

The City College
of New York



DECENNIAL SELF-STUDY FOR THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

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160 CONVENT AVENUE, NEW YORK, NY 10031

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1. Executive Summary

The City College of New York's self-study provides an important benchmark during a time of exciting change and significant growth. The process has enabled the College to broaden its examination of its processes for planning and assessing institutional and academic initiatives and expanding its assessment of strengths and challenges. This in-depth review has led to the significant improvement of institutional assessment policies and practices. It also has helped City College to focus on those areas that require additional support as we move forward.

Given the scope of the City College's academic offerings, the College selected a Comprehensive Self-Study Model. The self-study review process, which began in Fall 2015, was undertaken by seven subcommittees, comprising faculty and administrators from across the College, and led by two co-chairs, one from the faculty and one from the administration. The College community was encouraged to engage in the review, and leadership actively solicited subcommittee membership at meetings of the Faculty Senate and the Faculty Council.

From the outset, the College's dual goal was to use this process to examine City College's performance in meeting re-accreditation standards according to the Middle States Commission on Higher Education's *Standards for Accreditation and Requirements of Affiliation* and to provide a roadmap to the College's future. The following provides a summary of committee findings and recommendations.

Standard I: Mission & Goals

City College is the flagship college of the City University of New York system, and is a comprehensive teaching, research, creative and service institution, dedicated to access and excellence across undergraduate and graduate education, and open to all students of merit. The City College of New York's Mission Statement is unique and historical and reflects its historic purpose to educate the underserved, which has guided the College since its inception in 1847.

The college's serves a diverse student body, many born outside of the United States or the first in their families to attend college, and CCNY is virtually unrivaled in promoting social mobility of students in the classroom. These successes support the original mission of the college: Access to Excellence. That said- the college has grown enormously in just the past few years, adding PhD programs in Engineering and Clinical Psychology, and integrating the CUNY School of Medicine onto the campus. These changes have led to the need for the reframing of the Mission Statement. CCNY is currently using the original as the basis of the college's current guiding strategy- the Strategic Framework, including the five broad goals that provide the institution's roadmap for measuring and assessing effectiveness. The Strategic Framework will allow CCNY to transform and modernize the services and educational infrastructure required for the institution to thrive. Over the next five years, CCNY will focus on the following goals: Ensure Student Success; Promote Research, Scholarship, and Creativity; Enhance Diversity; Craft a Financial Model for the 21st Century; and, Preserve, Restore, and Develop the Campus. These goals take into account the growth, change, and challenges facing the college in 2018.

Review of Mission & Goals as part of this self-study led to the following recommendations:

- *CCNY has relied principally on government funding to achieve its mission. Like other top public universities, CCNY must develop an effective strategy for increasing the value of its endowment, which is wholly inadequate in relation to both the College's current needs and its ambitions.*

- *As part of its regular annual assessment work, the College should study the retention and graduation rates of different fields of study, isolating students from different admissions categories, from different ethnic backgrounds, and from different socioeconomic backgrounds, to identify areas for improvement and to assess whether the College is providing “access to excellence,” the core of its mission.*
- *The College must remain committed to recruiting and retaining a diverse faculty and staff across all units and in central administration, and to increasing support and opportunities for the diverse student body it currently serves.*

Standard II: Ethics and Integrity

The City College of New York (CCNY) is dedicated to promoting an environment in which the highest standards of ethics and integrity are clearly articulated and observed. To guarantee this, CCNY abides by an array of policies, developed by the City University of New York (CUNY), the College itself, and by others, including the Professional Staff Congress (PSC-CUNY), external accrediting bodies, and city, state, and federal governments. These policies not only provide a code of conduct for the institution but also for its individual members by defining and describing processes related to: communications; diversity, equality, and non-discrimination; sexual harassment, domestic and workplace violence; academic freedom and integrity; conflict of interest; financial disclosure; and compliance with all applicable policies and regulations. Established and periodically refined by the University and the College, the diverse policies and official statements are available for the college community and the general public across multiple communication platforms.

