

New York City College of Technology

Of The City University of New York

Self-Study Design

Presented to the Middle States Commission on Higher Education

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Dr. Russell K. Hotzler

President

Dr. Debra G. Klinman

Middle States Liaison

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I. Institutional Overview

As New York City College of Technology approaches the second decennial review by Middle States since the arrival of President Russell K. Hotzler in August 2004, the college can report that the critical projects envisioned in the last self-study, especially those related to faculty, curriculum, and facilities, have come to pass. Meanwhile, the pace of institutional change is accelerating—City Tech is demonstrably more baccalaureate-focused, research active, interdisciplinary, and connected to industry. Looking ahead, we are in a much stronger position to fulfill our mission of preparing a diverse urban population, currently under-represented in STEM fields, for the careers of the future. At the same time, we continue to focus on extending efforts that support completion and student success.

1. History and Identity

From its founding in 1946 to address the need to educate veterans and others for careers in the postwar economy, New York City College of Technology of the City University of New York (City Tech)¹ has provided workforce, career-oriented degrees grounded in a strong liberal arts foundation to a diverse urban student population. City Tech is a commuter campus, with all but a tiny fraction of its 17,424 students (Fall 2015 data) coming from the five boroughs of New York City. However, their origins truly represent the world—152 countries and many languages.² The New York City Department of Education sends the largest number of students. City Tech students in large measure qualify for full or partial financial aid, with 80% of first year students qualifying for need-based financial aid.

City Tech's more than 50 degree programs at the associate and bachelor's levels span a wide range of professional and career-focused areas, including health and human services, computer and engineering technologies, building-related fields, hospitality, and applied science and mathematics, among others. Several of our programs are unique in CUNY and even in the region. Most hold separate accreditations. Students in many fields are in demand both for internships and permanent positions. The full-time faculty, ethnically diverse, represents both advanced theoretical perspectives and industry experience, enabling the college to deliver an education that effectively combines theory and hands-on experience. More than half of the full-time faculty has been hired in the past ten years.

City Tech is one of 24 constituent units of the City University of New York, the nation's largest urban university system with well over 250,000 degree-seeking students and another 250,000 in non-degree

¹ The college was known as the New York State Institute of Applied Arts & Sciences until 1953 when oversight was transferred to the City of New York as part of what would later (1961) become the City University of New York (CUNY), and the name was changed to New York City Community College. With approval to offer baccalaureate as well as associate degrees in 1980, the college became New York City Technical College. In 2002, the name was changed to New York City College of Technology. It is widely known as City Tech.

² The Fact Sheet reports that in 2015-2016 43% of students were born outside of the U.S., and 62.3% spoke a language other than English at home.

programs. CUNY is governed by a Board of Trustees appointed by the governor and the mayor, and the policies under which the CUNY colleges operate are largely determined centrally. As part of CUNY, City Tech has many benefits of a much larger university—including articulation and shared cultural, research, and collaborative opportunities, as well as some institution-wide systems. Since 2009 City Tech has been participating in the incremental implementation of CUNY’s enterprise resource planning system, CUNYfirst, initially for purchasing, business functions, and human relations, and then for student records and financial aid, with admissions and payroll soon to follow. The introduction of so comprehensive a change in a huge system has presented all of the expected challenges; however, having system-wide records and direct access to vastly expanded data have already proven valuable. In fall 2013, to further facilitate articulation across the university, CUNY mandated participation in Pathways, a coordinated general education structure built around learning outcomes. At the most fundamental level, City Tech’s budgetary fortunes, largely resting in the State of New York and to some extent with the City, are tied to those of the larger entity.

Although the college’s mission, summarized in the first sentence of this section, has not changed—if anything, its urgency is heightened in the ever-burgeoning technology revolution—the mission statement had not been thoroughly reviewed in nearly 20 years. As part of the strategic planning process that followed the 2013 periodic review report, the strategic planning committee proposed revisions to the mission statement that took into account changes to the college and its local context. The proposed revisions have been presented to the college community for comment and sent to College Council, our governance body, for review and action, and comments have been solicited from the college community. We expect college governance action during the 2016-2017 academic year.

2. Significant Recent Developments

City Tech has grown. In 2006, as we prepared the last self-study, the enrollment was 13,370, which had grown to 16,208 by the 2013 Periodic Review Report. The most recent figure from Fall 2015 of 17,424, represents a 30% increase since 2006. An equal balance between female and male students, which had characterized the college’s student enrollment for some time, has shifted. Males now account for 56%, as enrollment in technology programs continues to increase while enrollment in licensed health professions either remains stable or has declined slightly.

Significantly, **baccalaureate enrollment has nearly doubled**, from 3708 in 2006 to 7215 in Fall 2015, and continues to grow rapidly. Students in bachelor’s programs now account for 41.4% of enrollment, and we expect that percentage to reach 50% by the 2017-18 academic year. Bachelor’s degrees already account for over 50% of degrees awarded. Contributing to this growth, the college has added several baccalaureate degree programs since the last Middle States team visit: Construction Management Technology, Mechanical Engineering Technology, Electrical Engineering Technology, Emerging Media

Technology, Biomedical Informatics, Applied Chemistry, Mathematics Education, Professional and Technical Writing, Radiologic Science, and The Business and Technology of Fashion (awaiting NYS Department of Education approval). New bachelor's degrees are in development in Biomedical Engineering Technology, Environmental Health and Safety, Applied Computational Physics, and Health Management, as well as an AS in Health Sciences.

To keep pace with this growth and advance the college's degree programs, **the full-time faculty has also grown**, from 304 in 2006 to 420 in Fall 2015, a net increase of nearly 30%. Of particular importance, as of the 2014-2015 academic year the faculty teaching load was reduced to 21 hours, thus achieving parity with the other senior colleges in CUNY. A new collective bargaining agreement was recently ratified after six years without a contract.

