



OVERVIEW OF ASSESSMENT & INSTITUTIONAL EFFECTIVENESS DRAFT



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OVERVIEW OF ASSESSMENT and INSTITUTIONAL EFFECTIVENESS AT CITY TECH

Introduction

The purpose of this document is to provide a conceptual overview of the approaches the College uses to describe and assess institutional effectiveness. This plan identifies four important facets of an Institutional Effectiveness system:

1. principles that guide assessment at the College;
2. description of the conceptual basis from which the College's approaches to assessment have been developed;
3. data collection and reporting strategies; and
4. description of the institutional mechanisms used to circulate assessment information throughout the institution to encourage informed decision-making.

In providing an overview of the Institutional Effectiveness model of the College, this report focuses on the transition from the Office of Assessment and Institutional Research's directive to support the institution with respect to institutional research reporting responsibilities and academic assessment support to an institutional effectiveness purview.

In 2009, the Office of Assessment and Institutional Research (AIR) was staffed with a director and two full-time staff to:

1. support the College with respect to complying with federal reporting responsibilities, external survey requests, and supplying frequently requested data; and
2. advise faculty with respect to assessment of general education/institutional outcomes, academic programs, and critical course learning outcomes.

While the AIR office coordinates many institutional assessment activities, the collection of information and assessment of effectiveness is a College-wide effort and responsibility ultimately resides within the departments/programs.

Principles That Guide the College's Effectiveness Assessment Process

The following principles guide the institution's efforts to understand College effectiveness:

1. Effectiveness information is presented in formats that easily support institutional planning and decision-making efforts through the AIR data dashboard. These data are reported to support the CUNY PMP report and City Tech Goals and Targets required by the CUNY system.

When appropriate, data should be prepared to support and inform current planning priorities and facilitate decision-making with respect to key institutional issues. The College's efforts to understand its effectiveness have been based upon the College's goals listed within the Strategic Plan as defined in its mission. It also has been based upon the attainment of the CUNY system goals, targets, and directives. External accountability standards have also shaped institutional assessment strategies.

2. In order to recognize and factor into assessment information the diverse educational goals of the College's students, AIR has articulated its support for the College's three divisions (Academic Affairs, Administration and Finance, and Enrollment and Student Affairs) and executive offices that have been aligned with the strategic plan (see Appendix A). The AIR office will support all departments and units to track their performance.

3. Where possible and desirable, institutional effectiveness studies have attempted to control for entering student abilities, both to understand and explain the differences in outcomes that are experienced by different student groups, and also to understand the extent to which the College is able to successfully remediate the deficiencies with which students enter. Many institutional research efforts have explored the disparity in student outcomes based on student characteristics and entering academic abilities with the goal of providing information that could be used to remediate the disparities and ensure more equitable success outcomes for underperforming students.

4. A commitment has been made to assess effectiveness at the institutional, administrative department, academic program, and classroom/course level. Assessment strategies based on the mission and goals of academic programs and administrative departments will be developed to respond to the information and research questions associated with each of these levels within the College. Assessment efforts at the institutional level will be coordinated by the City Tech Assessment Committee (CTAC), which is the steering committee providing the assessment framework for assessment efforts throughout the College. The AIR office will work with the various constituents across the College to ensure that data required to address the institutional issues is available.

5. Assessing institutional effectiveness requires both internal and external standards. The College has used a wide range of benchmarking strategies to develop an understanding of institutional effectiveness relative to peer institutions. The College participates in several national data collection efforts in order to build external comparisons into assessment initiatives. The College, as a part of the CUNY system, has reported data and compared its performance with

its peer institutions. The use of this information has allowed the College to assess the impact of programmatic and service-delivery changes over time and to monitor evolving patterns in institutional effectiveness with respect to the many different student groups served by the College.

6. The College has a long history of maintaining extensive databases, with the support of the central office, to support institutional inquiry into its effectiveness. The AIR office designated a high priority of the office responsibility to ensure consistency of measurement over time, an especially challenging standard to uphold when the College converted from legacy main-frame-based student systems to CUNYFirst, and numerous sources of data (CBIL, IRDB, I805, ADW). To ensure the reliability and validity of assessment outcome measures over time, the Office has worked intensely with the CUNY Central Office of Assessment and Institutional Research to ensure the integrity of student information. The cross-validation of findings has been a continuous priority through the use of multi-methods and multi-measures approaches to building assessment data. For cognitive measures at the College regarding outcomes assessment, establishing the reliability and validity of educational measurement tools has also received priority as a higher education best practice.

7. A broad range of campus constituents has been involved in the process of data collection and interpretation in order to ensure the relevancy of assessment information and promote ownership of institutional effectiveness data and informed decision-making. City Tech's participation in the CUNY MOMENTUM, ASAP, SEEK and other notable retention initiatives, will strongly encourage information-based decision-making and reinforce a College-wide commitment to utilize consistent, accurate information in all strategic areas in order to increase completion rates and assess effectiveness. In utilizing the CUNY system and City Tech assessment database structures, the AIR office encourages staff and faculty to identify meaningful measures and data elements for tracking and evaluation (e.g., ABET, CAEP, CUE, Dental Hygiene programs; Enrollment Management; Student Affairs; Business and Finance).

The development of customized reports that address specific departmental or programmatic assessment needs are an on-going part of the work of the AIR office. For academic needs, the acquisition of TK20/Watermark has enabled faculty to map their curriculum, engage in General Education/institutional outcomes, programmatic, and course assessments, with a data warehouse and real-time reporting features. The office has been innovative in utilizing the talent within the College to create an efficient data reporting system for institutional data needs from all units and departments.

8. Multiple reporting formats are used to ensure broad-based institutional understanding of the effectiveness information and its potential implications for the College. A range of

formal Institutional Research reports, Research Briefs, General Education Assessment Briefs, the College Fact Sheet, and interactive downloadable reports are available and widely-distributed to all faculty and staff. Reports are written in non-technical language to encourage readership. College-wide access to institutional information has been ensured through the utilization of the AIR website and distribution through the College's email distribution system led by the President's Office. The AIR office maintains a website that provides access to various reports, assessment information, the College's Strategic Plan, and the PMP.

9. A continuing effort has been made to anticipate the institution's future information needs. The AIR office has been tracking the various data requests since 2013 and based upon these requests, has made data more readily available to faculty and administrators through the data dashboard, which provides frequently requested data in real time.

10. The College has been committed to using current technology in data collection and delivery. Through the use of technology, the College has been able to improve the efficiency and effectiveness in serving faculty and staff by providing direct access to institutional data in CUNYFirst queries and tables. The College's Office of Computer Information Systems (OCIS) serves the College with its ability to write queries to address assessment needs with minimal support from the College's OCIS staff. When further support is needed, the OCIS provides faculty, staff, and students with a HELPDESK line for telephone support. When additional support is required beyond the HELPDESK, the OCIS staff meets with its constituents to ensure a solution is attained.

Theoretical Framework for Assessment Research

Many institutional effectiveness studies have been conducted within recognized theoretical constructs and frameworks. The AIR office has used scholarly research from its CUNY counterparts, the literature, and conference proceedings to formulate the hypotheses and methods of inquiries that are employed by the College. The models that have shaped assessment research are based on the persistence models developed Ernie Pascarella (University of Iowa) and Pat Terenzini (Pennsylvania State University). While the models were originally developed to understand persistence, they also have been useful in understanding a broad range of educational outcomes, including student learning and the psychosocial attainment of first-generation and disadvantaged students. Since the principle focus of these models is on the interaction between students and the college environment rather than student pre-entry characteristics, they imply that college practices and pedagogical methods can be influenced by educational institutions in directions that lead to improved achievement by students. This focus is in parsimony with the broad access dimension of the City Tech college mission.

Specifically, the theoretical framework that guides the future direction of the assessment research at City Tech posits that student growth and development result from a longitudinal process of interaction between an individual with certain attributes, abilities, intentions, and commitments and other members of the academic and social systems of the college (see Figure 1, with permission from Cumming and Lotkowski).

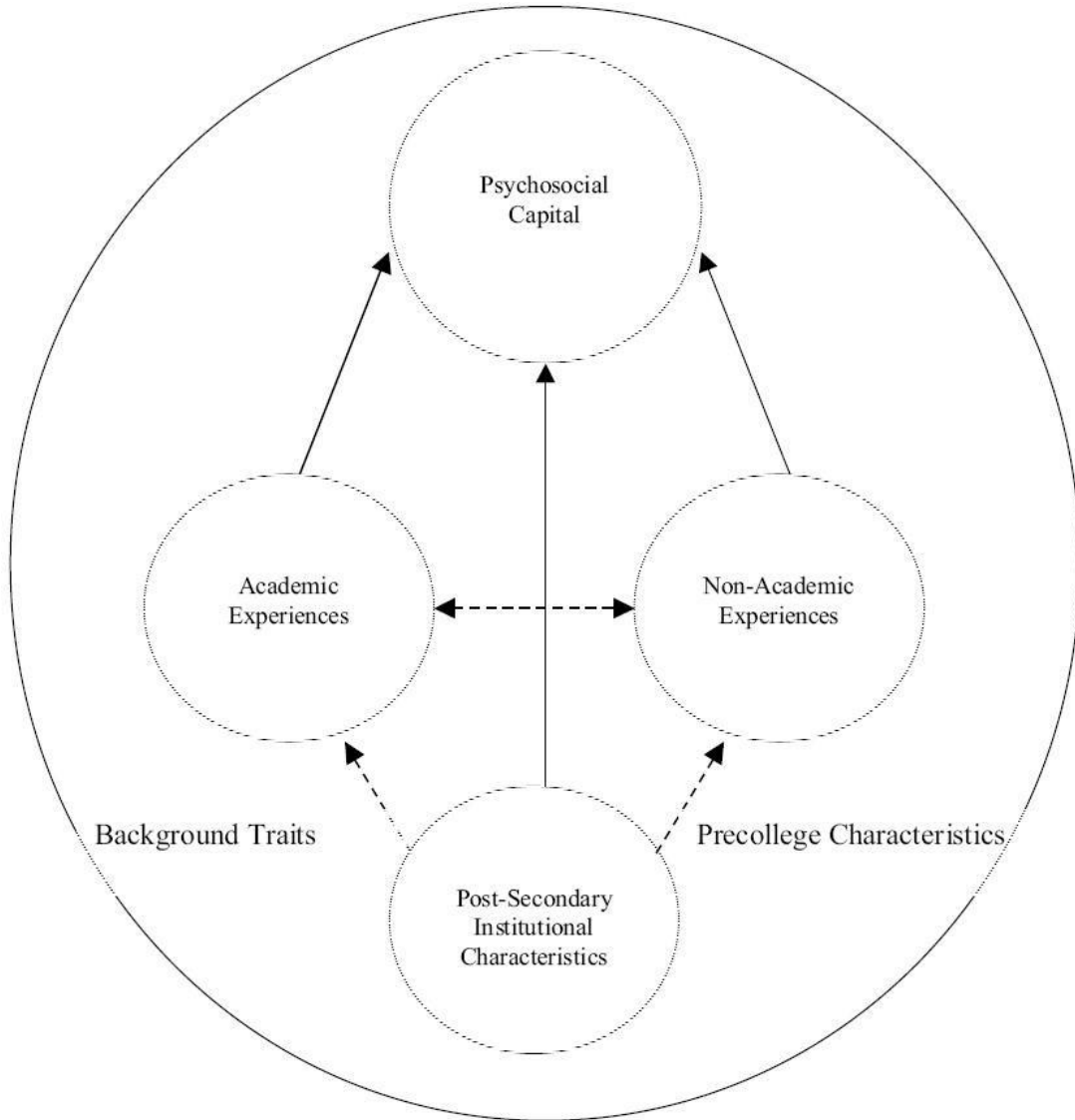


Figure 1. The relationship among factors affecting the college experience

As previously mentioned, this approach to assessment accommodates the College's broad access mission. This broad access is reflected in the College's heterogeneous student body, which is characterized by a wide range of educational backgrounds, an ethnically diverse student body, and college-readiness. In addition to contributing to a diverse student body serving the constituencies of NYC, the mission has resulted in an equally broad range of educational experiences planned to respond to students' needs.

Indicators that Support Assessment Research

We strive to utilize our assessment model by tracking student information that is systematically gathered from the time the student applies for admission to the College and continues after their departure from the institution thereby providing access to valuable longitudinal assessment data representative of three important points-in- time:

1. Input information: including demographics, admission index, test scores (when available), limited high school and transfer school information, and student educational goals (through initial academic plan enrollment)
2. Process information: including academic plan, stop-out instances, participation in academic support programs that are available through CUNYFirst, financial aid support, attendance reports, grade point averages, credit hours attempted and completed, and course taking patterns.
3. Student feedback: data from the CUNY Student Experience Survey (every two years), Noel-Levitz SSI, and NSSE surveys (every three years) that are conducted on a cyclical basis.

Institutional documents, such as the City Tech Mission Statement, the College's Strategic Plan, and the CUNY PMP have served as sources for defining appropriate outcome measures. These documents are all available on the College's website. Assessing outcomes against the backdrop of the CUNY system and College mission as the designated technical college of the University can be challenging.

Data that are routinely available for examining and assessing institutional effectiveness fit into five broad areas:

1. workforce development
2. student persistence
3. graduation or transfer preparation
4. assessment of College experiences
5. financial support and resource usage patterns (ideally)

The College will continue to collect data to include:

1. job placement rates
2. salaries available through NYS and survey efforts
3. license and certification pass rates
4. assessment of the preparation received for employment while at the College

The College is expanding its tracking of transfer students through CUNY's subscription to the National Student Clearinghouse. The College and University system have worked over the past several years to ensure reporting and tracking in order to evaluate degree completion at other institutions within and outside of CUNY.

