

Continuous Program Improvement (CPI) Day

8-28-2024

Do.
Make.
Innovate.
Reinvent the Future.

WELCOME

Fall 2024
CPI DAY

We will begin shortly



Agenda

1. Welcome/Opening Remarks
 - President Foley
 - Provost and Executive Vice President Jerry Balentine
2. Progress Since CPI Day 2023 – Associate Provost Francesca Fiore
3. CPI Implementation Highlights - Departments & RADS
4. Hearing From Our Students: NSSE Report & Discussion – RADS
5. Continuous Improvement in AY 2024-25

Welcome

President Hank Foley

Provost & Executive Vice President Jerry Balentine



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Progress Since CPI Day 2023

Together, We Have Achieved A Lot!



10 Strategic Plan Projects Funded

Helio Campus Dashboards

3 Big Bold Challenge Winners

Program Review Process Implemented

Know Your Students (Coming This Fall)

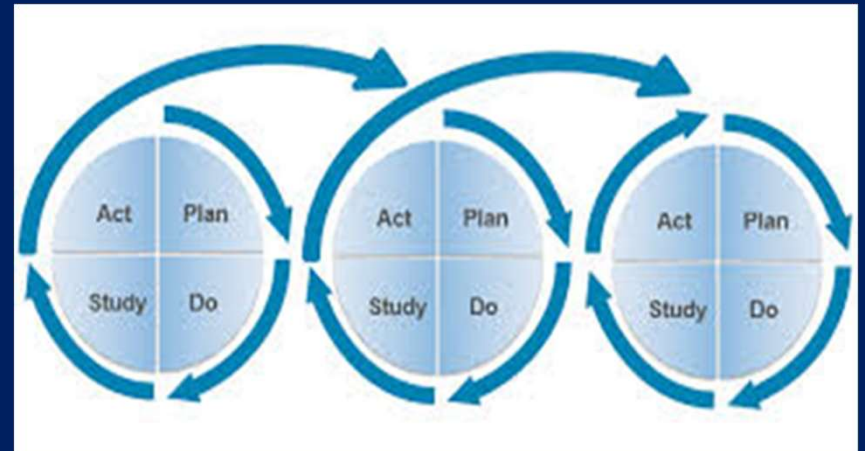
New York Tech's CPI Process Meets MSCHE Standard V

MSCHE Standard V:

“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.”

CPI Committee of Academic Senate Defines CPI Goals at New York Tech

- Improve student learning & success
- Use data & evidence - informed decision making
- Apply Deming's scientific model of continuous improvement: Plan, Do, Study, Act



CPI Implementation Update AY23-24

Deans, department chairs, program directors, and heads of student support units have led the implementation.

- *AY 21-22 created three-year CPI plans*
- *AY 22-23 report the first year Implemented*
- *AY 23-24 report the second year implemented*

AY 2023-24 CPI Implementation Report Highlights

- Physical Therapy: Peer Tutoring Program
- Biological & Chemical Sciences: Summer Reactor Program
- Library (MA & OW) Strategic Plan

School of Health Professions: DPT Peer Tutoring Program



Summary of Strategic Actions:

- Implementation of Peer Tutoring Program (rising third-year DPT students) for first-year DPT students beginning in Summer I & II (Gross Anatomy & Kinesiology).
- The program was initiated in 2023 with support from the AY22-23 CPI committee.

School of Health Professions: DPT Peer Tutoring Program



Goals:

- Decrease attrition rates (<10%) due to academic deficiency.
- Improve student success.
- Meet the CAPTE accreditation standard of 80% grad rate.

KPI and Expected Outcomes:

- Student Success: Decrease program attrition to less than 10% over the next three years.

School of Health Professions: DPT Peer Tutoring Program



Attrition Rates & AHCC CBH Encounters from May-August (Summer Sessions I & II) Decreased Significantly

Cohort entry date	Beginning number in cohort	Number of graduates/ current enrolled from cohort	Attrition rate	AHCC CBH encounters May-August
May 2018	42	38	9.5%	3
May 2019	40	37	7.5%	15
May 2020**	42	36	14.2%	19
May 2021	44	32	27%	10
May 2022	39	31 (end of Su22)	20.5%	11
May 2022	39	25 (end of Fa22)	35.9%	as above
May 2023	44	41	6.8%	5
May 2024	40	38 (as of 7/1/24)	5%	n/a

School of Health Professions: DPT Peer Tutoring Program



Student Feedback from Survey AY 2023-24: Overall Quality - > 90% of the respondents stated they rated their tutor as “excellent” or “good,” and < 10% reported “average” rating.

- *“I greatly benefited from the review sessions. “Tutor is empathetic and is able to find various ways to explain concepts if the first explanation didn't work.”*
- *“They were great. Very patient and helped us anyway they could.”*
- *“Learning from a peer who has been through the program helped me because the material was able to be explained in a more simpler way than a professor would.”*

School of Health Professions: DPT Peer Tutoring Program

Closing the Loop



- This program has had great success the first year of implementation with a decreased attrition rate as a result of academic deficiency.
- Students are eager to participate, as tutors in the program.
 - *In Summer 2023: 10 students on academic probation (GPA < 3.0).*
 - *End of Fall 2023: 7 remain on probation.*
 - *End of Spring 2024: 8 of the original 10 had GPAs of 3.0 or above.*
- Data will be collected on the attrition rates for the Class of 2027 cohort and the program will continue.

Department of Biological and Chemical Sciences: Summer Reactor Program

Summary of Strategic Actions:

- Creation of a Bootcamp program for incoming students taking General Chemistry in the fall semester (CHEM 105, 107, 110).

Goals:

- Ensure all students have the same background in basic chemistry before starting classes.
- Improve student success.

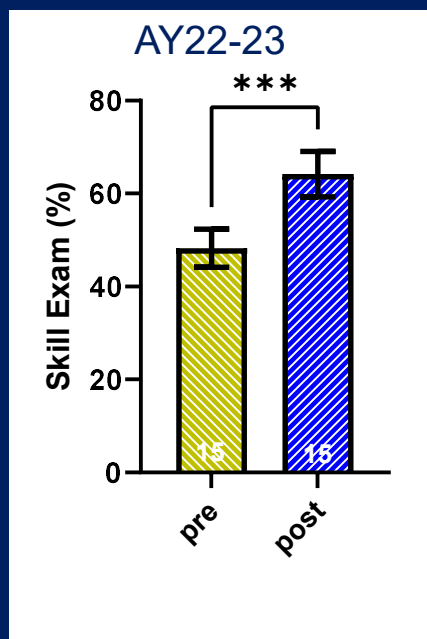
KPI and Expected Outcomes:

- Skill assessment: Students show enhanced performance in a pre/post analysis
- Student Success: Increase student achievement in General Chemistry.

