completion of cultural competency training.
Cybersecurity, M.S. (Vancouver Campus)	Expanded tutoring and TA support; active learning and employer-driven projects; strengthened career preparation pipeline.	Graduation rate 97%; 76% employment in industry; 33% internships; academic probation reduced to 8%; student satisfaction exceeded 85%.
Energy Management, M.S. (New York	Career Success Campaign with increased employer engagement; expanded hands-on and funded	82–84% employment in field of study; Student research and practicum satisfaction ranging from 80–100%; Sustained high student diversity across

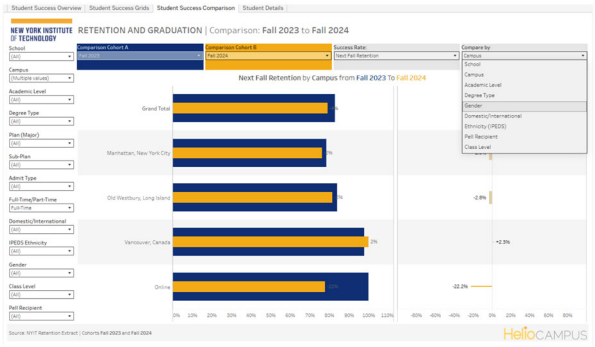
Campuses)	student research; targeted diversity-focused recruitment and retention.	multiple demographics.

INSTITUTIONAL INITIATIVES: USE OF DISAGGREGATED DATA FOR IMPROVING STUDENT SUCCESS

The Office of Institutional Research (IR) supports the CPI process by providing data and analytical tools that underpin CPI-Student Success initiatives and data-informed decision-making. In collaboration with ITS, the office develops Tableau dashboards using Helio Campus and Power BI that disaggregate student data at the course, program, and departmental levels to support longitudinal analyses of student achievement and educational effectiveness. These dashboards include Admissions, Enrollment, Retention, Graduation, GPA, and DFW rate data, disaggregated by student demographics. Deans, department chairs, and program directors use these tools to monitor student progress from application through graduation, identify equity gaps, and inform targeted academic interventions.

Figure 3: Completions Dashboard, Degree Year 2024–2025





In addition to department, program-level and student support unit CPI initiatives, New York Tech employs institution-wide approaches that use disaggregated student success data to address systemic equity gaps across schools and colleges. One such initiative is the PATH program, a federally funded effort supported by a nearly $2.8 million Postsecondary Student Success Grant from the USDOE [IV.1_40]. PATH focuses on second- and third-year underserved undergraduate students, including those who are Pell-eligible, low-income, first-generation, and/or students of color. Analysis of institutional-level disaggregated retention, persistence, and graduation data revealed persistent achievement gaps beyond the first year, indicating a need for more intensive and sustained support than was being provided through existing first-year or program-specific interventions. In response, PATH expands New York Tech's student success infrastructure through holistic coaching, peer-tutored study halls, a second-year experience course, community-building activities, priority course registration, and priority access to on-campus employment. The program's randomized controlled trial design represents a complementary, institutional-level data- informed strategy that supports data informed decision making and continuous improvement.

Taken together, evidence from CPI–PLO, CPI–SS, and institution-wide initiatives indicates that New York Tech is continuing to build a coherent, data-informed culture of continuous improvement. Faculty and administrators across course, program, departmental, and institutional levels use disaggregated learning and student success data to identify areas of concern, assess the effectiveness of interventions, and make targeted adjustments intended to improve outcomes. CPI-PLO processes inform curricular refinement, pedagogy, assessment practices, and faculty collaboration, while CPI-SS initiatives apply retention, persistence,

completion, and course-level data to guide advising, academic support, curricular redesign, and career-readiness efforts. Institution-wide initiatives such as the federally funded PATH program complement program-level work by addressing broader equity gaps through coordinated, evidence-based supports.

These collective efforts have coincided with measurable improvements in key student outcomes. Since the last self-study, the six-year graduation rate for bachelor's degree cohorts increased from 50% (Fall 2011) to 59% (Fall 2019), and first-year full-time retention rose from 73% (Fall 2016) to 78% (Fall 2024) [I.3_4]. First Destination Survey results along with data from the NSC for 2022–2023 and 2023–2024 show 96–97% of undergraduates and 89% of graduate students reporting employment or continuing education within six months of graduation, with 99–100% placement in professional programs [I.3_7]. While recognizing that improvement efforts remain ongoing, these outcomes suggest that the institution's intentional use of disaggregated data is contributing to progress in student learning, persistence, and post-graduation success, and provides a foundation for continued refinement and improvement.

V.4 Institutional Review and Approval of Third-party Providers

This criterion is not applicable since New York Tech does not engage third-party providers to design, deliver, or assess our assessment services.

V.5 Periodic Assessment of the Effectiveness of Assessment Policies and Processes used for Institutional Effectiveness

The CPI Committee of the Academic Senate is charged with developing and overseeing policies and processes for educational effectiveness assessment, informed by MSCHE Standards and national best practices [V.2_17]. In addition to guiding assessment design and implementation, the Committee is responsible for periodically evaluating the effectiveness of the CPI process itself and making recommendations for continuous improvement. Each year, based on a comprehensive review of all submitted CPI reports, the CPI Committee evaluates the quality, consistency, and effectiveness of institutional assessment practices and issues and recommendations to refine the CPI process.

The launch of CPI in AY 2020-2021, following New York Tech's most recent reaffirmation of accreditation, was informed by EAB's *Academic Vital Signs Study* and Hanover Research's *Best Practices in Academic Program Review* [V.5_1]. Early CPI metrics were designed to evaluate the overall health of academic programs using department-level indicators such as cost efficiency and resource utilization, enrollment trends, major migration and attrition, entering cohort size, student learning outcomes, DFW rates, student engagement and satisfaction, faculty effectiveness, and overall program cost efficiency [V.5_2].

Following its review of the first year of CPI implementation, the CPI Committee determined that the reports placed limited emphasis on student learning and success, with approximately 20% focused on student success and 30% on student learning outcomes [V.5_3]. Recognizing that New York Tech already conducts comprehensive academic quality assurance through professional program accreditation and program review processes, the CPI Committee recommended a strategic shift in the CPI process to refocus on student learning outcomes and student success to better align with MSCHE Standard V and with New York Tech's institutional priorities related to student success. Between 2020 and 2024, these recommendations resulted in several iterative and substantive improvements to the CPI framework, including:

- A refocusing of CPI reporting on CPI-PLO and CPI-SS;
- Development of a student success HelioCampus dashboard to support data-informed decision-making;
- Creation of NSSE and RNL-SSI survey dashboards;
- Revised CPI guidelines, templates, FAQs, and exemplars drawn from strong CPI reports to clarify expectations and strengthen report quality;

- Establishment of timelines and evaluation criteria for providing financial support for CPI-related student success initiatives;
- Implementation of a requirement for dean-level review and approval of departmental CPI reports; and
- Review and confirmation of alignment between ILGs and General Education Learning Outcomes.

In academic year 2025-2026, following the completion of the initial three-year CPI cycle, the CPI Committee, led by our VP, Strategic Initiatives & Accreditation, is undertaking a comprehensive review of the CPI process. This review will engage a broad range of stakeholders, including the Academic Senate Curriculum Committee, academic leadership, deans, department chairs, and leaders of student support units. Feedback gathered through this inclusive process will inform refinements to the CPI framework prior to the launch of the next assessment cycle.

Strengths and Opportunities

STRENGTHS

New York Tech has established a strong and increasingly coherent foundation for assessing educational effectiveness, supported by broad faculty engagement and an institutional commitment to evidence-informed continuous improvement. Academic programs consistently articulate clear PLOs aligned with ILGs, and professionally accredited programs further align PLOs with external disciplinary and accreditation standards. Programs employ both formative and summative assessment methods, enabling triangulation of direct and indirect evidence and supporting more informed and holistic approaches to improving student learning.

Faculty play a central role in the CPI process, leading assessment planning, data analysis, and interpretation of results to inform curricular revisions, instructional strategies, assessment tools, and student support practices. The CPI-SS framework complements learning outcomes assessment by systematically using disaggregated data—including retention, persistence, completion, and course-level performance—to guide targeted interventions and evaluate their impact. Across departments, CPI-SS has supported intentional strategies to improve retention, graduation, and career readiness, such as enhanced academic support, curricular redesign, early interventions for at-risk students, and expanded experiential learning, internships, and undergraduate research opportunities.

At the institutional level, initiatives such as PATH further strengthen this foundation by addressing equity gaps identified through disaggregated student success data and by extending coordinated supports beyond individual programs. Collectively, these efforts reflect growing alignment between assessment, planning, and decision-making in support of educational effectiveness and student success.

OPPORTUNITIES

While most programs adhered to institutional best practices during the three-year CPI implementation cycle—including benchmarking, analysis, action planning, and documentation—a small number did not fully meet these expectations. This variation highlights an opportunity for targeted professional development, and sustained support to strengthen assessment of quality, consistency, and follow-through across all programs. Continued emphasis on closing the loop—particularly linking assessment findings more explicitly to implement changes and subsequent outcomes—would further enhance the effectiveness of the CPI process.

CPI Day has proven valuable in sharing impactful practices and recognizing thoughtful assessment work. Expanding assessment-focused dialogue beyond CPI Day—by integrating examples of effective practice into faculty development programs, academic leadership meetings, town halls, and Strategic Plan–related activities—would help reinforce shared expectations and normalize ongoing engagement with assessment. As discussed under Standard IV, extending the CPI-SS framework to all student-facing offices represents an

additional opportunity to strengthen cross-divisional collaboration and ensure that student success assessment and improvement efforts are consistently informed by disaggregated data across the institution.