Major improvements to space and facilities continue. A long anticipated new building, the cornerstone of City Tech's development, is rising across the street from the Jay St. complex and is scheduled for completion during the 2017-2018 academic year. The building represents a \$400 million investment in high-tech infrastructure, comprising dedicated teaching and research space for the lab sciences and health programs, as well as a 1000 seat theater, a gymnasium, and other public spaces. Adding 355,000 sq. feet to the physical plant, the new building will free up space in the Pearl building for classrooms, student activities, faculty offices, and administrative needs, and thus enabling the college to grow further. At the same time, improvements to infrastructure throughout the campus have continued, with new elevators and bathrooms, a new HVAC system, and upgrades to technology services completed or underway. The Voorhees Building, housing most of the technology degree programs, received a sleek new façade and lobby, and interior improvements continue. A specially designed space for the Communication Design Department, covering the entire first floor of the Pearl Building, is underway. Other projects are in the design stage. During the past five years investment in new technology and instrumentation has exceeded ten million dollars, including over two million dollars in new medical imaging and dental equipment.

A new general education design and Assessment for Learning plan have been implemented. The two imperatives resulting from the 2008 team visit were the need to engage the faculty in determining the set of knowledge, skills, and values or habits of mind expected of all students and the parallel need to assess these learning outcomes. The 2010 Monitoring Report described in detail the structures and processes set up to achieve these imperative goals, engaging faculty from all departments. The 2013 PRR reported that, having been approved through college governance and in compliance with CUNY's Pathways Initiative described above, the new City Tech signature Gen Ed was inaugurated for students entering the college in Fall 2013. The Gen Ed Committee remains a robust and vibrant cross-disciplinary body, working to broaden the understanding of Gen Ed across the disciplines, deepen engagement, and strengthen teaching. This work has been greatly aided by a recently competed Title V award: A Living Lab: Designing and Implementing a Signature General Education Program for a 21st Century College of Technology, through which dozens of faculty, full- and part-time from almost all departments have

developed and shared high impact strategies for integrating general education across the curriculum and strengthening outcomes. The City Tech Assessment Committee (CTAC) has fully implemented its plan to assess the fundamental Gen Ed outcomes, adapted from the AAC&U Value Rubrics, as well as supporting the departments in assessing the outcomes for their majors.

The college has taken advantage of interdisciplinary opportunities. City Tech's degree programs are directed largely toward fields where disciplinary boundaries have become permeable, and interdisciplinary thinking and collaboration are essential and rewarded--technology, building science, and health among others. Engineering technology alone serves many fields and endeavors. Sustainable practice requires all factors in creating and maintaining the built environment to collaborate. Contemporary practice in health care also demands not only effective inter-professional communication but also completely integrated processes. City Tech's faculty has been engaged in cross-disciplinary professional development for more than fifteen years, since the Title V Learning Communities began in 2000. Since 2006 the college has received a series of awards from the National Endowment for the Humanities designed to strengthen connections between the liberal arts general education requirements and the career and technology-focused programs in the Schools of Technology & Design and Professional Studies. An NSF I-cubed grant (2009-2014) explored cross-disciplinary laboratory work and industry partnerships in STEM. A faculty-driven Interdisciplinary Committee, launched as a School of Arts & Sciences committee in 2009 but quickly expanding to include all three Schools, inspired the inclusion of an interdisciplinary requirement for all baccalaureate degrees as part of the new Gen Ed beginning in 2013. Nineteen team-taught ID courses, both new courses and retooled existing courses, are now offered. This interdisciplinary thinking has led to further collaborations, such as the bachelor's degree in biomedical engineering under development.

Grants and research have expanded to support key goals. City Tech continues to be successful in obtaining funds for institutional grants focused on strengthening the academic programs and expanding services to students. At the same time, each year, as evidenced by the CUNY Faculty Scholarship Report, faculty publications and grants for research have continued to increase. Although more recently hired faculty are responsible for the larger part of this achievement, associate and full professors, many of whom were hired when scholarship played a less important role at the college, have also used expanded opportunities to restart or extend earlier work. Moreover, as faculty research has expanded, the college has actively supported increased opportunities for undergraduate research, one of several high impact practices being incorporated. Drawing on resources from grants and funding from New York City, we have expanded the number of students engaged in undergraduate research from ~300 in 2011-2012 to ~350 in 2015-2016. Over 100 City Tech faculty have mentored undergraduate researchers at some point in the last 5 years with ~ 70 currently active (spring/summer 2016). Increasingly, the first step in research by students takes place in introductory science or technology classes where authentic research experiences have been integrated into the curriculum.

High impact practices further the achievement of the mission. Over the past ten years, both City Tech's academic and student affairs staffs have individually greatly expanded the scope of demonstrated

high impact practices they implement while also strengthening collaborative efforts.³ In addition to Learning Communities, Writing Intensive Courses, undergraduate research, service learning, and capstone courses, all of which have been in place and continued to grow, and the Title V Living lab grant noted above, faculty, Academic Affairs, and Student Affairs are collaborating to create a first year experience. The first step, a newly designed orientation, besides welcoming new students to the college and student life, introduces students to the opportunities and requirements, along with the faculty and senior students in their intended major departments. Following participation in an AAC&U summer institute in 2014, the cross-institutional leadership team invited 10 departments to participate in designing a pilot, which was offered in summer 2015. This year the orientation project has expanded to all departments, and the plan is to expand gradually to a full first-year experience.

Downtown Brooklyn has become the Brooklyn Tech Triangle. As reported in the Periodic Review Report, as City Tech has advanced and grown in the past ten years, its surroundings in Downtown Brooklyn have been transformed not only into highly sought after residential communities but also into a technology hub. Dumbo and the Brooklyn Navy Yard Complex, as well as Industry City in nearby Sunset Park, house tech start-ups, established firms, and advanced manufacturing, fields aligned with the college's programs. The demand for interns, as well as for graduates with technology skills has expanded rapidly. To take advantage of the opportunity, in 2015 the college launched a Professional Development Center, which links potential employers with talented students who have the requisite skills. Center staff also work with students to polish resumes and interviewing skills and ensure workforce readiness. For the CUNY Experiential Learning survey (Fall 2015) the college reported that 1621 students participated in either paid or unpaid/formal or informal internships in 2014-2015. Each year 125 City Tech students participate in the CUNY Service Corps, a paid service opportunity that places students in non-profits, community-based organizations, and government agencies, giving them an opportunity to use their skills to benefit their fellow citizens.

