



NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY TECH

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SELF-STUDY



SELF-STUDY

TO SUBMIT TO THE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
JANUARY 2026

by

New York City College of Technology
of the City University of New York

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(Updated January 2026)

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I. EXECUTIVE SUMMARY

In accordance with the reaccreditation process designed by the Middle States Commission on Higher Education (MSCHE), New York City College of Technology (City Tech), a college within the City University of New York (CUNY), has conducted a rigorous evidence-based self-study to reflect on our collective progress, understand our challenges, and identify potential opportunities to improve our institutional effectiveness. City Tech's future is deeply intertwined with that of New York City; it is a microcosm of the city's diversity, breadth of enterprise, creative energy, and innovative spirit. City Tech and CUNY have proven to be engines of upward economic mobility for our students.

Over the past two years, the Steering Committee and Working Groups have engaged in an iterative process in which a cross-section of faculty, administrators, staff, and students came together to consider how well the college fulfills its mission. Hundreds of community voices are reflected in the study, captured through analysis of existing data, student and faculty surveys, townhalls, focus groups, and interviews conducted in the last two years. The full report details the findings and recommendations generated by the Steering Committee and Working Groups, reflecting both the standards and criteria for MSCHE accreditation. The Working Groups formulated lines of inquiry, which are aligned with the institutional priorities, to guide their investigation of City Tech's compliance with the standards and to identify opportunities for improvement. The self-study provides strong evidence of City Tech's ongoing compliance with MSCHE standards and its requirements of affiliation. The findings and recommendations of the self-study will help us further improve our institutional effectiveness to achieve our mission.

STANDARD I: MISSION AND GOALS

Lines of inquiry:

- 1) How does City Tech prioritize and invest in continuous institutional improvement, systematically evaluating and adapting its policies, programs, and methodologies to reflect advancements in higher education, including the integration of rapidly advancing technology into the curriculum, interdisciplinary collaboration, commitment to equal opportunity, and support for student retention and graduation? What mechanisms are utilized to regularly assess the College's fulfillment of its mission and education goals? (Parts of standard addressed: S1.C3a, S1.C3b, S1.C3c, S1.C3d; S1.C4)
- 2) How do City Tech's faculty, staff, and students contribute to operations and resource allocation decisions? In what ways do City Tech's operations and resource allocation align with its mission and education goals? (Parts of standard addressed: S1.C1a, S1.C1b, S1.C1d, S1.C1e)

Findings and opportunities for improvement:

City Tech meets the expectations of MSCHE Standard I. The mission is clearly defined, collaboratively developed, effectively implemented, and regularly assessed. Strategic alignment between mission, goals, planning, and outcomes is evident across institutional structures.

Opportunities for innovation and improvement include:

- Strengthening support for faculty and staff to further advance broad access to education in evolving instructional contexts.
- Deepening engagement with external constituents, including alumni and community-based organizations.
- Expanding student participation in shared governance and mission-related dialogue.

These areas of focus will further reinforce the mission's vitality and ensure its continued relevance and effectiveness.

STANDARD II: ETHICS AND INTEGRITY

Lines of inquiry:

- 1) What College policies, services and programs are in place to support making a City Tech education accessible to students with a range of needs, including students with disabilities and students facing financial challenges, and how can these policies, services and programs be improved? (Part of standard addressed: S2C7)
- 2) How does the College make employees aware of the standards of ethical conduct they are expected to adhere to, and does the College have effective processes to guide employees in complying with those standards? (Part of standard addressed: S2C4)
- 3) To what extent does the College have clear policies and procedures for addressing student, faculty, and staff complaints, including but not limited to complaints of discrimination and harassment; how are the College's complaint policies and procedures disseminated to the affected constituencies; and do those policies and procedures enable students, faculty and staff to register complaints in an efficient and accessible way? (Part of standard addressed: S2C3)

Findings and opportunities for improvement:

City Tech meets MSCHE Standard II by demonstrating a sustained, institution-wide commitment to ethics and integrity through clearly articulated policies, transparent and fair practices, and regular assessment and oversight. These policies and practices are consistently implemented and aligned with federal and state law, CUNY requirements, and MSCHE expectations, ensuring integrity in academic, administrative, and operational functions.

Opportunities for innovation and improvement include:

- Improving communication of the above by-laws, policies and procedures to the college community.
- Increasing efficiency in addressing employee and students concerns.

While the College's programs to increase accessibility and affordability are strong, the above recommendations, together with recommendations from Standard IV, would make these programs even stronger.

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Lines of inquiry:

- 1) How do faculty devise, implement, and assess a philosophy of 21st-century education that aligns with the college mission and provides students with equal access to current content, effective pedagogy, and a community that fosters a sense of purpose and belonging? (Parts of standard addressed: S3.C1a, c; S3.C2a, b, e; S3.C3; S3.C5a, b; S3.C7; S3.C8; Linked institutional outcome(s): 1 & 2)
- 2) How does the college support faculty research, collaboration, and service to advance knowledge, community, and student learning experiences? (Parts of standard addressed: S3.C1a; S3.C2a, c, d, e; Linked institutional outcome(s): 1 & 4)

Findings and opportunities for improvement:

City Tech continues on a path of robust development in the areas of pedagogy, curriculum, and faculty support to meet the challenges of rapidly evolving technologies and career opportunities and consequently meets Standard III. Learning experiences are rigorous, coherent, and consistent with higher education expectations. As CUNY's only college of technology, City Tech continuously adapts its curriculum to maintain academic rigor while addressing evolving workforce needs. Over the past seven years, the college has undertaken significant curricular advancements (including five new bachelor level degrees in Cybersecurity, Software Engineering Technology, Applied Computational Physics, Data Science, and Healthcare Policy & Management, and a Health Science associate degree), significant program revisions (BS in Radiological Science, BTech in Emerging Media Technology, and BFA in Communication Design among others), and the new development of academic minors, now numbering 15 (including Computer Science, History, Psychology, and Creative Writing), which broaden interdisciplinary opportunities. City Tech's research funding remains strong, reporting \$10.3 million in grants and contracts for fiscal year 2024. Funds support activities for research, student support, pedagogical innovation, and workforce training. City Tech also has a robust undergraduate research program with 500+ students

participating in faculty led projects each year. Online and hybrid learning has expanded significantly (seven degree programs are now offered primarily online and 1,762 students enrolled in distance-learning pathways).

Opportunities for innovation and improvement include:

- Continuing to develop plans and policies to enhance, and expand online education.
- Deepening engagement with industry (advisors, alumni) to support career readiness, including and especially around curriculum and pedagogy that is responsive to the impacts of artificial intelligence (AI) on career pathways.
- Expanding structures and resources to help faculty provide responsive and accurate student advisement.
- Continuing the upgrade of facilities and technology, engaging stakeholders, to empower City Tech to fulfill its mission into the future.

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Lines of inquiry:

- 1) How do the key components of the City Tech Student Experience contribute to the intentional and coordinated cross-campus effort to increase retention, graduation rates and career readiness? What support structures and resources are in place to enhance the overall student experience? (Parts of standard addressed: S4C1a, b, c, d; S4C4)
- 2) What challenges are faced by City Tech students that may create barriers to their persistence to graduation, and what institutional strategies, policies, procedures, and processes ensure that equal opportunity and accessibility are integral to the student experience and academic success? (Parts of standard addressed: S4C1a, b, c, e; S4C2)
- 3) What student data is being collected, analyzed, and shared to ensure that students are being appropriately informed of, engaged in, and supported by institutional policies and procedures, activities, and services? How are support services being assessed for continuous improvement and innovation? (Parts of standard addressed: S4C1e; S4C5; S4C6)

Findings and opportunities for improvement:

City Tech meets MSCHE Standard IV by providing comprehensive, mission-driven support that fosters student recruitment, retention, and success. The College maintains clear, ethical, and equitable policies for admissions, financial aid, transfer credit evaluation, and experiential learning, ensuring all students have access to educational opportunities. Robust support systems--including SEEK, ASAP/ACE, Math Start, CLIP, First-Year Programs, tutoring, academic advising, mental health services, accessibility resources, and emergency support--address students' academic, personal, and social needs. Orientation, mentoring, and co-curricular engagement cultivate belonging and persistence, while secure management of student records ensures compliance with FERPA. Student support programs are regularly assessed using disaggregated outcome data to guide improvements, and initiatives such as the Student Success Center provide holistic, coordinated services. Together, these efforts demonstrate that City Tech effectively supports the diverse needs of its student population, promotes persistence and degree completion, and continuously evaluates and enhances student success strategies.

Opportunities for innovation and improvement include:

- Expanding opportunities for cross-institutional collaboration to enhance student retention and success.
- Institutionalizing the Student Success Center from a grant-funded project to a tax-levy funded department within the division of Enrollment Management and Student Affairs.
- Expanding City Tech's digital presence, including interactive tools to offer real time assistance and guidance.
- Further expanding career readiness initiatives, faculty mentorship, internship, apprenticeship and student research opportunities, and entrepreneurial resources to align with the College's priorities.
- Expanding and facilitating student awareness of relevant college co-curricular and extra-curricular experiences that enhance students' overall engagement with the college to improve persistence and degree attainment.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Lines of inquiry:

- 1) How have the College's efforts in measuring and assessing learning outcomes contributed to improvements in student learning, student achievement, and institutional and program-level educational effectiveness; and how have these efforts been shared with faculty and staff to increase campus-wide awareness? (Parts of standard addressed: S5C1, S5C2, S5C5)
- 2) What are the strategies utilized across the college to collect administrative, educational, and support service data, and how can the College bring them together under a comprehensive data collection and assessment plan for the college? (Parts of standard addressed: S5C3, S5C5)

Findings and opportunities for improvement:

City Tech demonstrates a clear, multi-level approach to assessing and evaluating student learning outcomes (SLOs) that aligns with the institutional mission and degree/program goals, meeting MSCHE Standard V. The College's assessment framework integrates institutional general education competencies, program-level outcomes, and course-level outcomes, all systematically mapped and documented. City Tech's 14 General Education competencies are aligned with CUNY Pathways requirements and the College's mission, ensuring consistency and relevance across the curriculum. Each degree program articulates its outcomes in the catalog, aligns them to the College's competencies, and maps courses to program outcomes, with critical courses identified for focused assessment. Faculty-driven assessment at the course, program, and institutional levels employs robust tools --including VALUE rubrics and curriculum mapping --to ensure that learning outcomes are meaningful, measurable, and appropriate for higher education. The College further supports continuous improvement through discipline-specific and institutional accreditation, periodic assessment cycles, and comprehensive documentation of results.

City Tech uses disaggregated assessment data to monitor student achievement, guide interventions, and improve curricula and programs. A centralized Assessment Portal and interactive dashboards provide transparent, accessible data on general education, program outcomes, student performance, and post-graduation success (AIRE web site). Applied learning, internships, and transfer pathways prepare students for careers, further study, and meaningful contributions. Ongoing faculty development, stakeholder engagement, and annual reporting sustain assessment practices.

Opportunities for innovation and improvement include:

- Enhancing visualization and reporting on institutional data and assessment results with advanced analytics.
- Completing the program assessment management dashboard.
- Incorporating additional AES (Administrative, Educational and Student Support) assessment of pilot data to all data dashboards.
- Enhancing communication and usage of assessment results by streamlining AES assessment procedure and completing AES assessment handbook.
- Leveraging emerging technologies to strengthen continuous improvement.

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Lines of inquiry:

- 1) How is the financial planning and budgeting process aligned with departmental goals and institutional priorities? (Parts of standard addressed: S6C5, S6C6, S6C9)
- 2) To what extent is there broad cross-campus participation in the development of institutional plans (such as facilities, technology, departmental, and other strategic plans)? (Part of standard addressed: S6C3, S6C5, S6C6, S6C9) To what extent are these institutional plans informing each other and communicated across the campus? (Parts of standard addressed: S6C5, S6C1, S6C2)
- 3) How do the College's financial, physical, human, and technological resources adequately support its operations? (Part of standard addressed: S6C6, S6C10) Further, what strategies exist to measure the effectiveness and efficient utilization of institutional resources required to support the mission and goals? (Parts of standard addressed: S6C4, S6C9, S6C12, S6C13)

Findings and opportunities for improvement:

City Tech demonstrates strong alignment with MSCHE Standard VI. Institutional goals are clearly defined and tied to both the CUNY Strategic Roadmap and unit-level objectives, ensuring that planning, assessment, and resource allocation support the college's mission. The annual CUNY Performance Management Plan (PMP) cascades system-wide priorities down to college units, with assessments guiding continuous improvement. Planning processes are inclusive, engaging faculty, staff, and students through College Council subcommittees, department meetings, and ad hoc committees. Financial and human resources are managed strategically, linking budget allocations to institutional priorities, student success initiatives, and programmatic needs. Facilities, technology, and infrastructure planning are integrated with strategic and financial planning, ensuring sustainability and operational effectiveness. City Tech maintains regular audits and internal controls, demonstrating responsible fiscal management and adequate financial resources to support educational programs.

Opportunities for innovation and improvement include:

- Improving communication with the broader college community regarding budgeting processes, capital planning, and the outcomes of assessments.
- Establishing a consistent schedule for unit-level assessments and reporting could strengthen accountability, ensure that resource utilization aligns with strategic objectives, and provide a clearer link between planning, assessment, and improvement.

These enhancements would reinforce City Tech's existing robust structures while promoting greater engagement and continuous institutional improvement.

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Lines of inquiry:

- 1) What strategic steps can we take as an institution to increase both engagement and representation in college governance across campus constituent groups – faculty, staff and students? (Parts of standard addressed: S7C1, S7C2)
- 2) How can institutional leadership best support the modernization of the college's academic and operational technology infrastructure, in order to enhance efficiency, communication, and coordination, across all college systems? (Parts of standard addressed: S7C4)
- 3) How can we best design and implement a robust assessment tool (or tools) to evaluate the effectiveness of College Council, the institution's primary governing body, including its associated standing and special committees? (Parts of standard addressed: S7C1, S7C2, S7C5)

Findings and opportunities for improvement:

City Tech demonstrates a robust and transparent governance structure that aligns with MSCHE Standard VII. As part of the CUNY system, City Tech operates under a clearly delineated governance framework, including the Board of Trustees (BOT), University Faculty Senate, University Student Senate, and college-level bodies such as the College Council and its standing committees. These bodies provide inclusive decision-making opportunities for faculty, staff, students, and administrators across policy, curriculum, budget, and personnel matters. The College Council, department chairs, and committees operate within well-defined bylaws and governance plans, ensuring clarity of roles, responsibilities, and accountability. Leadership at City Tech, including the president and senior administrative team, possess the credentials, expertise, and autonomy necessary to guide the institution in fulfilling its mission, managing resources, and implementing strategic initiatives, while maintaining checks and balances that prevent interference in day-to-day operations. Assessment mechanisms, including faculty and staff surveys, COACHE reports, and institutional research, support continuous evaluation and improvement of governance, leadership, and administrative effectiveness.

Strengths of this system include its multi-layered, participatory governance, transparent reporting structures, and active engagement with faculty and students in policy and academic decisions. The administration demonstrates appropriate size, experience, and authority to effectively execute its responsibilities, supported by structured processes for evaluation and accountability.

Opportunities for innovation and improvement:

- Raising awareness of College Council roles and accomplishments, enhancing student and staff participation in governance, expanding orientation and mentorship programs, and strengthening online access to governance information.
- Developing a plan to support College Council's operational and functional needs regarding space, staffing, equipment and/or technology, as well as to include the shared governance body in review of proposed capital projects and administrative initiatives.
- Conducting a survey for faculty, staff, and students regarding the awareness, efficacy, and impact of College Council and its committees on campus policy and community.

By addressing these areas, City Tech can further advance transparency, inclusivity, and engagement, ensuring its governance structures continue to support institutional goals, academic quality, and fiscal integrity in alignment with MSCHE expectations.

RECOMMENDATIONS

Recommendation 1: Improve Student Success

- a. Use comprehensive data analysis across diverse student groups, including alumni and non-completers, to identify and address barriers to retention, student achievement and graduation.
- b. Strengthen collaboration between Academic Affairs and Student Affairs/Enrollment Management, from recruitment onwards, to create a seamless and supportive student experience.
(Standards 1,4, 5)

Recommendation 2: Enhance Career Readiness and External Engagement

- a. Continue and expand efforts to regularly review and update our career-focused curricula, incorporating market analysis and new technologies with input from faculty, alumni, and industry partners, to align with current and future workforce demands.
- b. Expand mentorship, internship, professional development, and career networking opportunities to enhance student support and career preparation.
(Standards 1 and 3)

Recommendation 3: Optimize Resource Allocation and Collaboration

Expand the systematic use of data to guide resource allocation, enhance collaboration, and publicly track the college's progress toward its strategic priorities.

(Standards 1, 3, 5 and 6)

Recommendation 4: Strengthen Governance and Operations

- a. Improve communication and collaboration among the College Council, administration, and the wider college community.
- b. Develop student leadership skills and encourage participation in college governance through mentorship.
- c. Increase awareness and understanding of institutional policies, procedures, activities, and opportunities for engagement.
(Standards 2, 7)

II. INSTITUTIONAL OVERVIEW

City Tech can report that progress has been made in key areas identified in its last self-study in 2018 such as reinvigorating student support and updating college facilities. While the onset of the COVID-19 pandemic in spring 2020 resulted in unexpected challenges related to enrollment and instruction, we remain an associate and baccalaureate granting, research-centered, interdisciplinary, and workforce-centered institution, with a strong focus on STEM and health-related careers. City Tech delivered fully online instruction starting in March 2020, gradually returning to in-person instruction, while maintaining some courses with online modality. As of fall 2025, City Tech is offering about 67% of courses in person, and about 19% of courses fully online and 14% hybrid. Looking ahead, we continue to focus on extending critical efforts supporting degree completion and student success.

History and Identity

New York City College of Technology, informally known as City Tech, is the designated college of technology within the City University of New York (CUNY), a national model for industry-aligned education, and an engine of economic mobility, located at the foot of the Brooklyn Bridge. Originally founded in 1946 as a community college, since 1983 City Tech has been designated a comprehensive college that now offers 58 cutting-edge associate and baccalaureate degree programs spanning the technologies of art and design, architecture, biomedical informatics, business, teacher education, computer systems, engineering, entertainment, health care, hospitality, human services, legal studies, and the liberal arts and sciences. As a Hispanic Serving Institution (HSI) and Asian American/Native American Pacific Island Serving Institution (AANAPISI), City Tech is committed to providing broad access to high-quality technological and professional education to an urban population that reflects the population of New York City.

In recent years, City Tech has been cited as an important engine of upward mobility. According to *US News and World Report's* Best College Rankings (within Regional Colleges North), City Tech was ranked 22 overall and in 2024 ranked #15 as a top performer on social mobility. In the same study, it ranked second in campus ethnicity and diversity. City Tech was also awarded Best for Vets status by the *MilitaryTimes* for the last four years (2021, 2022, 2023, 2024). The national think tank Third Way ranked City Tech #27 in its economic mobility index, and City Tech placed twenty-fourth on 247wallst.com's list of colleges offering the most upward mobility.

In February 2025, City Tech was named as one of ten City University of New York colleges designated as research institutions in 2025's Carnegie Classifications of Institutions of Higher Education. Research Colleges and Universities is a new classification by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) for colleges and universities that spend at least \$2.5 million on research annually but have historically not been recognized for their research activity, including institutions that do not confer doctoral degrees. Because City Tech exclusively offers undergraduate degrees, the recognition is a testimony to the value of the College's strong commitment to providing all students access to undergraduate research opportunities [1].

As of fall 2024, City Tech enrolled 14,588 students, 63% of whom are full-time students and 37% of whom are part-time students. Enrollment in associate degree programs and bachelor's programs was fairly evenly distributed, with 48% of students enrolled in a bachelor's program and 52% enrolled in an associate degree program.

From its founding in 1946 to address the need to educate veterans and others for careers in the postwar economy, City Tech has provided workforce, career-oriented degrees grounded in a strong liberal arts foundation to a diverse urban student population. City Tech is a commuter campus, with all but a fraction of its students coming from the five boroughs of New York City, and most educated in New York City Public Schools. However, their origins truly represent the world—34% were born outside of the U.S., representing 130 countries. City Tech students in large measure qualify for full or partial financial aid, with 80% of first-year students traditionally qualifying for need-based financial aid. City Tech's historic mission has been to open doors of educational opportunity to students regardless of financial means or prior academic achievement [2]. The School of Technology and Design enrolls 48% of the student body. Bachelor of

Technology (BTech) degree offerings include Architectural Technology, Computer Engineering Technology, Computer Systems Technology, Construction Engineering Technology, Electrical Technology, Emerging Media Technology, Entertainment Technology, Facilities Management, Mechanical Engineering Technology, and Telecommunications Technology. In addition, the school offers a Bachelor of Fine Arts in Communication Design and a 160 credit Bachelor of Architecture degree. It also offers Associate in Applied Science (AAS) degrees in almost all of these fields. A faculty with broad experience beyond the classroom is able to blend theory and practice, anticipate emerging labor market trends, and prepare students for professional certifications and licensures that lead to good jobs in critical sectors of New York's tech economy.

The School of Professional Studies enrolls 41% of the student body. Its baccalaureate offerings include Business and Technology of Fashion (BTF), Career and Technical Teacher Education (CTE and TTE) Hospitality Management, Human Services, Legal Assistant Studies, Nursing, Radiological Science, Healthcare Policy and Management, and Health Services Administration. AAS degrees are offered in Accounting, BTF, Marketing Management and Sales, Dental Hygiene, Dental Lab Technician, Radiologic Technology, Health Sciences, and Ophthalmic Dispensing. The school also offers an AS degree in Health Sciences. A "two-plus-two" program structure enables students to begin working in professional fields after earning an associate degree while continuing their studies toward the baccalaureate. Students graduating from health-related programs have high pass rates on licensure exams; they are in demand in the health sector in Brooklyn (Kings County), one of New York State's most acutely medically underserved counties. The Technology Teacher Education program is the sole technology teacher education program leading to certification south of Albany, New York.

The School of Arts and Sciences enrolls 11% of the student body. However, as the locus of most general education offerings, the school serves virtually every degree-seeking student in the college. A growing number of baccalaureate offerings include Applied Chemistry, Applied Mathematics, Computational Physics, Biomedical Informatics, Mathematics Education, Professional and Technical Writing, and Health Communication. Associate in Arts (AA) and Associate in Science (AS) degrees in Liberal Arts and Sciences provide students with a strong foundation in general education that prepares them for transfer to baccalaureate programs or for the workplace. An AS in Computer Science is offered by the math department. Instruction in the liberal arts and sciences focuses on oral and written communication, the human experience in global and historical contexts, introduction to scientific observation and measurement, and ethical and aesthetic awareness.

The Division of Continuing Education (CE) serves the community, workforce landscape, as well as City Tech students and alumni through a broad range of programs and training that can be adapted to emerging needs. Programming spans fields such as Healthcare and Medical Training, Building Trades and Construction, Business, Marketing, and Finance, Information Technology, Personal and Professional Development, Renewables and Energy Efficiency, Security and Safety Training, Adult Education and Language Programs, Teaching and Childcare, and Community Programs. The different programmatic areas and departmental goals of the division correspond to the separate units within CE. The Adult Learning Center (ALC) provides necessary ESOL, high school equivalency, and workforce aligned courses at no cost to the student. CUNY's Language Immersion Project (CLIP) is an intensive contextualized English-language program which provides the necessary foundation for English language learners to be successful in credit-bearing courses. The Academy for Occupational Health and Construction Safety delivers training and required certifications in the building and construction trades such as OSHA, site safety, and supported scaffolding. The Business and Industry Workforce Training Center provides a broad range of workforce preparation and educational wraparound services which include assessment, counseling, information and referral, case management, career exploration workshops, skills training, job training, and job placement. The Continuing Studies Center provides certification and skill-based training aligned with employer, community, and workforce demands. This flexible and accessible programming is available for professional and personal development to the extended community, partner organizations, partner schools, as well as to City Tech students looking for skills and certificates that complement their degree programs. CE serves over 5000 students annually through fee-based, city or state-funded, grant-funded, and contract-based programs, courses, and trainings. The division regularly collaborates with sister CUNY colleges and universities as well as civic and community partners such as the NYC Dept. Of Buildings, NYC Housing Authority, trade unions, youth organizations, St. Nick's Alliance, and The Door.

City Tech and CUNY

The City University of New York (CUNY) is the nation's largest urban public university, a transformative engine of social mobility that is a critical component of the lifeblood of New York City. Founded in 1847 as the nation's first free public institution of higher education, CUNY today comprises 26 colleges spread across New York City's five boroughs, serving more than 200,000 degree-seeking students of all ages and awarding 50,000 degrees each year. More than 80 percent of the University's graduates stay in New York, contributing to all aspects of the city's economic, civic and cultural life and diversifying the city's workforce in every sector. The University's historic mission continues to this day: provide a first-rate public education to all students, regardless of means or background.

City Tech is one of CUNY's constituent units. A board of trustees appointed by the governor and the mayor governs CUNY, and the policies under which the CUNY colleges operate are largely determined centrally. City Tech benefits from the advantages of a much larger university system—including curriculum and program articulation and shared cultural, research, and collaborative opportunities, as well as business systems. At the most fundamental level, City Tech's budgetary fortunes—resting mainly on financing by the State of New York and to some extent on the City of New York—are tied to those of the larger entity.

The Bylaws adopted/amended by the CUNY Board of Trustees are the highest source of policy created within the University and take precedence over all other internal University policy documents, including non-bylaw policies. The *CUNY Lifting New York; 2023-2030 Strategic Roadmap* [3] represents the system-wide strategic plan, which is supplemented by each individual campuses' strategic priorities.

The University Budget Office (UBO) is responsible for the overall management of City and State tax-levy operating funds, including allocating and administering these funds to the colleges as well as tuition revenues. UBO develops the annual University-wide budget request for the Board of Trustees to the State of New York and the City of New York. It also monitors and reports University and college expenditures and tuition collections to ensure consistency with approved financial plans and adherence to City and State budgetary guidelines.

The University annually submits an operating tax-levy budget request to the State and the City that is comprised of both the mandatory, or baseline needs, and the programmatic request. The mandatory request includes contractual salary increases calculated by the colleges and other than personal service (OTPS) inflationary increases that are based on previous year expenditures plus an increase determined by the application of the Higher Education Price Index. It also includes requests for rent increases, fringe benefits, energy and new building needs. The programmatic request is based on University Program initiatives outlined in the Master Plan and is developed by the University's central leadership in consultation with various CUNY constituencies, including members of the Board of Trustees, College Presidents, and faculty and student representatives. The University asks the State to fund the senior college mandatory request and a portion of the programmatic increases. The State is also asked to fund a portion of the community college request as well as increase the per FTE funding (The City is asked to fund the community college mandatory needs and a portion of the programmatic request). The University commits to funding a portion of the request through modest annual tuition increases, additional tuition generated by increased enrollment and private fundraising.

City Tech and Brooklyn

City Tech is located at the foot of the Brooklyn Bridge, adjacent to the Brooklyn Commons (formerly known as Metro Tech Center) academic and commercial complex. The campus is a two-minute walk from all public transportation facilities serving the area. City Tech is a member of the Brooklyn Chamber of Commerce, the Downtown Brooklyn Council, and the MetroTech Business Improvement District as well as an active partner in the economic renaissance of the borough. Its academic, adult education, and business and community assistance programs are widely recognized throughout the private and public sectors as integral to the development of a highly skilled workforce throughout the region. Located in what is increasingly referred to as Brooklyn's "Research Triangle," City Tech is a resource for the many high-tech innovation companies that have opened in recent years.

Accreditation

New York City College of Technology is fully accredited by the Middle States Commission on Higher Education, (1007 North Orange Street, 4th Floor MB #166, Wilmington, DE 19801), the Council of Standards for Human Services Education (CSHSE), and the National Association of Schools of Art and Design (NASAD). In addition, programs are accredited by the Commission on Dental Accreditation of the American Dental Association (CODA), Commission of the American Bar Association's Standing Committee on Legal Assistants (ABA), Joint Review Committee on Education in Radiologic Technology (JRCERT), the Accreditation Commission for Education in Nursing (ACEN), the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering Technology (ETAC/ABET), the Commission on Opticianry Accreditation and the Association for Advancing Quality in Educator Preparation (AAQEP). New York City College of Technology has not made a determination that its curriculum meets the State educational requirements for licensure or certification for any state outside of New York.

Significant Recent Developments

Enrollment

Due to the COVID-19 pandemic, City Tech's enrollment decreased from 17,000 in fall 2019 to 13,000 in fall 2022. However, its enrollment began to recover in spring 2023, and our enrollment reached almost 14,000 students in fall 2023. The upward trend continued into our fall 2024 enrollment of 14,588 students. The college continues to see significant gains in first-time freshmen and transfers, and good gains with continuing students and readmitted students.

Curriculum

Continuing its long term strategy in developing cutting edge 4-year degree programs, since 2018, City Tech has added a number of new baccalaureate degree programs, including the following Bachelor of Science degrees: Data Science, Data Analytics/Economics, Healthcare Policy and Management, Cybersecurity and Software Engineering Technology; plus, a Bachelor of Fine Arts in Communication Design, which replaced the department's Bachelor of Technology degree, and a 5-year Bachelor of Architecture degree.

Of special note is the new associate degree program in Health Science, which was launched in fall 2019. For students interested in one of the College's competitive clinical degree programs (Nursing, Dental Hygiene or Radiologic Technology), the degree provides a structured environment in which to better understand the role of health professionals, complete the required pre-clinical studies and, if accepted, efficiently transfer into these clinical programs. Since its inception in fall 2019, enrollment peaked at almost 600 students. In Spring 2024, approximately 400 students were enrolled

Academic Minors

Starting in fall 2022, City Tech began to offer a broad range of academic minors, mostly, but not exclusively, in the liberal arts, that students may enroll in to complement their baccalaureate degree. These minors include the following areas: Arabic Language and Cultural Studies, Art History and Visual Culture, Black Visual Culture, Business, Computer Science, Environmental Studies, Gender and Sexuality Studies, Hispanic Studies, Physics, Psychology, Spanish Language, and Theatre. As of fall 2024, approximately 185 students were enrolled in one of the college's minors.

Interdisciplinary Courses

Since 2013 an interdisciplinary (ID) course has been a requirement for all graduating bachelor's students. The number of ID sections has doubled since 2018: while only 17 sections were offered in Spring 2018, 44 sections were offered in Spring 2024. City Tech has been working hard to offer students a variety of interdisciplinary courses to suit their interests and enable them to graduate in a timely fashion.

Faculty

City Tech students are served by 396 full-time and 1,086 part-time faculty members (fall 2024 data). The number of full-time faculty remains flat when compared to the numbers reported in the last self-study in fall 2018, when City Tech reported 404 full-time faculty.

City Tech, along with the rest of CUNY, has continued to see a phased reduction in the teaching load of its full-time faculty. In fall 2018 the teaching load was 20 workload hours annually, which was reduced in stages to 19 workload hours, and finally, in fall 2020 to 18 workload hours for faculty in the professoriate. A workload hour is equivalent to teaching 1 Carnegie hour per week per semester. This change occurred as the result of a collective bargaining agreement between CUNY and the union which represents its faculty and staff, the Professional Staff Congress (PSC). There were no changes to full-time faculty workload in the most recent contract, ratified in early 2025. CUNY instituted a hiring freeze during the COVID-19 pandemic and has subsequently recognized its need to rebuild the full-time faculty. CUNY thus launched a hiring initiative focused on lecturers to reduce the student-to-full-time faculty ratio in fall 2022. At CUNY, lecturers are focused on teaching and service and are not expected to conduct research or other scholarly activities as part of their workload, which is 24 workload hours per year. City Tech has hired over 40 new lecturers since fall 2022, and, combined with a number of targeted assistant professor hires, has added over 60 new full-time faculty.

Professional Development - Faculty Commons

The Faculty Commons, A Center for Teaching, Learning, Scholarship and Service, coordinates professional development for faculty at City Tech. and publishes the Faculty Commons Monthly, a source of information across a broad swath of topics. Faculty Commons adopts a programmatic approach to professional development and operates as a faculty resource and think tank where members collaborate on a variety of projects to shape curriculum, pedagogy, and assessment. Faculty Commons directors collaborate closely with the Office of Sponsored Programs (OSP), Assessment, Institutional Research and Evaluation (AIRE), and those involved in special institutional initiatives to coordinate and communicate opportunities in support of faculty excellence in teaching, scholarly and creative work, and service; to provide access to resources and mentoring; and to celebrate faculty achievement. Academic Technology and Online Learning (AtoL) also coordinates with Faculty Commons and provides workshop on using technology in teaching, in addition to providing technical support.