Conclusion and Next Steps

New York Tech demonstrates strong compliance with Standard V through a systematic, institution-wide approach to educational effectiveness assessment that links clearly stated learning outcomes to evidence-based improvement at the course, program, and institutional levels. Our CPI process and use of data drive meaningful change. Following our assessment of this Standard, New York Tech commits to the following next steps. First, New York Tech will identify ways to more closely align the work of the Curriculum, General Assessment, and CPI Committees to advance a more cohesive and integrated approach to curriculum design, the assessment of student learning, and measures of student success. This effort will emphasize embedding outcomes assessment as a core component of curriculum quality assurance; ensuring that assessment findings are used in a timely and continuous manner to inform program design and delivery; and strengthening the routine use of disaggregated student achievement data in academic planning and continuous quality improvement. Second, as New York Tech expands its portfolio of microcredentials and non-credit certificates (see Standard VI), the institution will develop assessment mechanisms aligned with career skills and labor market outcomes. Through these steps, New York Tech will continue to assess, learn, and improve.

Evidence Referenced

I.3_4 IPEDS Graduation Rates 150 I.3_7 First Destination Survey – Alumni Placement I.3_20 RNL SSI 2022-2025 III.2_14 Center for Faculty Excellence III.4_46 Know Your Students III.8_2 Program Review IV.1_40 PATH Project V.1_1 Approved CPI Committee Minutes 4-17-25 – ILG V.1_2 CPI External Stakeholders V.1_3 Alignment - ILG + GE + PLOs V.1_4 Curriculum Map Examples V.1_5 OT & PA Curriculum Maps V.2_1 CPI-PLO Report Example V.2_2 CPI-PLO Summary Report to Senate V.2_3 CPI-SS Report Example V.2_4 CPI-SS Summary Report to Senate V.2_5 DPT Proposal & Approval V.2_6 CPI-QI Proposal Review Results V.2_7 CPI-SS DPT Report AY24-25	V.2_9 CPI Day 2025 Presentation V.2_11 Relevant Disciplinary Accreditation Standards V.2_12 CPI Annual Report Example - Student Support V.2_13 Student Support Office CPI-SS Guidelines V.2_14 CPI Student Learning (PLO) - Guidelines_Templates_Feedback V.2_15 CPI Student Success – Guidelines_Templates_Feedback V.2_17 CPI Committee V.2_18 NAAB Visiting Team Report 2025 V.2_19 Program Review Follow Up Report - Digital Art & Design V.2_20 Periodic Program Review Self-Study - Digital Art & Design V.5_1 EAB and Hanover Reports V.5_2 Initial CPI Outline 2020 V.5_3 CPI Initial Results 2021-22

Standard VI: Planning, Resources, and Institutional Improvement

New York Tech is committed to ensuring that its planning processes, resources, and structures advance mission and goals and are clearly documented and sufficient to address opportunities and challenges. Our planning and improvement processes are inclusive, transparent, and sustained through governance structures that engage faculty, staff, students, and the BOT in shared decision-making. Our financial resources, physical infrastructure, and technology investments support our students, programs, and operations across all campuses and modalities, and our record of responsible fiscal management is confirmed by annual independent audits, history of positive operating results, and investment-grade credit ratings. Through this Standard, all four Self-Study institutional priorities are addressed, as are the following Lines of Inquiry:

- How effective has New York Tech been in generating non-tuition revenue? What opportunities exist to increase non-tuition revenue?
- To what extent are continuous program improvement, strategic planning, and operating and capital budget processes aligned? How well do we assess this alignment?
- How well does New York Tech support employee engagement, professional development, career advancement, and equal access to opportunity?

As a tuition-dependent institution navigating enrollment declines, particularly among international and graduate students, New York Tech is actively taking steps to strengthen its fiscal position, diversify its revenue base, and ensure that its planning and resource allocation processes remain responsive to a rapidly changing higher education landscape. As this chapter demonstrates, we have built a planning and resource management infrastructure that is transparent, mission-aligned, and capable of supporting the institution it is today and the institution it is becoming.

VI.1 Institutional and Unit Goals Clearly Stated, Assessed, Mission-Aligned, and Used for Planning and Resource Allocation

New York Tech establishes institutional and unit-level goals that are clearly articulated, measurable, and directly aligned with the university's mission to provide career-oriented professional education, access to opportunity, and the advancement of knowledge through research and innovation. At the institutional level, our SAP serves as the primary framework through which goals are developed, communicated, and assessed. The four priority areas identified in the Plan — Optimizing Student Success, Driving Innovation and Discovery with Diverse Talent, Sharpening Institutional Identity, and Fortifying Institutional Viability—are aligned with our mission (see Section I.1 for more details). The annual budget development cycle includes unit-level requests supported by documented assessment outcomes and strategic objectives as well as a summary of achievements and outcomes during the current budget period.

An example of how this process supports New York Tech's mission is our Office of Development, Alumni Relations & External Affairs, which advances innovation, student success, and community engagement through initiatives that strengthen the donor base, build external partnerships, and engage alumni [VI.1_5]. Through a data-driven approach leveraging Blackbaud analytics, multichannel outreach, and institutional

data, the Office enhances donor engagement and stewardship while adapting to evolving behaviors. Key initiatives, including the Alumni Mentorship Program and Quarterly Portfolio Review Process, strengthen connections, optimize fundraising strategies, and ensure alignment with institutional priorities. Looking ahead, Development will continue refining these strategies to broaden engagement, attract new donors, and deepen alumni and student relationships in support of New York Tech's long-term success. Another example is our libraries, which developed an SAP spanning 2023–2028 through an inclusive, multi-stakeholder process [VI.1_1]. The Library SAP aligns library goals with those in the institutional Strategic Action Plan across its four priority areas. Teams report quarterly on progress and actions, and a KPI summary developed through facilitated sessions with library faculty and staff is available on the library's website [VI.1_2].

Administrative offices have unit-level missions and goals that connect to our institutional mission and goals. Below are some examples of administrative office missions from our website:

Table 12: Administrative Office Mission Statements and Alignment to Institutional Goals

Office	Office Mission	Alignment to New York Tech Mission	Alignment to Strategic Plan Goals
Access and Community Engagement	Our mission is to cultivate a strong and diverse community where we celebrate differences, ideas, and individuals and advocate for access and acceptance with a welcoming and meaningful sense of belonging and a safe atmosphere of growth, respect, and community, where all can reach their full potential.	**Career-oriented professional education:** creating an inclusive environment in which students can engage with and benefit from their academic experience. **Access to opportunity**: advocating for access and acceptance and ensuring all can reach their full potential.	**Strengthening Equity Consciousness** and **Driving Innovation and Discovery with Diverse Talent**: cultivating a diverse community and celebrating differences, ideas, and individuals; **Optimizing Student Success:** addressing the equity conditions necessary for all students to persist and complete. **Sharpening Institutional Identity:** defining New York Tech as an institution where belonging is central to the student experience. **Fortifying Institutional Viability:** enrollment, retention and completion are essential to long-term enrollment sustainability.
Information Technology Services	Information Technology Services partners with students, faculty, and staff to leverage the power of information and technology by providing responsive services, reliable and secure access to high-quality information, and an empowering technological infrastructure.	**Career-oriented professional education** and **Research and scholarship:** providing the technology infrastructure that enables program delivery across all modalities and locations and that supports faculty and student research activity. **Access to opportunity**: ensuring reliable, equitable technology access for all students regardless of campus location.	**Digital Transformation**: providing enterprise-level strategic direction, IT governance, and performance and process management; **Fortifying Institutional Viability**: ensuring that technology infrastructure sustains and advances institutional capacity to deliver on its priorities.
Strategic Communication	Strategic Communications is responsible for advancing the message and mission of New York Institute of Technology across all media platforms. Driven to support student recruitment, retention, reputation, and philanthropy, we creatively	**Career-oriented professional education**: communicating program value and outcomes to prospective students; **Access to opportunity:** driving recruitment of qualified students from diverse backgrounds;	**Optimizing Student Success** and **Fortifying Institutional Viability**: enrollment-focused communications and reputation-building campaigns directly support student recruitment and retention KPIs; **Sharpening Institutional Identity**: brand stewardship, campaigns,

	and proactively curate and develop content for our responsive-design website, award-winning ad campaigns, social media, news, *New York Tech Magazine*, print and digital publications, videos, and through strategic media relations, marketing, and email campaigns.	**Research and scholarship**: amplifying faculty and institutional research through news, publications, and media relations.	publications, and strategic media relations are the primary vehicles through which we define and communicate our identity to external audiences.

Assessment of these offices takes place through annual reports, presentations to our Board of Trustees, and external audits. In Spring 2026, President Balentine began the process of formalizing this assessment work to identify institutional and unit-level KPIs that support student success [VI.1_3]. Our B.E.A.R. performance management system allows managers to provide regular feedback to employees on performance relative to these goals [VI.1_4].

VI.2 Clearly Documented and Communicated Planning and Improvement Processes that Provide for Inclusive Constituent Participation

Communication relating to planning and improvement processes occurs through multiple channels to support transparent and inclusive participation in and understanding of our budget process. New York Tech's financial resources fall into one of three categories for management and planning purposes:

- **Operations**, which includes cash generated by tuition and other recurring revenues (grants, contributions, endowment income, room & board) that fund recurring expenses such as wages, contracts, leases, utilities, debt service and general operating costs;
- **Physical Plant and IT**, which includes long-term debt proceeds, and draws on operating reserves;
- **Endowment and other investments**, which includes net appreciation of investments less the annual distribution to the operating budget, net operating surpluses, and non-recurring income such as cash from sales of property.