3. Anticipated Directions Based on Planning and Assessment Processes

Following the 2013 Periodic Review Report, City Tech adopted a strategic plan for 2014-19 that identified four major goals in light of the challenges and opportunities identified in the report, as well as the college's regular assessment processes:

³ Although there are slightly varied versions of high impact practices, the term refers generally to educational practices that have been demonstrated to improve student outcomes, a list that of necessity will grow and modulate. Thinking at City Tech has been guided by the LEAP initiative of the AAC&U, which lists HIPs as First-Year Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Experiences.

I. PURSUE CHANGING OPPORTUNITIES IN CITY TECH'S AREAS OF EXPERTISE.

- Expand and continuously update program offerings of each of City Tech's three Schools and Division of Continuing Education, while exploring and promoting collaboration across disciplinary boundaries and enhancing interdisciplinary work.
- Strengthen the foundations of academic achievement and success: General Education and Assessment, Faculty, and Infrastructure.
- Through dedicated advisory committees, partnerships, and professional organizations, keep pace with the many industries and professions for which City Tech currently trains students.
- Continue to evolve as a center of excellence in teaching STEM to a diverse, urban population.

Updates: In 2015 City Tech obtained a Title V Collaborative grant to support the development of digital tools and pedagogical strategies for teaching mathematics, which is foundational to the technology programs and a major factor in student persistence and degree completion. A USDOE MSEIP grant to the Math Department further advances this effort. In addition to the development of degree programs in new areas such as Biomedical Technology, noted above, departments in technical fields are exploring the addition of degrees beyond the AAS and BTech that will better position students who have an interest in continuing their studies, e.g., in Architectural Technology, a five-year Bachelor of Architecture degree is under development, along with an application for NAAB accreditation

II. INCREASE STUDENT SUCCESS AND ENHANCE STUDENTS' ACADEMIC AND CO-CURRICULAR EXPERIENCE

- Tailor an engaging orientation/ first year experience that provides new students with the skills, information, and relationships needed for success.
- Create an integrated, systematic process for the effective delivery of academic advising from the New Student Center to department advisement for majors addressing key transition points and ensuring consistent, accurate, and supportive guidance.
- Expand collaboration among academic support services such as the Library, Learning Centers, Instructional Technology/Technology Enhancement Centers, and the departments to enhance student academic progress.
- Support student persistence and success through the effective delivery of administrative services, readily available guidance, and engagement in the rich array of co-curricular and extra-curricular activities.
- Ensure that new physical and virtual spaces help connect the students to the college and one another.

Updates: The college is committed to improving the retention and success of its students, both those who qualify for bachelor's programs upon entry and those who must address developmental needs. Bachelor's students benefit from expanded opportunities for international travel and study, as well as coordinated advisement for graduate and professional school. City Tech is increasingly attracting transfer students, as indicated by enrollment data. To facilitate transfer, departments are reviewing and

updating existing articulation agreements, identifying areas for new agreements, and initiating procedures for keeping agreements up to date. A new Transfer Center, augmented by a CSTEP grant, receives transfer students and expedites the review of their credits. Two early college career and technical high schools, City Poly and P-TECH, both with industry partners, prepare students specifically to enter programs in technology with no remedial needs. In response to growing student interest in STEM programs, which continue to be high-risk, City Tech inaugurated a CUNY ASAP (Accelerated Success in Associate Programs) program in Fall 2015, which is expected to serve over 900 students by 2018-19, a large percentage in STEM. This CUNY program has demonstrated impressive gains in three-year graduation rates in associate degree programs in CUNY.

III. STRENGTHEN COORDINATION AND COLLABORATION TO ADVANCE BOTH PERSONNEL AND PROGRAMS

- Nurture a culture characterized by a sense of shared responsibility, courtesy, recognition of exemplary performance and efficient use of time and resources
- Establish effective business practices that ensure compliance with regulations.
- Implement a strong and valued college-wide governance system
- Continue to implement and enhance a programmatically oriented Institutional IT strategy
- Ensure a positive student experience with the college's business processes and practices
- Establish balanced financial plans including strategic grant seeking and efficient grants' management
- Ensure that existing and new facility infrastructure supports expanded collaboration and coordination for students, faculty and staff.

Updates: The college is rolling out a new website and email program for the Fall 2016 semester. To clarify requirements for tenure and promotion and facilitate the review process, the PARSE (Professional Activity Report and Self-Evaluation), a new format for organizing faculty dossiers, was introduced in 2010. This enabled submission of the dossiers, which had formerly been unwieldy paper files, in a more uniform format on CDs; the college is now pursuing a completely electronic process, which would greatly streamline both submission and review. In Fall 2016, a college committee will be convened to make recommendations for optimal usage of existing space made available by the move of several departments to the new building.

IV. CONTINUE TO EVOLVE A STRONG, SHARED INSTITUTIONAL IDENTITY TO GUIDE DECISION MAKING INTERNALLY AND PRESENT A DISTINCTIVE, READILY IDENTIFIABLE COMMITMENT TO THE WORLD OUTSIDE THE COLLEGE

- Engender a shared identity that affirms City Tech's enduring commitments and integrates them into an inclusive institutional culture that embraces innovation, creativity, and finding solutions.
- Continue to develop a profile as an adventurous, innovative, technologically agile institution anchored in Downtown Brooklyn but deeply engaged in the city, the region, and beyond.
- Nurture City Tech's enhanced college reputation, fundraising and market position

Updates: City Tech will begin to offer programming at Industry City in 2017. A fund-raising campaign linked to the new building, now in the quiet phase, will have its kick-off this year, supported by an expanded City Tech Foundation Board.

II. Self-Study: Activities through Spring 2016

1. Preparatory Steps

Anticipating the self-study work ahead and conscious of the new standards, the college sent a team led by Associate Provost Pamela Brown to the MSCHE's Self-Study Institute in November 2015. The Director of Assessment and Institutional Research, Dr. Tammie Cumming, and directors of key areas in Student Affairs also participated in the Workshop on Assessment in Student Affairs in April 2016.