To help ensure that all faculty feel supported, the university administers the COACHE survey to full-time faculty every four years, to better understand areas of concern. The COACHE Survey (Collaborative on Academic Careers in Higher Education) is a national, research-based survey from Harvard's Graduate School of Education that measures postsecondary faculty job satisfaction to help universities understand and improve faculty work life, retention, and success by providing data on teaching, research, leadership, tenure, resources, and work-life balance, benchmarking against peer institutions. Results are anonymous and aggregated and can be evaluated by demographic group. City Tech uses COACHE data to identify any areas of concern and develop improvement plans.

Student Readiness Initiatives

City Tech commits to employing data-driven, informed approaches to enrollment management in attracting and retaining the leaders of the future. City Tech's imperative is to modernize recruitment and enrollment processes by removing early enrollment barriers and creating coordinated support structures throughout the student's enrollment at the institution.

City Tech also plays an important role in enhancing the college readiness of high school students from the diverse NYC population. Programs to increase college readiness and enrollment include Early College Initiatives such as our three Pathways in Technology (PTECH) High School partnerships, Smart Scholars, Early College Initiatives, and College Now, a free dual-enrollment program for NYC public high school students, partnering CUNY colleges with high schools to offer college credit courses, academic support, and college readiness training. CUNY Explorers, NYSED, STEP, Future Ready NYC, and MOUs with local high schools, support college exploration, readiness and pathways.

Student Success Initiatives

City Tech is proud of several initiatives, new since the last self-study, to increase student success including:

- **Student Success Center.** In fall 2022 the Student Success Center (SSC) was launched as a one-stop destination to connect students to various support services, with the goal of improving the student experience and our retention and graduation rates. The SSC received funding from both the college and recently cancelled Title V grant. Currently Perkins Funding is replacing the Title V funds which supported two full-time employees. The college is identifying long-term funding sources to sustain this important initiative. The mission of the Student Success Center is to connect City Tech students to personalized guidance, resources, and support to foster persistence and retention to timely degree attainment. Employing a holistic approach, the SSC positions students to thrive as active, engaged, and informed participants in their educational journey. Services provided include personalized one-on-one academic coaching, student skills coaching, and emergency resource support. The SSC also works with students who are on academic probation through its Academic Reboot program.
- **Navigate.** Since 2020, City Tech has used Navigate, an online platform adopted CUNY-wide, for targeted communication via email or texts with students. City Tech's Early Alert system was reconfigured into Navigate, with both problem areas addressed and success areas celebrated. All problem area alerts generate an open case through the SSC where the student is assigned to the appropriate advisor or coach. All success alerts generate an automatic "high five" email to students. Faculty can now also email or text individual students, advisees, or entire classes. This new communication tool has made it easier than ever to connect faculty with their students.
- **Internships and Career Readiness – Professional Development Center (PDC).** Internships are a critical experiential component of our degree programs and one that is strategically cultivated through our Professional Development Center. The PDC is expanding its collaboration with academic and non-academic departments to align academic and career goals. Part of this initiative entails developing a four-year student-centered road map for career advancement. The Handshake platform, connecting students with employers, is being built into gateway English courses.
- **Learning Loss Support.** For the last 3 years, City Tech has been awarded Robin Hood funding to combat learning loss and enhance engagement on campus.
- **Orientation.** Introduced in summer 2021, our orientation workshop CT101 has supported more students each year. Participants have higher retention than non-participants.
- **ASAP/ACE Programs.** These nationally recognized student support initiatives, supported by CUNY Central administration, continue to demonstrate graduation rates that dramatically exceed non-ASAP/ACE student graduation rates. Introduced in 2015, Accelerated Study in Associate Programs (ASAP) at City Tech emphasizes enriched academic, financial and personal supports including comprehensive and personalized advisement, career counseling, tutoring, tuition waivers, MTA OMNY (formerly MetroCards) and additional financial assistance to defray the cost of textbooks. Students enrolled in a program that awards an associate degree followed by a baccalaureate degree (2+2) are eligible for ASAP. Introduced in 2022, Accelerate, Complete, Engage. (ACE) provides similar supports for students enrolled in baccalaureate degree programs.
- **Undergraduate Research.** Undergraduate Research has expanded at City Tech, in terms of student and faculty participation, since the last self-study in 2018. Approximately 500 students participate in undergraduate research each academic year, culminating in a poster session and awards ceremony each semester. Student participation in research provides essential hands-on experiences for our students, providing opportunities to apply what they learned in the classroom to discover new knowledge and find solutions to real-world problems, in addition to working closely with a faculty mentor. Undergraduate research also helps students develop their workforce readiness and general education competencies through working collaboratively with others, preparing abstracts, posters, and presenting their work. Moreover, the literature is replete in its highlights of undergraduate research as a best practice. According to the literature, students who engage in authentic undergraduate research experiences have increased: a) engagement in their undergraduate studies; b) understanding of their field of study; c) practical skills such as problem-solving, communication, and information synthesis, and d) interest in graduate school.

Summer research programs include NYSED CSTEP, Robin Hood's JLM RISE, NSF S-STEM, NSF REU, NSF IUSE, NASA CCRI (Climate Change Research Initiative), the Department of Homeland Security, CRSP (CUNY Research Scholars Program), LSAMP, ReSSES (Remote Sensing and Earth Systems Sciences), INSPIRE, College Now (high school) and CUNY Crest HIRES (high school). Student researchers are celebrated at the summer Celebrating Excellence in Research Conference, which brings together high school, college, and graduate student researchers from across CUNY and the tri-state area. Due to these many research opportunities and experiences, City Tech students continue to win prestigious prizes at national conferences, and some of them continue on to doctoral degrees.

City Tech is a model for productive undergraduate research within CUNY. Its faculty mentoring manual has been adopted at colleges within CUNY and across the country, and City Tech's Center for Remote Sensing and Earth System Sciences (ReSESS) continues to monitor and assess climate change vulnerabilities in NYC, engaging students in research and community outreach to underserved Brooklyn communities like Bedford Stuyvesant. Students are also involved in geoscience research projects and geoscience workforce development initiatives at the NYC Department of Environmental Protection, the NYC Department of Transportation, and the United States Environmental Protection Agency – Region II, downtown Manhattan. Faculty and students conduct research with the Cold Spring Harbor DNA Learning Center, located on our campus, the Advanced Science Research Center (ASRC), located on the CCNY campus, and Brookhaven National Labs and the Pratt Institute at Brooklyn Navy Yard, through MOUs. Additionally, MOUs and partnerships are currently being explored with the NYS Department of Environmental Conservation and with the National Center for Atmospheric Research in Boulder, Colorado. The college will continue to proactively pursue research and mentorship opportunities for students, thus motivating students to persist with undergraduate education and to prepare them for graduate study and the workforce.

Grants and Research

While annual research funding from all sources—federal, state, city, and private—have consistently increased since the last self-study, it showed a dip in the middle of the pandemic, but a strong recovery that resulted in a new high for the college of almost \$10.5 million dollars awarded in 2024 [4].

The National Science Foundation, the U.S. Department of Education, the U.S. Department of Defense/U.S. Army, and the U.S. Department of Energy have continued to support a wide range of STEM research, education, and scholarship grants.

Facilities

- **Academic Complex.** In 2018, City Tech opened the doors to its Academic Complex, housing 360,000 square feet of state-of-the-practice laboratories, clinics and classrooms for programs in the sciences and healthcare; a 1,000-seat theater; a gymnasium; and a student wellness center. The Academic Complex represents the cornerstone of City Tech's physical expansion and a high-profile symbol of institutional growth. The Complex represents a \$420 million investment in high-tech infrastructure. Having added 365,000 square feet to the physical plant, the new building has freed up space in the Pearl Building for critically needed classrooms, student activities, faculty offices, and administrative services, thus enabling further growth. Renovation of existing space in its older buildings (Namm, Pearl, General, Environmental Building, and Voorhees) is ongoing, as the college eliminated its reliance on rented space.

Ongoing construction projects to upgrade existing facilities continue: the Pearl Building is undergoing exterior renovations as well as interior construction to assist with the relocation of key offices previously housed in rented space. The Pearl and General Buildings are also receiving new HVAC and electrical upgrades. The Environmental-Building will have new windows and elevators installed. Upgrades are also being performed on the Voorhees Building's bathrooms and mechanical rooms. In short, City Tech continues to perform much-needed repairs and renovations to its physical footprint.

- **DNA Learning Center.** In 2021, in partnership with Cold Spring Harbor Laboratory, City Tech opened the DNA Learning Center NYC, which provides opportunities for our students to pursue cutting-edge research projects and internships. The DNA Learning Center NYC also serves the greater community, by enabling New York City school students to explore DNA science and its impact on human health and society. The College has gained substantial public recognition for high-tech workforce development in areas essential to economic growth. We are currently in the process of developing a new AS degree in Biotechnology with the DNA LCNYC, as a non-degree granting partner.

Technology at City Tech

Online Instruction

Like all colleges and universities nationwide, City Tech was forced to pivot to online instruction in March 2020 due to the onset of the COVID-19 pandemic. In fall 2020, City Tech began to reopen its doors to in-person instruction once again. As of fall 2024, 67% of City Tech's courses are being offered in-person, with the next two common modalities being hybrid synchronous, at 14% of course offerings, and online synchronous at 8.8%. As the college resumes more in-person instruction, first-year math and English composition courses have led the way in this regard, in recognition of the advantages to new students of developing their network of peers. However, as online instruction affords accessibility to higher education to more students, City Tech will continue to offer courses in a wide range of modalities to meet student needs, where academically appropriate.

Online Degree Programs

Currently, City Tech offers seven-degree programs to primarily online students, where online degree programs can offer 50% or more of the required credits via distance learning. The online degree programs are: (1) AAS in Accounting, (2) AS in the Business and Technology of Fashion, (3) BS in Business and Technology of Fashion, (4) AAS in Marketing Management and Sales, (5) AS in Health Science, (6) BS in Healthcare Services Administration, and (7) BS in Healthcare Policy and Management.

Collectively, as of Fall 2024, these programs currently serve 1883 students, a small but significant percentage of City Tech's more than 14,000 students.

Brief Summary of New Technological Developments

In response to a need for improved and efficient business processes, the College has dedicated significant attention to creating in-house applications that help improve automated business processes and the user experience. For example, in 2023, the College migrated to the MS 365 platform, which has fostered a more robust Email system and integration with collaborative platforms to achieve a more user-centric environment. Embracing the use of Cloud platforms has allowed the College to take significant steps towards a more modern and accessible work style as well as flexible learning environments. Students now have access to virtual desktops and remote access to campus lab computers through Apporto and Labstats. The use of MS 365 provides benefits for anywhere-access documents, streamlined collaboration tools and enhanced communication capabilities through MS Teams. Implementation of such tools as well as upgrades to the campus facilities access control system to integrate with vaccination tracking, allowed the campus to seamlessly transition to the unexpected during the pandemic.

Efforts to seek more cost-effective IT service delivery and deployment have been prioritized. The College's Office of Computer Information Services (CIS) continues to collaborate with CUNY's CIS to execute software procurement contract initiatives such as Adobe and Zoom to minimize costs. Participating in the University-wide IT Service management system, ServiceNow, has allowed the campus to cut costs in maintaining its ticketing system and improve Helpdesk services workflow and requesting processes. Additional projects include working towards utilizing CUNY's data center for off-site backups as well as minimizing the campus's on-premise data center footprint. Migration to the Xerox Enterprise Print Management system enabled improved print-capabilities and will solicit better print management and a more sustainable campus.

- **Data Dashboard from Assessment Institutional Research and Evaluation (AIRE):** City Tech's web-based Data Dashboard platform, run by the Office of Assessment, Institutional Research, and Effectiveness since 2017, aims to provide faculty with timely and comprehensive student data in key areas such as enrollment trends, degree conferral, retention, grade distributions, and graduation rates. The Data Dashboard was first introduced in 2017 for reporting institutional enrollment data and has been refined and expanded to more areas (i.e., degree conferral, retention, graduation, grades, etc.); since 2020, the Data Dashboard has also been used for reporting assessment results.
- **Department of Academic Technologies and Online Learning (AtoL):** Reorganized in 2023 with the hiring of a new director, this department is dedicated to inspiring and empowering educators to excel in their online pedagogical practices. Under the guidance of the provost and with the support of a faculty group, the Online Learning Advisory Council (OLAC), AtoL is committed to creating a vibrant and collaborative learning community, which embraces innovation, diversity, and evidence-based teaching strategies. Through professional development, mentorship, and technical support, it aims to enhance the educational experience for both educators and students, ultimately contributing to a culture of continuous improvement in teaching and learning. Along with all of CUNY, City Tech migrated from its prior Learning Management Software, Blackboard, to Brightspace starting in summer 2024. AtoL continues to support this transition.
- **City Tech's OpenLab:** Created by City Tech faculty, staff, and students, the OpenLab brings open education and collaboration to the City Tech community. The OpenLab has supported the College by fostering the development of Model Courses, high-level online course resources that provide consistency across sections. The program continues to innovate with the development of a grant-funded Module Builder, on-going Open Educational Resources (OER) program resources, and a platform to facilitate student ePortfolio development.

Anticipated Directions and Challenges

Since the last Middle-States accreditation in 2018, City Tech's Mission and Goals were guided by the *2019-2023 Strategic Plan*, which was updated in July 2020 to adapt to the challenges presented by the COVID-19 pandemic. The genesis of the *2019-2023 Strategic Plan* may be found in the *Strategic Plan 2014-2019* and in the recommendations that emerged from the Middle-States Self-Study of 2018. Details about the specific strategies used to accomplish those goals since 2019 can be found at in the strategic plan [5].

Emerging from the challenges and the disruption caused by the COVID-19 pandemic, in summer 2021, CUNY Chancellor Felix V. Matos Rodriguez charged a group representing diverse perspectives, backgrounds, and experiences from the entire University to create a strategic plan for CUNY with the objective that “by 2030, CUNY will transform into the nation’s foremost student-centered urban University system. By expanding access, accelerating student success, strengthening academic quality and scholarly excellence, focusing on outcomes beyond graduation, engaging our communities, and modernizing across the system, we will amplify our impact as the nation’s greatest higher education engine of equity and upward mobility and advance the well-being of all residents of the City and State of New York.” The result was the *CUNY Lifting New York; 2023-2030 Strategic Roadmap* [3].

City Tech developed a new Strategic Plan that aligns with the goals established in the *CUNY Lifting New York; 2023-2030 Strategic Roadmap* [6], and the recent developments listed above can be mapped to the CUNY Lifting New York goals. We took advantage of the overlap of preparing the 2024-2029 *Strategic Plan* and the MSCHE Self-Study to inform and get feedback from the college community about both initiatives, resulting in City Tech's 2024-2029 *Strategic Plan* [7].

III. SELF-STUDY ORGANIZATION

City Tech has selected a Standards-based approach for the self-study. We believe that this is the best approach to demonstrate City Tech's compliance with the Middle-States Standards, and the related requirements of affiliation.

Organizational Structure

The Self-Study Committee, consisting of a steering committee, an executive committee, and eight working groups, is chaired by Professors Nina Bennett (English) and Candido Cabo (Computer Systems Technology). The membership of the Self-Study Committee was drawn from across the institution (See Section VI: Committee Members for a full list). College Council leadership and department chairs nominated faculty, in consultation with the Provost. The Vice Presidents for Administration and Finance and for Enrollment Management and Student Affairs recommended staff from their respective areas. All appointments were approved by former president Russell K. Hotzler.

The Executive Committee plans and facilitated the preparation of the documentation roadmap (also known as the evidence inventory) and the self-study report. It assisted the Steering Committee in compiling the Working Groups' standard-specific reports into a single coherent self-study report.

The Steering Committee is composed of the members of the executive committee and the co-chairs of the Working Groups. Steering committee members are responsible for the reports and recommendations forwarded by their Working Groups. Collectively, the Steering Committee was the oversight group for the self-study, determining priorities, serving as a communication link among the Working Groups, and providing critical reviews of the self-study drafts to the Executive Committee.

The Working Groups, each assigned to a single standard, investigated how the institution met the standards for accreditation, identified and gathered documents providing evidence of how the institution meets each standard, and prepared evidence-based reports about their investigation.

Institutional Priorities

Our institutional priorities and expected outcomes are established and pursued in accordance with the City University of New York and Board of Trustee Policy. After careful consideration and in alignment with the *CUNY Lifting New York; 2023-2030 Strategic Roadmap*, and our *2024-2029 Strategic Plan*, the MSCHE Steering Committee identified five institutional priorities:

1. Expand and coordinate college-wide initiatives to increase student retention, graduation rates and career readiness through career focused curriculum, effective cross-campus communication, collaboration with local employers, impactful teaching, student supports, and enriching activities.
2. Reduce academic gaps by fostering and sustaining a culture of equal opportunity.
3. Develop a comprehensive plan to optimize operations and infrastructure through efficient and systematic update of laboratories/clinics and maintenance and improvement of facilities.
4. Advance knowledge and strengthen our community through research, collaboration, community engagement and service.
5. Utilize the resources of the CUNY system and implement local strategies to best support transfer students.

The institutional priorities are aligned to the institutional mission [8], the CUNY Lifting New York Roadmap Goals [9], and the seven MSCHE accreditation standards [10].

Intended Outcomes

The intended outcomes of our self-study include:

1. **Reaffirmation:** Demonstrate how the institution 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. **Inclusive campus process:** Engage the institutional 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.
3. **Improvement and innovation:** 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.
4. **Synergies:** Leverage the self-study to support and inform planning and strategic initiatives.

Endnotes:

- [1] [Press Release: Research Institution](#)
- [2] City Tech Fact Sheet 2024-2025
- [3] [CUNY Lifting New York; Strategic Roadmap](#)
- [4] [RF CUNY 2024 Award Statistics](#)
- [5] City Tech Strategic Plan 2019-2023
- [6] Table 1 CUNY Lifting New York; 2023-2030 Strategic Roadmap
- [7] City Tech Strategic Plan 2024-2029
- [8] Table 2 Alignment of Institutional Priorities with Institutional Mission
- [9] Table 3 Alignment of Institutional Priorities with CUNY Lifting New York Roadmap Goals
- [10] Table 4 Alignment of Institutional Priorities with MSCHE Accreditation Standards

IV. FINDINGS AND SUPPORTING EVIDENCE

In this section we address the criteria for each Standard, with the corresponding supporting evidence, to demonstrate how City Tech meets the Standards.

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are linked to its mission, and it specifies how the institution fulfills its mission.

Mission and Goals - Mission Statement

New York City College of Technology is a baccalaureate and associate degree-granting institution committed to providing broad access to high-quality technological and professional education for a diverse urban population. City Tech's distinctive emphasis on applied skills and place-based learning built upon a vibrant general education foundation equips students with both problem-solving skills and an understanding of the social contexts of technology that make its graduates competitive. A multi-disciplinary approach and creative collaboration are hallmarks of the academic programs. As a community, City Tech nurtures an atmosphere of inclusion, respect, and open-mindedness in which all members can flourish.

City Tech's educational goals reflect both its mission statement and commitment to multi-disciplinary education. As a result of a City Tech education, students will:

- *Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.*
- *Acquire and use the tools needed for communication, inquiry, analysis, and productive work.*
- *Work productively within and across disciplines.*
- *Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.*

City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

Clearly defined mission and goals that

a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement

As one of 26 campuses within the CUNY system, City Tech hews closely to the University's historic mission to provide a public first-rate education to all students, regardless of means or background. Yet the College defines its distinctive identity within the context of "broad access" "for a diverse urban population" noted in the City Tech mission. Integral components of the mission include "high quality technological and professional education," and "applied skills and place-based learning built upon a vibrant general education." Implemented in 2017, the current mission statement underscores the important role of industry partnerships, in addition to the multi-disciplinary, creative collaboration of STEM and the liberal arts and sciences in both students' educational experience and career preparation.

This sense of collaboration is crucial to mission development, review, and shared governance. The initial draft of the current mission statement was created by the 2014-2019 Strategic Planning Committee, which included representatives from various college stakeholders and leadership. The draft was made available on the College Council website, with a blog feature for comments and discussions. It was also presented and reviewed at several campus meetings, including those of the Provost's Council of Academic Affairs, the President's Cabinet, the Personnel and Budget Committee, Student Government, and the Executive and Personnel Committees of the College Council. Following

the feedback received, a revised version of the mission statement was presented to College Council, the governing body representing shared college governance, and was officially approved during its meeting on February 28, 2017 [1.1].

CUNY Lifting New York: 2023-2030 Strategic Roadmap outlines four goals for all CUNY campuses:

1. Be a National Leader in Providing Access to Higher Education for Diverse Populations of Students
2. Improve Our Ability to Exceed Predicted Student Outcomes and Eliminate Academic Equity Gaps with Innovative Curriculum and Support for Our World-class Staff and Faculty
3. Advance Our Community Through Comprehensive Research, Engagement and Services.
4. Modernize the CUNY System within six thematic areas:
 1. Creating a student-centered, equity-driven college
 2. Catalyzing upward mobility and prosperity
 3. Nurturing and renewing the academic core
 4. Designing a convergent research and innovation ecosystem
 5. Reimagining the university's finances and infrastructure
 6. Promoting college differentiation and university integration [1.2]

Both the University's goals and thematic areas were integrated into City Tech's *2024-2029 Strategic Plan* [1.3]. The College's five-year strategic planning process, linked to the MSCHE accreditation cycle and steered by the provost, was undertaken by a Strategic Planning Committee, with broad representation from multiple college constituencies. The strategic planning process includes periodic review of the college mission statement plus input from all constituents and provides a deliberative forum for the long-range alignment of goals and mission. In addition to the university goals, goals identified in City Tech's *2024-2029 Strategic Plan* are:

1. Improve Communication and Community
2. Enhance Facilities and Resources
3. Improve Retention and Graduation Rates
4. Promote Career Readiness and Exploration

b. address external as well as internal contexts and constituencies

The development of the mission and goals involved substantial input from external constituencies, who provide valuable, real-time insights into the economic and technological contexts in which City Tech operates, at both the university and college level. Understanding industry realities helps shape academic programs to ensure they align with current workforce trends and needs. For example, as minutes from departmental advisory board meetings attest, advisory boards across degree programs offer illuminating windows into the evolution of industry and the ways in which graduates can best prepare for professional success [1.4]. At the same time, internal stakeholders across academic departments engage in various ways in the creation of the institutional mission and goals, ensuring a broad and balanced representation of diverse interests. On an annual basis, City Tech establishes goals and targets across its three Schools and monitors progress on initiatives, reported as part of the City University of New York (CUNY) Performance Management Process.

In addition to college-wide reporting of goals and targets outcomes, the specialized nature of many City Tech programs means that many departments fulfill separate self-study and review requirements imposed by the nine external professional organizations that accredit 27 associate and 31 baccalaureate programs [1.5, 1.6]. For academic programs not externally accredited, CUNY guidelines outline the required process for a 10-year cycle of program self-study, culminating in an evaluation by an external expert in the field or discipline [1.7].

c. are approved and supported by the governing body

As mentioned previously, City Tech's updated mission statement was submitted to College Council, the governing body for shared college governance, and was approved during its meeting on February 28, 2017. The college's annual goals, which encompass both CUNY-wide objectives and institution-specific goals and targets, are presented each year through the Performance Management Process (PMP) to the CUNY Chancellor for review. Our 2024-2029 Strategic Plan was vetted and approved by College Council [1.8, 1.1].

d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes

The college mission steers goals and decisions across the institution, including in the development of curricula for both baccalaureate and associate programs [1.9]. The mission finds explicit implementation in our admission policy of broad access; additional components of the mission, such as preparing graduates for 21st-century careers, recruiting and supporting highly qualified faculty, prioritizing experiential and place-based learning, reimagining general education, and advancing interdisciplinary initiatives, continue to be institutional priorities. Recent survey data, in addition to interviews with institutional leadership, indicates that the mission guides planning at the college in myriad forms, including unit goals and targets, curriculum development, internships, professional partnerships, place-based learning, and multi-disciplinary approaches [1.1, 1.10, 1.11, 1.12].

Table S1.1 highlights how our mission and goals inform programming, curricular development, and resource allocation. Examples of our commitment to broad access in the mission statement include open admissions in associate degree programs (policy); an extensive investment (\$175,000 in FY 2026, awarded by CUNY) in the development of zero cost Open Educational Resources to reduce course material costs (resources); and developmental reform (programming and curricular development), with credit-bearing gateway Math and English courses with supplemental instruction) replacing zero-credit remedial courses, in order to accelerate time to graduation [1.9].

e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution

City Tech provides active and sustained support for scholarly pursuits and creative work, across the disciplines. This is evidenced by release time provided to new assistant professors (equivalent to 6 courses in the first 5 years); Professional Staff Congress-CUNY travel funds to support conference and research activity; PSC-CUNY research awards; support for faculty grant writing and undergraduate student research, and Graduate Research Technology Initiative (GRTI) grants for the acquisition of equipment for new and ongoing scientific and technology-driven research [1.19, 1.20]. Table S1.2 shows how City Tech's mission and goals support scholarly inquiries at all levels [1.21].

f. are publicized and widely known by the institution's internal stakeholders

City Tech's mission statement is delineated, and easily accessible, on the college website, in the college catalog, and within the Classified Staff Handbook [1.23, 1.24, 1.25]. According to surveys conducted for this self-study, 49.96% of students were familiar with the mission statement, while 61.76% felt that City Tech effectively communicates its mission statement to students. Most significantly, 70.27% reported that their degree program reflects the College's Mission Statement. Survey results demonstrate that the City Tech Mission Statement finds applicability in degree programs across the College [1.26, 1.27]. While enrollment at the College declined significantly during the pandemic, it continues to recover, signifying the distinctive and perpetually relevant value students recognize in a City Tech degree, with hands-on technical experience offering robust preparation for employment. Among faculty and staff surveyed, 84.6% of all faculty and 78.5% of all staff reported familiarity with the mission statement and education goals [1.28].

g. are periodically evaluated

The university-wide Strategic Plan Mission and goals are periodically reviewed, determined, and assessed at multiple levels. The university sets overall performance goals derived from CUNY's master plan; the most recent iteration of which is *CUNY Lifting New York; 2023-2030 Strategic Roadmap*. The college's 2024-

2029 Strategic Plan incorporates the Roadmap [1.22]. The individual colleges set annual targets for the CUNY-wide performance goals, while also establishing local institutional goals that are reviewed, updated, and assessed on an annual basis through the university's system-wide Performance Management Process (PMP) [1.29, 1.30, 1.31, 1.32]. At the institutional level, programs and divisions develop and assess campus-level priorities, including student learning outcomes, following formats and cycles set by CUNY or, as is the case with many of City Tech's programs, by external accrediting bodies. City Tech's education goals include the general education student learning outcomes that address the knowledge, skills, and habits of mind that all students should be able to demonstrate regardless of major. The deans, faculty and staff within each School, department and unit work to develop annual goals. Deans, vice presidents, and the provost meet with their reporting department, school, and unit leaders to develop the annual goals for the larger college divisions in their areas of responsibility. Finally, the president and senior leadership of the college prepare the annual goals and targets for the institution. In this way the annual process brings together the university's annual goals and a selected number of college focus goals derived from the local process. At the end of each academic year, each college's progress on university and college goals is evaluated. The university chancellor meets annually with each college president to review institutional performance, recognize strengths and challenges, and identify future priorities. The University Student Data Book illustrates trends in performance indicators by college, including FTE enrollment, degrees granted, retention rates, and graduation rates by college and term.

See Criterion 4 for more details.

CRITERION 2

Institutional goals that are realistic, appropriate to higher education, and consistent with mission

Crucial aspects of both the CUNY mission and the City Tech mission are woven into the College's Strategic Plan, in addition to annual goals and targets planning documents, and reporting documents to the University. The program review policies of the university, college, and nine external accrediting bodies, as outlined above, establishes thorough and coordinated processes for assessing alignment between individual academic programs' goals and the institution's mission. City Tech's 2024-2029 Strategic Plan, in addition to annual Goals and Targets Reports, attests to the routine investment in strategic planning and goal setting [1.3]. Table S1.3 shows that City Tech's goals are appropriate to higher education and consistent with its mission [1.22].

CRITERION 3

Goals focused on student learning outcomes and achievement

a. retention, graduation, transfer, and placement rates

The college systematically establishes and assesses measurable student learning outcomes and also tracks their progress using retention, graduation, transfer, and placement rates. Evidence from the Integrated Postsecondary Education Data System (IPEDS) [1.33] shows graduation, retention, and transfer rate trends over four years, disaggregated by demographic and socioeconomic factors. An analysis of data from the Office of Assessment, Institutional Research, and Effectiveness (AIRE) [1.34] reveals challenging graduation and retention trends from Fall 2018 through Fall 2023. While one-year baccalaureate retention rates trended upward, bachelor's degree graduation rates showed selective increases (Fall 2018 and Fall 2020) but otherwise declined. Associate degree outcomes reflected greater volatility, with one-year retention rates declining from 2019 to 2023 (except for 2022). These varied patterns reflect the complexity of student success outcomes during this period, including notable pandemic-related disruptions.

Placement rate data, such as outcomes collected through the College Scorecard [1.35] illustrate post-graduation success. One notable example is the Associate in Applied Science (AAS) in Dental Hygiene program, where graduates have a 98-100% first-time pass rate on the Patient Treatment Clinical Examination and Computer-Simulated Clinical Examination as of Fall 2025 [1.36]. Despite pandemic-related disruptions, institutional support services, such as the Professional Development Center and CUNY LEADS (Linking Employment, Academics and Disability Services), have pivotal roles in maintaining placement rates in competitive job markets.

b. diversity, equity, and inclusion principles

Criterion suspended by MSCHE.

c. support from administrative, educational, and student services

Institutional and student support programs play a critical role in student success. Tutoring centers, mental health counseling, and academic advisement have successfully supported academic performance and student retention. A new Student Success Center (also discussed in the Institutional Overview) connects City Tech students to personalized guidance, resources, and support to foster persistence and retention. Evidence of budgetary support, such as allocating technology fees detailed in the Tech Fee Report [1.37], illustrates investments in resources that enhance the learning environment. For example, the FY2024 Year-End Financial Report shows increased funding for technology upgrades and virtual support platforms. Perkins funding supports career-focused associate degree programs and provides support ranging from tutoring to peer mentoring to lab equipment to certifications to the SSC [1.38].

Educational programs have also adapted, with faculty development initiatives enhancing instructional quality and integrating assessment findings to improve general education outcomes. For example, an interview with the African American Studies department [1.39] details initiatives like expanded advising hours and increased faculty mentorship involvement. The Fall 2018–2025 General Education Assessment Timeline [1.40] highlights a structured and iterative approach to evaluating student learning, ensuring continuous improvement.

d. prioritizing institutional improvement

Institutional improvement is a central theme in City Tech's approach to student achievement. The General Education Assessment Timeline, fall 2018–fall 2025, [1.40] outlines a structured plan for assessing learning outcomes, using data to inform continuous improvement. Trend analysis of retention and graduation rates over a four-year period enables the institution to identify and address barriers to student success. Additionally, the college's initiatives to enhance facilities in support of student learning, as cited in the Administration and Finance Newsletters [1.41], further reflect this commitment. These initiatives focus on creating learning environments that foster academic success and support the evolving needs of students. As detailed in the FY2024 Year-End Financial Update [1.42], resources are strategically allocated to support institutional priorities, including the hiring of additional faculty (as detailed in the Employee Headcount report) [1.43] and enhancing college facilities. An expense analysis of related programs over the past four years demonstrates a consistent commitment to achieving measurable improvements in student learning outcomes.

CRITERION 4

Periodic assessment of mission and goals to ensure they are relevant and achievable (also Criterion 1.g)

City Tech systematically embeds its strategic planning processes with periodic assessments of its mission and goals. The mission statement and institutional goals are evaluated and advanced through a well-established framework that ensures their relevance and alignment with the college's evolving priorities.

Strategic planning at City Tech follows a five-year cycle [1.10], throughout which the mission and goals are revisited to ensure alignment with institutional priorities and broader CUNY objectives. This process incorporates input from key stakeholders, including faculty, staff, and administrative leaders, who meet with their direct reports to ensure a balance in representation. Annual goal setting and reporting processes further support mission evaluation.

Each spring, departments submit goals and targets that align departmental objectives with college-wide and university-wide priorities, as seen in the PMP Reports from 2018–2023 [1.29, 1.30, 1.31, 1.32]. The successive PMP Reports emphasize how institutional goals are systematically reviewed through annual performance evaluations conducted at every leadership level, from department chairs to the college president. These evaluations include detailed reviews of progress toward goals set in the prior year, adjustments to address unmet targets, and planning for future initiatives.