Planning for the operating budget begins in August, when tuition rates and scholarship levels for the following academic year are proposed and discussed with the CFO, Provost, VP for Enrollment Management, Academic Deans, and the President. The rates take into consideration long-term forecasts for cost considerations, competitive benchmark data, and special conditions. Final rate proposals are presented for review and approval by the BOT in September, so that admissions and enrollment professionals can share the following year's tuition rates as they begin recruiting students. Each fall, following the add/drop date, each Academic Dean meets with Finance and Enrollment to discuss final fall enrollments by school and academic major, review enrollment trends, and understand new academic plans. Using that information, the formal budget cycle begins in the winter months when schools receive historical data on revenues and expenses, updated enrollment projections, and personnel rosters. Administrative VPs receive the same with the exception of enrollment and tuition forecasts. Along with these materials, the Office of Financial Affairs provides budget instructions that reinforce a focus on using resources to address mission critical functions and priority initiatives, such as student satisfaction and retention.

New York Tech begins its AY with a Faculty and Staff Convocation in which the President, Provost, and select VPs describe their vision and goals, celebrate achievements from the past year, and provide updates on key initiatives relating to enrollment, information technology, and capital planning [VI.2_1]. All faculty and staff are welcome to participate in person or virtually, and time is set aside for questions.

Academic Senate meetings throughout the year are open to all New York Tech faculty and staff and provide opportunities for information sharing, questions, and feedback. Each Academic Senate meeting includes a presentation by a VP relating to some aspect of the planning and improvement process: Enrollment and Admissions; Budget and Finance; Development, Alumni Relations, and External Affairs; Information Technology; and Capital Planning and Improvement. Senate meetings also include standing committee reports from Senate committees relating to planning and improvement, including Continuous Program Improvement (see Chapter on Standard V for more details), Educational Technology, Communications, Library, and Institutional Development [VI.2_3]. Each of these committee meetings is also open to New York Tech faculty, staff, and students. In addition, the Senate Budget Committee meets three to four times a year. Chaired by the Senate President, it includes the Chief Financial Officer (CFO), Senate President, the two AAUP Chapter Presidents, and two faculty Senators. A calendar of committee and full Senate meetings and minutes from these meetings are available on New York Tech's website [VI.2_2].

Additional community events throughout the AY allow for constituent participation in planning and improvement processes. CPI Day provides an opportunity for faculty and staff to engage in and learn more about the CPI process beyond the committee's regular Senate reports [IV.6_4]. During these events, faculty and staff share progress made relating to their departmental CPI plans, including projects that received pilot funding through the CPI Committee (see Section V.5). Strategic Action Plan Town Halls provide similar opportunities for faculty, staff, and students to learn about progress made towards strategic plan priorities and objectives, including pilot projects that received funding through the SAP:

- Curricular revisions for new and redesigned courses, and new academic programs;
- Faculty support through COPs and semi-annual Faculty Development Days [III.2_10; III.2_11];
- Office of Access & Community Engagement [II.7_2];
- Peer Success Guides, tutoring, supplemental instruction, and ACE [IV.1_24; IV.1_27; IV.1_38];
- Student support, such as Bear Bytes, Tech Threads, and Counseling and Wellness services [IV.1_22; IV.1_43];
- On-campus student employment beyond those funded by Federal Work-Study [VI.2_5];
- New faculty, requests for which are made by Academic Deans and informed by the following data:
- Applicants/admits by Major
- Enrollment by Major
- Cohort Retention by Major
- Cohort Graduation by Major
    - Average class size by Department
    - Percent classes taught by FT faculty; by Department
    - Faculty to Student ratio by Department
    - Class density by Department/Course
    - Student Credit hours offered by Department
    - Number of Faculty by type (FT/PT) by school/ department

Following a recommendation made by the MSCHE accreditation team in spring 2019, the CFO created a university-wide Operating Budget Committee. The Committee includes the president, VPs, and deans, and meets several times a year to review financial results, forecasts, planning parameters, and provide opportunities for inquiry and in-depth discussion on financial matters. Faculty are kept informed via the Senate Budget Committee meetings, as well as through annual presentations to the entire Senate audience.

The CFO or other Financial Affairs senior staff are invited by deans and VPs to attend school-level faculty or staff meetings to provide opportunities for more in-depth discussion and address specific concerns.

At the BOT level, the CFO and senior Financial Affairs staff provide regular updates on recent financial performance and planning considerations, including enrollment forecasts, reporting obligations, risk management, and industry constraints [VI.5_1]. Reports are provided at least quarterly to the BOT Finance, Investment, and Audit committees, each providing critical input and feedback. Reports are also provided to the full BOT at quarterly open session meetings, with all VPs and academic deans in attendance. Other BOT committees also meet quarterly for planning and discussion purposes, including Development, Program and Personnel, Entrepreneurship & Innovation, and Buildings & Facilities [VI.2_6]. The BOT also approves New York Tech's SAP, which informs budget decisions [VI.2_3].

At the start of the budget cycle, the Office of Financial Affairs provides academic deans and VPs with a budget memo that reinforces these discussions and contextualizes, describes, and provides guiding instructions relating to the budget process, and includes an offer to meet to discuss any questions [I.1_4].

VI.3 Planning that Integrates Goals for Institutional Effectiveness and Improvement

New York Tech's planning is mission-aligned and data-informed and integrates Strategic Action Plan goals and objectives and assessment practices as described in the Standard V chapter. Curricular and student support needs that are identified through our CPI, accreditation, and program review processes and administrations of the SSI, NSSE, and HEDS Climate Surveys are formalized through our planning and budget cycles.

New York Tech's SAP acts as the foundation for integrated planning processes that prioritize student achievement, educational outcomes, and overall institutional advancement. Each year, operating funds are allocated to support pilot initiatives that are proposed by working groups to advance Plan priorities. Funding requests are reviewed and approved throughout the year by the SAP Oversight Team before final approval by the provost and include an assessment process with key performance indicators and plans for sustainability beyond the pilot period. Examples of projects that were funded to support the plan priority of Optimizing Student Success include competitive student conference funding; a software program to support student success in courses; and expansion of the Peer Success GUIDES program to transfer students. A funded project that demonstrated support of the plan priority for Driving Innovation & Discovery with Diverse Talent was sponsorship of a team of faculty and staff in the AAC&U Institute for AI, Pedagogy, and Curriculum. One project that demonstrated the plan priority of Sharpening Institutional Identity was funding student employees engaged in analyzing internal focus group data related to New York Tech's identity and direction. The SAP priority of Fortifying Institutional Viability led to funding for consultants and student employees to sort and analyze findings on existing institutional partners, and how best to develop those partner relationships in support of New York Tech [VI.3_2].

VI.4 Planning that Integrates Diversity, Equity, and Inclusion

New York Tech complies with all applicable executive orders and guidance relating to diversity, equity, and inclusion in institutional operations. Our budget and planning process advances our mission *to provide access to opportunity for qualified students* through alignment with the priorities and objectives of the SAP and through institutional support for the Office of Access and Community Engagement, which ensures that all members of the New York Tech community feel recognized, welcomed, and valued [II.7_2].

VI.5 A Financial Planning and Governance Process that is Mission-Aligned, Evidence-Based, and Linked to Strategic Plans and Objectives

New York Tech's financial planning and budgeting process is mission-aligned, evidence-based, and linked to SAP priorities and objectives. The inclusive, multi-stakeholder structure that supports this process is described in VI.2. The Office of Financial Affairs prepares institutional enrollment analyses and expense projections as well as budget assumptions and schedules that are reviewed with the Operating Budget Committee, Academic Deans, VPs, and the Board of Trustees [VI.5_1; VI.5_3; VI.5_4].

Because enrollment is the primary revenue driver for New York Tech, enrollment planning is integrated directly into the financial planning process [VI.5_2]. Enrollment forecasting is conducted semiannually—after add/drop periods in the fall and spring—and considers current enrollment, recruitment trends, and program-level demand organized by school, academic level, and program with input from the offices of Enrollment Management and Strategic Communications, Finance, Budget and Planning, IR, and the Academic Deans. Historical trends and application-to-enrollment funnel data guide collaborative forecasting, and the process produces both aspirational and conservative scenarios that are used to construct tuition and fee revenue assumptions adjusted for scholarship rates and net revenue targets. Enrollment projections have been closely aligned with actual outcomes in recent years, increasing the reliability and credibility of the budget model as a forward planning tool.

At the start of each budget cycle, academic and administrative units receive a budget memo that describes the goals of the budget process and detailed financial information that includes the current year's budgets to actuals and enrollment projections [I.1_4]. Schools are directed to maintain minimum direct margins of 40 to 60 percent depending on whether they are professional or support schools based on benchmarks established through systematic financial analysis. The COM operates under a distinct financial model, contributing a portion of gross tuition revenue after covering all direct and indirect expenses.

