**Documentation Roadmap**

**Documents, Processes, and Procedures**

**Evidence of Institutional Ability to Meet the Expectations of the Requirements of Affiliation and Standards for Accreditation of the Middle States Commission on Higher Education**

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| **Requirement of Affiliation** | **Compliance Process /Aligned with which Standard?** | **Documents, Processes, and Procedures** |
| 1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS | Document: New York State's [Inventory of Registered Programs](file:///C%3A%5CUsers%5CWebmaster%5CAppData%5CLocal%5CTemp%5CDocuments%5C0.01%20Office%20of%20College%20%26%20University%20Evaluation%20home%20page--NYS%20Education%20Department.pdf) demonstrates that the state has authorized the college to operate as a postsecondary educational institution. |
| 2. The institution is operational, with students actively pursuing its degree programs. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS | [National Center for Educational Statistics data](http://nces.ed.gov/collegenavigator/?q=new+york+city+college+of+technology&s=all&id=190655) provides information on admissions, enrollment, etc.  |
| 3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS | Not applicable – seeking re-accreditation |
| 4. The institution’s representatives communicate with the Commission in English, both orally and in writing. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS | New York City College of Technology is on the [MSCHE list of accredited programs](https://www.msche.org/Institutions_Directory.asp). |
| 5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS | [CUNY IT Security Procedures](http://websupport1.citytech.cuny.edu/SecurityProcedures032609.pdf)[New hire confidentiality agreement](https://www.citytech.cuny.edu/fsr/docs/newHire/Confidentiality_Students_Faculty_Staff_1.pdf)[FERPA waiver form](http://www.citytech.cuny.edu/files/students/registrar/pubinfo/rights/ferpa.pdf)[Student Notification of FERPA rights](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf#page=55)No fees associated with identity verificationThe Assistant VP and Chief Information Officer is [responsible](http://websupport1.citytech.cuny.edu/nycct_policy.html) for ensuring that policies are consistently applied. (Director of Computing Information Services and Director of Instructional Technology and the [Technology Enhancement Center ITEC](http://websupport1.citytech.cuny.edu/citytechonline.html))The college advertises it transfer of credit policy and articulation agreements:[Articulation agreements](http://www.citytech.cuny.edu/aboutus/docs/heoa-appendix-b.pdf) [Transfer of Credit Policies](http://www.citytech.cuny.edu/aboutus/consumer_info.shtml) [Direct Admit Transfer Application – fall 2016](http://www.citytech.cuny.edu/directadmission/docs/direct_fa16_t.pdf)  [Transfer Appeal Form](https://www.citytech.cuny.edu/pathways/docs/TransferAppealsForm.pdf) The college satisfies its Title IV responsibilitiesYes. Default rates are within federal limits. There are no pending litigations, non-compliance issues, DOE limitations, fines, etc. The college maintains Institutional Records of Student Complaints[Discretionary Appeal Form](http://www.citytech.cuny.edu/admissions/financialaid/docs/TAPAppeal_DiscretionaryFunds.pdf) Procedures for [complaints about faculty misconduct](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf#page=57) [Student complaint procedure](http://www.citytech.cuny.edu/files/students/cuny/student_complaint_procedure_2_07.pdf)[Student Bill of Rights](file:///C%3A%5CUsers%5CWebmaster%5CAppData%5CLocal%5CTemp%5CstudentComplainantsBillOfRights)[Title IX](http://www.citytech.cuny.edu/aboutus/titleix.shtml)[Grade Appeal](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf#page=28) Approved by VP Armoza, Enrollment and Student Affairs, September, 2015.We will still need information on any pattern of student complaints and evidence to demonstrate that the college uses the documentation to make improvements and enhance the quality of the institution as a whole. The college provides required information for students and the public:[College Catalog](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf)[Student Handbook](http://www.citytech.cuny.edu/students/images/studenthandbook.pdf)[URLs and Website](https://docs.google.com/spreadsheets/d/1ChMsfXSHcimMBMUkYin72iPpVd2xHdAMMjpSuPI1W64/edit?usp=sharing)National Center for Educational Statistics data provides required information (see 0.02 College Navigator – CUNY New York City College of Technology.pdf)The college meets contractual relationships requirements – Not applicableThe college meets the federal and MSCHE assignment of credit hours RequirementsThe college uses the U.S. Department of Education definition of a “credit hour.” The majority of courses offered each semester are scheduled on specific days and Times employing standard recitation units (SRUs) which correspond to Carnegie Units, which are reviewed each semester. Online and partially online courses follow the same academic standards for quality and other requirements as more traditional courses.[Credit hour policy](http://www.citytech.cuny.edu/aboutus/docs/policies/CreditHourPolicy.pdf) [Catalog](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf) with course descriptions (p.74- 294)[Academic Calendar](http://www.citytech.cuny.edu/students/registrar/calendar.shtml)[Schedule of Classes](https://home.cunyfirst.cuny.edu/psp/cnyepprd/GUEST/HRMS/c/COMMUNITY_ACCESS.CLASS_SEARCH.GBL?FolderPath=PORTAL_ROOT_OBJECT.HC_CLASS_SEARCH_GBL&IsFolder=false&IgnoreParamTempl=FolderPath%2525252cIsFolder)Process for [developing new courses](https://openlab.citytech.cuny.edu/collegecouncil/prepare-a-curriculum-proposal/)[Online certification process](http://websupport1.citytech.cuny.edu/It/CertificationandRecertificationofOnlineProfessors.pdf) Student Affairs Complaint Procedures:In preparation for final use beginning in Summer, 2016; will be added to the catalogue/web siteSent to AP Brown for review in February, 2016. Vetted by Student Leaders at Student Life and Development’s Student Leadership Retreat in November, 2015. Vetted by Enrollment and Student Affairs Director Staff in October, 2015. |
| 6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS | Not applicable – there are no other educational sites |
| 7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education. | Standards I and VII | The college’s mission statement is listed in the college [catalog](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf), p 3. |
| 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. | All standards | List documentation here |
| 9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. | Standards II-VI | List documentation here |
| 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. | Standards V - VII | List documentation here |
| 11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis. | Verification of Compliance Report; Standards VI, VII | List documentation here |
| 12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out. | List here which Standards will address this Requirement of Affiliation. | List documentation here |
| 13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive of car shall not serve as the chair of the governing body. | Standards II and VII | List documentation here |
| 14. The governing body/bodies are prepared to demonstrate in writing, as may be required, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in identical terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities. | All standards and Verification of Compliance Report | List documentation here |
| 15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with so client responsibility to the institution to assure the continuity and coherence of the institution’s educational programs. | All standards | List documentation here |