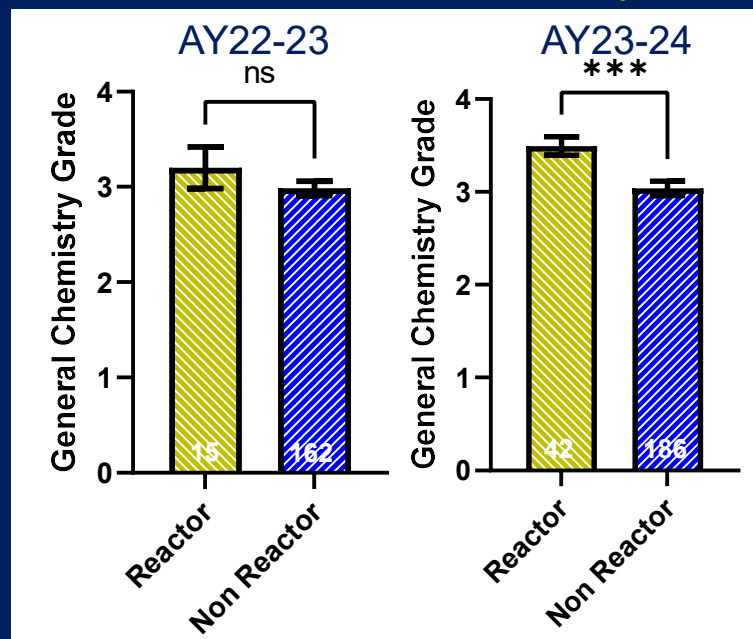
Department of Biological and Chemical Sciences: Summer Reactor Program

Results: AY22-23 in person, AY23-24 virtual

Pre/Post Assessment



Success in General Chemistry



Plan Implementation Year 1: New York Tech Libraries Strategic Plan *Priorities*:

- 1. Position the Libraries as a Campus Leader in Media and Technology Innovations for Learning*
- 2. Enhance Student Academic Success*
- 3. Improve Operational Efficiency; Document and Communicate Library Value*
- 4. Increase Access to Diverse and Digital Resources, Information Systems and Scholarly Materials*

Library Mission

The Library is a dynamic force in the intellectual life of the campus. It is a student-centered environment that cultivates collaboration, life-long learning skills and diversity to support the University's mission. Within a collaborative and interdisciplinary environment, we enhance the student learning experience, facilitate and support research at all levels and engage the community.



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Priority 1: Position the Libraries as a Campus Leader in Media and Technology Innovations for Learning

GOAL:

Revitalize makerspaces and improve Innovation Labs/Hubs on the Long Island and New York City campuses. Increase collaboration and offer emerging technologies to advance the library as a knowledge center that connects faculty, students, and staff.

Action / Baseline	Target Outcome
<p>Improve library website as a reliable place to start research and information access.</p> <ul style="list-style-type: none"> Response to the survey, <i>Help the NYIT Libraries Improve Search</i>: 18% of responses use the Library website and catalog Occasionally-Frequently. Response to the Ed. Tech survey question about library technology, ie, laptops: 63% Extremely – Very Important responses for innovation equipment. Improve access to library collections with New (ILS) Integrated Library System: OCLC WMS Worldshare system was selected and record migration completed. 	<ul style="list-style-type: none"> Increase to 38% of website usage to 'Occasionally-Frequently'. Increase to 80% to Favorable to extremely important. Decrease in chat requests for 'catalog assistance'.
<p>Build collaborations focused on Innovation Lab technologies</p> <ul style="list-style-type: none"> 324 Innovation Lab/Hub users in AY 2023-2024 	<ul style="list-style-type: none"> Increase of Lab/Hub at New York, LI and Architecture usage by 20% in 2024-2025.
<p>Present topical events and workshops to promote opportunities for critical thinking, collaboration, and knowledge-sharing ie, meta-literacies; discovery through maker literacy; data literacy; and technology kits.</p> <ul style="list-style-type: none"> 3 Workshops; 137 attendees 	<ul style="list-style-type: none"> 1 or more workshops: 10% more attendees each year.

New York Tech Libraries Strategic Plan Year 1 Summary
Priorities 2,3: Enhance Student Academic Success;

Improve Operational Efficiency; Document and Communicate Library Value

GOALS: Increase student engagement with library spaces and services so that all students have a sense of belonging and ownership in library services.

Action; Baseline	Target Outcome
<p>Improve students' sense of ownership in the library by initiating a Library Student Staff Ambassadors program.</p> <ul style="list-style-type: none"> 6 Library Student Staff Ambassadors share information about the library with their classmates, and student organizations. 163 students attended a research consultation. 	<ul style="list-style-type: none"> 10% increase student attendance at Library events advertised by library ambassadors Increase to 200 research consultations.

GOALS: Increase visibility and promotion of library services, resources, activities, products, events. Define and improve processes to streamline workflows and value Librarian and Library staff time. Restore, support, and promote continuous learning and professional development.

Baseline/Action	Target Outcome
<ul style="list-style-type: none"> Maintain and market the Institutional Repository. (Institutional Repository deposits: 103 theses & 111 medical faculty publications). 	<ul style="list-style-type: none"> Increase thesis and dissertation submissions by 10% annually.
<ul style="list-style-type: none"> 71% of faculty survey found ILL to be very-extremely important. 	<ul style="list-style-type: none"> Implement new ILL service through WMS Worldshare.