Table 13: FY 2026 Operating Budget Development Timeline

Date	Action
11/22/2024	Operating Budget Committee meeting to discuss operating budget memo and materials outlining: (1) FY 2026 Budget Assumptions (2) The operating budget schedule and due dates (3) Preliminary budget documents
12/06/2024	FY 2026 budget materials distributed
12/09/2024 - 01/31/2025	Budget Team meets with VPs and deans to review budget materials
02/07/2025	Operating budget submissions due from VP, excluding schools Operating budget submissions due from schools to VP Academic Affairs
02/14/2025	Operating budget submissions due from schools, submitted by VP Academic Affairs
02/10/2025 - 04/18/2025	Operating budget meetings with president, VPs, and deans
03/19/2025	Board of Trustees approves FY 2026 net operating margin budget
05/01/2025	Board of Trustees Finance Committee meeting to review FY 2026 budget
05/14/2025	Board of Trustees reviews finalized FY 2026 budget by natural expense
05/31/2025	Approved budgets announced and distributed to Schools and Colleges
07/01/2025	Opening FY 2026 budget and position controls are distributed to VPs FY 2026 budget opened for new academic year

Each Dean and VP is asked to review their budget in light of overall financial trends facing New York Tech and to provide a narrative describing their most recent accomplishments, future goals, and plans to lead their operations while supporting the New York Tech's mission and SAP. They may ask for funding for new initiatives and may propose cuts within their existing funding level to self-fund new priorities. In recent years, amidst a national trend of declining international student enrollments, most schools and departments have been faced with stagnant growth or budget reductions. In some cases, this has resulted in combining roles,

restructuring, or elimination of underperforming programs or optional expenses.

Budget materials for all administrative departments are sent first to the budget office for analysis and summation; the office may follow up with the VP or their business manager to make inquiries or request changes prior to any meetings. Deans submit their school budgets first to the Provost for review, comment, and inquiry, and then to the budget office. Over a two-month period, each VP and dean meets to discuss their budget with a review group consisting of budget office staff; the CFO; the General Counsel & VP for Human Resources; Executive Director for Human Resources; Provost and President. The presenting dean or VP is asked to discuss their report and budget requests and reductions, while demonstrating adherence to departmental level performance requirements and setting new sightlines for advancing New York Tech's mission. Each budget request made through this process is explicitly linked to a Strategic Action Plan priority. The budget review group evaluates proposals for consistency with institutional goals and feasibility given resource availability, current performance, and competing priorities. The budget group holds interim progress meeting during the two-month process and may request additional data or propose alternate actions. Final decisions are made in a consultative manner and shared with deans and VPs at the end of May. In most cases, financial changes are enacted on or after June 30 – the end of the closing fiscal year. The capital budget process is separate from the annual operating budget and addressed in VI.10.

VI.6 Fiscal and Human Resources as well as Adequate Physical and Technical Infrastructure

New York Tech maintains fiscal and human resources as well as physical and technical infrastructure adequate to support its operations wherever and however programs are delivered. This commitment is sustained through strategic planning, systematic resource allocation, and continuous assessment processes that ensure quality and sustainability across all instructional locations and modalities. Our strong infrastructure and fiscal position have helped mitigate the impact of recent admissions declines, particularly among international students.

FISCAL RESOURCES

New York Tech's financial health is monitored through annual independent audits and internal reviews. Between Fiscal Years 2021 and 2024, instruction, research, academic support, and student support have comprised an average of 75% of total core expenditures, reflecting our mission-driven focus on teaching, learning, student success, and advancing research [I.3_18; VI.8_1]. The Composite Financial Index has been consistently above the 3.0 baseline for Fiscal Years 2021 - 2024, averaging 6.2 over that period and demonstrating our sufficiency and flexibility of financial resources, ability to manage debt adequately, and the overall institutional health [VI.7_1]. Our capitalization ratio, measuring debt to expendable equity, has been maintained in excess of the 1.25 baseline, demonstrating that New York Tech can meet its entire debt obligation with expendable assets [VI.6_15]. Our endowment has grown from $100.9 million at the close of Fiscal Year 2021 to $116.9 million at the close of Fiscal Year 2024, its highest level in that four-year period. Each year during this period, between 86 and 89 percent of these funds are unrestricted. Bond ratings from S&P of BBB (stable) in 2025 and, from Moody's, of Baa2 (stable) in 2024 provide independent confirmation of financial stability and prudent fiscal management [VI.6_16; VI.6_17].

Since tuition represents over 90% of New York Tech's operating revenue, enrollment declines among international students have had a detrimental impact on our budget and finances. Reduced enrollments have particularly impacted the graduate populations on our New York and Vancouver campuses. As a result, New York Tech has taken the following steps for Fiscal Year 2027 to strengthen our fiscal position:

- Announced closing of our Vancouver campus with teach-out plans being developed [VI.6_2].

- Reduced our campus physical footprint, including most recently ending the lease on one of our New York City campus buildings.
- Offered retirement incentives to eligible faculty and staff [VI.6_1].
- Identified opportunities to right-size our course densities, academic programs, and staff to account for changes in enrollment and program demand [I.1_4].

New York Tech is implementing these decisions now to rebalance our annual operating revenues and expenses and achieve a minimum 2% margin. The continuing long-term goal is to reset within two years toward a recurring operating margin of 5%, ensuring New York Tech produces surpluses that can advance our mission.

HUMAN RESOURCES

The Office of Human Resources, reporting to the General Counsel and VP, Human Resources, who in turn reports to the President, ensures that New York Tech is sufficiently and appropriately staffed to meet program and student needs across all campuses, including global campuses, and modalities.

Figure 4: New York Tech Faculty, Staff, and Student FTE, Fall 2020–2025

New York Tech Faculty, Staff, and Student FTE													
Term	Distinct Faculty Headcount			Faculty FTE	Distinct Staff Headcount			Staff FTE	Staff/Faculty FTE	Distinct Student Headcount			Student FTE
	Full time	Part time	Total		Full time	Part time	Total			Full time	Part time	Total	
Fall 2020	342	518	860	515	662	36	698	674	**1,189**	5,969	882	6,851	**6,263**
Fall 2021	316	482	798	477	623	23	646	631	**1,107**	5,817	879	6,696	**6,110**
Fall 2022	312	488	800	475	632	19	651	638	**1,113**	6,009	897	6,906	**6,308**
Fall 2023	317	495	812	482	676	23	699	684	**1,166**	6,086	671	6,757	**6,310**
Fall 2024	332	507	839	501	694	31	725	704	**1,205**	6,015	862	6,877	**6,302**
Fall 2025	328	496	824	493	689	19	708	695	**1,189**	5,865	809	6,674	**6,135**

As mentioned in VI.5, New York Tech's General Counsel and VP, Human Resources, and the Executive Director of Human Resources attend all budget meetings to evaluate requests for new faculty and staff positions against our resource availability and program and operating needs.

Human Resources also manages all employee fringe benefits programs, with the goal of enhancing employee satisfaction while also maintaining control over costs for the institution. The department organizes various activities aimed at improving employee engagement and assists managers with issues regarding employee performance and handles employee complaints [VI.6_3].

The newly created Staff Council, coordinated by Human Resources and reporting directly to the President, is composed of staff representing all levels and functions across New York Tech. The Council was formed to support equitable representation of staff and provide staff with a platform to contribute ideas, share feedback and collaborate on initiatives to support staff engagement, retention, and the strengthening of workplace culture. Though it is a small group, the members were chosen based on their demonstration of a genuine interest in staff engagement and community building at New York Tech; creative thinking and a collaborative mindset; and a commitment to contributing to campus initiatives and service.

PHYSICAL INFRASTRUCTURE

The Office of Capital Planning and Facilities ensures New York Tech's physical infrastructure is sufficient to support program operations. Led by the VP of Capital Planning and Facilities, who reports to the President, the office oversees capital planning, construction, renovation, sustainability, and facilities management across campuses, ensuring that physical environments are aligned with institutional priorities and the evolving needs of students, faculty, and staff. Regular updates are made by the VP to our Board of Trustees both in Open Sessions and in meetings of the Buildings and Facilities Committee [VI.6_14].

New York Tech's Old Westbury campus, located on the Gold Coast of Long Island, houses academic and

administrative buildings, recreation centers and courts, laboratories, libraries and makerspaces, and cafeterias across 255 acres [VI.6_11]. In the last five years, the campus has undergone sustained infrastructure investment, including construction of new HVAC and water-cooling towers. Further, we have added waterproofing to buildings and regraded land to reduce flood risks, replaced roofs, and resurfaced facades to protect our historical buildings and reduce reliance on fossil fuels. Interior renovations have refurbished and regenerated dated spaces, creating new classrooms and labs in Anna Rubin Hall; gyms and a cafe in the Student Activity Center; outdoor athletic facilities, including tracks and basketball courts; the exterior of Serota Plaza, a popular gathering place for medical students; the new 20,000 square-foot BRIIC; and Startup Tech Central, a new student entrepreneur center created within an existing building [VI.6_4].

Our New York City campus, spanning five buildings within a one-block area near Columbus Circle, offers academic and administrative areas, libraries, makerspaces, and social spaces that are comparable to our Old Westbury campus [VI.6_12]. Our lease on one of these buildings (26 West 61st St.) will end October 31, 2026. Infrastructure improvements to our New York City campus include new elevators and fire suppression systems and construction of new HVAC and water-cooling towers. Interior renovations include a new ETIC to mirror the capabilities available at the Long Island ETIC; newly renovated electrical, chemistry, and biology labs; a new cafe; and a study and lounge space.

Interfaith spaces for reflection, meditation, and prayer were created on both New York campuses, officially opened in spring 2022, and new residence halls were opened in Fall 2023 in New York City and Fall 2024 on Long Island [VI.6_5].