The AIR office supports Academic Affairs through tracking transfer-in students through its various articulation agreements maintained by the Associate Provost. In some cases, this information has been supplemented with detailed academic and persistence outcomes from transfer institutions within the CUNY system and the AIR office supplies similar data in reciprocity. Examples of student achievement measures that are routinely included in the transfer articulation agreement assessment efforts include: GPA, course grades, graduation rates, and persistence rates.

The Administrative and Finance Division within the College reports trends in cost and resource usage per FTE student, revenue disbursement, expense category trends and other required reporting elements to the CUNY system, NYC, and the state of New York, as well as the federal government.

The measures that are presently part of the assessment process have evolved as a result of ongoing evaluation activities designed at the CUNY and College level to ensure the quality of assessment findings. In order to ensure a measure's internal consistency with the mission and strategic plan, the indicators are reviewed routinely to determine if they are effectively measuring achievement of College goals and targets. Based upon this review, measures are accordingly redefined, eliminated, and added.

Data Collection Approaches That Support Student-Related Assessment Activities

Qualitative and quantitative data collection methods inform assessments at the College. Focus groups are typically used for issues that have been identified that require research that may contribute to or impede student learning and growth. These focus groups are helpful in the design of questions that subsequently are included on student, faculty, and staff questionnaires and for special topic discussions with faculty and students participating in grant-funded programs/projects. Focus groups are also used in an attempt to reach consensus among staff regarding institutional priorities. Focus groups have helped to shape and clarify strategic planning initiatives for the College. For example, focus groups can also be used as a component of the administrative unit evaluation procedures to determine if the approaches and directions being pursued by the unit are viewed as effective and a best practice, and provide a unit with important strategies to attain their goals.

Surveys of graduates (including non-graduates beginning in 2019) by the College and the System provide important information from former students concerning their College experience, preparedness for the workforce, career and further education plans, career experiences, earnings information, and their judgments of the efficacy of their educational experience at the College in helping them to achieve their educational goals. In order to be able to assess change over time, similar methods have been used to gather the cyclical survey

of graduates. The College recognizes the importance of also collecting information from former students who have not completed their degree at the College and plans to include this important initiative into its regular survey schedule. The AIR office is committed to attaining the highest response rates and follows industry best practices in order to obtain generalizable results.

In addition to gathering feedback from alumni, current students provide information concerning their college experiences through the National Survey of Student Engagement (NSSE), The Noel Levitz Survey of Student Satisfaction Inventory (SSI), and the CUNY Student Experience Survey (SES), which are undertaken on a systematic cycle – every three years for the NSSE and SSI and every two years for the SES. The SES has historically included additional campus level items that address the Student Government Association needs. Various other faculty and staff surveys are undertaken in a mindful manner to minimize effects of survey fatigue. These additional survey efforts are typically designed to support the assessment of special topics associated with administrative units, committee/task force information, and strategic plan attainment data needs.

There are a number of secondary external data sources that are used for assessment purposes at the College including: IPEDS, National Clearinghouse, and numerous external survey rankings including the US News and World Report and Military Times Best Colleges. These interactive assessment reports provide valuable information for the College to use in various capacities including recruitment and reporting on transfer completion rates beyond the CUNY system.

In order to efficiently respond to student-related assessment requests, the AIR staff utilizes the System's IRDB, which is longitudinal and contains records that track students throughout their enrollment history at the College. Based upon informational needs, student records on this file are supplemented with additional assessment and student characteristic information from internal and external databases to create a student record that enables the College to track a student from entry to the College through their post-City Tech experiences, including wage data for those who are employed in New York.

The extensive historical information that is available on this longitudinal student database provides reference points for assessing student change over time and the impact of new policies and procedures on student enrollments and outcomes. Additionally, participation in national data exchanges and national survey initiatives provides a method to assess the College's performance across a broad range of effectiveness indicators relative to peer institutions throughout the CUNY system and nation.

The Nature and Scope of Assessment

Given the comprehensive set of University and City Tech institutional plans supported by assessment activities, assessment efforts at the College are far-reaching and will be more systematically diffused throughout the campus environment. Figure 2 demonstrates the relationship among the Mission, 2014-2018 Strategic Plan, and assessment; the following list represents areas of assessment routinely addressed by the College as a foundation for planning, assessing institutional effectiveness, institutional improvement and self- study:

- College-wide Effectiveness
- Institutional/General Education Outcomes
- Academic Program Level Assessment
- Critical Course Assessment
- Enrollment and Student Affairs Assessment
- Administration and Finance Assessment

City Tech Strategic Planning Goals to City Tech Mission	CM1. 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.	CM2. 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.	CM3. A multi-disciplinary approach and creative collaboration are hallmarks of the academic programs.	CM4. As a community City Tech nurtures an atmosphere of inclusion, respect, and open-mindedness in which all members can flourish.
Strategic Plan Broad Goals				
SP1. Pursue changing opportunities in City Tech's areas of expertise	✓	✓		
SP2. Increase student success and enhance students' academic and co-curricular experience			✓	
SP3. Strengthen coordination and collaboration across the college to advance both personnel and programs			✓	
SP4. Develop a strong, shared institutional identity that will guide decision making internally and present a distinctive, readily identifiable face to the world outside the college				✓
PMP Goals				
PMP1. Access and Completion	✓	✓		
PMP2. College Readiness	✓		✓	
PMP3. Student Career Success		✓		
PMP4. Faculty Knowledge and Innovative Research			✓	✓
PMP5. Funding Model	✓			
Focus Goals				
FG1. Enhanced Fundraising Activity	✓			
FG2. Increase graduation rates		✓		
FG3. Academic Program Development		✓	✓	
FG4. Professional Development Center Internship and Placement Rates	✓			

Figure 2. Alignment of the College Mission, Strategic Plan, PMP, and Focus Goals

In 2017, the City Tech Academic Assessment Committee (CTAC), which served as the steering committee for the school academic assessment committees, was expanded to include the Enrollment and Student Affairs division and Administration and Finance division in order to have an institution-wide steering committee. For the CTAC Agenda Summaries since 2012-2013 see Appendix B. The following goals have been proposed for the expanded CTAC to include:

- Facilitate the consistency of assessment efforts across the College;
- Facilitate college-wide use of metrics for continuous improvement;
- Identify and assist in the establishment of best practices in the use of assessment for institutional improvement;
- Monitor college-wide efforts to help ensure a cohesive and comprehensive assessment effort across the College;
- Develop recommendations for needed resource allocations to achieve College-wide assessment goals.

The planning and assessment linkages to ensure a comprehensive and effective Assessment and Institutional Effectiveness system at City Tech was drafted by the AIR office and presented in Figure 3 on the next page.

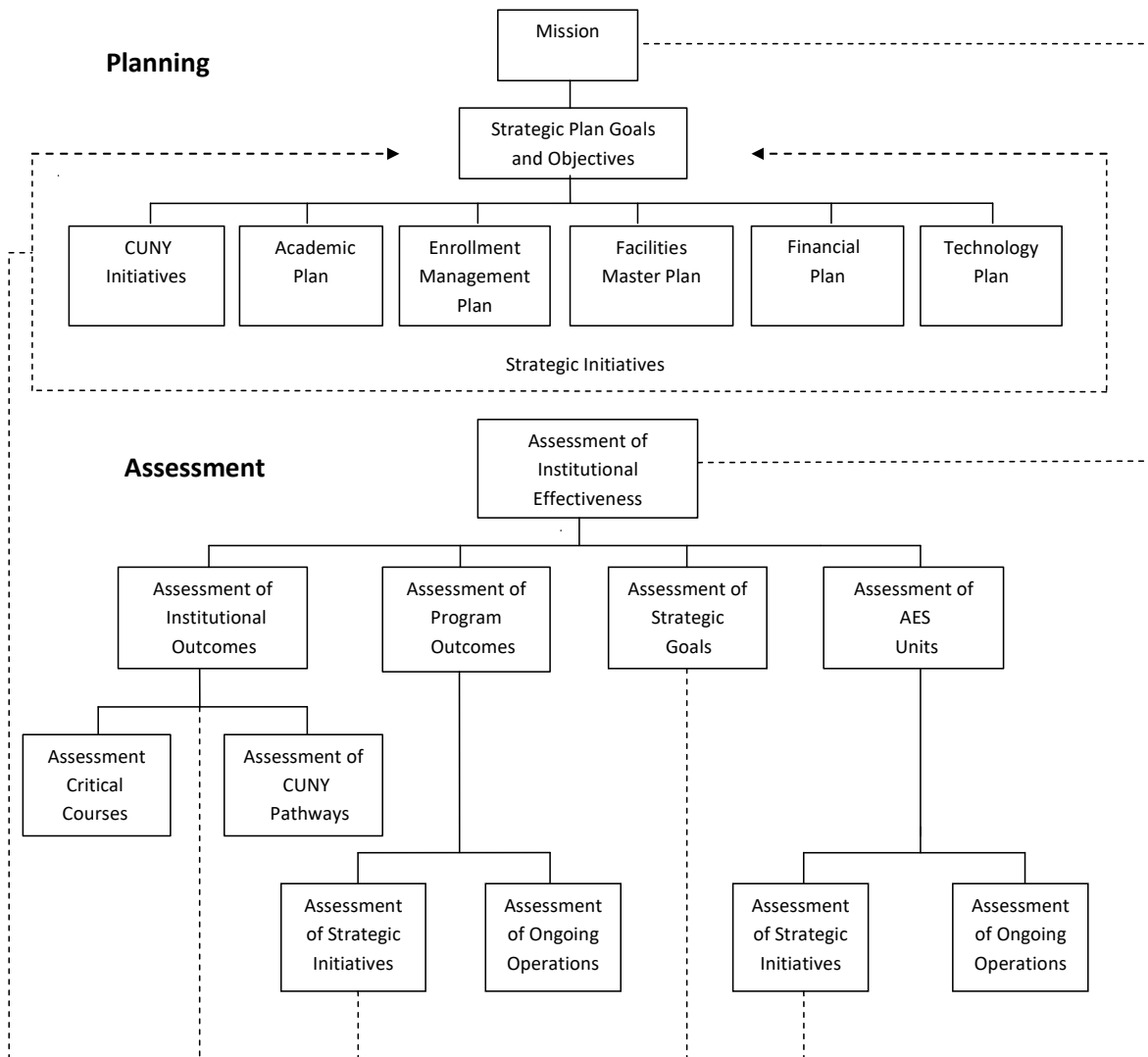


Figure 3. Diagram of Planning and Assessment

Institutional Effectiveness

Much of the assessment research that addresses institutional effectiveness is intended to:

1. improve student outcomes;
2. enable faculty to identify pedagogical best practices;
3. facilitate the achievement of the institution's mission;
4. facilitate the attainment of the CUNY System requirements; and
5. demonstrate the educational impact of the College.

Key institutional documents, such as the Strategic Plan and Annual Goals and Targets shape the research agenda for the institution. The expectations and needs of external constituencies, such as the Federal Government, Middle States Commission on Higher Education, New York State Department of Education, specialized accreditors, and funding sources also inform research priorities.

A significant amount of data, reports, and research support the assessment of institutional effectiveness. The information is both summative and formative and includes longitudinal and cross-sectional analyses. Effectiveness evaluations are based on: the achievement of institutionally defined benchmarks; comparisons across time; comparisons across subgroups of students within the College; the CUNY system; peer comparisons within the higher education community.

A number of institution-wide assessments are systematic undertakings that are part of the annual goals for the AIR office, while other assessments are based on ad hoc requests that are reported in a less formal fashion. An annual assessment undertaking for the AIR office is a College-wide reporting of important metrics to academic departments.

PMP and Institutional Indicators

As the Institutional Effectiveness model expands at the College, the CTAC, along with the AIR office proposes that an annual evaluation is conducted to contain a set of performance indicators, in addition to the annual CUNY PMP performance indicators. These additional College-vetted effectiveness indicators will be monitored over time in order to identify emerging areas of strength and challenge.

On a parallel track since 2009, a set of performance measures was developed to inform all three divisions within City Tech (Academic Affairs, Enrollment and Student Affairs, and Administration and Finance). These indicators include measures related to enrollment targets, graduation rates and retention rates, academic performance, transfer initiatives, and workforce outcomes. These performance measures are provided by the AIR office and

reported/updated annually. These measures allow for trend review across peer programs for all academic programs offered at the College. These measures are used to inform academic self-studies and annual program reviews conducted on a cyclical basis (see Appendix C).

The interactive data dashboard, which is available on the AIR website, is a valuable source of assessment information for evaluating institutional effectiveness and academic program effectiveness with respect to enrollment, retention, completion trends, graduation rates, satisfaction and engagement results, NYS wage data, and employment results. The AIR office will begin reporting the institutional data based on the National Student Clearinghouse beginning in fall 2018. The CUNY system is developing a transfer-tracking database that will enable the system to track its students attending a non-CUNY institution (to be updated annually), affording City Tech the ability to track transfer rates, degree achievement, and transfer institutions over time by academic program, as well as the students' persistence status at time of departure from City Tech. Presently, the College monitors the transfer activity of City Tech students within the system. The above plans represent the expanded effort through the National Clearinghouse.

In addition to providing information at the institutional and academic program level, assessment data is available at the course level. Grade Distribution Reports are currently available through the data dashboard at the course-level and contain various summaries of grades awarded and course completions in all credit and developmental courses. Department chairs are provided with a section-level grade distribution report each fall and spring semester.

The CUNY PMP (see Appendix D) provides a comprehensive set of trend data describing institutional operating characteristics in the following areas:

- Access and Completion
- College Readiness
- Student Career Success
- Faculty Knowledge Creation and Innovative Research
- Funding Model

In addition to the CUNY metrics, each College has specific focus goals, which include:

- Enhanced Fundraising Activity
- Increase graduation rates
- Academic Program Development
- Professional Development Center outcomes

Each of these goals has been mapped to City Tech's 2014-2018 Strategic Plan. Information in these reports is updated annually and provides the institution with important trend data. This resource, along with the previously mentioned reports, provides a broad set of assessment information for the College as a whole and for academic programs.