CPI Implementation: NYIT Student Success Institutional Report

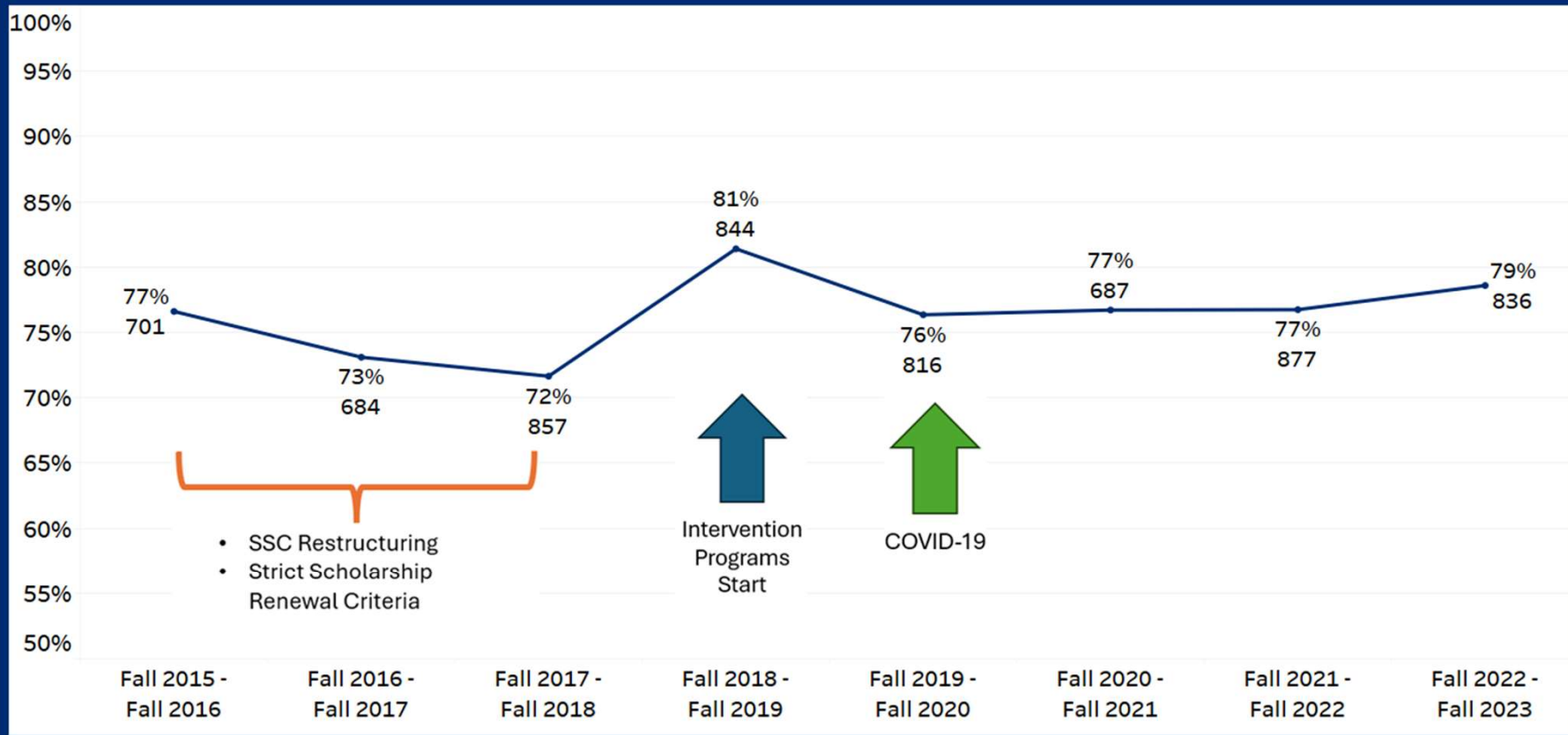
by Institutional Research



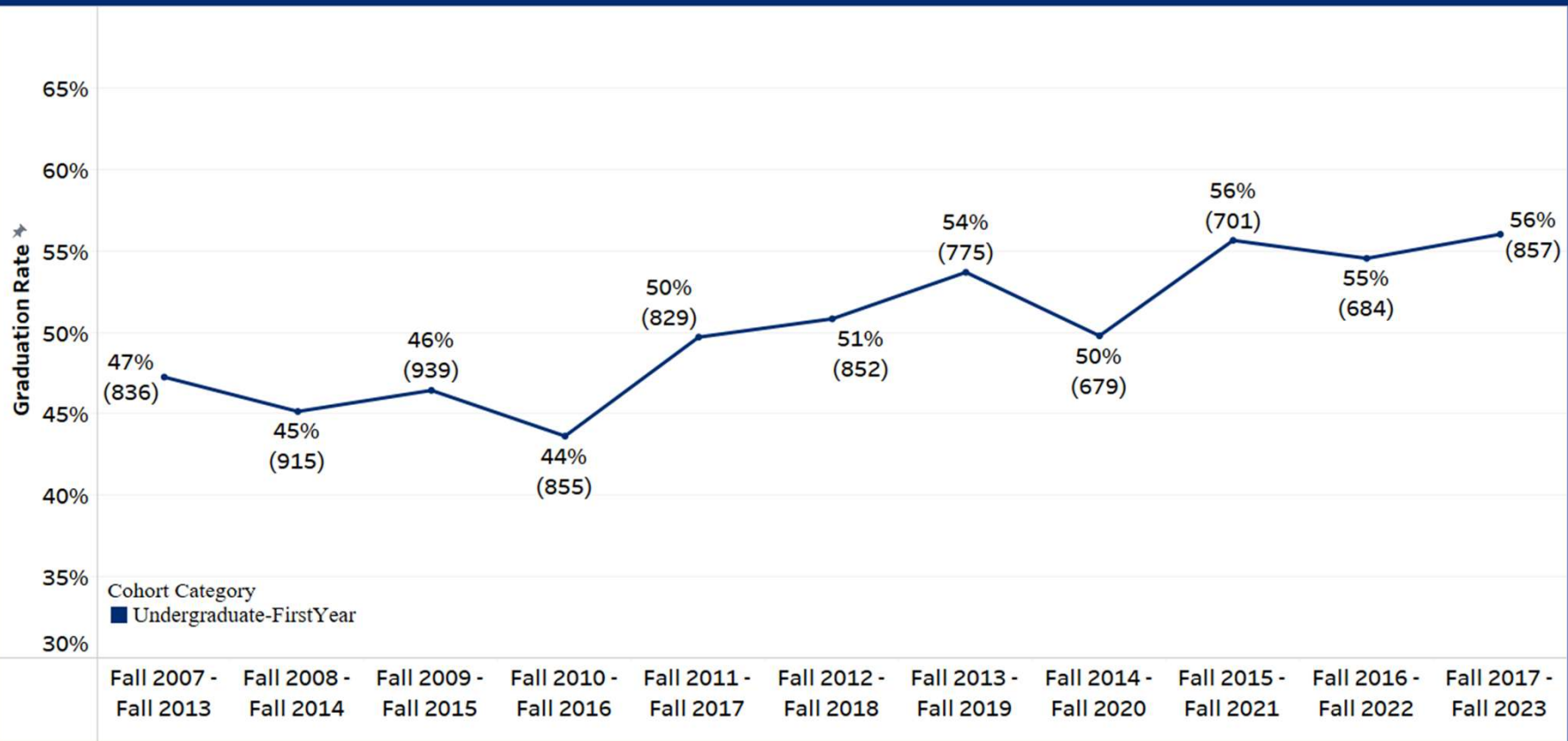
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First-Year Cohorts

