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Team Report to the Commission on Higher Education

New York City College of Technology
Dates of Evaluation: *25-28 March 2018*

**The Evaluation Team Representing the
Middle States Commission on Higher Education**

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Section B: Institutional Representatives at the Time of Visit

Officers of the Institution at the time of the visit:

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Section C: Team Findings

I. Institutional Overview: Context and Nature of the Visit

- New York City College of Technology (City Tech) is one of twenty-four units in the City University of New York (CUNY) system. It is the only college of technology in the CUNY system. It enrolls more than 17,000 students and is nationally recognized for the number of STEM students enrolled. The College traces its roots to 1946 when founded to address the educational needs of veterans returning from World War II. Historically the College focused on workforce-relevant, career-focused degrees with a strong grounding in the liberal arts. Historically the College drew most students from Brooklyn. The majority of students now reside in the other four boroughs of the city.

- The College offers associate and baccalaureate degrees in more than fifty fields of study. All programs have a solid liberal arts foundation. The College operates on a single campus located in downtown Brooklyn.

- The College offers almost all programs in a face-to-face format, suited to their mission focus of technology-related fields. Limited distance programs include the RN-BSN completion program.

- The self-study design was comprehensive. Each standard was addressed in a distinct chapter, though the College's recommendations addressed multiple standards in most cases. The College addressed Requirements for Affiliation #s 7, 8, 9, 10, 11, 12, 13, and 15 within the respective chapters of the self-study.

- The College has a distinct mission to provide technology focused education at the associate and baccalaureate levels. The College has a clear commitment to inclusion and diversity among faculty, staff, and students. The College also has a history of, and a commitment to, access for students regardless of their prior preparation for higher education.

II. Evaluation Overview

New York City College of Technology (City Tech) of the City University of New York has a clear, smartly articulated mission statement. While recently updated in a collaborative process, the central mission of the College to provide technology-focused education that is career oriented has not changed. The mission has been widely adopted by the College community. Faculty and staff are committed to the College and their students' success.

The policies and surveys confirm that the College has a commitment to academic and intellectual freedom. It is evident that the College respects a diverse climate; the College's mission statement includes statements of diversity and inclusion, and surveys confirm this commitment. CUNY provides many policies for the entire system. the College links and refers to those documents appropriately, including the CUNY conflict of interest policy. Regarding personnel actions including tenure and promotion, The College uses a document they call PARSE (Professional Activity Reports and Self Evaluation) which includes a set of guidelines for those considering reappointment, tenure and promotion.

The College ensures that student learning is coherent and synthesizes learning in order to prepare students for the workforce requirements. This is demonstrated in degree maps, general education curriculum, and rigorous approval process for new programs that follow the *NYSED Standards* and an internal process of several levels of reviews. The College also ensures that new bachelor's degree programs correspond to documented New York City's growing workforce needs in order to meet its mission. Student learning is guided by well-qualified faculty who are supported through several development programs that are identified through the Faculty Commons, the Living Lab 4 (L4), among others. Information regarding academic programs of study is clearly and accurately provided in its College Catalogs. There is also evidence that the College satisfies the required periodic assessment of its programs.

The College admits students via two streams: regular admission process to its baccalaureate programs and an open admission to its associate programs. To address the academic challenges faced by its incoming students, the College has developed several programs aimed at serving the students who may be unprepared for college education, starting with the

placement test for both English and mathematics. The College participates in CUNY and state programs such as ASAP, Early College and SEEK, programs providing guidance and financial and academic support to students. There are clearly articulated transfer policies and Articulation Agreements. Policies and procedures for student record maintained are guided by the CUNY wide written procedures, including CUNY Security Policies and Procedures, CUNY IT Security Procedures and The College's FERPA Policies. The College is engaging in periodic assessment, by collecting, evaluation and analyzing data in an annual evaluation cycle. The yearly performance management process reports provide a comprehensive review of data.

There are clear learning goals for each program and there are matrices which demonstrate an alignment between required courses and program goals. Departments have effective assessment planning documents and an implementation plan including exactly where learning outcomes will be assessed and method of assessment though Assessment Reports are incomplete in many programs. Curriculum maps of course learning outcomes to program outcomes exist for all programs. The general education outcomes are assessed college-wide and the results are reported as a percentage of students that meet or exceed each performance indicator. Assessment results are shared through a variety of media to all stakeholders and the College provides evidence that assessment has been used to improve student learning. Further, the College supports key programs to improve retention and graduation rates including the Coordinated Undergraduate Education (CUE) initiative, the READ Program The College asked the National Institute of Learning Outcomes Assessment to review and evaluate the College assessment process. This external evaluation led to several improvements. Over the last two years, the College has expanded assessment activities to include the Student Life and Development Offices as active participants.