Collaborative data-sharing efforts the College participates in are the American Association of University of Professors, COACHE, National Student Clearinghouse, National Survey of Student Engagement (NSSE), and the Noel Levitz Survey of Student Satisfaction. These organizations provide valuable comparative assessment information related to classroom and non-classroom student and faculty experiences. Student and Faculty survey report results are generated and placed on the AIR website.

The Surveys of Associate and Baccalaureate students are two assessment strategies that have a long history at the CUNY system. The results of these reports are on the CUNY website. The AIR office also conducts a similar survey of graduates and aims to survey non-graduating, former students approximately every three years. The results of the graduate surveys, which are routinely merged with institutional data concerning student experiences while at the College and background characteristics, are used in the assessment of effectiveness. They inform academic programs and have been used to assess institutional progress related to planning objectives focused on: strengthening the College's higher education partnerships; supporting strategic partnerships in New York City; improving the quality of student services and facilities; assessing achievement of General Education/institutional outcomes. Reports are generated and placed on the AIR website when relevant, or are made available to individual departments.

As alternative strategies for instructional delivery are developed and implemented, they are assessed along several dimensions of effectiveness. In recent years, assessment reports related to the effects of course length, class size and alternative delivery of developmental writing instruction on course outcomes have been issued to evaluate the effectiveness of these new approaches to instructional delivery.

A large amount of institutional research examines a number of dimensions related to student persistence behavior. Comparative studies of persistence rates are studied over time, within courses, across programs and special projects, and across peer colleges. Graduates are asked to describe personal and institutional barriers they perceived to interfere with their progress toward earning a degree at the institution. Former students are also asked to describe the institutional barriers and personal circumstances surrounding their decision to discontinue their enrollment at the College. In turn, this information is used to identify new or redesign existing intervention strategies designed to encourage long-term student persistence at the College.

Beyond the benefits that the College provides to the many students it serves is the economic impact that the College has on the City. The direct and indirect economic benefits that accrue to the socioeconomic mobility of the students have been well-documented by Payscale and The Equality of Opportunity Project (Chetty, 2017) as a result of the College's technical programs. In addition to issuing reports that highlight the outcomes of the College's operations as a whole, the AIR office also compiles reports in a reader-friendly format for students and parents during Open House and Orientation sessions.

In addition to actively using Enrollment Statistics reports to monitor student registration activity, the Office of Student Affairs works collaboratively with AIR staff to conduct evaluation research that focuses on the effectiveness of student support initiatives. The Office of Student Affairs actively uses information from the Noel Levitz Survey of Student Satisfaction and CUNY SES to assess student satisfaction with their non-classroom experiences at the College and pinpoint potential problem areas to be addressed in their future programming. The CUNY System offers extensive support for the ASAP program, but periodically calls upon the AIR office for their customized data needs.

AIR staff work with the directors and principal investigators of grant-funded special projects to develop evaluation models that address the specific objectives of their projects. For example, the AIR office was highly involved in the evaluation of a recent NSF grant award and commended for the evaluation rigor and utility to improve student success through the use of informed decision making.

Academic Assessment and Evaluation

A quality educational institution must be committed to assessing student learning and using the results of that assessment to improve the educational experiences of its students. A plan to assess student learning is rooted in the College's belief that a strong assessment program will result in improved student learning outcomes, enabling students to persist and complete their degree program goals.

The College is engaged in assessment of student learning at the course, program, and institutional levels. Assessment of courses and programs is linked by design as illustrated in the Figure 4 on the next page.

Starting in 2016, the College acquired TK20/Watermark to assist faculty in ensuring the courses required for a degree program were linked to the degree program outcomes listed in the course catalog, score student work, and receive assessment reports in real time.

Information about assessment activities is also located on the College’s website and evidence is located within TK20/Watermark and the College’s secure S-drive. To assist faculty and administrators with assessment work, an academic assessment manual was created.



Figure 4. Connections between Course and Program Assessments

Assessment at the Course Level

At the College, each department is required to identify a critical course that will be tracked in a systematic manner by the department faculty. Critical course assessment focuses on instructional objectives that are considered critical to a particular department or program. In many cases, instructional objectives that have been aligned with the program outcomes of interest are selected for evaluation. It should be noted that course-level objectives have been mapped to program-level outcomes. When a department has indicated they will assess a particular critical course (or multiple courses), a rationale form is submitted to the School Dean and placed on the S-drive

documentation repository. Each department determines the assessment cycle for its critical courses; however, it is recommended that critical courses be assessed on a cycle of every one to two years.

When courses are developed or revised, faculty use a College-approved course development model. The course assessment section of the course development/ revision model requires a description of the assessment tools and processes that will be/are used to evaluate the course and assess student learning outcomes. The curriculum development process is therefore closely linked to the assessment process at the course level.

Assessment at the Program Level

Similar to the course development process, the program-level development process is coordinated by faculty within the respective department and the proposal is submitted in a College and CUNY-approved development model. The program development documents include required statements of program level outcomes. The documents also demonstrate how the program will potentially lead to employment within the New York City market.

Biennial Academic Assessment Review

In the spring 2017 semester, City Tech held its inaugural Faculty Peer Program Assessment Evaluation Session, where faculty throughout the college were trained to appraise the program assessments of faculty peers in other departments. The National Institute for Learning Outcomes Assessment (NILOA) rubric developed to evaluate assessment efforts was utilized for the City Tech evaluation (see Appendix E). This session provided a baseline for faculty reporting quality and provided faculty an opportunity to observe best practices from within the College. Going forward, the Faculty Peer Program Assessment Evaluation Session will be held on a biennial basis, with the next session scheduled for spring 2019.

City Tech's inaugural Faculty Peer Critical Course Assessment Evaluation Session will be held in the spring 2018 semester, with college faculty appraising critical course assessments from other departments. This session's mission is to provide a baseline for the faculty reporting quality for critical course reports in much the same way that the Program Assessment Evaluation Session did, with a focus on best practices for critical course assessment. This critical course session will be held on a biennial basis, alternating every spring with the Program Assessment Evaluation Session. The NILOA rubric has been selected and presented in Appendix E.

Assessment of Program Learning Outcomes

Each program has identified student learning outcomes at the program level and each program is required to have a plan for assessment of program level outcomes. The assessment of program outcomes may be staggered on a three-year cycle so that not all program outcomes are assessed in a given year, but ensuring that each program outcome is assessed once during a three-year program audit cycle (or the cycle length required by a professional accreditation authority, if applicable). Departments are required to maintain a curriculum map that identifies the course alignment with the program outcomes. This document aids in selecting the appropriate courses for sampling.

Degree Program and Department/Discipline Reviews

Every seven years, each academic degree program undergoes an academic program review as mandated by the CUNY system or a professional accreditation self-study. The schedule for these reviews is listed in Appendix C. The purposes of the academic program audit process are:

- To ensure curriculum relevancy
- To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved
- To evaluate the assessment of program outcomes and assessment practices
- To assist in meeting compliance standards and requirements
- To recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination

Required within the program review is the assessment of program learning outcomes. These are assessed with a variety of direct and indirect measures of student learning, as well as in cross-course assessments which may include evaluation of artifacts of student work, course level assessment results, grade distribution reports, current student surveys or focus groups, employer and graduate surveys.

Academic program reviews are presented to the Academic Affairs at the College and CUNY system for review.

Assessment of General Education

The College's specific General Education requirements are nested under fourteen core competencies. The direct assessment of General Education is conducted at an institutional level and follows a similar process to program-level assessment. City Tech's approved General Education assessment is conducted at an institutional level and follows a similar process to program-level assessment; however, it is not program-

or department-specific. City Tech’s approved General Education is applicable to all City Tech students across all disciplines. In March 2013, City Tech’s College Council — reflecting various stakeholders within City Tech, including faculty, administrators, and students — defined General Education as the knowledge, skills, and dispositions across the disciplines.

During the spring 2015 semester, the AIR office staff met with representatives from the three schools (Arts & Sciences, Technology & Design, and Professional Studies) to discuss formally adopting either the AAC&U VALUE rubrics or a modified version for the assessment of General Education. The faculty affirmed that the AAC&U rubrics would continue to serve as a framework for General Education/institutional outcomes assessment at the College. The faculty co-chairs also aligned the College Council’s Gen Ed goals to the LEAP Essential Learning Outcomes and CUNY Pathways outcomes.

City Tech’s General Education assessment occurs on a three-year cycle. With careful consultation from the University Central Office of Institutional Research and Assessment’s Director of Assessment, a target sample size was targeted as a minimum of 100 students selected from a generalizable sample. This sample target was confirmed by the Collegiate Learning Assessment (CLA) professionals who administered the CLA assessment for a trial period at the college. While the AIR office staff understand the minimum sample size for the Gen Ed assessment activities, AIR strives to sample at a higher rate and engage more faculty to participate in order to obtain results that may be generalizable to subgroups.

The senior administration serves as the General Education competency oversight group. School Deans and Department Chairs also review results of the assessments and make decisions about follow-up based on the data after consulting department faculty.

The AIR office also provides periodic reports on General Education outcome attainment. For example, NSSE, Noel-Levitz, and Alumni survey data have been used to identify areas where students report that the College contributed to their academic development. These reports summarize the results of indirect measures of assessment of General Education that are commonly accepted across a variety of higher education institutions.

Administrative Unit Assessment

The CUNY System (as indicated previously within the document) requires the College to systematically assess organizational effectiveness. The goals of this process were to enhance quality, innovation, and effectiveness in the delivery of administrative and support services. In 2017, the College expanded the City Tech Assessment Committee

– which serves as the assessment steering committee – to include non-instructional organizational units from Enrollment and Student Affairs, as well as Administration and Finance support services.

The College will build upon the University’s reporting structure for the PMP and the academic assessment model at the College. The College has begun the process by requiring each administrative and educational support unit to identify their department mission and document the alignment of their goals with the 2014-2018 Strategic Plan. Annual assessment reports will be required by non-instructional units and reviewed in a peer review working session on a biennial basis (schedule to be drafted by fall 2018).

The core components of the administrative and support services audits will include:

- Assessment of effectiveness in meeting the unit’s mission – achievement of organizational unit goal and objectives;
- Contributions of the unit to the achievement of College-wide Mission and Strategic Plan goals;
- Contributions of the unit to the achievement of the CUNY goals and targets;
- Identification of critical issues facing the unit;
- Development of a multi-year plan to address critical issues confronting the administrative unit

During the spring 2018 semester, the College invited an AES assessment expert to assist the AES units in beginning the evaluation of their assessment processes and in moving forward in a more systematic manner. The rubric utilized as the first step of this evaluation is included in Appendix F.

Financial and Operating Effectiveness Assessment

Maintaining an affordable tuition and fee structure and making effective and efficient use of available resources are critical goals for the CUNY system and the College. The continuing decline in the percentage of the budget that is funded from the City and State allocations is forcing a larger dependence on student revenues. The VP of Administration and Finance has been successful in balancing institutional expense growth requirements with an understanding of institutional resource usage patterns. (See Appendix G for the Academic Affairs Financial Budgeting and Approval process).

The CUNY system has requirements in place to ensure that its financial and operational effectiveness are tracked and reported according the system’s rigorous accounting and audit procedures.

Appendix A

Strategic Goals	Goal I. PURSUE CHANGING OPPORTUNITIES IN CITYTECH'S AREAS OF EXPERTISE
AIR Office Role	Utilize faculty expertise to mentor student interns to fulfill the responsibilities of the office
Projects and Responsibilities	<ol style="list-style-type: none"> 1. COMD Tonya Goetz: Website/communication of results 2. CST Ashwin Satyanarayana: Data dashboard 3. CST Ashwin Satyanarayana: Develop system to make external survey reporting more efficient 4. CST Ashwin Satyanarayana: Develop system to run report each semester for program and critical course assessment accountability 5. Capitalize on CWS students to promote survey participation, awareness of data on the website during club hours
Recommendations	<ol style="list-style-type: none"> 1. Detailed planning document to attain goals of the office with increasing demands with a minimal staff. Capitalize on resources available without expenditure in order to adhere to best practices and continue serving as leaders in areas of distinction. 2. Lead a Data Integrity Group - follow BMCC's lead and engage data users and suppliers in order to have a clear path to obtaining data from the correct source. 3. Become more active within CUNY and start a MSCHE support council to emphasize compliance best practices.