**STANDARD I: Mission and Goals**

***The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.***

Assemble the following, as appropriate.

[ ] **Statements regarding institutional mission and goals**

[ ] **Processes and procedures relevant to mission and goals**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

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| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

|  |  |
| --- | --- |
| **Standard I Criteria** | **Documents, Processes, and Procedures** |
| 1. Clearly defined mission and goals that:
2. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
3. address external as well as internal contexts and constituencies;
4. are approved and supported by the governing body;
5. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;
6. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;
7. are publicized and widely known by the institution’s internal stakeholders;
8. are periodically evaluated.
 | a. College Council - through [committee structure](https://openlab.citytech.cuny.edu/collegecouncil/) comprised of various administrators and faculty members [the mission is developed](https://openlab.citytech.cuny.edu/groups/nycct-college-council/).b. Office of Public Relations and Office of Communications - both offices work to address external and internal interactions with stakeholders and entities ensuring that the College mission is at the forefront of those interactions. partnerships@citytech.cuny.edu or dsutton@citytech.cuny.edu c. College Council - approval of modification through formal governing body and voted on by all members of the Council (see a). d. [Governance Plan](https://www.citytech.cuny.edu/fsr/docs/policies/governancePlan.pdf) e. [Performance Management Process Reports](http://cuny.edu/about/administration/offices/ira/ir/data-book/current/accountability.html) f. College Council (see a); [Classified Staff Handbook](http://www.citytech.cuny.edu/files/faculty/classified_staff_handbook.pdf) g. Performance Management Process Reports (see e) |
| 1. Institutional goals are realistic, appropriate to higher education and consistent with mission.
 | CUNY 2012-16 [Master Plan](http://www2.cuny.edu/about/masterplan/) Also, review of similar institituions and their misssions (urban, technology, workforce related) |
| 1. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.
 | 3. [SEEK](http://www.citytech.cuny.edu/students/seek/) (and support programs such as BMI and Emerging Scholars) strengthen student connection the College. These programs would be reviewed by Standard 1 for best practices. [Open Lab](https://openlab.citytech.cuny.edu/about/) - encourages interdisciplinary collaboration - by faculty and students |
| 1. Periodic assessment of mission and goals to ensure that they are relevant and achievable.
 | College Council (see 1a) |

**STANDARD II: Ethics and Integrity**

***Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.***

Assemble the following, as appropriate.

[ ] **Recruitment and marketing materials (printed and electronic)**

[ ] **Public disclosure information required by the Commission and government entities (printed and electronic)**

[ ] **Institutional by-laws, guidelines, and policies.**

[ ] **Handbooks (student, faculty, employee, etc.)**

[ ] **Processes and procedures relevant to ethics and integrity**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

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| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