New York Tech's COM operates an additional site on the campus of Arkansas State University-Jonesboro [VI.6_6]. The COM Jonesboro program is housed in the 86,000 square-foot Wilson Hall, which includes a state-of-the art anatomy lab, team-based teaching labs, an auditorium, osteopathic manipulative lab, medical library, student lounge, simulation labs, and classrooms outfitted with technology for in-person and two-way live streaming of lectures between the Arkansas and New York campuses.

Our Vancouver campus is located at Broadway Tech Centre, a technology office park located in the heart of the city. New York Tech continues to teach out this program after announcing its closure in February 2026. New York Tech offers an M.B.A. program in China through our partnership with JUFE. The program director, who is a professor in our School of Management, coordinates with JUFE to ensure space needs are met [IV.1_48].

In March 2024, New York Tech issued $100 million in bonds to support part of a $280 million multi-year capital plan [VI.6_13, pg. 13]. Approximately half of the funds were allocated to infrastructure upgrades and interior renovations, necessary to address substantial deferred maintenance projects across the New York campuses; $33.1 million was dedicated to the BRIIC; and the remainder were directed toward regeneration of academic and public spaces. Projects were carefully vetted prior to issuance, given limited funding and tax-exempt bond restrictions requiring pre-approved reimbursements. The bonds, however, were not nearly enough to support New York Tech's ambitious plans to reset the physical appearance and resilience of its campuses. New York Tech more than matched the bond investment, committing to supply $180 million of its own funds, generated from operating cash surpluses and reserves. These funds provided matches to most bond and grant-funded projects, supplied funding for historical buildings, leased space improvements and small projects that could not support 30-year debt. Approximately $30 million was also dedicated to IT projects, which did not qualify for debt financing, but were equally important to driving New York Tech's future success. All these investments reflect New York Tech's sustained commitment to maintaining physical infrastructure that supports our mission and goals.

INFORMATION TECHNOLOGY

New York Tech's technology infrastructure is managed by ITS, which is led by the VP, Information Technology, Chief Information Officer, and Chief Information Security Officer, who reports to the President. ITS includes the following offices [VI.6_8]:

- Academic Technology and Client Support Services (ATCS) provides institution-wide, technology support for faculty, staff, and students while advancing digital teaching and learning. The unit administers and supports Canvas and related instructional technologies, partners with faculty on effective learning experiences, evaluates and implements emerging academic technologies, and delivers help desk, technical support, account assistance, and service request management across all campuses, including on-site support in Vancouver.
- Enterprise Applications and Decision Support, which ensures our administrative enterprise systems and institutional data support core business operations; leads system configuration and continuous optimization; provides reporting and analytics capabilities; oversees data stewardship and governance; and designs and maintains integrations, databases, and data interfaces across platforms.
- Enterprise IT Architecture and Security, which leads the engineering, implementation, and lifecycle management of core technology infrastructure (servers and storage, network and communications services, internet connectivity, endpoint technologies, and security platforms); and supports institution-wide, information security through security architecture, standards and controls, monitoring, and incident response coordination.
- Mobile and Web Development, which supports New York Tech's web presence and digital experience platforms, including the web content management system (CMS), the MyNYIT Portal, and custom web applications, with an emphasis on usability, accessibility, and secure deployment.

The COM is supported by a dedicated departmental IT team, the Academic Technologies Group (ATG). Reporting to the dean and partnering with ITS, ATG provides high-touch, end-user support for COM faculty and students at both the New York and Arkansas campuses [VI.6_9]. The ATG team provides hands-on assistance for technologies specific to medical education and clinical training and maintains on-site staff in each location.

New York Tech invests systematically in its technology infrastructure to support both on-campus and online learning environments [VI.10_11]. Significant capital investments are made annually across all campuses to enhance physical and technological learning environments, including approximately $1 million per year for classroom and conference room upgrades across the New York City, Long Island, Vancouver, and Arkansas campuses. Further investments include about $4 million annually to upgrade servers, data centers, network access systems, and high-performance computing infrastructure, with the goal of achieving parity and advanced capabilities across all sites, including:

- Modernization of our identity and access management systems (2020-2026);
- Implementation of Canvas as our learning management system (2021);
- Implementation of Microsoft 365 for all faculty, staff, and students (2021 – 2024);
- New analytics and business intelligence platform (HelioCampus); admissions system (Slate) (2022); and CMS, website redesign, and digital asset management system (2024-2025);
- New High-Performance Computing (HPC) cluster and research storage array (2025);
- Network modernization in New York City and Long Island (2024-2026); and
- Card access and security camera modernization (2024-2026).

The most significant recent technology infrastructure investment since the last accreditation visit was the replacement of the Oracle HR/Finance system (implemented in 1998) with Workday, a modern cloud-based

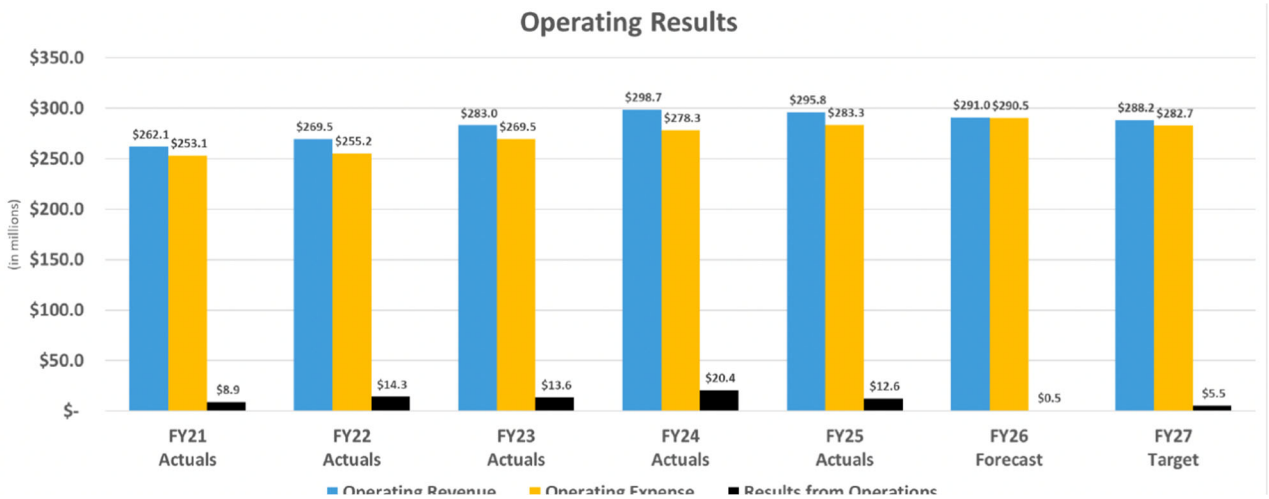
platform. The selection and implementation process spanned from project approval in 2022 through go-live on July 1, 2025, at a cost of $10 million. The Project "WIN" (Workday Implementation Now) initiative applied many goals, including transforming business processes, fostering a culture of continuous improvement, and empowering employees to advance the institutional mission. Workday provides an improved user experience, operational efficiency, enhanced reporting capabilities, and comprehensive and timely data to support management decision-making [VI.6_10]. The project funding was included in the multi-year capital plan and sourced entirely from operating reserves [VI.10_11].

VI.7 Documented Financial Resources, Funding Base, and Plans for Financial Development

New York Tech maintains documented financial resources and a stable funding base adequate to support its educational purposes and programs and continues to work toward ensuring long-term financial stability [VI.7_6]. During FYs 2021 and 2022, final operating results were bolstered by non-recurring items including Higher Education Emergency Relief Fund (HEERF) receipts and proceeds from land disposition in Central Islip following the closure of that campus several years prior; however, New York Tech did not rely on any of these funds to support its base operating budgets and balanced its operating budget every year without the use of one-time windfalls. New York Tech has consistently added any surplus operating funds to its operating reserve investments or applied the excess funds toward its multi-year capital financing plan.

As mentioned in VI.6, our Composite Financial Index has been consistently above the 3.0 baseline for the past four years, with an average of 6.2 over that period [VI.7_1]. Our endowment has grown to $116.9 million at the close of FY 2024, reaching its highest level in the four-year period despite a market-driven decline in FY 2022 [VI.8_1]. The endowment distribution is based on a formula-driven model ranging from 5.0 to 6.0 percent of a three-year moving average of endowment market values, lagged by one year. In FY 2026, New York Tech received approval to change our endowment spending policy, permitting a range of 3.5% to 8.0% of a five-year (20-quarter) average market value [VI.7_7]. The higher limit allows more flexibility in distributing endowment support to the operating budget during times of financial stress.

Figure 5: New York Tech Operating Results, FY 2021–2027



Tuition and fees represent over 90% of New York Tech's operating budget, making it vulnerable to fluctuations in enrollment, as we are currently experiencing. Plans to diversify our revenue streams include:

- Expanding our portfolio of externally funded projects: Between Fiscal Years 2023 and 2024, New York Tech increased funding from grants and contracts by 25.1% from $6,139,259 to $7,679,461, respectively; over the last three years, we received over $7.69 million in multi-year USDOE funding to support student

success initiatives [VI.8_1].

- Expanding our offering of non-credit certificates and microcredentials to generate additional revenue and alumni engagement opportunities. One recent example of our efforts to increase engagement is our AI Fundamentals Certificate, which is offered free for alumni [VI.7_8]
- Investing in venture and commercialization opportunities through our expanded innovation and entrepreneurship enterprise.
- Increasing occupancy in our residence halls, which are currently averaging just over 75% capacity.