Strategic Goals	Goal II. INCREASE STUDENT SUCCESS AND ENHANCE STUDENTS' ACADEMIC AND CO-CURRICULAR EXPERIENCE
AIR Office Role	<p>1. Academic Affairs: Work with assessment committee co-chairs and deans to ensure expertise to lead faculty for the three major assessment initiatives: Institutional/Gen Ed Outcomes, Program Assessment, Critical Courses;</p> <p>2. Academic Affairs AES Support Units: Work with the Learning Center to consult on assessment practices and provide support of indirect measures of assessment; Work with Chief Librarian as she oversees the Academic AES assessment procedures and provide relevant general education data;</p> <p>3. Enrollment and Student Affairs: Work with student affairs to ensure data are available to assist with programming. Work with VP of Enrollment, AVP and Registrar to ensure accurate data - set enrollment projections and targets in accordance with CUNY central;</p> <p>4. Administration and Finance: Ensure data/results regarding student and faculty satisfaction is shared; Ensure website is operational and in compliance with CIS requirements in order to support the College's data dashboard needs;</p> <p>5. Office of Faculty and Staff Relations: Student Evaluation of Teaching;</p> <p>6. Special Assistant to the President: Support Goals and Targets, Strategic Plan monitoring and ensure accuracy of PMP data, keep apprised of important findings.</p>
Recommendations	<p>1. Gen Ed Assessment Briefs would be helpful to communicate to constituencies, including HEO's and CLTs in addition to senior administration and faculty;</p> <p>2. TK20 was selected for assessment scoring and reporting. Try to get more from the system for Student Affairs, Professional Development Center and others who may benefit, e.g. Academic Advising;</p> <p>3. Include Student Affairs in CTAC and have a coordinated schedule of surveys, support, feedback, and planning;</p> <p>4. Lumina is willing to feature us for using our Gen Ed assessment results to begin READ. This could catapult City Tech to the radar of Lumina to be invited to compete for grant funding.</p>

Strategic Goals	Goal II. INCREASE STUDENT SUCCESS AND ENHANCE STUDENTS' ACADEMIC AND CO-CURRICULAR EXPERIENCE
<p>Projects and Responsibilities</p>	<ol style="list-style-type: none"> 1. Assessment Leaders Workshop and various professional development workshops: assessment, data dashboard, survey research; Provide guidance and best practices for engaging in course and program-level assessment; communicate often to remind school deans and faculty of their assessment responsibilities; 2. Work with iTEC to ensure faculty have the support for TK20 assessment software and ensure faculty understand their responsibilities for curriculum mapping and assessment scoring with artifact submissions through the TK20 system; 3. Support CUE, remedial math and English efforts; BMI initiative data support; Living Lab grant support; OER Math grant support; 4. Support professional level accreditation efforts for ABET, CAEP, ABA, Council for Standards in Human Services Education; 5. Provide leadership for General Education Assessment under the current general assessment framework adopted by faculty and approved by Provost (and affirmed by CUNY EVC and MSCHE VP Klinman); 6. Faculty evaluation teams for annual assessment report review - program level, critical course - in alternating years to result in a biennial review for each type; 7. Provide enrollment and persistence data to constituencies to include: daily enrollment reports during registration through the census date, course withdrawal and failure rates, retention data for the College and programs, graduation rates, employment statics, NYS wage data; 8. Master course schedule data reporting; daytime/evening classes reporting; 9. Work with Student Affairs to conduct Parent Orientation, Student Orientation, and Graduating Student Surveys; 10. Annual report to the President for retreat and various convocations; 11. Conduct Alumni Survey, Exit/Graduation Survey; 12. Noel-Levitz, Student Experience Survey, and NSSE results with satisfaction data for advising, clubs, financial aid services, registration/course scheduling; 13. Daily audit support and reporting during registration open period through census date; Enrollment headcounts and FTE's at the College level and per program; demographic enrollment trends; new vs. continuing student trends; 14.Noel-Levitz, Student Experience Survey, and NSSE results with satisfaction data for facilities, computing services, dining services; 15. PMP analyses- remedial success, credit hours earned, retention, completion; Goals and Targets support.

Strategic Goals	Goal III. STRENGTHEN COORDINATION AND COLLABORATION ACROSS THE COLLEGE TO ADVANCE BOTH PERSONNEL AND PROGRAMS	Goal IV. DEVELOP A STRONG, SHARED INSTITUTIONAL IDENTITY THAT WILL GUIDE DECISION MAKING INTERNALLY AND PRESENT A DISTINCTIVE, READILY IDENTIFIABLE FACE TO THE WORLD OUTSIDE THE COLLEGE
AIR Office Role	Provide relevant institutional data to Enrollment Management and Student affairs on a daily basis during registration through the census date; Provide strategic planning support for assessment and alignment with PMP, focus goals	Work with the Alumni office to ensure data is provided for alumni who wish to have continued communication with the Alumni Association
Projects and Responsibilities	<ol style="list-style-type: none"> 1. Provide Academic and AES assessment workshops: Enable leaders to be able to manage the assessment processes within their units with evaluation sessions scheduled into the cycle on a multi-year basis; 2. Provide survey data (SES, Noel-Levitz, NSSE, Exit, Student Orientation, Parent Orientation, Alumni Survey, 2-Year graduate survey, 4-year graduate survey, City Tech Faculty Survey, COACHE Survey) results to constituencies; 3. Gain external feedback from external experts on assessment and IE system; 4. Provide Administration and Finance Division with reports and verification of accuracy in reporting to external constituencies; 5. Participate in Open House, Student Affairs, Advising, and SGA on an annual basis in order to provide relevant data; 6. Conduct Student Evaluation of Teaching and distribute appropriate reports to faculty, departments, school deans, and Provost. 	

Appendix B

CTAC AGENDA SUMMARIES 2012-2013 to 2017-2018

Academic Year 2012-2013

Emphasis on reviewing a framework to assess City Tech's New General Education

Ensuring Course Outlines were on the website for every department

Pilot Testing General Education

Academic Year 2013-2014

Emphasis on Assessment Leadership through School Deans and Faculty Co-Chairs

Evaluation of Critical Course Assessment Utility/Impact

Faculty formally adopt AA&U Framework

Academic Year 2014-2015

Faculty map City Tech's Gen Ed and AAC&U competencies

Faculty formalize Gen Ed Assessment Calendar

Faculty draft Academic Assessment Strategic Plan

Task Force formed to review assessment software systems

Academic Year 2015-2016

Faculty map Pathways to City Tech's Gen Ed

Conduct internal/external evaluation of City Tech Assessment System

Emphasize Program Level Assessment

Monitor Gen Ed Assessment

Academic Year 2016-2017

Introduce TK20 system to faculty

Conduct Curriculum Mapping in TK20

Begin General Education Assessment Scoring in TK20

Emphasize inclusion of Pathways courses in Gen Ed Assessment

Promote data integrity to increase faculty participation

Faculty Peer Program Assessment Evaluation (to be a biennial event)

Academic Year 2017-2018

Troubleshoot TK20 issues to keep General Education Assessment on Track

Encourage faculty to utilize TK20 for Program level and Critical Course assessment

Facilitate the expansion of the CTAC to include representation from Academic Affairs AES units, Enrollment and Student Affairs, and Administration and Finance.

Provide AES assessment workshop and begin evaluation of AES assessment process.

Faculty Peer Critical Course Evaluation (to be a biennial event)

Appendix C

Appendix Table B1. The City Tech Program Review Schedule

Program	School	Department	Degree Program (P) or Discipline/ Department (D)	Type of Degree (if applicable)	Type of Review	Last Review Date	Updated Cycle Length (years)	Next Review Date	Accreditation Agency
Arts and Sciences									
African American Studies	AS	African American Studies Department	D		Program Review	2012	7	2019	
Liberal Arts & Sciences (Associate) in Arts	AS	AS	P	AA	Program Review	2006	7	2018	
Liberal Arts & Sciences (Associate) in Science	AS	AS	P	AS	Program Review	2006	7	2018	
Biological Sciences	AS	Biology	D		Program Review	2013	7	2020	
Biomedical Informatics	AS	Biology	P	BS	Program Review	New Program	7	2020	
Chemical Technology	AS	Chemistry	P	AS	Program Review	2011	7	2018	
Applied Chemistry	AS	Chemistry	P	BS	Program Review	New Program	7	2018	
English	AS	English	D		Program Review	2017	7	2024	

Professional and Technical Writing	AS	English	P	BS		New Program	7	2020	
English as a Second Language (ESOL)	AS	English				2011	7	2018	
Foreign Languages	AS	Humanities	D			2015	7	2022	
Humanities	AS	Humanities	D			2015	7	2022	
Applied Mathematics/ Mathematics Dept.	AS	Mathematics	P	BS		2007	7	2019	
Computer Science	AS	Mathematics	P	AS		2013	7	2020	
Mathematics Education	AS	Mathematics	P	BS		2018	8	2026	Council for the Accreditation of Educator Preparation (CAEP)
Applied Computational Physics BS	AS	Physics	D	BS		New Program	7	2023	
Social Sciences	AS	Social Sciences	D				7	2018	
Professional Studies									
Accounting	PS	Business	P	AAS		2016	7	2023	

Business and Technology of Fashion AAS	PS	Business	P	AAS	Program Review	New Program	7	2024	
Business and Technology of Fashion BS	PS	Business	P	BS	Program Review	New Program	7	2024	
Marketing Management and Sales	PS	Business	P	AAS	Program Review	2016	7	2023	
Career and Technology Teacher Education	PS	Career and Technology Teacher Education	P	BS in Ed	Accreditation - (NCATE)	2017	8	2025	Council for the Accreditation of Educator Preparation (CAEP)
Technology Teacher Education	PS	Career and Technology Teacher Education	P	BS in Ed	Accreditation	2017	8	2025	Council for the Accreditation of Educator Preparation (CAEP)
Dental Hygiene	PS	Dental Hygiene	P	AAS	Accreditation- ADA/CODA	2017	7	2024	Commission on Dental Accreditation of the American Dental Association
Hospitality Management (Bachelor's)	PS	Hospitality Management	P	BTech	Accreditation	2017	7	2024	Accreditation Commission for Programs in Hospitality Administration (ACPHA)
Hospitality Management (Associate)	PS	Hospitality Management	P	AAS	Accreditation (Initial)	2017	7	2024	Accreditation Commission for Programs in Hospitality Administration (ACPHA)
Health Services Administration (Bachelor's)	PS	Human Services	P	BS	Program Review	2012	7	2019	

Human Services (Associate)	PS	Human Services	P	AAS	Accreditation	2014	6	2020	Council of Standards for Human Services Education (CSHSE)
Human Services (Bachelor's)	PS	Human Services	P	BS	Accreditation	2014	6	2020	Council of Standards for Human Services Education (CSHSE)
Legal Assistant Studies (Associate)	PS	Law & Paralegal Studies	P	AAS	Accreditation	2014	7	2021	American Bar Association's Standing Committee on Legal Assistants (ABA)
Legal Assistant Studies (Bachelor's)	PS	Law & Paralegal Studies	P	BS	Accreditation	2014	7	2021	American Bar Association's Standing Committee on Legal Assistants (ABA)
Nursing (Associate)	PS	Nursing	P	AAS	Accreditation	2017	8	2025	Accrediting Commission for Education in Nursing (ACEN)
Nursing Bachelor's	PS	Nursing	P	BS	Accreditation	2015	5	2020	Accrediting Commission for Education in Nursing (ACEN)
Radiological Technology & Medical Imaging (Associate)	PS	Radiological Technology & Medical Imaging	P	AAS	Accreditation	2015	7	2022	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Radiological Technology & Medical Imaging (Bachelor's)	PS	Radiological Technology & Medical Imaging	P	BS	Program Review	New Program	10	2022	

Dental Laboratory Technology	PS	Restorative Dentistry	P	AAS	Accreditation	2017	7	2024	Commission on Dental Accreditation of the American Dental Association
Ophthalmic Dispensing	PS	Vision Care Technology	P	AAS	Accreditation	2012	6	2018	Commission on Opticianry Accreditation
Technology and Design									
Communication Design, AAS (formerly Art & Advertising)	TD	Advertising Design and Graphic Arts	P	AAS		2014	7	2021	National Association of Schools of Art and Design (NASAD)
Communication Design, BTech, (formerly Art and Design)	TD	Advertising Design and Graphic Arts	P	BTech		2014	7	2021	National Association of Schools of Art and Design (NASAD)
Communication Design Management, formerly Graphic Arts Advertising Production Management (Associate)	TD	Advertising Design and Graphic Arts	P	AAS	Accreditation	2016	4	2020	Accrediting Council for Collegiate Graphic Communications
Communication Design Management, formerly Graphic Arts Advertising Production Management (Bachelor's)	TD	Advertising Design and Graphic Arts	P	BTech	Accreditation	2016	4	2020	Accrediting Council for Collegiate Graphic Communications
Architectural Technology (Associate)	TD	Architectural Technology	P	AAS	Program Review	2015	7	2022	

Architectural Technology Bachelor's	TD	Architectural Technology	P	BTech	Program Review	2015	7	2022	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Computer Engineering Technology	TD	Computer Engineering Technology	P	BTech	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Electromechanical Engineering Technology	TD	Computer Engineering Technology	P	AAS	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Computer Information Systems (Associate)	TD	Computer Systems Technology	P	AAS	Program Review	2013	7	2020	
Computer Systems Bachelor's	TD	Computer Systems Technology	P	BTech	Program Review	2013	7	2020	
Civil Engineering Technology (Associate)	TD	Construction Management and Civil Engineering Technology	P	AAS	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Construction Management & Civil Engineering Technology	TD	Construction Management and Civil Engineering Technology	P	AAS	Accreditation (Initial)	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)

Construction Technology	TD	Construction Management and Civil Engineering Technology	P	BTech		2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Electrical Engineering Technology	TD	Electrical and Telecommunications Engineering Technology	P	AAS	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Electrical Technology	TD	Electrical and Telecommunications Engineering Technology	P	BTech	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Telecommunication Engineering Technology (Associate)	TD	Electrical and Telecommunications Engineering Technology	P	AAS	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Telecommunication Engineering Technology (Bachelor's)	TD	Electrical and Telecommunications Engineering Technology	P	BTech	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Emerging Media Technologies	TD	Entertainment Technology	P	BTech	Program Review	New Program	7	2018	
Entertainment Technology	TD	Entertainment Technology	P	BTech	Program Review	2016	7	2023	
Environmental Control Technology	TD	Environmental Control Technology	P	AAS	Program Review	2012	7	2019	

Facilities Management	TD	Environmental Control Technology	P	BTech	Program Review	2015	7	2022	
Industrial Design Technology	TD	Mechanical Engineering Technology	P	AAS	Program Review	2008	7	2018	
Mechanical Engineering Technology	TD	Mechanical Engineering Technology	P	AAS	Accreditation	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Mechanical Engineering Technology	TD	Mechanical Engineering Technology	P	BTech	Accreditation	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)
Mechanical Engineering Technology	TD	Mechanical Engineering Technology	P	AAS	Accreditation -TAC/ABET	2014	6	2020	Technology Accreditation Commission of the Accreditation Board for Engineering Technology (TAC/ABET)

Appendix D



Performance Management Process Data Book

**2016-17
University Report**

**Office of Institutional Research and Assessment
July 5, 2017**

2016-17 PMP Data Book

The University Performance Management Process (PMP) Data Book is designed to track progress on goals articulated in the CUNY Strategic Framework: www.cuny.edu/connected

2016-17 PMP Data Book

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Access and Completion

A.1 Aggressively expand online education, supporting the necessary infrastructure, training and incentives.