Additionally, City Tech's commitment to accountability is reflected in year-end progress reports and performance evaluations, which are used to inform strategic adjustments. This process ensures that City Tech's mission and goals remain dynamic and achievable [1.44].

Conclusion and Future Focus

City Tech satisfies all components of Standard I. The college's mission defines its role in higher education and its commitment to the students it serves by articulating key features of their educational experience. Our educational goals, resource allocation, and student support services support our mission. The pandemic brought about a reconsideration of the "broad access" underscored in college mission as it pertains to both facilities and pedagogy.

Moving forward, City Tech should continue to strengthen resources for faculty and staff to increase accessibility through multiple modalities of instruction and pedagogical approaches as well as; increase engagement with the College's external constituencies, including community-based and alumni organizations; and increase inclusion of current students in shared governance matters.

Endnotes

- [1.1] College Council Minutes 02-28-17
- [1.2] [CUNY Lifting New York; Strategic Roadmap](#)
- [1.3] City Tech Strategic Plan 2024-2029
- [1.4] Selected Advisory Board Meeting Minutes
- [1.5] Math Ed-CTTE Self-Study
- [1.6] Dental Hygiene Self-Study
- [1.7] [CUNY Academic Program Review Policy](#)
- [1.8] College Council Minutes 11-08-16
- [1.9] Selected Budget Requests
- [1.10] Table S1.1 Mission and Goals Guide Decision Making
- [1.11] Interview VP Enrollment Management & Student Affairs 11-13-24
- [1.12] Interview President 12-03-24
- [1.13] [Living Lab](#)
- [1.14] [Living Lab Learning Library](#)
- [1.15] Technology Fee Plan 2024-2025
- [1.16] [Academic Minors](#)
- [1.17] [Interdisciplinary Studies Committee](#)
- [1.18] [City Tech Pathways ID Web Page](#)
- [1.19] Faculty Grants Report
- [1.20] [Faculty Commons Website](#)
- [1.21] Table S1.2 Mission and Goals Support Scholarly Inquiry
- [1.22] Table 3 Alignment of Institutional Priorities with CUNY Lifting New York Roadmap Goals
- [1.23] [City Tech Our Mission](#)
- [1.24] [Fall 2025 Catalog Mission Statement](#)
- [1.25] City Tech Classified Staff Handbook
- [1.26] 2024 MSCHE Student Survey Results
- [1.27] Interview Student Government Association 11-12-24
- [1.28] 2024_City_Tech_MSCHE_Faculty_and_Staff_Survey_Results
- [1.29] PMP 2018-2019
- [1.30] PMP 2020-2021
- [1.31] PMP-2021-2022
- [1.32] PMP-2023-2024
- [1.33] [IPEDS data](#)
- [1.34] [AIRE Data Dashboard](#)
- [1.35] College Scorecard
- [1.36] [Dental Hygiene Accreditation](#)
- [1.37] Tech Fee Report 2024-2025
- [1.38] Perkins Application 2025-2026
- [1.39] Interview AFR Oct 2024
- [1.40] Fall 2018–2025 Gen-Ed-Assessment-Timeline
- [1.41] Admin and Finance Newsletters
- [1.42] FY2024 Year-End Financial Update Preliminary Draft
- [1.43] Employee Headcount
- [1.44] Interview Provost & Vice President of Academic Affairs 11-19-24

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

Commitment to academic and intellectual freedom, freedom of expression and intellectual property rights

City Tech is committed to academic freedom for faculty members and freedom of expression for all members of the College community. As a CUNY institution, the College is covered by CUNY's Academic Freedom Policy, which adopts the AAUP's Statement of Principles [2.1]. Academic freedom at CUNY is guaranteed in the preamble to the collective bargaining agreement between CUNY and its instructional staff union, the Professional Staff Congress (PSC) [2.2], and is further recognized in CUNY's Student Complaint Procedure [2.3] and CUNY's Bylaws which recognize student rights to free expression and association [2.4, Sections 15.0, 15.2]. CUNY is creating a Task Force to prepare a more extensive University policy on freedom of expression, with input from CUNY stakeholders [2.5].

The Personnel Committee of City Tech's governing body, the College Council, along with the City Tech PSC chapter, presented an academic freedom workshop in March 2024 [2.6].

City Tech strongly protects intellectual property rights. The CUNY Intellectual Property Policy applicable to the College addresses the definition, ownership, and rights of access to copyrightable and other intellectual property assets produced by employees or using CUNY assets. Under the Intellectual Property Policy, the general rule (as to which there are exceptions) is that the Creator owns all rights in Copyrightable works and that CUNY retains all rights to all other Intellectual Property [2.7].

City Tech is committed to fostering students' understanding of the critical importance of academic integrity to gain knowledge, and to comply with the ethical standards expected of them in their professional careers. Every course syllabus contains links to the recently revised CUNY academic integrity policy, which now explicitly addresses AI [2.8]. Academic integrity requirements for students, and the process for addressing violations are set forth in the College and CUNY's academic integrity policies [2.9, 2.10]. The College's Academic Integrity Officer, a tenured faculty member, oversees the appeals process with a committee of peers, and the College's Artificial Intelligence Task Force seeks to protect academic integrity from the challenges posed by generative AI [2.11]. City Tech works to ensure that faculty research is conducted responsibly and in compliance with all applicable laws and CUNY policies. Faculty/staff and students involved in research are required to complete Responsible Conduct of Research (RCR) training via Collaborative Institutional Training Initiative (CITI); those whose research includes human subjects are required to complete Human Subjects Research Training, also a module of the CITI training. Human subjects research projects must be reviewed and approved by the CUNY Human Research Protection Program [2.12]. City Tech has a Research Integrity Officer (RIO), who is responsible for promoting responsible conduct of research and for implementing CUNY's Research Misconduct Policy [2.13].

CRITERION 2

Climate that fosters respect

The College strives to create an environment that is welcoming, inclusive, and supportive for all students, faculty, administrators and staff. The College's commitment to this ideal is contained in its mission statement, which highlights the College's intention to create "an atmosphere of inclusion, respect, and open-mindedness in which all members can flourish" and its educational goal of having students "understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains." [2.14]

The College is dedicated to a policy of equal employment and equal access to its educational programs and activities. In accordance with CUNY's EEO and Non-Discrimination Policy, an environment free

from discrimination is central to the mission of the College and discrimination based on numerous protected bases, including race and national origin (including shared ancestry or ethnic characteristics) is prohibited [2.15].

All forms of sex discrimination and sex-based misconduct are prohibited, and the College Title IX Coordinator works to provide complainants with supportive measures as needed [2.16]. Other policies that promote inclusivity at the College include the CUNY Reasonable Accommodations Procedures for Employees (covering accommodations based on disability, religion, pregnancy, childbirth and related medical conditions, and status as a victim of domestic violence) [2.17]; CUNY Reasonable Accommodations and Academic Adjustments Policy for Students [2.18]; CUNY Lactation Room Policy [2.19]; CUNY Paid Parental Leave Benefits policies [2.20].

CRITERION 3

Fair and impartial grievance policies for students, faculty and staff

Faculty and Staff Complaints: A vast majority of employees at the College, including full- and part-time faculty, administrative employees and “classified staff” (i.e., most civil service employees) are represented by unions and have grievance procedures in their union contracts [2.21]. The Office of Human Resources (formerly known as the Office of Faculty and Staff Relations) at City Tech hears and decides first step grievances under the union contracts. Internal employee complaint processes are described on the Human Resources webpage and the Provost’s Office Faculty and Staff Complaint webpage [2.22]. Complaints not covered by other policies are appropriately addressed to either Human Resources or to the Provost’s office [2.21]. The Provost and the Director of Human Resources often work directly with employees to resolve their complaints [2.23, 2.24]. City Tech’s Guidelines for Faculty Personnel Processes contains an appeal process for faculty members who are not recommended for reappointment, tenure or promotion [2.25]. There are also processes to complain about misconduct by other employees [2.26, 2.27].

Student Complaints: The College’s many avenues for students to make complaints about academic and non-academic issues are summarized on a designated webpage, Student Complaints and Grievances [2.28]. This webpage also provides forms for students to file complaints on issues not covered by other policies. The Provost’s office regularly monitors the academic complaints portal and escalates the complaint as appropriate until it is resolved [2.29]. The Student Affairs office responds to student complaints within 48 hours, prioritizing those that have a significant impact on the student [2.30]. There is also a more fulsome process for students who wish to make formal written complaints about faculty in academic settings [2.3].

Complaints about Discrimination, Sexual Misconduct and Reasonable Accommodations: CUNY’s policies prohibiting discrimination and sex-based misconduct, and mandating reasonable accommodations for employees and students, each contain a complaint or appeal procedure. Complaints under CUNY’s Equal Employment and Nondiscrimination Policy, as well as its Policy on Sexual Misconduct, are filed with the College’s Chief Diversity Officer/Title IX Coordinator (CDO), who investigates the complaint in accordance with the complaint processes and applicable law [2.15, 2.16]. The CDO also receives appeals of denials of requests for reasonable accommodations and makes recommendations to the President [2.17, 2.18]. The CDO’s website contains a complaint form as well as a link to CUNY’s University-Wide Discrimination and Retaliation Reporting Portal [2.31].

CRITERION 4

The avoidance of conflict of interest or appearance of such conflict in all activities and among all constituents

City Tech is subject to stringent laws and policies regarding conflict of interest, and works hard to comply with both the letter and the spirit of those requirements. As employees of New York State, City Tech employees are subject to NYS Public Officers Law (POL) Sections 73 (restricting Business or Professional Activities of State Employees) and 74 (Code of Ethics), Civil Service Law Section 107 (prohibiting political activity in the workplace) [2.32] and CUNY’s own Conflicts of Interest Policy [2.33]. In addition, POL Section 73-a requires certain categories of employees to file an annual financial disclosure statement (FDS) with NYS that contains detailed information about their non-College employment and financial

dealings [2.32]. Under the University's Multiple Position Policy, full-time faculty must disclose and obtain approval to engage in outside employment, which is permitted only for a limited number of hours [2.34]. Department Chairs, Deans and the Provost of the College all review these Multiple Position Forms to ensure that faculty are in compliance [2.35].

City Tech's designated Ethics Officer performs many functions to educate the campus community on ethics requirements. These include (1) designating FDS filers, and ensuring they file the required disclosures with the NYS Commission on Ethics & Lobbying in Government (COELIG); (2) enforcing mandatory yearly honorarium reporting; (3) conducting numerous live (Zoom) ethics trainings for City Tech employees; and (4) serving as a resource to individual employees on compliance [2.35]. Recently, the College has made a self-paced NYS ethics refresher course available to employees on the College's LMS, Brightspace [2.36]. Information about the ethics laws with links to explanatory material is also posted on the College Ethic's Officer's webpage [2.37].

The College also complies with all CUNY and federal law requirements regarding conflicts of interest in research. City Tech's Office of Sponsored Programs requires that any faculty member submitting a grant proposal to an external funding agency fill out the Significant Financial Interest (SFI) Form, and where appropriate, a supplement. Any potential conflict revealed through those filings is required to be reviewed by the College Conflict Officer, with guidance from the CUNY Office of Research [2.38].

CRITERION 5

Fair and impartial employment practices

At City Tech, the recruitment and hiring of employees is overseen by Human Resources. In order to ensure fairness in the process, the College uses a search committee to review the applicants and recommend finalists for most positions. Classified staff positions are filled in accordance with CUNY's civil service rules. Appointments to classified staff positions that can lead to permanent civil service status are made utilizing hiring pools of candidates who have scored most highly on civil service tests [2.39]. All CUNY job openings are posted online, and all applicants are required to apply through the online application process [2.40].

CUNY has clear employee evaluation procedures, almost all of which are negotiated with CUNY employee unions [2.21]. In the case of faculty, there is a procedure for classroom observations as well as an annual evaluation procedure; faculty have significant input into the process [2.2, Article 18]. Written guidelines provide expectations for faculty reappointment, tenure and promotion, and a peer-review process for recommending those decisions, along with appeal rights [2.41, 2.25, 2.4, Articles 8 and 9]. Instructional staff employees covered by the PSC-CUNY Agreement may file a grievance if they believe a decision violates the contract or CUNY policy [2.2, Article 20]. There is also a reclassification procedure for certain administrative employees whose duties may merit a higher rank [2.42]. Faculty with tenure and instructional staff on annual appointments, and most classified civil service employees, are subject to discipline only in accordance with negotiated or legally mandated disciplinary processes [2.2, Article 21; 2.21, Blue and White Collar Agreements].

CRITERION 6

Honesty and truthfulness in external and internal communications

City Tech is committed to ensuring honesty, accuracy and truthfulness in all communications and materials. The City Tech Office of Communications produces press releases, news articles and social media posts that support the College's mission; these are vetted by the subjects of the respective content (faculty, students, department chairs, VPs or Provost) prior to release [2.43]. The Office also prepares advertisements and recruitment brochures, as well as individual degree program and Academic Minors fact sheets that are provided to potential students at recruitment events such as Open Houses. These materials are reviewed in advance by the appropriate individuals/offices, such as the chairs of the academic departments, the Vice President of Enrollment Management and Student Affairs and the Admissions Office. The Office of Communications communicates with the College community by email, social media and newsletter to inform it of important College news and events [2.44]. It also maintains a Branding Guide to ensure consistency in communications, and provides a social media guide to the community to guide them on best practices [2.43].

City Tech's Consumer Information page contains current information about the College's programs, students and policies, including licensure pass rates for fields requiring licensure [2.45]. Admissions information, including the cost of attendance, is available to potential students on both the CUNY Admissions website and City Tech's Admissions site [2.46, 2.47]. All City Tech students are eligible to take the required pre-requisite courses to be considered for admission into its competitive health professional majors (dental hygiene, nursing, and radiological technology); however, as these programs require a particular student to faculty ratio and clinical sites are limited, not all students who complete prerequisites can be accepted to enroll. Potential health professional majors are made aware that they will need much higher than the minimum GPA required for college admission to be admitted to them [2.48, 2.49, 2.50].

The College's Office of Assessment, Institutional Research and Effectiveness (AIRE) provides detailed and longitudinal metrics of student success including enrollment, retention, graduation rates, grade distributions and survey results [2.51]. Relevant, truthful and easily accessible information for current students can be found on the "Student Hub" page on the College's website, as well as in the Student Handbook [2.52, 2.53]. Information about safety at the College, including crime information required under subsection 6433 of Article 129-A of the New York Education Law, and the Jeanne Clery Act, and a Public Safety Emergency Resource Guide, are available on the Public Safety website [2.54].

CRITERION 7

Policies, Services and Programs to:

(a) Promote Diversity, Equity and Inclusion

Criterion suspended by MSCHE.

(b) Promote Affordability and Accessibility and

(c) Enable Students to Understand Funding Sources and Options, value received for cost, and methods to make informed decisions about debt

CUNY and City Tech's overriding mission is to make a great education accessible and affordable. CUNY makes quality education available at a fraction of what students pay at private institutions and many public Universities [2.55]. More than 98 percent of City Tech students receive financial aid and therefore one of the College's major priorities is to provide students with readily accessible, complete and comprehensive information and assistance in obtaining financial support from all available sources [2.56]. Both CUNY and the College have many resources available to students needing to finance their education. The University's Financial Aid website has vast and detailed information for students, as well as virtual workshops, on how and when to submit the FAFSA required for federal and state financial aid. It also has a net price calculator to provide students with an estimate of the financial aid award they may receive if they attend CUNY [2.57]. The City Tech Financial Aid Office website includes information on all categories of financial aid (grants, merit scholarships, loans and workstudy) and how to apply, and the office staff provides direct assistance to students in-person and through workshops, Zoom meetings and email [2.57]. The Office also provides a "professional judgement" review for students to enable them to adjust their FAFSA application based on extenuating circumstances after it has been filed [2.58].

In addition to the many Financial Aid Office services provided, the College works hard to ensure that students do not have to incur additional expenses, such as technology costs. Students have the ability to borrow devices from the College such as laptops and hotspots, and student technology labs provide needed software in addition to printing capacity [2.59, 2.60, 2.61].

City Tech also seeks to educate its students about financial literacy going forward. City Tech's Student Success Center's MoneyWi\$e Program invites students to a series of workshops, hosted by the financial industry professionals, that covers financial topics such as credit cards, debt, payday apps, investing, identity theft, understanding paycheck deductions, and the ins and outs of responsible money management [2.62].

CRITERION 8

Compliance with federal and state laws and regulations and commission policies and procedures

The Ethics and Integrity and Verification of Compliance Working Groups collaborated in evaluating compliance. Institution-wide data on graduation, retention, certification, licensure pass rates, post-graduation education and employment and student demographics are found on the Office of Assessment and Institutional Research and Evaluation (AIRE) [2.51] and Consumer Information [2.45] websites. Compliance with additional requirements of this Criterion can be found on the College's and/or CUNY's Admissions and Financial Aid websites, the College's Center for Student Accessibility and Study Abroad websites, and in CUNY's Intellectual Property Policy [2.7, 2.46, 2.55, 2.63, 2.64]. Documentation regarding MSCHE accreditation status and standing with other accrediting bodies, degree-granting authority, and policies regarding distance education can be found in the College's Institutional Federal Compliance Report, submitted to MSCHE. The institution has documented compliance with the Commission's policies and procedures and federal and state laws. There have been no substantive changes affecting the institutional mission, goals, operations, and sites. The academic catalog for Fall 2025 also provides current information on programs and other materials supporting the College's compliance with all accreditation and legal requirements.

CRITERION 9

Periodic Assessments of Ethics and Integrity

As a senior college of CUNY, and a public institution of higher education under NYS law, City Tech is subject to strict state laws and University policies that require the College and its employees to act with the highest level of ethics and integrity. As described above, compliance with these policies is overseen by a variety of College administrators reporting to the President, including the Provost, College Counsel/Ethics Officer, Chief Diversity Officer/Title IX Coordinator, and Director of Human Resources, with review occurring on an annual basis. The College's governing body, the College Council, has seven standing committees, many of which are tasked with evaluating and formulating policy. For example, the Personnel Committee of College Council is responsible for assessing current policies and practices, and developing new or amended policies as needed, relating to the instructional staff (consistent with University policy and the collective bargaining agreement), as well as for investigating claims of infringement on academic freedom [2.65]. One such recent development was development of a formal student bereavement policy, aligned with the policy for faculty and staff [2.66].

Approximately every four years since 2008, the College has participated in the Collaborative on Academic Careers in Higher Education (COACHE) faculty job-satisfaction survey [2.67]. In the most recent survey from Spring 2023, many areas of strength for City Tech were identified as well as two areas of concern (Facilities & Work Resources, and Department Collegiality.) The College's COACHE Task Force has six working groups that meet regularly to devise and implement strategies to address both the areas of concern and improve on strengths to make the college a more welcoming environment for all who work, teach and learn here [2.68].

Conclusion and Future Focus

New York State laws and University and College policies require that the College and its employees act with ethics and integrity in all areas covered by this Standard. These requirements are taken seriously and enforced by numerous campus administrators. Accordingly, City Tech satisfies all the components of Standard II. A few improvements could be made in the way City Tech communicates some of these laws, policies and procedures to the college community; enforces the employees' obligation to attend required ethics trainings; and addresses employee and student concerns. While the College's programs to increase accessibility and affordability are incredibly strong, there are recommended improvements summarized in the Executive Summary, together with recommendations from Standard 4, which would make the programs even stronger.

Endnotes

[2.1] [CUNY Academic Freedom Policy](#)

[2.2] [PSC-CUNY Collective Bargaining Agreement](#)

[2.3] [Procedures for Handling Student Complaints About Faculty In Academic Settings](#)

[2.4] [CUNY Bylaws Sections 15.0, 15.2](#)

[2.5] [CUNY Chancellor State of the University address](#)

[2.6] Academic Freedom Workshop Announcement March 19, 2024

[2.7] [CUNY Intellectual Property Policy](#)

[2.8] Provost Fall 2024 Course Management Letter

[2.9] [CUNY Academic Integrity Policy](#)

[2.10] [City Tech Academic Integrity Policy](#)

[2.11] [City Tech AI Task Force webpage](#)

[2.12] [Human Subjects Research policies](#)

[2.13] [CUNY Research Misconduct Policy](#)

[2.14] [City Tech Mission Statement](#)

[2.15] [CUNY Policy on Equal Opportunity and Non-Discrimination](#)

[2.16] [CUNY Policy on Sexual Misconduct \(2020\)](#)

[2.17] [CUNY Reasonable Accommodations Procedures for Employees](#)

[2.18] [CUNY Reasonable Accommodations Procedures for Students](#)

[2.19] [CUNY Lactation Room Policy](#)

[2.20] [CUNY Paid Parental Leave Benefits](#)

[2.21] [CUNY Labor Relations website](#)

[2.22] [City Tech Faculty and Staff Complaints and Grievances website](#)

[2.23] Provost Brown Statement Regarding Employee Complaints

[2.24] Statement of Sandra Gordon, Director of HR, Regarding Faculty and Staff Grievance Policies

[2.25] [City Tech Guidelines for Faculty Personnel Processes](#)

[2.26] [City Tech Workplace Violence Prevention Policy](#)

[2.27] [CUNY Policy on Reporting Alleged Misconduct](#)

[2.28] [City Tech Student Complaint website](#)

[2.29] Interview with Chioma Okoye

[2.30] Interview with VP Marling Sone

[2.31] [City Tech Compliance and Diversity website](#)

[2.32] [New York State Employee Ethics Laws](#)

[2.33] [CUNY Conflict of Interest Policy](#)

[2.34] [CUNY Multiple Position Policy](#)

[2.35] Interview with Provost Pamela Brown Multiple Positions

[2.36] City Tech Ethics Officer Katherine Raymond statement

[2.37] [City Tech Legal and Compliance Ethics webpage](#)

[2.38] [City Tech Research Compliance website page](#)

[2.39] [Rules and Regulations of the CUNY Classified Service](#)

[2.40] [CUNY Employment website](#)

[2.41] [CUNY Statement on Academic Personnel Practices](#)

[2.42] [CUNY HR Code of Practice webpage](#)

[2.43] [City Tech Office of Communications website](#)

[2.44] Statement of Iris Fleischmann-Maenza

[2.45] [City Tech Consumer website](#)

[2.46] [CUNY Admissions website](#)

[2.47] [City Tech Admissions website](#)

[2.48] [City Tech Dental Hygiene website-How to Apply](#)

[2.49] [City Tech Nursing Department Handbook](#)

[2.50] [Rad Tech website](#)

[2.51] IPEDS Data Feedback Report 2024

[2.52] [City Tech Student Hub website](#)

[2.53] [City Tech Student Handbook](#)

[2.54] [City Tech Public Safety website](#)

[2.55] [CUNY Office of Student Financial Assistance](#)

[2.56] [Student Headcount Data by Relevant Populations: 12-month Enrollment](#)

[2.57] [City Tech Financial Aid](#)

[2.58] Interview with Anita Ramharack

[2.59] Interview with Rita Uddin

[2.60] Interview with Jose Diaz

[2.61] [City Tech Device Loan website](#)

[2.62] [City Tech Student Success Center website](#)

[2.63] [Center for Student Accessibility](#)

[2.64] [Study Abroad website](#)

[2.65] [City Tech Governance Plan](#)

[2.66] [City Tech Bereavement Policy](#)

[2.67] [City Tech COACHE Reports](#)

[2.68] Associate Provost Reginald Blake Statement

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential

a. programs designed to foster a coherent student learning experience and promote synthesis of learning

As of Fall 2024, City Tech offers 31 baccalaureate, 27 associate degree programs, and 5 certificate programs [3.1], all approved and registered by the New York State Education Department (NYSED), which establishes credit-hour and program-length requirements and ensures alignment with state and national expectations for academic coherence. Within this framework, faculty design curricula that are intentionally structured, sequenced, and aligned with disciplinary norms and institutional goals.

Program development and revision processes reinforce this coherence. Faculty subject-matter experts collaborate with advisory committees and academic leadership to design and update programs, which undergo review by departmental and College Council curriculum committees (part of College Council, our governance body) before approval by the CUNY Board of Trustees and NYSED [3.2]. Recent examples include the Emerging Media Technology (MTEC) program's 2021–2023 modification, which strengthened alignment across concentrations and clarified course sequencing to ensure consistent progression [3.3]. A full list of advisory committee members can be found in the college catalog, listed by department [3.4].

Ongoing coherence is maintained through required program learning outcomes (PLOs), course learning outcomes (CLOs), and curriculum maps, which verify where learning is introduced, reinforced, and mastered across a program. These maps are reviewed during program updates and periodic program review cycles and are integrated with the College's general education competencies. Applied learning—such as capstone courses, internships, laboratories, and clinical placements—further supports the synthesis of theoretical and practical knowledge [3.5, 3.6].

Development of new degrees is based on analysis of local workforce needs and includes input from advisory commissions, industry members and consultation with students on interest. As part of the analysis we verify we are not unduly competing with other CUNY campuses and determine needed resources. Enrollment projections and a financial analysis are required to demonstrate that the program will likely generate revenue and be financially sustainable [3.7].

Along with the development of new degrees comes the retirement of obsolete programs. For example, we recently sunsetted an AAS and BT in Telecommunication Engineering Technology due to the emergence of new technologies.

b. assignment of credit hours appropriate to the amount of work completed by a student

City Tech assigns credit hours in accordance with the Carnegie Unit standard, ensuring that credit values reflect both instructional time and expected out-of-class work. Associate programs require a minimum of 60 credits and baccalaureate programs require at least 120 credits, consistent with NYSED and institutional expectations [3.8, 3.9].

Credit hour policies are applied uniformly across all modalities, including hybrid and fully online courses. The Registrar's Office monitors compliance by reviewing course scheduling, contact hours, and documentation of instructional time to ensure alignment with approved credit values. Ongoing work to clarify credit assignments for laboratory and studio courses further promotes consistency and equitable rigor across programs CUNY also monitors and verifies.

c. inclusion of sufficient course content and program length

City Tech ensures that all academic programs include appropriate content, rigor, and program length, consistent with NYSED standards for credit hours, academic expectations, and learning outcomes. The CUNY Board of Trustees also verifies before approving any new courses or major curricular changes. NYSED reviews any cumulative curricular updates of 33% or more to a degree program. Faculty design course outlines that specify weekly content, assignments, and assessment methods, and syllabi are standardized through the University's Simple Syllabus platform to ensure consistent presentation of course expectations across sections [3.10]. All degree programs undergo multi-level review—departmental, college, CUNY Board of Trustees, and NYSED approval—to validate academic quality and program coherence.

The College strengthens rigor through program review cycles and external accreditation, which evaluate content alignment, sequencing, and disciplinary expectations. A recent example is the development of the BS in Cybersecurity, which established a structured progression from foundational computing knowledge to advanced topics such as network defense and digital forensics, aligned with national competency frameworks and workforce needs [3.11]. This process illustrates how City Tech evaluates and maintains academic rigor when developing or revising programs.

Applied learning further reinforces coherence and rigor across programs. Laboratory courses, clinical placements, and internships integrate theoretical and practical learning, preparing students for career-focused, industry-aligned pathways [3.12].

CRITERION 2

Student learning experiences are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are

a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies

Academic Qualifications. Qualifications for appointment to the instructional faculty are outlined by the CUNY Office of Human Resources Management [3.13, Section II] and CUNY Bylaws [3.14, Sections VI, VIII, IX, XI, XII, and XIII]. Requirements for appointment at the lecturer and instructor levels include the appropriate earned degrees. Requirements for appointments to assistant professor and higher rank include an earned doctoral degree (or equivalent) and evidence of effective engagement in teaching, scholarship, and service. Equivalency of qualifications alternative to the Ph.D. is established by the office of the Executive Vice Chancellor and University Provost [3.15]. Adjunct faculty are subject to the same qualification requirements as full-time faculty [3.13, Section II.11.2]. Full-time faculty are listed on the Faculty Profile pages on the Academic Departments websites with professorial ranks [3.16].

Scholarly Productivity. Faculty research productivity as demonstrated in refereed journals, conference presentations, publications, and creative and professional work provides evidence of their scholarly rigor [3.17, 3.18]. Newly hired faculty on the professorial line receive 24 hours of reassigned time, 18 hours prior to receiving tenure and six hours following tenure. The annual teaching load was reduced from 21 contact hours to 18 hours, in parity with CUNY senior colleges, phased in over the 2017-2018, 2018-2019, and 2019-2020 academic years. The College implemented a process for external evaluation in tenure and promotion for faculty hired on the professorial lines in 2018 and later, by which assessment of faculty scholarly and creative work is solicited from three external reviewers with relevant expertise in the field and no affiliation with the candidates for tenure or promotion [3.19]. In response to faculty COACHE surveys and other feedback indicating a desire for more support around scholarship, Faculty Commons and the Office of Sponsored Programs began offering more regular workshops and disseminations regarding grant opportunities and proposal-writing, enhanced the biennial publication workshop series, initiated an annual publication celebrating college scholarship, established a college-wide Research Council [3.20] and implemented a new Research Scholarship & Creative Work web hub.

Faculty Expertise in Assessment. Assessment skills of faculty are developed and supported by the college-wide assessment effort, led by the Office of Assessment, Institutional Research & Effectiveness (AIRE) working with the assessment committees of the college's three schools to plan assessment efforts and to provide resources for faculty conducting the assessments. Each school's assessment committee

is led by an experienced faculty member and each department has a representative on the assessment committee. Instructional faculty members build and demonstrate their expertise in assessment by participating in three robust assessment initiatives. These initiatives are: Critical Course Assessment, General Education Assessment, and Program Assessment [3.21, 3.22, 3.23], in addition to the activities of faculty in programs accredited by external bodies. Degree programs without external accreditation develop a self-study and undergo a program review at least once every 10 years, as mandated by CUNY. The details of these assessment initiatives are presented in Standard V.

Faculty Service and Advisement. As a public institution with a commitment to self-governance, most department functions, including professional/ external accreditations, clinical/ internship program management, coordination with department advisory boards, recruitment, and academic advisement, are supported by faculty [3.24].

b. qualified for the positions they hold and the work they do

By virtue of the rigorous qualifications criteria required for employment as a faculty member at CUNY and the equally rigorous processes of recruitment, internal and external performance review, promotion, and tenure, City Tech faculty members are well qualified to perform the duties of their positions. Because our many applied programs require industry experience, faculty in these areas often come to City Tech with extensive professional experience as well as academic credentials.

c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs

For 2024-2025, City Tech has 396 full-time and 1,086 part-time faculty. With a total enrollment of 14,588, City Tech has slightly less than a 10:1 student-faculty ratio. The ratio of full-time equivalent students (9,190) to full-time faculty is 23:1. In Fall 2024, the average class size was 20. Less than 3% of classes have more than 40 students, indicating that the number of faculty is sufficient to maintain personal student/faculty interaction in nearly every class.

The New York metro area provides access to a deep pool of adjunct faculty who are experienced and practicing in the fields they teach, so the reliance on part-time faculty is a strength for our hands-on, career-focused programs. Departments assign course coordinators and other strategies to ensure that instructional quality and assessment of student learning is consistent across sections of the same course.

d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

The Faculty Commons, a college-wide Center for Teaching, Learning, Scholarship and Service, brings under one roof professional development, grants and assessment activities of faculty. Faculty Commons adopts a programmatic approach to professional development that shapes curriculum, pedagogy, and assessment. In accordance with the college goals and strategic plan and with support from CUNY, the Office of the Provost, the Office of Sponsored Programs, and the Office of Assessment, Institutional Research & Assessment, the office of Academic Technologies and Online Learning, and the Office of Faculty & Staff Relations, Faculty Commons strives to improve the quality of teaching, scholarship, and service at City Tech. Programming for faculty includes professional development on the tenure and promotion process, orientation of new academic department chairs, orientation for new full-time and for new part-time faculty, and seminars in various high impact pedagogies of engagement. In 2020, Faculty Commons began a monthly newsletter [3.25] to disseminate opportunities for professional development, scholarship, funding, and service, both at the College and CUNY-wide, as well as other important information. AtoL coordinates instructional technology training in academic computing, Brightspace support, and required certification for online instructors with the Online Learning Advisory Council along with other innovations in instructional technology [3.26]. In spring 2025, AtoL, CIS, the AI Taskforce, and Faculty Commons began collaborating on an AI Roundtable series featuring City Tech faculty and external speakers, an AI resource hub [3.27]. Institutional opportunities, resources and support for professional growth and innovation are summarized in [3.28].

e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures

As an undergraduate institution, City Tech expects faculty to balance excellence in undergraduate teaching and student learning assessment with productive scholarship and service. At City Tech, teaching is regarded as a core responsibility of the faculty, full-time or part-time, and information is routinely gathered and evaluated regarding effectiveness of teaching. For full-time faculty in the professorial lines, the evaluation also considers scholarly productivity and institutional service. For full-time faculty in the Lecturer lines, the evaluation includes institutional service.

