



NEW YORK CITY COLLEGE OF TECHNOLOGY

CITY TECH



2024-2029 STRATEGIC PLAN



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PRESIDENT'S MESSAGE

It is my distinct pleasure to introduce the City Tech's Strategic Plan for 2024-2029. This document represents the culmination of many months of collaboration, reflection, and thoughtful input from our entire college community. Together, we have envisioned a path forward that honors our core values, recognizes and addresses the challenges we face, and embraces exciting opportunities for the future.

Our strategic plan builds on the CUNY Lifting NY Roadmap and focuses on strengthening academic excellence, enhancing student success and upward mobility, continuing to improve our facilities, and enhancing communication and community while fostering inclusivity and diversity, and deepening our commitment to service and engagement. With a clear sense of purpose, we will ensure that City Tech continues to provide a transformative education that empowers our students to lead, innovate, and make meaningful contributions to their professions and their communities.

The goals and initiatives laid out in this plan will guide us over the next five years as we continue to build on our tradition of hands-on learning and career-readiness. As we strive to achieve these goals, I ask each member of the college community to join us in bringing this vision to life. It will take all of us to move forward together.

I am excited about what lies ahead and confident that with the unwavering commitment of the City Tech community, we will not only meet but exceed the aspirations set forth in this plan.

Thank you for your continued efforts, and belief in attaining a better future

Sincerely,

Russell K. Hotzler

President

OUR MISSION

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.

EDUCATIONAL GOALS

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.

2024-2029 STRATEGIC PLAN VISION STATEMENT

Our vision is to be the premier college of technology within CUNY that holistically anchors academic excellence and convergent research with ethics and civic engagement, while preparing workforce-ready graduates for upward economic mobility and social leadership and responsibility.

HIGHLIGHTS OF CITY TECH'S IMPACT AND WAGE DASHBOARD



CITY TECH'S IMPACT – HIGHLIGHTS



ENGINE OF UPWARD MOBILITY

Ranked number 15 as a top performer on social mobility (*US News & World Report's* Best College Rankings (within Regional Colleges North).

LEADER IN PROVIDING ACCESS TO A COLLEGE EDUCATION FOR DIVERSE POPULATIONS

Ranked second in campus ethnicity and diversity *US News & World Report's* Best College Rankings (within Regional Colleges North)

BEST FOR VETS

Awarded status by *The Military Times* for the last three years (2021, 2022, 2023).