Institutional objectives both at the institution-wide and departmental level are clearly identified and appropriately assessed and progress towards each performance target is assessed and benchmarked against peer CUNY colleges. Financial planning and budgeting processes are clearly aligned with the College's mission and goals. The College uses assessment and outcomes to determine the initiatives and goals of the Strategic Plan. Processes for improvement are identified by senior administrators, and these processes are communicated throughout the institution to all constituents. The College prepares a comprehensive plan to assess and address planning activities relating to facilities, infrastructure and technology operations. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, linkages to their strategic plan, monthly financial reporting, and undergoes a (system-level) external financial audit on an annual basis.

Extensive documentation for the governance structure exists and is available to the public, students, and staff. College Council is focused on ensuring 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. There are clear and adequate measures to assure oversight of personnel, policy and fiscal management issues. A defined process exists for the appointment and evaluation of the CEO (President) of the New York City College of Technology. The President's performance is reviewed regularly with the Chancellor. Likewise, administrative staff perform an annual review with their manager.

III. Compliance with Accreditation Standards

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.

<u>Summary of Evidence and Findings</u>

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- New York City College of Technology (City Tech) of the City University of New York has a clear, smartly articulated mission statement that was recently updated and approved by the appropriate governing bodies. A mission statement history was provided in the self-study. College Council minutes from 2-28-17 document the adoption of the mission statement.

- The College community was provided with opportunities to have input on the mission statement development. Evidence was provided of a public blog for comments and discussion which was taken into consideration by the College.

- The College has goals that clearly link to its mission, articulated in its strategic plan. The College's goals align with CUNY's master plan called the Performance Management Process (PMP) and there is some oversight/coordination with CUNY's central administration.

- The strategic planning process, covering years 2014–2019 was developed using a highly collaborative procedure.

- The College's mission and goals clearly address both internal and external contexts and constituencies and the mission and goals were approved by the governing body.

- The mission and goals guide decision making related to resource allocation. A review of the College's budget process and interviews with the president, chief financial officer, and other staff demonstrate that the college has some ability to allocate contingency funds toward strategic priorities, but is constrained by the CUNY budget process.

- Mission and goals guide decision making for appropriate program and curriculum development as demonstrated in the growth in academic programs, student onboarding initiatives for new freshman and transfer students, career development initiatives, and community outreach. See: 2014-2015 College Focus Goals Report.pdf

- Reviews and meetings are done at many levels (College, Departmental, Program, Course, and Employee) to ensure alignment with the strategic plan and mission. The review alignment and continuous improvement of goals is in its early stages. Templates and data gathering exist, but metrics and ongoing evaluation need to be developed further.

In the team's judgment, the institution *appears* to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The College is to be commended for its approach to its mission – while the mission statement was revised recently to reflect updated language, the core mission of the college has remained the same for many years. In interviews with faculty, staff, students, and administration, it became very clear to the team the mission of the college drives every activity of the college and is widely embraced by the community.

Suggestions: *(Non-binding suggestions for improvement)*

- The visiting team suggests that the College consider simple metrics or dashboards that will allow it to assess its progress towards its strategic goals.

- Though assessment is occurring throughout the College as it relates to the mission statement and the strategic plan, it is this team's suggestion that further efforts be made to define consistent metrics and more thoroughly systematize the collection of information to support data driven decisions. Everything looks to be in place culturally and procedurally, it now is a matter of consistently capturing and transparently evaluating the data.

Recommendations: *(Institutional action(s) needed for the institution to continue to meet the Standards of Accreditation and Requirements of Affiliation)*

- **None**

Requirements: *(If institution does not appear to meet this Standard, the Team must issue requirements. Requirements represent institutional actions needed to achieve compliance with the standard; "requirements" necessitate Commission non-compliance action)*

- **None**

REQUIREMENT OF AFFILIATION # 7 & 10

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 7 & 10.

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.

<u>Summary of Evidence and Findings</u>

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- The policies and surveys confirm that the College has a commitment to academic and intellectual freedom. Several of these policies start at the system level, CUNY, and are evident on the College website. Noel Levitz surveys confirm growth in freedom of expression from 2013 to 2015. COACHE (2015) survey ranked academic freedom one of the top 4 responses regarding the best aspects of working at the College.