Evaluation of Teaching. Two instruments are the primary tools employed to evaluate teaching: peer observation and student evaluation of teaching. Each semester, contractually, all tenure-track faculty and lecturers in their first 5 years of service are reviewed by their departmental peers through Peer Observations [3.62]. Chairpersons may opt to evaluate any faculty member at any time. All faculty are evaluated by the students through the Student Evaluation of Teaching (SET) [3.63]. Student Evaluation of Teaching surveys are administered in every section, every semester. Regardless of the mode of instruction, at least once during each academic semester, nontenured and non-certificated members of the teaching staff shall be observed for a full classroom period. Tenured and certificated members of the teaching staff may be observed once each semester. Teaching observation for adjunct personnel are required for the first ten (10) semesters of service, and can be held thereafter at the request of the chairperson or the adjunct. Adjuncts eligible for and receiving multi-year appointments are observed annually. Procedures for teaching observations are governed by the PSC-CUNY labor contract [3.64].

Each peer observation includes a post-evaluation conference between the faculty member and the observer [3.65]. During the meeting, the faculty member receives constructive guidance on teaching and classroom management. The college has developed instruments and procedures to ensure that equivalent assessment activities take place for courses with hybrid or fully-online delivery modalities [3.66].

The Office of Assessment, Institutional Research & Effectiveness aggregates each faculty member's SET survey results, and provides the faculty member with summary data regarding students' perceptions as well as individual comments. Faculty can compare their data with baseline averages for all courses in their departments and for all sections of their course. SET response rates have been dropping over recent semesters, now that the surveys are administered online. The college is pursuing strategies to increase SET response rates [3.67].

Faculty Personnel Policies. The document "Guidelines for Faculty Personnel Processes" [3.68] outlines assessment criteria and procedures for reappointment, tenure and promotion, as governed by CUNY and the City Tech Bylaws. A central feature of the tenure and promotion processes is that each tenure track faculty member submits a Professional Activity Report and Self- Evaluation (PARSE) with supporting documentation to the Office of Human Resources at the end of each academic year [3.69]. Based on the PARSE, the department chairperson completes an annual evaluation of the faculty member reflecting teaching effectiveness, service, and scholarly output. CUNY follows a seven-year tenure clock. For untenured faculty on the tenure track, the departmental Appointments Committee makes a yearly recommendation for reappointment, based on the chair's evaluation and a review of the PARSE and supporting documentation. This is forwarded to the college Personnel and Budget (P&B) Committee, which then makes a recommendation to the president who provides the final approval. For fourth, sixth, and tenure years (as well as in year seven if a Letter of Guidance is issued to the candidate in year six), a sub-committee of the P&B reviews the file. At the end of the third year of employment, the academic dean provides a full review of the faculty member's performance, and the review report is discussed with the faculty member and his/her chairperson. An appointment for an eighth year comes with tenure. New faculty prepare a 5-year professional development plan in collaboration with the department chair during their first year of employment as a guidepost to help ensure they are on track to earn tenure and promotion.

Reappointment of part-time instructors is assigned by semester or annually based on recommendation of the chairperson. In the past two collective bargaining cycles, CUNY faculty negotiated an opportunity for multi-year appointments for adjunct faculty. To be eligible, "an adjunct must have taught at least six contact hours per semester in the same department for at least the 10 most recent consecutive semesters." The departmental Personnel and Budget Committee must also recommend the multi-year appointment.

For promotion to a higher academic rank (e.g., from assistant to associate professor) a faculty member submits an application for promotion and the most recent PARSE to the Office of Human Resources. For tenure and promotion review of all faculty hired since 2018, letters of evaluation are solicited from external reviewers. A department peer committee reviews the file and makes a recommendation. An ad hoc committee then reviews the records of candidates for promotion and makes recommendations to the College Personnel and Budget Committee. The Personnel and Budget Committee hears the reports of the ad hoc committee, and, after discussion, makes a recommendation to the president who makes the final decision about promotion. In response to faculty COACHE surveys, Faculty Commons implemented a biennial workshop for associate professors seeking promotion to full professor and a Mentoring Network program that, as one objective, gives mid-career faculty access to mentoring from full professors [3.30].

Faculty Commons provides a three-part orientation seminar for new full-time faculty, workshops on preparing the PARSE and Teaching Portfolio that are required for promotion, information sessions on the external evaluation process, and an annual workshop for all departmental appointment committee members. In response to feedback from department chairs, an orientation for new Department Appointments Committee members was implemented in fall 2025. Peer committees are charged annually by the Provost and the Office of Faculty & Staff Relations. These ongoing conversations provide clarity and support for faculty in the reappointment and promotion processes and for department leadership and peers in their responsibilities to perform fair, equitable, and confidential evaluation.

CRITERION 3

Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

City Tech provides official requirements for all degree and certificate programs in the College Catalog [3.70], which is available online through the City Tech website, and links to descriptions of degree programs provided by each department. In addition to degree requirements, department websites include a sample course of study and an Academic Career Planner worksheet [3.71] to aid students in mapping expected time to completion. DegreeWorks, a web-based tool CUNY provides, further clarifies degree requirements and helps students and advisors plan students' semester-by-semester progressions through their degree programs. Using DegreeWorks, students may view the requirements of their major, track their progress, assess how changing a major might affect them, and see how transfer credits contribute to their degrees. Another useful web tool, T-REX [3.72], is used to check how courses transfer across all CUNY colleges if the student plans to transfer in or out of City Tech. The academic advising website [3.73] supplies additional resources to further support students on their path to graduation. Additional resources City Tech students cite as offering valuable assistance for understanding their degree requirements include Plan Week, the Student Success Center, faculty advisors, special program advisors, peer mentors, and fellow students. As a result of the above resources, a strong majority of City Tech students report they do not struggle to understand and follow their degree requirements [3.74, Questions 10 & 11].

City Tech recognizes time to degree completion as a key concern within the successful design and delivery of student learning experiences, and we are improving on this and other metrics. To monitor students' progress, our Office of Assessment, Institutional Research & Effectiveness (AIRE) maintains a comprehensive and publicly available list of all of City Tech's educational programs and their enrollment trends [3.75]. AIRE also provides essential data and trend analyses of students' academic progress at both institution and program levels (e.g. average time to degree, average number of cumulative credits at graduation, and graduation rates) [3.76, 3.77].

To support students' progress against the aforementioned metrics, City Tech offers a number of educational supports. Special programs such as Accelerate, Complete, Engage (ACE) for bachelor's students; Accelerated Study in Associate Programs (ASAP); and Search for Education, Elevation, and Knowledge (SEEK) all help students advance along their pathways to timely graduation (data and trend analyses on these programs are available through AIRE [3.73]). See Standard IV for full details. City Tech also maintains dual enrollment high-school /college partnerships to help NYC DOE high school students get a head start on their journey toward college degrees. Dual-enrollment early-college partnerships have expanded, which now includes four STEM career-focused high schools. College Now [3.78] offers NYC DOE high school students college credit courses which are aligned with first year study within

CUNY. Additionally, we have multiple Memorandum of Agreements (MOUs) with Career and Technical Education (CTE) High Schools awarding eligible students with advanced standing of Credit for Prior Learning (CPL) [3.79].

City Tech also offers English to Speakers of Other Languages (ESOL) programs which provide language-acquisition tools and pedagogies to support the successes of matriculating [3.80] and non-matriculating [3.81] multi-language learners. These diverse programs and our assessment tools are helping us to track and improve outcomes. For example, average time to graduation has decreased for students earning bachelor's degrees from 69.6 months to 68.7 and from 54.0 months to 50.7 for students earning associate's degrees. Average cumulative credits at graduation for bachelor's degree students increased 133.3 to 136.2 and decreased from 91.3 to 89.9 for associate's degree students [3.82].

CRITERION 4

Sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations

City Tech continues to provide a wide range of learning opportunities and resources, including diverse course offerings, state-of-the-art facilities across its campus in Downtown Brooklyn, access to advanced technology and specialized laboratory equipment, extensive information resources, and various co-curricular and interdisciplinary activities for a diverse student population. The assessment of resources to meet new and modified curricula remains an ongoing priority as City Tech continues its evaluation efforts beyond student learning outcomes. The institution has addressed the need for enhanced facilities and resources with major capital investments, including state-of-the-art equipment and the construction of new laboratory spaces.

All degree programs offered at City Tech can be found in the college catalog [3.7]. One can select a degree program, for example, Applied Computational Physics, and find the degree requirements and a degree map for this program [3.83]. Each department and each program are responsible for creating and updating their syllabi for each course. The syllabi can be found on each Department's page under course listing (to open a syllabus, choose "View Course Outlines"). A college-wide Master Syllabus does not exist. AtoL has launched Simple Syllabus© [3.10], an electronic template with all required information prepopulated, via the Brightspace platform.

Learning opportunities and resources at City Tech include course offerings, physical spaces across the seven buildings of the campus, access to technology and discipline-specific laboratory equipment, availability of information resources, and access to co-curricular activities. These learning opportunities and resources are summarized in Table S3.2 [3.84]. One highlight is undergraduate research. City Tech's program is a model within CUNY and its faculty mentoring manual has been adopted at colleges within CUNY and across the country. Approximately 500 students participate in undergraduate research each academic year, culminating in a poster session and awards ceremony each semester. See details in the Institutional Overview. Another area of focus and development are City Tech career readiness initiatives, including participation in CUNY's Career Success Fellows program and Career Infused Degree Maps initiative. The provost has established regular collaborations of program internship coordinators, which, in collaboration with the Title V project, has developed a set of professionalism resources for students and supervisors. The college is in the process of institutionalizing the microcredentialing process developed under the Title V project.

Distance Learning at City Tech. With the recent change in leadership positions, the office that handles instructional support for faculty and students has changed its title from Instructional Technology Enhancement Center (iTEC) to Academic Technologies and Online Learning (AtoL). The change in title reflects increased engagement with online learning modalities after the 2020 pandemic shutdown, and a reference to the D2L ("Desire to Learn") slogan of Brightspace, the newly adopted LMS that all CUNY campuses are transitioning to from Blackboard. City Tech was part of the second transition group to the new LMS, and virtual training began in Spring 2024 with all classes on Brightspace by Fall 2024.

AtoL has implemented an online certification/recertification process that faculty must complete to teach online [3.90] Essentially all faculty received some online instruction with the start of the pandemic, with automatic certification. Recertification to teach online is now being required with the first wave including asynchronous online instructors. In addition, iTEC oversaw the Online Learning Advisory Council (OLAC),

a faculty committee charged with developing training and certification of online instructors. Recognizing the online classroom is distinct from a conventional in-person classroom, OLAC developed a new peer observation form that was approved by faculty governance.

Information on course modalities is located on the Registrar website [3.91] and AtoL website, as well as CUNY Central's Accessibility information. AtoL defines Distance Learning as an Online Asynchronous course, which the college has increased exponentially in the last five years. In Fall 2019, City Tech offered 35 Online Asynchronous courses. Comparatively in Spring 2024, City Tech offered 118 Online Asynchronous courses, as well as 189 Online Synchronous courses. There are currently seven online degree programs at City Tech, see Table S3.3. Individual departments also provide an array of distance learning course offerings. The Nursing Department for its RN-BS program is continuing to offer online asynchronous lectures with in-person clinicals to help meet the needs of our student population. In the AAS Nursing pre-licensure program students are provided interactive online simulations/virtual simulation assignments. The AAS Nursing program students are also immersed in simulations in collaboration with the New York Simulation Center's Simulation (SIM). The SIM program includes 25 high-fidelity simulators and over 200 partial task trainers. The manikin-based simulation activities offer learners the opportunities to practice communication skills, encourage collaboration, and clinical decision-making skills in a safe practice environment that emulates the real-world clinical environment of today.

Enhancements can be made with more centralized communication, increased student support services for distance learning, and faculty support for development of distance learning courses and curricula. It is important to ensure students' ability to access and make full use of software required for their courses and programs, as well as improve technology-enhanced instruction to better support the experience of online learning. As City Tech has rapidly increased online Asynchronous and Synchronous offerings, increasing the number of instructional designers on staff to better support the development of online courses may be pursued. A list of the Online Degree programs can be found in [3.92].

Programs and departments continue to assess and respond to the opportunities and challenges of different course modalities in individual contexts. The pandemic provided lessons from a forced experiment. Post-pandemic, the English and Mathematics departments responded to significantly reduced pass rates and returned to in-person classes for virtually all first-year writing and gateway math courses. The Humanities department led the way in implementing a cameras-on requirement for most online synchronous courses. Biological Sciences, Chemistry and Physics piloted utilized virtual labs during the pandemic, but found learning outcomes were not met and returned to in-person labs. The combination of Online lectures and in-person labs is a popular option.

CUNY Online Initiative. Since 2022 CUNY has invested roughly \$8 million in federal stimulus funds to develop the CUNY Online initiative. This is an initiative to build online degree capacity at CUNY and produce high-quality online courses and programs that meet student needs. Trends in higher education are showing online education continues to grow and be in high demand. Student demand for online education is high and continues to grow and institutions like CUNY are working to meet this demand. Students are looking for flexibility which draws many to online programs, and the CUNY Online initiative is intended to make higher education more accessible and flexible.

CRITERION 5

A general education program, freestanding or integrated into academic disciplines, that

a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field

City Tech's general education (Gen Ed) program provides students with broad exposure to intellectual domains beyond their major field, promoting cultural and global awareness, critical thinking, ethical reasoning, and effective communication [3.93]. The Gen Ed curriculum integrates Liberal Arts and Sciences (LAS) requirements, college-wide learning outcomes, and discipline-specific goals, ensuring that all students develop essential skills regardless of academic program. Gen Ed competencies are mapped to institutional learning outcomes [3.94] and disciplinary requirements with the support of AIRE [3.95]. CUNYwide general education requirements ensure that students take at least one class each in a variety of subject areas that expand culture and global awareness, and all City Tech students have to meet the general education college option requirement, which includes an interdisciplinary course and an oral communications course [3.97].

Intellectual breadth is further supported through designated writing-intensive courses, interdisciplinary learning experiences, and culturally responsive instructional resources embedded across the curriculum. For example, in Fall 2025, City Tech offered 529 sections of writing-intensive courses and 46 sections of interdisciplinary courses [3.96], ensuring that students across majors engage in sustained writing and integrative learning that draws on multiple disciplinary perspectives. These curricular structures, supported by institution-wide use of Open Educational Resources (OER), ensure that students encounter a wide range of perspectives and develop the intellectual flexibility needed for informed decision-making within and beyond their fields.

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives

The college option of the general education program at City Tech includes a requirement for both an oral communication course and an interdisciplinary course, which are essential components of the college's educational approach. These courses are designed to enhance students' ability to communicate effectively and engage with complex, cross-disciplinary topics, helping them develop critical thinking and collaboration skills. In addition, the college option allows students to choose two additional advanced liberal arts courses. By offering these additional courses, the college ensures that bachelor's students have opportunities to expand their intellectual horizons and deepen their understanding of subjects outside their technical focus, ultimately contributing to a well-rounded education.

Table S3.4 outlines the alignment between City Tech's general education requirements and the designated learning outcomes, highlighting how the college curriculum supports the development of key academic and professional competencies [3.94].

Table S3.5 outlines the alignment between City Tech's general education requirements and the expectations set by the MSCHE, highlighting how the college's curriculum meets established standards for academic excellence [3.97].

All general education courses offered meet CUNY's learning outcomes, and the program's alignment with CUNY standards is assessed regularly. In 2009, General Education Committee was formed and charged with defining and re-envisioning General Education at the college. This committee assesses and re-envision General Education to meet the changing needs of students and the College's dynamic mission. This committee includes representatives from all academic departments and units and is under the leadership of the provost. These faculty are dedicated to the development and implementation of general education across the college. The committee's members are assigned to working groups each responsible for different aspects of general education. The committee has been instrumental in the development of the outcomes [3.98].

CRITERION 6

Graduate and professional education

Not applicable: City Tech does not offer graduate or professional education. We do offer a Graduate Fair each year.

CRITERION 7

Third party student learning opportunities

Not applicable: City Tech does not have student learning opportunities that are designed, delivered or assessed by third party providers.

CRITERION 8

Periodic assessment of the effectiveness of student learning experiences for all student populations

City Tech maintains a rigorous, multi-layered assessment system that evaluates the effectiveness of academic programs and student learning across institutional, programmatic, and course levels. Assessment practices are embedded within a structured three-year review cycle and are tightly aligned with accreditation requirements, CUNY policies, and workforce expectations. Collectively, these processes ensure that City Tech's programs remain relevant, equitable, and responsive to student needs.

At the **institutional level**, the Office of Assessment, Institutional Research and Effectiveness (AIRE), in collaboration with the City Tech Assessment Committee (CTAC), oversees systematic evaluations of student learning and student achievement. Key indicators—including retention and graduation rates, course success patterns, high-enrollment “gateway” course outcomes, and licensure/certification exam performance—are analyzed to inform curricular revisions and resource allocation. The College’s suite of student success dashboards, including predictive analytics tools, enables early identification of at-risk students and supports targeted interventions. Feedback from employer surveys, alumni surveys, internship evaluations, and advisory board consultations further ensures alignment between academic programs and workforce expectations.

At the **course level**, faculty engage in direct assessment through the Critical Course Assessment (CCA) initiative, which focuses on high-enrollment, gateway, and historically high-attrition courses. Assessment findings have resulted in demonstrable improvements such as redesigns in mathematics, engineering, and health sciences courses; expanded tutoring; increased use of active learning; OER adoption; and improved pass rates in mathematics following targeted redesigns.

At the **programmatic level**, departments conduct periodic self-studies on a three- to five-year cycle—or more frequently if required by professional accrediting bodies. Faculty map course-level learning outcomes to program goals, analyze student achievement data, and implement continuous improvement strategies. Programs in engineering technology (ABET), nursing (ACEN), Dental Technology (CODA) radiologic technology (JRCERT), hospitality, paralegal (ABA) and teacher education undergo regular external accreditation reviews, ensuring discipline-specific rigor and adherence to state and national professional standards. These reviews include self-studies, external evaluator reports, site visits, and action plans tied to curriculum, pedagogy, and assessment refinement. A detailed list of accrediting agencies can be found at [3.110].

Since the last Middle States Self-Study, City Tech has remained committed to continuously evolving its academic offerings to meet the demands of an ever-changing technological and professional landscape. As a college of technology, we recognize that maintaining relevance requires ongoing curriculum innovation, reflected not only in the significant number of minor and major curriculum modifications but also in the introduction of new degree programs that align with emerging industries and technological advancements. Since the last Self-Study, nine new and relevant degree programs have been proposed, the vast majority of which are now being offered. Table S3.7 highlights these sector-driven programs, ensuring that our students graduate with cutting edge skills and expertise that match the evolving needs of the workforce [3.111].

City Tech reinforces a culture of continuous improvement, integrating data-driven decision-making across all units. Recent initiatives include strengthening hybrid and online course evaluations, expanding faculty training in assessment methodologies, and incorporating AI-driven analytics to enhance evaluation of student performance, early alerts, and predictive trend analysis. The College also leverages institutional assessment results to refine general education learning goals, improve instructional strategies, and strengthen co-curricular supports.

Through these coordinated assessment processes—spanning institutional dashboards, course-embedded evaluations, program-level reviews, and external feedback—City Tech ensures that student learning experiences remain effective, equitable, and aligned with both academic and workforce expectations. The College’s ongoing commitment to evidence-based decision-making supports continuous improvement in curriculum, pedagogy, student support, and overall academic quality.

Conclusion and Future Focus

City Tech meets all components of Standard III by providing rigorous, coherent, and technologically current learning experiences consistent with its mission as CUNY's senior college of technology. Assessment-driven curricular enhancements, expansion of applied learning opportunities, strengthened general education structures, and substantial growth in online and hybrid learning demonstrate the College's commitment to high-quality and equitable student learning experiences.

As the College advances its next strategic plan, emerging priorities include strengthening distance education infrastructure—through enhanced professional development and systematic assessment of online learning—deepening engagement with industry partners to ensure curricular responsiveness to evolving technologies, and expanding supports for accurate, timely faculty advising. Strategic planning discussions have also emphasized increased campus-wide visibility of the General Education Committee's role in fostering essential learning outcomes, as well as alignment of facilities and technology master planning with instructional and workforce needs.

These priorities, integrated into the strategic planning process, will help position City Tech to sustain innovation, advance student success, and remain responsive to the rapidly changing demands of New York City's industries and communities.

Endnotes

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STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

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 institutional mission

City Tech consistently articulates clearly defined processes for student recruitment, admissions, and retention, and offers a system of intentionally designed support services to foster students' success. Congruent with the College's mission, the institution affirms its commitment to broadening access to educational opportunities for a diverse population. This mission is woven into every aspect of its recruitment, admissions, and retention processes. This commitment is clearly articulated in our policy of open admission for associate degree students and providing support services without regard for race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, domestic partnership status, disability, genetic predisposition, alienage, citizenship, unemployment status, military or veteran status, or as a victim of domestic violence. This commitment extends to student admissions, employment, access to programs, and the administration of educational policies. Recognizing the immense impact of the COVID-19 pandemic, we designed strategies to provide guidance in navigating college processes, to increase student understanding of college admission, readmission, withdrawal, forgiveness, and grading policies and procedures. Three years of funding from the Robin Hood Foundation was also used to address COVID-19 pandemic "Learning Recovery" issues for first-year students [4.1, 4.2].

City Tech effectively reaches prospective applicants through its vast multimedia network [4.3]. Marketing campaigns on social media platforms, such as Instagram, Facebook, Tik Tok, and X (formerly Twitter), have increased the College's recruitment landscape. The College shares captivating stories highlighting student experiences, campus life, and the array of academic program offerings, building virtual experiences and fostering connections with prospective and continuing students alike. An integral part of the recruitment process encompasses several open houses, campus tours featuring state-of-the-art facilities, including the Academic Complex; representing a \$420 million investment in high-tech infrastructure, the building comprises dedicated teaching and research space for lab science and health programs, as well as a 1,000-seat theater, a gymnasium, and other public spaces. Through these comprehensive admissions processes and outreach initiatives, City Tech lives out its mission of providing high-quality educational opportunities.

We have also implemented targeted policies to support specific groups of students. For example, all first semester students can opt for credit/no credit for one course to replace an earned D or F in their first semester. All high school students are awarded the same non-punitive alternatives for D and F grades so that they do not start their post-high school experience with a GPA that puts them on academic probation or alert. To support adult learners wishing to return to City Tech after a separation of 5 years or more, we expunge previously earned D and F grades from GPA calculations to give them a fresh start under our forgiveness policy.

a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds

The Vice President of Enrollment Management and Student Affairs, provides oversight for the College's federal and state financial aid programs, offering grants, loans, and work-study opportunities. The Financial Aid director establishes a comprehensive communication management plan, ensuring students are informed of important and timely deadlines for submitting required applications, including the FAFSA and corresponding documentation. Essential information regarding tuition and fees, refund policies, financial aid options, including grants, loans, scholarships, and repayments are clearly stated in the College's catalog, the College's main webpage, the College's admissions, financial aid, and scholarship and residency office websites [4.4].

The Financial Aid Office provides easy access to important financial aid information through several direct resources to tuition, fees, FAFSA, loans, important dates and policies and a cost calculator. Financial Aid counselors participate in admission and orientation events, providing on-the spot services for students and their families, while the Office of Scholarship and Residency Services provides access to a comprehensive list of campus and external scholarship opportunities, expanding student options to fund their education [4.4, 4.5].

b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes

City Tech has the infrastructure and personnel required to support academic achievement for all students admitted to the college. Students requiring academic reinforcement or skills development in specific subject areas are offered multiple forms of support. Some students apply for admission through the Percy Ellis Sutton SEEK program. Students admitted through the SEEK program, which is structured around academic support, as well as others not adequately prepared for academic success at City Tech are identified soon after admission and placed in co-requisite sections of English composition and Mathematics courses in which extra course instruction is given. The SEEK program is one of our main support systems for underprepared students who also demonstrate specific financial needs but show academic potential at the time of application. SEEK provides support structures to students including tutoring, academic coaching, and specialized advising. Even before students begin their first semester, SEEK students must attend an extended orientation program as the first step in their transition from high school to college. The program is strategically designed to provide students with an immediate bond with the program and their SEEK counselors.

With the exception of upper-level ESOL, City Tech has replaced all zero credit remedial courses with credit bearing corequisite Math courses (MAT 1190CO and MAT 1275CO) and English courses (ENG 1101 CO and ENG 1101 ML for ELL). Co-sections provide additional support and a more rapid path to graduation [4.6, 4.7, 4.8].

For students who do not meet CUNY's initial placement criteria in English and mathematics, there are additional supports available. The Math Start program at City Tech is a free, full-time, semester long program which prepares associate degree-seeking students for college-level coursework in a collaborative, student-centered learning environment. Students participate in small, community driven classes of 25 students or less and benefit from individualized advisement with a Math Start Student Support Advisor who helps students develop an academic identity and learn about college structures and campus resources. It is available in the summer, and in fall and spring students in Math Start may be eligible to take an additional credit-bearing course for free. The College is one of nine campuses with a CUNY Language Immersion Program (CLIP), offered through our Continuing Education Division, an intensive, pre-matriculation English as a Second Language (ESL) program for incoming students who have been provisionally accepted to CUNY but need to improve their academic English skills before taking college courses. CLIP students pause (or defer) their CUNY acceptance or matriculation and can spend up to one year in the program before enrolling in college courses. CLIP is a low-cost program where students pay a small fee to enroll in a 14 to 16-week course. Students do not use financial aid while in CLIP and instead, save financial aid for subsequent college coursework. For non-native speakers, the English Department offers an upper-level English as a Second Language (ESOL 22W) course and a targeted corequisite ENG course (ENG 1101 ML).

c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience

From the outset of their college journey, City Tech students benefit from a robust framework of personalized advising, success coaching, and orientation programs that significantly enhance student retention and academic achievement. Open house events offer invaluable opportunities for students to explore the campus, engage with faculty, and familiarize themselves with various academic programs while discovering the extensive support systems and resources available to them. The new student orientation is designed to facilitate a smooth transition into college life, providing avenues for interaction with faculty, staff, and fellow students, which fosters social connections and acclimatization. The onboarding process also includes mandatory training for all new students, ensuring they are informed about sexual and interpersonal violence prevention and response protocols (SPARC). This onboarding experience not only promotes academic preparedness but also encourages skills development and engagement, equipping students with essential knowledge about what to expect in college, thereby enhancing their confidence as they embark on their academic endeavors.

We recognize that academic advising plays a key role in the overall student experience and is central to student success. City Tech has a blended advising model, led by professional advisors in the STAR (Scheduling, Testing, Advisement and Registration) Center and Transfer Center who guide students in academic major and course selections in their first semester, and faculty who provide major-specific advising and mentorship to students in subsequent years. Students in the SEEK, ASAP/ACE, Veterans, CSTEP and Honors Scholars programs, and international students can access additional academic advising and other program-specific supports as they pursue their studies. Effective academic advising, paired with a well-developed system of peer orientation leaders and peer mentors who support new students through their first year with outreach, programming, and social support, helps create a sense of belonging, promotes persistence, and assists students in acclimating to college life. Advisors use various approaches including developmental, prescriptive, and intrusive advisement to provide a more comprehensive support system that promotes student persistence and retention. As part of the advising process, each student's previous English and Math experience, including highest level of coursework previously attempted, Regents Examination Scores and the CUNY's proficiency index, is reviewed and used to determine a recommendation for initial placement in those subject areas.

The Student Wellness and Counseling Center offers and coordinates a comprehensive array of wellness and counseling services designed to support the overall well-being of City Tech students within an inclusive environment that fosters student wellness and enhances the college experience. The center provides confidential counseling services, which include individual mental health counseling, group therapy, crisis intervention, and referral services. By playing a crucial role in cultivating a supportive and healthy campus atmosphere, the center significantly contributes to the academic success, personal growth, and retention of students.

The Center for Student Accessibility (CSA) is the disabilities service office at New York City College of Technology, responsible for compliance with all student ADA regulations. The Center provides support for enrolled students who have documented permanent or temporary disabilities. The Center's primary mission is to support the educational goals for enrolled students with disabilities through access, empowerment, resources, advocacy, collaboration and outreach throughout the College, the University, and the community at large. The Center assists in enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. In addition to providing services and reasonable accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008, the Center for Student Accessibility works closely with faculty and staff in an advisory capacity and assists in the development of reasonable accommodations that allow students with disabilities full participation in all the programs and activities offered at City Tech while meeting the academic standards maintained by the College. The CSA also hosts the CUNY Linking Employment, Academics and Disability Services (LEADS) program on campus. LEADS students receive individualized academic and career guidance and training for the world of work in areas including academic advisement, career counseling, resume and interview preparation, and advocacy skills.

The College Now (CN) program at City Tech offers free college-credit courses, college-readiness workshops and other college admissions and financial aid resources to NYC public high school students. An average of 87-90% of CN students pass their courses each semester, earning credits they can transfer to college and gaining invaluable college-readiness experience [4.9]. CUNY data indicates a strong correlation between CN experience and a student's ability to persist and graduate on time once they enter CUNY. CUNY first-time full-time-freshmen (FTFTF) who have CN experience achieve higher 3-year associate and 6-year bachelor's degree graduation rates (+11% and 9% respectively) and earn more credits (+8) their first semester at CUNY, when compared with FTFTF who enter CUNY without CN experience. At City Tech, an average of 23% of our first-year class enters the college with CN experience.

The Office of the Provost oversees the First-Year Programs which coordinates first-year learning communities, links new students to peer mentors and facilitates workshops including City Tech 101 (CT 101) Introduction to College, Math Preparation and Bridge to English 1101, to introduce new students to the skills and knowledge needed to be successful in college. The Introduction to College Workshop is designed to improve college readiness, promote a sense of belonging, and improve student retention. One of the main goals of the program is to improve student outcomes and eliminate academic equity gaps via innovative curricula and best practice support. Each semester at least three hundred incoming students (first time in college and transfer) participate in CT 101 workshops where participating students typically demonstrate at least 10% better retention than non-participating students. The Collegiate Science and Technology Entry Program (CSTEP) is an academic enrichment program funded by New York State Department of Education and designed to provide eligible students with the support needed to succeed in college and pursue careers in STEM and other licensed professional fields. Moreover, the Office of the Provost ensures that all students have access to tutor.com, a tutoring application that connects students with online tutors 24 hours per day. The Writing Center, college-wide comprehensive tutoring, and writing and reading strategies from the Writing Across the Curriculum (WAC) and the Reading Effectively Across Disciplines (READ) programs are additional supports available to all students [4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25].

In Fall 2022, the leadership of Enrollment Management and Student Affairs inaugurated the Student Success Center, marking a historic milestone for City Tech as the institution's first center dedicated to a holistic model of support for all students. This grant-funded pilot program employs a coordinated system of support that introduces a coaching model aimed at fostering academic success, enhancing retention, and ensuring timely degree completion.

The Student Success Center (SSC) functions as an essential information and resource hub for City Tech students. Success coaches are dedicated to helping students identify effective strategies and solutions to diverse challenges. They create individualized success plans that address issues such as difficulties in communicating with professors, feelings of being overwhelmed by coursework and personal responsibilities, confusion regarding next steps in their educational journey, and access to campus resources, among others. We have transferred our alert system to the Navigate platform, where faculty reports of attendance issues, missing assignments or other risk factors are tied directly into a coordinated care network to support students through challenges.

The SSC center is staffed with Emergency Resource Coordinators who play a crucial role in providing tailored support to students facing food and housing insecurity. The coordinators work diligently to assess individual circumstances and connect students with vital resources, including emergency funding, food assistance programs, and housing support services.

Accelerate, Complete and Engage (ACE) and Accelerated Study in Associate Programs (ASAP) help students stay on track and graduate well above the college average rate by providing academic, financial, and personal support to eligible students. The Student Wellness and Counseling Services Center offers free and confidential mental health counseling, in person, by phone or by video. Services include individual counseling for academic, career and personal challenges and crisis intervention. Other services include facilitating workshops and support groups, making referrals to campus and community resources, and faculty/staff consultation. Special student populations are supported by the college's Percy Ellis Sutton SEEK (Search for Education, Elevation and Knowledge) educational opportunity program, the International Student Advising office, CUNY EDGE (Educate, Develop, Graduate and Empower) and Veterans Support Services [4.26, 4.27, 4.28].