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| **Standard II Criteria** | **Documents, Processes, and Procedures** |
| * + 1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.
 | [City Tech Academic Integrity Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/AI_PolicyManual.pdf); [CUNY Academic Integrity Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf); [Intellectual Property Policy](http://www.cuny.edu/about/administration/offices/la/intellectual_property_9.20.11.pdf) |
| * + 1. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.
 | [Equal Employment and Non-Discrimination](http://www.citytech.cuny.edu/aboutus/docs/policies/non-discrim.pdf); [CUNY Campus and Workplace Violence Policy](http://www.citytech.cuny.edu/files/aboutus/hr/policies/pol_workplace_violence.pdf); [Domestic Violence and the Workplace](http://www.citytech.cuny.edu/aboutus/docs/policies/DomesticViolenceWorkplacePolicy.pdf); Intellectual Property Policy (see 2.1) |
| * + 1. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.
 | Complaints by students: (1) [Student Complaints about Faculty](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf#page=57) Conduct in Academic Settings Policy (see 0.0512); (2) [Students’ Bill of Rights](https://www.citytech.cuny.edu/aboutus/docs/studentComplainantsBillOfRights.pdf) (see 0.0514); (3) [Drug/Alcohol Use](http://www.cuny.edu/about/administration/offices/ohrm/cohr/drug-alcohol2011.pdf) – Amnesty Policy PolicyComplaints by both Staff and Students: (1) [Alleged Misconduct Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/ReportAllegedMisconductPolicy.pdf); (2) [Sexual Misconduct Policy](http://www.citytech.cuny.edu/files/aboutus/hr/policies/policy_on_sexual_misconduct.pdf); (3) [Policy Against Drugs and Alcohol Policy](http://www.cuny.edu/about/administration/offices/ohrm/cohr/drug-alcohol2011.pdf) (see 2.031); (4) [Equal Employment and Non-Discrimination Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/non-discrim.pdf) (see 2.021); (5) [Domestic Violence and the Workplace Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/DomesticViolenceWorkplacePolicy.pdf) (see 2.022); (6) [CUNY Campus and Workplace Violence Policy](http://www.citytech.cuny.edu/files/aboutus/hr/policies/pol_workplace_violence.pdf) (see 2.023); (7) CUNY’s Hotline; (8) [Student](http://www.citytech.cuny.edu/students/images/studenthandbook.pdf) (see 0.0518) and [Staff](http://www.citytech.cuny.edu/files/faculty/classified_staff_handbook.pdf) (see 1.01f) Handbooks, respectively |
| * + 1. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.
 | (1) PolicyNYS Public Officers Law §§[73](http://www.jcope.ny.gov/about/ethc/PUBLIC%20OFFICERS%20LAW%2073%20JCOPE.pdf) and [74](http://www.jcope.ny.gov/about/ethc/PUBLIC%20OFFICERS%20LAW%2074.pdf): Restrictions on the activities of current and former state officers and employees, Financial Disclosure and Code of Ethics; Civil Service Law §[107](http://www.jcope.ny.gov/about/ethc/CIVIL%20SERVICE%20LAW%20107.pdf): Prohibition against certain political activities; improper influence; (2) [CUNY Conflict of Interest Policy](https://www.cuny.edu/research/compliance/conflictofinterestpolicy/Conflict_of_Interest_Policy-13.pdf); (3) [Equal Employment and Non-Discrimination Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/non-discrim.pdf) |
| 5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees. | CUNY [Equal Employment and Non-Discrimination Policy](http://www.citytech.cuny.edu/aboutus/docs/policies/non-discrim.pdf); [CUNY-PSC Collective Bargaining Agreement](http://www.psc-cuny.org/sites/default/files/PSC%20CUNY%202007-2010%20CBA%2005%2029%2014.pdf); Employee Handbooks ([Classified Staff Handbook](http://www.citytech.cuny.edu/files/faculty/classified_staff_handbook.pdf), [Instructional Staff Handbook](https://www.citytech.cuny.edu/fsr/docs/handbook/instructional_staff_handbook.pdf)); CUNY Performance Evaluation Forms; City Tech [Guidelines on Faculty Personnel Process](http://www.citytech.cuny.edu/fsr/docs/guide_faculty_personnel_process.pdf). |
| 6..Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. | CUNYfirst job postings, advertisements, and its recruitment process involving searches by committees; admissions materials and practices begin centrally save direct applications |
| 7.As appropriate to mission, services or programs in place:1. to promote affordability and accessibility, and;
2. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.
 | CUNY Employee Assistance Program (through Deer Oaks); CUNY Procedures for Disability Accommodations for both staff and students and City Tech Center for Student Accessibility |
| 8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:1. The full disclosure of information on institution-wide;
2. assessments, graduation, retention, certification and licensure or licensing board pass rates;
3. The institution's compliance with the Commission's Requirements of Affiliation;
4. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
5. The institution's compliance with the Commission's policies.
 | In addition to those items listed in the Roadmap, the following are regulations applicable to City Tech and CUNY: Clery Act; Article 129A of the Education Law regarding Campus Security. |
| 9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented. | NYS Joint Commission on Public Ethics & Integrity (JCOPE) requires ethics training to be delivered to staff pursuant to salary and employment level every 3 years; all relevant staff must file an Annual Financial Disclosure Statement with JCOPE; All employees are required to annually report honoraria received. |

**STANDARD III: Design and Delivery of the Student Learning Experience**

***An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.***

Assemble the following, as appropriate:

[ ] **Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.**

[ ] **Program development and approval procedures.**

[ ] **Faculty review procedures**

[ ] **Processes and procedures relevant to the design and delivery of the student learning experience**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled

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| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