CAREER FOCUSED, HANDS-ON DEGREE PROGRAMS WITH THE FOLLOWING PROFESSIONAL ACCREDITATIONS

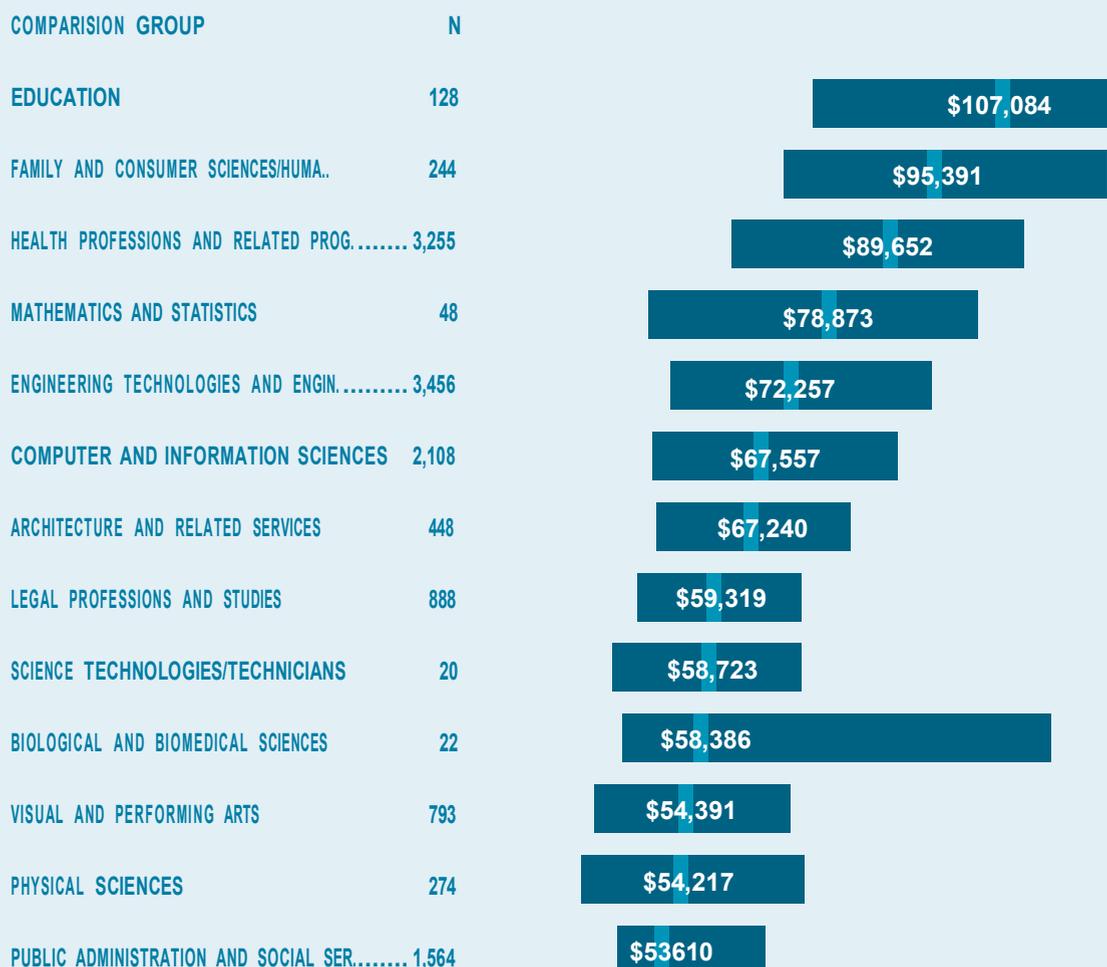
Council of Standards for Human Services Education (CSHSE), Accreditation Commission for Programs in Hospitality Administration (ACPHA), National Association of Schools of Art and Design (NASAD), Commission on Dental Accreditation of the American Dental Association (CODA), Commission of the American Bar Association's Standing Committee on Legal Assistants (ABA), Joint Review Committee on Education in Radiologic Technology (JRCERT), Accreditation Commission for Education in Nursing (ACEN), Engineering Technology Accreditation Commission of the Accreditation Board for Engineering Technology (ETAC/ABET), Commission on Opticianry Accreditation and Association for Advancing Quality in Educator Preparation (AAQEP).

ANNUAL WAGES BY YEARS AFTER GRADUATION

NEW YORK CITY COLLEGE OF TECHNOLOGY, ALL DEGREE LEVELS, ALL PROGRAMS



WAGES 5 YEARS AFTER GRADUATION BY PROGRAM (CIP 2-DIGIT)



DEVELOPING OUR STRATEGIC PLAN



TIMELINE & ENGAGEMENT THROUGH COMMUNITY

— LISTENING, LEARNING, ENVISIONING THE FUTURE

August 2023 - October 2023

Using an approach similar to CUNY's when developing the University's strategic plan, CUNY Lifting New York: 2023-2030 Strategic Roadmap, we began by creating six working groups focused on each of the six key thematic areas which were the starting point for creating the Roadmap. Membership was selected after an invitation to the College community to participate, and consultation with the President's Cabinet and College leadership. CUNY's six key thematic areas were:

1. Creating a student-centered, equity-driven university;
2. Catalyzing upward mobility and prosperity;
3. Nurturing and renewing the academic core;
4. Designing a convergent research and innovation ecosystem;
5. Reimagining college finance and infrastructure; and
6. Promoting college differentiation and university integration.

November 2023 - January 2024

Working groups were charged, and began meeting to elect their chairs and secretaries, and create their plans, which included identifying individuals/groups to meet with to discuss strengths, weaknesses, and opportunities, developing questions; assigning interviewers, and conducting needed research in order to gain important insights about the College, leading to recommended goals and key initiatives.

February 2024 - April 2024

Working groups conducted research, met with individuals/groups; and attended Town Halls – two with faculty and staff, one with students, and one with the President's Cabinet.

April 2024 - May 2024

Working groups prepared the final summary of meeting/ open hearing summaries; and identified goals and key initiatives relevant to the Working Group's theme.

