CPI LEADERSHIP PROGRAM

1/19/2022

ZOOM

CPI DAY Agenda

☐ What was accomplished in AY20-21?

☐ CPI Committee review report

☐ MSCHE expectation and CPI committee recommendations

☐ Improve CPI going forward

What was accomplished in AY20-21?

MSCHE Follow-Up Report (SIR) Standard I, III, VI, VII

NYIT Submitted 12/1/2020

MSCHE Action Letter received 3/10/2021

NYIT Next accreditation: 2026-2027

Professional Accreditation

- 11/1/2020, MS. O.T. Accreditation Self-Study to ACOTE: **10** year maximum re-accreditation!!! (Chair, Alexander lopez & Pamela Karp)

- 6/1/2021,BS Nursing, CIPR Report to CCNE (Chair, Lisa Sparacino)

- 11/1/2021, D.O.T (Doctor of Occupational Therapy) Accreditation Self-study to ACOTE (Chair, Pamela Karp, Dr. Christina Finn)

- 6/1/2021, M.S. School Counseling, Accreditation Self-study, follow up due 4/1/2022 (Dr. Daniel Cinotti)

Student Data Dashboard

10 Years of Institutional level and program level

❑ NL_SSI (Noel-levitz Student Satisfaction Inventory)

❑ NSSE (National Survey of Student Engagement)

❑ Executive Dashboard: Enrollment, Year to year retention, graduation…

❑ Course level grade dashboard

ETS HEIghten Outcome Assessment Initiated: 33 students took the tests, goal: 240

College or School	Number of Test Takers to date
College of Arts and Sciences	13
College of Engineering & Computer Sciences	14
Architecture	2
Health Professionals	2
School of Management	2

The CPI Annual Reports & Committee Reviews

❑22 CPI Reports from Academic Department and Schools

❑3 Reports from Students Support Units, including

✓Career Services

✓HEOP

✓Student life

Review by CPI Committee members

The CPI committee member's review 25 Reports, each member reviewed at least 2 reports, and each report was reviewed by at least 2 members.

Highlights of MSCHE 2021 Annual Conference Presentation related to educational effectiveness assessment

12/15-12/16

Background…

- Frostburg State received a warning following our self-study and site visit.

- We had two requirements and several recommendations to improve our institutional assessment and planning processes related to:
  - General Education
 - Institutional (Educational)Effectiveness

Annual Department/Unit Reports

- Specify your Division/Department Goals.
- Specify how your Division/Department Goals align to FSU strategic planning goals.
- Specify your Division/Department Actions Priorities/Plans.
- What are the Measures/Metrics used to assess effectiveness?
  - The process of assessment per Action Plan: How were the results assessed?
  - What were the results?
- How have the results impacted operations (if at all) including
  - 1) What is the focus for the upcoming year's plan; and
  - 2) Were resources allocated or redistributed based upon the results?
- How was this plan and results conveyed to your Division/Department?

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NYIT CPI current process & policies

➢Department/Division ==set up goals== according to its mission and functions that ==align with NYIT's missions and strategic goals.==

➢Select appropriate ==key performance indicators (KPIs) (measures)== for each of the goals that can accurately measure the performance, motivate and direct actions, and identify opportunities for improvement.

➢Apply W. Edwards Deming's improvement model (PDSA) 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 goals and KPIs each year to make the CPI a sustained and manageable process. The major KPI areas include:
- Student learning outcomes
- Student achievement
- Student engagement and satisfaction
- Faculty performance
- Cost efficiency
- Departmental policies and procedures
- Self-defined others.

➢Each department submit a CPI report for CPI committee member to review, and provide feedbacks.