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| **Standard III Criteria** | **Documents, Processes, and Procedures** |
| * + 1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.
 | List of All Accreditation college Accreditation Documents Per Department. Research Question: Analysis of student data, over the last 10 years, on the distributions of time to graduate for all degree programs, in order to understand key statistics of the actual length of the degree program, as compared to the expected time to completion, specified by the objectives of the degree or other credential. Data to be requested from CIS and analyzed by AIR and faculty experts in big data analysis |
| * + 1. Student learning experiences that are:
1. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
2. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;
3. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;
4. designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
5. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.
 | A: Process of Faculty Evaluation to ensure 2a, bSample of research achievement: -Source: annual scholarly reportB. Number of faculty and adjunct faculty with terminal degrees and resumes: -Source: OFSR resumesAdjunct to Full-time faculty numberCurrent CV or PARSE Qualifications C. Student/Faculty Ratio both FT and PTList of class size for all classes taughtComparison of class size to accreditation standards.D: List of resources available to faculty: Online resources (Blackboard, openLab, Library, OER), PDAC fund, New faculty orientation and workshops - Faculty Common, Grants office, research facilities like research space for wet lab research, institutional support for research like annual contracts for maintenance of lab equipmentNew Faculty Release Time from ContractPSC and Other internal Grant opportunitiesList of Scholarly grants awardedList of Fellowship AwardsAnnual sponsored research conferences at both the College and the Universitya: List of Faculty with credentialsSatisfaction results from COACHEE. Guide to faculty personnel process.Grievance and appeal processClass observation and annual evaluation processOFSR policies: http://www.citytech.cuny.edu/fsr/policies.aspxResearch Question: Analysis of the data in the COACH study to better understand faculty’s own assessment of available resources, opportunities and support for professional growth and innovation as well as faculty’s view on expectations, policies and procedures. Data to be analyzed by AIR and faculty experts in big data analysis. |
| * + 1. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.
 | Catalog update routinely: Source: Kim; college catalog: <http://www.citytech.cuny.edu/catalog/docs/catalog.pdf>DegreeWorks is quick use friendly viewDepartments have brief one page handoutCollege website: New student orientationDepartmental Handbooks, or other sources of distribution of information.Student advisement process: program specific versus school specific advisement. Student advisement sheets for each program |
| * + 1. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.
 | Comparison of course and program Learning outcomes to resources available.Program specific Laboratory resources per department: where are they shared?General Computer laboratory spaceInternship opportunities:  List of Internships from each department  Records from new Professional Development CenterInterview with Professional Development Center Personneldocumentation:http://www.citytech.cuny.edu/students/nsc/List of classrooms with location and maximum class size, with classroom type (General lecture, Smart Room, Computer equipped, etc).List of new classrooms/labs available with opening of new building.Availability of evening and weekend courses for programsLibrary resources supporting the curriculum as well as informal learning <https://library.citytech.cuny.edu>Emerging Scholars: Lists of students and faculty with departmentsHonors : Lists of numbers of honors students and projects;  interview with Professor Liou-MarkOpenLab and other OER resources available at the college |

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| * + 1. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:
1. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
2. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;
3. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.
 | City Tech Common Core General Education OutcomesCUNY Pathways Policies: Pathways policies -<http://www.cuny.edu/academics/initiatives/pathways/about/policies.html> City Tech’s approved General Education:<http://facultycommons.citytech.cuny.edu/gen-ed/>General Education Common Core:<http://www.citytech.cuny.edu/pathways/index.shtml>Program Curriculum Maps indicating where Gen Ed is integrated into coursework.  Get from Assessment Committee or AIR.List of Interdisciplinary courses and when they were offered.Usage Data for Online resources.  Library analytics, Blackboard, Open Lab, etc.Different initiatives designed to promulgate interdisciplinary opportunities (Living Lab, Honors, etc etc)Analysis of range of SLO possible with both Associate as well as baccalaureate core courses:  how do we ensure student receive breadth and depth, and what would be the least broad path that is possible given the additional curriculum design.Minutes/Agenda from General Education MeetingsMinutes/Agenda Interdisciplinary Committee |
| * + 1. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.
 | N/A |
| * + 1. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.
 | Existence of any policy?Yes, how do we go about receiving institutional review and approval of third party resources?  Do we have such third party arrangements?List of third party resources from each departmentList of textbooks used.Process of textbook adoption and/or third party use from the departments.Is there any peer-review of OER resources approved by the college or department? |
| 8. Periodic assessment of the programs providing student learning opportunities. | List of Accreditation cyclesList of self study cycles.Assessment initiatives designed to look at program outcomes.Course Curriculum Review Cycle.Program level Assessment of Student learning outcomes: AIR office. |

**STANDARD IV: Support of the Student Experience**

***Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.***

Assemble the following, as appropriate:

[ ] **Reports from student support offices**

[ ] **Student handbooks**

[ ] **Analysis of enrollment management plan (admission, retention, and completion).**

[ ] **Processes and procedures relevant to support of the student experience.**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