Because achieving several goals of the self-study will require active participation from all constituencies, it is essential that all members of the City Tech community be aware of the process and as many as possible help to define the issues and opportunities and shape the institution's responses. Early in the Spring 2016 semester, therefore, the provost reviewed the self-study process at a meeting of the entire College Council. She also presented to the president's cabinet, the Council of Academic Affairs (consisting of all academic deans and department chairs and other heads of academic support areas), the General Education Committee, and the Student Government Association (SGA). The MSCHE 2018 Website has been updated to serve as a central communication site for the process and an MSCHE 2018 email address to facilitate communication has been created. <https://www.citytech.cuny.edu/middle-states/>

The membership of the Self-Study Committee was drawn from across the institution. Department Chairs and the College Council leadership were asked to nominate faculty for the Self-Study Committee, and volunteers were also invited. The Vice Presidents for Administration and Finance and for Enrollment and Student Affairs recommended staff from their areas. The Self-Study Committee, consisting of a steering committee, an executive committee, and eight working groups, is in place, chaired by Profs. L. Jay Deiner (Chemistry) and Shelley Smith (Architectural Technology).

The committee was selected and organized following criteria and a structure that have proven successful for the previous Self Study, the Periodic Review Report, and the strategic planning that followed each of those events. Committee members were chosen to achieve representative participation by both faculty and staff. All academic departments are represented, as are the major areas from Enrollment and Student Affairs and from Administration and Finance. At the same time, members represent a mixture of experienced individuals with previous service as an evaluator or on a Middle States self-study committee/ strategic planning committee or accreditation by a national

professional or disciplinary body, and those who can be expected to participate in future accreditation work. A faculty member and an administrator, generally a vice president, a dean, or a director of a major area, co-chair each working group. The steering committee comprises these co-chairs and the executive committee, which generally serves as the organizers and staff to the committee. For the 2016-2017 and the 2017-2018 academic years, student members, including Student Government Association officers and members, will become part of each working group. They will also constitute a consulting group that will meet regularly with the steering committee and help to engage students in focus groups and reviews of the drafts.

Following an orientation meeting on March 4, 2016, the steering committee and the working group have met throughout the spring semester to develop the self-study design and identify items for the documentation roadmap. Pending approval of the design, they are prepared for full implementation of their work plans at the beginning of the fall semester.

2. Intended Outcomes of the Self-Study

1. Engage college constituencies in an inclusive and transparent self-study process that will expand their understanding of the broader context for the institution in which they study or work and thus enable fully informed participation in planning and decision-making.
2. Demonstrate conclusively that the institution meets all the standards and merits reaffirmation of accreditation.
3. Affirm for both external and internal constituencies the transformative process that has taken place at City Tech and will continue from a narrowly focused, largely associate degree institution to an innovative baccalaureate college of technology, well connected to the disciplines, industries, and professions it represents and playing a unique role within CUNY.
4. Ensure that assessment of each area identified in the standards is employed in an integrated process to move the institution forward.
5. Use the results of the self-analysis to generate wise and useful recommendations to inform the next iterative step in strategic planning.

3. Organizational Structure

Executive Committee

The role of the executive committee is to plan and facilitate preparation of the documentation roadmap and the self-study report. The executive committee will also assist the steering committee in compiling the working groups' standard-specific reports into a single coherent self-study report.

Members of the executive committee are:

Bonne August, Provost
Pamela Brown, Associate Provost
Kim Cardascia, Executive Associate, Office of the Provost
Tammie Cumming, Director, Office of Assessment and Institutional Research
L. Jay Deiner, Associate Professor, Chemistry—Self-Study Co-Chair
Shelley Smith, Associate Professor, Architectural Technology—Self-Study Co-Chair

Steering Committee

The steering committee is composed of all of the members of the executive committee and all of the co-chairs of the working groups. The steering committee members are responsible for the reports and recommendations forwarded by their working groups. Collectively, the steering committee is the oversight group for the self-study, determining priorities, serving as a communication link among the working groups, and providing critical reviews of the self-study drafts to the executive committee.

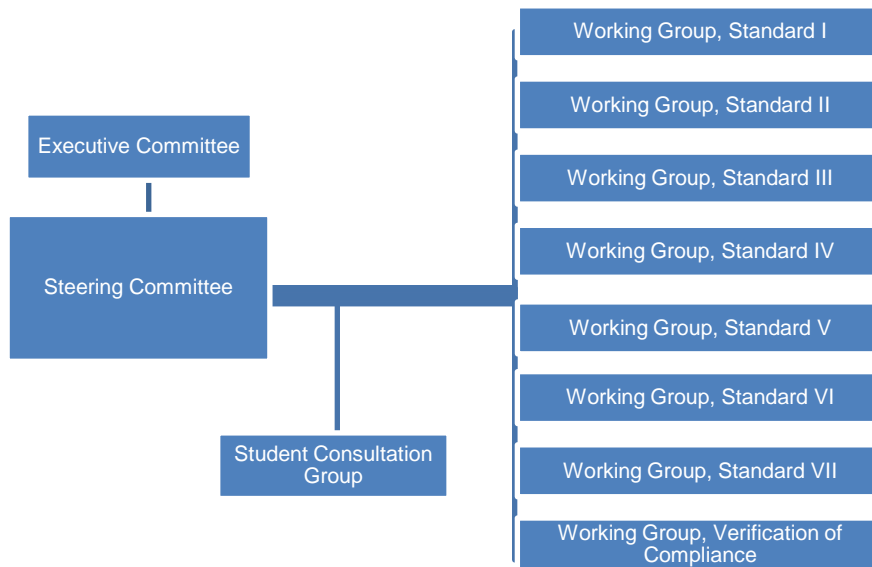
The members of the steering committee are:

