

New York City College of Technology

of The City University of New York (CUNY)

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Self-Study Design

Submitted to:

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I. Institutional Overview

I1. City Tech Overview

I1.1 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. Founded in 1946, today City Tech 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 for a diverse urban population.

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 ranked number 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 of Vets status by *The Military Times* for the last three years (2021, 2022, 2023). 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.

As of fall 2023, City Tech enrolled 13,784 students, 65% of whom are full-time students and 35% of whom are part-time students. Enrollment in associate degree programs and bachelor's programs was fairly evenly distributed, with 49% of students enrolled in a bachelor's program and 51% enrolled in an associate degree program. 49% of students are enrolled in a degree program offered by the School of Technology & Design, 39% of students are enrolled in a degree program offered by the School of Professional Studies, and 12% of the college's students are enrolled in a degree program offered by the School of Arts & Sciences.

From its founding in 1946 to address the need to educate veterans and others for careers in the postwar economy, New York City College of Technology of the City University of New York (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 13,784 students

(Fall 2023 data) 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—43% were born outside of the U.S., representing 127 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.

I1.2 Mission and Goals

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 multidisciplinary 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 multidisciplinary 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.

I1.3 City Tech and CUNY

The City University of New York 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 has 25 colleges spread across New York City's five boroughs, serving more than 225,000 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—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 Roadmap establishes 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 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 fund raising.

I1.4 City Tech and Brooklyn

City Tech is located at the foot of the Brooklyn Bridge, adjacent to the 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.

I1.5 Accreditation

New York City College of Technology is fully accredited by the Board of Regents of the University of the State of New York, 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), the Accreditation Commission for Programs in Hospitality Administration (ACPHA) 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.

12. Significant Recent Developments

I2.1 Enrollment

City Tech's fall enrollment decreased by approximately 4000 students, from 17,000 (fall 2019) to 13,000 (fall 2022), due to the COVID-19 pandemic. However, our enrollment began to recover in spring 2023, and our enrollment reached almost 14,000 students in fall 2023, The college continues to see

significant gains in first-time freshmen and transfers, and good gains with continuing students and readmitted students.

I2.2 Curriculum

Since 2018, City Tech has added a number of new degree programs, including the following Bachelor of Science degrees: (1) Data Science, (2) Data Analytics/Economics, (3) Healthcare Policy and Management; 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 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.

I2.3 Academic Minors

City Tech now offers 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 officially began in fall 2022 and 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 2023 approximately 330 students were enrolled in one of the college's minors.

12.4 Interdisciplinary Courses

An interdisciplinary (ID) course is a requirement for all graduating bachelor's students. The number of ID sections has doubled since 2018: for example, 44 sections are being offered in Spring 2024 but only 17 sections were offered in Spring 2018. 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.

12.5 Faculty

City Tech students are served by 408 full-time and 1,005 part-time faculty members (fall 2023 data). The number of full-time faculty remains flat when compared to the numbers reported in the last Self-Study in fall 2017, 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. A workload hour is equivalent to teaching 1 Carnegie hour per week per semester. This change occurred as the result of collective bargaining between CUNY and the union which represents its faculty and staff, the Professional Staff Congress. It has currently been one year without a new contract, as negotiations continue.

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. City Tech has hired 43 new lecturers since fall 2022, and, combined with a number of targeted assistant professor hires, has added over 60 new full-time faculty.

12.6 Professional Development - Faculty Commons

The Faculty Commons, A Center for Teaching, Learning, Scholarship and Service, coordinates all professional development, grants and assessment activities of faculty at City Tech. 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 involve 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.

12.7 Diversity Equity and Inclusiveness Initiatives

Pursuing the University's mission to stand as a national leader in providing access to higher education for diverse populations, 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 play 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, College Now, CUNY Explorers, STEP, Future Ready NYC, and MOUs with local high schools.

To help ensure that all faculty feel supported, the university administers the COACHE survey to full-time faculty every other year, to better understand areas of concern. Results are anonymous and aggregated and can be evaluated by demographic group. City Tech uses COACHE data to identify areas of concern and develop improvement plans.

Through university funding, we sponsor events and activities to celebrate our diversity, create equitable classroom environments, and combat hate. Sources of funding include BMI, BRESI, and Campus-Climate grants.

I2.8 Student Success Initiatives

City Tech is proud of several new initiatives to increase student success including:

• Student Success Center

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 will position students to thrive as active, engaged, and informed participants in their educational journey.

• Navigate - EAB

City Tech uses EAB Navigate 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 new Student Success Center where the student is assigned to the appropriate advisor or coach, All success alerts generate an automatic "high five" email to 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

Our new orientation workshop CT101 supports more students each year. Participants have higher retention than non-participants.

