



AAQEP Annual Report for 2023

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

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

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

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

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

2. Enrollment and Completion Data

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

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

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	
<i>Programs that lead to initial teaching credentials</i>			
1.BSEd in Technology Education	1. Initial Certification	21	
2.BSEd in Career and Technical Teacher Education	2. Initial Certification and/or Professional Certification	40	
3.BS in Mathematics Education	3. Initial Certification	18	
4. Transitional C Certificate in Technology Education	4. Initial Certification	1	
Total for programs that lead to initial credentials		80	
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

Total for additional programs		
TOTAL enrollment and productivity for all programs		
Unduplicated total of all program candidates and completers		

Added or Discontinued Programs

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

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3. Program Performance Indicators

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

Table 2. Program Performance Indicators

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

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

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

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

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

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

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

Of the three completers in Math Education, one student passed the exams in August 2022, he is fully licensed and employed at a public school. He is also currently enrolled in a master’s degree program. The other two students have not taken the exams yet. One student is currently working in a Catholic school as a substitute teacher. The other student reported that he is taking the exams and plans to take the exams in 2024.