Example Assessment Cycle: Academic Year
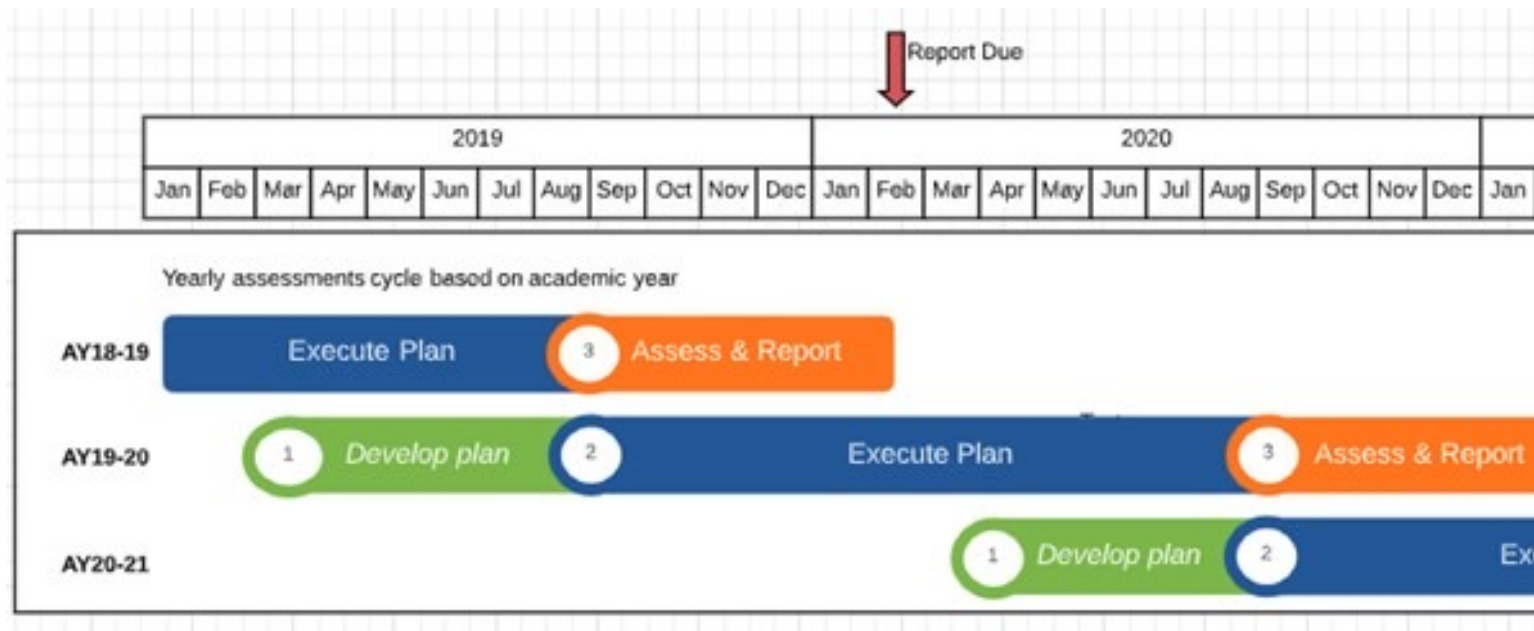
- **AY 18-19 plan ended at the end of August 2019.**
- AY 19-20 plan was developed in early 2019 and started on July 1, 2019.
- AY 19-20 plan ended at the end of August 2020.
- AY 20-21 plan development started in early 2020, just after the AY 18-19 report was due.

AIEC Institutional Effectiveness Rubric for Red, Yellow, Green

	Green	Yellow	Red
Goals	The goals of a department/unit should be: Reflective of the unit's purpose and mission; SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound); Aligned to College/Division and University goals and plans; and Growth-oriented. Goals may be binary (yes/no) and may reflective of external requirements.	Goals are SMART and reflective of the unit's purpose and mission without being a statement of core unit functions. Goals are not linked to college/division/university goals or goals are not growth-oriented	Goals are not SMART. Goals are just statements of the core functions of a department/unit
Action Priorities/Plans	Action priorities/plans are SMART: Specific, Measurable, Attainable, Relevant, and Time-Bound. Action priorities are linked to unit goals. Action priorities are reasonable in number and reflect an intent for growth. Action priorities are related to college and university level action priorities when possible.	An attempt has been made to begin the process of identifying action priorities or plans which align with the stated goals. At this point, the action priorities/plans need to be more clearly articulated including measurable actions which are relevant and timely. An attempt has been made to align the action priorities/plans to the unit goals, but this alignment is not clearly stated.	Action priorities are broad, long-term goals. Action priorities do not include action verbs which are measurable or attainable. Action priorities/plans are not aligned to unit goals.
Measures/Metrics	All measures/metrics for all areas of the SMART goals have been identified. There may be minor enhancements needed.	Some measures/metrics are missing in a SMART goal area or should be clarified or enhanced.	Significant areas of measures/metrics are missing.
Results	A clearly articulated results statement for each defined metric. Supporting evidence and data are collected, stored, and reported for each statement.	A results statement for each defined metric; however, some supporting evidence or data is missing.	Results statements are missing, or statements are not supported by evidence or collected data.
Impact	Action items/goals ALL have a clear impact. Impact to the department, college, university, and/or community is described. Changes to the action priority/goal are described if necessary. Decisions have been made and are driven by evaluations and assessment results. Results have informed decision making and resource allocation. Reflects upon completion or progress of action priorities (if possible).	Some action items/goals have a clear impact. Impact is noted, but not described. There is information about what decisions have been made and actions that are taken, but they are not clearly tied to specific action items. Results may have informed decision making, but resource allocation is unclear.	Few, if any, goals have a clear impact. Decisions/changes are not noted. Results have not informed decision making and resource allocation. No changes or reallocation were made.
Communication	The entire process, not just results and impact, is communicated regularly within unit meetings and within college and/or division as appropriate. Employees are able to provide feedback. Communication is two-way.	Results are communicated to the supervisor/VP	Assessment results and impact have been shared, and discussed with, unit staff, supervisors, appropriate stakeholders and constituents