• ASAP/ACE

These nationally recognized student support initiatives continue to demonstrate graduation rates that dramatically exceed non-ASAP/ACE student graduation rates.

• Undergraduate Research

Another critical area of expansion is undergraduate research. 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. Approximately 500 students participate in undergraduate research each academic year, culminating in a poster session and awards ceremony each semester.

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 inclusive and 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 preparing students for graduate study and the workforce.

I2.9 Grants and Research

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. Grant funding varies by year – for FY 24 \$2,114,825 in research funding was secured by March 2024.

I2.10 Facilities

• New Academic Complex

In 2018, City Tech opened the doors to its New 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 New 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 curtails 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.

13. Technology at City Tech

I3.1 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 2021, City Tech began to reopen its doors to in-person instruction once again. As of spring 2024, 61% of City Tech's courses are being offered inperson, with the next two common modalities being online synchronous, at 10% of course offerings, and hybrid synchronous at 9%. 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.

I3.2 Online Degree Programs

Currently, City Tech offers seven-degree programs to primarily online students, where online degree programs 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 2023, these programs currently serve 1762 students, a small but significant percentage of City Tech's 13000+ students.

I3.3 Brief Summary of New Technological Developments

In response to a need for improved and efficient business processes, the College has placed significant attention on creating in-house applications that help improve automated business processes and the user experience. Implementation of enterprise initiatives such as migration to the MS 365

platform 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 on-premises 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 in seeking more cost-effective IT service delivery and deployment have been prioritized. The College Computer Information Services (CIS) department 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. Working towards utilizing CUNY's data center for off-site backups as well as minimizing campus on-premise data center footprint have been additional projects. 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, 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.

• Department of Academic Technologies and Online Learning (AtoL): 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 r 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 is in the process of migrating from its current Learning Management Software, Blackboard, to Brightspace. City Tech faculty and students will begin using the new platform starting in summer 2024. AtoL is supporting this transition.

14. 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 https://www.citytech.cuny.edu/about-us/docs/2019_2023_strategic_plan.pdf

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* (https://www.cuny.edu/about/chancellor/strategic-roadmap/).

City Tech is in the process of developing a new Strategic Plan that aligns with the goals established in the *CUNY Lifting New York 2023-2030 Strategic Roadmap* (see Table 1 below), and the recent developments listed above can be mapped to the *CUNY Lifting New York* goals. We are taking advantage of the overlap of preparing both the 2024-2029 Strategic Plan and the MSCHE Self-Study at the same time, and have held two Town Halls with faculty and staff, and one Town Hall with students, to inform our community about both initiatives and get their feedback on directions for the future.

Table 1. CUNY Lifting New York 2023-2030 Strategic Roadmap

Goals	Initiatives
Goal 1: Be a National Leader in Providing Access to Higher Education for Diverse Population of Students	 Employ data-driven informed approaches to enrollment management in attracting and retaining the leaders of the future. Support transfer students through articulation agreements with community colleges and degree maps, which help students prepare for transfer, maximize transfer of contributory credits, and provide a road map to timely graduation. Offer new and continuing career-focused degree programs, developed and sustained in partnership with industry.
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	 Actively monitor the pulse of industry, continuously upgrading our curriculum and degree offerings to address emerging workforce needs. Increase our commitment to student support services, addressing learning loss, and providing enriching hands-on experiences both inside and outside the classroom, with a particular focus on celebrating diversity, equity and inclusivity. Continue to enhance research and teaching infrastructure, providing professional development to faculty and staff through the Faculty Commons and iTEC. Renew collegewide student outcomes assessment.
Goal 3: Advance our Community Through Comprehensive Research, Engagement and Services	 Continue to build industry partnerships and community engagement by creating a new Alumni-Student mentorship program. Expand the Professional Development Center to develop a four-year student-centered road map for career advancement.
Goal 4: Modernize the CUNY System	 Provide innovation in learning, ensure accessibility, and be environmentally sustainable. Utilizing Capital Funds for needed facilities and technology upgrades that will maximize the optimal use of space and facilitate flexible and adaptive teaching and learning environments. Full conversion to the learning management system (LMS) Brightspace in the summer of 2024 that will be pivotal to online learning advancement, rendering all courses housed in one central LMS that prioritizes accessibility, analytics, and integration with already-existent operations. Integration of disparate digital platforms and communication modalities, with the dual goals of improved in-person and online user experience and a more secure community with greater protection against cyber-attacks.

