



AAQEP Annual Report for 2023

Provider/Program Name:	New York City College of Technology of the City University of New York, Education Programs
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

New York City College of Technology (NYCCT or City Tech) is a senior college in the City University of New York (CUNY), which is comprised of 25 campuses. CUNY is the third-largest university system in the United States in terms of enrollment. City Tech is an urban, commuter, public institution, serving a diverse student body. The college’s mission statement and the mission of our educational programs follows:

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.

[The Career and Technical Teacher Education Program](#) leads to a Bachelor of Science in Career and Technical Teacher Education, which fulfill the academic requirements of the Initial and Professional teaching certificates in Career and Technical Education. Graduates of the Career and Technical Teacher Education program are employed in a variety of settings including CTE programs in public high schools, private trade schools, Boards of Cooperative Education Services (BOCES), and industrial training programs. The Technology Education programs are: Initial Certificate program leading to a [Bachelor of Science in Education in Technology Education degree](#) and the [Transitional C Alternative Teacher Preparation Program](#). These programs are housed in the Career and Technology Teacher Education department, one of the academic departments within the School of Professional Studies.

The [Mathematics Education Program](#) is administered by the Mathematics Department, in the School of Arts and Sciences, and leads to a Bachelor of Science in Mathematics Education. It was founded in 2012, when the program was formally approved by New York State. The program offers rigorous mathematics content and pedagogical preparation. All mathematics content and mathematics education courses are specifically designed for the students majoring in mathematics education. The program graduates become mathematics teachers, coaches, and team leaders in Brooklyn schools and schools and learning centers around NYC.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.citytech.cuny.edu/teacher-education/accreditation.aspx> and

<https://www.citytech.cuny.edu/mathematics/mathematics-education-bs.aspx>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	Number of Completers in most recently completed academic year (12 months ending 06/23)
<i>Programs that lead to initial teaching credentials</i>			
1. BSEd in Technology Education	1. Initial Certification	21	1
2. BSEd in Career and Technical Teacher Education	2. Initial Certification and/or Professional Certification	40	3
3. BS in Mathematics Education	3. Initial Certification	18	3
4. Transitional C Certificate in Technology Education	4. Initial Certification	1	0
Total for programs that lead to initial credentials		80	7
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

--

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>			
80			
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>			
7			
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>			
4			
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>			
<p>There were not any first-time full-time freshmen (FTFTF) who entered the CTE or TE programs in fall 2016. For MEDU there were only 2 FTFTF and the 6-year (150%) graduation rate was 0%</p>			
<p>E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>			
Test Field	Attempt	Pass (Rate)	Fail (Rate)
EAS	3	3 (100%)	0 (0%)
CST Technology	3	2 (67%)	1 (33%)
CST Mathematics	5	2 (40%)	3 (60%)
<p>F. Narrative explanation of evidence available from program completers, with a characterization of findings.</p>			
<p>The survey completed by CTTE program graduates indicates that the program was effective in most areas. The graduates reported that courses on pedagogy, such as the "Method of Teaching" course, were particularly helpful in developing the qualities required</p>			

for effective teaching. However, one graduate noted that there is room for improvement in terms of learning teaching strategies for students with special needs.

The survey of Math Education program completers indicated students were satisfied with all areas of the program including content, pedagogy, learning theories, culturally responsive strategies, etc. According to the comments, the strength of the program is that faculty were very responsive; the weakness of the program is that because the program was small, the students had mostly the same instructors for their education courses. In terms of licensing, we notice that many students needed to take the licensure tests multiple times. One student commented about the testing experience “I took CST and EAS exams during my junior year. The CST was easy but I had hard time passing EAS exams. As an English Language Learner, I found out that the duration of time is quite short.” Two students failed the CST exams: one took the exam three years after program completion, the other student after one year. Because of the time gap, the two students probably could benefit from a refresher or review course in the mathematics content.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

According to the employers of CTTE program graduates, our students were highly effective in terms of content, pedagogy, and professional knowledge. Employers were also satisfied with their instructional delivery, integration of technology into instruction, and instructional strategies for working with English Language Learners (ELL). Although the response was generally positive, with the most areas being deemed as very effective or effective, there was a need for improving competency related to community participation in school activities. Furthermore, while the ability to practice culturally responsive teaching was generally effective, our programs will need improve it to very effective as the increasing importance of culturally responsive teaching. Employers of previous Math Education program completers commented that our completers were compassionate, dedicated, and having good content knowledge. We will continue to monitor our graduates’ performance and surveyed their employers for information.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

All three CTE program completers were successfully hired as full-time teachers at New York City high schools. One technology education student completed in June 2023 but has postponed employment for personal issues and is working part-time as a substitute teacher, and has not yet acquired a teaching certificate.

Of the three completers in Math Education, one student passed the exams in August 2022, he is fully licensed and employed in a public school. He is also currently enrolled in a master’s degree program. The other two students have not taken any exams. One

student is currently working in a Catholic school as a substitute teacher. The other student reported that he is taking a gap year but plans to take the exams in 2024.

4. **Candidate Academic Performance Indicators** Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Not required		

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Not required		

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Not required

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 2
Goals for the 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 3
Goals for the 2023-24 year	
Actions	

Expected outcomes	
Reflections or comments	
	Standard 4
Goals for the 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

--

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)

Date sent to AAQEP:	
---------------------	--