AIEC Assessed Department/Unit Assessment Reports beginning in 2017

	Green	Yellow	Red	Mean
Goals	70	4	0	4.78
Action Priorities	68	6	0	4.76
Metrics	66	8	0	4.64
Assessment	63	9	0	4.59
Results	68	5	0	4.72
Impact	67	5	0	4.69
Communication	70	4	0	4.76
Overall	70	4	0	4.68

- Focus on report elements
- GREEN (5) = On Track
  YELLOW (3) = Needs improvement
  RED(1) = At Risk
- 74 units were assessed
- Each unit was reviewed by a smaller number of AIEC members.

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Summary of CPI Reports

BY 21-22 CPI COMMITTEE MEMBERS

I. What is the focus of the CPI report?

Student achievement/success (KPIs: retention, persistent and completion, advising, experiential learning…)	20.45%
Student learning outcomes (KPIs: course, program outcomes…)	30.68%
Student engagement & satisfaction (NSSE, Nl-SSI, departmental surveys)	21.59%
Cost efficiency	2.27%
Faculty performance (KPIs: teaching, research, service, student/faculty ratio…)	12.50%
Department overall (Mission and goal review and update…)	7.95%
Response to covid-19	0.00%
Other (specify below) curriculum, clinical Partners and professional Community	4.55%
Total	100%

II. In the report, do you find that the **data analysis** and (or) related information evaluation are adequate and comprehensive?

Answer	%
Yes	51%
No	23%
Not sure	26%
Total	100%

Suggestions & Comments by members

This report merely outlines goals but does not provide data in regard to that…

The report indicates "Student satisfaction and engagement has been promising…" However, specific data is not provided to measure student satisfaction and engagement.

The report demonstrated clearly stated program goals, corresponding direct and indirect KPIs, and comprehensive data analysis with external benchmarks. looking forward to hearing the outcome after the implementation of the action plan.

This report doesn't have part A-plan, no KPI data.

Suggestions & Comments

The analysis seems to have been broad level. I think it would have been helpful to see a deeper analysis of what the data show as it pertains to student engagement in order to understand what might need to change in the future. Further, some numbers need an associated % to help understand the population that were able to benefit from services such as the emergency/CARE grants.

The rubrics for the assessment of student engagement and success were not given.

This is an excellent report. Well organized and planned. The report is comprehensive and goal-oriented. Kudos!

Would be good to see the referenced table "Relationship between the program Courses and the SOs". It was not included. It's not clear to me how the new COs and LOs resulting from ABET review with improve student outcomes.

Suggestions & Comments

There were three KPI measures but only one percentage listed in the expected/actual outcomes columns. It was unclear which of the three KPI measures that number was referencing. I would suggest having three measures here aligning to each KPI measure. I would also recommend using numbers in addition to percent in order to identify the n values. Attaching reports such as survey results was helpful but I would suggest adding some highlights in the narrative as well as some further analysis of trends or implications that those highlights might suggest. What was the goal with the workshops, for example, other than increasing the numbers of participants, and did you reach that goal? Why or why not? What did you do to connect with faculty and try to increase partnerships? That said, they have done great work in a year full of challenges (an understatement).

III. Were the recommendations for improvement based on comprehensive data analysis and information evaluation in this CPI report?

Answer	%
Yes	57%
No	17%
Not sure	26%
Total	100%

*Suggestions & Comments

The department is doing a good job in defining learning outcomes, assess students work based on objective rubrics, and identifying strength and weakness of students learning by analyze the aggregate data. However, it needs a solid action plan to implement the recommendations of improvement...

I was pleased with the measurements, however, the plan was limited. I think setting time limits for student mentoring with dates for contacts, number of encounters, engagement in the Club Activities, personal suggestions for success would be more informative. Right now, I had to imagine how this mentoring actually increased student engagement. Good indicator, good study but limited plan to f/u on for improvement in this area.