- It is evident that the College respects a diverse climate; the College's mission statement includes statements of diversity and inclusion, and surveys confirm this commitment. The Noel Levitz surveys show improvement from 2013 to 2015 related to racial harmony and pride in campus. In the COACHE survey faculty ranked 'diversity' as one of the top 4 aspects of working at the College. The College's CDO and the Compliance and Diversity Office is responsible for administering the College's recruitment, hiring, appointment, and equal opportunity policies and procedures ensuring compliance with related laws, rules, and regulations dealing with human rights. They complete all affirmative action reports and are involved in all hires in a proactive process to ensure or target a diverse faculty and staff workforce to mirror the student population.

- CUNY provides many policies for the entire system, and the College links, and refers to, those documents appropriately. The College's Middle States Student Survey (2016) indicates student satisfaction with the grievance process in general. Noel Levitz survey responses for "Channels for Expressing Student Complaints" also rose from 2013 to 2015. A CUNY document created in 2007/2010 titled: Procedures for Student Complaints about Faculty in Academic Setting is an important document. It appears as if academic integrity related to student cheating and plagiarism is documented and has a strong process with a representative committee and integrity officer (116 cases between 2012 and 2016) with recommendations made by the College.

- A CUNY conflict of interest policy exists along with adherence to the public officer laws. The conflict of interest policies are listed under the Office of Faculty & Staff Relations and the Legal & Compliance websites.

- The College uses a document they call PARSE (Professional Activity Reports and Self Evaluation) which includes a set of guidelines for those considering reappointment, tenure and promotion. The policy appears fair and clear. Based on discussion, it was found that faculty are notified when they are eligible to apply for promotion, and this is a good process. Evidence of checks and balances exists between departments and administration. The COACHE survey results related to Tenure Clarity, Tenure Policies, and Promotion show the College below the cohort mean, in the middle of the peers, or in the lower 30% of the cohort. There might be an inconsistent message regarding tenure and the College should look at their messaging to faculty in this regard.

- Affordability and accessibility are clearly described in admissions descriptions for both associate degrees and bachelor's degrees. Policies and communication related to refunds, financial aid, penalty fees, are clear and easy to find. Scholarship information is explained well. Admissions testing information is clear. The financial aid information on the website is easy to navigate, labelled well, and is delivered adequately with a student focus. The three (3) instructional videos related to FAFSA are also very helpful. The link "important websites" is very easy to access and helpful.

- Regarding transparency, there appears to be a willingness to share accurate information. There is sufficient evidence of continuous improvement occurring based on the significant amount, and increase, in both surveys conducted and number of responses. They have posted assessment results, the AIR site shows annual wage trends (decreasing) and grade distributions. This shows a willingness to share accurate information. The College appears to be spending time and money on improvements for facilities and financial aid sources, and efforts on improving remediation.

STANDARD II

In the team's judgment, the institution *appears* to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The work the College has done on reducing faculty workload, hiring additional and qualified faculty, and providing development opportunities to faculty is commendable.

- The commitment to diversity is obvious with inclusion in the mission, trainings, cultural activities, and additional staff, along with the movement toward interdisciplinary courses. The team wishes to commend the College for this progress.

- The visiting team also commend the "enough is enough" website focused on combating sexual assault and notice the increased time, attention and resources devoted to Title IX trainings.

- The team also wishes to recognize the well-developed instructional videos for FAFSA.

- The College should be commended on their accomplishment of national recognition for economic mobility of its graduates notably "fifth among 359 public colleges and universities in the number of its students who advance two or more income quartiles above the income of their parents" and "third in the US for the salary potential of its associate degree graduates."

Suggestions:

- While the College indicates that it has set up various efforts to improve clarity surrounding tenure and promotion in the self-study, the COACHE survey suggests that the promotion and tenure policies need clarification. Efforts to increase frequency of communication of both criteria and process to the faculty is essential. With the increased hiring of faculty, expected retirements, and change in faculty responsibilities, it is suggested that the promotion and tenure processes be more transparent. It is suggested that the college continue with the progress made on clarifying the promotion and tenure

processes and it is suggested that these processes and procedures be outlined in a very clear and consistent manner in a visible and easy to find location.

- It is evident that compliance trainings occur but it is not clear what the schedule is, and for what groups, other than for new faculty/staff and students. We highly suggest that trainings for bias, harassments, ADA, FERPA, Title IX, etc. be mandated for all employees, including adjuncts, on a regular schedule, not just new employees and students.