The Office of Student Life and Development (SLD) is responsible for new student orientation; advising and overseeing all student organizations including clubs, student government and student publications; and providing leadership development training, diversity and inclusion education and programming, and related activities that contribute to students' out of classroom learning. SLD activities promote students' sense of belonging, impacting student persistence and retention.

Because inclusion and diversity are core values at City Tech, structures reflecting this value are an integral aspect of campus life. Programs serving special populations include CUNY EDGE, support services for Veterans and Military-Affiliated Students, the Office of International Student Services, the food pantry, emergency resources such as Beitler funds [4.29] and support for LGBTQIA+ Students.

CUNY EDGE (Educate, Develop, Graduate and Empower) formerly known as the COPE program, is funded and operated in partnership between the New York City Human Resources Administration (HRA) and the City University of New York (CUNY) to provide matriculated CUNY students with the supports they need to succeed in college, secure sustainable employment, and to become civically engaged members of society. The CUNY EDGE program consists of academic, personal and career advisement services. The goal is to promote a culture of academic excellence to support students receiving public assistance to achieve graduating on time. The program provides ongoing individualized planning and advisement to help students fulfill their academic requirements geared towards completion of their degree, maneuver their personal life, and attain meaningful and sustainable employment.

The Office of International Student Services (OISS) provides services to facilitate the transition, integration and retention of international students. Additionally, OISS offers student support throughout their academic journey at City Tech, including counseling and advisement, assistance on F-1/J-1 status rules and regulations, compliance, immigration policy updates, employment options, personal matters, student life at the college and information about living in New York City.

Veterans Support Services: City Tech recognizes the unique support system that veterans and military-affiliated students need to succeed. The Veterans Support Services office's mission is to assist with academic guidance, peer connections, and the coordination of essential services. The office is committed to providing a dedicated space where veterans, active-duty service members, and their families can access a range of resources and support to ensure a smooth transition into the academic world and beyond.

The N.E.S.T. Resource Center, home of the College's food pantry, provides City Tech and all CUNY students experiencing food insecurity with emergency assistance and resources to support their academic success. Students can schedule appointments to pick up dry goods, fresh produce, and other refrigerated foods, as well as grab and go snacks.

The Ursula C. Schwerin Library offers discipline-based information literacy instruction; in person reference assistance at all times when the library is open, and 24/7 virtual reference through a global consortium of libraries. The library's collection is developed to support all college disciplines with current scholarship including electronic databases. The library faculty also lead the Open Educational Resources (OER) program, providing professional development and support for OER development. Many of the courses offered at the college currently use OER or zero cost textbooks, lessening the financial burden for students. The library offers technology loans, including laptops, podcasting kits, portable turntables, document scanners and more, to support student work.

The library has a number of spaces to support its operations, including a multimedia lab with 20 Macs, an internet lab with 21 PCs, an additional 19 PCs on the general floor, a small library classroom with 10 PCs, an e-classroom with 30 PCs, and 5 scanners. The library also has a modular learning space with seating for 25, a multimedia projection room that seats 40, and an exhibit space.

Academic Technologies and Online Learning (Atol) provides student support with online learning as well as space for students to use computers, study, and collaborate.

The Black Male Initiative (BMI), open to all students, but with a special focus of supporting STEM degree completion by African American and Hispanic male students at risk, has seen an increase in the program's recruitment of African American and Hispanic male STEM students, achieved a 90% retention rate of the BMI's African American and Hispanic male STEM students, and has helped 85% of the current BMI male cohort earn a grade point average of 2.9 or higher.

LGBTQIA+: To better support the LGBTQIA+ community, for each of the last several years City Tech was awarded a \$35,000 grant to serve the college's LGBTQIA+ students, faculty, and staff for the 2024-2025 academic year. This funding comes from CUNY's LGBTQIA+ Consortium, with support from LaGuardia Community College and the New York City Council and the Council's LGBTQIA+ Caucus. The LGBTQIA+ Consortium is a CUNY-wide group that facilitates the archiving of LGBTQIA+ history across New York and supports LGBTQIA+ training, education, and programming. City Tech continued as a member of the Consortium for the third consecutive year and has submitted a proposal for continued activities in the 2025-2026 academic year [4.30, 4.31].

d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement

Many of the college's processes to enhance degree completion, transfer to other institutions and post-completion placement have already been discussed. These include degree maps which outline the path to graduation; TREX for a clear understanding of transfer equivalencies between CUNY campuses, articulation agreements, and our PDC which provides career guidance to current students and alumni. CUNY Pathways provides universal transfer of general education credits between CUNY institutions.

Given the characteristics of our professional programs and the stipulations from their accrediting bodies, we have mechanisms for granting credits for prior learning [4.32, 4.33, 4.34]. Students requesting credit or advanced standing originate from several sources: Career and Technical Education (CTE) high schools with memoranda of agreement (MOUs), portfolio review in disciplines such as Communication Design, labor unions, standardized tests such as AP exams, or the military. Various departments have established formal partnerships with CTE institutions and unions to provide advanced standing for students who have achieved designated learning outcomes. Furthermore, the Office of Veteran Affairs collaborates with these departments to ensure the appropriate integration of military credits into students' degree programs. Credit for Prior Learning is further elaborated on in Criterion 2.

e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations

City Tech's AIRE website allows access to disaggregated data on student achievement (grades, retention, graduation, and wage/employment outcomes [4.35]. CUNY's required Performance Management Process Strategic Alignment Report (PMP SAR) includes data and college goals on the following Key Performance Indicators (KPIs): (1) Racial/ethnic group gap in retention rates of associate degree-seeking first-time freshmen, (2) Racial/ethnic group gap in retention rates of baccalaureate degree-seeking first-time freshmen, (3) Racial/ethnic group gap in retention rates of baccalaureate degree-seeking transfers, (4) Racial/ethnic group gap in the percentage of baccalaureate graduates who pursue graduate studies at CUNY within three years of graduation, and (5) Race/ethnic group gap in D/F/Withdrawal/Incomplete (DFWI) rates in general education courses [4.36]. Evaluation of the number of credits at graduation of transfer and students who first matriculated at City Tech led to an increased focus on articulation agreements and degree maps and the awarding of an NSF IUSE grant. CUNY's BMI, open to all students, focuses on increasing the success of men of color. Our new micro-credentials/badging initiatives is focused on better capturing extracurricular achievement. This sub criterion is addressed in the recommendation section of this document.

CRITERION 2

Fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency based assessment, and other alternative learning approaches

City Tech implements equitable and transparent policies and procedures concerning evaluation and acceptance of transfer credits. This includes credit awarded for experiential learning, credit for prior learning through competency-based assessments, and other alternative learning methodologies [4.37]. The College's policies and procedures relating to credit evaluation are clearly articulated on the college's Transfer website [4.38], benefiting all students equally and fairly. City Tech is not just a destination for first-time students; it also embraces transfer students from both within CUNY and outside of CUNY with

open arms and welcomes the knowledge and experience each student contributes to the College's vast learning landscape. Approximately one third of graduates are transfer students.

The College's commitment to transfer students is reflected in its substantial organizational investment, comprising an increase in personnel and strategic reorganization of transfer credit and evaluation services. Under the leadership of the vice president of Enrollment Management and Student Affairs, the new model focuses on more timely evaluation of credits, enhanced advisement, and creating a personalized transfer experience. For those transferring from another CUNY institution, the college offers convenient articulation agreements that simplify the transfer process [4.39]. CUNY Transfer Tools—such as Degree Works, Transfer What-If, and Transfer Explorer (T-Rex)—provide invaluable resources for prospective transfer students, allowing them to assess how their existing credits will apply to their chosen program at City Tech. DegreeWorks helps students visualize their academic progress, while Transfer What If, which shows how earned credits will apply to a proposed degree, enables them to explore potential degree paths. T-Rex offers a comprehensive overview of transfer options and requirements, making the transition as smooth as possible. CUNY has launched Batch Transfer, a new initiative designed to automate intercampus transfer credit evaluation, increasing the efficiency of the transfer process. For students transferring from non-CUNY institutions, the process includes the evaluation of previous college coursework to ensure that applicants receive appropriate transfer credit for previous courses and learning experiences for their academic program.

For those looking to return and complete their degrees, the CUNY Reconnect program serves as a supportive pathway, offering funding, resources and guidance for adult learners. Participants benefit from personalized advisement to navigate the re-admission process and access workshops focused on financial aid and academic planning. CSTEP (Collegiate Science and Technology Entry Program) is a New York State Education Department-funded student success program designed to provide eligible transfer students with the support needed to succeed in college. CSTEP transfer students are encouraged to register for 15 credits or more during the one-on-one advisement sessions to ensure their academic momentum [4.40, 4.41, 4.42, 4.43, 4.44].

CRITERION 3

Policies and procedures for the safe and secure maintenance and appropriate release of student information and records

City Tech is committed to maintaining the safety and security of student information and records through robust policies and procedures established by the Office of the Registrar, in compliance with the Family Educational Rights and Privacy Act (FERPA). These policies ensure that all student records, including academic, enrollment, and personal information, are managed with the utmost confidentiality and integrity. Access to these records is strictly regulated, allowing only authorized personnel to retrieve or release information in accordance with FERPA and other relevant laws and institutional guidelines. By implementing comprehensive safeguards and regular audits, City Tech promotes a secure environment that protects students' privacy while facilitating the appropriate release of information when necessary. This approach not only upholds legal compliance but also fosters trust and transparency within the academic community.

Student records are subject to a variety of protections and protocols to ensure that they are securely stored, remain private and are released only according to established policies, including FERPA regulations [4.45] and CUNY record retention policies [4.46]. The college stores student information and records in several secure spaces to facilitate daily operations; CUNYfirst, Navigate, and DegreeWorks technology platforms hold virtual student records and additional academic records are held in shared drives accessible on campus computers when on the virtual private network and a multifactor authentication model is in place to prevent unauthorized access to campus systems [4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54].

CRITERION 4

If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

City Tech is committed to applying the regulation of extracurricular activities, including those of the student life and intramural departments, which adhere to established policies, practices, and procedures to assure administrative and fiscal transparency. Students' extracurricular experiences align with key values of their

educational experiences at City Tech. Our compliance with CUNY-wide policies for student activity fees and non-tuition fees assures fiscal transparency in both areas. Every campus is expected to follow CUNY administration policies for various areas and departments and the fees they collect. In the case of student activity fees, student government is required to develop budgets and internal controls and abide by CUNY policies for disbursement of fees collected, among other mandates [4.55].

Non-tuition charges such as athletic fees, healthcare fees, and technology fees are collected and managed according to the detailed requirements, rules, and practices set out in CUNY policy [4.56]. Beyond policies and procedures regarding fiscal transparency, we also expect athletic groups and student life organizations to conduct themselves in ways consistent with the College's values [4.57, 4.58].

CRITERION 5

If applicable, adequate, and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

Not applicable.

CRITERION 6

Periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation

City Tech is committed to periodic assessment of the effectiveness of student support services with appropriate metrics and evaluation. There are systems in place for formal effectiveness assessment of the selected support services including ASAP/ACE, CSTEP, CUE, CUNY EDGE and SEEK to best support student persistence and success. Goals and targets proposed by each student support service unit are prepared annually, and at the end of the academic year outcomes are reported (met, partially met, not met) and summarized. The College collects this data from these AES units and has integrated the data into the existing reporting system to better inform and support decision-making; for example, SEEK. ACE, ASAP, CSTEP, and FYP data have successfully been added to the Enrollment Trends dashboard [4.7, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.59, 4.60].

Conclusion and Future Focus

City Tech has multiple systems in place to support ethical practices in admissions, recruitment, student persistence, retention, graduation, and beyond. Those systems include mental health support, accommodation for students with disabilities, success coaching and advisement, financial education and assistance, and policies, protocols and safeguards governing student record retention. Based on the evaluation of evidence in those areas, we can determine that City Tech meets all criteria in Standard IV. New leadership in the Division of Enrollment Management and Student Affairs is transforming the campus toward a culture oriented around a deeper understanding and appreciation for the complex array of personal, social, and financial challenges that students face, often impeding their reasonable expectations for success. The evolution of college culture has brought about profound changes in the onboarding process and holistic support model for first-time and transfer students. The transformation is marked by the introduction of comprehensive services that aim to elevate the overall experience for all City Tech students. Unlike traditional models that typically focus on specific populations, this holistic support framework encompasses a broad spectrum of assistance for all students, regardless of their affiliation with other population-based programs. It specifically targets the challenges that students identify as obstacles to their success.

The self-study process revealed several areas requiring additional attention as opportunities for innovation and improvement. City Tech should: 1) expand efforts for cross-institutional collaboration to enhance student retention and success; 2) Institutionalize the Student Success Center from a grant-funded project to a tax-levy funded department within the division of Enrollment Management and Student Affairs; 3) Expand digital presence, including interactive tools to offer real time assistance

and guidance; 4) Integrate career readiness, faculty mentorship, student research opportunities, and entrepreneurial resources to align with the College's priorities; 5) Facilitate student awareness of relevant college co-curricular and extra-curricular experiences that enhance students' overall engagement with the college to improve persistence and degree attainment.

In the long run, City Tech should: 1) enhance processes and procedures to collect, disaggregate, and analyze student outcome data; 2) conduct longitudinal studies with alumni to assess the long-term impact of the student experience while at City Tech; 3) continue to assess existing student support services to evaluate their effectiveness.

Endnotes

- [4.1] [Admissions](#)
- [4.2] [CUNY Non-Discrimination Policies](#)
- [4.3] [Communications](#)
- [4.4] [City Tech Financial Aid](#)
- [4.5] [Financial Aid Calculators](#)
- [4.6] [CUNY Coreq Courses](#)
- [4.7] City Tech_SEEK_Progam_Middle_States_Summary
- [4.8] SEEK Engagement Report.csv
- [4.9] [College Now](#)
- [4.10] City Tech 2023-2024 CUE Year-End Report
- [4.11] City Tech CUE 2021-2022 Annual Report
- [4.12] City Tech CUE 2019-2020 Annual Report
- [4.13] City Tech CUE 2018-2019 Annual Report
- [4.14] CUE Report City Tech 2019-20
- [4.15] City Tech 2020-2021 CUE Report-final
- [4.16] CUE 2022-2023 Annual Report for City Tech-final
- [4.17] APPENDIX-City Tech CUE 2019-2020
- [4.18] APPENDIX-City Tech CUE 2018-2019
- [4.19] APPENDIX-City Tech CUE 2020-21
- [4.20] Goals and Target with Outcomes 2022-2023
- [4.21] Goals and Target with Outcomes 2023-2024
- [4.22] 2-23-cstep Final report
- [4.23] 23-24-cstep-report-form-FINAL REPORT
- [4.24] NYC College of Technology 2020-2021 Final Report submitted
- [4.25] NYC College of Technology 2021-2022 Final Report
- [4.26] ASAP_Retention_Graduation_Credit_Accumulation_Data
- [4.27] ASAP_PERFORMANCE
- [4.28] ACE_Retention_Credit_Accumulation_Data
- [4.29] [Beitler Proposal Solicitation](#)
- [4.30] LGBTQIA+ Consortium 24-25 Proposal Awarded
- [4.31] LGBTQIA+ Consortium City Tech Award Letter 2024_2025
- [4.32] [CUNY Credit for Prior Learning Guidance](#)
- [4.33] [CUNY Credit for Prior Pearning Policy](#)
- [4.34] City Tech CPL Planning Report 2024-2025
- [4.35] [City Tech Data Dashboard](#)
- [4.36] PMP-2023-2024
- [4.37] City Tech CPL Credits 2024-2025
- [4.38] [City Tech Transfer Site](#)
- [4.39] [City Tech Articulation Agreements](#)
- [4.40] [City Tech Catalog Transfer Information](#)
- [4.41] [Code of Federal Regulations](#)
- [4.42] [City Tech Catalog Degree Requirements](#)
- [4.43] [Special Programs](#)
- [4.44] [Transfer Credit Evaluation FAQs](#)
- [4.45] [FERPA Policy](#)
- [4.46] [Records Retention Schedule](#)
- [4.47] [FERPA Release Form](#)
- [4.48] [CUNY Computer Use Policy](#)
- [4.49] [CUNY Information Security Policy](#)
- [4.50] [CUNY Security Awareness](#)
- [4.51] [CUNY Security Resources](#)
- [4.52] [NY State Cybersecurity](#)
- [4.53] [CUNYfirst Security](#)
- [4.54] [City Tech Security](#)
- [4.55] [CUNY Fiscal Handbook for Student Activity Fees](#)
- [4.56] [CUNY By-Laws Article XVI](#)
- [4.57] [City Tech Student Life](#)
- [4.58] [City Tech Athletics](#)
- [4.59] [AES Assessment](#)
- [4.60] [Enrollment Trends Dashboard](#)

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.

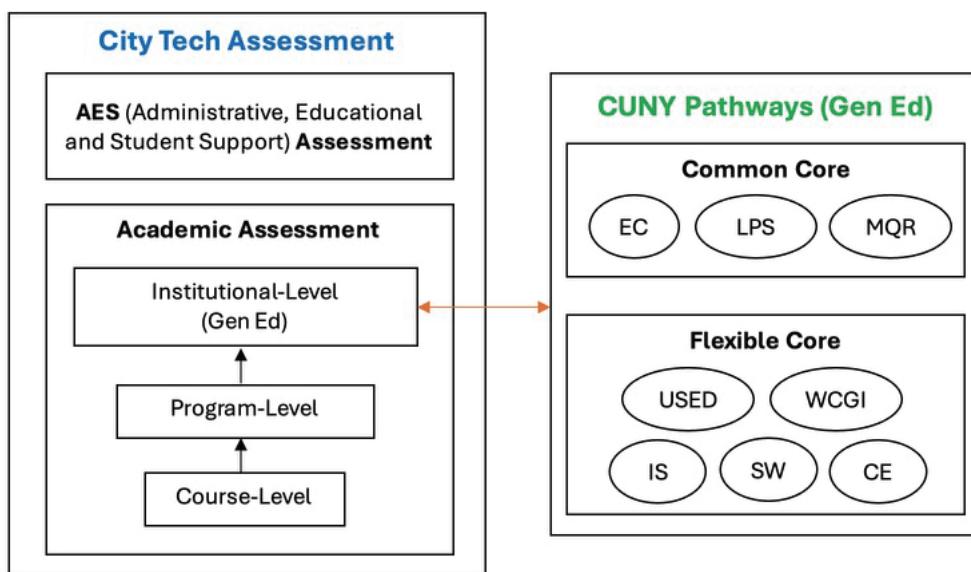
City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

City Tech addresses student learning and achievement through a three-level faculty-driven system: institutional general education outcomes, course learning outcomes, and program-level outcomes. All are interrelated and connected to the College's mission, evident in systematic documentation and mapping of learning outcomes at each level. In addition, City Tech also follows CUNY-wide general education assessment guidelines (Figure S5.1).

FIGURE S5.1 CITY TECH STUDENT LEARNING OUTCOMES ASSESSMENT AND CUNY GUIDELINES



CUNY General Education (Pathways) requirements [5.1] consist of:

- Required common core: English Composition (EC), Mathematical and Quantitative Reasoning (MQR), and Life and Physical Sciences (LPS).
- Flexible common core: World Cultures and Global Issues (WCGI), U.S. Experience in its Diversity (USED), Creative Expression (CE), Individual and Society (IS), and Scientific World (SW).

Institutional-Level Educational Goals. City Tech's General Education Learning Goals [5.2]—passed by the College Council in March 2013—are the basis for 14 competencies implemented through a dedicated college-wide system created to measure general education at City Tech. The competencies are: Civic Engagement, Creative Thinking, Critical Thinking, Ethical Reasoning, Foundations and Skills for Lifelong Learning, Information Literacy, Inquiry and Analysis, Integrative Learning, Intercultural Knowledge and Competence, Oral Communication, Quantitative Literacy, Reading, Teamwork, and Writing. Parallel to City Tech's competencies is CUNY Pathways, implemented in Fall 2013 as a foundation for general education across the undergraduate colleges. The Pathways initiative reinforces general education excellence while

facilitating student transfer between CUNY's undergraduate colleges. It applies to all new students—first-years and transfers, and to students readmitted after an absence longer than two semesters since the initiative's implementation.

City Tech's 14 competencies are a core component of the College's general education curriculum, which closely aligns with the College's mission and educational goals [5.3] as well as with CUNY Pathways (university-level general education requirements) [5.4]. Dedicated faculty effort over multiple semesters was instrumental to establishing the alignments. The final alignments were reviewed and validated by the City Tech General Education Assessment Committee.

Program-Level Outcomes. All academic programs have clearly articulated their student learning outcomes (aka, program outcomes) in the college catalog, which is published on the college website. Each degree program has documented how its program outcomes align to the college mission and has mapped its program outcomes to the 14 City Tech general education competencies [5.5].

Course-Level Outcomes. All courses clearly list student learning outcomes and the assessment method in their course outlines, which are accessible on the college website. Furthermore, each degree program has a documented curriculum map to demonstrate the relationship between courses and program outcomes. Each course is noted as introducing, reinforcing, or emphasizing a specific program outcome and sometimes multiple program outcomes. Additionally, each department has selected at least one critical course based on specific guidelines—meets at least one of these criteria: focuses on outcomes essential for success within the department or program, has a history of high failure or non-completion rates, serves as a gateway course leading to more advanced study, or functions as a capstone course designed to synthesize and integrate accumulated knowledge. Critical courses undergo continuous assessments [5.6].

CRITERION 2

Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals

Two types of assessment activities are currently supported institutionally at City Tech: Academic assessment and Administrative, Educational and Student Support (AES) assessment, as Figure S5.1 has shown. Academic assessment is fully faculty-driven and implemented at three levels: 1) course-level assessment—examines course-based learning outcomes in “critical” courses that have been identified within each department, 2) program-level assessment—examines student learning outcomes for each degree program, and 3) institutional-level/general education assessment [5.7]—examines broader college-wide student learning outcomes. AES assessment, the most recent assessment section, was initiated in 2017 due to MSCHE's new accreditation requirements. Figure S5.2 demonstrates the organizational structure of City Tech's assessment system; specifically, there are four sub-assessment committees—one for each of the three schools (Arts and Sciences; Professional Studies; Technology and Design) and one for the AES units [5.8]. The Office of Assessment, Institutional Research, and Effectiveness (AIRE) provides overall assessment support, comprised of leading general education [here in after: Gen Ed] assessment, coordinating and assisting departments/units with assessment planning, developing assessment tools and reporting systems, and managing and maintaining assessment documentation and data [5.9].

All City Tech degree programs are accredited by the Middle States Commission on Higher Education (MSCHE) on an eight-year self-study cycle, with the most recent reaffirmation in 2018. In addition, 29 of the College's active associate and baccalaureate programs hold discipline-specific accreditation from external professional bodies [5.10]. Examples include the Accreditation Board for Engineering and Technology (ABET) for nine engineering programs in Computer Engineering Technology, Civil Engineering Technology, Construction Management Technology, Electrical Engineering Technology, and Mechanical Engineering Technology; the National Architectural Accrediting Board (NAAB) for three architectural programs; the Association for Advancing Quality in Educator Preparation (AAQEP) for programs in Math Education and Technical and Career Teacher Education; the Council for Standards in Human Service Education (CSHSE) for the AAS and BS in Human Services; and the Accrediting Commission for Education in Nursing (ACEN) accrediting the AAS and BS in Nursing. Programs without discipline-specific accrediting bodies follow the College's internal program assessment process, including learning outcomes development,

data collection, analysis, and continuous improvement reporting. To reduce duplication and workload, the assessment leadership team aligns internal assessment schedules with external accreditation timelines whenever feasible, allowing programs to use evidence and reporting from accreditation reviews to satisfy institutional assessment requirements.

City Tech has continuously improved its assessment efforts. Particularly since its 2018 re-accreditation, the College underwent a transformative endeavor to enhance its assessment of student learning and achievement at various levels of the institution. Of noteworthy mention, during the early stages of this evolution, the College—like all institutions of education across the globe—operated under the strains of the COVID-19 pandemic. Despite numerous challenges, including having to suspend assessment activities in early 2020 due to the immediate shift to a lesser-known virtual world for work and learning, there was an unexpectedly constructive outcome. The College was propelled to expeditiously transition its assessment system to a highly user-friendly and accessible web platform with enhanced virtual tools and processes from which we are capitalizing on today. Table S5.1 summarizes City Tech's assessment system changes over the years, inclusive of how assessment data/documentation is collected, archived, reported as well as the overall management of City Tech's assessment cycles and activities.

In practice, based on requirements and feedback from relevant stakeholders, the AIRE Office has streamlined assessment procedures and established a structured, user-friendly process supported by cost-efficient technological tools (e.g., Excel, Dropbox, MS Forms, Tableau). These tools facilitate submission of assessment data and provide timely access to aggregated and disaggregated results. The AIRE Office's website [5.11] has been set up as the official institutional data and assessment platform since 2016, is accessible to the public, and allows both internal and external stakeholders to access more relevant information. After its full migration to the college server in 2023, users gained a more seamless and secure experience. As the main management and communication channel, the dedicated "Assessment" page [5.12] serves as the official college assessment portal, where all relevant assessment information is clearly and structurally listed including but not limited to assessment timelines, planned assessment activities and deliverables by semester, assessment resources, templates, and assessment results (interactive data dashboards and summary reports). In sum, this centralized platform ensures transparency, consistent reporting, and broad availability of assessment data for decision-making and continuous improvement.

FIGURE S5.2 ORGANIZATIONAL CHART OF CITY TECH ASSESSMENT LEADERSHIP

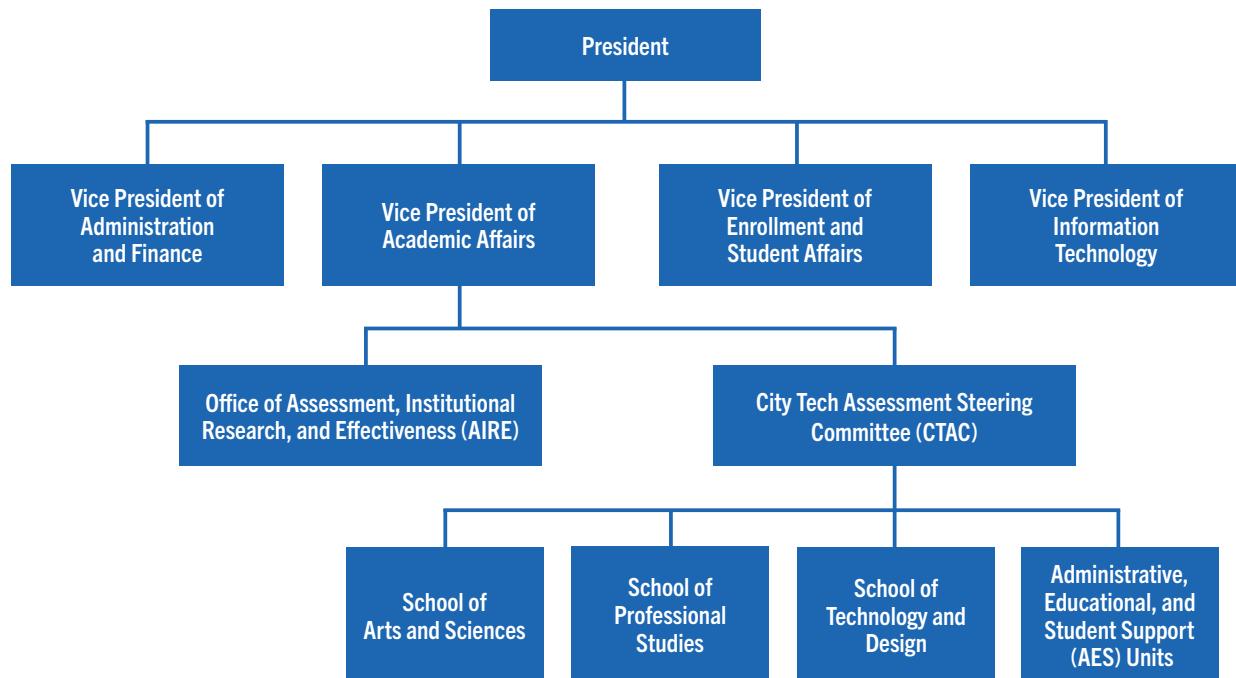


TABLE S5.1 CITY TECH ASSESSMENT SYSTEM CHANGES

TIME FRAME	DATA/DOC COLLECTION	DATA/DOC ARCHIVING	DATA REPORTING	MANAGEMENT
Before 2016	On paper	college S drive for AIRE	Ad-hoc static reports	Email + in-person meetings
2016 to 2020	SNAP Surveys, TK20	college S drive for each department/unit	Ad-hoc static reports	Email + in-person meetings + some AIRE website
2020 to present	Pre-populated Excel templates; Online forms	central archiving via Dropbox, with easy user access control	Interactive data dashboards, online lists, and annual summary reports	mainly AIRE website

a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes

City Tech's assessment framework has been built upon clearly defined, meaningful curricular goals and defensible standards established by academic departments. These standards ensure that student learning outcomes (SLOs) are measurable, appropriate for higher education, and reflective of institutional priorities. This is achieved through the activities noted below.

- **Alignment with Institutional Learning Goals:** As stated in Criteria 1, SLOs are closely tied to the College mission, institutional General Education competencies, and the broader university-wide CUNY guidelines. These alignments support the validity of SLOs and assure the coherence across different levels of outcomes [5.5].
- **Integration of Robust Assessment Instruments:** Faculty employ instruments like VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics [5.13], adapted to meet the unique needs of City Tech's diverse academic programs and to evaluate student performance against clear benchmarks. VALUE is an authentic approach to assessment designed to articulate and measure the skills, abilities, and dispositions that students need and that policymakers and employers demand. It has become the preferred form of assessment—adopted by more than 2,700 colleges and universities worldwide. The VALUE rubrics, developed by the Association of American Colleges & Universities (AAC&U), are a proven methodology to evaluate student performance reliably and verifiably across 16 broad, cross-cutting learning outcomes (e.g., critical thinking, teamwork, etc.). City Tech's 14 Ged Ed competencies adopt AAC&U VALUE rubrics, either the original versions or their internally modified forms [5.14] (vetted by City Tech faculty).
- **Thorough Curricular and Assessment Documentation:** Curriculum maps and program-level assessment plans explicitly demonstrate how program learning outcomes connect to Gen Ed goals and the College's mission. The detailed documentation provides transparency and a structured approach to embedding SLOs across the curriculum [5.5].

b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals

To provide broad access to high-quality technological and professional education for a diverse urban population, City Tech's curriculum is designed to equip graduates with the knowledge, skills, and mindsets needed for success in the workplace, for further study, and for making meaningful contributions in their communities. The College achieves these outcomes through several interconnected strategies noted below.

- **Applied and Place-Based Learning:** Programs integrate hands-on, real-world applications of academic knowledge. Through simulations, internships, cooperative experiences, and capstone courses students bridge theoretical learning with professional practice. For example, through the Undergraduate Research Ecosystem, students engage in inquiry-based projects across disciplines, applying academic theory to real-world problem-solving and data analysis in authentic research contexts [5.15]. In the Human Services department, students participate in supervised internships and field placements within community agencies, applying classroom knowledge in social, health, and human-service settings while developing professional competencies [5.16]. Similarly, in the Computer Systems Technology department, the CST 4916 Capstone Cybersecurity Course [5.17] requires students to research and address real-world cybersecurity challenges, integrating their technical and theoretical training into applied, project-based solutions that mirror industry practice. These experiences collectively exemplify City Tech's commitment to embedding applied and place-based learning across disciplines.
- **Vibrant General Education Foundation:** City Tech emphasizes a robust general education experience. Core competencies such as ethical reasoning, intercultural understanding, teamwork, and civic engagement are cultivated across curricula, equipping students with skills that are essential to making valuable contributions to diverse societal contexts. Table S5.2 summarizes the number of students assessed on City Tech's 14 Gen Ed competencies since 2019.
- **Seamless Transfer Pathways via Articulation Agreements:** City Tech partners with a wide range of institutions to establish seamless transfer pathways that enable students to build on prior learning and continue their education without duplication of coursework [5.18]. These agreements align curricula, streamline credit transfer, and strengthen academic continuity, allowing students to complete their degrees efficiently while gaining the knowledge and skills needed for successful careers, meaningful lives, and—where appropriate—further education. The College regularly reviews and updates its articulation agreements to ensure alignment with evolving academic and industry standards; also evaluates the effectiveness of these partnerships by collecting and analyzing transfer student performance data. From Fall 2018 through Spring 2025, a total of 678 students transferred to City Tech through these pathways, and academic performance data shows that these students perform as well as or better than the general student population in terms of semester GPA [5.19].
- **Periodic Program and Course Assessment for Improvement:** At the institutional level, City Tech's 14 General Education competencies are assessed on a rotating three-year cycle [5.7]. At the program level, all associate and baccalaureate degree programs conduct periodic internal assessments to meet MSCHE accreditation requirements, while 29 active programs also hold discipline-specific accreditation from agencies such as ABET, AAQEP, CODA, ACEN, CSHSE, and NASAD [5.5, 5.10]. Each assessment evaluates student learning outcomes, identifies strengths and areas for improvement, and informs future action plans. Critical courses—those essential to program success or serving as gateway or capstone courses—are periodically reviewed [5.6]. Assessment is continuous and data-driven, and assessment results have been used to enhance curricula and pedagogy. Additionally, in accordance with CUNY's policy, programs without external accreditation undergo external review at least once every ten years [5.20].