CCNY appreciates that adherence to these policies and procedures is imperative, especially during times of institutional change, such as the recent significant events and administrative transitions affecting the College. In July 2016, the College community learned that the US Attorney for the Eastern District had opened an investigation into the finances of Dr. Lisa Coico, 12th President of City College. Pursuant to that, the Office undertook broadly to investigate the records of the college and its associated foundations (the 21st Century Foundation and the City College Fund, both not-for-profit corporations that raise funds in support of CCNY). Several months later, CCNY’s president resigned, and in November 2016, the New York State Office of the Investigator General (IG) released its interim report about CUNY (Appendix H3).

Because of the number of system-wide and college-specific policies, the Standard II Working Group organized its response according to issues affecting the entire College community: those pertaining to faculty and staff; and those concerning students; and those germane to the assessment of and compliance with existing policies and their requirements.

Review of Ethics and Integrity, as part of this self-study, led to the following recommendation:

- *The College should review electronic communications and websites directed to students, staff and faculty to ensure that policies regarding the reporting of violations of rights are posted, including but not limited to offenses related to discrimination on the basis of gender, ethnicity, disability, and sexual orientation. Students, faculty and staff should continue to receive clear direction in all cases about how and to whom to report violations of these policies.*
- *In order to address the concerns of the faculty and to pursue a principled way forward, the College should follow the measures outlined by the Faculty Senate COACHE resolution and the Status of Women resolution that are mentioned in section 3.2.4.*

Standard III: Design and Delivery of the Student Learning Experience

CCNY offers more than 100 undergraduate and graduate programs, ranging from art and architecture to biomedical engineering, medicine and urban design. The Student Learning Experience adheres to high standards across these myriad and varied programs. CCNY employs a full-time faculty where 84% hold a PhD degree, and 18 hold the Distinguished Professor title, more than any other CUNY institution. Faculty receive ample orientations, mentorships, and opportunities for research and creativity that serve to produce better-prepared faculty and better-served students. Various lectures, artistic performances, community services, and academic panels held on campus also serve to engage both faculty and students in College life. The college, however, has also noted and accepted the challenge of building a more diverse faculty.

The College ensures that its faculty have “opportunities, resources, and support for professional growth and innovation” through multiple University- and College-sponsored initiatives. These include the new Interdisciplinary Research Grant Program (IRG), Faculty Fellowship Publication Program (FFPP), PSC CUNY Research Award Program, Junior Faculty Research Awards in Science and Engineering, CUNY Advanced Science Research Center Joint SEED Program, Post-doc Travel Awards, Bridge Fund Program, and the CCNY Faculty Travel Program. These support research and participation in professional conferences, encourage grant application, offer bridge funding, and finance academic travel.

Students are provided extensive information and data about the institution, its programs and resources, and access to CCNY- and CUNY- based applications (Schedule of Classes, Blackboard, eLearning, CUNYfirst) via the CCNY website, updated annually to ensure accuracy, and organized clearly to ensure ease of use. Additionally, a variety of learning opportunities and resources that complement the academic programs and work of the faculty offer intensive support to new and continuing students. Among these are distinctive programs and/or with particular needs in the following areas: Academic Support Services and Resources, Support for Diverse Communities, Support for International Learning Opportunities, General Education and the CUNY-wide Pathways Initiative, and Graduate and Professional Education Support.

Review of the Design and Delivery of the Student Experience, as part of this self-study led to the following recommendation:

- *Building on a foundation of inquiry-based learning that is present in the Freshman Inquiry Writing Seminars (FIQWS) and in existing Experiential Learning Opportunities, the College should encourage and support academic departments and programs in developing high-impact capstone experiences for students in the final year before graduation.*
- *In keeping with the College’s growing focus on experiential education, such as field-based and internship practices, the College should include feedback loops that use data from site-based observation, internship mentors, student, faculty and staff surveys and questionnaires to evaluate the efficacy of the field-based practices and course curricula to improve program design and delivery.*