Recommendations:

It is evident that there is a great deal of respect among faculty, staff, and administration at the College. In review of the academic integrity and complaint processes, the Academic Integrity Committee and Academic Integrity Officer are a well-developed system. Continuous improvement of those processes appears to be occurring with current revisions in progress. The Academic Grievance procedures, however, need clarification and maturity.

Therefore the team endorses the College's self-study recommendation #3: **Improve scope, documentation, and transparency in the complaint resolution process.**

Ensure clarity for all constituents regarding the processes for addressing stakeholder concerns:

- Enhance efforts to publicize complaint policies and procedures consistently online, and in all academic, student affairs, and business services offices, including those policies that are based on law, statute or regulations, i.e., Title IX, Sexual Harassment, Health and Safety;

- Make clear that CUNY and the College have established policies and procedures that address rights of the members of the community to communicate complaints; and

- Capture and utilize these data effectively for institutional improvement.

Further, the team recommends that the summary of these results should be reviewed regularly for patterns, continuous improvement and training opportunities. Most importantly the process and policy for different types of complaints should be readily accessible, separated, easy to find and use for students. The committee Student Complaints of Faculty in an Academic Setting, is an appropriate committee. Consider having the process and procedures mirror the Academic Integrity Committee and use of an Academic Integrity Officer.

Requirements:
- **None**

REQUIREMENT OF AFFILIATION

In the team's judgment, the institution does not address Requirements of Affiliation in this Standard.

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, and setting are consistent with higher education expectations.

<u>Summary of Evidence and Findings</u>

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- The College ensures that student learning is coherent and synthesizes learning in order to prepare students for the workforce requirements. This is demonstrated in degree maps, general education curriculum, and rigorous approval process for new programs that follow the *NYSED Standards* and an internal process of several levels of reviews.

- The College also ensures that new bachelor's degree programs correspond to documented New York City's growing workforce needs in order to meet its mission.

- The College ensures that student learning is guided by well-qualified faculty. Importantly, the College periodically assesses faculty through diverse methods that include Student Evaluation of Teaching (SET); peer evaluation; annual reviews; and reappointment, promotion and tenure process.

- The College also supports instructional faculty through several development programs that are identified through the Faculty Commons, Living Lab 4 (L4), Office of Sponsored Programs, support for Faculty Travel, Fellowship Leave, among others. Although CUNY budget allocation to support faculty knowledge creation and research activities have fallen since FY 2012, the College has supported research through sponsored programs and grants.

- The College provides its academic programs of study clearly and accurately in its College Catalogs which are available to students on the College's website. Students can easily locate this information on the website and can also locate each department's description of degree programs on the same website. Additionally, the College uses tools such as *DegreeWorks* to provide each student with tracking of their individual progress in their study.

- The College provides sufficient learning opportunities and resources to support student's academic progress and the College's programs of study. The College provides this support in various ways through its facilities, including space, library facilities, scientific equipment, academic technologies, as well as several co-curricular learning opportunities.

- The College has improved its general education program since the last Middle States visit. The College's current General Education program satisfies the requirements of the MSCHE Standards for Accreditation and it is also aligned with CUNY *Pathways*. Revamping the General Education program has provided opportunities for the College to introduce interdisciplinary courses that have enhanced student learning across the curriculum offering opportunities into several areas of academic experience.

- There is also evidence that the College satisfies the required periodic assessment of its programs. The College has in place several units established for these assessments and a

stable cycle for periodic assessments. The assessment is administered at three levels: course, general education, and degree program. The *Documentation Road Map* demonstrates the process for assessing identified critical courses and implementation of changes resulting from assessment outcomes. The implementation and success of the READ program is evidence of the effectiveness of assessment at the General Education level where the College periodically assesses learning outcomes in 14 areas. Following a CUNY mandate, the College also assesses all its degree programs by: (1) requiring external accreditation of programs, or (2) requiring programs without such external accrediting bodies to undergo the internal CUNY review every seven years. Results of program level assessments are demonstrated in the *City Tech Program Assessment* document for 2017-18.

STANDARD III

In the team's judgment, the College ***appears*** to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The college's development of a General Education program is a significant accomplishment that supports its transition from a two-year college to a baccalaureate degree awarding College. The program's importance is underlined in its support for students who may seek to transfer from or to other Colleges either within the CUNY system or outside of it (*CUNY Pathways*). Notably, the College has demonstrated the critical importance of the General Education program in several other ways. Most notable of these include its role in assisting the College in improving cross-college reading following the piloting of the Reading Effectively Across the Disciplines (READ). The cycles of assessment pertaining to General Education courses and institutionalization of successful outcomes across the college are commendable.