TABLE S5.2 NUMBER OF STUDENTS ASSESSED FOR GENERAL EDUCATION AT CITY TECH FROM 2019 TO 2024

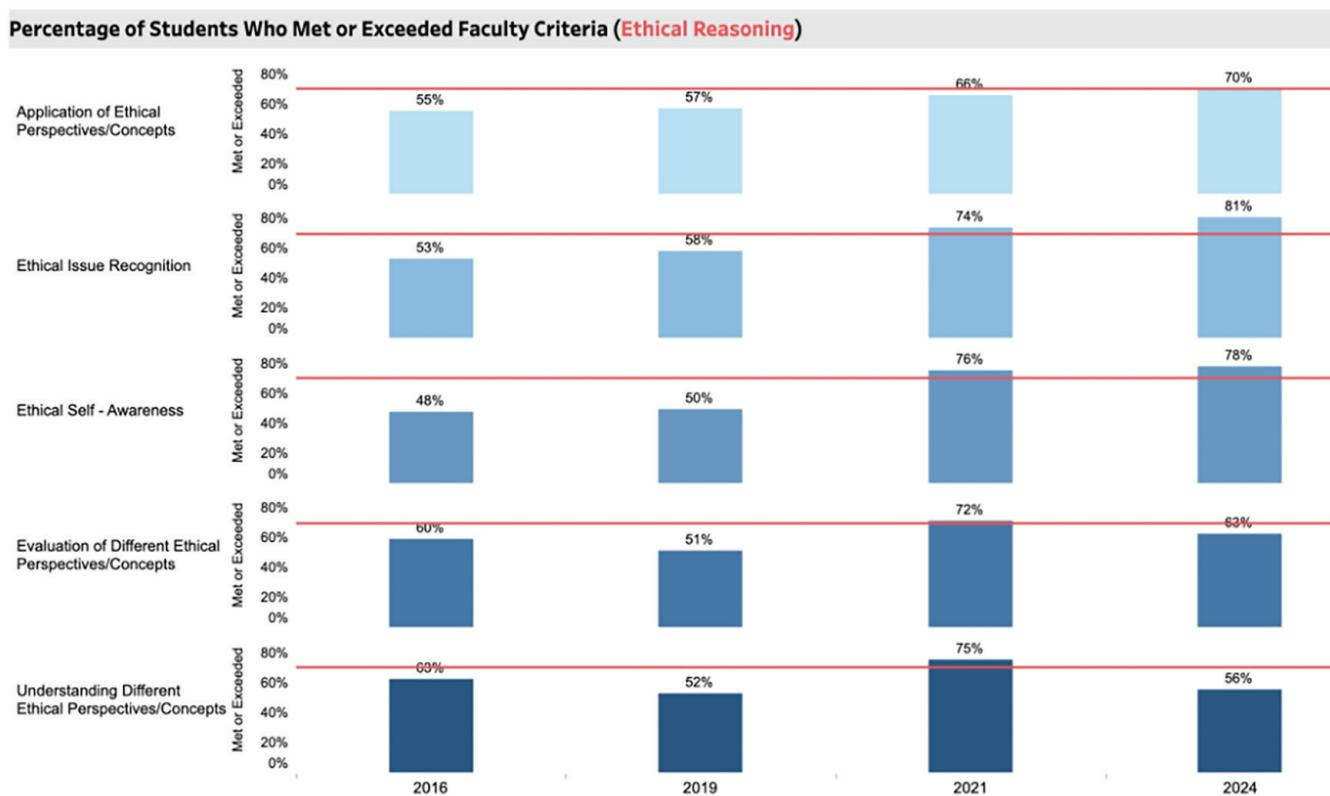
GEN ED COMPETENCY (STUDENTS ASSESSED)	2019	2020	2021	2022	2023	2024	TOTAL
Civic Engagement	195		60			34	289
Creative Thinking		253			208		461
Critical Thinking	379		370			95	844
Ethical Reasoning	233		185			27	445
Foundations and Skills for Lifelong Learning		347			85		432
Information Literacy	233		300			166	699
Inquiry and Analysis		467			172		639
Integrative Learning		243			58	39	340
Intercultural Knowledge and Competence		156			44	73	273
Oral Communication	104			156			260
Quantitative Literacy	409			146			555
Reading	615			84			699
Teamwork	299		148			160	607
Writing	610			84			694
GRAND TOTAL	3,077	1,466	1,063	470	567	594	7,237

To monitor and ensure the effectiveness of student success, the College collects and evaluates data on various dimensions, highlighted below. Please note, the dashboards published on the AIRE office website are accessible to everyone and continuously improved based on user feedback.

- **Student Data Dashboards:** The AIRE Office has developed a set of data dashboards via Tableau on top of vested frozen institutional student data, transforming previous static reports into a user-friendly, interactive, easily accessible, and customizable (i.e., disaggregated data by drilling down) data portal [5.21]. First introduced in 2017 for reporting student enrollment, the dashboards have since been refined and expanded to include degree conferrals, retention, graduation, grades, and graduate employment outcomes (e.g., earnings and employment fields) dating back to 2005. Such student data is presented in frozen snapshots reviewed and certified by relevant college units. Also, the AIRE Office ensures the data matches formal external reporting requirements, such as that from IPEDS. The AIRE data portal has since served as a powerful in-house data tool for stakeholders on monitoring student success and decision-making.

- **Academic Assessment Dashboard:** Aiming to enhance data accessibility and data reporting, the AIRE Office built an interactive academic assessment data dashboard to report results using Tableau [5.22]. It is a public-facing comprehensive data platform that covers assessment data collected college-wide since 2013. Its main features include assessment data records, college-wide Gen Ed competency results, customizable assessment results, results comparisons, and demographics of evaluated students. Users and stakeholders can easily access and check various student success trends. Figure S5.3 is an example of the college-wide ethical reasoning assessment results.

FIGURE S5.3 COLLEGE-WIDE GENERAL EDUCATION ASSESSMENT RESULTS EXAMPLE



- **Graduate Employment Outcome Dashboards:** To better understand graduate success, the AIRE Office customized two wage report dashboards to track one-year and five-year post-graduation earnings of City Tech graduates based on employment data provided by the New York State Department of Labor. In addition, the Post-Secondary Employment Outcomes (PSEO) data explorer from the US Census Bureau containing earning outcomes and employment flows for one-year, five-year, and ten-year postgraduates is used to cross-verify and further monitor the overall success of City Tech graduates [5.21].
- **Student Exit Survey:** At the end of each academic year, graduating students are invited to complete the college exit survey regarding their employment status, perceptions of career preparedness, and plans for future study [5.23]. The survey data helps the College refine programs and student services.
- **Alumni Survey:** Conducted every three years, the alumni survey collects more comprehensive data on graduates' long-term professional trajectories and continued education [5.24]. Questions cover the overall student experience at City Tech, current employment status and location, job relevance to their field of study, current salary range, and how well City Tech prepared graduates for workplace environments.
- **Program Assessment Documentation:** Beyond collecting quantitative data, City Tech is also expanding its data management framework to include qualitative documentation at the program level. Each degree program is required to produce six key files periodically—(1) Alignment of Program Outcomes to the College Mission, (2) Alignment of Program Outcomes to General Education Competencies, (3)

Curriculum Mapping, (4) Program Level Assessment Planning Timeline, (5) Program Level Assessment Report, and (6) Program Level Assessment Report Summary. All are reviewed and stored in a central repository by the AIRE Office. Additionally, an experimental Program Assessment Management Dashboard [5.25] is under development in Tableau aiming to enhance the utility of the assessment results as well as help stakeholders identify issues and guide their ongoing improvements.

c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders

City Tech is committed to sustaining a culture of continuous assessment through robust systems and stakeholder engagement. Highlighted efforts are presented below.

- **Dedicated Assessment Infrastructure:** A new Assessment Portal [5.12] on the AIRE Office website serves as the official centralized repository for all assessment-related resources (e.g., timeline, instructions, data results and reporting, archive center, quick links). Particularly, the newly developed interactive Academic Assessment Reporting Dashboard [5.22] provides real-time access to assessment data results for faculty, administrators, and other stakeholders. Furthermore, the central archival system built upon CUNY Dropbox [5.26] has proven to be a cost-effective solution that offers university approved privacy settings, convenient user rights controls, structured organization, and easy accessibility while requiring minimal maintenance. The streamlined Dropbox archive file system, where only final and reviewed files are stored, effectively addresses past issues with disordered documentation. The Assessment Portal is open access and can be accessed by anyone. Moreover, stakeholders can now readily locate, reuse, and dive deeper into the archives. This enhances overall assessment efficiency and collaboration.
- **Annual Academic Assessment Summary Reporting:** Since 2021, the AIRE Office began compiling annual academic assessment summary reports to document City Tech's academic assessment efforts. These reports detail the completion rates of planned activities, provide a snapshot of activity status, and summarize key results and findings. The reports are published on the assessment portal and are disseminated to governance bodies, academic units, and external stakeholders to inform strategic improvements [5.27].
- **Faculty Engagement and Development:** The College supports faculty through targeted workshops and trainings on assessment best practices, data interpretation, and actionable enhancements. These activities guarantee continuous advancement of student learning outcomes. Additionally, AIRE staff provide one-on-one sessions with faculty and programs upon request. Annually, the Director of AIRE provides presentations on the assessment portal to chairs, program directors, and others.

CRITERION 3

Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness

City Tech actively uses disaggregated assessment data to strengthen student learning outcomes, achievement, and overall institutional effectiveness. Building upon the College's transformed, dynamic assessment system, disaggregated results are captured at multiple levels.

- **Academic and Student Enrollment Characteristics:** Assessment results, mainly through data dashboards, allow users to view disaggregated information by academic and student enrollment characteristics, including admission type (first-time freshmen, continuing, transfer), enrollment status (full/part-time), degree level, school, department, major, STEM/non-STEM, course, and course mode (e.g., online, hybrid, in-person). A good example is the Grade Distribution Dashboard [5.21], which presents interactive data by course, course mode, school, department, term, and grade categories (A, B, C, D, F, Withdrawal, Completion, C-or-Better, and DFW), it enables faculty and administrators to examine course completion, performance and success trends. Analysis of online course DFW rates [5.28] showed a sharp increase during the pandemic—from 14.6% in Spring 2020 to 30.9% in Fall 2021—as instruction rapidly shifted to remote learning; Subsequent faculty development in online pedagogy, expanded tutoring, and improved course design contributed to continuous improvement,

with DFW rates declining to 21.6% in Fall 2024 and 18.1% in Spring 2025. This case demonstrates how the College applies disaggregated data to monitor learning outcomes, evaluate instructional effectiveness, and guide continuous improvement in online course quality.

- **Student Intervention Implementation:** Based on expanded Administrative, Educational and Student Support (AES) assessment [5.8], the College also started to explore student interventions collegewide. Currently, data collection on interventions promoting student success such as Accelerated Study in Associate Programs (ASAP); Accelerate, Complete, Engage (ACE); Search for Education, Elevation and Knowledge (SEEK); Collegiate Science & Technology Entry Program (CSTEP); and First Year Programs (FYP) have been started. These programs are coded as special student groups for data reporting, visualization, and analyses purposes. This expanded AES data collection started its pilot phase in 2024, with a target of full integration in the coming years.

CRITERION 4

If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

Not applicable.

CRITERION 5

Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness

City Tech ensures the effectiveness of its assessment policies and processes through regular review, stakeholder involvement, and follow-up actions, fostering continuous improvement in educational effectiveness. The scheme laid out below depicts City Tech's periodic assessment plan.

- **Scheduled Reviews:** 1) City Tech follows a structured assessment timeline, including a pre-planned Institutional General Education assessment schedule aligned with the MSCHE accreditation cycle, semesterly planned assessment activities and calendar, self-reported annual updates on program assessment (every spring), and critical course assessment (every fall). 2) After each round of Gen Ed assessment data collection, there is a follow-up stage called AEI (analysis of data, evaluation of report, drafting of improvement plan) where the participating departments and school assessment committees are required to review their assessment results and provide feedback on their achieved goals and improvement plans via an online form. 3) Annual Academic assessment summary reports [5.27] compiled by the AIRE Office at the end of every academic year provide comprehensive internal audits of the College's three-level academic assessment efforts.
- **Stakeholder Involvement:** Assessment results and reports are distributed and made available to all stakeholders. Faculty, administrators, and staff collaborate on policy evaluations, fostering a culture of shared responsibility. For example, the General Education Assessment Committee reviews the Gen Ed assessment results, evaluates program assessment reports, provides feedback, and explores assessment utilizing case studies from across the college [5.29].
- **Follow-Up Actions:** The City Tech Assessment Steering Committee (CTAC) and senior leadership (including the School Deans, the Provost & the VPs) periodically review assessment results, feedback, and policies to implement improvements, ensuring continued educational effectiveness.

Conclusion and Future Focus

City Tech has developed an efficient and cost-effective assessment system that features a user-friendly online platform for institutional data and assessment activities (AIRE website), fully supporting Standard V. The system includes a dedicated assessment portal with separate pages for each assessment type, a centralized Dropbox archive for file storage, and interactive dashboards for data reporting with disaggregated data. City Tech's assessment practices and these tools have strengthened institutional effectiveness and data-informed decision-making. Disaggregated data analyses help identify areas of uneven student achievement and inform targeted strategies to improve outcomes. To maximize the system's potential, continued efforts are needed to broaden dashboard implementation, expand faculty training, and better integrate data across academic and administrative units. Emerging new technologies present additional opportunities for innovation and efficiency.

• **Areas for Improvement.** City Tech should: (1) enhance visualization and reporting of institutional data and assessment results through advanced analytics; (2) complete the program assessment management dashboard; (3) incorporate Administrative, Educational, and Student Support (AES) pilot assessment data into all dashboards; (4) continue streamlining AES assessment procedures and finalize the AES assessment handbook; and (5) strengthen communication and use of assessment results through multiple channels.

• **Long-Term Priorities.** Over time, City Tech should: (1) expand intersectional data collection and analysis—particularly from AES units—to better understand and address student achievement patterns; (2) broaden the College’s assessment Key Performance Indicator (KPI) system to monitor progress more comprehensively; (3) promote faculty professional development through innovative assessment practices such as workshops, incentives, and collaborative initiatives aligned with institutional goals; (4) revisit and update the General Education framework to simplify the current 14-competency structure; and (5) explore emerging technologies, including AI-enabled tools, to further enhance assessment processes and continuous improvement.

Endnotes

- [5.1] [CUNY Pathways Requirements](#)
- [5.2] City Tech General Education Learning Goals March 2013
- [5.3] Alignment of City Tech Gen Ed and College Mission
- [5.4] Alignment of City Tech Gen Ed and CUNY Pathways
- [5.5] [City Tech Program Level Assessment Page](#)
- [5.6] [City Tech Critical Course Assessment Page](#)
- [5.7] [City Tech General Education Assessment Page](#)
- [5.8] [City Tech AES Assessment Page](#)
- [5.9] [City Tech AIRE Office: Mission and Functions](#)
- [5.10] City Tech Program Accreditation Schedules
- [5.11] [City Tech AIRE Office Website](#)
- [5.12] [City Tech AIRE Assessment Page](#)
- [5.13] [AAC&U \(Association of American Colleges & Universities\) VALUE \(Valid Assessment of Learning in Undergraduate Education\) Rubrics](#)
- [5.14] [City Tech General Education Assessment Rubrics](#)
- [5.15] Supporting Twenty-First-Century Students with an Across-the-Curriculum Approach to Undergraduate Research
- [5.16] Field Professional Internships in Human Services
- [5.17] [CST 4916 Capstone Cybersecurity Course](#)
- [5.18] [City Tech Articulation Agreements](#)
- [5.19] City Tech Articulation Agreement Result Report
- [5.20] [CUNY General Policy Article 1](#)
- [5.21] [City Tech Data Dashboard Portal](#)
- [5.22] [City Tech Academic Assessment Reporting Dashboard](#)
- [5.23] [City Tech Student Exit Survey Report](#)
- [5.24] [City Tech Alumni Survey Report](#)
- [5.25] [City Tech Program Assessment Management Dashboard](#)
- [5.26] [City Tech Academic Assessment AIRE Archive](#)
- [5.27] [City Tech Academic Assessment Summary Reports](#)
- [5.28] City Tech Online Course DFW Trends
- [5.29] Summative 2024-2025 activities due to assessment

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

Institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

City Tech's planning framework is aligned with the broader CUNY academic mission and guided by CUNY's Strategic Roadmap [6.1]. The annual CUNY Performance Management Process Strategic Alignment Report (PMP SAR) evaluates institutional effectiveness across key areas: academic quality, student success, and fiscal and managerial efficiency [6.2, 6.3, 6.4, 6.5]. This framework is reflected in College's administrative structure, where responsibility and accountability for each domain are assigned to a vice president [6.6]. The PMP SAR outlines the annual goals and objectives developed by senior administrators in collaboration with academic deans, department chairs, faculty, and unit directors for the areas they oversee.

By aligning with CUNY, the college ensures its financial decisions support the overall mission and goals set by the university system. The PMP assessment structure cascades down to inform the goals at the unit level. Each unit within the institution defines and publishes its own goals and how the goals align with the broader college initiatives and CUNY Roadmap. These documents are made available on the college website under the Office of Assessment, Institutional Research, and Effectiveness [6.7]. Once established, these goals serve as key benchmarks for assessing the success of each division or unit. The collection and tracking of these results demonstrate that assessment is an ongoing, dynamic process. To ensure that budgeting, planning, and resource allocation address the institution's most pressing needs, City Tech uses various methods, including surveys, to gather real-world feedback from students and staff.

The college's resource allocation and financial planning and budgeting process is explicitly aligned with departmental goals and institutional priorities. The connection between financial planning and departmental goals is demonstrated through unit-level goals, assessments, and outcomes [6.8]. Departmental needs and objectives inform budgetary decisions, and the resulting outcomes are then assessed via methods that are specific to the goal.

CRITERION 2

Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation

The CUNY PMP and annual college planning processes described in Criterion 1 [6.9], ensure that transparency and inclusion in the College's planning and improvements processes guide practices at all levels. Unit leaders and vice presidents regularly meet with campus stakeholders and institutional committees to gather insights and recommendations for setting goals and targets. The collaborative development of the Mission Statement and Strategic Plan provides an example of comprehensive collaboration. The College uses the Mission and Strategic Plan Crosswalk for unit, divisional, and departmental planning [6.10]. Each Academic Program and each Administration, Educational, and Student Support (AES) unit identifies their mission and documents the alignment of their goals and target with the College's Mission and Strategic Plan.

The College Council serves as the institution's primary governing body, ensuring broad representation of faculty, staff, administrators, and students. Its primary role is to promote inclusive participation in shaping college policies and advising on academic and institutional matters. In collaboration with the administration, the Council fosters shared governance and strategic decision-making. The Council's structure includes specialized subcommittees, such as those dedicated to budget and personnel, providing a comprehensive framework for constituent engagement in planning and policy development.

Students are actively engaged at every level of institutional planning. Beyond their participation in the College Council and its subcommittees, students serve on standing committees such as the Technology Fee Committee and contribute to ad hoc groups like the Campus Website Committee and the AI Task Force. They also take part in routine meetings with Vice Presidents, ensuring their voices are represented in both strategic and operational decisions.

Some examples of constituent participation include:

- Regular department Chair meetings with School Deans for needs assessments [6.11].
- Routine meetings with College Council sub committees with subject matter VP (e.g. CIO or VP of Finance & Administration) [6.12].
- Ongoing collaborations with academic departments and CIO for technology needs.
- Allocation of Student Tech fees by representative committee with student members [6.13].

Data from various student success metrics, such as retention, graduation, and enrollment rates, are used to evaluate how effective initiatives are achieving the desired outcomes. Additionally, student and faculty surveys, along with reports, help assess the efficiency of resource utilization in advancing data-driven institutional priorities. Planning and improvement processes are communicated through Town Halls, Governance bodies, website, newsletters, and through other digital communication modalities.

CRITERION 3

Planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments

City Tech's planning is centered on student achievement and educational outcomes, which are foundational to the College's mission. Key planning goals are driven by initiatives designed to enhance student success and improve educational results. The College's Enrollment Management and Academic Affairs departments work together to align planning efforts aimed at student success, ensuring that goals and targets prioritize support throughout the student lifecycle. Notable examples of these planning initiatives include the establishment of the Student Success Center and efforts to streamline business processes and enhance the student experience. Automating business processes through cross-departmental collaboration and development of in-house applications has been a key focus in improving efficiency and maximizing current resources [6.14].

Enrollment data plays a crucial role in shaping goals, influencing course offerings and the design of the master course schedule. Additionally, data on student academic performance, retention, and graduation rates informs the creation of support initiatives and advisement structures.

Institutional improvement is also a key focus, with investments in technology and facilities infrastructure aimed at providing students and the campus community with the resources and environments necessary to achieve their goals [6.15]. As a college committed to technology, City Tech's IT Strategic Plan exemplifies an integrated planning process with tangible outcomes. This plan not only aims to enhance the educational experience for students but also improves the efficiency of college operations through better processes, tools, and infrastructure [6.16].

The development of a new Master Plan, to optimize space utilization, after consultation with stakeholders across campus, and review of appropriate documentation, is underway.

CRITERION 4

Planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement

Criterion suspended by MSCHE.

CRITERION 5

A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives

The College's financial resources are primarily sourced from a combination of tuition revenue, state and city funding and external grants. The institution employs a multi-layered budgeting process, beginning with allocations from CUNY Central, that are determined by enrollment, personnel and operational needs, as detailed in the FY2024-25 budget report [6.17].

Academic departments submit budget requests to Deans, ensuring that funds are distributed according to programmatic priorities, needs and the college's mission of student success.

Analysis of recent budgets reveals increased funding for research initiatives and programs with higher enrollment [6.18]. This commitment to academic excellence is further demonstrated by the allocation of 55% of core expenses (\$145,629,588 in FY2022) to instruction, with additional support for academic services and student programs. Student engagement is also prioritized, with dedicated budgets for the Student Government Association and student clubs.

The College pursues capital funding from sources such as CUNY, City Capital, and the Brooklyn Borough President's Office, along with the use of Transformational Funds. This is evidenced in the capital project list [6.19] which highlights projects including campus-wide roof replacements, fire alarm upgrades, ADA-compliant bathroom renovations, and the buildup of Hyflex instructional spaces, demonstrating a proactive approach to facility upgrades and long-term planning. Significant investments are made in upgrading computer labs and other technology spaces, supported by Technology Fee funds [6.13]. Collaboration between the Office of Computing and Information Services (CIS) and academic departments ensures that technology needs are met, with a focus on meeting security requirements and keeping up with technological advancements.

The college also prioritizes maximizing existing resources to address funding gaps. This includes leveraging existing technology applications across departments, such as utilizing the CourseDog space allocation system for calendaring and room reservations. Additionally, the college reassigns staff to areas facing challenges, effectively utilizing their expertise and skills to fill critical gaps [6.20].

Despite state funding not keeping pace with rising costs, especially for high-expense programs, City Tech maintains a cautious and conservative budgeting strategy.

CRITERION 6

Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered

City Tech's multi-layered budgeting process begins with CUNY Central, which allocates funds based on various factors, including student enrollment, personnel costs, and operational needs. This approach ensures a base level of funding that reflects the institution's core activities and priorities. However, challenges arise due to the increasing costs of delivering high-expense programs, particularly in fields that require specialized, technical, or scientific resources. To address this, the College adopts a cautious and conservative budgeting strategy, carefully managing resources while prioritizing academic programs and student success initiatives [6.18].

In addition to operating funds, the College makes use of supplementary funding sources to enhance its ability to support key initiatives. The Technology Fee funds are strategically allocated to initiatives that directly impact and support students, such as enhancing digital learning experiences and improving technological tools [6.13]. Meanwhile, Capital Funds are directed toward larger-scale initiatives that address both technology and facilities infrastructure, ensuring that the physical campus and digital systems remain up-to-date and effective in supporting academic and operational needs.

Furthermore, the College effectively leverages grant opportunities to supplement initiatives that support institutional improvements, ensuring that funding is directed toward high-priority areas. For example, the acquisition of the Title V STEM Success Collaborative Grant includes elements directly supporting the College's mission of institutional improvement [6.21]. A key component of this grant is the "Smart Campus" initiative, which focuses on enhancing communications and improving

digital student experiences. This initiative exemplifies how financial planning is used to maximize available funding sources while supporting the institution's long-term goals for improvement and student success.

This comprehensive and strategic approach to resource allocation ensures that City Tech can maintain and improve its infrastructure—both physical and technological—while continuing to provide high-quality academic programs. Some examples of facilities initiatives can be seen in the Administration & Finance newsletter and CIS goals and targets.

Supplemental funding is rarely sufficient to cover human resources costs, which creates operational constraints. City Tech has consistently prioritized the hiring of a diverse and highly qualified full-time faculty, successfully filling multiple positions in the last 4 years. In response to pandemic-related challenges, recent efforts have prioritized recruiting support staff for Enrollment and Student Affairs to help achieve enrollment goals. Hiring administrative offices like Buildings & Grounds and CIS is difficult due to the civil service structure. City Tech addresses this shared CUNY-wide problem by partnering with the CUNY Office of Human Relations Services, recruiting interns, and strategically allocating resources. The recurring theme of continuously streamlining processes and maximizing existing resources for efficient productivity underscores a foundational value of the college.

CRITERION 7

Documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability

As part of the large CUNY university system, which comprises 26 campuses, City Tech operates within a centralized fiscal allocation framework managed by CUNY Office of Management and Budget (OMB). City Tech's operating budget is provided by CUNY Central [6.22], which is funded through contributions from New York State and New York City, as well as tuition revenues collected across all campuses. The budget allocation process at CUNY Central considers various factors, including student enrollment, personnel commitments, maintenance and service agreements, and overall operational requirements [6.18]. Then, based on the budget allocations, financial plans are developed [6.23].

Academic departments, through school deans and unit directors, actively participate in the financial planning process by submitting budget requests and justifying additional needs with supporting rationale. The college also secures capital funding through the CUNY process and receives additional capital funds from the state, the city council, and the Brooklyn Borough President's Office [6.24]. In addition, external grants provide additional funding for institutional initiatives and individual faculty research. Grant funding streams are a significant source of supplemental funding for the College [6.25].

A provision of Governor Hochul's 2023 Operating Support saw \$53 million for the CUNY system, a portion of which goes to City Tech—to hire additional full-time faculty at both four-year colleges and community colleges. In addition, the Governor provided strategic investments, capital support, and part-time TAP support in 2023-2024. These investments and initiatives and CUNY's new *Lifting New York; 2023-2030 Strategic Roadmap* are aligned to incentivize colleges to advance state and university priorities [6.1].

All students at CUNY campuses contribute a technology fee (Tech Fee) to support technology-related needs, such as equipment, software licenses, and other expenditures essential for providing up-to-date tools that advance academic goals. Except for a portion allocated to university-wide initiatives, Tech Fee revenues are retained by individual colleges. The Board of Trustees requires that these funds be utilized promptly to benefit current students across the entire college. The Tech Fee Committee, comprising members from various areas of the college, including student government representatives, evaluates and approves requests.

CUNY oversees the budgeting process, and while City Tech's state funding has not grown at the same pace as rising costs like salaries and benefits, the college remains committed to meeting these challenges. City Tech actively engages policymakers and funders, explores innovative ways to maximize its budget, and seeks new financial resources and grant opportunities to support its students. As the college continues to adapt to the post-COVID educational landscape, it has navigated reduced federal and state funds and a dip in enrollment (though less pronounced than at other CUNY campuses). Despite these obstacles, City Tech

has demonstrated resilience through thoughtful planning, maintaining efficient operations and a strong focus on student success. With prudent use of tax-levy funds and strategic budgeting, the college remains dedicated to advancing its mission and supporting its community.

The institution has documented financial resources, a solid funding base, and well-developed financial plans that are adequate to support its educational purposes and programs, ensuring long-term financial stability. According to City Tech's 2023-2024 Strategic Plan, the college aims to provide students, faculty, and staff with state-of-the-art, environmentally sustainable, and accessible facilities to foster innovation and learning. This includes constructing new facilities, improving existing ones, expanding digital user environments, enhancing library resources, and increasing the availability of flexible instructional spaces.

CRITERION 8

A record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter

As outlined in Criterion 7, City Tech receives its operating budget from CUNY Central [6.18], which is funded by New York State, New York City, and tuition revenues collected from all CUNY colleges [6.26]. Both internal and external audits are conducted regularly [6.27], with CUNY Central performing regular annual audits. Additionally, all auxiliary entities undergo external audits [6.28]. No concerns were reported, and no follow-up actions were required. This aligns with MSCHE's Requirement of Affiliation, which emphasizes the integration of institutional planning with the results of academic and institutional assessments at City Tech.

The audited financial statements are submitted to MSCHE as part of the annual reporting process.

The CUNY Research Foundation (RFCUNY), a 501(c)(3) organization, acts as the fiscal agent for all government grants awarded to City Tech, as well as private grants that fund personnel costs [6.29]. Across all CUNY institutions, RFCUNY manages awards exceeding \$670 million annually. Each July, RFCUNY publishes a consolidated financial statement, which is audited by KPMG [6.30].

CRITERION 9

Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness

City Tech is one of the 26 campuses within the CUNY system. As outlined in Section 6204 of the New York Education Law, CUNY has a governing board of 17 trustees, with 10 members appointed by the Governor and five appointed by the Mayor of New York City with the advice and consent of the New York State Senate [6.31]. The CUNY Board of Trustees (BOT) has oversight over all branches of CUNY and is responsible for governing and administering all constituent colleges [6.32].

The BOT Bylaws outline the authority and duties of the chancellor, president, and deans, department chairs, and faculty at the individual colleges. The Chancellor is appointed by the BOT and serves as the chief executive, educational, and administrative officer. The president of each college is appointed by the BOT upon recommendation of the Chancellor and has full authority over all matters of the college. City Tech's president identifies and implements institutional plans, staffs the organization, allocates resources, and directs the institution toward attaining the goals and objectives set forth in its mission, including the expansion and modernization of the physical structure of the college, the creation of partnerships that benefit the organization, the expansion of faculty lines, and increased emphasis on scholarly work.

City Tech's leadership structure consists of four vice presidents (Academic Affairs, Enrollment Management and Student Affairs, IT and Administration and Finance), the special counsel, and the executive director of Human Resources, all reporting directly to the president. Recognizing the growing importance of technology, the college has restructured the Chief Information Officer/Assistant Vice President of IT position to a Vice President role, also reporting directly to the president. Organizational charts detail the reporting structures within each of the vice presidents' areas [6.33]. City Tech does not have a board of trustees.

The Personnel and Budget Committee (P&B) is chaired by the president and meets at least monthly during the academic year [6.34]. The president provides fiscal updates at most meetings. In accordance with the BOT Bylaws, the college Personnel and Budget (P&B) Committee makes recommendations to the president regarding the appointment, tenure, and promotion of academic personnel following recommendations made at the department level. The P&B consists of 31 voting members—the chairs of the 28 departments (which includes the library), the Provost and VP of Enrollment Management and Student Affairs. The executive director of the Office of Human Resources and Labor Designee serves as secretary to the committee. Minutes of P&B meetings are available in Human Resources.