City Tech's annual progress towards key goals is assessed by CUNY using a performance management process (PMP) that links planning and goal setting by the University and its 25 colleges and professional schools. College presidents and professional school deans, working with their executive teams and college communities, establish performance targets for their institution for the coming year reflecting plans for existing or new initiatives. At the end of each academic year, each college's progress on university and college goals is assessed, and strengths and ongoing challenges are identified. The Chancellor meets with each college president or dean annually to review institutional performance, recognize successful performance, and identify future priorities. College presidents and deans then lead their respective campus communities to advance the University and college goals.

II. Institutional Priorities to be Addressed in the Self-Study

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 Strategic Roadmap, the MSCHE Executive Steering Committee has identified five institutional priorities:

- 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 equity gaps by fostering and sustaining a culture of respect for diversity, inclusiveness and equity.
- 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.

Further, the following tables demonstrate the alignment of the institutional priorities to the institutional mission (Table 2), the CUNY Lifting New York Roadmap Goals (Table 3), and the seven MSCHE accreditation standards (Table 4).

Table 2. Alignment of Institutional Priorities with Institutional Mission

Institutional Priorities vs. College 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 collaborati on 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.
IP1. 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.	Х	Х	Х	
IP2. Reduce academic equity gaps by fostering and sustaining a culture of respect for diversity, inclusiveness and equity.	Х			х
IP3. Develop a comprehensive plan to optimize operations and infrastructure through efficient and systematic update of laboratories/clinics and maintenance and improvement of facilities.	Х			
IP4. Advance knowledge and strengthen our community through research, collaboration, community engagement and service.		X	Х	
IP5. Utilize the resources of the CUNY system and implement local strategies to best support transfer students.	х			

Table 3. Alignment of Institutional Priorities with CUNY Lifting New York Roadmap Goals

Institutional Priorities vs. CUNY Goals	#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
IP1. 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.	Х	Х		
IP2. Reduce academic equity gaps by fostering and sustaining a culture of respect for diversity, inclusiveness and equity.	Х	Х		
IP3. Develop a comprehensive plan to optimize operations and infrastructure through efficient and systematic update of laboratories/clinics and maintenance and improvement of facilities.			Х	x
IP4. Advance knowledge and strengthen our community through research, collaboration, community engagement and service.			х	
IP5. Utilize the resources of the CUNY system and implement local strategies to best support transfer students.	x			x

Table 4. Alignment of Institutional Priorities with MSCHE Accreditation Standards

Institutional Priorities vs. MSCHE Standards	l: Mission and Goals	II: Ethics and Integrity	III: Design and Delivery of the Student Learning Experience	IV: Support of the Student Experience	V: Education al Effectiven ess Assessme nt	VI: Planning, Resources , and Institution al Improvem ent	VII: Governa nce, Leadersh ip, and Administ ration
IP1. 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.	Х	X	Х	Х	Х	Х	
IP2. Reduce academic equity gaps by fostering and sustaining a culture of respect for diversity, inclusiveness and equity.	х	х	Х	Х	Х		х
IP3. Develop a comprehensive plan to optimize operations and infrastructure through efficient and systematic update of laboratories/clinics and maintenance and improvement of facilities.	х					х	x
IP4. Advance knowledge and strengthen our community through research, collaboration, community engagement and service.	x	Х	Х		х	х	х
IP5. Utilize the resources of the CUNY system and implement local strategies to best support transfer students.						x	

III. Intended Outcomes of the Self-Study

The intended outcomes of our Self-Study include:

- 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.
- 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.

IV. Self-Study Approach

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. Each Working Group will gather and generate content for each of the Middle States Standards. The Working Groups will engage in a process of active and open inquiry to identify institutional strengths and challenges and to propose possible recommendations for ongoing improvement.

V. Organizational Structure of the Steering Committee and Working Groups

V1. Self-Study Committees

V1.1 Steering Committee

The Steering Committee consists of the Provost, the Self-Study co-chairs, the co-chairs of each of the Working Groups and the chair of Verification of Compliance.

- Pamela Brown, Provost
- Nina Bannett, Professor, English (Self-Study co-chair)
- Candido Cabo, Professor, Computer Systems Technology (Self-Study co-chair)
- Paul Dorestant, Director, SEEK (co-chair Standard I)

