Quality Initiative Proposal

Experiential Education

I. Purpose and significance of the initiative

1. Offer more Service-learning courses (HIP) at New York Tech

2. Address and direct the impact our experiential education programs have on the communities with which we partner.

I. Purpose and significance of the initiative

1. Improve Service-learning as a HIP at New York Tech

● Create and promote service-learning opportunities by connecting academic departments to community expressed needs

● More trained S-L faculty members in more majors and academic levels = more students applying knowledge and skills to areas of healthcare, education, environmental sustainability/resiliency, and political engagement = higher community impact

● Focus on Future Work Skill development - career preparation

● Students develop an enhanced sense of personal and professional values, a sense of belonging and civic responsibility

I. Purpose and significance of the initiative

2. Improve New York Tech's Impact on the Community

● Expand our network of academic and community partners who have demonstrated success in strategically developing sustainable college/community partnerships

● Grow community partnerships that engage New York Tech faculty and students in quality research efforts and high impact practices, while increasing access to higher education among our community partners

II. The evaluation process

NSSE

- 2017-2020 -Freshmen have a overall much higher HIP participation rate than peers.

- Freshman service-learning participation is 19% higher than peers, in 2020 5% higher than peers.

- Senior students have a overall slightly lower HIP participation rate than peers, and comparable to Carnegie and other institutions

- Senior student participation in "culminating senior experience" is 16% lower than peer institutions in 2017, one of the weakest, but increased in 2020, which is only 6% lower than peers.

- Senior student participation in "intern or field exp." is 14% lower than peers in 2017, but increased in 2020, which is only 8% lower

- Overall from 2017 to 2020, senior HIP participation rate in research with faculty, culminating experience, and intern increased significantly.

Statistical Item Comparisons to peers 2017

First-year	NYIT %	Mid East Private Difference[a]			ES[b]	Carnegie Class Difference[a]			ES[b]	NSSE 2016 & 2017 Difference[a]			ES[b]
12. Service-Learning	73	+19	▮	***	.39	+20	▮	***	.41	+21	▮	***	.44
11c. Learning Community	13	-1			-.02	+1			.04	-0			.00
11e. Research with Faculty	8	+3	▪		.12	+4	▪	*	.17	+3	▪		.14
Participated in at least one	74	+14	▮	**	.29	+16	▮	***	.34	+16	▮	***	.34
Participated in two or more	15	+4	▪		.11	+5	▪		.15	+4	▪		.13
Senior													
12. Service-Learning	64	+1			.02	+1			.03	+4	▪		.09
11c. Learning Community	28	-1			-.02	+7	▪	*	.15	+5	▪		.11
11e. Research with Faculty	23	-10	▮	**	-.22	+4	▪		.10	+0			.01
11a. Internship or Field Exp.	52	-14	▮	***	-.29	+7	▪	*	.15	+3	▪		.06
11d. Study Abroad	10	-14	▮	***	-.37	-0			.00	-3	▮		-.10
11f. Culminating Senior Exp.	46	-16	▮	***	-.32	+2			.04	+1			.02
Participated in at least one	87	-6	▪	**	-.22	+3	▪		.09	+2	▪		.06
Participated in two or more	65	-13	▮	***	-.28	+7	▪		.15	+4	▪		.09

Statistical Item Comparisons to peers 2020

Your students' participation compared with:

	New York Tech	Mid East Private		Carnegie Class			NSSE 2019 & 2020		
First-year	%	*Difference* [a]	*ES* [b]	*Difference* [a]		*ES* [b]	*Difference* [a]		*ES* [b]
Service-Learning	63	+5	.10	+8	*	.17	+11	**	.21
Learning Community	10	-2	-.07	-1		-.02	-3		-.09
Research with Faculty	4	-1	-.03	+0		.01	-0		-.01
Participated in at least one	66	+3	.06	+8	*	.16	+8	*	.16
Participated in two or more	9	-1	-.03	+0		.01	-0		-.02
Senior									
Service-Learning	59	-6	-.12	-4		-.07	-1		-.03
Learning Community	29	+2	.04	+9	**	.20	+6		.14
Research with Faculty	32	-0	.00	+13	***	.30	+9	*	.20
Internship or Field Exp.	56	-8	* -.17	+13	**	.26	+8		.15
Study Abroad	9	-13	*** -.36	-0		.00	-5		-.15
Culminating Senior Exp.	56	-6	-.12	+13	***	.27	+12	**	.24
Participated in at least one	91	-2	-.09	+8	**	.24	+6	*	.19
Participated in two or more	68	-8	* -.19	+13	**	.27	+8	*	.18