Planning and decisions regarding the allocation of resources at the college, division, and department levels in support of the college's mission and strategic plan follow the clearly delineated assignments of responsibility and accountability as outlined above [6.35]. There are both top-level planning and a bottom-up feedback loop that allow strategic allocation of resources that considers the actual administrative and academic needs of the constituents. The leadership at the divisional level plans the allocation of resources, that have in some cases become scarcer since the pandemic, by considering departmental requests by chairs and directors, which are informed by faculty and student needs [6.36]. Primarily, decisions to fund capital and equipment, staffing, funding for travel, training, and student activities are made to support and promote student learning outcomes and research, as well as faculty instructional and research activities. Student participation is evident in various levels of decision-making as well. Students are invited to participate in College Council, Student Technology Fee Committee and meet with campus administration for addressing strategic outcomes and needs. Also considered are urgent considerations like broken equipment, academic program-related upgrades.

CRITERION 10

Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

Institutional planning at CUNY integrates goals for facilities, infrastructure, and technology. CUNY develops an annual capital budget with a five-year request, a process that takes about six months, beginning in April after the state budget is finalized [6.34]. Meetings are held with senior staff at every college to discuss the progress of existing construction projects, priorities, costs, and procurement. Campus and CUNY facilities planning, construction, and management staff refine details of projects, incorporate the results of state and city budgets, and updates scopes and costs. College presidents then approve their college programs and priorities, which are presented to the CUNY Board of Trustees [6.15].

City Tech's capital projects result from meetings and collaboration with academic departments and stakeholders. Facilities needs that relate to expansion or support of academic programs are often prioritized. The College also prioritizes projects to address maintenance needs. This includes improvements in HVAC systems, refreshing corridors and open spaces, improvements in the electrical infrastructure and upgrades of facilities security systems [6.37].

City Tech's IT department collaborates with CUNY central on technology initiatives to support broader University-wide strategies and goals relating, in particular, to Cybersecurity compliance and requirements and infrastructure upgrades [6.38]. The initiatives are reflected in the University Wide Initiatives that are funded by the College's Technology Fee. The College constructs a Technology Strategic Plan led by the Chief Information Officer with input and in collaboration with campus-wide constituents including the College Council, Academic Affairs, and other stakeholders such as the Director of Academic Technologies and Online Learning and campus Deans. The Chief Information Officer further creates and executes annual Goals and Targets for the Office of Computing & Information Services for planning for projects, upgrades, and maintenance.

To meet the growing need for network bandwidth and support for Bring Your Own Device (BYOD), campus wireless network infrastructure continues to be prioritized. Recognizing the growing importance of Artificial Intelligence in higher education, particularly its impact on teaching, learning,

and work, the college has prioritized this area. The college's strategic approach to navigating this period of change is evident in the formation of an AI and an IT Task Force, comprised of IT and Academic Affairs leadership, along with broad campus representation.

Upgrades to wired and wireless infrastructure are underway on campuses to enhance bandwidth and accommodate anticipated technology infrastructure needs. Recent demands on information infrastructure have pushed City Tech and CUNY to focus on improving Cybersecurity and business continuity infrastructure. CUNY has implemented a partnership with the NY State Security Operations Center and has implemented endpoint and perimeter support appliances and tools to improve campus cybersecurity posture [6.14]. The College's firewalls were recently upgraded, and new software has been and continues to be deployed to monitor security threats. Improved collaborations and partnerships with campus academic Lab Technicians and the College CIS team has reinforced the notion of a mutual focus on cybersecurity improvements.

CRITERION 11

Compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations

The College is responsible for demonstrating compliance under a variety of programmatic laws and regulations demonstrated in the institutional affiliation and compliance section of the report [6.39, 6.40, 6.41]. Financial audits are conducted externally and internally. CUNY also conducts audits on a yearly basis. External auditors such as KPMG conduct audits of all auxiliary entities' [6.27] financials [6.30].

The college participates in all federal and state financial aid programs. Financial aid is available to students in the form of grants, loans, and work-study. The college has a well-developed website that connects students to federal, state, and college information on how to apply. In addition, the Office of Financial Aid offers online, and in-person help regarding specific application procedures, eligibility requirements, rights, responsibilities, methods for selecting awards, and answers to frequently asked questions [6.42]. The Bursar's Office is committed to helping students understand tuition bills, fees, taxes, and helping with resources [6.43].

City Tech must adhere to numerous information security compliance requirements, including those from CUNY and government regulations, to protect data privacy and ensure accessibility [6.44]. The college maintains a strong information security program to meet these regulations. Annual IT security attestations verify compliance with government and industry standards, such as GLBA, and data classification and protection standards [6.45].

CRITERION 12

Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals

The college, divisions, and departments have strategies in place to measure and assess the adequate and efficient utilization of institutional resources to support the college's mission and goals. City Tech is continually measuring the adequacy of the institution through the utilization of the City Tech 2024-2029 Strategic Plan, annual goals and targets processes, and assuring goals and objectives are supported and realized through surveys and reports. The annual CUNY Performance Management Process allows for linking planning and goals initiated by the university to be integrated by City Tech and then assessed. The CUNY Performance Management Process (PMP), as described in Criterion 1 above, has provided a sustainable measurement tool to improve effectiveness and transparency. CUNY PMP data are analyzed and evaluated. The college then addresses shortcomings formally in the next year's goals and targets, reviews progress and adopts and implements improvement strategies. Development of a new Master Plan, to optimize space utilization, after consultation with stakeholders across campus, and review of appropriate documentation, is underway.

On the unit levels, there is a mix of informal and structured strategies utilized for the purposes of assessment of the efficient utilization of institutional resources. Schools and offices meet annually to discuss their budget which includes department chairs and lab directors to determine priorities and re-evaluate the previous years' allocations. This includes resources such as Tech Fee and Perkins funding for career-focused associate degree programs, funded by NYSED, with outcomes submitted and assessed annually. Departments

across the college assess students for success in achieving learning outcomes. Buildings and Grounds conducts internal and external inspections and audits its ticketing system to assess the quality of capital and equipment, and responses to reported needs. Informal strategies include observations by experienced staff and faculty about whether and how equipment and rooms are used, engagement at events, faculty production, and other indications of productive uses of resources. At the stage of strategic planning at all levels, the various assessments discussed here are considered and helps determine future allocations.

CRITERION 13

Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

The Office of Assessment, Institutional Research, & Effectiveness (AIRE) website publicly communicates assessment results and how they inform planning, including system-wide assessment results [6.46], such as the PMP Reports, the Strategic Plan monitoring, the assessment results of divisions, academic departments, and AES units' strategic initiatives [6.7]. Institutional effectiveness and progress on the Strategic Plan are continually monitored and publicized on the website.

Additional assessment processes include regular collaborations and meetings with campus stakeholders to determine effectiveness of projects and project outcomes [6.47]. This is reflected in the unit goals and targets. Once established, these goals serve as key benchmarks for assessing the success of each division, unit, service or program. The collection and tracking of these results demonstrate that assessment is an ongoing, dynamic process. To ensure that budgeting, planning, and resource allocation address the institution's most pressing needs, City Tech uses various methods, including surveys, to gather real-world feedback from students and staff. All CUNY funded initiatives such as First Year Programs/Coordinated Undergraduate Education (FYP/CUE) and New York City Men Teach (NYCMT) require annual reports and assessment.

Conclusion and Future Focus

The College's planning processes, resources, and structures are well-aligned and adequately support its mission and goals. The institution regularly evaluates and enhances its programs and services, effectively addressing both opportunities and challenges. Accordingly, City Tech meets Standard VI. Institutional priorities are determined based on the broader CUNY Roadmap, which serves as the driving force behind the college's larger goals and targets, ensuring that the college's planning is aligned with the CUNY system's performance metrics and strategic direction. Unit leaders and Vice Presidents regularly meet with campus stakeholders and institutional committees to gather insights and recommendations for setting goals and targets. Constituents participate through various channels, including regular departmental meetings, routine meetings with College Council sub-committees, and ongoing collaborations with campus leadership. Planning and improvement processes are communicated through Town Halls, governance bodies, websites, newsletters and other digital communication methods. City Tech allocates funds based on prior year budgets and university allocations. Unit budget adjustments are driven by initiatives that align with campus goals. Due to the resource challenges inherent in a specialized technological institution, City Tech employs a cautious and conservative budgeting strategy, prioritizing academic program needs and student success initiatives while supplementing this with alternative funding from sources like the Technology Fee and Capital budgets for larger projects. Human resources remain a challenge due to civil service recruitment complexities. Consequently, the College focuses on maximizing existing resources and streamline business processes to improve efficiency. The adequacy of institutional resources is measured through the annual goals and targets process, with feedback gathered from surveys, reports, and community satisfaction. Student enrollment, retention, and graduation rates serve as critical data for evaluating resource allocation efficacy.

Although City Tech employs robust budgeting and planning processes, the broader college community often lacks visibility into the details. To address this, City Tech should improve communication of these processes through a more structured and organized approach. While campus-wide assessments are conducted regularly, departmental and specific initiative assessments are less consistent. Increasing the frequency and regularity of such assessments would improve overall evaluation.

Endnotes

- [6.1] [CUNY Lifting New York; Strategic Roadmap](#)
- [6.2] PMP 2018-2019
- [6.3] PMP 2020-2021
- [6.4] PMP-2021-2022
- [6.5] PMP-2023-2024
- [6.6] Org Chart_Admin and Finance
- [6.7] CISGoalsTargets 2024
- [6.8] [AES Missions and Alignments](#)
- [6.9] CUNY Personnel-Budget-Committee Proceedings & Departmental Elections
- [6.10] [City Tech CIS Mission](#)
- [6.11] A&S Notes for Chairs Meeting 12-5-23
- [6.12] CollCouncilComments&Questions for CIO
- [6.13] TechFee2023-2024
- [6.14] CIS Projects (2019-2024)
- [6.15] AdminFinNewsletters (2021-2023)
- [6.16] ITStrategicPlan2024-2028
- [6.17] FY2024-25 Budget Report
- [6.18] ExpenseAnalysis
- [6.19] CapitalProjectList 04.09.2024
- [6.20] Discussion-VPSone
- [6.21] Student Success Collaborative
- [6.22] FY2025-University-Budget-Request
- [6.23] TS_Budget-Enc_FY2024-25_10-03-2024
- [6.24] CUNY Five-Year Capital Improvement Plan FY2023-24throughFY2027-28
- [6.25] Grant-year-end-summary-FY-2024
- [6.26] CUNY-Cash-Accountability-Policy
- [6.27] RelEntitiesAuditedFinStmt
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- [6.29] AuxiliaryEntBdGuidelines(2023)
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- [6.36] A&S 2023-2024 Goals&Targets with Outcomes
- [6.37] CapitalProjectList(04.09.2024)
- [6.38] FY25 UWI cost estimates
- [6.39] Verification of Compliance 2025
- [6.40] City Tech 2023-2024 CUE Year-End Report
- [6.41] Program Participation Agreement_ECAR
- [6.42] [City Tech Office of Financial Aid](#)
- [6.43] [City Tech Bursar's Office](#)
- [6.44] [CUNY Digital Assets Policy](#)
- [6.45] [CUNY GLBA Policy \[48\]](#)
- [6.46] [City Tech AIRE Surveys](#)
- [6.47] CollCouncilTechCommStaffSurveyResults (2023)

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

City Tech exhibits the following characteristics and/or engages in the following activities:

CRITERION 1

A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including institution's legally constituted governing body, administration, faculty, staff and students, as well as any related entities

As a constituent college of the City University of New York (CUNY), New York City College of Technology is a part of long-established and clearly delineated governance infrastructure, which functions at both the campus and the university level. CUNY is guided by a governing board of trustees [7.1], of which the chair, the vice chair, and eight other trustees are appointed by the governor, while the mayor appoints an additional five other members. The CUNY Board of Trustees (BOT) is empowered to adopt or amend the CUNY bylaws, which are the highest source of policy with the university system.

The chairs of the University Faculty Senate (UFS) [7.2] and the University Student Senate [7.3] serve in an ex officio capacity, the former in a non-voting capacity, to avoid any conflict of interest. The University Faculty Senate's mission is to represent the faculty, both full and part-time, in shared governance, by collaborating with senior and central administration, sharing information and making recommendations regarding policy and procedure, and to act as a communication liaison between faculty and administration. The UFS is composed of nearly 140 senators elected across constituent campuses, with their efforts coordinated by an Executive Committee and a number of sub-committees [7.4]. The CUNY University Faculty Senate includes 34 student representatives, elected during the annual spring elections for student government. The University Student Senate is the corresponding representative governing body for CUNY students.

City Tech is one of 11 senior colleges among CUNY's 26 campuses. CUNY has a governance structure that serves the university's mission, as reflected in state education law. In fact, references on CUNY's website links the university's mission directly to the state's legislative body: "The legislature intends that the city university of New York should be maintained as an independent system of higher education governed by its own board of trustees responsible for the governance, maintenance and development of both senior and community college units of the city university." [7.5].

The BOT conducts itself pursuant to the provisions of the BOT Bylaws, which are available for review on the university's website [7.6]. Effective at the June 27, 2022 BOT meeting, a new structure was adopted to better balance the responsibilities of trustees, and to enact best practices with strategic discussion of proposals and recommendations for the board at a preceding committee level [7.7]. The composition of these committees, as noted in the CUNY Manual of General Policy, is determined by the BOT chair, but generally include members nominated by both the UFS and the USS [7.8]. Committee meetings feature public sessions, as is the case for the regular board meetings, notices of time, place, and agenda, as well as summaries of board actions and approved minutes for meetings are posted online [7.9]. All BOT meetings are streamed live at the BOT website, and a webcast archive of all meetings is maintained [7.10].

The BOT Bylaws defines the titles and outline the authority and duties of all administrative and instructional staff, including the university chancellor and administrators, and the president, vice-presidents, deans, department chairs, and faculty at the individual colleges. The chancellor is appointed by the BOT and serves as the chief executive, educational and administrative officer. The president of each constituent college is appointed by the BOT upon recommendation of the chancellor and has full authority over all matters of the college. Specifically, the president of the college is an "advisor and executive agent of the chancellor ... with full discretionary power to carry into effect the bylaws, resolutions, and policies of the board, the lawful resolutions of any board committees, and policies, programs, and lawful resolutions of the several faculties and students where appropriate" [7.6].

Section 2.08 in Article II of the CUNY Manual of General Policy addresses the power of individual colleges to establish their own governance plans “within a basic framework of rights and responsibilities,” and provides that duly adopted college governance charters govern and establish college policy [7.8]. Further, Article VII of the BOT Bylaws determines that college governance charters establish college policy on all matters except for those specifically reserved by the BOT Bylaws, state laws or collective bargaining agreements [7.6]. City Tech’s current governance plan was approved by City Tech’s College Council on March 16, 2010, by the faculty on April 30, 2010 and by the CUNY BOT on June 24, 2013. City Tech’s Plan of Governance for New York City College of Technology, which is available online, addresses a number of governance-related issues, including the constitution of College Council, departmental elections and administrative accountability [7.11].

While the CUNY Bylaws provide rules governing the entire university, campus governing bodies are given wide berth for self-governance [7.6: Articles VIII, Sec. 8.11; IX, 9.9; XV, 15.6]. College Council is the shared governance body of City Tech. It operates under a dual mandate: to “establish(es) policies that affect students and curriculum, and collaborate(s) with the administration in an advisory capacity on issues that shape the academic and physical environment.” Membership is outlined in Part I, Article II, of the governance plan [7.11], and includes ex officio members with voting rights (e.g., president, provost, all vice presidents, deans), chairs and elected delegates from each instructional department, elected representatives for each voting unit, elected delegates-at-large, and student delegates. Two student delegates are elected by the campus’ Student Government Association, while registered students in each of the three academic schools may elect four other students per school to represent their interests and concerns [7.11]. Thus, the composition of College Council provides a forum for all constituent groups in the college community to have a voice in campus matters. The College Council annually elects a chair, vice-chair, and secretary to serve as officers, whose responsibilities are defined in Article III of the governance plan [7.11].

The College Council is analogous to what other institutions may refer to as the Faculty Senate, and is responsible for curricular and programmatic policy decisions related to the college’s academic offerings, as well as the development, evaluation, and modification of student-related policies. It considers such matters as student recruitment and retention, the handling of student complaints regarding faculty, student disciplinary matters, the establishment and assessment of academic standards and the granting of degrees, and other associated activities [7.11]. The College Council also provides ongoing assessment and updated guidelines for faculty personnel practices, including reappointment, tenure, and scholarly leave [7.12], and makes recommendations for budgetary expenditures, resource allocations, technological and physical infrastructure planning, and the evaluation and revision of governance-related policies in response to campus needs [7.11].

The college governance plan is augmented and codified by a separate set of procedures defined in the Bylaws for New York City College of Technology. Both governing documents have been written and amended in compliance with the CUNY Bylaws [7.6, 7.11, 7.13]. The governance plan also outlines the power and duties of College Council committees in Article V. College Council is made up of seven Standing Committees: Budget, Building and Grounds, Curriculum, Legislative, Personnel, Students, and Technology. The Curriculum, Students, Legislative and Personnel Committees are policy-making bodies, while Buildings and Grounds, Budget and Technology Committees play an advisory and consultative role, intended to represent and support the perspectives and interests of the college community to campus administration. Each committee elects its own chair and secretary. Standing committees meet once a month for deliberation and report to the entire College Council, when appropriate, at the monthly General Meetings of the College Council [7.14]. Current membership is available online [7.15].

There are also five independent committees, including the Faculty-Student Disciplinary Committee, the Auxiliary Enterprise Board, and the College Association Board [7.16]. The organization and composition of these committees is guided by the provisions of the Bylaws of the CUNY Board of Trustees [7.6] and include both elected faculty and student representatives. The aforementioned bylaws, which were approved by College Council on May 31, 2001 (most recently amended May 2, 2023) were “developed to define procedures necessary for orderly functioning of the College Council and other bodies described in the college constitution.” The campus bylaws address a number of matters, including the procedures and eligibility for college-wide and departmental elections [7.13].

At the academic department level, the chairperson serves as the executive officer. At City Tech, there are currently 28 chairpersons who are responsible for carrying out the department's policies as well as those of the faculty and BOT. In each department, the chairperson and four other departmental (or ad hoc, in smaller departments) faculty members constitute the departmental appointments committee, which is responsible for making recommendations to the college Personnel and Budget Committee (P&B).

In accordance with the BOT Bylaws, the college Personnel and Budget (P&B) Committee makes recommendations to the president regarding the appointment, tenure, promotion, and scholarly leave of academic personnel, following recommendations made at various preceding levels. The Guidelines for Faculty Personnel Processes, developed and approved by the College Council (last updated in spring 2025), delineate the college procedures and assessment criteria for these personnel actions, including the roles and responsibilities of departmental appointments, peer, and ad hoc committees [7.12]. Voting members of P&B include the chairs of the 27 academic departments, the chief librarian, the VP of Enrollment Management and Student Affairs, and the Provost. The executive director of Human Resources and Labor Designee serves as secretary to the committee. P&B meets regularly during the academic year; minutes of each meeting are maintained, but P&B discussions and votes are confidential [7.17].

City Tech's Student Government Association (SGA), consisting of an executive board and the SGA body, represents City Tech's students on all college policy issues. As outlined in the SGA Constitution, which was approved and ratified in October 2016, the executive board, all elected by the student body annually, includes the president, vice president, chief justice, treasurer, secretary, social director, and part-time/evening student representative. The SGA body is comprised of the seven executive officers and 13 elected senators. The powers and duties of the Executive Board and the SGA Body are outlined in the SGA constitution [7.18].

The CUNY BOT Bylaws also establish the relationship between units of the university and related entities, particularly Auxiliary Enterprise Corporations [7.6, Article XVI, 16.10]. At City Tech, the CUNY Related Entities Group is represented by the following separately incorporated, nonprofit organizations: The Alumni Association, The College Association, The City Tech Foundation, Our Children's Center, and others [7.19]. The Auxiliary Enterprise Corporations, known at City Tech as the Auxiliary Enterprise Board (AEB), provides oversight and supervision of all City Tech related entities and auxiliary services, such as childcare centers, food services, bookstores and campus stores, and other related services. The AEB is governed by the nonprofit Auxiliary Enterprise Board of New York City College of Technology, Inc. (Corporation) and its 13-member Board of Directors, which is chaired by the College President. The Auxiliary Enterprise Board of Directors (AEB) consists of three administrators, two faculty members, and five students. The faculty members are appointed by the president from an elected panel of four. The AEB is subject to Guidelines approved by the CUNY BOT on December 04, 2017 [7.20] and the Bylaws of the CUNY BOT.

In addition to the CUNY Related Entities, City Tech is also assisted in identifying funding opportunities, procurement, and management in support of its research and sponsored programs by the Research Foundation of CUNY (RFCUNY). RFCUNY is a nonprofit corporation responsible for expenditure controls and management, fiscal stewardship and reporting, and audit compliance and resolution of external grants. RFCUNY collaborates with the college in the negotiation of facilities and administrative (F & A) costs and employee benefit rates, as well as with effort reporting and compliant cost-sharing practices. RFCUNY offers pre-proposal support, serves as the joint grantee on all grant applications and as a fiscal agent on behalf of the college, and provides post-award fiscal and administrative sight for campus research projects and sponsored programs [7.21].

The college and university's well-established and publicly articulated governance structure is augmented by the collective bargaining agreements through which employees, particularly the instructional staff, have the opportunity to engage in labor negotiations and redress of grievances. The Professional Staff Congress is the "...exclusive collective negotiating representative under the Public Employees' Fair Employment Act" for CUNY's instructional staff, except for excluded titles. The policies and resolutions of the BOT, as well as college governance plans, are subject to the stated terms of the collective bargaining agreement in effect [7.22].

CRITERION 2

A legally constituted governing body that

a. Serves the public interest ensures, that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution and is ultimately accountable for the academic quality, integrity, planning and fiscal well-being of the institution

Local governance at City Tech is active, widespread, and multi-layered. Numerous bodies exist through which the administration implements local governance decisions, often with the input of instructional staff, non-instructional staff and students who participate in a system of shared governance at the college. These groups include the president's cabinet, the college-wide personnel and budget committee (P&B), Departmental Appointments Committees (DACs), the College Council, and the Student Government Association (the SGA). The president is the college's chief executive officer and is assisted by four vice-presidents. The job descriptions of these senior administrators clearly outline their roles and responsibilities [7.23, 7.24, 7.25, 7.26, 7.27]. Other senior members of administration, including the Associate Provost, three academic deans and various department directors, assist the senior administration in managing the affairs of the college.

The Personnel and Budget (P&B) committee, typically meets eight or more times during the academic year and votes annually to recommend junior faculty reappointments, faculty fellowship leave applications, and faculty promotion applications. P&B meetings are an instrument through which department chairs and the senior administration share information.

At the department level, full-time faculty elect chairpersons for a three-year period per the CUNY Bylaws [7.28]. Department Appointments Committee (DAC) are responsible for making recommendations to the P&B Committee regarding full-time faculty appointments, reappointments, reappointments with tenure, fellowship/scholarship leaves, and the promotion of part-time faculty. They are also responsible for approving faculty multiple position reports and peer observation schedules [7.29, 7.30, 7.31, 7.32].

The Vice President for Finance and Administration reports to the president and is responsible for the fiscal well-being of the college. The Budget Committee of the College Council is “responsible for recommendation, review and evaluation of policy relating to the financial planning, budget allocations, the use of allocated funds and long-term planning of the college” [7.11, Article V. D. 10].

b. has sufficient diversity, independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other influences to interfere with their governing responsibilities

City Tech employees are subject to several college, university, and New York State laws and policies designed to help ensure independence and avoid undue influences and conflicts of interest [7.30, 7.31, 7.32]. For example, all employees must comply with CUNY's Conflict of Interest Policy, which states that “all [university] activities shall be conducted in accordance with the highest standards of integrity and ethics....” This policy includes several general standards of conduct including a prohibition on accepting other employment that will impair independence of judgment. Employees are also subject to the New York State Public Officers Law and Civil Service Law, including Section 73-2, which requires decision-makers to file annual financial disclosure statements. Strict workload rules apply to faculty and staff members. Faculty must adhere to the CUNY Board of Trustees Statement of Policy on Multiple Positions by completing multiple position forms each semester [7.29, 7.33].

c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution

As previously noted, CUNY and City Tech have a complex, multi-tiered governance structure that emphasizes collective decision-making and self-governance (Table S7.1). BOT Bylaws, for example, clearly outline the power and duties of the chancellor, president, and individual colleges. In addition, members of the various governing bodies on campus are elected to their positions and must meet specified qualifications in the Bylaws and Governance Plan. Curricular changes are initiated and approved at the departmental level in

consultation with the departments advisory committee (when relevant) and are vetted and approved by the College Council and CUNY BOT. Hiring, promotion, and tenure recommendations begin at the department level, then are vetted by the appropriate Dean's office and the P&B which makes recommendations to the president, whose decisions must also be approved by the CUNY BOT. This system of checks and balances prevents individual members from interfering in the day-to-day operations of the institution. The Governance Plan has several provisions providing that individual members of College Council do not have the authority to act on behalf of the council [7.11, Articles III.A.7, III.B.6, III.D.8, V.B.9].

TABLE S7.1 CITY TECH GOVERNING BODIES OFFICE/ORGANIZATION

CITY TECH GOVERNING BODIES OFFICE/ORGANIZATION	RESPONSIBILITY
President	Conserving and enhancing the educational programs of the college and providing leadership to the college community for the purpose of achieving these ends.
Provost and VP for Academic Affairs	Chief Academic Officer responsible for overall academic quality, teaching and learning, faculty scholarship and research, and interfaculty collaborations.
Department Chairperson	Executive Officer of the Department. Assigns faculty teaching schedule; chairs departmental Appointments Committee. Chairs departmental meetings where curricular changes must be approved at the departmental level. Department representative to the P & B committee
Personnel and Budget Committee	Review of the candidacies of faculty members for appointment, reappointment, promotion and tenure and recommendation to the president.
College Council	Body which establishes college policy on all matters except those specifically reserved by the bylaws of the state of New York, by the bylaws of the Board of Trustees of the City University of New York and the collective negotiation agreements in force. Most active in approving curriculum [7.11, Part 1].
Departmental Appointments Committee	Review of the candidacies of faculty members for appointment, reappointment, promotion and tenure at the departmental level and recommendations to Personnel and Budget. Review of multiple position forms.

d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management

The College Council Curriculum Committee evaluates curriculum, [7.11, Article V.D.8] including the review of proposals to develop and/or modify curricula, and to formulate curriculum policy, as discussed in Standard III. Online records indicate that 10 major modifications were presented by the Curriculum Committee to College Council in the years 2023 and 2024, [7.34]. New programs (Baccalaureate, Associate, Certificates and Academic Minors) undergo further review and approval at CUNY Office of Academic Affairs, the Board of Trustees, and the New York State Education Department.

Other policies to assure quality teaching and learning include college wide student evaluation of teaching, and yearly peer classroom observations at the departmental level (Standard III, Criterion 8), and college-wide assessment of learning at the course and program level (Standard V, Criteria 2b and 3c). Course outlines must include learning outcomes and assessment [7.35] and are posted on departmental websites. New programs must have assessable programmatic goals and must demonstrate that they are projected to be financially sustainable when figuring in the cost of equipment and supplies, faculty, and revenue generated by tuition [7.36].

The Legislative Committee sponsored a recent amendment to executive search procedures including the formation of search committees. The Personnel Committee established a process for adjunct instructor promotion. The Committee on Students updated the Grade Appeal process by developing graphical informational material and revising the wording to simplify the Grade Appeals process and form [7.37].

As described in more detail in Standard III, teaching is evaluated in accordance with the collective bargaining agreement. Every semester, faculty's teaching is evaluated by students [7.38] in accordance with contractual guidelines. The results of the Student Evaluation of Teaching (SETs) are included in the faculty member's personnel file, their annual evaluation, and are considered in promotion and tenure review in P&B. Teaching is also observed by a peer designated by the Departmental Appointments Committee or chair, in accordance with the collective bargaining agreement.

e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution

The Vice President for Finance and Administration reports to the president and is responsible for the fiscal operation of the college and the development of plans and procedures that are congruent with sound business practices and academic objectives. The Budget Committee of the College Council is “responsible for recommendation, review and evaluation of policy relating to the financial planning, budget allocations, the use of allocated funds and long-term planning of the college” [7.11, Article V. D. 10]. The Budget Committee is also required to produce a report to college council every academic year. The Budget Committee meets six times per academic year with the Vice President for Administration and Finance. The president also attends the monthly College Council general meetings and makes a report to the body as a whole. The president's report provides information on matters of budget and administration with an opportunity for questions and responses from those in attendance. The college is audited annually.

The City Tech Foundation is a 501(c)(3) not-for-profit corporation chartered in 1981 under the laws of the State of New York. It is charged with the solicitation and acceptance of gifts to the college in support of City Tech's educational mission and programs. In addition to raising in excess of one million dollars for a variety of student scholarships, support of undergraduate research, faculty professional travel, and other financial assistance programs, the foundation has secured a million dollars more in recent years in donated equipment to enhance both the educational and operational activities of the college. Decisions are discussed and voted upon at Board meetings [7.39].

f. appoints and regularly evaluates the performance of the Chief Executive Officer

The appointment of a president follows the CUNY guidelines for presidential searches and must be approved by the chancellor and the Board of Trustees [7.40]. The president is evaluated in accordance with the policy for executive evaluation as outlined in CUNY Policy 5.05 Chancellor and Presidents, Review and Assessment [7.41]. The criteria for evaluation include academic leadership, administrative leadership, relationship with the college community and role outside the college. The college president has had a biennial evaluation meeting with the chancellor (since 2017-2018. Annual meetings previously). The content of the meeting is then summarized in an annual evaluation letter from the chancellor to the president.

g. is informed in all its operations by principles of good practice in board governance

The governing bodies on campus are charged with guiding the overall direction of the college. The Board of Trustees approves the operating and capital budgets that the college president recommends, as well as any curricular changes. The President and Vice President of Administration and Finance supervise investment in the college's infrastructure at the local level, and oversee campus real estate and long- range physical planning. College Council exercises prior review and approval concerning changes in major policies, such as those in instructional programs and admission. DACs review hiring of faculty members and CLTs at the department level. Thus, it is imperative that these governing bodies and others, agree to abide by certain principles to ensure that personal and external bias do not influence policy. Further, best practices with regard to data collection and analysis, representation of the diversity of stakeholders, the use of key decision-makers, and the validation of policy decisions with respect to feasibility and transparency are followed. Lastly, closing the loop, the effectiveness of policy is assessed through well- defined processes.

h. is not chaired by an institutional or system representative to avoid conflict of interests

The CUNY Board of Trustees is responsible for setting policy in financial affairs at the University. The chair of the CUNY Board of Trustees is appointed by the Governor of New York. Currently Mr. William C. Thompson Jr., B.A serves as chair with a term ending in June 2029. He is a partner at an investment firm and not an institutional or system representative of CUNY. Outside of his role as chair of the Board of Trustees he has no other affiliation with CUNY.

i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest

Myriad rules and regulations at the college, university, and state level help ensure independence and the avoidance of undue influences. For instance, the CUNY Conflict of Interest Policy provides that "all [university] activities shall be conducted in accordance with the highest standards of integrity and ethics..." [7.42]. The Policy includes several general standards of conduct including a prohibition on accepting other employment that will impair independence of judgment. Similarly, as previously noted in Standard II, as state employees, City Tech employees are subject to several sections of New York State Public Officers Law and Civil Service Law, including Section 73-2, which requires certain employees with decision-making authority to file annual financial disclosure statements. Information on the New York State Commission on Ethics and Lobbying in Government (NYS COELIG) is available online [7.43]. The College Counsel is the designated resource person at the campus who also provides trainings to applicable City Tech employees at specified intervals.

Additionally, CUNY requires researchers to complete Responsible Conduct of Research (RCR) training [7.44]. In addition, conflict of interest (COI) forms are required for all grant submissions, and if there is a potential conflict of interest, COI training if needed is required, primarily through the CITI program [7.45].

j. supports the Chief Executive Officer in maintaining the autonomy of the institution

Although City Tech is part of CUNY and subject to many of its regulations and rules, as previously noted, the BOT Bylaws also provide that duly adopted college governance charters govern in areas not otherwise covered, in Article VIII. Specifically, the College's governance plan [7.11] as stated in the Bylaws of the BOT [7.6] sets policies in matters of organization and duties of the faculty [7.8, Article VIII], and organization and duties of faculty departments [7.8, Article IX]. In addition, as discussed, there are several governing bodies on campus that work together in order to effect the mission of the college [7.6, 7.11, 7.12].