First-Time Full-Time Retention Rates



First-Year Cohorts 6 Year Graduation Rate

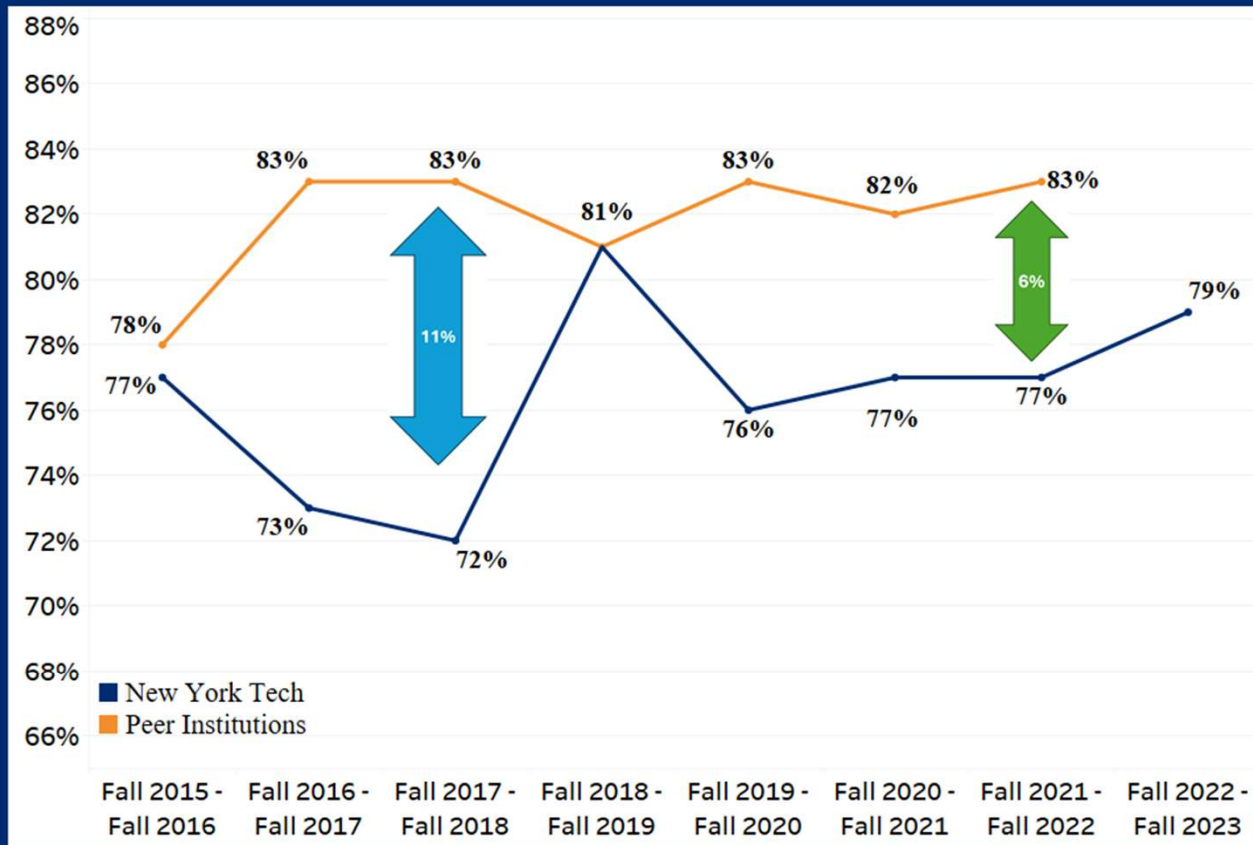


First-Year Cohorts - Peer Compare

First-Time Full-Time Retention Rates

IPEDS Comparison Group

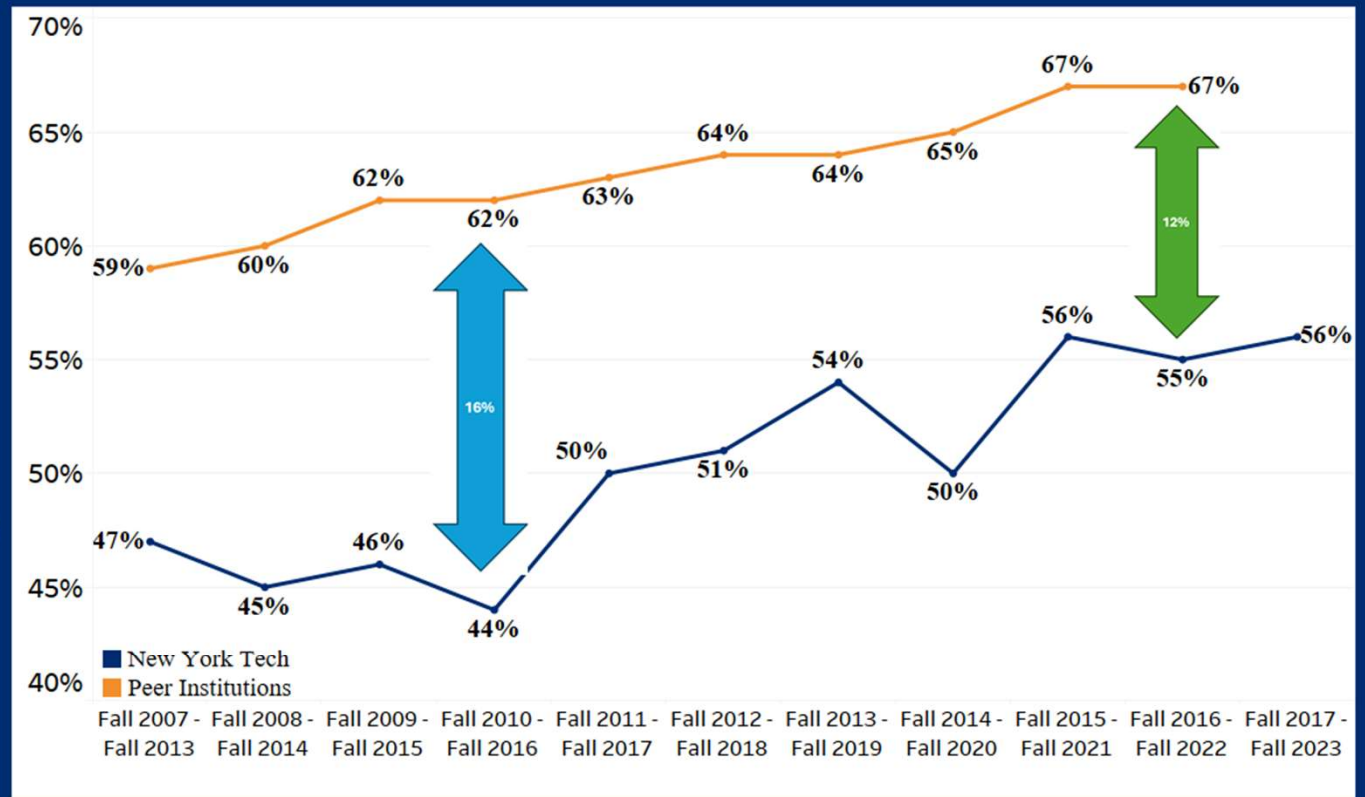
- Adelphi University (Garden City, NY)
- CUNY Hunter College (New York, NY)
- Drexel University (Philadelphia, PA)
- Hofstra University (Hempstead, NY)
- Long Island University (Brookville, NY)
- Manhattan College (Riverdale, NY)
- New Jersey Institute of Technology (Newark, NJ)
- Pace University (New York, NY)
- Rochester Institute of Technology (Rochester, NY)
- St. John's University New York (Queens, NY)
- Stevens Institute of Technology (Hoboken, NJ)
- SUNY at Albany (Albany, NY)
- SUNY College at Old Westbury (Old Westbury, NY)



First-Year Cohorts - Peer Compare 6 Year Graduation Rate

IPEDS Comparison Group

- Adelphi University (Garden City, NY)
- CUNY Hunter College (New York, NY)
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LET'S HEAR FROM OUR STUDENTS!