- The college is to be commended for the creation of the unified Degree Maps across all schools and programs, to improve advisement and tracking towards degree progress and completion.

- The practice of introducing cohort models of student-support programs is commendable. It has demonstrated success in ameliorating retention problems and reducing time-to-degree for participating students. Three programs have been particularly effective – the Accelerated Study in Associate Programs (ASAP), the Black Male Initiative (BMI) and the Percy Ellis Sutton Search for Education Elevation and Knowledge (SEEK) program. A meeting with student leaders affirmed importance and impact of the ASAP, BMI and SEEK programs.

Suggestions:

- None

Recommendations:

The team agrees with the following portion of the College's *Self-study* recommendation #4 to **Refine our facilities and technology master plans to take advantage of new opportunities**: Optimize opportunities created by the new spaces. To this end, the College will:

- leverage technology for intellectual exchange and collaboration in an increasingly commuter context;

- cultivate a positive and cohesive institutional identity;

- respond to the increasingly interdisciplinary context for our programs; and

- make resource sharing and collaboration a primary consideration.

Requirements:

- None

REQUIREMENT OF AFFILIATION # 9 & 15

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 9 & 15.

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, contributed to the educational experience, and fosters student success.

<u>Summary of Evidence and Findings</u>

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- The College admits students via two streams: regular admission process to its baccalaureate programs and an open admission to its associate programs. The College recognizes that the open admission, while central to the institutional mission, creates challenges with respect to student readiness that impacts the student success, retention and graduation rates. In addition, many of the College's students struggle economically, with over two-thirds of student receiving need-based aid. The College student population is ethnically and linguistically diverse with almost three quarters of students speaking at home a language other than English.

- To address the academic challenges faced by its incoming students, the College has developed several programs aimed at serving the students who may be unprepared for college education. Starting with the placement test for both English and mathematics, students showing a remedial need are placed in "remedial" non-credit bearing classes, including a summer option (FYSP) which has documented success.

- Addressing the academic remedial needs of the students who do not participate in the summer program remains a challenge. The success of mathematics remediation in particular is still a challenge. In accord with the new Placement Policies for Developmental Education at CUNY the Mathematics Department is piloting a revision of course sequences for STEM and non-STEM majors in 2017-18 year. Assessment of this revision will provide an important data point going forward.

- The College participates in CUNY and state programs such as ASAP, Early College and SEEK, program providing guidance and financial and academic support to students. The information about programs is available to students at the College website and adding new degree program to the ASAP program is underway.

- The College utilizes a two prong approach to advisement – new students are advised by a Student Center and after their first semester the student is advised within the major department. Responding to surveys from students the College has redesigned its orientation program for incoming students to align students with the program of study, the ongoing redesign of the Degree Maps and advisement materials towards a uniformity is commendable.

- The College has clearly articulated transfer policies and Articulation Agreements on its website for several streams of students: students transferring into the College, students transferring from its associate programs to baccalaureate programs at the College as well as options for transfer after completing one of the College degrees to other partner

institutions, mostly within the CUNY system. The transfer of the core general education requirements is assured within CUNY system via the Pathways Credit Transfers. Incoming transfer students are served by the Transfer Office that is closely collaborating with academic programs in evaluating the credits.

- Policies and procedures for student record maintained are guided by the CUNY wide written procedures, including CUNY Security Policies and Procedures, CUNY IT Security Procedures and the College's FERPA Policies.

- The College is a non-residential institution and does not have an athletic program. The Office of Student Life and Development is focused on leadership development activities. The office has refocused and reassessed its activities in 2014 to better align with the College's mission and goals.

- The College is engaging in periodic assessment, by collecting, evaluation and analyzing data in an annual evaluation cycle. The yearly performance management process reports provide a comprehensive review of data.

STANDARD IV

In the team's judgment, the institution *appears* to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The practice of introducing cohort models of student-support programs is commendable. It has demonstrated success in ameliorating retention problems and reducing time-to-degree for participating students. This is a significant accomplishment. Several programs that have been particularly effective – i.e. the Accelerated Study in Associate Programs (ASAP), Percy Ellis Sutton Search for Education Elevation and Knowledge (SEEK) program, and Black Male Initiative (BMI). A meeting with student leaders affirmed importance and impact of these programs.