The governing board of CUNY has the legal authority and accountability in the area of policy, as evidenced by the CUNY Bylaws, CUNY BOT policies and CUNY BOT minutes, available on the website [7.1]. On campus, various other governing bodies ensure that City Tech achieves its mission and goals. There are ample opportunities for administration, faculty, staff and students to participate in governance at CUNY. Rules and regulations are in place to ensure that the governing bodies at City Tech have sufficient independence and expertise to ensure the integrity of the institution. The shared governance structure at the university and college levels ensures that no governing body or individual member may interfere in

the day-to-day operations at City Tech. College Council, through its various committees, has continued to work diligently to further the mission of the college and make improvements wherever possible. Teaching is evaluated through peer observations and student evaluation of teaching. College Council through its Budget Committee also plays an active role in the fiscal operations of the college. City Tech's system of governance supports the President in maintaining the autonomy of the college while at the same time participating in the larger university system. The college abides by a rigorous conflict of interest policy.

k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies

The BOT's website makes public agendas, minutes, calendars, budget requests, operating budgets, and capital plans, as well as meeting summaries [7.46]. The College Council also maintains a similar website. This is done in accordance with the NYS [7.11] which holds CUNY to a high standard of transparency. Our Consumer Information page includes all federally mandated information and our AIRE website includes student success information, assessment results and post-graduate employment information. The college website includes a full suite of information on all required information related to the college. We provide financial information in our annual institutional update (AIU) to Middle States.

CRITERION 3
A Chief Executive Officer who

a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body

The CUNY BOT appoints the president, who serves as the chief executive officer and has primary responsibility for leading the college and overseeing the administration. President Hotzler was appointed by the CUNY Board of Trustees in 2004 after a presidential search consistent with the guidelines of the CUNY bylaws [7.6]. The president participates in the Council of Presidents [7.6, Article IV Section 4.2] and advises the chancellor on issues important to the college. The president is not a member of the CUNY BOT. The interim president was appointed by the chancellor and approved by the CUNY Board of Trustees.

b. has appropriate credentials and professional experience consistent with the mission of the organization

President Hotzler, who served as President from August 2004 through July 2025, held a Bachelor of Science Degree and Master of Science degree in Metallurgical Engineering and a Ph.D. in Physical Metallurgy from the Polytechnic Institute of Brooklyn (now NYU Tandon School of Engineering). He had vast experience in both teaching and administration. President Hotzler was particularly attuned to the CUNY mission, having served in many capacities at the university since 1971 [7.6, Section 11.4 The President].

Current Interim President Milton Santiago previously served as interim president of Bronx Community College from August 2023 to July 2025. His more than three decades of experience include senior leadership roles at three CUNY colleges. At CUNY's Lehman College, Dr. Santiago served as director of external and government relations and interim vice president and oversaw the School of Continuing and Professional Studies. At CUNY's College of Staten Island, he served as vice president of finance and administration. He has a B.A. from Binghamton University, an M.S.W. from New York University and an Ed.D. from the University of Massachusetts-Boston [7.47].

c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission

The authority and autonomy of the president is established by the CUNY Bylaws [7.6, Section 11.4 The President]. The president has identified and implemented institutional plans, staffed the organization, allocated resources, and directed the institution toward attaining the goals and objectives set forth in its mission. Examples of these actions included the expansion and modernization of the physical structure of

the college, the creation of partnerships that benefit the organization, the expansion of faculty lines and increased emphasis on scholarly work. A partnership with the Cold Spring Harbor Laboratory and City Tech established the DNA Learning Center. This facility serves local middle school and high school students by giving them hands on learning experiences in Biology and Genetics. Partnerships with local high schools through pre-college programs have also increased since the last self-study. These programs give high school students the opportunity to take college level course work while in high school, become college ready before graduating high school and to learn about college and the career process.

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness

The president works closely with his dedicated and well-qualified senior administrative team in order to efficiently effect the mission of the college. The current members of the senior administrative team (president's cabinet) are listed below.

- i. Pamela Brown, PhD, Provost and Vice President for Academic Affairs
- ii. Miguel F. Cairol, PhD, Vice President for Administration and Finance
- iii. Marling Sone, EdD, Vice President of Enrollment Management and Student Affairs
- iv. Rita Uddin, JD, Chief Information Officer and Vice President of IT
- v. Reginald Blake, PhD, Associate Provost and Dean of Curriculum and Research
- vi. Hong Li, PhD, Interim Dean, School of Technology and Design
- vii. Justin Vazquez-Poritz, PhD, Dean, School of Arts and Sciences
- viii. Maureen Archer, DDS, Dean, School of Professional Studies
- ix. Katherine Raymond, JD, College Counsel and Labor Relations Designee
- x. (TBD) Special Assistant to the President
- xi. Angelo Pace, MS, CPA, Assistant Vice President, Budget and Finance
- xii. Tasha Rhodes, EdD, Assistant Vice President, Enrollment Management
- xiii. Paul Dorestant, EdD, Interim Assistant Vice President for Student Affairs
- xiv. Faith C. Corbett, MPA, Assistant Vice President, Public Affairs and Partnerships
- xv. Sandra C. Gordon, JD, Executive Director, Human Resources
- xvi. Gerald Maitre, EdD, Executive Director, SUNY Brooklyn Equal Opportunity Center (BEOC)

As evidenced by their resumes, the senior administrative team members are well qualified by training and experience for the positions they hold. In addition, many members of the senior administrative team are long-term CUNY and City Tech employees, who have brought much stability and institutional knowledge to the process. For example, Dr. Pamela Brown has served as Provost and Vice President for academic affairs at City Tech since 2020, having served for eight years as associate provost and six years as Dean of the School of Arts & sciences prior to that. Miguel F. Cairol came to City Tech in 2004 as acting dean for planning after serving in a similar capacity at York College, which also included responsibilities as special assistant to the president. Prior to his role at York College, Dr. Cairol served at Queensborough Community College/CUNY as Professor of Business Administration, Dean of Administrative Affairs, Dean of Facilities Management, Dean of Faculty and Staff Relations and Dean of Academic Planning. Dr. Marling Sone, while being relatively new to the role having been initially appointed as Acting Vice President in 2022, has served the City Tech community for nearly three decades. Prior to her appointment as interim and eventually vice president, Dr. Sone served as the program director and co-principal investigator of CUNY EDGE (formerly COPE) a role she held for more than 20 years, and also served as assistant vice president of enrollment management. Rita Uddin holds a Bachelor of Science in Computer Science from Pace University and a Juris Doctorate from New York Law. Rising through different technology roles at City Tech as well as being a part of the College's adjunct faculty for some years, her combined background in technology and law brings a unique perspective to technology implementation and information security in higher education.

CRITERION 4

An administration possessing or demonstrating

a. an organizational structure that is clearly documented and that clearly defines reporting relationships

The organizational structure at City Tech regarding personnel is delineated with defined reporting relationships. Members of the senior administrative team, including the four (4) vice presidents, the special counsel, the Title IX officer, and the executive director of office and faculty staff relations, report directly to the president [7.23]. In turn, the organizational charts for the four (4) vice presidents list the names and positions of those who report to them [7.24, 7.25, 7.26, 7.27]. For example, as the chief academic officer, the provost oversees the school deans, the associate provost, all the full- and part-time faculty members in 28 academic departments, and directors of support units in Academic Affairs.

b. appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities

A review of the organizational charts and relevant position descriptions reflects that the college administration is an appropriate size and has the relevant experience to assist the president in fulfilling his roles and responsibilities. A review of the organizational charts shows clearly a defined organizational structure with delineated responsibilities, which is supported by carefully observed institutional policies [7.23, 7.24, 7.25, 7.26, 7.27]. The organizational charts were comparable with other CUNY four-year colleges such as Queens College. The organizational structures of both City Tech and a sample of other CUNY institutions are provided [7.48, 7.49]. Comparisons between City Tech and the comparison colleges found that the size of City Tech's leadership structure, while lean, was comparable to other schools. Hiring at the college is highly competitive and all administrators are hired according to well-established procedures. Accordingly, administrators have the credentials and experience required to affect the college's mission.

c. members with credentials and professional experience consistent with the mission of the organization and their functional roles

As previously noted, all of City Tech's administrators are well-qualified with training and experience for their positions. Members of the administration are selected from a competitive pool of applicants and undergo a rigorous interview process. All finalists are interviewed by the president. Furthermore, the executive director of Human Resources reports directly to the president and oversees all personnel action related to the hiring of administrators and instructional staff at the college. The executive director of Human Resources ensures that all relevant policies are adhered to and that finalists have the requisite qualifications and experience [7.27].

d. skills, time, assistance, technology, and information systems expertise required to perform their duties

As previously demonstrated, the administration has the skills, time, and assistance to perform their duties. For example, Katherine Raymond joined City Tech as our College Counsel in 2022 after working 29 years in the University's Office of the General Counsel. There she held a senior supervisory position focusing on labor and employment hearings and policy, student educational rights, litigation and higher education law. Thus she has a strong set of skills to perform her duties [7.50, K. Raymond]. Similarly, Tasha Rhodes worked her way up through college leadership, having started as a Higher Education Officer, then Registrar, and now serves as Assistant Vice President for Enrollment Management [7.50, T. Rhodes]. In 2023, the college rebranded and relaunched the office supporting instructional technology as the office of Academic Technologies and Online Learning (AtoL) which operates under the guidance of the provost and with the support of the Online Learning Advisory Council (OLAC) [7.51].

e. regular engagement with faculty and students in advancing the institution's goals and objectives

Reviewing calendars and minutes demonstrates that senior academic and administrative leadership regularly engage with faculty and students. The president and provost attend all College Council Meetings, as well as the P&B, which the president chairs. [7.12, 7.15]. The provost meets four to five times a semester with the department chairs. Student representation is part of the College Council

(the meetings of which are attended by the president and provost, as previously noted). Further, a senior leadership position, Vice President for Enrollment Management and Student Affairs, is specifically dedicated to student issues. In addition, the college is currently recruiting a Student Life and Development Director, whose responsibilities include: advising the SGA, coordinating SGA elections, and organizing retreats for elected student leaders. This individual will report to the VP for Enrollment Management and Student Affairs.

f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations

Since 2008, the college has had a system to collect feedback from the faculty with the Collaborative on Academic Careers in Higher Education (COACHE) survey. Longitudinal data evaluating faculty assessment of all aspects of the nature of their work is tracked and used for improvement. The 2019 and 2023 City Tech COACHE Reports are posted on the AIRE website [7.52]. The COACHE survey evaluates senior, divisional, and departmental leadership. Results from the Faculty Job Satisfaction Survey from those years reflected that faculty felt recognition from senior administration for teaching, advising scholarship, and service.

Higher Education Officers (HEOs), non-instructional professionals, and Executive Compensation Plan (ECP) administrators who oversee units are evaluated regularly and systematically by their supervisors. Quantitative and qualitative goals and targets which are submitted annually, and outcomes are reviewed on an annual basis.

Technological resources and communication with stakeholders are essential to achieving the mission and goals of the institution, and the college has made tremendous strides toward an efficient IT structure. All members of the administration are regularly engaged both directly and indirectly with City Tech's faculty and students to advance the college's goals and objectives. For example, the President regularly meets with members of the cabinet, including the provost and deans, who in turn regularly meet with the department chairs and faculty members. The college community also has several opportunities to come together at College Council meetings which are open to all and widely publicized [7.53]. The COACHE survey has been an excellent source of data for the college to guide its improvement plan in several critical areas [7.52].

CRITERION 5

Periodic assessment of the effectiveness of governance, leadership, and administration

The administration garners feedback from alumni, faculty, students, advisory boards, and community residents through surveys, focus groups, open meetings, board minutes, and reports. The data obtained from these various constituencies is utilized in the assessment and decision-making process.

Internally, the president meets with the cabinet (vice presidents, deans, and directors) regularly. Additional reporting systems aid in effective assessment including Office of Assessment and Institutional Research & Effectiveness documents, Computer Center reports, Affirmative Action and Diversity reports, City Tech budget documents and the Performance Measurement Process (PMP), the university-wide planning and outcomes assessment process. City Tech's PMP is derived from its mission statement and is organized into nine key objectives. This data-driven annual institutional review is designed as a useful tool to evaluate the college's progress in meeting its mission, goals, and objectives. The goals and targets are developed at the departmental level and then incorporated into the school level and finally as a college-wide endeavor. City Tech's 2023-2024 goals are aligned with the university's goals. The vice presidents and school deans set annual goals and objectives for their respective areas of responsibility, which are reviewed at the end of the year with the provost and president (see Standard I, Criterion 1).

An important component of assessing the effectiveness of governance, leadership, and administration is the Collaborative on Academic Careers in Higher Education (COACHE) faculty and staff satisfaction survey. The findings of the most recent COACHE survey reveal that at the divisional leadership level, City Tech, vis-a-vis its cohorts at other institutions, scored in the top 30th percentile and ranked higher than the comparison group [7.54].

In Fall 2024, City Tech faculty and staff were surveyed on their perceptions regarding governance [7.55]. Responses indicated that there generally is a participative culture at City Tech College, but there is room for improvement. More than fifty percent (50.7%) of faculty, and approximately thirty-five percent (35.7%) of all staff, agree that there is a culture of participation in the governance. About forty percent (41.6%) of faculty, and approximately twenty-eight percent (28.6) of all staff, believe that their respective participation in college governance made an impact at the college. Just under half of City Tech faculty (44.3%) and 27.3% of staff agreed that the College Council effectively fulfills its mission to “establish college policy on all matters” as stated in its constitution. Over eighty percent (81.6%) of the faculty and over half (52.9%) of the staff confirmed that it is important to have a voice in the development of the academic objectives and outcomes of the college and the university. Just under half of the City Tech faculty (47.6%) and staff (39.1%) believe the membership of our college governance bodies is representative of the demographic and philosophical diversity of the college community. A majority of faculty (62.8%) and about a third of staff (35.5%) indicated that their respective department/office encourages participation and inclusiveness in college governance [7.56].

Leadership effectiveness is also measured in the CUNY bylaws mandated annual report that the president must present to the chancellor and CUNY Board of Trustees. At the end of each academic year, progress towards the college’s performance targets is assessed and the president submits a Goals and Targets report to the CUNY chancellor. President Hotzler has consistently met this mandate with satisfactory performance outcomes. The accountability and assessment process includes the evaluation of the president by the CUNY Trustees.

Periodic assessment of the effectiveness of governance is reflected in the president’s annual “State of the College” address to the college-wide community as well as in Provost Brown’s reports. Indeed, the College Council governance plan, which was approved by the CUNY Board of Trustees, provides for such administrative accountability on the part of the president, academic deans, and department chairpersons through an annual review of accomplishments at their respective levels of responsibility [7.11].

Conclusion and Future Focus

City Tech has a well-established and clearly delineated governance structure, and representation across campus constituent groups in governance at both the campus and university level. Accordingly, City Tech meets Standard VII. The College Council and its standing committees engage in inclusive decision-making regarding college policy, and there are regular meetings with campus administration during the academic year regarding proposals, initiatives, fiscal matters and technological advancements. The college administration and leadership have the necessary expertise and credentials to fulfill their roles, and the organizational structure and reporting relationships are well-defined and transparent. There is on-going review and revision of personnel policies and procedures and updates the college bylaws, with approval by the shared governance body.

The College Council, as the college’s legislative body, has an identified need and opportunity to raise greater awareness of its policy-making role, activities, and accomplishments among the college community, and to ensure its meeting schedule and governance actions are reaching the widest possible audience, both within and external to the college. College Council members should offer an orientation for new faculty and non-teaching instructional staff regarding the meaning of shared governance and the role of College Council. The College Council’s Standing Committee on Students should develop an initiative in collaboration with Student Life and Development and the Student Government Association to recruit and promote student participation in college governance. The College Council should also collaborate with the Office of Computing and Information Services to create a robust and dynamic web and online presence for campus governance.

City Tech should: 1) formulate a mentorship program in which experienced faculty and staff can introduce students to college and university governance, and offer guidance and support to students at the campus and university level; 2) should develop a plan to support College Council’s operational and functional needs regarding space, staffing, equipment and/or technology, as well as to include the shared governance body in review of proposed capital projects and administrative initiatives; 3) implement the annual dissemination of the accomplishments of shared governance to the college community; 4) conduct a survey to faculty, staff, and students regarding the awareness, efficacy, and impact of College Council and its committees on campus policy and community.

Endnotes

- [7.1] [CUNY Board of Trustees – Members of the Board](#)
- [7.2] [CUNY University Faculty Senate – Charter](#)
- [7.3] [CUNY University Student Senate](#)
- [7.4] [CUNY University Faculty Senate – Membership](#)
- [7.5] [New York State Consolidated Laws – Education Law](#)
- [7.6] [CUNY Board of Trustees – Bylaws](#)
- [7.7] [CUNY Board of Trustees – 6-27-22 Minutes](#)
- [7.8] [CUNY Manual of General Policy](#)
- [7.9] [CUNY Board of Trustees – Public meetings](#)
- [7.10] [CUNY Board of Trustees – Meeting Broadcasts](#)
- [7.11] [City Tech Governance Plan](#)
- [7.12] [City Tech Guidelines for Faculty Personnel Processes](#)
- [7.13] [City Tech Bylaws](#)
- [7.14] [City Tech College Council Standing Committees](#)
- [7.15] [City Tech College Council Membership](#)
- [7.16] [City Tech College Council Independent Committees](#)
- [7.17] [City Tech College Council Minutes](#)
- [7.18] [City Tech Student Governance Association - Constitution](#)
- [7.19] [CUNY Related Entities Group](#)
- [7.20] [City Tech Auxiliary Enterprise Board](#)
- [7.21] [Research Foundation of CUNY](#)
- [7.22] [PSC-CUNY Collective Bargaining Agreement](#)
- [7.23] [Org Chart_President's Office](#)
- [7.24] [Org Chart_Office of the Provost](#)
- [7.25] [Org Chart_Enrollment Mgmt_Student Affairs](#)
- [7.26] [Org Chart_Admin and Finance](#)
- [7.27] [HR Org Chart](#)
- [7.28] [CUNY Board of Trustees – Bylaws: ARTICLE IX](#)
- [7.29] [CUNY Policy on Multiple Positions](#)
- [7.30] [CUNY CONFLICT OF INTEREST POLICY](#)
- [7.31] [Public Officers Law §73](#)
- [7.32] [Public Officers Law §74](#)
- [7.33] [CUNY Multiple Position Form](#)
- [7.34] [Past Proposals-College Council](#)
- [7.35] [City Tech New Course Submission Form](#)
- [7.36] [CUNY New Academic Program Handbook](#)
- [7.37] [College Council Minutes 12-10-2024](#)
- [7.38] [Student Evaluation of Teaching \(SET\)](#)
- [7.39] [City Tech Foundation](#)
- [7.40] [Presidential Search Guidelines](#)
- [7.41] [Chancellor and President review and assessment policy](#)
- [7.42] [Conflict of Interest Policy](#)
- [7.43] [New York State Commission on Ethics and Lobbying in Government](#)
- [7.44] [CUNY Research Policy](#)
- [7.45] [CITI Program](#)
- [7.46] [Meetings of the CUNY Board of Trustees](#)
- [7.47] [President Bio](#)
- [7.48] [Queens College Organizational Chart](#)
- [7.49] [City Tech Organizational Chart](#)
- [7.50] [Leadership bios](#)
- [7.51] [AtoL About Us](#)
- [7.52] [City Tech COACHE Reports](#)
- [7.53] [City Tech College Council](#)
- [7.54] [CUNY System COACHE Data Report 2023](#)
- [7.55] [2024_City_Tech_MSCHE_Faculty_and_Staff_Survey_Questionnaire](#)
- [7.56] [2024_City_Tech_MSCHE_Faculty_and_Staff_Survey_Results](#)

V. CONCLUSION AND RECOMMENDATIONS

The eight years since City Tech prepared for its last reaccreditation review by the Middle States Commission has seen continued transformative change for the college, despite the challenges brought on by the COVID-19 pandemic. We have continued to expand facilities, improve research opportunities for faculty and students, land important grants, add key faculty, and enrich student learning experiences.

We are committed to improving our retention and graduation rates and have implemented multiple approaches to achieving that goal, recognizing the challenges of student preparation due to the pandemic, and a culture of easy transfer within CUNY. These include: (1) improved data dashboards with additional disaggregation planned to better pinpoint areas of challenge, (2) our new Student Success Center, which supports students who self-identify or are referred for assistance through expansion of our faculty early alert system or due to poor academic performance, (3) corequisite gateway courses in Math and English, (3) tutor.com and other tutoring and mentoring, available to all students, (4) intentional development of new health-care related majors for the hundreds of students interested in our clinical programs but not accepted, (5) improved orientation to assure students understand degree options and expectations and to promote college readiness, (6) undergraduate research opportunities available to all students, (7) workshops, tutoring and other supports through our Robin Hood grants, focused on overcoming learning loss, (8) improved advisement through faculty training, technology such as DegreeWorks, CUNYfirst and TREX, degree maps, including career-readiness milestones, (9) expanded early college initiatives which provide college exploration, preparation, and credit accumulation for high school students, leading to increased retention and graduation rates, and (10) new student-centered policies such as CR/NC, a D/F forgiveness policy for students returning to college after 5 or more years, expanded access to college through online and hybrid courses, credit for prior learning opportunities, and expansion of individualized study to accelerate attainment of degree requirements.

The opening of the New Academic Building, the college's partnership with Cold Spring Harbor's DNA Learning Laboratory, the establishment of new cutting-edge degree programs and academic minors, the creation of the Student Success Center, and the continued transformation of college facilities have each led the way in the college's ongoing growth and development. Looking ahead, we believe the college is well positioned to continue on its upward path, with strategic recommendations that will promote more synergy among all constituents.

Early in the self-study process, as directed by Middle States and in accordance with the City University of New York and Board of Trustee Policy, we developed institutional priorities and expected outcomes. Each of our five goals speaks not only to City Tech's current status but also to challenges and opportunities in the short and long term:

1. Expand and coordinate college-wide initiatives to increase student retention, graduation rates and career readiness through career focused curriculum, effective cross-campus communication, collaboration with local employers, impactful teaching, student support, and enriching activities.
2. Reduce academic gaps by fostering and sustaining a culture of equal opportunity.
3. Develop a comprehensive plan to optimize operations and infrastructure through efficient and systematic update of laboratories/clinics and maintenance and improvement of facilities.
4. Advance knowledge and strengthen our community through research, collaboration, community engagement and service.
5. Utilize the resources of the CUNY system and implement local strategies to best support transfer students.

The process has been transparent, involving virtually every academic and administrative department, as well as students and alumni. Committee members have expressed appreciation for the opportunity to learn more about how the college functions, the factors our students must contend with, and the larger issues that affect higher education. We have found, however, that our colleagues who are not directly involved, while interested in the recommendations and often invested in having a role in planning and decision-making, may be more focused on the impact to their own departments or disciplines than in

higher education writ large. We understand that engagement is an ongoing challenge but represents a key opportunity, and that addressing some of the Working Groups' findings related to sharing of information, supporting collaborative work, and facilitating communication and participation is essential to achieving an increased level of engagement. We recognize the role that sharing our self-study findings with the college community and considering their responses can play in strengthening that community and we look forward to continuing the process through the team visit and beyond. The Working Groups reported that across the board and to a very high degree their analysis confirms that the college meets the Standards required by Middle States.

As we have noted earlier in the self-study, being a constituent unit of CUNY, City Tech is located in a complex context, with many layers of oversight for virtually all aspects of our work. CUNY requires an annual review of the college's progress toward meeting a structured and systematic set of goals with measurable targets. CUNY's colleges gain numerous advantages from being part of this vast system, all within a single city. At the same time, under the president's leadership, each college sets its own course and articulates its own mission. City Tech, with more than 7,000 students enrolled in STEM programs—by far the largest number of any CUNY college—has a unique mission in CUNY, as the only college of technology. City Tech's mission embodies an inherent challenge, charging us to create instructional designs and student experiences and supports that will enable a student population that is enormously diverse in the degree of college readiness to succeed in academically rigorous programs leading to rewarding careers. Like other open admission institutions, City Tech has not been as successful as we would wish in this regard; however, our commitment remains steadfast, and we continue to give top priority to a retention and completion agenda for our students. Every constituency with whom the committee has shared the results of this self-study has affirmed the pre-eminence of this goal for the college. The college observes ethical standards and maintains integrity in its delivery of services and business practices. It offers programs of high quality, many holding separate accreditations, taught by a highly qualified and dedicated faculty. In keeping with our hands-on, career-oriented focus, students have many opportunities for experiential learning. This serves them well, and the college continues to score high in the movement of our alumni up the economic ladder. As the college has become more baccalaureate-focused, an increasing number of graduates continue in professional and graduate programs. The rapid pace of change in STEM disciplines, and especially in technology, has seen fields of study become increasingly interdisciplinary. Correspondingly, City Tech's faculty has eagerly explored potential interdisciplinary collaborations in teaching and in research. We have continued to provide and expand services to support the student learning experience, and a growing number of special programs offer additional benefits and have been shown to increase student success. Since the last self-study the faculty has continued its engagement in comprehensive, ongoing assessment of student learning, and departments routinely incorporate their findings into curricular change, improved pedagogy, and program revisions. The physical resources, severely deteriorated in the early 2000's, have seen sweeping improvements, largely informed by the academic needs of the programs, culminating in the opening of the New Academic Building in 2018 and the rehabilitation of other college facilities.

Finally, a well-qualified interim president and administrative staff lead the college, and it enjoys an effective local governance body. At the same time, the Working Group reports identified critical areas where the college is acting forcefully to address needed improvements. They also offered recommendations that will further the goals of the 2024-2029 Strategic Plan, along with CUNY's Lifting New York Roadmap.

Recommendation 1: Improve Student Success

- a. Use comprehensive data analysis across diverse student groups, including alumni and non-completers, to identify and address barriers to retention, student achievement and graduation.
- b. Strengthen collaboration between Academic Affairs and Student Affairs/Enrollment Management, from recruitment onwards, to create a seamless and supportive student experience.
(Standards 1,4, 5)

Recommendation 2: Enhance Career Readiness and External Engagement

- a. Continue and expand efforts to regularly review and update our career-focused curricula, incorporating market analysis and new technologies with input from faculty, alumni, and industry partners, to align with current and future workforce demands.
- b. Expand mentorship, internship, professional development, and career networking opportunities to enhance student support and career preparation.

(Standards 1 and 3)

Recommendation 3: Optimize Resource Allocation and Collaboration

Expand the systematic use of data to guide resource allocation, enhance collaboration, and publicly track the college's progress toward its strategic priorities.

(Standards 1, 3, 5 and 6)

Recommendation 4: Strengthen Governance and Operations

- a. Improve communication and collaboration among College Council, administration, and the wider college community.
- b. Develop student leadership skills and encourage participation in college governance through mentorship.
- c. Increase awareness and understanding of institutional policies, procedures, activities, and opportunities for engagement.

(Standards 2, 7)

Perhaps the most consistent thread, observed across the self-study, is the conviction that the college continues to be a site of evolution and change. Enrollment, having dipped during the COVID-19 pandemic, is on an upward trajectory, and the college has been newly recognized by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education as a research institution. However, we recognize that important work remains, with the goals of advancing the institution through more data analysis, collaboration, and communication. We are confident that we will continue to thrive in our mission to provide students with meaningful opportunities to succeed both academically at City Tech and professionally in the global economy.

VI. COMMITTEE MEMBERS

Executive Committee

Nina Bennett, Professor, English—Self-Study Co-Chair
Candido Cabo, Professor, Computer Systems Technology—Self-Study Co-Chair
Pamela Brown, Provost and Vice President for Academic Affairs
Kimberly Cardascia, Administrative Executive Officer, Office of the Provost
Yongchao (Yimi) Zhao, Director, Office of Institutional Research and Effectiveness

Steering Committee

The Steering Committee is composed of all the members of the Executive Committee and all of the co-chairs of the Working Groups. Members are marked with an *.

Standard 1: Mission and Goals

Co-Chair, Paul Dorestant, Director, SEEK*
Co-Chair, Caroline Hellman, Professor, English*
Bradley Burford, Manager, Public Affairs and Partnerships
Gwen Cohen Brown, Professor, Dental Hygiene
Javiela Evangelista, Assistant Professor, African American Studies
Michael Khan, Assistant to the Dean, School of Arts and Sciences
Gerald Maitre, Executive Director, Brooklyn Educational Opportunity Center
Diana Samaroo, Professor, Chemistry
Jorge Santos, Lecturer, Environmental Control Technology

Standard 2: Ethics and Integrity

Co-Chair, Tina Kao, Associate Professor, Social Science*
Co-Chair, Katherine Raymond, College Counsel*
Patricia Gorkhover, Interim Director, Office of Sponsored Programs
Sitaji Gurung, Assistant Professor, Health Sciences
George Larkins, Assistant Professor, Communication Design
Robert MacDougall, Associate Professor, Social Science
Nicholas Millet, Counselor, SEEK
Masato Nakamura, Associate Professor, Mechanical Engineering Technology
Khrystyna Vprynyuk, Assistant Professor, Dental Hygiene

Standard 3: Design and Delivery of the Student Experience

Co-Chair, David Smith, Professor, Entertainment Technology*
Co-Chair, Shelley Smith, Co-Director of Faculty Commons and Professor, Architectural Technology*
Sandra Cheng, Associate Professor, Humanities
Scott Dahlie, Lecturer, English
Vitaliy Dorogan, Lecturer, Physics
Lili Ma, Associate Professor, Computer Engineering Technology
Elizabeth Milonas, Associate Professor, Computer Systems Technology
Lisette Santisteban, Assistant Professor, Nursing
Robert Walljasper, Associate Professor, Hospitality Management
Huseyin Yuce, Professor, Mathematics

Standard 4: Support of the Student Experience

Co-Chair, Marling Sone, Vice President, Enrollment Management and Student Affairs*
Co-Chair, Reginald Blake, Associate Provost and Dean of Curriculum and Research*

Lauri Aguirre, Director, First-Year Programs
Matthew Brittain, Director, College Now Program
Sanjoy Chakroborty, Associate Professor, Biological Sciences
Dorie Clay, Director, Strategic Initiatives and Planning for Enrollment and Student Affairs
Pamela Drake, Clinical Placement Specialist, Nursing
Alana Kim, Director, STEP and CSTEP
Keith Muchowski, Associate Professor, Library
Evelyn Pak, Academic Technology Supervisor, Instructional Technology
Kwesi Samuels, Director, ASAP, ACE, and Math Start
Satyanand Singh, Professor, Mathematics

Standard 5: Educational Effectiveness and Assessment

Co-Chair, Yongchao (Yimi) Zhao, Director, Office of Institutional Research and Effectiveness*
Co-Chair, Noemi Rodriguez, Assistant Professor, Health Sciences*
Jose Diaz, Director, Instructional Technology
Lise Hunter, Professor, Law and Paralegal Studies
Pegah Khosravi, Assistant Professor, Biological Sciences
Boyan Kostandinov, Professor, Mathematics
Hong Li, Interim Dean, School of Technology and Design
Judith Rockway, Director, Learning Center

Standard 6: Planning, Resources and Institutional Effectiveness

Co-Chair, Rita Uddin, Assistant Vice President and Chief Information Officer*
Co-Chair, Sean Scanlan, Associate Professor, English*
Miguel Cairol, Vice President for Administration and Finance
Christopher Lee, Assessment & Evaluation Analyst, Office of Institutional Research and Assessment
Elena M'Bouroukouna, Lecturer, Architectural Technology
Laureen Park, Associate Professor, Social Science
Susan Schroeder-Davide, Professor, Dental Hygiene
Daniel Wong, Professor and Chair, Communication Design

Standard 7: Governance, Leadership and Administration

Co-Chair, Adrienne Traylor, Confidential Executive Assistant, Office of Human Resources*
Co-Chair, Kerin Coughlin, Assistant Professor, Law and Paralegal Studies*
Alyssa Adomaitis, Associate Professor, Business
Derwent Dawkins, Registrar
Ivan Guzman, Associate Professor, Construction Management and Civil Engineering Technology
Neil Katz, Professor, Mathematics
Peter Parides, Associate Professor, Social Science

Verification of Compliance

Chair, Kim Cardascia, Administrative Executive Officer, Office of the Provost*
Stephanie Boyle, Associate Professor, Social Science
Billie Coleman, Executive Assistant to the Dean, School of Professional Studies
Mary Hanson, Business Solutions Manager--Procurement, Business Office
Anita Ramharack, Director, Financial Aid
Hope M. Reiser, Special Assistant to the Dean, School of Technology and Design
Rebecca Shapiro, Professor, English
Kay White Wiltshire, Associate Director of Financial Aid Compliance & Processing