National Survey of
Student Engagement
(NSSE) Results

NSSE (National Survey of Student Engagement)

4 Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

10 Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

Snapshot Comparisons

2017

2020

2023

Theme	Engagement Indicator	Your students compared with Mid East Private	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	▲
Learning with Peers	Collaborative Learning	--	▲
	Discussions with Diverse Others	--	▲
Experiences with Faculty	Student-Faculty Interaction	--	--
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	▼	▼
	Supportive Environment	▼	--

Your students compared with Mid East Private		
First-year	Senior	
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--	▼	
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▲	▲	
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Your students compared with Mid East Private		
First-year	Senior	
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Item Analyses: Teaching-related 2017-2020-2023

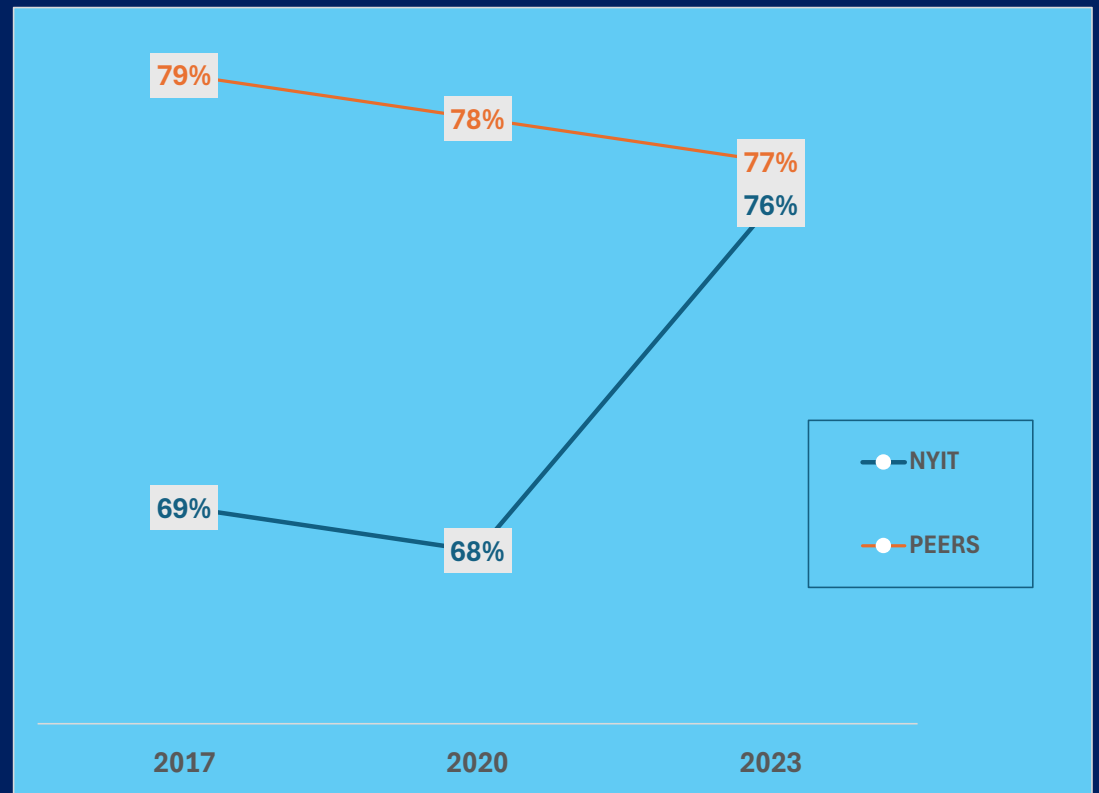
Which areas improved and which areas need improvement?

Clear Course Goals (First Years)

NYIT vs. Peers

Q: During the current school year, to what extent have your instructors done the following:

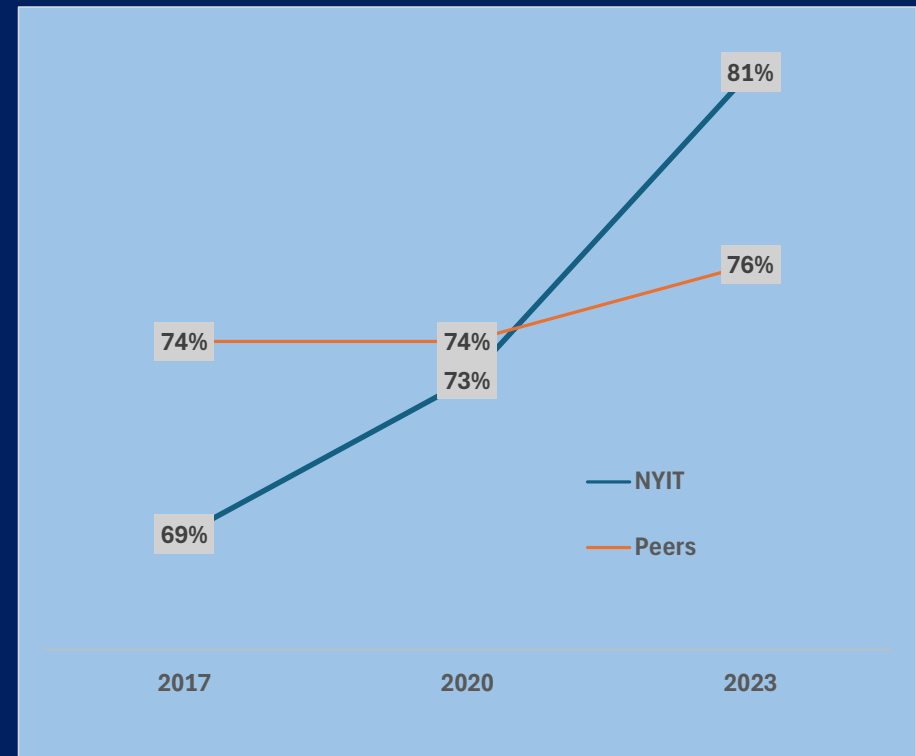
- ❖ Clearly explained course goals and requirements



Higher Order Learning (Seniors) NYIT vs. Peers

Q: During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods ...
- Analyzing an idea ...
- Evaluating ... information
- Forming a new idea or understanding from ... information

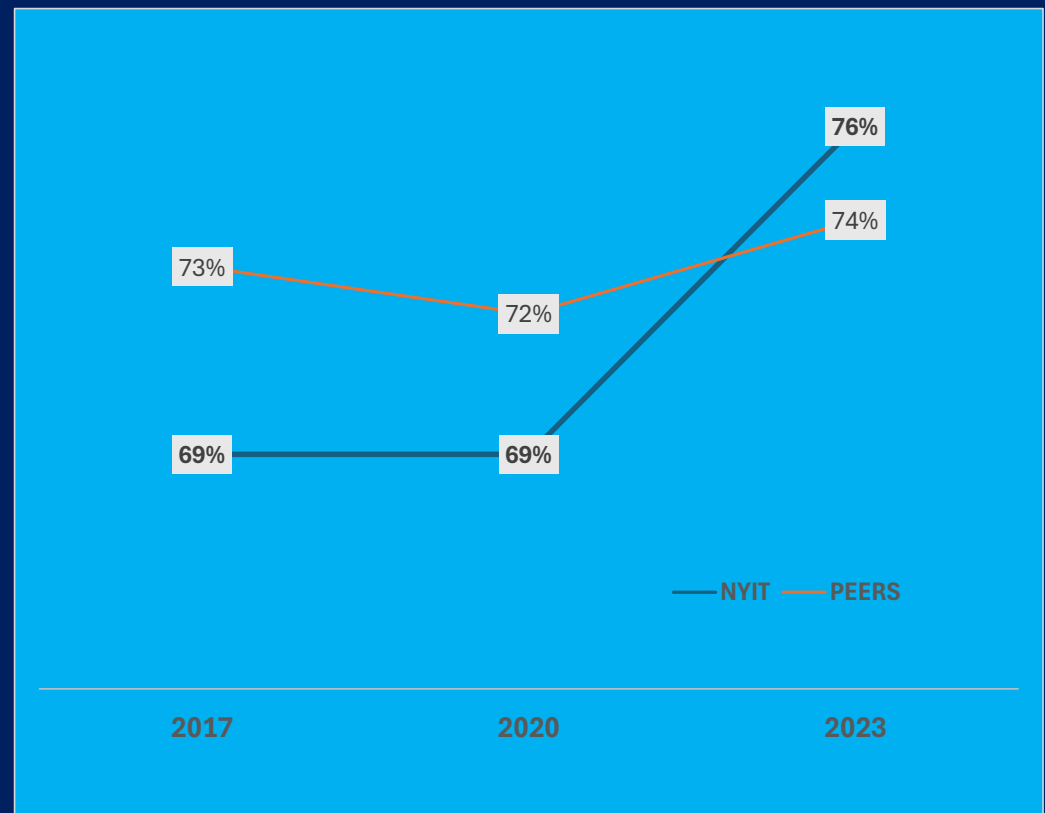


Teaching Effectiveness (Seniors)

NYIT vs. Peers

Q: During the current school year, to what extent have your instructors done the following?