VI.8 A Record of Responsible Fiscal Management, including Preparing a Multi-Year Budget and an Annual Independent Audit

Our sustained record of responsible fiscal management is confirmed by annual independent audits, a rolling multi-year budget process, and positive operating results across the review period [VI.8_1]. New York Tech undergoes annual financial statement and compliance audits conducted by independent auditors (Grant Thornton), in accordance with Generally Accepted Accounting Principles (GAAP) and Generally Accepted Auditing Standards (GAAS). These audits include Single Audit and Uniform Guidance reviews confirming proper administration of Title IV federal financial aid programs and institutional financial health [VI.8_2]. Annual audits are reviewed by the BOT Finance Committee and presented to the full Board.

New York Tech has sustained positive operating results across the five-year review period (see Section VI.7) and maintains a rolling multi-year budget that extends financial planning beyond the annual cycle described in Section VI.5. Beginning with enrollment assumptions and layering in tuition rate increases, scholarship assumptions, and known contractual cost increases such as obligations under the AAUP CBA, leases, software licenses, utilities, and insurance, the model provides a rolling forward view of institutional finances. This model is presented at Operating Budget Committee and BOT meetings, so stakeholders are informed of resource constraints and emerging challenges before they require reactive adjustment.

VI.9 Well-defined, Inclusive, Decision-making Process and Clear Assignment of Responsibilities

New York Tech's decision-making processes are characterized by clearly defined governance structures, clear assignment of responsibility at both institutional and unit levels, and documented accountability mechanisms [VII.1_1]. Our channels of communication and processes to support inclusive participation in resource allocation and planning decisions are described in Section VI.2. Our operating budget process and the role of individual departments in that process are described in Section VI.5. Our capital budget process and the role of individual departments in that process are described in Section VI.10.

New York Tech's Board of Trustees exercises fiduciary and strategic responsibility and is accountable for institutional mission, academic quality, fiscal well-being, and long-term planning [VII.2_1; VII.2_2; VII.2_3; VII.2_4]. The Board exercises this responsibility through its committee structure and review and approval of major institutional decisions. The Finance Committee reviews and approves the annual net operating margin budget before the full Board reviews the finalized budget by natural expense [VI.2_6].

The President serves as Chief Executive Officer of the university, is appointed by and accountable to the BOT, and provides leadership over the implementation of institutional plans, resource allocations, and the advancement of New York Tech's mission and strategic goals. The President's Council, made up of VPs and including the Provost, is the primary senior administrative decision-making body. Each VP is responsible for a clearly defined portfolio of institutional functions and reports directly to the President to ensure accountability and alignment with institutional goals [VI.9_1]. The Provost Council, made of academic deans, is the primary academic decision-making body. Each academic dean provides leadership over a school or

college and reports directly to the provost [VI.9_2].

VI.10 Comprehensive Planning for Infrastructure

Facilities, infrastructure, and technology planning are embedded within New York Tech's broader planning architecture through two governance bodies with distinct but complementary mandates: the Budget and Planning team; and the Facilities, Leases, IT and Equipment (FLITE) Council (comprised of the Provost & VP for Academic Affairs, VP for Financial Affairs & CFO, VP for IT & CIO/CISO, and the VP for Capital Planning and Facilities) [VI.10_3; VI.10_4; VI.10_11]. These groups meet at least quarterly to evaluate new capital requests and reprioritize the outstanding project list throughout the year. Capital requests must specify how the project will advance the goals of the SAP in addition to a scope and budget.

New York Tech's most significant recent response to deferred maintenance and facilities investment needs is the multi-year, $280 million capital plan adopted in 2024, inclusive of $100 million in bond funds issued in March 2024. Nearly half of the bond proceeds were allocated to deferred maintenance and facility upgrades across the institution's campuses. A significant portion was directed toward research infrastructure through the BRIIC, which opened in May 2025 as a $33.1 million, 20,000-square-foot state-of-the-art research facility on the Long Island campus housing an fMRI suite, super-resolution 3-D STED microscope, 48 flexible lab benches, core labs, tissue culture rooms, and supporting research infrastructure.

VI.11 Compliance with Program Responsibilities under Existing Federal Title IV and Other State Laws and Regulations

New York Tech's eligibility to participate in federal student aid programs is confirmed by the most recent USDOE Eligibility and Certification Approval Report (ECAR), issued in 2021, which certifies New York Tech's programs as Federal Student Aid eligible through March 31, 2027 [VI.11_1]. New York Tech undergoes annual financial statement and compliance audits conducted under US GAAS, which include Single Audit and Uniform Guidance components confirming the proper administration of Title IV programs and institutional financial health [VI.8_2]. We meet federal financial responsibility standards as documented on the Financial Responsibility Supplemental Schedule, maintain administrative capability requirements, and monitor cohort default rates to minimize student loan defaults and safeguard continued institutional eligibility. In addition to federal requirements, New York Tech complies with NYSED regulations governing financial aid administration and reporting, ensuring alignment with state-level standards.

VI.12 Strategies to Measure and Assess the Adequacy and Efficient Utilization of Institutional Resources

New York Tech's annual budget process assesses resource adequacy and utilization through an analysis of enrollment data, key unit- and departmental outcomes and achievements, and advancement of strategic plan goals and priorities. As an example, faculty hiring requests are evaluated against data on enrollment trends, faculty-to-student ratios, and accreditation requirements, ensuring that one of our most significant recurring resource investments is allocated based on documented need. The RADS team produces each summer an annual comprehensive data report for academic deans that includes department-level information for each school. The report contains key metrics such as admissions, enrollment, class size, credit hour, full-time and part-time faculty counts, student-to-faculty ratios, and retention and graduation rates, among other indicators. These longitudinal analyses provide critical evidence to support institutional effectiveness, academic planning, program evaluation, and informed resource allocation decisions [VI.12_1]. The Master Academic Program Plan (MAPP) described in our 2019 Self-Study led to a review and realignment of academic programs, including the closure of academic programs, to meet student demand and industry needs [VI.12_2; VI.12_3; VI.12_4]. RADS is developing a program effectiveness dashboard that will assess our academic program portfolio based on alignment to mission, academic quality, labor market demand, student demand,

and program economics. As part of this work, RADS is also conducting analyses to improve curricular efficiency and course density.

VI.13 Periodic Assessment

New York Tech is in the process of assessing its current incremental budget model to strengthen accountability, incentivize revenue growth, and ensure full administrative costs are appropriately accounted for in budget requests. This process began at the BOT retreat in Spring 2026, during which academic deans and VPs provided input into a new model [VI.13_1; VI.13_2; VI.13_3].

Strengths and Opportunities

STRENGTHS

New York Tech has built a planning, resource, and institutional improvement infrastructure that is transparent, mission-aligned, and demonstrably effective. Our budget process connects each unit-level budget request to SAP priorities. Our financial health has been strong, our infrastructure reflects sustained and strategic investment, and our governance structures support inclusive and accountable processes. The Operating Budget Committee, FLITE Council, Academic Senate committees, BOT committee structure, and President's and Provost's Councils together create a multi-layered system in which planning decisions are transparent, informed by diverse constituent perspectives, and support shared accountability.

OPPORTUNITIES

New York Tech's heavy reliance on tuition revenue represents our most significant financial vulnerability and the opportunity that most directly shapes our planning going forward. Accelerating and scaling the revenue diversification strategies described in VI.7 and building the infrastructure needed to sustain them represent our most important opportunity. Continuing to advance our mission during this period will require greater prioritization of programs and initiatives and transparent and consistent assessment processes to strengthen accountability across our academic and administrative areas. The KPIs described in Section VI.2 and the program effectiveness dashboard described in VI.11 are examples of how we will continue to align assessment, planning, and resource allocation to create a more systematic record of how New York Tech evaluates and improves its planning infrastructure over time.

Conclusion and Next Steps

New York Tech identified fiscal health as a Self-Study priority because it views a strong financial position as being critical to advancing its mission. To that end, New York Tech commits to the following next steps. First, we will accelerate our revenue diversification strategy, expanding externally funded research, scaling our microcredential and non-credit certificate offerings, and building the internal infrastructure to sustain our growing innovation and entrepreneurship enterprise. Second, we will complete and operationalize the KPI and program effectiveness dashboards to ensure that academic portfolio decisions are grounded in systematic evidence about mission alignment, student demand, and program economics. Third, we will formalize our assessment of our current budget model to strengthen accountability and more accurately align expenses and revenues with areas of activity. These commitments reflect our understanding that institutional planning and effectiveness require transparency, discipline, and the willingness to make difficult decisions in service of our mission and the students we serve.

Evidence Referenced

I.1_4 Budget Memos FY 2023 - FY 2026
I.3_18 IPEDS Finance
II.7_2 Office of Access & Community Engagement
III.2_10 Faculty Development Day
III.2_11 Communities of Practice
IV.1_22 Counseling & Wellness
IV.1_24 Academic Success
IV.1_27 Achieving Collegiate Excellence (ACE)
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Standard VII: Governance, Leadership, and Administration

New York Tech is governed and administered in a manner that allows it to realize its mission and serve its students and constituencies effectively. Our BOT exercises clear fiduciary and strategic responsibility through a well-defined committee structure, transparent governance practices, and sustained engagement with institutional priorities. Our president brings deep professional expertise and a long history of institutional commitment to the role of chief executive officer. Our administrative leadership is credentialed, experienced, and engaged with faculty, students, and the broader campus community through governance structures that support inclusive, accountable decision-making. Our governance structures are periodically assessed and adapted to reflect the institution's evolving strategic priorities. Through this Standard, Priority 3: Employee Engagement and 4: Fiscal Strength are addressed, as are the following Lines of Inquiry:

- How well does New York Tech's shared governance model advance its mission and goals? Are there opportunities to strengthen this model further?
- To what extent does New York Tech's shared governance model foster a sense of community and agency among faculty, staff, and students?
- To what extent are assessment activities incorporated into governance decisions and practices?