Vera Amaral, Director, Human Resources
Marcela Katz Armoza, Vice President, Enrollment and Student Affairs
Bonne August, Provost, Office of the Provost
Sue Brandt, Associate Professor, Entertainment Technology
Pamela Brown, Associate Provost, Office of the Provost
Miguel Cairol, Vice President, Finance and Administration
Kim Cardascia, Executive Associate, Office of the Provost
Gilen Chan, Special Counsel
Faith Corbett, Executive Director, Public Relations
Tammie Cumming, Director, Office of Assessment and Institutional Research
Lynda Dias, Assistant Professor, Hospitality Management
L. Jay Deiner, Associate Professor, Chemistry (Self-Study Co-Chair)
Hong Li, Associate Professor and Chair, Computer Systems Technology
Angelo Pace, Assistant Vice President, Budget and Finance
Margaret Rafferty, Associate Professor and Chair, Nursing
David Smith, Dean, School of Professional Studies
Shelley Smith, Associate Professor, Architectural Technology (Self-Study Co-Chair)
Stephen Soiffer, Special Assistant to the President, Office of the President
Peter Spellane, Associate Professor, Chemistry
Justin Vazquez-Poritz, Dean, School of Arts & Sciences

Working Groups

The role of the standard-specific working groups is to investigate how the institution meets the standards for accreditation, to identify and gather documents providing evidence of how the institution meets the standards for accreditation, and to prepare evidence-based reports about their investigation.

New York City College of Technology, CUNY—Middle States Self-Study Committee



4. General Charge and Timeline for all Working Groups

You are participating in gathering and generating content for a self-study document using the framework of the Middle States Standards.⁴ You will engage in a process of active and open inquiry to identify institutional strengths and challenges and to propose possible recommendations for ongoing improvement. In the process, you will

1. Examine the assigned standard and related criteria to identify relevant institutional strengths, challenges, and opportunities for improvement, **making sure to address all points included in the standard** and determining which are most pertinent to City Tech at the present time.

⁴ *Standards for Accreditation and Requirements for Affiliation*, 13th Ed. Middle States Commission on Higher Education, 2015, hereafter referred to as *Standards*.

2. Review the College's Mission and Strategic Goals to identify intersections with the criteria for your standard. Also review the "Overarching Questions" below, which grow out of the Strategic Goals, to determine how your working group might best contribute to addressing them.
3. Identify relevant people to interview and institutional processes and procedures to be reviewed, summarized and used to address compliance with the criteria of the standard;
4. Develop, analyze, and answer one to three research questions that explore the most applicable elements of the standard more deeply;
5. Collect, review, and summarize key sources of relevant documentation to be used to support any conclusions;
6. Determine which criteria can be addressed concisely through referencing existing documentation or such documentation supplemented by interviews or other information gathered by the working group
7. For criteria that address major institutional efforts, needs, or problems, provided focused analysis; make suggestions for improvements or continued inquiry and analysis.

Timeline of Activities

- By Wednesday, March 16, 2016 you should develop 1-3 research questions to shape a deeper inquiry into the most applicable parts of the standard and email them on the provided slide template to Kim Cardascia. All research questions should be
 - Important: link to a larger institutional goal and relate directly to City Tech's mission and strategic plan;
 - Analytical: not evoking a merely descriptive response, but rather analysis and recommendations for action; and
 - Answerable: able to be addressed in the available time scale, i.e. by the end of the Fall 2016 semester.
- On Friday, March 18, 2016 you will present your proposed research question(s) to the other working groups and the steering committee.
- After the steering committee approves the research questions(s), you will have approximately six weeks to develop a plan of activities. This must include collecting and submitting all currently existing applicable documents and creating a plan for developing the rest. This information will be used to develop the self-study design.
- In the Fall 2016 semester (December 9, 2016), you will be responsible for items 1-5 above (gathering and analyzing all information required to address all of the criteria noted in the standard, as well as any research questions you have posed, entering all documentation in the Documentation Roadmap including reports of interviews, surveys, and focus groups, conducting your planned analytical activities, identifying which criteria can be addressed by referencing documentation and which rise to the level of institutional priorities, issues, or problems).

- By January 20, 2017, submit to the Steering Committee a completed template in which you fully address the standard and address the research question(s). Documentation of your activities should be entered into the Documentation Roadmap.
- In the Spring 2017 semester, you will respond to requests for additional clarification or information from the steering committee.
- Thereafter, you will review the drafts of the self-study report produced by the steering committee and provide feedback, as well as assisting in gathering and incorporating the response of college constituencies.

Working group co-chairs will facilitate, monitor and provide regular updates on the above activities, including ensuring that agendas and minutes of all working group meetings are complete and on file.

Ultimately, your working group is responsible for providing the steering committee with a concise, thoughtful, and candid report of about ten pages that accurately depicts the results of its analysis. Your conclusions should be data-driven and documented, with all supporting data clearly cited. In addition, the suggestions you make should follow logically and clearly from your analysis and conclusions. In order to assure consistency in the reports the steering committee receives from the working groups, please follow the reporting template and editorial style guidelines provided.

5. Charge for Each Working Group

Requirements of Affiliation/Verification of Compliance

Working Group Members

Co-Chair	Pamela Brown, Associate Provost, Office of the Provost
Co-Chair	Angelo Pace, Assistant Vice President, Budget and Finance
Members	Patricia Cody, Chief Diversity Officer and Title IX Coordinator
	Ruth Garcia, Assistant Professor, English
	Eric Lobel, Assistant Professor, Radiologic Technology and Medical Imaging
	Emma Kontzamanis, Associate Professor, Nursing
	Corie McCallum, Student Life Manager, Student Life
	Student member TBA August 2016

Guiding Question:

- Where is the required information for students as well as the public located and how can availability be improved?

Standard I: Mission and Goals

Summary from Middle States Standard

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

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

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

Working Group Members.