Percentage of instructional (student) FTEs offered partially or totally online	1
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A.2 CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for bachelor's programs.

Three-year graduation rate of associate full-time first-time freshmen (completed at college of entry)	2
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Six-year graduation rate of baccalaureate full-time first-time freshmen (completed at college of entry)	3
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Four-year graduation rate of students who transferred from an associate degree program to a CUNY bachelor's program (tracked from semester of transfer)	4
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A.3 Facilitate taking courses on permit.

Permit registrations in	5
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Permit registrations out	6
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College Readiness

B.1 Improve remedial instruction

Improve developmental reading outcomes: Percentage of associate degree-seeking first-time freshmen with initial developmental need in reading who completed the freshman composition course within two years of entry	7
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Improve developmental writing outcomes: Percentage of associate degree-seeking first-time freshmen with initial developmental need in writing who completed the freshman composition course within two years of entry	8
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Improve developmental math outcomes: Percentage of associate degree-seeking first-time freshmen with initial developmental need in math who completed a three or more-credit math course within two years of entry	9
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Career Success

C.1 Increase enrollment in STEM majors, with emphasis on increasing participation of women and minorities.

Number of students majoring in a STEM field	10
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Percentage of STEM majors who are female	11
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Percentage of STEM majors who are Underrepresented Minority (URM)	12
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C.2 CUNY will make pragmatic experiential learning a signature component of a CUNY education.

Percentage of undergraduate students reporting taking advantage of an Experiential Learning Opportunity (ELO)	13
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Knowledge Creation and Innovative Research

D.1 CUNY will invest in and support its faculty's knowledge creation, research, creative activities and innovation as engaged scholars, teachers and members of the community.

Research awards (weighted 3-yr rolling average)	14
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Research awards (annual)	15
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Number of funded research grants	16
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2016-17 PMP Data Book

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D.2 Implement new strategies to build greater diversity in the faculty.

Percentage of minority full-time faculty	17
Percentage of Italian American full-time faculty	18
Percentage of women full-time faculty	19

Funding Model

E.1 Adopt best business practices; redesign business processes and streamline administrative functions.

Spending on student services, instruction and departmental research as a percentage of tax-levy budget	20
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E.2 Advocate for investments from our funding partners, public and private.

Total voluntary support (weighted 3-yr rolling average)	21
Total voluntary support (annual)	22

E.3 Expand capacity by making more efficient use of CUNY's facilities; rely on technology to meet enrollment demands.

Percentage of FTEs offered before 9 a.m.	23
Percentage of FTEs offered after 5 p.m.	24
Percentage of FTEs offered on the weekend	25



University Performance Management Process 2016-17 Report

Goal A.1 - Aggressively expand online education, supporting the necessary infrastructure, training and incentives.

Percentage of instructional (student) FTEs offered partially or totally online

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	2.9	2.8	5.4	7.6	11.7
Brooklyn	8.4	9.2	9.9	9.8	9.6
City	1.3	1.4	2.0	2.1	3.5
Hunter	6.7	8.1	9.5	12.2	13.6
John Jay	5.5	5.8	7.2	10.2	13.9
Lehman	15.4	17.4	18.4	22.3	21.5
Medgar Evers	3.0	3.7	4.7	4.4	5.9
NYCCT	5.8	5.1	5.6	5.5	6.2
Queens	2.8	3.0	3.6	5.4	5.3
Staten Island	2.8	3.5	3.9	4.6	4.5
York	4.5	4.4	5.1	6.3	7.6
Senior College Average	5.2	5.7	6.8	8.3	9.5
BMCC	1.8	2.6	2.5	3.6	5.6
Bronx	1.9	1.8	2.3	2.6	4.1
Guttman	5.2	2.9	0.4	1.9	3.0
Hostos	4.9	4.4	6.3	7.2	7.3
Kingsborough	3.2	3.5	4.0	4.3	4.2
LaGuardia	2.7	4.9	6.0	5.3	6.2
Queensborough	3.0	3.1	4.1	4.5	5.2
Community College Average	2.7	3.3	3.9	4.3	5.3
University Average	4.3	4.9	5.7	6.8	8.0

Note: Percentages are computed as the number of student FTEs in sections designated as either partially or fully online divided by the total number of student FTEs. Both undergraduate and graduate courses are included.



University Performance Management Process 2016-17 Report

Goal A.2 - CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for bachelor's programs.

Three-year graduation rate of associate full-time first-time freshmen (completed at college of entry)

	Fall 2009 Entrants	Fall 2010 Entrants	Fall 2011 Entrants	Fall 2012 Entrants	Fall 2013 Entrants
Medgar Evers	4.5	5.0	4.5	3.9	4.4
NYCCT	7.8	6.9	7.3	7.9	6.6
Staten Island	3.0	3.3	2.5	3.5	4.9
Senior College Average	5.7	5.4	5.4	5.8	5.7
BMCC	15.0	15.0	16.0	18.3	18.9
Bronx	10.0	11.1	10.8	15.5	16.2
Guttman	---	---	---	49.1	43.5
Hostos	10.3	11.9	12.6	20.6	22.1
Kingsborough	21.8	18.7	23.4	26.2	28.2
LaGuardia	16.9	16.8	16.3	20.0	22.0
Queensborough	16.2	18.5	18.1	22.0	21.9
Community College Average	15.9	16.0	16.8	21.0	21.9

Note: Students are counted as graduates in the cohort year if they earned the degree pursued (or higher) within three years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earned more than one degree within the tracking period are counted only once.

Target: CUNY will double the three-year associate degree completion rate from the three-year rate for the 2013 entering cohort to the three-year rate for the cohort entering in fall 2018.



University Performance Management Process 2016-17 Report

Goal A.2 - CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for bachelor's programs.

Six-year graduation rate of baccalaureate full-time first-time freshmen (completed at college of entry)

	Fall 2006 Entrants	Fall 2007 Entrants	Fall 2008 Entrants	Fall 2009 Entrants	Fall 2010 Entrants
Baruch	62.6	66.9	65.6	69.9	66.5
Brooklyn	53.8	51.2	50.4	54.1	50.9
City	42.0	42.0	44.2	44.2	46.9
Hunter	45.7	50.4	51.7	53.6	53.3
John Jay	43.1	43.4	43.7	40.9	43.8
Lehman	34.9	37.0	37.1	37.8	43.6
Medgar Evers	17.0	14.7	13.6	19.4	17.1
NYCCT	23.1	25.2	20.4	29.5	24.7
Queens	54.9	56.4	56.6	57.7	60.0
Staten Island	47.3	50.8	47.3	43.1	45.9
York	25.6	26.2	29.0	26.7	30.3
University Average	46.7	47.6	47.6	48.4	48.8

Note: Students are counted as graduates from the college of entry in the cohort year if they earned the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earned more than one degree within the tracking period are counted only once.

Target: CUNY will raise its six-year bachelor's degree completion rate by 10 percentage points from the six-year rate for the 2010 entering cohort to the six-year rate of the cohort entering CUNY in 2019.



University Performance Management Process 2016-17 Report

Goal A.2 - CUNY will double its three-year graduation rate for associate degrees and raise by ten points the six-year graduation rate for bachelor's programs.

Four-year graduation rate of students who transferred from an associate degree program to a CUNY bachelor's program (tracked from semester of transfer)

	Fall 2008 Entrants	Fall 2009 Entrants	Fall 2010 Entrants	Fall 2011 Entrants	Fall 2012 Entrants
Baruch	66.5	64.3	59.1	58.7	58.2
Brooklyn	52.4	55.5	56.4	55.0	53.0
City	49.6	46.2	44.0	44.4	45.2
Hunter	49.6	55.7	56.3	49.4	50.8
John Jay	58.0	58.5	56.9	59.1	57.0
Lehman	52.8	57.4	57.5	55.0	58.6
Medgar Evers	30.3	38.1	43.5	40.7	32.4
NYCCT	54.0	54.0	55.0	53.3	50.0
Queens	56.8	54.8	57.6	55.0	53.7
Staten Island	41.4	36.7	31.9	36.2	35.7
York	46.1	38.1	49.1	42.6	42.6
Professional Studies	28.6	30.8	31.0	30.6	30.8
University Average	51.7	51.4	51.4	51.1	49.7

Note: Transfer students are students who were previously enrolled in a CUNY associate degree program within three years of transferring to a CUNY baccalaureate program. Includes students who transferred with or without the associate degree and students who transferred from the associate to the baccalaureate program at a comprehensive college. Graduation rates are the percentage of students who earned a baccalaureate degree at any CUNY college of transfer within four years.



University Performance Management Process 2016-17 Report

Goal A.3 - Facilitate taking courses on permit.

Permit registrations in					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	71	50	76	105	99
Brooklyn	123	102	107	90	120
City	91	79	108	148	131
Hunter	162	132	177	173	160
John Jay	90	63	103	163	154
Lehman	58	87	97	102	151
Medgar Evers	145	123	87	135	123
NYCCT	27	18	19	20	24
Queens	54	83	88	92	89
Staten Island	42	21	36	35	53
York	57	53	87	76	56
Senior College Total	920	811	985	1,139	1,160
BMCC	1	1	108	119	209
Bronx	28	31	42	38	58
Guttman	0	0	0	0	0
Hostos	33	33	21	38	53
Kingsborough	33	11	18	26	35
LaGuardia	13	22	42	43	60
Queensborough	99	99	61	40	44
Community College Total	207	197	292	304	459
Graduate Center	98	118	102	101	131
Journalism	1	0	3	1	1
Professional Studies	47	55	38	71	67
Public Health	---	---	---	---	17
Law School	0	0	1	0	1
University Total	1,273	1,181	1,421	1,616	1,836

Note: A count of courses at a college in which students from other CUNY colleges enrolled on permit. Includes both graduate and undergraduate enrollments, students enrolled in the CUNY Baccalaureate program, and study abroad enrollments.



University Performance Management Process 2016-17 Report

Goal A.3 - Facilitate taking courses on permit.

Permit registrations out

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	117	74	125	143	186
Brooklyn	118	116	123	145	165
City	222	205	231	231	294
Hunter	413	432	484	494	581
John Jay	18	43	66	88	115
Lehman	70	93	119	134	156
Medgar Evers	69	54	56	47	53
NYCCT	25	13	15	30	80
Queens	174	163	147	120	103
Staten Island	41	34	42	51	48
York	41	33	40	42	103
Senior College Total	1,308	1,260	1,448	1,525	1,884
BMCC	0	16	67	79	81
Bronx	16	27	38	46	49
Guttman	0	0	24	5	9
Hostos	38	21	33	41	50
Kingsborough	24	27	23	12	22
LaGuardia	0	0	19	29	21
Queensborough	15	10	19	24	28
Community College Total	93	101	223	236	260
Professional Studies	4	1	2	12	11
Public Health	---	---	---	---	1
Law School	0	2	0	1	2
University Total	1,405	1,364	1,673	1,774	2,158

Note: A count of courses in which students enrolled on permit at CUNY campuses other than the home college where they were matriculated. Counts of permits out include students who register at another campus but do not complete the course. Includes both graduate and undergraduate enrollments, students enrolled in the CUNY Baccalaureate program, and study abroad enrollments. Does not include permits outside of CUNY.



University Performance Management Process 2016-17 Report

Goal B.1 - Improve remedial instruction

Improve developmental reading outcomes: Percentage of associate degree-seeking first-time freshmen with initial developmental need in reading who completed the freshman composition course within two years of entry

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Medgar Evers	29.3	28.0	40.0	35.1	39.0
NYCCT	47.3	54.8	59.5	56.8	56.7
Staten Island	62.7	65.2	61.2	67.8	61.8
BMCC	28.5	33.0	38.9	44.0	41.1
Bronx	31.2	32.8	32.4	34.9	36.3
Guttman	---	---	82.5	78.6	88.2
Hostos	30.7	25.4	38.3	43.6	44.3
Kingsborough	30.2	35.4	39.9	45.4	45.8
LaGuardia	38.3	37.8	41.9	46.7	46.6
Queensborough	44.8	40.0	41.8	45.9	47.0
University Average	36.0	36.6	41.7	45.7	45.5

Note: The denominator consists of the entering cohort of first-time associate degree-seeking freshmen with initial developmental need in reading. Students with unknown initial developmental status are excluded. The numerator consists of students who had completed (with a grade of D- or better) the freshman composition course within two years of entering. Students are included in both the numerator and denominator regardless of whether they were still enrolled at the college of entry two years after entering.



University Performance Management Process 2016-17 Report

Goal B.1 - Improve remedial instruction

Improve developmental writing outcomes: Percentage of associate degree-seeking first-time freshmen with initial developmental need in writing who completed the freshman composition course within two years of entry

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Medgar Evers	33.5	33.4	42.0	40.6	41.5
NYCCT	51.3	58.8	61.8	58.9	62.3
Staten Island	63.8	65.0	65.8	67.6	65.4
BMCC	35.6	37.6	43.2	45.9	44.4
Bronx	39.0	39.8	42.1	44.0	43.7
Guttman	---	---	83.1	71.2	86.4
Hostos	34.5	29.8	41.8	40.5	49.9
Kingsborough	36.4	38.5	43.3	46.1	50.1
LaGuardia	45.9	42.7	46.7	48.7	48.3
Queensborough	46.3	39.0	42.4	42.1	45.0
University Average	41.7	40.5	46.2	47.4	48.9

Note: The denominator consists of the entering cohort of first-time associate degree-seeking freshmen with initial developmental need in writing. Students with unknown initial developmental status are excluded. The numerator consists of students who had completed (with a grade of D- or better) the freshman composition course within two years of entering. Students are included in both the numerator and denominator regardless of whether they were still enrolled at the college of entry two years after entering.