- Caroline Hellman, Professor, English (co-chair Standard I)
- Tina Kao, Associate Professor, Social Science (co-chair Standard II)
- Katherine Raymond, College Counsel (co-chair Standard II)
- David Smith, Professor, Entertainment Technology (co-chair Standard III)
- Shelley Smith, Co-Director of Faculty Commons and Professor, Architectural Technology (cochair Standard III)
- Marling Sone, Vice President, Enrollment Management and Student Affairs (co-chair Standard IV)
- Reginald Blake, Associate Provost and Dean of Curriculum and Research (co-chair Standard IV)
- Yimi Zhao, Director, Office of Institutional Research and Effectiveness (co-chair Standard V)
- Noemi Rodriguez, Assistant Professor, Health Sciences (co-chair Standard V)
- Rita Uddin, Vice President and Chief Information Officer (co-chair Standard VI)
- Sean Scanlan, Associate Professor, English (co-chair Standard VI)
- Adrianne Traylor, HR Manager, Office of Faculty and Staff Relations (co-chair Standard VII)
- Kerin Coughlin, Assistant Professor, Law and Paralegal Studies (co-chair Standard VII)
- Kim Cardascia, Administrative Executive Officer, Office of the Provost (chair Verification of Compliance)

V1.2 Self-Study Executive Committee

The Self-Study Executive Committee is a subset of the Steering Committee that will manage the self-study process and facilitate the coordination between the Working Groups.

- Pamela Brown, Provost
- Nina Bannett, Professor, English (Self-Study co-chair)
- Candido Cabo, Professor, Computer Systems Technology (Self-Study co-chair)
- Yimi Zhao, Director, Office of Institutional Research and Effectiveness (co-chair Standard V)
- Kim Cardascia, Administrative Executive Officer, Office of the Provost (chair Verification of Compliance)

V2. Charge and Activities of Working Groups

V2.1 General Charge for All Working Groups

Working Groups will gather and generate content for a self-study document using the framework of the Middle States Standards. The Working Groups will engage in a process of active and open inquiry to identify institutional strengths and challenges and to propose possible recommendations for ongoing improvement. In the process, the Working Groups will:

- Examine the assigned standard to identify relevant institutional strengths, challenges, and opportunities for improvement, making sure to address all points included in the standard and determining which are most pertinent to City Tech at the present time.
- Identify relevant people to interview and institutional processes and procedures to be reviewed, summarized and used to address compliance with the fundamental elements of the standard;
- Develop, analyze, and answer one to three research questions that explore the most applicable elements of the standard more deeply;
- Collect, review, and summarize key sources of relevant documentation to be used to support any conclusions; and
- Make recommendations for improvements or continued inquiry and analysis.

Where the Standard being examined includes assessment, the following questions apply:

- How does City Tech assess this standard?
- What results has the college found in the past?
- Who was sampled to get current and past results?
- Was the sampling representative of the population?
- How have we disseminated (or plan to disseminate) the current results to the college-wide community?
- How have the past results been disseminated to the college community?
- Were assessment results used to draft improvement strategies and implement them?

V2.2 Timeline of Activities for All Working Groups

• By Wednesday, February 7, 2024, the Working Groups should develop 1-3 research questions to shape a deeper inquiry into the most applicable parts of the standard. All research questions should be:

- Important: link to a larger institutional goal and relate directly to City Tech's mission and strategic plan;
- Analytical: not evoking a merely descriptive response, but rather analysis and recommendations for action; and
- Answerable: able to be addressed in the available time scale, i.e. by the end of the Fall 2024 semester.
- On Friday, February 9, 2024, the Working Groups will present their proposed research question(s) to the other Working Groups and the Steering Committee.
 - After the Steering Committee approves the research questions(s), the Working Groups will have approximately six weeks to develop a plan of activities. This must include collecting and submitting all currently existing applicable documents and creating a plan for developing the rest.
- By March 20, 2024, the Working Groups should develop a plan of activities that will help you achieve the goals above by the end of the Spring 2024 semester. This must include collecting and submitting all currently existing applicable documents and creating a plan for developing the rest.
- On March 22, 2024, the Working Groups will present their proposed plan of activities to the other Working Groups and the Steering Committee.
- In the Spring 2024 semester, Working Groups will be responsible for conducting the planned analytical activities and using the resources to fully address the standard.
- Documentation of your activities will be due to the Steering Committee at the end of the fall 2024 semester.
 - A 75% complete draft is due by December 31, 2024
 - The complete draft report is due by January 31, 2025
- In the Spring 2025 semester, the draft report will be disseminated to the college community for discussion and feedback. Working Groups will respond to requests for additional clarification or information from the Steering Committee.
 - Thereafter, Working Groups will review the drafts of the self-study report produced by the steering committee and provide feedback.
 - Working Group co-chairs will facilitate, monitor and provide regular updates on the above activities, including ensuring that agendas and minutes of all Working Group meetings are complete and on file.