Co-Chair	Sue Brandt, Associate Professor, Entertainment Technology
Co-Chair	Faith Corbett, Executive Director, Public Relations
Members	John Akana, Assistant Professor, Hospitality Management
	Loubna Ali, Student Government Association
	Barbara Burke, Director, Office of Sponsored Programs
	Paul Dorestant, Director, SEEK
	Marta Effinger-Crichlow, Associate Professor and Chair, African American Studies
	Denise Scannell-Guida, Associate Professor, Humanities (Communication)
	Kimberly Strickler, Assistant Professor and Chair, Vision Care Technology
	Muhammad Ali Ummy, Associate Professor, Electrical and Telecommunications Engineering Technology

Guiding Questions

- What was the process by which the proposed new mission statement was developed, what is its potential impact, and what actions should the college take to realize that impact?
- How does the college ensure that its goals and objectives remain responsive to changes in the college's community and immediate environment?
- Experiential learning at City Tech promotes lifelong learning, social responsibility, civic engagement, and other skills necessary for success in the workplace. How can we continue to expand and improve it?

Standard II: Ethics and Integrity

Summary from Middle States Standard

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

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

- Commitment to academic freedom, intellectual freedom, freedom of expression;
- A climate that fosters respect;
- Avoidance of conflict of interest;
- Fair and impartial practices
- Honesty and truthfulness in published materials and internal communications
- Assessment: How is periodic assessment of ethics and integrity evidenced in institutional policies, processes, and practices, as well as in the ways in which these are implemented?

Working Group Members.

Co-Chair Gilen Chan, Special Counsel

Co-Chair Peter Spellane, Associate Professor, Chemistry

Members Alexis Chaconis, Director, Admissions

Sandra Gordon, Executive Director, Office of Faculty and Staff Relations

Amanda Marmol, Student Government Association

Eli Neugeboren, Assistant Professor, Communication Design

Lisette Santisteban, Assistant Professor, Nursing

Vincent Roach, Deputy Registrar

Wayne Robinson, Executive Director for Business Management

Guiding Question

- Do we have adequate and available channels for students to express concerns and grievances? In this context, how do we assure that students are being treated fairly and served well?

Standard III: Design and Delivery of the Student Learning Experience

Summary of Middle States Standard

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

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

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

Working Group Members

Co-Chair	Hong Li, Associate Professor and Chair, Computer Systems Technology
Co-Chair	David Smith, Dean, School of Professional Studies
Members	Daniel Alter, Associate Professor, Restorative Dentistry
	Monica Berger, Associate Professor, Library
	Jill Bouratoglou, Associate Professor, Architectural Technology
	Jay Deiner, Associate Professor, Chemistry
	Renata Ferdinand, Assistant Professor, English
	Gilberto Gerena, Director of Education Programs, Division of Continuing Education
	Randall Hannum, Assistant Professor, Social Science (Economics)
	Boyan Kostadinov, Associate Professor, Mathematics
	Masato Nakamura, Assistant Professor, Mechanical Engineering Technology
	Andleeb Zameer, Assistant Professor, Biological Sciences

Guiding Questions

- What measures are in place to ensure consistency of delivery across multiple course sections and modalities, and how can these measures be improved?
- How do departments ensure that academic programs maintain currency with and adapt to changes in the disciplines, industry, and culture? How can we improve these measures?

Standard IV: Support of the Student Experience

Summary of Middle States Standard

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

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

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

Working Group Members.

Co-Chair	Marcela Katz Armoza, Vice President, Enrollment and Student Affairs
Co-Chair	Justin Vazquez-Poritz, Dean, School of Arts & Sciences
Members	Cynthia Bink, Director, Counseling
	Yelena Bondar, Director, ASAP
	Dorie Clay, Director, Student Life and Development
	Caileen Cooney, Assistant Professor, Library
	Caroline Hellman, Professor, English
	Kenneth Parker, Assistant Professor, Mathematics
	Hercules Reid, President, Student Government Association
	Tasha Rhodes, Registrar
	Noemi Rodriguez, Lecturer, Health and Human Services
	Lourdes Smith, Director, Transfer Center and Recruitment
	Jenna Spevak, Associate Professor, Communication Design

Guiding Questions

- What is the current financial, academic, and demographic profile of the City Tech student population and how has it changed within the past ten years? What are the changing needs brought

about by the increase in the number of transfer and bachelor's level students? Concomitantly, what adjustments should the college make to ensure appropriate support to the students of tomorrow?

- How can we use academic support structures and services (including advisement and interventions) and co-curricular activities to increase success and persistence in our student population?
- What formal and informal channels support dialog and information sharing among faculty, staff, and students? How should we leverage the current channels to better support students?

Standard V: Educational Effectiveness Assessment

Summary of Middle States Standard

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

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

- Clearly stated educational goals at the institution and program levels that are inter-related, linked to educational experiences, and the mission
- Organized and systematic assessments
- Use of assessment results for the improvement of educational effectiveness
- Assessment: How are the assessment processes themselves assessed and improved?

Working Group Members.

Co-Chair Tammie Cumming, Director, Office of Assessment and Institutional Research

Co-Chair Stephen Soiffer, Special Assistant to the President

Members Lauri Aguirre, Director, First Year Programs

Ralph Alcendor, Assistant Professor, Biological Sciences

Corina Calinescu, Assistant Professor, Mathematics

Angela Kavanagh, Director, New Student Center

Benito Mendoza, Assistant Professor, Computer Engineering Technology

Susan Nilsen-Kupsch, Associate Professor, Dental Hygiene

Susan Philip, Associate Professor, Hospitality Management

Gerarda Shields, Associate Professor, Construction Management and Civil Engineering
Technology

Guiding Question

- How aware are faculty and non-instructional staff (advisement, counseling, etc.) of college efforts in the measurement of learning outcomes? What can be done to disseminate this information and to ensure that the results of learning outcomes assessment plays a stronger role in continuous improvement processes?

Standard VI: Planning, Resources, and Institutional Improvement

Summary of Middle States Standard

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

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

- Objectives reflect conclusions drawn from assessment results;
- Planning and improvement processes are participatory, and clearly documented and communicated
- Assessment: What strategies are employed to assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources? How have the results been used for improvement?

Working Group Members.