The transition to a new president on July 1, 2025, among other leadership transitions, and the development of a new vision and strategic plan informed by this Self-Study highlight the importance of strong, well-aligned, and transparent governance structures and processes. As this chapter demonstrates, New York Tech's governance and administrative infrastructure is strong, our leadership is well-qualified and deeply committed to our mission, and we are actively building on this foundation to strengthen the alignment between governance, assessment, and strategic direction.

VII.1 Clearly Articulated Governance Structure with Defined Roles and Responsibilities

New York Tech is a not-for-profit educational corporation, chartered by the New York State Board of Regents, with the authority to grant each of the degrees we bestow [II.8_2]. Our governance structure is defined in the New York Tech bylaws, which were created and have been revised periodically by New York Tech's BOT in full compliance with New York State law. Adopted in 1972 and most recently amended in 2025, the bylaws delineate the roles and responsibilities of the BOT and New York Tech's president [VII.1_2; VII.2_4]. (The role of the BOT is described in greater detail in Section VII.2.)

The president serves as New York Tech's chief executive officer and is responsible for implementing policies approved by the BOT and administering plans consistent with those polices. The president is an ex officio member of the BOT, with vote except in certain situations, and does not hold a BOT office. New York Tech's six schools and colleges are led by deans, and its administrative departments by VPs [VII.1_1; VI.9_2].

New York Tech's Academic Senate is chartered by the BOT to advise the BOT and the president on the objectives of the institution and to advise the president in planning and implementing academic progress and retention of students; academic standards for admission and graduation; budget, finance, and resource allocation; curricula; institutional development; organizational communication; professional rights and

standards; and other related areas which affect the institution [VI.2_2]. The Academic Senate is composed of faculty and administrators based on a formula described in the Senate Constitution and two SGA representatives, one from our New York City campus and one from our Long Island campus [VII.1_3].

All New York Tech employees are governed by an Employee Handbook, which covers all aspects of their employment [II.2_4]. Faculty who are not from our COM are governed by a supplemental Faculty Handbook. COM faculty have their own Faculty Handbook [II.1_2]. Faculty from our New York City and Long Island campuses who are not from our COM are represented by the AAUP. The New York Tech-AAUP collective bargaining agreement details faculty involvement in hiring, reappointment, promotion, and tenure decisions as well as provides a mechanism for faculty to voice opinions relating to policies and procedures relating to faculty [II.1_4].

New York Tech students have SGAs governed by independent constitutions and bylaws [IV.4_8]. The SGA presidents on both New York campuses serve on the Academic Senate. The Vancouver campus has a GSA, and the COM has its own SGA for our Long Island and Jonesboro campuses. COM students may also participate in national student organizations such as the American Osteopathic Association (AOA) and the American Association of College of Osteopathic Medicine (AACOM).

In January 2025, to advance our strategic goals relating to advancing innovation and entrepreneurship on campus, New York Tech created a subsidiary company, NYIT Venture Fund, LLC. New York Tech is the sole member of the Venture Fund, which at all times operates in a manner that is consistent with the charitable, educational, and other nonprofit purposes at New York Tech [VII.1_4].

VII.2 [Criteria a – k] Board of Trustees

According to I.2 of New York Tech's bylaws [VII.1_2]:

The Board of Trustees (hereinafter the "Board"), acting as a body, is the final governing authority of NYIT and all of its constituent parts. It shall secure the leadership and facilities necessary to provide sound educational programs by establishing policies, monitoring plans to implement its policies, ensuring that appropriate funds are available for execution of plans and policies and conserving the assets of NYIT. The Board shall, among its other duties and responsibilities, specifically approve the budget and faculty grants of tenure.

The bylaws establish the following powers and duties of the board:

- Establish the aims and objectives of New York Tech.
- Assist in maintaining New York Tech's relations with the public and with college constituencies.
- Acquire, preserve, and develop New York Tech's resources, and supervise the holding of title and custody of its property.
- Receive from public and private sources gifts of money, land, buildings, or other property, or any interest therein, and hold such gifts for New York Tech purposes.
- Elect and remove the President.
- Review development plans.
- Review and approve the annual operating budget.
- Establish overall educational policies.
- Approve the association of New York Tech, outside the normal course of business, with other academic or professional institutions or consortia.
- Exercise such powers and carry out such duties as required by law or as necessary and appropriate for the

Trustees to fulfill their role as the governing body of New York Tech.

In June 2021, the BOT elected Peter J. Romano (B.Arch. '76) as chair, succeeding Kevin D. Silva. Mr. Romano joined the Board of Trustees in 2011 and served as vice-chair for six years prior to his election to chair. A graduate of New York Tech, he runs his own consulting firm, which specializes in the development, management, and implementation of major projects in the healthcare sector.

The BOT is currently made up of 24 trustees; fifteen are New York Tech alumni, and all contribute decades of executive leadership experience across a wide range of industries, including healthcare, banking and finance, architecture, and law, to ensure institutional integrity [VII.2_5]. Trustees are selected based on criteria that include:

- Industry experience and competencies;
- Personal skills and attributes;
- Connections to New York Tech; and
- Demographics and contribution to BOT diversity.

The BOT meets four times a year. Its nine standing committees—Executive, Development, Program and Personnel, Nominating and Governance, Audit, Finance, Investment, Building and Facilities, and Innovation and Entrepreneurship—meet at least quarterly, with the exception of the Executive Committee, which meets monthly. Committee duties and responsibilities are summarized in the table below [VII.1_2; VII.2_1; VII.2_2; VII.2_3; VII.2_4].

Table 14: Board of Trustees Standing Committee Structure and Responsibilities

Committee	Duties and responsibilities
Executive Committee	Conduct affairs of the Board between regularly scheduled meetings, with power to take all board actions with certain exceptions which include awarding of degrees, appointment or removal of the President, and amendment of the bylaws
Development Committee	Fund-raising plans, Receipt and administration of gifts.
Program and Personnel Committee	Promotion, tenure, retention and termination of faculty and staff in accordance with collective bargaining agreement. Awarding of academic degrees on the recommendation of the faculty and with the approval of the President
Nominating and Governance Committee	Board composition. Review of performance of the Board, the Trustees, and the President. Periodic review of governance structures and best practices.
Audit Committee	Meeting with external auditors. Reviewing audit results. Annually considering performance and independence of external auditors. Overseeing compliance of Conflict of Interest and Whistleblower policies. Reviewing and approving financial statements. Overseeing internal audit, risk management, and regulatory compliance.
Finance Committee	Fiscal matters, budget estimates, fiscal operations, financial management, and designation of banks. Coordination with Buildings and Facilities Committee.
Investment Committee	Investment and reinvestment of principal and income from gifts and other funds. Designation of investment counselors and custodians.
Building and Facilities Committee	Campus Master Plan. Capital projects. Property acquisitions, dispositions, leasing. Condition, preservation, adequacy, and maintenance of the physical plant.
Innovation and Entrepreneurship	Strategic guidance and oversight relating to New York Tech's innovation and entrepreneurship ecosystem. Protection and commercialization of intellectual property.

The Innovation and Entrepreneurship Committee was established in 2023 as an ad hoc committee and approved as a standing committee in 2025, reflecting New York Tech's strategic commitment to innovation and entrepreneurship.

All trustees are independent trustees except for the president who is a member of the Board ex officio [VII.1_2]. The trustees submit to the General Counsel annual disclosure statements under the institution's conflict of interest policy [II.4_2]. If there is a disclosure of any potential conflict, the General Counsel discusses the disclosure with the Chair of the Board Audit Committee and the Chair of the Board to review the disclosure and the management of any potential conflict.

VII.3 [Criteria a – d] Chief Executive Officer

Following President Foley's announcement that he would resign effective June 30, 2025, Jerry Balentine, D.O., FACEP, formerly Executive VP and Provost, was appointed by the board as New York Tech's fifth President, effective July 1, 2025 [VII.3_1]. An expert in emergency medicine, President Balentine served as Chief Medical Officer and Executive VP of St. Barnabas Hospital and Healthcare System in the Bronx, New York, prior to joining New York Tech as VP for Medical Affairs and Global Health in 2014. Dr. Balentine was named New York Tech's Executive VP and Chief Operating Officer in 2020, and Provost and Executive VP in 2023. He held numerous other positions throughout his career, including hospital medical director, emergency department director, and residency director and had served as an adjunct faculty member at the COM for more than 20 years [VII.3_2].

The president is appointed by the BOT and evaluated annually by the Executive Committee of the BOT [VII.1_2]. In addition to the president, the treasurer (CFO) and the secretary (General Counsel) are corporate officers and responsible for keeping the board informed about the affairs of New York Tech. The President's Council, which is composed of VPs who report to the president, ensures the president can perform his duties effectively and efficiently through their leadership and oversight over New York Tech's administrative areas (see Section VII.4 for more information).

VII.4 Administration

New York Tech's three colleges and three schools are headed by the provost and VP for Academic Affairs. In AY 2025-2026, an interim provost and VP, Academic Affairs was appointed pending the completion of a national search for a new provost and executive VP [VII.4_1]. Each school and college is headed by an academic dean, and our Vancouver campus is also overseen by a campus dean who reports to the provost and works closely with the academic deans. The Jonesboro campus has a campus dean who reports to the dean of the COM. The deans of each school and college appoint chairs and directors for their departments and programs, respectively. Deans serve at the pleasure of the provost and president, and chairs and directors serve at the pleasure of the deans.