I would like to see the grade increased from C- to C. For the Schools of Health Professions a grade of C- is not acceptable. This may be true in other disciplines? This one adjustment might add more RIGOR to the department CPI program and trickle down to the Minor and Major students. Furthermore, it prevents students from progressing in GEN ED (Math) Courses who really need more instruction and attention to their studies...

MSCHE expectation and CPI committee recommended change in focus/process

MSCHE Standard V: Educational Effectiveness Assessment

Assessment of ==student learning and achievement demonstrates== that the institution's students have accomplished ==educational goals== consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard V: Educational Effectiveness Assessment

Recommendations by the CPI committee

1. Mandatory direct student learning outcome assessments for all academic programs

2. Mandatory students achievement (success) assessment
   - retention, graduation, enrollment
   - *Student engagement and satisfaction*
   - *Self-defined others*

3. Create a three-year CPI plan (AY22-25) this year & report annually in the following years

Recommendation 3: Plan, Report & timeline

3. *2026-2027 is our next MSCHE self-study*

The timeline of plan & reporting cycle:

◦ *By Jun, 2022 submit the 3 year plan (including AY22-23,23-24,24-25 both SLO and Student achievement/success)*

◦ By Jun, 2023 first annual report

◦ By Jun, 2024 second annual report

◦ By Jun, 2025 aggregate results of the 3 year plan implementation

Get your ducks in a row

Example for Recommendation 1: Create Program's student learning outcome (SLO) assessment plan AY 22-25

B.S. Chemistry Program Learning Outcomes

1. Design and/or conduct investigations to test hypotheses by applying the scientific method

2. Critically review and communicate scientific data in a quantitative and qualitative manner via oral and written formats

3. Synthesize, isolate, separate, identify, quantify and characterize molecules.

4. Apply the principles and techniques of analytical, inorganic, organic, biochemistry, and physical chemistry

5. Interpret data by applying principles of instrumental and statistical analysis.

6. Apply molecular modeling to stereochemistry, thermodynamics, kinetics and spectroscopy

Example: SLO Assessment Plan AY 22-25

Program Learning Outcomes	AY22-23	AY23-24	AY24-25
1	x		
2	x		
3		x	
4		x	
5			x
6			x

Recommendation 2: create a student achievement (success) CPI **plan** AY22-25

✓ *Create student achievement goal statement that align with NYIT's mission and strategic goals*

✓ *Specify your division/department actions/initiatives plan AY22-25*

✓ *Select appropriate measures (KPIs) to assess its effectiveness*

✓ *Assign personal responsibility and necessary resources to implement the action, collect and analyze data*

✓ *Recommendation of actions based on the data analysis*

Example for recommendation 2 : setting achievement goals, and select KPIs and Plan

Student Achievement Goal 1: students successfully gradate and employed in engineering or their chosen career path (PEO)

NYIT Mission alignment: Provide career-oriented professional education

NYIT Strategic Action Plan (SAP) alignment: Optimize student success

Actions:

   a. *Expand the number, and quality of students experiential learning and internship*
   b. *Improve graduation rate by implementing active learning in programing sequence courses using e-tools*

Student Achievement Goal 1: students successfully gradate and employed in engineering or their chosen career path (PEO)

Actions	KPIs	Expected outcomes, by AY 2024-2025	Do: Resources & responsible parties	Study: Timeline: Data collecting & analysis	Recommen dations for Action
Expand the number, and quality of students experiential learning	• Number of students participation • Number of students employed through internship • Quality evaluation of experiential learning	>**X**% (based on historical and current data)	• Career office • Associate dean • Assessment coordinator	Annul, by assessment coordinator	TBD
Improve graduation rate by implementing active learning in programing sequence courses using e-tools	• Course grade distribution in programing courses • DFW rate in the sequences • Student & faculty feedbacks	• Grade improvement • DFW rate < **Y%** (established by historical and external benchmarks)	• Instructor of courses XXX • Assessment coordinator • IR?	Annul, by assessment coordinator	TBD

Recommendations summary

1. Content: include both student learning outcomes (SLO) & student achievement assessment, including enrollment, graduation, retention. Note: SLO assessment must include direct assessment.

2. Plan: create or update SLO & achievement goals, KPIs(metrics), and assessment plan by Jun 2022.

3. The timeline and reporting cycle
   ◦ *By Jun, 2022 submit the 3 year plan (including AY22-23,23-24,24-25 both SLO and achievement)*
   ◦ By Jun, 2023 first annual report
   ◦ By Jun, 2024 second annual report
   ◦ By Jun, 2025 aggregate results of the 3 year plan

Questions and Discussion