Co-Chair Miguel Cairol, Vice President, Finance and Administration

Co-Chair Lynda Dias, Assistant Professor, Hospitality Management

Members Catherine Cullen, Lecturer, Environmental Control/ Facilities management

Michael Duddy, Assistant Professor, Architectural Technology

Maria Pagano, Associate Professor, Social Science (Psychology)

Saul Rodriguez, Student

Denise Sutton, Director of Communication

Rita Uddin, Assistant Vice President and Chief Information Officer

Luis Vasquez, College Laboratory Technician, Communication Design

Guiding Questions

- How is resource allocation linked to institutional planning and integrated with the needs of the college community as it pertains to the mission? What mechanisms are in place for evaluation/assessment and modification? How can we use technology to improve this process?

- How should we manage technology, both institutional and instructional, to provide tools and resources to sustain both institutional needs and those of various end-users?
- How can we reap maximum benefit from the gain in facilities and space in existing facilities when programs move to the new building?

Standard VII: Governance, Leadership, and Administration

Summary of Middle States Standard

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

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

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

Working Group Members

Co-Chair	Margaret Rafferty, Associate Professor and Chair, Nursing
Co-Chair	Vera Amaral, Director, Human Resources
Members	Lucas Bernard, Associate Professor and Chair, Business
	Peter Catapano, Associate Professor, Social Science (History)
	Sandra Cheng, Associate Professor Humanities (Art History)
	Lise Hunter, Professor, Law and Paralegal Studies
	Shelley Smith, Associate Professor, Architectural Technology
	Darrow Wood, Professor Emeritus, Library

Guiding Questions

- To what extent do students, faculty, staff and administration understand their roles and responsibilities, and how can we promote more involvement by all constituencies in the governance process?
- To what extent does the current governance structure and existing structures for decision-making allow City Tech to attain its mission and goals? What periodic assessments are in place to evaluate governance, leadership and administration and what improvements can be made?

III. Self-Study at City Tech--Plans for Final Report

1. Organization of the Final Self-Study Report

In accord with MSCHE recommendations, the final self-study report will be approximately 100 pages in length, exclusive of the documentation roadmap, and will be organized as follows:

- I. **Executive Summary:** brief (5 pages) description of the major findings and recommendations of the self-study.
- II. **Institutional Overview:** brief (3-5 pages) overview of the college, significant recent events, and future directions
- III. **Discussion of Self-Study Process:** brief (2 pages) description of the self-study process
- IV. **Findings:** (5-10 pages for each standard) analytical discussion of the data reviewed and inquiry undertaken, cross-referenced with relevant materials in other parts of the report, and presenting conclusions including strengths and challenges with references to the MSCHE criteria Requirements of Affiliation/ Verification of Compliance Standards 1-7
- V. **Recommendations:** summary (5 pages) of the major conclusions reached and recommendations for self-improvement.
- VI. **Committee Members**

2. Editorial Style and Format

Process

As the timeline suggests, each subcommittee report will be submitted first in draft form, for review by the steering committee and in some cases from members of the college administration. The steering committee will prepare a written response for each subcommittee, including as appropriate, requests for clarification, amplification, further support, cutting, sharpening of focus, or other matters. The subcommittee will then submit revised drafts as needed. The steering committee will combine the drafts into a unified report and edit to ensure a consistent style. During this stage, the review procedure will be reversed, with subcommittees and administrators reviewing the work of the steering committee. Finally, the Office of the Provost will copyedit and format the report.

Scope/Focus/Organization

Because the entire self-study cannot exceed 100 pages single-spaced or 200 pages double-spaced, we need to tell the City Tech story in a way that is focused and concise. We are required to show how, in each area addressed by the standards, the activities, policies, and decisions made at the college support its mission, goals, and objectives and comply with expected practices for institutions of higher education. Further, we must support claims with information and indicate how we have assessed them.

Clearly, it will be impossible to describe every program, office, policy, or procedure; therefore, the report needs an organizing principle that can inform every section. In preparing their assigned sections, writers are asked to analyze the material gathered by the sub-committee to address the self-study questions and, working with the sub-committee, to identify key issues or problems. These key issues or problems may be of several kinds: matters that have been addressed successfully since the last report, matters that are being addressed at present, or matters that the subcommittee believes should be addressed. In identifying successful initiatives or issues resolved effectively, the point is not to dwell on success but to demonstrate that the institution has resources in place to address its needs and is therefore prepared to deal with current and future issues or needs and, beyond that, to initiate actions or programs that will enhance the institution. In these discussions and throughout the document, writers must keep in mind that we cannot simply assert, we must demonstrate.

Each section of the report will begin with a concise description of the relevant offices, procedures, or structures, and will consist of an analytical discussion of the key issues and problems related to that area. If the subcommittee wishes to make recommendations, these will conclude the section. How many sections will there be? To a large degree, organization will be guided by the data and analysis provided by the working groups. Most likely, there will be an executive summary, one chapter for requirements of affiliation, and one for each of the standards.

References and Supporting Documents and Data

We are collectively responsible for the accuracy of the self-study report and for providing the required support for our claims. As a practical matter, we must also make the document as clear as possible for

its readers, both from among City Tech constituents and the accrediting team. Consistency in citing references is critically important, so that readers may easily check for accuracy or seek further information.

Middle States requires us to set up a documentation roadmap where team members will have access to all of the supporting information, including not only materials provided by Institutional Research and other college offices, but also materials gathered or prepared by the subcommittees. Along with your first draft, therefore, you should submit copies of interview reports and any other material gathered or discovered by your subcommittee to Kim Cardascia. When you submit a document, give the section of the roadmap it applies to (Standard I 1e). If you send an updated version of a document, you should also include a very short summary of changes. For interviews, list the person's title, followed by the full name: Provost, Bonne August. Interview, November 21, 2016.

We will organize documentation virtually as we work, using a shared Dropbox folder guided by two indexes; one the Word document template provided by Middle States with live links to the documents, the other an Excel spreadsheet keyed to the standards that will track all versions of a document. In your text, as much as possible, use parenthetical references to the document index number. Include in your reference a short but clear title to identify the source and a page, table or item number that indicates where the supporting data may be found in the document itself, e.g. (0.0521 Catalog 2016-2017, p. 3).