June 2024 - August 2024

Draft Strategic Plan was compiled.

Fall 2024

Open Hearing on the near final draft. Strategic Plan presented to College governance.





As one of the 25 campuses comprising the City University of New York, our Strategic Plan builds on the University's Strategic Plan, CUNY Lifting NY: 2023-2030 Strategic Roadmap.

SIX KEY 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 college's finances and infrastructure

6. Promoting college differentiation and university integration

GOAL #1

BE A NATIONAL LEADER IN PROVIDING ACCESS TO HIGHER EDUCATION FOR DIVERSE POPULATIONS OF STUDENTS



GOAL #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

INITIATIVES

- 1** Increase enrollment and retention at all levels by implementing a modern approach to admissions, financial aid, scheduling and other programs and services that removes barriers for students.
- 2** Develop and implement a system-wide transfer experience that enables students to move seamlessly and successfully between and within CUNY campuses.
- 3** Accelerate infrastructure development and strategies needed to support and expand robust, high-quality content in traditional and online modalities across CUNY institutions and meet student needs for flexible courses and programs.
- 4** Increase the pipeline of students of color and other underrepresented groups entering graduate and professional programs to amplify equitable outcomes.

INITIATIVES

- 1** Become a model for academic excellence and innovative pedagogy by employing data-informed best practices for diverse populations and adopting a proactive approach to curricular development.
- 2** Support all CUNY employees with world-class professional development and leadership training.
- 3** Prepare students for successful careers by creating intentional connections between the disciplines, workforce skills and employment outcomes from the moment of enrollment and supporting lifelong learning.
- 4** Strengthen a university-wide ethic of care that prioritizes the well-being of our students, faculty and staff, embraces diversity, and engenders a true sense of belonging.

GOAL #3

ADVANCE OUR COMMUNITY THROUGH COMPREHENSIVE RESEARCH, ENGAGEMENT AND SERVICES

INITIATIVES

- 1 Amplify the quantity and quality of engaged public impact research and scholarship leveraging CUNY's distinctive scale, diversity and location in New York City.
- 2 Establish CUNY as the go-to choice for student recruitment by industry partners.
- 3 Develop stronger ties with alumni and friends of CUNY to amplify opportunities for engagement, new sources of financial support and a culture of lifelong learning.

GOAL #4

MODERNIZE THE CUNY SYSTEM



INITIATIVES

- 1 Become an automated, data-informed system that facilitates effective decision making, the optimal use of resources, and compliance with federal, state and local laws.
- 2 Explore new budget and operating models, optimizing flexibility and new sources of revenue.
- 3 Provide students, faculty and staff with state-of-the-art environmentally sustainable and accessible facilities to support innovation and learning.

CITY TECH SPECIFIC GOALS AND INITIATIVES



In addition to the CUNY Lifting New York: 2023-2030 Strategic Roadmap, we have developed four overarching goals:

1. Improve communication and community,
2. Enhance facilities and resources,
3. Improve retention and graduation rates,
4. Promote career readiness & exploration.

A description of initiatives to achieve these goals follows:

1. IMPROVE COMMUNICATION AND COMMUNITY

The Town Halls, focus groups and ongoing discussions with students, staff, and faculty held to develop our strategic plan highlighted their value. We feel they should become regular events and part of the College culture, in order to promote open communication and assure students, faculty and staff are informed. We should focus our efforts to ensure that we effectively demonstrate and communicate that we are student-centered, inclusive, welcoming, and accessible, especially for first generation, under-served, and trans-national college students. We need to ensure students have information on needed resources such as financial aid, tuition supplementation; health resources, including mental, physical, and sexual health; and available resources for addressing housing and food insecurity and physical safety. A consistent schedule for updates from the administration to keep all stakeholders informed about important developments, changes, and opportunities would help to achieve these goals, and ensure transparent reporting processes. Regular updates to staff/employee contact lists and room numbers, expanding signage/wayfinding, a global college calendar to plan activities that do not conflict as heavily, and more "student stories" on our media channels, would also further promote communication and community.