- Clear course goals and requirements
- Taught...in an organized way
- Used examples...to explain difficult points
- Feedback on a draft...in progress
- Feedback on tests or completed assignments



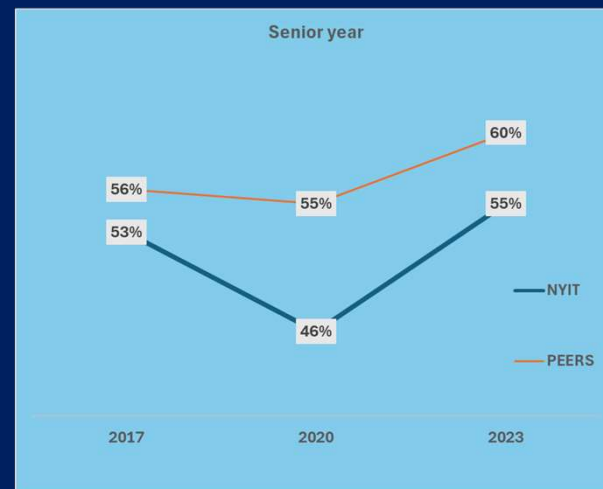
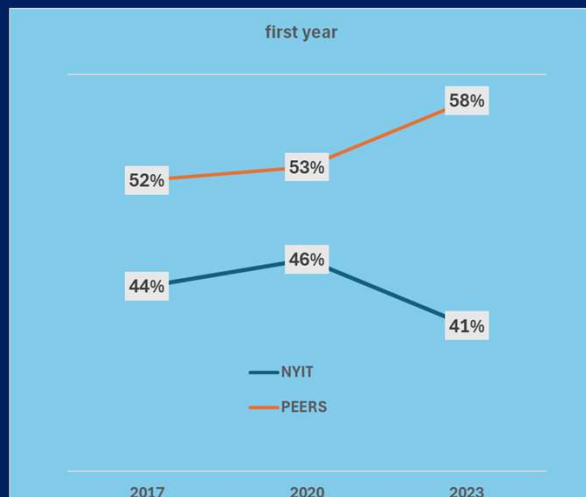
How Did We Make Such Progress? (Our Faculty Are Amazing)



Francine Glazer, Ph.D.
Associate Provost, Educational
Innovation and Director, Center
for Teaching and Learning

Diverse Perspectives (First Years & Seniors) NYIT vs. Peers

Q: During the current school year, how often have you included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in course discussions and assignments?



How do we close the gap of including diverse perspectives in course work?



Panel Discussion

Jennifer Griffiths

Professor and Chair, Humanities

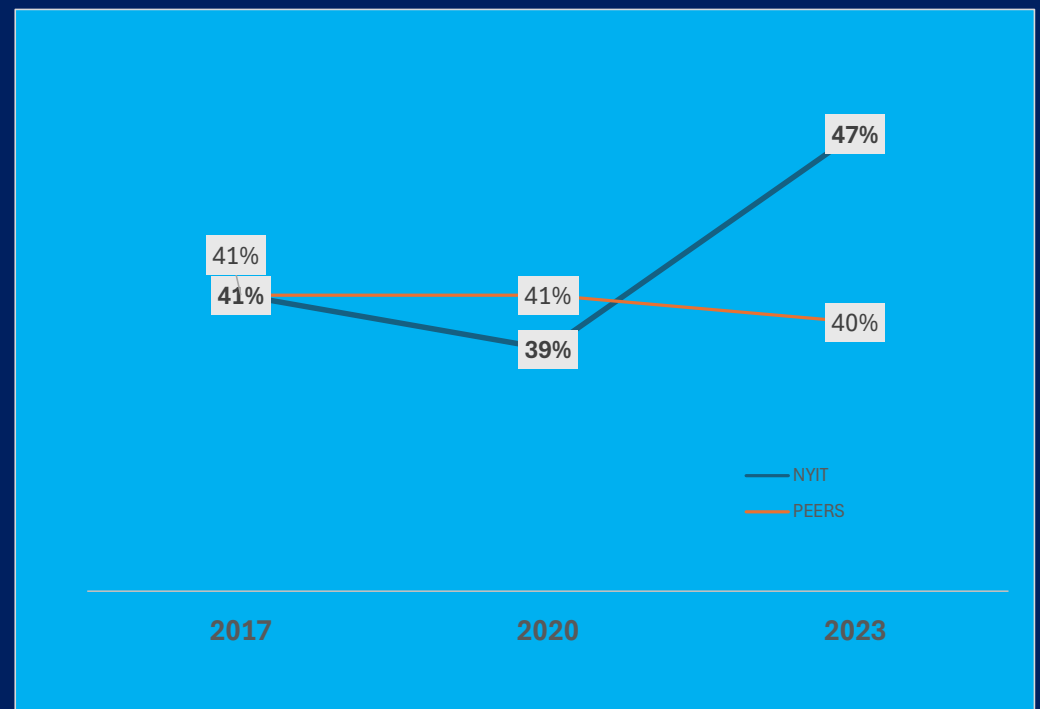
Hyun-Tae Jung

Associate Professor, Architecture

Student-Faculty Interaction (Seniors) NYIT vs. Peers

Q: During the current school year, about how often have you done the following?