Formatting and Style

The final draft of the self-study will be edited and formatted by the Office of the Provost. It will be easiest for the staff there to do their work if the drafts they receive follow some basic style guidelines are as free of other formatting as possible. All reports should be submitted in Microsoft Word docx format. Please use the following guidelines:

A. Format

1. Page setup
 - a. Use 11 pt. Calibri font.
 - b. Set top, bottom, left, and right margins to 1".
 - c. Double space.
 - d. Use tab key and not space bar for indenting paragraphs and other spacing.
 - e. Indent paragraphs using 0.5" tab and do not insert extra space between paragraphs.
2. Headings—no bold, italics, or underlining
 - a. Chapter titles—Center and use "Title Case" (Capitalize important words)
 - b. Major headings—left justified Title Case
 - c. Minor subheadings—Indent, using 0.5" tab; use Title Case followed by a period. Begin next sentence on the same line.

3. Bullets
 - Use this style as the default.
 - Make all items parallel, i.e., all phrases or all sentences.
 - Capitalize consistently.
4. Tables
 - a. Use tables where appropriate to organize, summarize, or present materials.
 - b. Use the table function in Word.
 - c. Indicate in your text where the table should be inserted, but put the tables themselves at the end of your document.

B. Style

Editing for consistent style will be greatly facilitated if writers adhere to the following practices in preparing their reports.

1. Capitalize the first letters of important words in a unit name, e.g., the Office of Academic Affairs, the Department of Mathematics and Computer Science.
2. Capitalize words like “College,” “Department,” or “Dean” when they are part of a title; otherwise, use lower case: “These are matters for the departments to decide.”
3. Write academic disciplines in lower case, e.g., mathematics, psychology, music, except for proper nouns like English.
4. Write out acronyms the first time you use them: City University of New York (CUNY). Do not use periods in acronyms.
5. Use commas between all elements in a series: faculty, staff, and students.
6. Use semi-colons to separate items with internal commas.
7. Use only one space after a period.
8. Do not use contractions.
9. Wherever possible, use plurals to avoid he/she or his/her, e.g., “Students meet with their advisors to plan course work for the next semester.”
10. Use both first and last names in first references to people.
11. Hyphenate self-study.
12. Numbers
 - a. Use numerals for numbers that are presented together and that refer to similar things, such as comparisons of reports, e.g., Average class size rose from 35 to 40.
 - b. Spell out other numbers if they can be written in one or two words, e.g., within ten years; in a six-month period.
 - c. Do not start a sentence with a numeral.
13. Treat percentages and amounts of money like other numbers: use numerals with the appropriate symbols (10%, \$25,000).

V Submission

Submit an electronic copy of your document to Kim Cardascia for distribution to the steering committee. In your document title include the standard, draft number, and date (Standard IV d2 12-6-16).

3. Timetable for the Self-Study

Spring 2016

Goals: Form and charge the committee; Work Groups develop questions, identify evidence and documentation; draft self-study design

Feb 24	Confirm working group membership
Mar 4	Working group orientation in A 632
Mar 16	Slides with proposed research questions due
Mar 18	Working group coordination meeting in A 632 to present research questions
May 3	Faculty survey opens
May 6	Working groups finalize self-study design and spring documentation assembly
May 13	Working group follow-up/presentation meeting in A 632
May 17	Faculty survey closes
June 10	Assemblers finish compiling self-study design and organizing and linking all documentation

Summer 2016

Goals: Complete and submit self-study design; prepare for visit by Dr. Klinman

Aug 5	Self-study design and documentation roadmap due to Dr. Debra G. Klinman, Vice President, Middle States Commission on Higher Education
Aug 23	Visit from Dr. Klinman
Aug 25	Faculty members expected back/ classes start

Fall 2016

Goals: Complete information-gathering and analysis; Work Groups submit reports and draft recommendations

Sept 9	Kickoff meeting for Fall 2016 to assess progress on information gathering and analysis; questions for student survey due to AIR
Sept 14	Student survey opens
Oct 4	Student survey closes
Oct 21	Working group meeting in A632 to address convergences, identify preliminary suggestions

Oct 25	Student survey results available
Oct 31-Nov 4	Follow-up focus groups
Dec 9	Working group meeting in A632 for progress reports; 75% complete reports (all documents identified; interviews, surveys, focus groups completed; criteria requiring further analysis identified and assigned) due
Jan 20, 2017	Working group reports due

Spring 2017

Goals: Complete Self-Study first draft and gather response from college constituencies

Jan 30	Steering Committee Meeting in PCR (Namm 318) to review working group reports Working drafts of complete self-study reviewed
May	First public draft due for comment by college constituencies
June	Prepare second draft, incorporating public comments

Fall 2017

Goals: Complete second draft and gather public comment; submit draft to team chair; submit verification of compliance

Sept 2017	Steering Committee reviews second draft Public comment sought online and in open meetings for college constituencies
Oct 2017	Second draft with public comment due to visiting team chair
Nov 2017	Team chair visit
Dec 2017	Complete final revisions and prepare copies of Self-Study
Dec 2017	Verification of compliance due

Spring 2018

Goals: Submit final draft; host team visit

Jan 2018	Submit final draft to MSCHE and Team Chair
Mar/Apr 2018	MSCHE team visit
Jun 2018	MSCHE decision

IV. Profile of the Evaluation Team

After reviewing institutions with programs offered in areas related to ours, we have identified the following. Additional institutions may be added.

- Capital Technology University (MD; private; 4-year)
- Drexel University (PA; private; doctoral)
- NJ Institute of Technology (NJ; private; doctoral)
- NYIT (NY; private; master's)
- PA College of Technology (PA; public; back/assoc.)
- PA Institute of Technology (PA; private; assoc.)
- Stevens Institute of Technology (NJ; private; doctoral)
- SUNY at Alfred (NY; public; bacc/assoc.)
- SUNY at Delhi (NY; public; bacc/assoc.)
- SUNY Polytechnic (NY; public; master's)
- Rochester Institute of Technology (NY; private; doctoral)
- Clarion University (PA; public; bacc/assoc./master's)
- Bowie State University (MD; public; bacc/master's/doctoral)

V. Documentation Roadmap

Sent as separate document.