Effective and accurate advisement is a critical component of communication with students, impacting their access to financial aid, retention, time to graduation and graduation rates. We should continue to expand the use of tools such as degree maps and EAB Navigate to communicate issues and selectively target issues such as fall-through courses, and implement strategies which minimize "false alarms," such as when a student

has met financial aid requirements, but is completing an independent study course for enrichment. Departments that experience repeating registration "pitfalls," which prevent graduation, such as meeting all course requirements, but failing to meet liberal arts credit requirements, must effectively communicate this issue with students well in advance, and ensure all faculty academic advisors communicate this message. Degree maps for planning semester-by-semester enrollment and alerts to students on how to avoid exhausting financial aid is an important service our students need – these efforts should be expanded.

Students Evaluation of Teaching (SET) results are valuable feedback to help instructors improve their teaching and classroom management. Since transitioning from in-person to online survey administration, response rates have continued to decrease.

It is important that we develop and implement strategies to increase student participation. Email is an easy and important tool for communicating with students. However, some students complained that there is too much spam and phishing on their City Tech email accounts, which makes them choose other email addresses for communication. We should strive to reduce spam and phishing attacks and promote universal use of City Tech email for college business by students, faculty and staff to further promote effective communication.

Trackable web-based forms are easier to use and than pdfs, especially those requiring multiple signatures. We should move in that direction to increase efficiency and accuracy.

2. ENHANCE FACILITIES AND RESOURCES

Our meetings with students indicated that they would appreciate additional community/common spaces to study, socialize, participate in online courses and showcase their work. Faculty and staff agreed this would help to make the College feel more like a destination for learning and growing, and also indicated that more spaces for faculty and staff would add value as well. Expanded, affordable food options in all buildings will also support more student, faculty and staff involvement at the college. While great strides have been made to improve the front-facing infrastructure, maintaining needed B and G staffing levels and continued maintenance and improvements should remain a priority. Signage should be improved.

Filling staff vacancies in all offices is a critical need for assuring important services are available in a timely fashion. The current model of making funds available to purchase needed equipment and supplies prior to the start of the semester should be maintained.

We should continue to create and sustain infrastructure for online courses/programs—faculty need resources and instruction on best practices for online learning; LMS/software/networks need to be capable of handling online demands. Campus online learning spaces for students should be formalized. Faculty should secure online teaching certification and recertification through AtoL before being assigned to online or hybrid sections to ensure the highest of standards. AtoL should be commended for its comprehensive support of the transition to Brightspace.

External grants have funded a wealth of initiatives including undergraduate research, scholarships, professional development and travel, research equipment, supplies, release time and summer salary in support of scholarly activities. The Office of Sponsored Programs, should continue to prioritize workshops for faculty and staff to develop and refine their proposal writing skills, and provide notification of funding opportunities.



Faculty Commons provides a wealth of professional development opportunities, notifies the College community of news and upcoming opportunities through its monthly newsletters, and supports advertising of events through the design team. Faculty Commons is greatly appreciated and should continue to be supported.

The library provides a range of support from books, periodicals, videos, classes on conducting research, research support, and reserves. It plays a leadership role in the development of Open Educational Resources (OER) and provides students a quiet and comfortable place to study. Continued support is recommended.



3. IMPROVE RETENTION AND GRADUATION RATES

Students choose to come to City Tech because of its hands-on approach to learning and career focused majors. It is imperative that we continue to use Advisory Boards and industry partnerships to keep our curriculum and facilities up to date, provide internship and mentoring opportunities, and develop new programs in response to emerging needs.

Several new degree programs, share a common first-semester curriculum with the other degree programs offered by the department (“meta majors”). The associate degrees in liberal arts have been redesigned to provide pathways to specific bachelor’s programs.

These approaches allow students to explore educational requirements and career options, and change majors, without loss of contributory credits. The “meta major” approach should be encouraged and expanded among closely related programs.

Intentionally structuring first-year courses to build a sense of belonging and college community should support improved retention. We also need to expand use of assessment to ascertain where students struggle, and develop strategies to meet students where they are, in order to overcome hurdles to academic success.

High withdrawal rates compared to pre-pandemic values continue to hamper student performance and progression. Gateway math and English courses in particular are an area where improvements in A-C pass rates could result in significant gains in retention of first-year students. Comprehensive improvement plans with assessment of outcomes and refinement of strategies is particularly recommended in first year English and math courses.