University Performance Management Process 2016-17 Report

Goal B.1 - Improve remedial instruction

Improve developmental math outcomes: Percentage of associate degree-seeking first-time freshmen with initial developmental need in math who completed a three or more-credit math course within two years of entry

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Medgar Evers	23.0	22.9	29.0	34.0	38.7
NYCCT	41.6	53.1	49.0	45.6	46.0
Staten Island	38.5	42.4	47.6	45.8	42.1
BMCC	17.9	25.0	27.9	31.2	28.8
Bronx	13.0	14.4	17.5	18.2	18.9
Guttman	---	---	58.5	64.4	70.9
Hostos	22.6	25.2	33.5	37.0	33.3
Kingsborough	12.7	16.9	23.7	26.1	26.2
LaGuardia	21.0	26.7	25.7	31.6	34.0
Queensborough	24.5	24.9	34.2	39.0	40.2
University Average	22.0	27.2	31.0	34.2	33.8

Note: The denominator consists of the entering cohort of first-time associate degree-seeking freshmen with initial developmental need in arithmetic and/or elementary algebra. Students with unknown initial developmental status are excluded. The numerator consists of students who had completed (with a grade of D- or better) a 3 or more-credit math course within two years of entering. Students are included in both the numerator and denominator regardless of whether they were still enrolled at the college of entry two years after entering. Guttman's MATH 103B is included because it is the second part of a 3-credit series.



University Performance Management Process 2016-17 Report

Goal C.1 - Increase enrollment in STEM majors, with emphasis on increasing participation of women and minorities.

Number of students majoring in a STEM field

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	1,130	1,229	1,520	1,796	1,888
Brooklyn	1,539	1,593	1,783	1,681	1,869
City	3,939	4,134	4,435	4,766	4,920
Hunter	1,577	1,878	1,935	2,024	2,133
John Jay	1,358	1,315	1,222	1,149	1,150
Lehman	799	735	828	953	1,227
Medgar Evers	1,962	1,887	2,019	2,013	2,246
NYCCT	6,054	6,509	7,509	7,780	7,832
Queens	1,845	2,059	2,232	2,348	2,619
Staten Island	2,541	2,749	2,951	2,976	3,138
York	1,190	1,200	1,217	1,191	1,233
Senior College Total	23,934	25,288	27,651	28,677	30,255
BMCC	4,033	4,050	4,576	4,736	4,761
Bronx	1,309	1,311	1,434	1,478	1,435
Guttman	19	44	71	74	90
Hostos	502	593	628	656	682
Kingsborough	1,808	1,847	1,899	1,819	1,750
LaGuardia	2,493	2,959	3,308	3,457	3,888
Queensborough	2,655	2,648	2,530	2,478	2,447
Community College Total	12,819	13,452	14,446	14,698	15,053
Graduate Center	889	835	801	768	751
Professional Studies	19	21	89	178	245
University Total	37,661	39,596	42,987	44,321	46,304

Note: STEM categorization determined by assigned Classification of Instructional Program (CIP) Code.



University Performance Management Process 2016-17 Report

Goal C.1 - Increase enrollment in STEM majors, with emphasis on increasing participation of women and minorities.

Percentage of STEM majors who are female

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	31.5	31.8	35.0	35.5	36.0
Brooklyn	42.5	42.4	41.1	39.7	42.0
City	30.5	30.4	31.8	31.9	31.7
Hunter	55.8	52.7	54.7	56.1	54.2
John Jay	55.4	54.8	54.6	52.7	50.1
Lehman	48.3	46.0	43.6	42.0	41.7
Medgar Evers	71.9	73.3	72.9	73.1	71.5
NYCCT	18.9	21.1	22.4	22.0	21.8
Queens	46.4	45.1	43.0	40.7	38.5
Staten Island	35.8	37.7	37.1	38.1	38.3
York	50.2	47.1	47.0	47.1	47.6
Senior College Average	38.2	38.2	38.1	37.7	37.6
BMCC	36.4	36.0	36.2	35.6	35.5
Bronx	27.3	26.2	27.6	28.7	28.9
Guttman	10.5*	20.5	14.1	10.8	11.1
Hostos	35.7	39.1	35.2	34.5	38.6
Kingsborough	41.3	40.6	38.5	37.8	37.5
LaGuardia	36.9	39.4	39.8	39.3	42.4
Queensborough	28.1	26.9	25.3	25.2	24.2
Community College Average	34.5	34.7	34.4	34.1	35.0
Graduate Center	36.3	35.4	34.8	34.8	36.8
Professional Studies	36.8*	14.3*	20.2	27.5	26.5
University Average	36.9	36.9	36.8	36.4	36.7

Note: STEM categorization determined by assigned CIP Code.

*Calculated on a base of less than 25.



University Performance Management Process 2016-17 Report

Goal C.1 - Increase enrollment in STEM majors, with emphasis on increasing participation of women and minorities.

Percentage of STEM majors who are Underrepresented Minority (URM)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	21.2	20.0	21.2	22.2	22.3
Brooklyn	34.1	33.1	33.3	33.0	32.9
City	39.4	37.4	34.7	34.3	33.9
Hunter	22.3	22.4	22.6	24.5	27.0
John Jay	53.6	52.7	51.2	50.7	51.7
Lehman	72.2	78.0	78.5	79.4	78.0
Medgar Evers	94.5	93.6	93.9	93.9	92.6
NYCCT	61.5	61.4	59.2	59.7	59.8
Queens	23.1	23.9	23.4	23.7	24.4
Staten Island	25.0	27.0	30.4	31.2	33.4
York	61.1	58.7	57.5	57.9	55.3
Senior College Average	47.4	46.3	45.7	45.8	46.2
BMCC	71.1	69.7	67.6	67.4	67.0
Bronx	89.6	91.2	90.3	90.2	89.9
Guttman	63.2*	65.9	77.5	87.8	82.2
Hostos	91.0	91.1	90.8	92.7	91.6
Kingsborough	47.2	46.7	48.0	48.0	43.1
LaGuardia	58.8	61.2	60.4	58.6	59.7
Queensborough	50.7	51.3	52.7	52.3	51.3
Community College Average	63.8	64.1	64.1	63.9	63.2
Graduate Center	13.9	13.8	15.1	13.4	14.1
Professional Studies	47.4*	19.0*	20.2	32.6	31.4
University Average	52.2	51.6	51.2	51.2	51.1

Note: Underrepresented minority includes students identified as black or Hispanic. STEM categorization determined by assigned CIP Code.

*Calculated on a base of less than 25.



University Performance Management Process 2016-17 Report

Goal C.2 - CUNY will make pragmatic experiential learning a signature component of a CUNY education.

Percentage of undergraduate students reporting taking advantage of an Experiential Learning Opportunity (ELO)

	2016
Baruch	55.0
Brooklyn	51.7
City	50.7
Hunter	45.3
John Jay	47.0
Lehman	43.9
Medgar Evers	44.4
NYCCT	40.7
Queens	48.2
Staten Island	42.4
York	45.8
Senior College Average	47.1
BMCC	34.7
Bronx	35.4
Guttman	72.4
Hostos	36.7
Kingsborough	45.9
LaGuardia	35.1
Queensborough	33.9
Community College Average	36.4
Professional Studies	27.4
University Average	43.5

Note: Percentages are based on the most recent biannual Student Experience Survey (SES) administered in the spring of 2016. The 2016 SES data were weighted by college, based on logistic regression modeling that included age, race, gender and full-or part-time status. The 2016 SES was the first to collect ELO participation data among CUNY's undergraduates. Students were asked about participation in eight ELO activities: internships; cooperative education; service learning/community service; clinical preparation/practicum; research/field study; campus or university-based work and/or leadership; civic engagement; and study abroad. Responses were then re-coded as "participated in at least one ELO" so that each student who reported ELO participation while at CUNY was only counted once. The University Average includes the School of Professional Studies.



University Performance Management Process 2016-17 Report

Goal D.1 - CUNY will invest in and support its faculty's knowledge creation, research, creative activities and innovation as engaged scholars, teachers and members of the community.

Research awards (weighted 3-yr rolling average)

	FY 2010-2012	FY 2011-2013	FY 2012-2014	FY 2013-2015	FY 2014-2016
Baruch	\$1,968,478	\$1,681,089	\$1,760,743	\$2,002,939	\$1,879,984
Brooklyn	\$7,942,401	\$6,934,159	\$6,541,233	\$6,846,074	\$7,388,353
City	\$50,351,847	\$44,819,476	\$41,408,876	\$41,547,116	\$41,220,608
Hunter	\$27,747,919	\$28,130,997	\$26,198,230	\$24,718,560	\$25,319,821
John Jay	\$6,035,190	\$6,334,124	\$5,931,553	\$8,597,761	\$10,251,036
Lehman	\$3,543,102	\$2,178,323	\$2,224,038	\$2,426,828	\$6,020,906
Medgar Evers	\$1,155,992	\$1,157,519	\$764,774	\$755,922	\$1,220,944
NYCCT	\$408,209	\$486,385	\$343,910	\$471,111	\$479,941
Queens	\$18,737,511	\$16,511,781	\$18,362,696	\$17,478,588	\$16,282,774
Staten Island	\$3,147,603	\$2,574,472	\$2,449,209	\$2,134,454	\$3,283,143
York	\$1,334,534	\$1,057,708	\$631,141	\$551,380	\$1,018,026
Senior College Total	\$122,372,786	\$111,866,032	\$106,616,403	\$107,530,734	\$114,365,536
BMCC	\$322,174	\$292,561	\$333,998	\$1,105,150	\$944,438
Bronx	\$40,989	\$25,920	\$1,051	\$25,000	\$487,486
Guttman	---	---	---	\$0	\$0
Hostos	\$126,245	\$89,628	\$321,635	\$229,938	\$171,525
Kingsborough	\$466,470	\$328,419	\$346,556	\$383,148	\$304,803
LaGuardia	\$885,518	\$697,636	\$665,985	\$639,228	\$698,825
Queensborough	\$333,574	\$203,672	\$252,914	\$424,132	\$550,846
Community College Total	\$2,174,970	\$1,637,836	\$1,922,138	\$2,806,595	\$3,157,923
Graduate Center	\$5,076,032	\$4,960,326	\$4,211,015	\$4,305,719	\$4,923,102
Professional Studies	---	---	---	---	---
Public Health	---	---	---	---	---
University Total	\$129,623,788	\$118,464,194	\$112,749,556	\$114,643,047	\$122,446,561

Note: Reflects a weighted rolling average of total dollars awarded for research as reported by the CUNY Research Foundation, calculated as current fiscal year amount (FY)*0.5+(FY-1)*0.3+(FY-2)*0.2. The University totals include awards to the Graduate Center and exclude the School of Public Health until three years of awards are available. University totals do not reflect grants for the Advanced Science Research Center (ASRC) or CUNY Central. Senior College averages for FY 2012-15 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued.



University Performance Management Process 2016-17 Report

Goal D.1 - CUNY will invest in and support its faculty's knowledge creation, research, creative activities and innovation as engaged scholars, teachers and members of the community.

Research awards (annual)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Baruch	\$1,555,702	\$1,590,145	\$1,945,119	\$2,202,750	\$1,660,271
Brooklyn	\$8,472,121	\$6,116,651	\$6,023,627	\$7,631,310	\$7,788,469
City	\$45,893,859	\$40,712,020	\$40,032,996	\$42,789,626	\$40,754,241
Hunter	\$26,407,369	\$29,263,673	\$24,275,308	\$23,166,466	\$27,029,640
John Jay	\$5,867,354	\$6,847,781	\$5,407,495	\$11,211,912	\$11,611,926
Lehman	\$3,326,744	\$870,370	\$2,595,157	\$2,948,415	\$9,234,700
Medgar Evers	\$1,043,008	\$1,250,141	\$362,260	\$794,432	\$1,820,325
NYCCT	\$650,817	\$506,798	\$123,415	\$665,454	\$511,244
Queens	\$20,632,346	\$15,777,019	\$19,006,242	\$17,242,624	\$14,617,477
Staten Island	\$3,529,856	\$2,076,508	\$2,240,571	\$2,093,962	\$4,413,680
York	\$853,972	\$913,210	\$372,768	\$513,815	\$1,578,657
Senior College Total	\$118,233,148	\$105,924,316	\$102,384,958	\$111,260,766	\$121,020,630
BMCC	\$557,848	\$250,413	\$294,608	\$1,933,370	\$611,011
Bronx	\$5,255	\$0	\$0	\$50,000	\$944,972
Guttman	---	\$0	\$0	\$0	\$0
Hostos	\$144,316	\$52,666	\$553,944	\$106,443	\$57,607
Kingsborough	\$424,216	\$218,372	\$392,402	\$443,505	\$186,542
LaGuardia	\$772,662	\$577,721	\$676,272	\$641,604	\$742,178
Queensborough	\$156,389	\$146,369	\$355,450	\$576,445	\$613,645
Community College Total	\$2,060,686	\$1,245,541	\$2,272,676	\$3,751,367	\$3,155,955
Graduate Center	\$4,984,383	\$5,254,106	\$3,275,813	\$4,544,307	\$5,809,295
Professional Studies	---	---	---	---	---
Public Health	---	---	---	\$819,348	\$2,155,738
University Total	\$125,278,217	\$112,423,963	\$107,933,447	\$120,375,789	\$132,141,617

Note: Reflects total dollars awarded for research as reported by the CUNY Research Foundation. The University totals include awards to the graduate and professional schools, but do not reflect grants for the Advanced Science Research Center (ASRC) or CUNY Central. Senior College totals for FY 2012-16 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued.