V3. Working Groups Overview

V3.1 Standard I: Mission and Goals

Working Group Members:

Co-Chair	Paul Dorestant, Director, SEEK
Co-Chair	Caroline Hellman, Professor, English
Members	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
	Diana Samaroo, Professor, Chemistry
	Jorge Santos, Lecturer, Environmental Control Technology

Summary from Middle States Standard:

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 clearly linked to its mission and specify how the institution fulfills its mission. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Mission: developed collaboratively; guides planning and decision-making; widely publicized
- Goals: focus on student learning, consider diversity, equity, and inclusion, and prioritize institutional improvement: How are the mission and goals assessed to ensure they are relevant and achievable?

Research Questions:

Q1. 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 diversity, equity, inclusion, and accessibility, and support for student retention and graduation? What mechanisms are utilized to regularly assess the College's fulfillment of its mission and education goals?

- Part of standard addressed: 1.3a, 1.3b, 1.3c, 1.3d; 1.4
- Linked institutional priorities: IP1, IP2

Q2. How do City Tech's faculty, staff, and students contribute to decisions regarding operations and resource allocation? In what ways do City Tech's operations and resource allocation align with its mission and education goals?

- Part of standard addressed: 1.1a, 1.1b, 1.1d, 1.1e
- Linked institutional priorities: IP2, IP3, IP4

V3.2 Standard II: Ethics and Integrity

Working Group Members:

Co-Chair	Tina Kao, Associate Professor, Social Science
Co-Chair	Katherine Raymond, College Counsel
Members	Patricia Gorkhover, 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

Summary from Middle States Standard:

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. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Commitment to academic freedom, intellectual freedom, freedom of expression;
- A climate that fosters respect;
- Documented grievance policies and procedures;
- Avoidance of conflict of interest;
- Fair and impartial practices;
- Honesty and truthfulness in published materials and internal communications; and
- Promotion of diversity, equity, and inclusion.

 Assessment: How is periodic assessment of ethics and integrity evidenced in institutional policies, processes, and practices, as well as in the ways in which these are implemented?

Research Questions:

Q1. What College policies, services and programs are in place to support making a City Tech education accessible to students with diverse needs, including students with disabilities and students facing financial challenges, and how can these policies, services and programs be improved?

- Part of standard addressed: 7 a, b, c
- Linked institutional priorities: IP1, IP2

Q2. How does the College make employees aware of the standards of ethical conduct they are expected to adhere to? How does the College employ effective processes to guide employees in complying with those standards?

- Part of standard addressed: 4
- Linked institutional priorities: IP2, IP4

Q3. 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? How effectively do those policies and procedures enable students, faculty and staff to register complaints in an efficient and accessible way?

- Part of standard addressed: 2, 5
- Linked institutional priorities: IP2

V3.3 Standard III: Design and Delivery of the Student Learning Experience

Working Group Members:

Co-Chair	David Smith, Professor, Entertainment Technology
Co-Chair	Shelley Smith, Co-Director of Faculty Commons and Professor, Architectural Tech
Members	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

Summary from Middle States Standard:

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. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Programs foster coherent student learning experience and promote synthesis of learning;
- Faculty are qualified and provided with adequate support;
- Programs of study are clearly described in a way that students can understand requirements and expected time to completion;
- Sufficient resources;
- A general education program that draws students into new areas of experience and leads to essential skills and values.
- Assessment: What strategies exist for periodic assessment of the effectiveness of programs?
 How are findings implemented to improve programs?

Research Questions:

Q1. How do faculty devise, implement, and assess a philosophy of 21st-century education that aligns with the college mission and provides students with equitable access to current content, effective pedagogy, and a community that fosters a sense of purpose and belonging?

- Part of standard addressed: 3.1a,c; 3.2a,b,e; 3.3; 3.5a,b; 3.7; 3.8
- Linked institutional priorities: IP1, IP2

Q2. How does the college support faculty research, collaboration, and service to advance knowledge, community, and student learning experiences?

- Part of standard addressed: 3.1a; 3.2a,c,d,e
- Linked institutional priorities: IP1, IP4

V3.4 Standard IV: Support of the Student Experience

Working Group Members:

Co-Chair	Marling Sone, Vice President, Enrollment Management and Student Affairs
Co-Chair	Reginald Blake, Associate Provost and Dean of Curriculum and Research
Members	Lauri Aguirre, Director, First-Year Programs
	Nora Almeida, Associate Professor, Library
	Matthew Brittain, Coordinator, Collaborative Precollege Programs
	Sanjoy Chakraborty, 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
	Evelyn Pak, Academic Technology Supervisor, Instructional Technology
	Kwesi Samuels, Director, ASAP, ACE, and Math Start
	Satyanand Singh, Professor, Mathematics

Summary from Middle States Standard:

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. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Supports student retention and success (including orientation, advisement, counseling);
- Provides accurate information regarding cost and resources
- Offers suitable and effective preparation for students entering the college without adequate preparation
- Implements clear and effective policies for the evaluation of transfer credits and other equivalencies
- Ensures that student information and records are safe and secure

• Assessment: How is the effectiveness of programs supporting the student experience assessed? How are the findings implemented to improve them?