Many more students pursue clinical health programs than can be accepted. The college has created alternative majors such as the AS in Health Sciences and the BS in Health Communication, to provide alternate pathways to healthcare-related careers. This effort should be expanded and supported. The college should continue to fund effective student support efforts such as the Student Success Center (currently

grant funded) and further promote orientation efforts such as CT 101 and Connect Day. A semester-long orientation for transfer students dedicated to helping them adjust to and be integrated into the City Tech community could be an important initiative.

We should examine our processes and update them where students may be unfairly disadvantaged. Policy changes such as revising the writing intensive requirements for transfer students to align with the transferred credits, to avoid requiring extra courses and automatically updating an INC that was not addressed to an earned grade of A-D, if earned, rather than FIN, would benefit impacted students. We should continue to expand our early college initiatives and MOUs with CTE high schools, to promote college readiness, credit accumulation and career exploration.

4. PROMOTE CAREER READINESS AND EXPLORATION

Additional imbedding of career readiness and exploration across the curriculum should be encouraged and supported, as this helps students understand the value to their futures of a City Tech education. Intentionally creating experiences for students that promote career and interdisciplinary exploration and highlight the connection of basic skills and general education competencies across the curriculum will add value. We should continue to promote and expand evidence-based practices such as experiential and place-based learning opportunities, new and expanded Academic Minors, badging and undergraduate research, to enrich the City Tech educational experience, and add to our students' credentials.

Internships and apprenticeships are of great benefit in promoting career exploration and readiness. In consultation with, and in collaboration with, the Professional Development Center, we can develop guidelines and activities for a student's professional

preparation for internships and better promote paid internships. Creation of semester-by-semester career maps would help assure that students are better prepared to secure internships and employment upon graduation. This would provide welcome support to departmental internship coordinators. Paid internships in particular, support graduation by reducing the financial demands of college attendance.

Another approach for enhancing career readiness that should be promoted is to further integrate certifications and micro-credentials integrated into curriculum. The Health Science Departments intentional integration of certifications into their degree programs is to be commended. Expanding career fairs and site visits are an excellent way to promote career exploration and readiness. Several model programs such as CMCE and ARCH could be adopted and adapted.



NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY TECH



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SPECIAL THANKS

TO STRATEGIC PLANNING COMMITTEE MEMBERS

CREATING A STUDENT-CENTERED, EQUITY-DRIVEN UNIVERSITY

LIB	Anne Leonard (chair)
ECFM	Michael Cannetti (secy)
HUM	Ines Corujo Martin
HUS	Smita Dewan
AFR	Dionne Bennett

CATALYZING UPWARD MOBILITY AND PROSPERITY

Dean, SoPS	Maureen Archer (chair)
BUS	Denise Sutton (secy)
ENG	Rory Richards
ENT	Sue Brandt
ETET	Li Geng
HUS	Ben Shepard
LIB	Cailean Cooney

NURTURING AND RENEWING THE ACADEMIC CORE

ENG	Laura Westengard (chair)
CTTE	Euisuk Sung (secy)
Dean, SoAS	Justin Vazquez-Poritz
SOC	Sean MacDonald

DESIGNING A CONVERGENT RESEARCH AND INNOVATION ECOSYSTEM

BIO	Sanjoy Chakraborty (chair)
CET	Benito Mendoza (secy)
Assoc.Provost	Reginald Blake
CST	Marcos Pinto
ENT	David Smith
MECH	Andy Zhang
RAD	Eric Lobel
RESO	Laura Andreescu

REIMAGINING UNIVERSITY FINANCE AND INFRASTRUCTURE

Dean, SoTD	Hong Li (chair)
MAT	Katherine Poirier (secy)
BUS	Rachel Raskin
VCT	Steven Indelicato

PROMOTING COLLEGE DIFFERENTIATION AND UNIVERSITY INTEGRATION

CMCE	Hamid Norouzi
HMGT	Lynda Dias
HMGT	Susan Phillip
MAT	Johann Thiel
PHYS	Boris Gelman

CITY TECH FACT SHEET 2023-24

History

Founded in 1946 as New York State Institute of Applied Arts and Sciences. Became part of CUNY in 1964. In 1971, merged with Voorhees Technical Institute (established 1882 as New York Trade School).