II. The evaluation process

NYIT 2014-2017-2020 - Measuring ourselves against ourselves

- Freshmen have an overall increased participation <u>of total HIP</u> during 2014-2017

- Freshmen participation <u>in service-learning</u> increase from 51% to 73% during 2014-2017

- Freshmen have an overall decrease of total HIP from 2017-2020, however, still higher than peers.

- Senior students have overall decreased participation of total HIP during 2014-2017

- Senior students participation in internship/field experiences increased from 36% to 52% during 2014-2017

- Senior students have overall increased participation of total HIP 2017-2020, except global learning and service-learning, other 3 HIP all increased, including intern/field experience, research with faculty, and culminating learning experience.

II. The evaluation process

NYIT Institutional Data 2016 - 2019

Comparison of first-time, full-time freshmen taking first year foundations courses with service-learning v. first year foundations courses without service-learning

- Better Retention Rates
- Better GPA

II. The evaluation process

NYIT Service-learning Student Evaluations

2019-2020 - 660 students / 26 faculty / 36+ partners
- 60% - S-L is better than traditional modes of teaching/learning
- 75% - Better awareness of societal problems and causes
- 70% - Greater sense of responsibility to society
- Top Skills - teamwork, verbal communication, time management

Fall 2021 - 721 students/ 25 faculty / 36 classes / 16+ partners
- 89% - Understand how their major can serve community needs
- 80% - Developed future work skills
- 82% - Better understand societal problems and causes
- 80% - Increased desire to help and care for others
- Top Skills - teamwork, verbal communication, critical thinking

S-L helps students connect with peers and faculty =Greater Sense of Belonging

The timeline for implementation

● Develop a service-learning web presence and enhance internal and external promotion AY 20-21

● Increase Long Island faculty participation in service-learning- AY 20-21

● Increase service-learning participation in New York Tech majors (particularly in the College of Engineering and Computing Sciences and the School of Architecture and Design) and academic levels (soph, juniors, seniors, grad students) currently underrepresented in our program - AY 20-21

● Develop a formidable plan to ensure: quality teaching of service-learning classes; capture faculty service-learning plans prior to student enrollment so students can intentionally select service-learning course sections; we can effectively build sustainable partnerships with community participants - AY 20-21

The timeline for implementation

● Develop a plan to increase faculty awareness of community needs that can be addressed through service-learning - AY 20-21

● Expand our network of academic and community partners who have demonstrated success in strategically developing sustainable college/community partnerships - Fall 2020

● Host an information sharing session with these academic and community partners - Spring 2021

● Grow community partnerships that engage New York Tech faculty and students in quality research efforts and high impact practices, while increasing access to higher education among our community partners- Fall 2021

V. Request for human, financial and other resources

$5k - Consultant to assist in identifying best processes to institutionalize processes of developing standing S-L courses in required courses at different levels, training and incentivizing faculty to teach S-L courses, incentivizing students to select S-L courses, funneling community needs to faculty to align in courses and tracking community impact.

V. The human resources support for the initiative

- Commitment of leadership:
  - Academic Affairs support for training faculty in service-learning pedagogy and developing "standing" service-learning courses at more levels and disciplines
  - Commensurate staffing to support the growth of these efforts

- Commitment and involvement of the key people and groups
  - Experiential Education office support of all service-learning participants
  - CTL assistance in training faculty
  - Registrar assistance in appropriately tagging service-learning courses
  - Advisement in promoting these courses to students
  - Institutional data support in tracking student participants over time
  - Admissions support of tracking potential student participation through Target X
  - Strategic communications in promoting community impact