Research Questions:

Q1. How do the key components of the City Tech Student Experience (i.e., support services and interventions, co- and extracurricular activities, and learning environment) 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?

- Part of standard addressed: 1 a, b, c, d, 4
- Linked institutional priorities: IP1

Q2. 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 are needed to reduce these barriers and ensure that equity, inclusivity, and accessibility are integral to the student experience and academic success?

- Part of standard addressed: 1, a, b, c, e, 2, 6
- Linked institutional priorities: IP2

Q3. What student data (including disaggregated data) are being collected and analyzed to inform the improvement of student recruitment, admission, retention and graduation? How are support services being assessed for continuous improvement?

- Part of standard addressed: 1 e, 5, 6
- Linked institutional priorities: IP1

V3.5 Standard V: Educational Effectiveness Assessment

Working Group Members:

Co-ChairYimi Zhao, Director, Office of Assessment, Institutional Research andEffectivenessCo-ChairNoemi Rodriguez, Assistant Professor, Health SciencesMembersJose Diaz, Director, Instructional TechnologyPegah Khosravi, Assistant Professor, Biological SciencesBoyan Kostandinov, Professor, MathematicsJudith Rockway, Director, Learning CenterGerarda Shields, Dean, School of Technology and Design

Summary from Middle States Standard:

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. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Supports student retention and success (including orientation, advisement, counseling);
- Provides accurate information regarding cost and resources
- Offers suitable and effective preparation for students entering the college without adequate preparation
- Implements clear and effective policies for evaluation of transfer credits and other equivalencies
- Ensures that student information and records are safe and secure
- Assessment: How is the effectiveness of programs supporting the student experience assessed? How are the findings implemented to improve them?

Research Questions:

Q1. How have the College's efforts in measuring and assessing learning outcomes contributed to improvements in DEI (Diversity, Equity, and Inclusion), 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?

- Part of standard addressed: 5.1, 5.2, 5.5
- Linked institutional priorities: IP1, IP2

Q2. 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?

- Part of standard addressed: 5.3, 5.5
- Linked institutional priorities: IP1, IP4

V3.6 Standard VI: Planning, Resources, and Institutional Improvement

Working Group Members:

Co-Chair	Rita Uddin, Vice President and Chief Information Officer
Co-Chair	Sean Scanlan, Associate Professor, English

MembersMiguel Cairol, Vice President for Administration and FinanceChristopher Lee, Assessment & Evaluation Analyst, Office of InstitutionalResearch and AssessmentElena M'Bouroukounda, Lecturer, Architectural TechnologyLaureen Park, Associate Professor, Social ScienceSusan Schroeder-Davide, Professor, Dental HygieneDaniel Wong, Professor and Chair, Communication Design

Summary from Middle States Standard:

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. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Objectives reflect conclusions drawn from assessment results;
- Planning and improvement processes are participatory, clearly documented and communicated, reflect diversity, equity, and inclusion, and are linked to strategic plan objectives;
- Resources are documented and adequate to support operations; and
- Independent financial audits and compliance with all responsibilities under law.
- Assessment: What strategies are employed to assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources? How have the results been used for improvement?

Research Questions:

Q1. How are the financial planning and budgeting process aligned with the college's departmental goals and institutional priorities?

- Part of standard addressed: S6.1, S6.2, S6.3, S6.4, S6.5, S6.8, S6.10, 6.11
- Linked institutional priorities: IP1, IP3, IP5

Q2. To what extent is there broad cross-campus participation in the development of institutional plans—such as facilities, information technology, departmental, and other strategic plans? To what extent are these institutional plans informing each other and communicated across the campus?

- Part of standard addressed: S6.1, S6.5, S6.2, S6.9
- Linked institutional priorities: IP1, IP3, IP4, IP5
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Q3. How do the college's financial, physical, human, and technological resources adequately support its operations? Further, what strategies exist to measure the effectiveness and efficient utilization of institutional resources required to support the college's mission and goals?