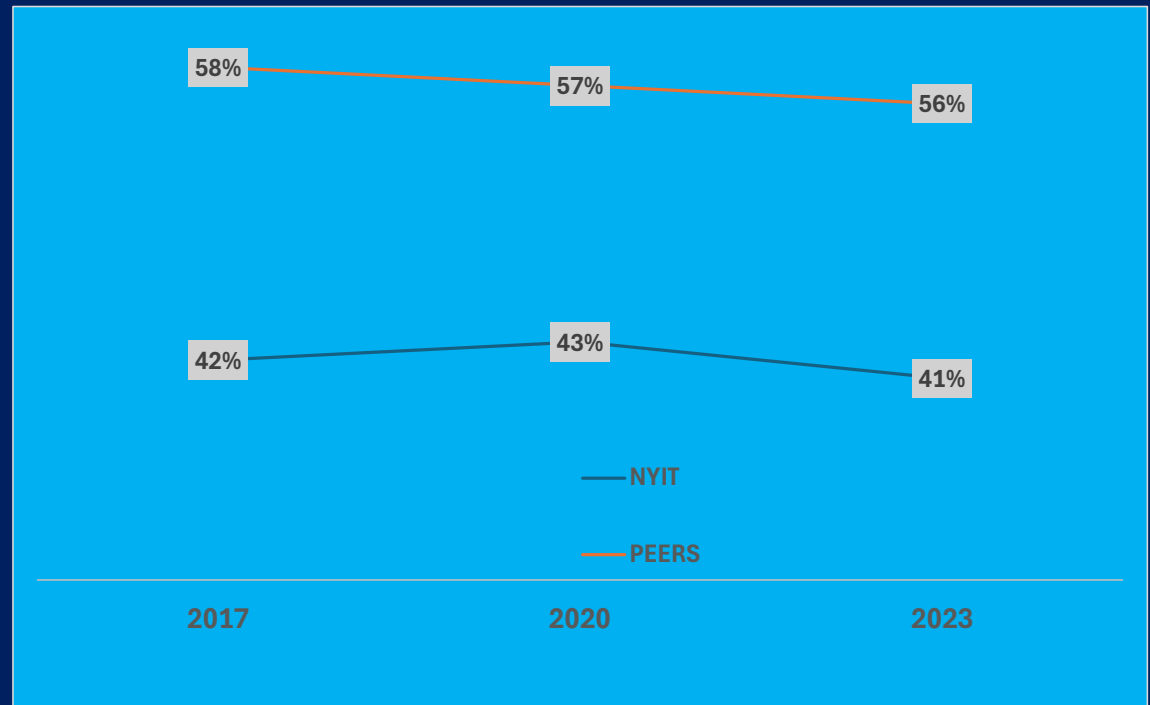
- Talked about career plans
- Worked on activities other than coursework
- Discussed course topics, ideas, or concepts outside of class
- Discussed your academic performance



Quality of Interactions with Faculty (Seniors) NYIT vs. Peers

Q: Indicate the quality of your interaction with the following people at your institution:

c. **Faculty**



How do we improve the quality of interactions with students?



Panel Discussion

Robert G. Alexander, Ph.D.
Assistant Professor
Psychology and Counseling

George M. Salayka
Teaching Assistant Professor
Computer Science

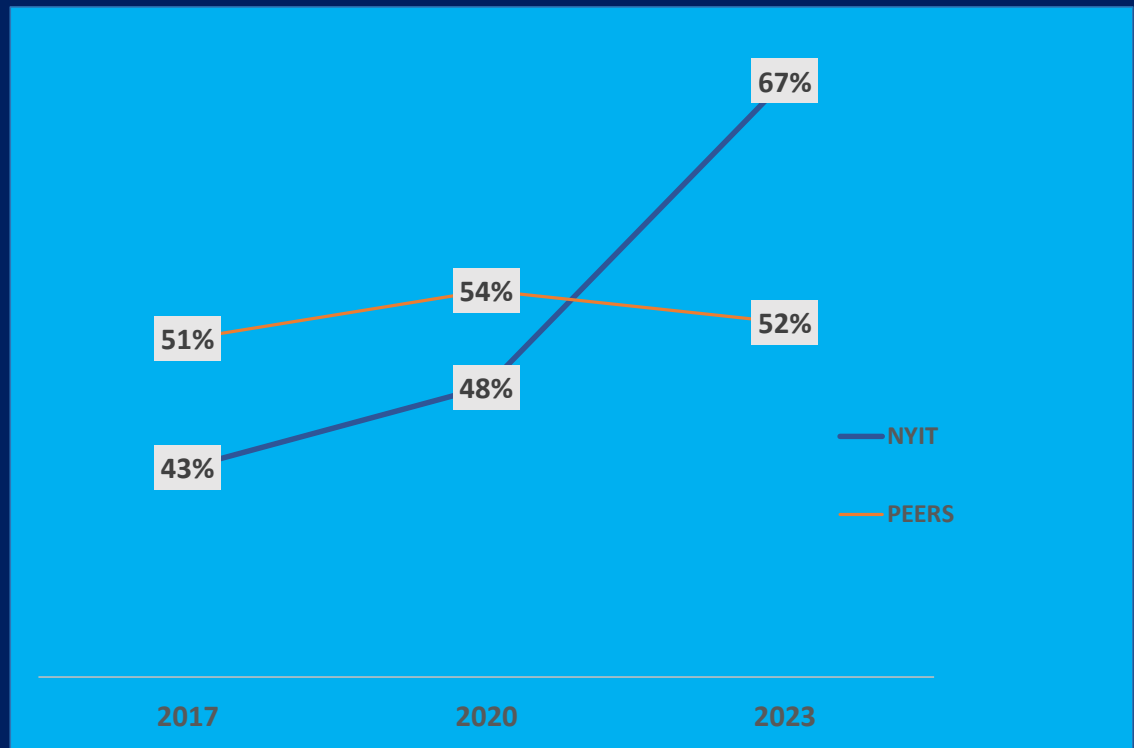
Item Analyses: Support Services 2017-2020-2023

Which areas have improved and which areas need improvement?

Quality of Interactions (First Years) NYIT vs. Peers

Q: Indicate the quality of your interaction with the following people at your institution:

❖ Academic advisor



Undergraduate Student Success and Advising (USSA)

- Office of Undergraduate Academic Advising (UAA)
- Office of Academic Success and Enrichment (ASE)
- Office of Student Success Initiatives (SSI)

Mission:

Provide resources, offer support, and foster collaboration among students, staff, and faculty to enhance the overall student experience and promote student success at New York Tech and beyond.

Goal:

Positively impact undergraduate retention and provide a supportive, high-quality student experience

Strategic Actions:

- Personalized proactive advising
- Peer Success Guides
- Leverage technology

Undergraduate Student Success and Advising (USSA)

Outcomes: 3% increase in retention

Staff play a critical role in the student-advisor experience

Peer-led programs play a key role in reaching students

Technology is key for effective coordinated care approach

Consistent, personalized communication works

Supports and relationships with first-year students should be sustained into their second year

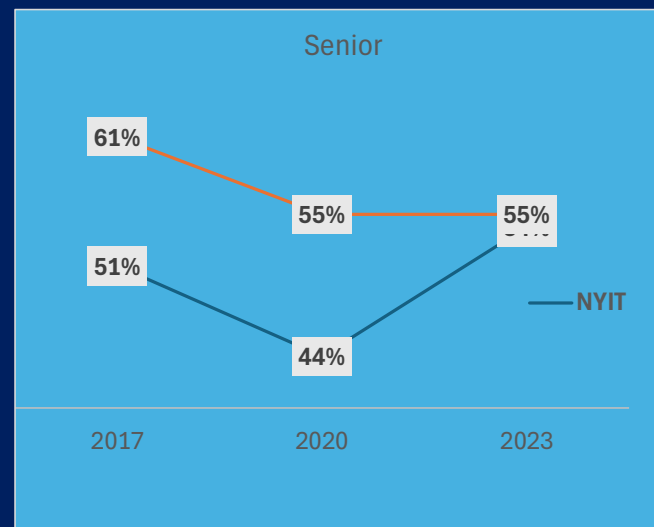
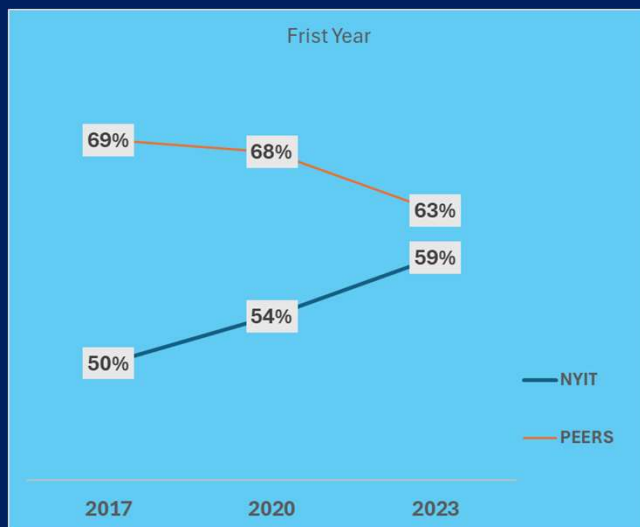
Patterns and trends that may play a role in retention should be monitored