Standard IV: Support of the Student Experience

College Policies and Procedures provides support of the Student Experience through the following means: the Evaluation and Acceptance of Transfer Credits, Student Support Programs, Athletics, and Other Extra-curricular activities. At CCNY, Enrollment Management (EM) handles administrative services for direct student support through several offices: Admissions, Bursar, Financial Aid, and Registrar. One of the most important changes to student enrollment services since the 2013 Periodic Review Report has been the implementation of CUNYfirst (CUNY Fully Integrated Resources and Services Tool): a suite of software that has replaced aging systems overseeing Student Administration, Finance and Human Resources. While

the Colin Powell School for Civic and Global Leadership, School of Education, and the Division of Humanities and Arts have similar entrance criteria, the Division of Interdisciplinary Studies at the Center for Worker Education modifies criteria to accommodate its non-traditional students. The Bernard and Anne Spitzer School of Architecture, the Grove School of Engineering, and the Division of Science have higher admission criteria. The Search for Education, Elevation and Knowledge (SEEK) Program is designed to meet the needs of students who are considered to be economically disadvantaged and academically underprepared.

The University Board of Trustees sets tuition fees based on New York State residency status, determined at the time of admission to CCNY. The CCNY Financial Aid Office administers federal and state funds, as well as those provided by the institution. Professionally trained Financial Aid counselors are also available to discuss the Free Application for Student Aid (FAFSA) filing procedures, academic progress requirements, eligibility criteria, and other issues with new and continuing students. CCNY also provides remedial instruction and placement through the Office of Evaluation and Testing, which implements assessments of academic preparedness both prior to and following admission.

The review, evaluation, and acceptance of transfer credits is overseen by Transfer Evaluation Services in the Office of Admissions, and guidelines are available in the 2016-2017 CCNY Undergraduate Bulletin and on the CCNY Admissions website. Enrollment between CUNY schools is encouraged and facilitated by the CUNY E-Permit system, which was integrated into CUNYfirst in Fall 2015. Non-academic transfer credits are awarded through carefully controlled evaluations in a number of areas: prior non-academic learning, military transfer credits to veterans, and its Office of Study Abroad. CCNY publishes the Family Educational Rights and Privacy Act (FERPA) in its bulletins and on its website. It supports FERPA awareness and compliance through various activities.

Student Support Programs are delivered by several CUNY initiatives: Search for Education, Elevation, and Knowledge (SEEK), Coordinated Undergraduate Education (CUE), and Connected CUNY. These support programs are providing system-wide, consistent student support, and run in conjunction with a number of CCNY-specific initiatives that integrate Academic Affairs with Student Affairs. CCNY-specific Student Support Programs include: New Student Orientation, college-wide use of DegreeWorks, the New Student Experience Center, Gateway Academic Center, CCNY Honors Center, Grove Honors Program, The City College Writing Center, and the City College Academy for Professional Preparation (CCAPP).

In addition to the integrated initiatives listed above, the College also recognizes that athletics and extra-curricular activities are an important part of an undergraduate's experience and wellbeing. CCNY considers these an important extension of student support.

Review of the Support of the Student Experience, as part of this self-study led to the following recommendation:

- *The College should remain focused on the retention and completion rates of all students, as an aggregate and by field, and continue to develop initiatives that join academic advising, oversight of enrollment management, and communications to ensure that students maintain the academic momentum needed to complete their degrees in a timely fashion.*

Standard V: Educational Effectiveness Assessment

The assessment of educational effectiveness occurs at many levels across the College of Liberal Arts and Science (CLAS) and the professional schools, all of which observe regular assessment cycles. The majority of departments and programs routinely collect and analyze direct and indirect assessment data. The Office of the Provost oversees the assessment of student learning in the CLAS and the Pathways/General Education curriculum. Each undergraduate and graduate program has clearly defined program outcomes, and the CLAS departments have curricular maps that link course outcomes to program

outcomes. The professional schools (architecture, education, engineering, medicine) have defined learning outcomes at the undergraduate and graduate program levels, and they have consistently met the high standards of their respective accrediting bodies. Like CLAS, the professional schools have regular assessment cycles supported by the deans, faculty, and accreditation specialists.