Suggestions:

- Office of Student Life and Development (SLD) works with students of the College to provide opportunities for student engagement and leadership development skills. While the SLD office have realigned its programming to support the College's mission and goals, the team recommends strengthening of the assessment process of SLD and using the results of the assessment to broaden and expand the activities of the office. Furthermore, the goals and impact of the orientation programs for entering students should be also evaluated.

Recommendations:

- The team endorses The College Recommendation #1 to *Implement a comprehensive, cross-institutional plan for student retention and success.*
    - The College's goals are at least to double the rate at which associate degree students either complete their degrees in three years or transfer to baccalaureate programs, and to achieve a six-year graduation rate of 50% for bachelor's

students. Over the next eight years, City Tech will make measurable progress towards this goal by:

- o Coordinating extant retention and completion programs under a single cross-institutional student success effort;
- o Identifying and implementing financially viable means of scaling particularly successful programs, like CUNY ASAP and orientation that focus on retention of first year and associate degree students;
- o Implementing CUNY's recent policy on developmental math and streamlining the math sequences to remove a major obstacle to student progress and instead make learning math a path to success;
- o Securing resources through grants and other means to acquire digital analytical and communication tools and further support student success programs;
- o Effectively communicating to all students, faculty, and staff a broad understanding of student support resources and a shared vision of the student success agenda; and
- o Promoting deeper student involvement in the realization and communication of the college mission by increasing student participation in college governance, and in institutional planning.
- o Expanding support for faculty work in research, scholarship, and creative work, and in teaching, particularly the teaching of STEM disciplines.

- In this standard the team concurs with The College recommendation *#2, bullet 3: Strengthen overall institutional effectiveness by building on practices instituted to assess student learning outcomes*

  - Assess the effectiveness of college communications, both intra-institutional and external, in order to ensure that they support the communication-related goals defined in Recommendations 1, 3 and 4.

Requirements:

- None

REQUIREMENT OF AFFILIATION # 8 & 10

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 8 & 10.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement 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.

<u>Summary of Evidence and Findings</u>

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- There are clear learning goals for each program and there are matrices which demonstrate an alignment between required courses and program goals. Not all programs have demonstrated a clear linkage between program goals and the institutional education goals (e.g., Construction Management and Construction Engineering Technology program).

- Departments have effective assessment planning documents and an implementation plan including exactly where learning outcomes will be assessed and method of assessment. The evidence indicates an assessment cycle for the critical courses and a rationale for the selection of a course to be characterized as a critical course. Curriculum maps of course learning outcomes to program outcomes exist for all programs.

- Assessment Reports are incomplete in many programs: results but no analysis or conclusions (e.g., Mechanical Engineering Technology).

- An important characteristic of the College's curriculum is that the general education requirements are not a set of courses but represent knowledge, skills and habits of mind that can be acquired in a range of courses. The general education outcomes are assessed college-wide and the results are reported as a percentage of students that meet or exceed each performance indicator.

- Assessment results are shared through a variety of media to all stakeholders. The institution did a nearly complete assessment of general education requirements in 2016 prior to that assessment of general education was sporadic (See Table V.3 of the Self-Study). For the outcomes with completed assessment processes, the planned modifications to improve the outcomes are reasonable and well-constructed.

- The College appears to be in a position to continue to support and sustain assessment of student and program learning goals.

- The College provides evidence that assessment has been used to improve student learning in developmental education courses, general education courses and critical courses in the majors programs. The College cites several examples of the use of assessment results to adjust pedagogical strategies to improve student learning including the development of hands-on research experiences and the development of the Living Lab Learning Library (L4) to assist faculty.

- Further, a reading of a program's improvement summary, created following assessment, provides support for some program's efforts to revise and enhance the program and student learning.

- In addition to L4, the College has created the Faculty Commons: A Center for Teaching, Learning, Scholarship and Service to assist faculty in professional development and improvement.

- The College supports key programs to improve retention and graduation rates including the Coordinated Undergraduate Education (CUE) initiative, the READ Program and the Accelerated Study in Associate Program (ASAP). These programs are successful in increasing the retention and graduation rates.

- In addition to the College's emphasis on assessing general education outcomes, critical courses in programs, and developmental courses, the College has a program for external review of programs.

- The College asked the National Institute of Learning Outcomes Assessment to review and evaluate the College assessment process. This external evaluation led to several improvements (see page 83 of self-study). Internally, faculty have expressed the importance of assessment and the efforts to carry out effective assessment on faculty surveys.