Student feedback should be included formally and consistently

Support for Well-being (First Years & Seniors) NYIT vs. Peers

Q. How much does your institution emphasize the following:

- ❖ Providing support for your overall well-being (recreation, health care, counseling, etc.)



Student Engagement and Development

Student Life: Leadership Program, Student Government, and Student Conduct

Military and Veteran Affairs: Mentoring Program

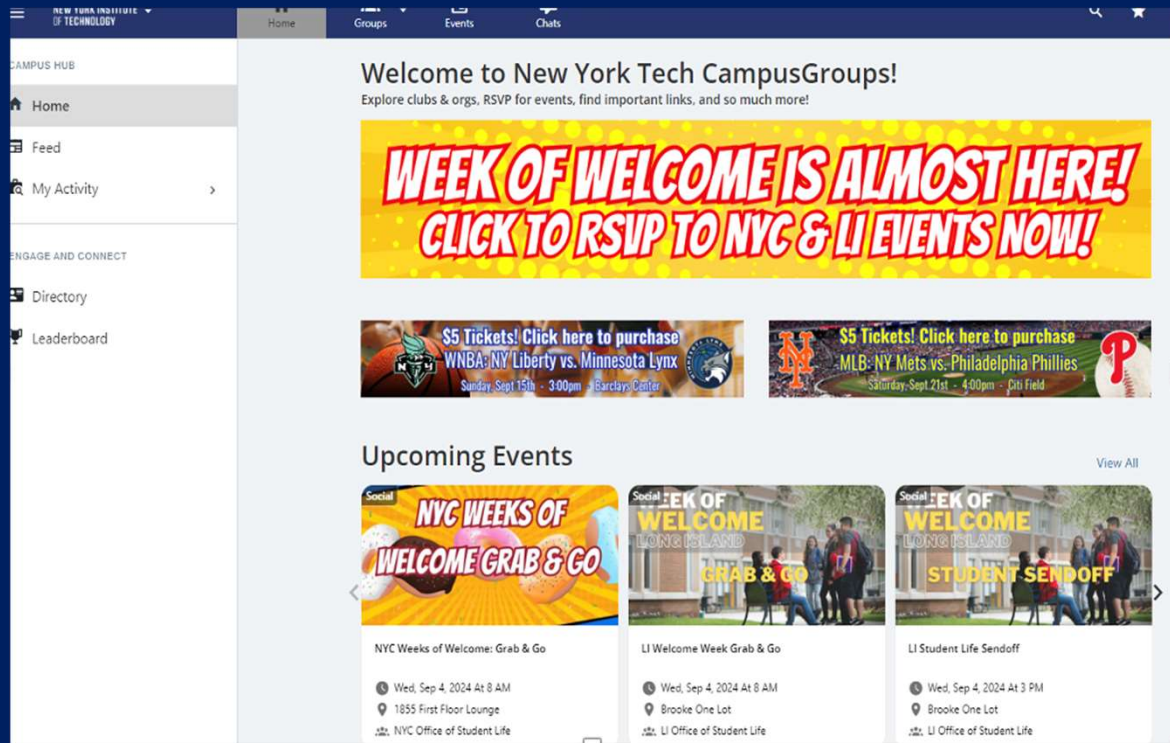
Career Success and Experiential Education: Placement numbers and Faculty Relationships

HEOP: Enrollment and Cumulative GPA

Student Government Activity and Student Activity 2023-24

- NYC Student Clubs:  by 6 (from prior year)
- LI Student Clubs:  by 7 (from prior year)
- # of Students involved in SGA organizations and clubs:
 - ✓ 854 students (2021-2022)
 - ✓ 2,335 students (2023-2024) - 173% increase
- # of Student Events - Increased by 537% (from two years ago)

Campus Groups: The Change Agent



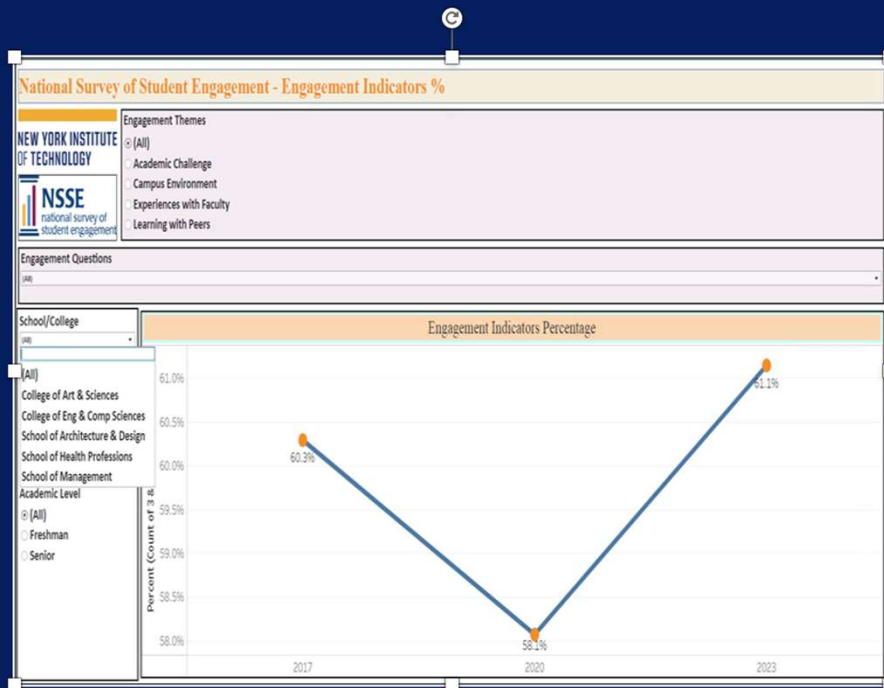
Group Pages and Feeds

Co-curricular transcripts

Community Service Tracker

Connections Mentor

Want to See More Data? Check out the NSSE Dashboards in Helio Campus



Contact the Office of Institutional Research for Access to Disaggregated NSSE Survey and Student Success Data

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CPI in AY 2024/25



Big Bold Challenge Round 2

RADS Research Agenda

Expansion of Program Review

Campus Climate Survey

Middle States Self-Study

THANK YOU!!

(We will stick around to answer questions.)

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Reinvent the Future.