University Performance Management Process 2016-17 Report

Goal D.1 - CUNY will invest in and support its faculty's knowledge creation, research, creative activities and innovation as engaged scholars, teachers and members of the community.

Number of funded research grants

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Baruch	36	31	40	38	27
Brooklyn	57	48	48	45	51
City	218	189	204	215	204
Hunter	202	164	154	152	155
John Jay	53	48	53	50	53
Lehman	18	16	22	28	33
Medgar Evers	13	12	8	4	10
NYCCT	11	9	7	11	10
Queens	86	80	70	69	53
Staten Island	46	25	35	28	39
York	15	9	6	10	12
Senior College Total	755	631	647	650	647
BMCC	4	4	6	8	8
Bronx	1	0	0	1	2
Guttman	---	0	0	0	0
Hostos	3	2	4	3	2
Kingsborough	5	4	6	4	3
LaGuardia	4	2	4	4	4
Queensborough	7	4	4	6	5
Community College Total	24	16	24	26	24
Graduate Center	66	71	60	51	61
Professional Studies	---	---	---	---	---
Public Health	---	---	---	3	15
University Total	845	718	731	730	747

Note: All data are provided by CUNY Research Foundation. The University totals include funded grants for the graduate and professional schools, but do not reflect grants for the Advanced Science Research Center (ASRC) or CUNY Central. Senior College Totals for FY 2012-15 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued. FY2016 data are final.



University Performance Management Process 2016-17 Report

Goal D.2 - Implement new strategies to build greater diversity in the faculty.

Percentage of minority full-time faculty

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	27.9	28.7	28.2	29.0	29.7
Brooklyn	24.4	24.2	25.2	26.3	25.9
City	31.4	32.1	31.8	32.9	32.1
Hunter	28.4	28.4	28.2	28.1	29.7
John Jay	30.2	30.4	30.6	30.5	31.1
Lehman	30.1	31.0	31.1	32.0	32.5
Medgar Evers	81.0	79.8	79.7	79.6	82.8
NYCCT	36.4	36.1	34.7	36.8	37.9
Queens	24.9	24.6	24.6	24.8	25.4
Staten Island	23.1	24.6	26.2	26.6	29.0
York	42.7	43.5	44.6	44.9	44.3
Senior College Average	30.9	31.2	31.2	31.9	32.6
BMCC	46.3	44.7	45.0	44.5	44.4
Bronx	44.7	45.7	45.2	43.9	44.2
Guttman	36.8*	40.0	36.8	41.3	44.0
Hostos	49.7	51.6	49.7	52.1	51.9
Kingsborough	26.9	26.3	26.0	28.0	29.1
LaGuardia	38.1	38.0	40.7	42.3	43.7
Queensborough	27.2	29.7	30.8	30.4	30.9
Community College Average	38.0	38.6	39.0	39.6	40.2
Graduate Center	12.3	13.1	14.7	16.3	17.1
Journalism	30.3	27.3	29.2*	33.3*	36.8*
Professional Studies	0.0*	10.0*	15.4*	18.8*	18.8*
Public Health	---	---	---	---	26.0
Law School	42.3	42.3	44.0	44.2	41.9
University Average	32.6	32.9	33.2	33.9	34.5

Note: Data are provided by the Office of Human Resources Management (OHRM), Office of Recruitment and Diversity (ORD). Minority includes faculty identified as black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native. The University averages reflect figures for the graduate and professional schools. Senior College totals for FY 2012-16 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued. Table updated since the 7/5/17 version to remove extraneous asterisks.

*Calculated on a base of less than 25.



University Performance Management Process 2016-17 Report

Goal D.2 - Implement new strategies to build greater diversity in the faculty.

Percentage of Italian American full-time faculty

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	4.3	4.2	3.9	4.3	4.4
Brooklyn	4.7	4.3	4.2	4.5	4.4
City	4.1	3.8	3.9	4.0	3.6
Hunter	5.5	5.6	5.3	5.5	5.6
John Jay	4.6	4.8	4.5	4.6	4.0
Lehman	7.9	7.3	7.0	6.4	5.9
Medgar Evers	1.1	1.1	1.1	1.1	0.6
NYCCT	8.0	7.9	7.9	7.4	7.2
Queens	3.6	3.7	3.7	3.8	3.9
Staten Island	7.3	7.1	7.0	6.4	5.5
York	5.7	6.1	6.1	5.6	4.9
Senior College Average	5.2	5.1	5.0	4.9	4.7
BMCC	6.1	5.8	5.5	5.1	4.7
Bronx	7.2	6.7	6.8	5.5	6.0
Guttman	5.3*	3.3	0.0	0.0	0.0
Hostos	4.7	3.8	3.7	3.2	3.7
Kingsborough	11.9	11.0	10.8	10.7	10.2
LaGuardia	5.2	5.5	4.8	4.8	5.3
Queensborough	6.7	6.3	5.6	5.1	5.5
Community College Average	7.1	6.6	6.2	5.7	5.8
Graduate Center	0.6	1.1	1.6	1.1	1.8
Journalism	0.0	3.0	4.2*	0.0*	0.0*
Professional Studies	0.0*	0.0*	0.0*	0.0*	0.0*
Public Health	---	---	---	---	4.0
Law School	5.8	7.7	8.0	9.3	9.3
University Average	5.6	5.4	5.3	5.1	5.0

Note: The University averages reflect figures for the graduate and professional schools. Senior College totals for FY 2012-16 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued. Table updated since the 7/5/17 version to remove extraneous asterisks.

*Calculated on a base of less than 25.



University Performance Management Process 2016-17 Report

Goal D.2 - Implement new strategies to build greater diversity in the faculty.

Percentage of women full-time faculty

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Baruch	38.6	39.5	39.3	38.9	39.4
Brooklyn	45.2	44.7	45.8	46.0	46.5
City	40.0	40.2	40.5	39.9	37.8
Hunter	50.1	50.7	51.6	51.4	50.8
John Jay	46.3	47.7	48.0	47.8	48.4
Lehman	51.8	54.1	53.5	53.6	53.1
Medgar Evers	45.4	45.4	46.2	47.0	46.7
NYCCT	48.1	47.9	47.7	48.2	49.1
Queens	44.8	45.8	46.4	46.2	46.0
Staten Island	47.3	46.8	46.0	46.8	46.0
York	48.3	49.5	49.3	49.5	48.8
Senior College Average	45.7	46.2	46.4	46.5	46.2
BMCC	56.3	55.6	57.5	56.0	54.9
Bronx	49.3	48.6	49.5	46.3	46.4
Guttman	84.2*	63.3	63.2	60.9	60.0
Hostos	52.1	52.2	51.9	52.1	52.9
Kingsborough	55.4	55.9	55.8	54.5	54.4
LaGuardia	56.9	56.8	57.6	57.0	56.3
Queensborough	52.8	51.2	50.5	50.9	51.1
Community College Average	54.5	53.9	54.5	53.4	53.1
Graduate Center	41.4	39.2	37.0	34.2	40.0
Journalism	45.5	48.5	41.7*	38.1*	42.1*
Professional Studies	75.0*	70.0*	69.2*	68.8*	68.8*
Public Health	---	---	---	---	56.0
Law School	63.5	65.4	66.0	65.1	62.8
University Average	48.3	48.5	48.8	48.4	48.4

Note: The University averages reflect figures for the graduate and professional schools. Senior College totals for FY 2012-16 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued. Table updated since the 7/5/17 version to remove extraneous asterisks.

*Calculated on a base of less than 25.



University Performance Management Process 2016-17 Report

Goal E.1 - Adopt best business practices; redesign business processes and streamline administrative functions.

Spending on student services, instruction and departmental research as a percentage of tax-levy budget

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Baruch	72.2	73.8	72.5	71.6	71.7
Brooklyn	69.7	70.0	68.9	68.9	68.6
City	71.9	72.8	72.1	70.8	69.8
Hunter	69.6	67.8	67.8	67.9	69.0
John Jay	69.5	76.8	70.0	69.9	71.5
Lehman	68.2	68.9	65.4	66.2	68.2
Medgar Evers	59.0	63.6	59.6	60.2	61.4
NYCCT	74.8	74.5	73.4	73.2	76.3
Queens	70.9	69.7	69.1	68.3	70.1
Staten Island	67.7	69.3	71.5	70.6	74.0
York	62.7	62.8	64.5	63.1	68.7
Senior College Average	69.6	70.5	69.3	68.9	70.2
BMCC	61.0	59.7	59.6	59.6	64.6
Bronx	63.5	63.6	64.8	61.0	62.1
Guttman	---	23.8	32.0	34.9	37.8
Hostos	61.3	58.5	58.2	57.8	58.8
Kingsborough	69.0	69.7	68.2	69.2	68.3
LaGuardia	59.8	60.1	59.4	59.8	60.0
Queensborough	75.0	73.8	73.7	74.4	72.0
Community College Average	64.8	63.2	63.0	62.7	63.7
Graduate Center	74.9	75.1	74.3	73.9	76.7
Journalism	67.5	70.4	66.2	64.0	51.2
Professional Studies	84.6	80.3	69.4	80.9	82.3
Law School	59.9	59.2	59.5	57.4	51.8
University Average	68.5	68.5	67.5	67.2	68.4

Note: Senior College and University averages for FY 2012-15 have been updated since the 2015-16 PMP report, since the comprehensive college break has been discontinued. The University average includes spending by the graduate and professional schools.



University Performance Management Process 2016-17 Report

Goal E.2 - Advocate for investments from our funding partners, public and private.

Total voluntary support (weighted 3-yr rolling average)

	FY 2010-2012	FY 2011-2013	FY 2012-2014	FY 2013-2015	FY 2014-2016
Baruch	\$14,137,907	\$19,803,807	\$19,073,875	\$17,568,281	\$15,902,084
Brooklyn	\$16,409,239	\$15,490,922	\$9,363,336	\$17,779,134	\$15,804,138
City	\$38,893,502	\$38,271,204	\$40,434,952	\$41,264,993	\$43,793,669
Hunter	\$24,364,173	\$30,810,443	\$40,134,837	\$38,530,756	\$35,061,254
John Jay	\$8,713,621	\$8,303,307	\$8,461,017	\$10,739,695	\$12,580,822
Lehman	\$5,000,339	\$5,780,171	\$7,118,445	\$8,384,170	\$9,578,172
Medgar Evers	\$383,509	\$384,144	\$476,141	\$625,337	\$1,118,756
NYCCT	\$953,444	\$1,232,275	\$1,207,215	\$1,814,993	\$1,570,822
Queens	\$20,992,744	\$23,010,182	\$21,645,003	\$21,731,231	\$21,980,098
Staten Island	\$3,134,282	\$2,732,842	\$2,305,086	\$2,338,075	\$2,303,381
York	\$1,018,262	\$1,206,622	\$961,412	\$1,085,191	\$759,652
Senior College Total	\$134,001,022	\$147,025,917	\$151,181,318	\$161,861,856	\$160,452,846
BMCC	\$2,433,748	\$2,535,139	\$3,863,645	\$4,508,310	\$4,174,563
Bronx	\$1,807,120	\$1,918,910	\$2,193,289	\$2,277,640	\$2,447,009
Guttman	---	\$8,198,376	\$5,158,883	\$3,692,705	\$864,759
Hostos	\$1,044,765	\$1,174,610	\$1,408,535	\$1,749,772	\$1,513,650
Kingsborough	\$3,007,078	\$2,678,192	\$2,174,888	\$1,993,341	\$2,262,911
LaGuardia	\$2,538,772	\$2,236,787	\$2,994,979	\$4,324,128	\$4,683,836
Queensborough	\$2,992,256	\$3,151,346	\$3,405,990	\$3,596,763	\$3,180,885
Community College Total	\$14,745,680	\$21,893,359	\$21,200,208	\$22,142,660	\$19,127,612
Graduate Center	\$4,829,547	\$5,809,837	\$5,885,325	\$6,555,663	\$9,367,087
Journalism	\$3,322,076	\$2,322,605	\$3,014,584	\$5,048,354	\$4,372,392
Professional Studies	---	---	---	---	---
Public Health	---	---	---	---	---
Law School	\$1,548,636	\$1,501,287	\$1,445,176	\$1,395,541	\$1,984,882
Macaulay Honors College	\$2,027,621	\$1,628,404	\$1,458,903	\$2,211,461	\$2,221,028
University Total	\$160,474,582	\$180,181,409	\$184,185,514	\$199,215,534	\$197,525,848

Note: This indicator reflects the sum of cash-in, new pledges, and testamentary gifts. The weighted 3-year rolling average is calculated as the dollar amount for the current fiscal year (FY)*0.5 + (FY-1)*0.3 + (FY-2)*0.2. The University totals include voluntary contributions for the Graduate Center, the professional schools and Macaulay Honors College but do not reflect fundraising for CUNY (Central) initiatives nor the School of Professional Studies. Annual amounts for the School of Public Health are not available to calculate 3 year averages and are excluded from the University total. Senior College averages for FY 2012-15 have been updated since the 2015-16 PMP report since the comprehensive college break has been discontinued. The 2014-16 University Total figure has been updated since the 2015-16 PMP report.



University Performance Management Process 2016-17 Report

Goal E.2 - Advocate for investments from our funding partners, public and private.