- Over the last two years, the College has expanded assessment activities to include the Student Life and Development Offices as active participants. The results of this expansion include recognition that the co-curricular programs impact skill acquisition important to the institution's mission, expansion of communicating assessment results to students, and evaluation of orientation programs.

STANDARD V

In the team's judgment, the institution *appears* to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The College has experienced two waves of assessment activity since the 2008 MSCHE visit. The 2016 round of general education assessment is the most complete. The college is commended for the progress accomplished in establishing educational assessment.

Suggestions:

- The team suggests that the College consider establishing a process to evaluate and provide feedback to programs on program assessment plans by an institution-wide faculty committee to ensure quality completion of the assessment cycle leading to effective improvement.

Recommendations:

- The College employed an assessment using NILOA in 2016. The team recommends that the college create or employ a similarly well-defined process for evaluating the institutional assessment for the improvement of educational effectiveness and to implement such an assessment on a regular cycle.

- In this Standard the team concurs with the following portion of the College's Recommendation 2: **Strengthen overall institutional effectiveness by building on practices instituted to assess student learning outcomes.**

- Engage all units across the college in a continuous assessment process in which data are gathered and analyzed to guide institutional directions and improvement:
    - Expand the City Tech Assessment Committee to include student and faculty support, business services, and administration including non-instructional activities of academic affairs;
    - Expand assessment of learning outcomes to include student learning beyond the classroom;

Requirements:

- None

REQUIREMENT OF AFFILIATION # 8 & 9

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 8 & 9.

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.

<u>Summary of Evidence and Findings</u>

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- Institutional objectives both at the institution-wide and departmental level are clearly identified and appropriately assessed as evidenced by PMP results, and progress towards each performance target is assessed and benchmarked against peer CUNY colleges. The College also provides a narrative Overview of University and Sector Goals. The College engages in a comprehensive strategic planning process that includes developing and reviewing long-range goals and associated budgets for all departments.

- Financial planning and budgeting processes are clearly aligned with the College's mission and goals. The CUNY Central budget process takes into account student enrollment, personnel obligations, maintenance and service contracts, and operational needs.

- The College uses assessment and outcomes to determine the initiatives and goals of the Strategic Plan. The College monitors progress toward goals periodically throughout the year. Some examples of constituent participation in assessment and outcomes include: The allocation of the student technology fee; consultation with academic departments moving to the new building to ensure appropriate learning environments; and consultation with department faculty and staff during the planning processes for recent major facilities projects.

- Processes for improvement are identified by senior administrators, and these processes are communicated throughout the institution to all constituents.

- The College prepares a comprehensive plan to assess and address planning activities relating to facilities, infrastructure and technology operations. Both the Technology Plan and Facilities Master Plan are directly linked to the College's strategic initiatives and budgeting processes, as evidenced through reports such as the CUNY Master Plan and CIS Goals and Targets.

- The institution has documented financial resources and plans for financial development, 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, linkages to their strategic plan, monthly financial reporting, and undergoes a (system-level) external financial audit on an annual basis.

STANDARD VI

In the team's judgment, the institution *appears* to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The team wishes to recognize the significant efforts which have been made in the area of deferred maintenance, renovations, and new construction at the college (approximately $615 million over the past 10 years).
- The team commends the College for its outreach and developing partnerships with organizations outside the College. A notable example is the partnership with Cold Spring Harbor in which the College will provide space for this world-class research organization and the College's students will have opportunities to work with Cold Spring Harbor personnel.

Suggestions:

- The team suggests that an independent financial review of the College be conducted on a regular basis. While this does occur at the CUNY-system level by independent auditors, there is not an independent financial review of each of the individual colleges in the CUNY-system, other than what the CUNY-system internally provides to each college after the overall CUNY audit.

  The CUNY-system-provided balance sheet and income statement are used by the College but may potentially understate the College's true contribution margin. Without accompanying audit Notes, or other allocation methodologies by CUNY-system, it is difficult to ascertain, from the CUNY-system financial statements, the true financial value of the College to itself, and to the CUNY-system.

Recommendations:

- In this standard the team affirms the following portion of the College's *Recommendation 4: Refine our facilities and technology master plans to take advantage of new opportunities* -- In that the college will
  - 'optimize opportunities created by the new academic building, including space made available by the relocation of programs from the Pearl Building' and
  - 'will engage stakeholders in a cross-institutional review of facilities and technology plans in order to empower the college to fulfill its mission into the future: to attract external partners; to remain nimble and responsive to workforce needs; to support course availability and new modalities of instruction.'