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| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

|  |  |
| --- | --- |
| **Standard IV Criteria** | **Documents, Processes, and Procedures** |
| * + - 1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
1. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
2. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals;
3. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
4. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.
 | 1. 2007-2016 College Catalogs:<http://www.citytech.cuny.edu/academics/catalog_listing.shtml>2. Academic Testing:<http://www.citytech.cuny.edu/admissions/generalinfo/testing.shtml>3. New Student Center<http://www.citytech.cuny.edu/students/nsc/>4. Professional Development Center<http://www.citytech.cuny.edu/pdc/>5. Atrium Welcome Center<https://www.citytech.cuny.edu/cunyfirst/docs/stuCenter.pdf>6. Counseling Services Center<http://www.citytech.cuny.edu/students/counseling/>7. Guide for Dealing with Dismissal: <http://www.citytech.cuny.edu/files/students/counseling/dismissal.pdf>8. Course and Standards Appeals: <http://www.citytech.cuny.edu/files/students/registrar/forms/appeal.pdf>9. Academic Opportunities<http://www.citytech.cuny.edu/academics/opportunities.aspx>10. First Year Experience Committee: <https://openlab.citytech.cuny.edu/groups/new-student-orientation-committee/>11. First Year Summer Program: <http://cue.citytech.cuny.edu/firstyearsummerprogram.shtml>12. First Year Learning Communities: <http://cue.citytech.cuny.edu/firstyearlearningcommunities.shtml>13. College Now: <http://collegenow.cuny.edu/colleges/new-york-city-college-of-technology/>14. Financial Aid: <http://www.citytech.cuny.edu/admissions/financialaid/information_guides_downloadable_forms.shtml>15. TAP Program Pursuit & Academic Progress Charts16. Bursar’s Office: <http://www.citytech.cuny.edu/adminfinance/businessOffice/bo_bursar.shtml>17. Scholarships & Residency Services: <http://www.citytech.cuny.edu/admissions/scholarships/>18. Undergraduate Research Opportunities: <http://www.citytech.cuny.edu/academics/undergradResearch/>19. ASAP: <http://www.citytech.cuny.edu/asap/>20. The Companion for the First Year at City Tech21. Student Experience Survey: <http://air.citytech.cuny.edu/air/Surveys/student-experience-surveys.aspx>22. Student Exit Survey: <http://air.citytech.cuny.edu/air/Surveys/student-exit-survey.aspx>23. Noel Levitz Student Satisfaction Survey: <http://air.citytech.cuny.edu/air/Surveys/noel-levitz-ssi.aspx>24. National Survey of Student Engagement: <http://air.citytech.cuny.edu/air/Surveys/national-survey-of-student-engagement.aspx>25. Graduate Survey: <http://air.citytech.cuny.edu/air/Surveys/graduate-surveys.aspx>26. Student surveys administered by A&S Retention Committee27. Center for Student Accessibility: <http://www.citytech.cuny.edu/students/supportservices/>28. New Student Orientation: <http://www.citytech.cuny.edu/orientation/>29. SEEK: <http://www.citytech.cuny.edu/students/seek/index.shtml>30. COPE: <https://www.cuny.edu/academics/programs/notable/cope/brochures/COPEBrochureSeptember2013.pdf>31. Student Handbook: <http://www.citytech.cuny.edu/students/images/studenthandbook.pdf>32. Learning Center: <http://www.citytech.cuny.edu/students/learningcenter/>33. City Tech STEP: <http://www.citytech.cuny.edu/citytechstep/>34. CLIP: <http://aep.citytech.cuny.edu/wp-content/uploads/2014/09/CLIP-Enrollment-Instructions.pdf>35. Veterans Support: <http://www.citytech.cuny.edu/veterans/>36. Alumni Career Network mentoring program: <https://www.citytech.cuny.edu/alumni/docs/ACNBrochure.pdf>37. Student Government Association: <http://www.citytech.cuny.edu/students/sga/>38. General Education: <https://www.citytech.cuny.edu/pathways/about.aspx>39. AIR Dashboard for demographics: <http://air.citytech.cuny.edu/air/dashboard-2.aspx>40. CIS ticket for exemption trends41. Enrollment Reports42. City Tech Library Student Services<https://library.citytech.cuny.edu/services/student/index.php> 43. City Tech Library Orientation Program<https://library.citytech.cuny.edu/orientation/> 44. Library Instruction and Research<https://library.citytech.cuny.edu/services/faculty/teaching/instruction.php#eng1101>  |
| 2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches. | 1. Transfer Course Evaluation<http://www.citytech.cuny.edu/students/registrar/transfercrediteval.shtml>2. TIPPS website: <http://tipps.cuny.edu>3.City Tech Transfer Credit Appeals Form: <https://www.citytech.cuny.edu/pathways/docs/TransferAppealsForm.pdf>4. Reverse Transfer/En Route Associate Degree Implementation Manual5. CUNY Service Corps: <https://www.citytech.cuny.edu/admissions/scholarships/csc/> |
| 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records. | 1. Important Forms:<http://www.citytech.cuny.edu/students/registrar/forms.shtml>2. FERPA Waiver form: <http://www.citytech.cuny.edu/files/students/registrar/pubinfo/rights/ferpa.pdf>3. Important Public Policies: <http://www.citytech.cuny.edu/aboutus/collegePolicies.shtml> |
| 4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. | 1. Recreation:<http://www.citytech.cuny.edu/students/athletics/>2. Student Wellness Center: <http://www.citytech.cuny.edu/students/health/>3. Student Life and Development:<https://www.citytech.cuny.edu/students/activities/>4. Peer Involvement Advisors Guide5. Honors Scholars Program: <http://cue.citytech.cuny.edu/honorsscholars/> |
| 1. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.
 | Click here to enter text. |
| 1. Periodic assessment of the effectiveness of programs supporting the student experience.
 | 1. Program Reviews and annual reports2. Assessment and Institutional Research:<http://air.citytech.cuny.edu/air/default.aspx>3. CUNY remedial taskforce report4. CEAFE Summary Report |