Accreditation

The Middle States Commission on Higher Education

President

Russell K. Hotzler, PhD

Three Schools

School of Arts & Sciences
School of Professional Studies
School of Technology & Design

Faculty

408 full-time
1,005 part-time

Degrees Awarded (2022-23)

1,123 Bachelor's Degrees
954 Associate Degrees

Alumni

113,000+

RANKINGS & ACCOLADES

U.S.News & World Report

#14 in Top Public Schools

2024 Best Colleges

#15 in Top Performers on Social Mobility

#22 in Regional Colleges North

Military Times 2023

Best for Vets: Colleges

24/7 Wall St.

Top 50 Colleges for Upward Mobility: #24

UNDERGRADUATE PROFILE, FALL 2023

Enrollment

13,784

65% full-time / 35% part-time

Among those in degree programs:
Bachelor (49%) / Associate (51%)

By School

49% School of Technology & Design

39% School of Professional Studies

12% School of Arts & Sciences

Background

Of those responding:

43% born outside of U.S.

(127 countries represented)

Residence

43.8% Brooklyn

23% Queens

5.4% Manhattan

9.6% Bronx

3% Staten Island

9.0% Other NY State

2.7% Other U.S. State

4.0% International Students

Race/Ethnicity*

34% Hispanic

2% Other

27% Black

4% Nonresident

21% Asian

11% White (non-Hispanic)

* 2021 IPEDS data

Median Age

21

NON-DEGREE STUDENTS

Continuing Education

5,104 (last year of data available
2022-2023)

College Now, Permit, Non Degree

585

UNDERGRADUATE DEGREE PROGRAMS

School of Professional Studies

Business: Accounting (AAS), Business & Technology of Fashion (AS, BS), Marketing Management & Sales (AAS), Ophthalmic Dispensing (AAS) • Career and Technology Teacher Education: Career and Technical Teacher Education (BS Ed), Technology Teacher Education (BS Ed) • Dental Hygiene (AAS) • Health Sciences: Health Services Administration (BS), Health Care Policy and Management (BS), Health Science (AS) • Hospitality Management (AAS, BTech) • Human Services (AAS, BS) • Law & Paralegal Studies: Paralegal Studies (AAS, BS) • Nursing (AAS, BS) • Radiologic Technology & Medical Imaging (AAS, BS) • Restorative Dentistry: Dental Laboratory Technology (AAS)

School of Technology & Design

Architectural Technology (AAS, BTech), Bachelor of Architecture (BArch) • Communication Design (AAS, BFA) • Computer Engineering Technology: Computer Engineering Technology (BTech)**, Electromechanical Engineering Technology (AAS)** • Computer Systems Technology: Computer Information Systems (AAS), Computer Systems (BTech) • Construction Management & Civil Engineering Technology: Civil Engineering Technology (AAS)**, Construction Management Technology (AAS), Construction Engineering Technology (BTech)** • Electrical Engineering Technology (AAS, BTech)**, Telecommunications Engineering Technology (AAS, BTech)** • Entertainment Technology (BTech), Emerging Media Technologies (BTech) • Environmental Control Technology (AAS), Facilities Management (BTech) • Mechanical Engineering Technology: Industrial Design Technology (AAS), Mechanical Engineering Technology (AAS, BTech)**

**Accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org/>

School of Arts & Science

Biological Sciences: Biomedical Informatics (BS) • Chemistry: Applied Chemistry (BS), Chemical Technology (AS) English: Professional & Technical Writing (BS) • Humanities: Health Communication (BS) • Liberal Arts & Science: (AA and AS) • Mathematics: Applied Mathematics (BS), Computer Science (AS), Math Education (BS) • Physics: Applied Computational Physics (BS) • Social Science: Data Analytics/Economics (BS) • CUNY Interdisciplinary (BA, BS)

ACADEMIC MINORS

Arabic Language and Cultural Studies • Art History & Visual Culture • Black Visual Cultures • Business • Computer Science • Environmental Studies • Gender & Sexuality Studies • Hispanic Studies • Physics • Psychology • Spanish Language • Theatre Studies



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CITY TECH

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The College is committed to a policy of equal employment and equal access in its educational programs and activities and to non-discrimination in accordance with federal, state and city laws. For questions or concerns on non-discrimination, please contact the College's Chief Diversity Officer; for those regarding sexual misconduct, please contact the College's Title IX Coordinator or the U.S. Department of Education, Office for Civil Rights.