Requirements:

- None

REQUIREMENT OF AFFILIATION # 8, 10 & 11

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 8, 10, 11.

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 constituents 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.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- Extensive documentation for the governance structure exists and is available to the public, students, and staff. Roles, responsibilities and accountability for decision making are stated from the role of CUNY, through to the New York City College of Technology, and into academic and student bodies.

- From review of the governance plan, bylaws and meeting minutes the College Council is focused on ensuring 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. Though it reports up to the CUNY governance structure it has sufficient independence and expertise to support the integrity of the College. The members of the College Council provide oversight but there is no demonstration of day-to-day involvement in the operations of the institution. There is strong policy and a well-documented process for teaching and learning quality and the approval of degree programs and awarding of degrees.

- There is oversight of personnel policies and procedures. This is done by a standing committee of the College Council, and the College Personnel Budget Committee (Chairs and Deans).

- There is oversight by College Council of general policy and bylaw approval.

- There is oversight of fiscal management by the standing Budget Committee, the College Personnel & Budget Committee, the Administration and Finance department, and the AEB Board among others, though it is not strongly tied to strategic goals outside of the capital budget due to the uncertain annual financing relationship with CUNY.

- A defined process exists for the appointment and evaluation of the CEO (President) of the New York City College of Technology.

- A clearly stated COI policy exists and is designed to ensure impartiality of the governing body.

- The President of the College is selected as per the requirements of Criterion 3. The credentials required for the position are appropriately defined and the current President has the experience, background, and authority to drive the mission of the organization. The organization charts and staffing look appropriate, as well as the credentials of those

holding supporting leadership positions. Though lean, which may provide challenges in the future for robust assessment, the leadership is well represented in various committees and engagements with the faculty and students.

- The President's performance is reviewed regularly with the Chancellor. Likewise, administrative staff perform an annual review with their manager, reflecting on the past year's goals and setting goals and strategy aligned with the strategic plan and professional growth. Furthermore, assessment of the College performance against CUNY strategic goals is provided through the PMP process, which provides insight into leadership's guidance. Regular review and alignment of the College and CUNY strategic goals are referred to in the minutes of the various committees as well.

STANDARD VII

In the team's judgment, the institution *appears* to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- Through interviews with student, staff and faculty it became apparent that the President and his leadership staff are highly admired and their guidance, open door policy, and interactions with people at all levels are appreciated. It has fostered an environment that empowers others to be creative and willing to approach leadership with ideas and suggestions.

Suggestions:

- None

Recommendations:

- None

Requirements:

- None

REQUIREMENT OF AFFILIATION # 12 & 13

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 12 & 13.

Section D: Verification of Compliance

I. Affirmation of Continued Compliance with Requirements of Affiliation

Based on a review of the self-study and accompanying materials, interviews, and the Verification of Compliance with Accreditation-Relevant Federal Regulations, the team *affirms* that the institution continues to meet all of the *Requirements of Affiliation.*

II. Compliance with Accreditation-Relevant Federal Regulations

The team *affirms* that the institution meets all accreditation-relevant federal regulations, which is based upon the review of the self-study report, accompanying materials, and the Verification of Compliance with Accreditation-Relevant Federal Regulations and the evaluation visit.

Section E: Verification of Data and Student Achievement

I. Verification of Data and Self-Study Information

The team *confirms* that data and other information provided by the institution are reasonably valid and conform to higher education expectations.

II. Student Achievement

After interviewing institutional stakeholders, the team **confirms** that the institution's approach to its student achievement goals is effective, consonant with higher education expectations, and consistent with the institution's mission.

Section F: Third-Party Comments (if applicable)

None

Section G: Conclusion

The team again thanks the institution, and we hope that the institution will be open to the ideas contained in this report, all of which are being offered in the spirit of collegiality and peer review.

As a reminder, the next steps in the evaluation process are as follows:

1. The institution replies to the team report in a formal written Institutional Response addressed to the Commission.

2. The team Chair submits a Confidential Brief to the Commission, summarizing the team report and conveying the team's proposal for accreditation action.

3. The Commission's Committee on Evaluation Reports carefully reviews the institutional self-study document, the evaluation team report, the institution's formal response, and the Chair's Confidential Brief to formulate a proposed action to the Commission.

4. The full Commission, after considering information gained in the preceding steps, takes formal accreditation action and notifies the institution.