**STANDARD V: Educational Effectiveness Assessment**

***Assessment of student learning demonstrates that the institution’s students have accomplished educational goals consistent with their programs of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.***

Assemble the following, as appropriate:

[ ] **Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**

[ ] **Processes and procedures relevant to educational effectiveness assessment**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

|  |
| --- |
| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

|  |  |
| --- | --- |
| **Standard V Criteria** | **Documents, Processes, and Procedures** |
| * + 1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.
 | [College catalogs](http://www.citytech.cuny.edu/academics/catalog_listing.shtml) curriculum maps linking courses to program outcomes (to be collected) |
| * + 1. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
1. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
2. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,
3. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.
 | 2.a Department Chairs/Program Coordinators to develop/revise Program Educational Objectives that are consistent with the college mission. These Objectives should also align with any program- specific accreditation bodies. These objectives are to be listed on the college website under the appropriate program (complete by fall 2016).2.b Department Chairs/Program Coordinators and/or AIR to deploy surveys to stateholders (graduates, employers, advisory boards, etc). to assess the extent to which the program meeting these goals. Surveys are to be developed/revised in 2016-2017 and deployed in spring 2017. 2.c Department Chairs/Program Coordinators to report results to stakeholders. Documentation of this commumication can be through meeting minutes or website announcements. Samples of documentation to be collected or made available by fall 2017. |
| * + 1. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:
1. assisting students in improving their learning;
2. improving pedagogy and curriculum;
3. reviewing and revising academic programs and support services;
4. planning, conducting, and supporting a range of professional development activities;
5. planning and budgeting for the provision of academic programs and services;
6. informing appropriate constituents about the institution and its programs;
7. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,
8. implementing other processes and procedures designed to improve educational programs and services.
 | a. assisting students in improving their learning;[WAC](https://openlab.citytech.cuny.edu/writingacrossthecurriculum/student-resources/)- Avoiding plagiarism, Note-taking workshops: [READ](https://openlab.citytech.cuny.edu/groups/read/) Assisting ESL writing [seminar](https://openlab.citytech.cuny.edu/writingacrossthecurriculum/2016/03/30/thursday-331-workshop-on-assisting-esl-writers/) and [faculty workshop](https://openlab.citytech.cuny.edu/writingacrossthecurriculum/files/2011/06/ESL-Faculty-Workshop.pdf). Speaking across curriculumPeer Led Team Learning, PLTb. improving pedagogy and curriculum[Pedagogy and Practice](http://facultycommons.citytech.cuny.edu/faculty-development/pedagogy-and-practice/)-Faculty CommonsPDAC-Summer Institute for Teaching and Learning[AIR website](http://air.citytech.cuny.edu/air/default.aspx) for college wide tools, critical course assessment tools: c. reviewing and revising academic programs and support services;Critical Course Reports[Student Satisfaction Survey](http://air.citytech.cuny.edu/air/Surveys/noel-levitz-ssi.aspx) Computer Science Curriculum Self-Study and Program Review (attach the file)d. planning, conducting, and supporting a range of professional development activities;[WAC Best Practices](https://openlab.citytech.cuny.edu/writingacrossthecurriculum/best-practices/) [Bridging the Gap](https://openlab.citytech.cuny.edu/groups/bridging-the-gap-cognitive-research-and-instructional-practice/) e. planning and budgeting for the provision of academic programs and services;[Overview of Accreditation](http://www.citytech.cuny.edu/middle-states/) at New York City College of Technology New York City College of technology [Goals, Academic Year 2014-15](https://www.citytech.cuny.edu/aboutus/docs/goals14_15.pdf)[Periodic Review Report May 31, 2013](https://www.citytech.cuny.edu/aboutus/middlestates/2013PeriodicReviewReport.pdf)[College Council](https://openlab.citytech.cuny.edu/groups/nycct-college-council/)[Professional Development Advisory