Total voluntary support (annual)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Baruch	\$15,823,632	\$24,961,254	\$16,841,544	\$15,047,134	\$16,039,270
Brooklyn	\$11,505,162	\$13,677,344	\$5,918,201	\$26,536,410	\$13,319,150
City	\$43,641,410	\$35,514,161	\$42,104,844	\$43,061,416	\$44,908,550
Hunter	\$28,581,658	\$35,405,338	\$47,593,807	\$34,343,092	\$30,479,129
John Jay	\$11,045,551	\$8,013,699	\$7,695,594	\$13,656,554	\$13,889,473
Lehman	\$5,391,542	\$6,449,650	\$8,210,484	\$9,262,189	\$10,314,836
Medgar Evers	\$420,869	\$423,756	\$529,681	\$763,362	\$1,567,623
NYCCT	\$825,351	\$1,524,391	\$1,169,655	\$2,318,437	\$1,282,719
Queens	\$20,606,701	\$23,858,677	\$20,732,120	\$21,479,719	\$22,779,517
Staten Island	\$3,145,482	\$2,184,292	\$2,041,403	\$2,577,592	\$2,243,645
York	\$1,165,440	\$1,266,144	\$696,961	\$1,245,748	\$493,071
Senior College Total	\$142,152,798	\$153,278,706	\$153,534,294	\$170,291,653	\$157,316,983
BMCC	\$2,531,971	\$2,606,594	\$5,150,545	\$4,883,656	\$3,358,714
Bronx	\$1,978,371	\$1,990,231	\$2,401,090	\$2,318,534	\$2,542,462
Guttman	\$1,507,567	\$15,268,000	\$553,939	\$945,846	\$940,434
Hostos	\$1,140,214	\$1,260,431	\$1,604,725	\$2,032,537	\$1,165,887
Kingsborough	\$3,018,211	\$2,013,595	\$1,934,335	\$2,020,642	\$2,539,703
LaGuardia	\$3,263,116	\$1,917,085	\$3,534,461	\$5,760,746	\$4,497,440
Queensborough	\$2,805,247	\$3,291,934	\$3,714,720	\$3,647,921	\$2,687,129
Community College Total	\$16,244,697	\$28,347,870	\$18,893,815	\$21,609,882	\$17,731,770
Graduate Center	\$2,973,808	\$8,036,326	\$5,759,332	\$6,441,197	\$12,565,722
Journalism	\$1,500,352	\$763,581	\$4,970,878	\$6,808,748	\$2,671,184
Professional Studies	---	---	---	---	---
Public Health	---	---	---	\$1,618,953	\$702,593
Law School	\$1,790,950	\$1,385,596	\$1,342,614	\$1,431,275	\$2,573,953
Macaulay Honors College	\$1,176,450	\$1,450,147	\$1,577,137	\$2,896,580	\$2,073,254
University Total	\$165,839,055	\$193,262,226	\$186,078,070	\$211,098,288	\$195,635,459

Note: This indicator reflects the sum of cash-in, new pledges and testamentary gifts. The University totals include voluntary contributions for the graduate schools and for Macaulay Honors College but do not reflect fundraising for CUNY (Central) initiatives nor the School of Professional Studies. The 2016 figure for York has been updated since the 2015-16 report. The 2016 figure for the School of Public Health reflects its mid-year total. To reflect these two changes, the 2016 Senior and University Totals have also been updated.



University Performance Management Process 2016-17 Report

Goal E.3 - Expand capacity by making more efficient use of CUNY's facilities; rely on technology to meet enrollment demands.

Percentage of FTEs offered before 9 a.m.

	Fall 2014	Fall 2015	Fall 2016
Baruch	4.6	2.4	2.4
Brooklyn	2.9	1.6	2.4
City	3.6	2.2	2.6
Hunter	3.4	3.7	3.3
John Jay	6.4	4.8	5.9
Lehman	0.4	0.9	0.6
Medgar Evers	9.9	7.6	7.5
NYCCT	7.1	6.1	6.3
Queens	4.4	4.7	5.2
Staten Island	9.0	10.5	9.0
York	6.2	6.5	5.0
Senior College Average	4.9	4.3	4.4
BMCC	10.4	10.6	9.6
Bronx	13.0	10.9	11.0
Guttman	13.0	15.2	6.2
Hostos	6.1	4.8	5.2
Kingsborough	7.3	9.1	8.5
LaGuardia	4.2	3.3	3.8
Queensborough	6.8	5.2	4.9
Community College Average	8.2	8.0	7.4
University Average	6.3	5.8	5.6

Note: Excludes course sections with zero or unavailable class meeting hours. Class section meeting times became available in CUNYfirst for all colleges beginning fall 2014. FTEs offered in the morning represents student FTE enrollment in course sections meeting up until 9 a.m.



University Performance Management Process 2016-17 Report

Goal E.3 - Expand capacity by making more efficient use of CUNY's facilities; rely on technology to meet enrollment demands.

Percentage of FTEs offered after 5 p.m.

	Fall 2014	Fall 2015	Fall 2016
Baruch	27.2	29.0	27.8
Brooklyn	28.0	27.1	27.1
City	22.8	21.9	24.4
Hunter	29.3	27.9	28.7
John Jay	19.8	21.0	22.9
Lehman	34.4	33.0	33.5
Medgar Evers	24.9	26.5	25.3
NYCCT	24.0	21.3	21.1
Queens	23.8	21.5	21.9
Staten Island	24.2	24.2	25.3
York	21.1	22.8	23.7
Senior College Average	25.5	24.9	25.4
BMCC	23.9	23.2	21.1
Bronx	17.3	16.3	18.4
Guttman	2.7	0.9	4.2
Hostos	21.9	20.8	23.4
Kingsborough	14.9	15.1	15.1
LaGuardia	18.6	19.6	18.5
Queensborough	13.1	11.7	10.4
Community College Average	19.0	18.4	17.5
University Average	22.9	22.3	22.4

Note: Excludes course sections with zero or unavailable class meeting hours. Class section meeting times became available in CUNYfirst for all colleges beginning fall 2014. FTEs offered in the evening represents student FTE enrollment in course sections meeting at 5 p.m. or later.



University Performance Management Process 2016-17 Report

Goal E.3 - Expand capacity by making more efficient use of CUNY's facilities; rely on technology to meet enrollment demands.

Percentage of FTEs offered on the weekend

	Fall 2014	Fall 2015	Fall 2016
Baruch	5.3	4.6	5.6
Brooklyn	3.7	2.0	1.4
City	2.1	1.5	1.5
Hunter	3.5	3.6	4.1
John Jay	2.0	1.3	2.2
Lehman	3.3	3.9	3.6
Medgar Evers	5.4	5.6	6.9
NYCCT	8.9	7.2	4.8
Queens	6.2	6.1	5.9
Staten Island	6.0	5.8	4.2
York	7.3	4.9	4.4
Senior College Average	4.7	4.1	4.0
BMCC	10.8	9.5	9.8
Bronx	4.8	5.3	5.8
Guttman	0.0	0.5	1.0
Hostos	3.7	3.5	5.1
Kingsborough	3.7	3.6	3.6
LaGuardia	4.1	3.6	3.4
Queensborough	3.3	3.7	3.5
Community College Average	6.3	5.7	5.7
University Average	5.3	4.7	4.7

Note: Excludes course sections with zero or unavailable class meeting hours. Class section meeting times became available in CUNYfirst for all colleges beginning fall 2014. FTEs offered on the weekend represents student FTE enrollment in course sections meeting on Saturdays or Sundays, at any time.

Appendix E

City Tech CRITICAL COURSE Assessment Evaluation Rubric

	Beginning	Developing	Established	Exemplary	RATING
Overall Report Completeness	Many sections of the report are missing or very limited information is included; a large number of required elements are missing.	Some sections of the report are missing or very limited information is included; some required documents are missing.	Most sections of the reports are well developed and useful information is reported; most required documents are included.	Clear and comprehensive report with all required sections completed; all required documents included.	
Assessment Activities (since 2013)	Very few assessment activities are implemented such as only one SLO is assessed and/or only one activity is implemented; no use of direct measurements (using rubrics or exams with a test blueprint)	Assessment cycle is no longer than 3-years; some implemented activities and assessment tools do not appear to adhere to assessment planning document; direct measurements are included.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs and cycle is no longer than 2-years; Most implemented activities and assessment tools are on target according to assessment planning document; direct measurements are included.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs and cycle is no longer than 2-years. All implemented activities are on target with respect to assessment planning document; direct measurements are included.	
Assessment Sampling	Assessment results are not reliable with too few students assessed; or no documentation regarding sections used for assessment/sample size	Some assessment results since 2013 are not reliable with most results based on a small sample that does not reliably represent the student population.	Some results are based on a small sample of students; discussion of sections and number of students assessed to ascertain adequacy of sample.	Assessment results are consistently based on appropriate sample of students with discussion of sample sizes and sections selected.	
Assessment Analysis and Evaluation	Little or no analysis of collected data; or overuse of "we met our target" or improvements to the "assessment instrument."	There is minimal evidence of analysis and evaluation of assessment activities and results. Analysis is of marginal use. Findings are not clearly summarized and recorded.	There is evidence of analysis of assessment results for most of the assessed SLOs. Findings are recorded, however they may lack discussion of faculty team evaluation and protocol.	Thoughtful analysis of assessment results for all assessed outcomes. Findings are meaningful. Clarity of evaluation of assessment results by faculty teams and protocol is clear.	
Use of Assessment Results - Improvement	No improvement actions are adopted; or overuse of "no changes needed at this time."	At least one improvement action was adopted as a result of assessment but it may not be clear how it/ they relate to assessment results (lacks rationale for improvement strategy)	Some improvement actions are adopted as a result of assessment that clearly relates to the assessment results and contains a rationale for improvement strategy	Multiple improvement actions have been adopted as a result of assessment, improvement actions are clearly related to assessment results and contains a rationale for improvement strategies	

PROGRAM: _____

REVIEWER: _____

City Tech PROGRAM LEVEL Assessment Evaluation Rubric					
	Beginning=1	Developing=2	Established=3	Exemplary=4	RATING
Overall Report Completeness	Many sections of the report are missing or very limited information is included; a large number of required elements are missing.	Some sections of the report are missing or very limited information is included; some required documents are missing.	Most sections of the reports are well developed and useful information is reported; most required documents are included.	Clear and comprehensive report with all required sections completed; all required documents included.	
Assessment Activities (since 2013)	Very few assessment activities are implemented such as only one SLO is assessed and/or only one activity is implemented; no use of direct measurements (using rubrics or exams with a test blueprint)	At least one SLO is assessed every academic year with at least one activity conducted per SLO; some implemented activities and assessment tools do not appear to adhere to assessment planning document; direct measurements are used.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs. Most implemented activities and assessment tools are on target according to assessment planning; direct measurements are used.	Appropriate number of assessment activities are conducted for an appropriate number of SLOs. All implemented activities are on target with respect to assessment planning document; direct measurements are used.	
Assessment Sampling	Assessment results are not reliable with too few students assessed; or no documentation regarding courses used for assessment/sample size	Some assessment results are not reliable with most results based on a small sample that does not reliably represent the student population.	Some results are based on a small sample of students; discussion of courses and number of students assessed to ascertain adequacy of sample.	Assessment results are consistently based on appropriate sample of students with discussion of sample sizes and courses selected.	
Assessment Analysis and Evaluation	Little or no analysis of collected data; or overuse of "we met our target" <u>or</u> improvements to the "assessment instrument."	There is minimal evidence of analysis and evaluation of assessment activities and results. Analysis is of marginal use. Findings are not clearly summarized and recorded.	There is evidence of analysis of assessment results for most of the assessed SLOs. Findings are recorded, however they may lack discussion of faculty team evaluation and protocol.	Thoughtful analysis of assessment results for all assessed outcomes. Findings are meaningful. Clarity of evaluation of assessment results by faculty teams and protocol is clear.	
Use of Assessment Results - Improvement	No improvement actions are adopted; or overuse of "no changes needed at this time."	At least one improvement action was adopted as a result of assessment but it may not be clear how it/ they relate to assessment results (lacks rationale for improvement strategy)	Some improvement actions are adopted as a result of assessment that clearly relates to the assessment results and contains a rationale for improvement strategy	Multiple improvement actions have been adopted as a result of assessment, improvement actions are clearly related to assessment results and contains a rationale for improvement strategies	

Appendix F

CITY TECH UNIT MISSION SELF-ASSESSMENT RUBRIC AND RESPONSE SHEET

	Meets or Exceeds Expectations	Approaches Expectations	Does not Meet Expectations
Alignment with College Mission Statement	The language of the College mission statement is explicitly reflected in the unit mission statement.	It can be reasonably inferred that the language of the College mission statement is reflected in the unit mission statement.	There is no apparent alignment between the language used in the College mission statement and the unit mission statement.
Alignment with College Strategic Plan	One or more strategic goals are explicitly reflected within the unit mission statement.	It can be reasonably inferred that one or more strategic goals are reflected within the unit mission statement.	There is no apparent alignment between the strategic goals and the unit mission statement.
Clarity of Individuals Served by the Unit	Specific members or groups within the College community are addressed within the mission statement.	Groups, in general (i.e. faculty, students, staff) are addressed within the mission statement.	There is no indication of exactly which groups are being served by the unit within the mission statement.
Clarity of Services and Resources Provided by the Unit	The unit mission statement indicates the specific services and/or resources made available through the unit.	The unit mission statement provides general information on the services and/or resources made available through the unit.	There is no clear indication of what resources and services are provided by the unit.
Uniqueness of the Statement	The unit mission statement explicitly indicates the unique role it plays within the College.	The unit mission statement addresses its place within the College without explicitly detailing its unique role.	There is no indication that the unit plays a unique role within the College.

Please provide ideas on how to improve the mission statement for criteria where expectations were not met or exceeded:

Alignment with the College Mission Statement _____

Alignment with the College Strategic Plan _____

Clarity of Individuals Served by the Unit _____

Clarity of Services and Resources Provided by the Unit _____

Uniqueness of the Statement _____

Appendix G

Academic Affairs Financial Budgeting & Approval Process