Administrative functions are overseen by VPs over the following units:

- Academic Affairs, which oversees all schools and colleges, academic administration, student engagement and development, student employment, center for faculty excellence, sponsored programs and research, the libraries, and undergraduate student success and advising
- Access and Community Engagement
- Development, Alumni Relations, and External Affairs
- Enrollment Management and Strategic Communications, which oversees admissions, bursar, enrollment management, financial aid, registrar, and strategic communications
- Facilities and Capital Planning [see Section VI.6]
- Financial Affairs [see Section VI.6]
- General Counsel, which includes Human Resources

- ITS [see Section VI.6]
- Strategic Initiatives and Accreditation

Figure 6: New York Tech Institutional Organizational Chart



All of these VPs report to the president. The Office of the President also includes an external director of Internal Audit and a small administrative staff. All VPs are qualified with the appropriate credentials, professional experience, skills, and expertise consistent with their roles. Eight of the nine VPs hold a terminal degree, and the other has appropriate professional licensure as a Registered Architect [VII.4_2]. Each VP contributes a significant history of leadership in their respective areas.

New York Tech's Office of Human Resources reviews skills, competencies, and percent of time dedicated to roles and responsibilities for each job description based on ePDQs; confirms administrators are qualified and possess the skills, time, assistance, technology, and expertise required to perform their roles; and works with hiring managers to support staff onboarding. Our performance management system, Building Excellence and Recognition (B.E.A.R.), provides an opportunity for managers and employees to meet quarterly to discuss strengths and/or areas of improvement related to position-specific responsibilities and performance, to set and track progress of SMART goals, and share departmental goals [VI.1_4]. As discussed in Section VI.5, the General Counsel and VP, Human Resources, as well as the executive director of Human Resources, attend annual budget meetings along with the president and provost, in which requests for new positions are discussed and reviewed.

VPs have numerous opportunities to engage with faculty and students to advance New York Tech's goals and objectives. Some VPs are members of the Academic Senate (ex officio with vote), and some also chair Senate Committees [VII.1_3]. As mentioned in VI.2, each meeting of the Academic Senate includes a presentation by a VP that includes a time for questions and feedback. VPs also participate in Oversight and Advisory committees of the Strategic Action Plan alongside faculty and students and have participated in this Self-Study through their participation in the Steering Committee.

VPs conduct periodic evaluation of their administrative areas to enhance operations. Examples of such assessments include annual reports to the board of trustees, reports to the Academic Senate, and during gatherings such as convocation, dashboards that measure performance against goals, and audits. The RNL SSI provides opportunities for longitudinal assessment and peer comparison of student satisfaction with admissions, financial aid, campus safety and security, campus dining, information technology, registration, and our website [I.3_20]. These results are presented at CPI Day and made available through dashboards as described in the chapter on Standard V. Examples of institutional investments made in response to these assessment mechanisms are provided in the chapter on Standard VI.

VII.5 Periodic Assessment

New York Tech's Board of Trustees engages in periodic assessment of the board as a whole, the effectiveness of board committees, and individual trustee attendance and engagement. For example, in January 2025, the BOT conducted a self-assessment that included a five-point scale rating and open comments on board composition, accountability, and standards of conduct in addition to a general self-assessment. Members of individual committees were also asked to complete questionnaires about their committee experiences. Survey responses were positive and confirmed our plan to increase our board membership [VII.5_1; VII.5_2; VII.5_3].

The recent creation of the Innovation and Entrepreneurship Committee is another example of board assessment in that it explicitly was formed to advance a specific institutional priority at the board level.

New York Tech's leadership assesses and makes changes to its organizational structure as well. Recent examples include:

- Creation of a new division of Access and Community Engagement, led by a VP, to support a strong campus climate.
- Creation of a new division of Strategic Initiatives and Accreditation, led by a VP, to advance strategic priorities and integrate strategic planning, assessment, institutional research, and accreditation across all academic and administrative areas.
- Creation of a vice provost for research position to advance our institutional goal of becoming a Carnegie Classified R2 institution.
- Creation of a vice provost for health sciences position to unify and elevate medical and allied health

professions, and more firmly position them within academic affairs.

- Creation of a dean of libraries role to elevate the role of the libraries in both academic affairs and across our research and innovation enterprise.
- Reassignment of Counseling and Wellness and Accessibility Services to Student Engagement and Development to integrate and align student support services.

Strengths and Opportunities

STRENGTHS

New York Tech's governance, leadership, and administration allow for our mission and goals to be realized in ways that benefit our institution, our students, and our community. Our Board of Trustees demonstrates sustained and active commitment to New York Tech's mission and long-term institutional health and brings both breadth of expertise and deep institutional loyalty to their governance responsibilities. The recently established Innovation and Entrepreneurship Committee and creation of the NYIT Venture Fund reflect a governance structure that evolves with and champions our strategic priorities. New York Tech's president and senior leadership are highly qualified and contribute significant expertise to their portfolios. President Balentine's appointment as New York Tech's fifth president effective July 2025 reflects both the BOT's confidence in internal leadership and the institution's commitment to mission continuity. His background as an emergency medicine physician, chief medical officer, executive VP and provost, and longtime adjunct faculty member at NYITCOM, position him with an unusually broad understanding of the institution's academic, research, clinical, and administrative dimensions. Taken together, our governance and leadership provide the commitment, depth, and breadth needed to advance New York Tech's strategic priorities in a complex and rapidly changing higher education environment.

OPPORTUNITIES

New York Tech's CPI process has demonstrated that systematic, evidence-based assessment drives meaningful improvement at the program and course level. The opportunity now is to extend that same culture of assessment more consistently and formally across administrative units. While VPs conduct periodic evaluations of their areas, these practices vary in their structure, documentation, and connection to institutional goals. Formalizing administrative assessment processes, establishing consistent review cycles, and explicitly connecting unit-level outcomes to SAP priorities, particularly as we develop a new plan, would strengthen our overall accountability framework, and create a more complete picture of institutional effectiveness. These opportunities complement those that surfaced in the chapter on Standard II relating to creating stronger frameworks that connect compliance and assessment. This alignment would also strengthen the connection between Standard VII and Standards V and VI, creating a unified institutional assessment architecture that spans governance, planning, and educational effectiveness.

Conclusion and Next Steps

New York Tech's governance structure is clearly articulated, consistently documented, and reflective of our commitment to shared governance. Our Board of Trustees is actively engaged, strategically focused, and demonstrably committed to New York Tech's mission. Our president and senior administrative leadership are well-qualified, experienced, and connected to the faculty, students, and communities they serve. Our governance structures are subject to periodic assessment, as evidenced by the BOT's self-assessment process and the institutional restructuring undertaken in response to evolving strategic priorities.

The Self-Study has also surfaced meaningful opportunities for growth, and New York Tech commits to the following next steps. First, we will formalize and document periodic assessment processes for administrative

units, establishing consistent review cycles and explicit connections between unit-level outcomes and institutional strategic priorities. To that end, we will adopt institutional and unit-level Key Performance Indicators that are linked to the goals and priorities of the new strategic plan, ensuring that assessment at every level of the institution is purposeful, transparent, and action-oriented. Second, we will develop a new strategic plan that explicitly connects our mission and vision to measurable institutional commitments, with governance and administrative accountability built into the plan's structure from the outset. Through this work, we will strengthen the integration of administrative assessment with our CPI framework, creating a unified approach to institutional effectiveness that spans academic programs, student support, and administrative operations.

Evidence Referenced

I.3_20 RNL SSI 2022-2025 II.1_2 Faculty Handbooks (US + COM + Canada) II.1_4 AAUP CBA_2022-2027 II.2_4 Employee Handbooks (US + Canada) II.4_2 Conflict of Interest Policies II.8_2 Certified Charter IV.4_8 Student Leadership VI.1_4 BEAR Performance Management System VI.2_2 Academic Senate VI.9_2 Academic Leadership VII.1_1 Organizational Chart VII.1_2 NYIT Bylaws Updated September 2025 VII.1_3 Academic Senate Constitution VII.1_4 NYIT Venture Fund, LLC Operating Agreement	VII.2_1 BOT Resolution – Investment Expenditures_March 2024 VII.2_2 BOT Resolution – Budget VII.2_3 BOT Resolution – Strategic Plan VII.2_4 BOT Resolution - Bylaw Amendments VII.2_5 BOT Bios VII.3_1 BOT Resolution - Appointment of President Balentine VII.3_2 President Balentine CV VII.4_1 Provost Announcement VII.4_2 Vice Presidents - Bios VII.5_1 Board Self-Assessment Questionnaire Form VII.5_2 BOT Memo - Evaluation Form VII.5_3 Alumni Named to BOT

IV.

Conclusion



This Self-Study would not have been possible without the contributions of our faculty, staff, and students, and this report is truly the result of their collaborative support, ideas, and feedback. The evidence presented reflects an institution that is fulfilling its mission with purpose, honesty, and sustained commitment to the students and communities it serves. We have surfaced meaningful opportunities for growth and next steps, and New York Tech will carry these into our new strategic planning process with the same commitment to career-oriented education, access to opportunity, and research and scholarship that benefit the larger world that has defined this institution since 1955. We specifically recognize the role of our Steering Committee and Working Groups in this process.

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