Council](http://facultycommons.citytech.cuny.edu/pdac/) (PDAC)Bridging the Gap: Cognitive Research & Instructional Practice [First Year Learning Communities](http://cue.citytech.cuny.edu/firstyearlearningcommunities.shtml) at City Techf. informing appropriate constituents about the institution and its programs;[Nucleus](http://facultycommons.citytech.cuny.edu/nucleus/) [City Tech Open Lab](https://openlab.citytech.cuny.edu/) [A Living Laboratory](https://openlab.citytech.cuny.edu/livinglab/page/2/): Revitalizing General Education for a 21st Century College of Technology Graduation, retention, and enrollment trends ([AIR dashboard](http://air.citytech.cuny.edu/air/dashboard-2/enrollment.aspx)) g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;[Professional Development Center](http://www.citytech.cuny.edu/pdc/)[Undergraduate Research Opportunities](http://www.citytech.cuny.edu/academics/undergradResearch/)Final Report: New York City College of Technology (City Tech) Assessing the Impact of Undergraduate Research on Degree Attainment and Student Success, July 2015, Pamela Brown, Associate Provost, Tammie Cumming, Director of the Office of Assessment and Institutional ResearchFaculty Commons – [Faculty Development](http://facultycommons.citytech.cuny.edu/faculty-development/teaching-portfolio/) [Writing Across the Curriculum](https://openlab.citytech.cuny.edu/writingacrossthecurriculum/tag/openlab/) Faculty Commons -- [Office of Sponsored Programs Annual Statistics](http://facultycommons.citytech.cuny.edu/wp-content/uploads/2014/01/Grants-year-end-summary-FY-2014-web-edit.pdf)Faculty Commons -- [Teaching Portfolio](http://facultycommons.citytech.cuny.edu/faculty-development/teaching-portfolio/)Faculty Commons -- [Professional Development Advisory Council](http://facultycommons.citytech.cuny.edu/pdac/) (PDAC)Faculty Commons – [Learning Communities](http://facultycommons.citytech.cuny.edu/learning-communities/) City Tech’s [High Impact Learning Practices](http://facultycommons.citytech.cuny.edu/faculty-development/high-impact-practices/)[Peer-Led Learning Club](https://openlab.citytech.cuny.edu/pltlclub/about-the-pltl-club/)[Accelerated Study in Associate Programs](http://www.citytech.cuny.edu/asap/) (ASAP): [General Education at City Tech](http://facultycommons.citytech.cuny.edu/gen-ed/)[Periodic Review Report May 31, 2013](https://www.citytech.cuny.edu/aboutus/middlestates/2013PeriodicReviewReport.pdf)[Summary of New York City College of Technology Articulation Agreements and Memoranda of Understanding](http://www.citytech.cuny.edu/aboutus/docs/heoa-appendix-b.pdf) (as of 4/29/16)[Exploring Quantitative Reasoning](https://openlab.citytech.cuny.edu/quantitativereasoning/)[Perkins Loans](http://www.citytech.cuny.edu/admissions/financialaid/federal_perkins_loan.shtml)h. implementing other processes and procedures designed to improve educational programs and services;[City Tech Alumni Association](http://www.citytech.cuny.edu/alumni/) [Student Life and Development](http://www.citytech.cuny.edu/students/activities/clubs.aspx) [Online Learning Advisory Council Mission statement](http://websupport1.citytech.cuny.edu/websupport1/PDFs/Online%20Learning%20Advisory%20Council%20Mission%20Statement.pdf) [Brooklyn Waterfront Research Center](http://brooklynwaterfront.org/) |
| 4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers. | Not applicable. |
| 5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness. | Direct AssessmentAIR assessment reports – documenting the departments and schools assessment activitiesReports from the individual schools/departments documenting the assessment of:Degree ProgramCritical coursesGeneral educationDocumentation of assessment activities and materialsMeeting minutes – going back at least two yearsminutes from assessment committees meetingsminutes from the school level/program level meetingsThe assessment report scheduleAssessment activities and the materials used (such as questionnaires, rubrics, etc.)Use of assessment software – the task force report on scanned data Publications demonstrating assessment activitiesAssessment handbooksAssessment workbooksPeer reviewed journal articles on assessment Indirect Assessment: Other reports (documenting the achievement of learning outcomes)Graduation ratesJob placement – consult w/CUNY for reports and data. Professional Development Center, local surveys, third party data such as PayScaleLevels of post-graduation civic participationAlumni satisfaction and success – review the Excellence in Assessment Designation Application and CUNY exit surveys , departmental information, alumni censuses |