- Part of standard addressed: S6.4, S6.6, S6.7, S6.12, S6.13
- Linked institutional priorities: IP1, IP3, IP5

V3.7 Standard VII: Governance, Leadership, and Administration

Working Group Members:

Co-Chair	Adrianne Traylor, HR Manager, Office of Faculty and Staff
	Relations
Co-Chair	Kerin Coughlin, Assistant Professor, Law and Paralegal Studies
Members	Alyssa Adomaitis, Associate Professor, Business
	Derwent Dawkins, Registrar
	Ivan Guzman, Associate Professor, Construction Management and Civil
Eng	gineering Technology
	Brad Isaacson, Associate Professor, Mathematics
	Peter Parides. Associate Professor. Social Science

Summary from Middle States Standard:

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 the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. The working group must investigate the following matters (stated more fully in the *Standards*), analyzing evidence that the college meets the standard and identifying areas for improvement:

- Clearly articulated and transparent governance structure;
- Legally constituted governing body (CUNY Board of Trustees);
- Chief Executive Officer who is qualified and given authority;
- An effective administrative structure.
- Assessment: What processes are used for periodic assessment of the effectiveness of governance, leadership, and administration? How have findings contributed to improvement?

Research Questions:

Q1. 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?

- Part of standard addressed: 1
- Linked institutional priorities: IP2, IP4

Q2. How can the institution best support the modernization of our academic and operational technology infrastructure, in order to enhance efficiency, communication, and coordination across all college systems?

- Part of standard addressed: 4d
- Linked institutional priorities: IP3, IP6

Q3. How can we best design and implement robust assessment in order to evaluate the effectiveness of College Council, the institution's primary governing body, including its associated standing and special committees?

- Part of standard addressed: 5
- Linked institutional priorities: IP2, IP4

V3.8 Requirements of Affiliation/Verification of Compliance

Working Group Members

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

VI. Guidelines for Reporting

Working Groups are responsible for providing the Steering Committee with a concise, thoughtful, and candid report of about 6-12 pages that accurately depicts the results of their analysis. The conclusions should be data-driven and documented, with all supporting data clearly cited. In addition, the recommendations you make should follow logically and clearly from your analysis and conclusions. To ensure consistency, the Working Group draft and final reports to the Steering Committee should adhere to the following template:

- Introduction: General overview of the Middle-States Standard and the Institutional Priorities addressed by the Standard.
- Evidence Collection and Analysis: Evaluate how City Tech complies with the criteria for the Standard, identifying the supporting evidence and specifying how the evidence was collected.
- Areas of Strength: Identify areas in which City Tech complies with the criteria for the Standard.
- Areas for Improvement: Identify areas that need to be addressed by City Tech to comply with the criteria for the Standard.
- Conclusions and Suggestions: Provide suggestions on how City Tech should address the areas that need improvement.

Even though the Office of the Provost will be editing and formatting the Final Self-Study Report, the Working Groups will receive style and formatting guidelines to ensure consistency.

VII. Organization of the Final Self-Study Report

Following MSCHE recommendations, the Final Self-Study Report will be organized around the final reports from the Working Groups, and it will include the following sections:

- Institutional Overview
- Executive Summary
- Institutional Priorities
- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration
- Conclusions and Suggestions

VIII. Self-Study Timeline

Table 5. City Tech Self-Study Timeline

September – October 2023	City Tech representatives attend the Self-Study Institute.Steering Committee and Working groups are assembled.			
December 2023	• Steering Committee and Working Groups are charged.			
January – March 2024	 Conference/Video call with MSCHE VP Liaison. Working Groups formulate the lines of inquiry, review the needed evidence, and outline a plan for evidence collection and analysis. 			
April – May 2024	Working Groups gather evidence.			
April 18, 2024	 Self-Study Design Document (SSDD) draft submitted to MSCHE VP Liaison. 			
May 13, 2024	MSCHE VP Liaison Self-Study Preparation Visit.			
June – September 2024	 Revisions suggested by MSCHE VP Liaison incorporated in the SSDD. Acceptance of SSDD. 			
September – December 2024	 Working Groups gather and analyze data, and submit progress reports to Steering Committee. 			
January 31, 2025	Working Groups submit final reports.			
January - May 2025	 The Steering Committee reviews the Working Group reports to ensure that all assigned institutional priorities are addressed and should ascertain to what degree the Working Groups have developed and presented sufficient information and evidence to support their conclusions. Self-Study Report drafted and shared with campus community Self-Study Evaluation Team Chair chosen and visit dates chosen. Accepted SSDD sent to Team Chair. 			
February – September 2025	Self-Study revisions and campus review.			
September – November 2025	 Self-Study Report draft sent to Team Chair (two weeks before Preliminary Visit) Team Chair's Preliminary Visit. 			
December 2025 – January 2026	 Self-Study Report finalized based on Team Chair feedback and shared with campus. 			
February – March 2026	• Final Self-Study Report/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit).			
February – May 2026	 Self-Study Evaluation Team Visit Team Report Institutional Response 			
June/November 2026	Commission meets to determine action			

IX. Communication Plan

City Tech will gather input and share progress on the Self-Study with its institutional stakeholders (students, faculty, and administrators) to ensure an inclusive Self-Study process. The communication plan includes a mix of meetings, open forums, email communications and information posted on the Self-Study Web site from Fall 2023 to Fall 2025. It should be noted that the 2026 Middle-States Accreditation overlaps with the preparation of the City Tech 2024-2029 Strategic Plan.