**STANDARD VI: Planning, Resources, and Institutional Improvement**

***The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.***

Assemble the following, as appropriate:

[ ] **The institution’s two most recent externally-audited financial statements, including management letters**

[ ] **Financial projections for the next two years.**

[ ] **Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**

[ ] **Institutional strategic planning documents**.

[ ] **Processes and procures relevant to planning, resources and institutional improvement**

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

|  |
| --- |
| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

|  |  |
| --- | --- |
| **Standard VI Criteria** | **Documents, Processes, and Procedures** |
| 1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation. | a.THE CITY UNIVERSITY OF NEW YORK [MASTER PLAN](http://www2.cuny.edu/about/masterplan/): INVESTING IN OUR FUTURE 2012 – 2016b. [College Council](https://openlab.citytech.cuny.edu/collegecouncil/)c. Strategic Plan 2014-2019Strategic Pland. [City Tech Goals and Targets](https://www.citytech.cuny.edu/aboutus/docs/goals14_15.pdf) e. [Mission Statement](http://www.citytech.cuny.edu/catalog/docs/catalog.pdf#page=3)f. The City University of New York2013-2015 Academic Yearsg. Performance Goals and Targets for Administrative and Finance |
| 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results. | a. Office of the Vice PresidentAdminstrative & Finance Newslettersb. [Office of Faculty and Staff Relations](http://www.citytech.cuny.edu/fsr/) (OFSR)c. College Council Minutesd. Library Committee Minutese. Building and Grounds Committee Minutesf. Interstate Auxiliary Board minutes and auditsg. [CUNY Office of Institutional Research and Assessment](http://www.cuny.edu/about/administration/offices/ira.html) |
| 3. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.  | a. [College Council](https://openlab.citytech.cuny.edu/collegecouncil/)b. [ACCOUNTING & FINANCIAL REPORTING](http://www.cuny.edu/about/administration/offices/bf/uc/accounting-financial-reporting.html)c.CUNY Budget and Finance: [Resources](http://www2.cuny.edu/about/administration/offices/budget-and-finance/resources/)d. IPEDS Finance Reporte.CUNY Budget Request 2012-20132013-20142014-20152015-2016f. The City University Of NY Five Year Capital Plan RequestFY 2011-12 through FY2015-16FY 2015-16 through FY 2019-20g.NYCCT Analysis of Available Fundsh.NYCCT Project Status Reportsi.NYCCT Status of Major Projects (DASNY) |
| 4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered. | a. The City University Of NY Five Year Capital Plan RequestFY 2011-12 through FY2015-16FY 2015-16 through FY 2019-20 |
| 5. Clear assignment of responsibility and accountability. | a.[Governance Plan](https://www.citytech.cuny.edu/fsr/docs/policies/governancePlan.pdf) b. The Board of Trustees Bylaws, [Article II](http://policy.cuny.edu/bylaws/article_ii/text/#Navigation_Location), sections 2.1 through 2.6 describe the duties of the members of the Board of Trustees |
| 6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes. | a.IT Disaster Recovery & Business Continuity Planb. NYCCT College Emergency Procedures Manualc. College Emergency Response and Recovery Plan2d. NYCCT Analysis of Available Fundse. NYCCT Project Status Reportsf. NYCCT Status of Major Projects (DASNY) |
| 7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter. | a. KPMG Basic Financial Statements, Management's Discussion and Analysis, and Supplementary Schedules (Jume 30,2015) |
| 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals. | a. [CUNY Office of Institutional Research and Assessment](http://www.cuny.edu/about/administration/offices/ira.html) |
| 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. | a. KPMG Basic Financial Statements, Management's Discussion and Analysis, and Supplementary Schedules (Jume 30,2015) |

**STANDARD VII: Governance, Leadership, and Administration**

***The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.***

Assemble the following, as appropriate:

[ ] **By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.**

[ ] **Conflict of interest policies and other ethics policies of the Board.**

[ ] **A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).**

[ ] **Organizational chart for the institution (names and titles of the individuals in each position)**

[ ] **Succession planning for board members and senior leadership**

[ ] **Processes and procedures relevant to governance, leadership, and administration**

[ ] **In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.**

|  |
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| Click here to enter text. |

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

|  |  |
| --- | --- |
| **Standard VII Criteria** | **Documents, Processes, and Procedures** |
| 1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students. | CUNY Bylaws |
| 2. A legally constituted governing body that: 1. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
2. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
3. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;
4. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;
5. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
6. Appoints and regularly evaluates the performance of the Chief Executive Officer;
7. is informed in all its operations by principles of good practice in board governance;
8. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,
9. supports the Chief Executive Officer in maintaining the autonomy of the institution.
 | Plan of Goverance for New York City College of Technology - Constiution of the College Council of New York City College of Technology Board of Trustees HandbookBylaws of the Board of TrusteesMinutes of Board of Trustees MeetingsPodcasts of Board of Trustees MeetingsThe City University of New York Guidelines for Presidential Searches CUNY Conflict of Interest Policy[City Tech Conflict of Interest Policy](http://www.citytech.cuny.edu/files/aboutus/hr/policies/conflict_of_interest.pdf) [NYS Joint Commission on Public Ethics](http://www.jcope.ny.gov) |
| 3. A Chief Executive Officer who: 1. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
2. has appropriate credentials and professional experience consistent with the mission of the organization;
3. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
4. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.
 | The City University of New York Guidelines for Presdiential SearchesPresident Hotzler's Curricula Vitae President Hotzler's Job DescriptionCurricular vitae for Presidents Cabinet |
| 4. An administration possessing or demonstrating:1. an organizational structure that is clearly defined and that clearly defines reporting relationships;
2. an appropriate size and with relevant experience to assist the Chief Executive Officer n fulfilling his/her roles and responsibilities;
3. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
4. skills, time, assistance, technology, and information systems expertise required to perform their duties;
5. regular engagement with faculty and student in advancing the institution’s goals and objectives;
6. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.
 | Requested organizational chart from Marilyn MorrisonCurricular vitae College Administrators Minutes of College Council Meeting List of Actions of College Council COACHE SURVEY |
| 5. Periodic assessment of the effectiveness of governance, leadership, and administration. | COACHE SURVEY |