Table 6. Communication Plan	Table 6.	Communication Plan
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PURPOSE	AUDIENCES	METHODS	TIMING
To share information about the Self-Study process	Steering Committee and Working Groups	 Regular meetings Email communications MSCHE Self-Study Site 	Fall 2023 - Spring 2024
	Students	 Town Halls for Strategic Plan Open Forums Presentation to Student Government Association Self-Study Web site Email updates City Tech Newsletter 	Spring 2024 -Fall 2024
To update campus constituencies about the Self-Study progress	Faculty	 Town Halls for Strategic Plan Open Forums Faculty meetings Self-Study Web site Email updates City Tech Newsletter 	Spring 2024 - Fall 2024
	Administration and Staff	 Town Halls for Strategic Plan Open Forums Self-Study Web site Email updates City Tech Newsletter 	Spring 2024 - Fall 2024
To gather feedback	Students	 Open Forums Meeting with Student Government Association Self-Study Web site 	Spring 2025 -Fall 2025
about the Working Group Reports	Faculty	 Open Forums Faculty meetings Self-Study Web site	Spring 2025 - Fall 2025
	Administration and Staff	 Open Forums Self-Study Web site	Spring 2025 - Fall 2025

X. Evaluation Team Profile

X1. Evaluation Team

City Tech is a large, public, urban, minority-serving, commuter college, offering associate and baccalaureate degrees. A large percentage of our students receive need-based financial need. We are part of a large university system, CUNY, which shares undergraduate, general education requirements facilitating easy transfer among campuses. We also serve a significant number of part-time students. We enroll more STEM majors than any other CUNY campus. We also offer highly competitive clinical degrees in nursing, radiological technology, and dental hygiene. We request a team chair and peer evaluators whose overall backgrounds and experiences encompass the characteristics of our institution. Specifically,

- Team Chair a president or provost from a similar institution is preferred.
- Peer Evaluators: expertise in the disciplines we offer is preferred.

X2. Peer Institutions

IPEDS ID	Peer Institution	Source	
144209	City Colleges of Chicago-Harold Washington College	IPEDS (2017 to present)	
144184	City Colleges of Chicago-Harry S Truman College	IPEDS (2017 to present)	
144166	City Colleges of Chicago-Malcolm X College	IPEDS (2017 to present)	
135717	Miami Dade College	IPEDS (2017 to present)	
185129	New Jersey City University	COACHE 2019	
366252	Pennsylvania College of Technology	IPEDS (2017 to present)	
195809	St. John's University	COACHE 2023	
196033	SUNY-College of Agriculture and Technology at Cobleskill	IPEDS (2017 to present)	
196006	SUNY-College of Technology at Alfred	IPEDS (2017 to present)	
196015	SUNY-College of Technology at Canton	IPEDS (2017 to present)	
196042	SUNY-Farmingdale State College	IPEDS (2017 to present), COACHE 2019	
161873	University of Baltimore	COACHE 2019	
225414	University of Houston-Clear Lake	COACHE 2023, COACHE 2019	
220701	University of Tennessee Southern	COACHE 2023	
212878	Harrisburg University	INTERNAL REVIEW	
216296	Thaddeus Stevens College of Technology	INTERNAL REVIEW	
195003	Rochester Institute of Technology	INTERNAL REVIEW	

Table 7. City Tech Self-Study Peer Institutions

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

In order to ensure that AIU data is evaluated and utilized, we reviewed the report with the Steering Committee at our April 2024 meeting and posted it on our internal Dropbox site, accessible to all self-study committee members, along with our Supplemental Information Report, with a request to review as part of the self-study process.

XII. Evidence Inventory Strategy

City Tech is developing evidence along two simultaneous lines. The executive committee coordinates shared student data, a centralized set of surveys, and a shared overall list of all evidence to be cited or developed, with an index and repository location that all working groups can access. Each working group is responsible for developing all evidence unique to their standard, and for coordinating with other working groups where there is overlap (for example if two or more groups want to interview the same person).