In Fall 2013, CUNY implemented Pathways, the new General Education requirement, to ease intra-system transfer and to ensure that students will graduate not only with essential reading, writing, and quantitative competencies but also with the excitement of academic discovery in a variety of disciplines, a strong foundation in critical reasoning, and a firm grounding in ethics. Direct assessments of the program include analyses of syllabi, writing assignments, and examinations, and indirect assessments involve surveys of faculty, students, and focus groups. Beyond Pathways, assessment strategies are developed, deployed, collected, analyzed, applied, and assessed across the Division of Humanities and the Arts (H&A), the Division of Interdisciplinary Studies, the Division of Science, and the Colin Powell School, as well as the professional schools and the Master's and Doctoral Programs.

CUNY employs a performance management system (PMP) that links the university system's goal setting and planning processes to the colleges and professional schools. The PMP data is used to measure annual progress toward the key goals. The College's institutional data is also instrumental for all programs preparing for academic program review (APR). In 2013, the MSCHE reviewers recommended that CCNY "close the assessment loop for the use of programs and units as they make curricular decisions, initiate faculty hires, and direct productive methods to help assure student success." In response, CCNY's senior academic leadership team instituted a number of changes in the CCNY APR guidelines, improving financial support for the process and incorporating best practices. The Standard V working group also documented the assessment efforts of various student support units. The metrics for these units are similar as they capture a range of student data, student satisfaction, and progress and retention across yearly cohorts.

Review of the Educational Effectiveness Assessment, as part of this self-study led to the following recommendation:

- *Develop a portal to share assessment processes, documents, and findings across divisions, schools, and the institution. An institutional assessment plan, linked to the strategic plan that includes benchmarks would serve as the organizational guide for housing and sharing campus data. Develop mechanisms in the portal to enable all CCNY constituencies to contribute to assessment processes and to make efficient use of the collected data.*
- *The College should provide the resources required for faculty and staff to harness fully the capabilities of CUNYFirst and other software systems to facilitate their ability to generate real-time data and provide timely information about student performance and success. The College should support workshops and professional development designed to educate and inform faculty and staff about how to use these data.*

Standard VI: Planning, Resources, and Institutional Improvement

To fulfill its mission, the City College of New York uses comprehensive planning and assessment processes to set goals, determine strategies, and monitor academic and administrative units to "provide tangible returns to the City and State of New York...with local, national, and global impact." The current plan outlines actions to address retention and graduation rates; opportunities and access; research, scholarship and teaching; and efficient university-wide management in service to the academic mission. As of this writing, under a new administration, a new planning effort has begun, designed to provide an analysis of the relationship between program and departmental costs, program and departmental successes and the relationship of our work and objectives to our financial resources.

The president, provost, and deans develop the CCNY budget collaboratively. Funding for CCNY comes from a number of sources. The largest share, which has grown over time, is tuition revenue, but the State of New York also makes appropriations to CUNY, which it distributes to its senior (four-year) colleges, including CCNY. The College receives additional revenues from external research grants, donors and the Alumni Association, the City College Fund, the City College 21st Century Foundation, and the CUNY Trusts and Gifts Program. CCNY's budget has four major categories: operating, research, philanthropic, and capital.

The College has made significant changes in its internal controls over spending in response to recent events, with transparency of paramount importance. Although recent news reports have raised allegations about problems with financial controls, CCNY remains committed to compliance with all internal and external policies and procedures. As part of its effort to promote greater transparency for its affiliated non-profit foundations, the CUNY Board of Trustees approved substantial changes to guidelines for CUNY-related foundations and the use of non-tax levy funds (Appendix E1). On the CCNY campus, these new guidelines had a particular impact, as The 21st Century foundation and the City College Fund merged, after two decades of operating independently. Other revenue streams include the Excelsior Scholarship, state funding (which has not kept pace with inflation), research and development (where awards totaling 163.4 million are particularly encouraging).

Standard VI also deals with institutional improvements: faculty hiring, CUNYFirst and Associated HR Initiatives, Digitization and Dashboard initiatives, and the offices of Identity Document and Technology. Buildings and Facilities oversee the upkeep of the 110-year-old campus, its preservation, historical heritage, and maintenance, including: Shepard Music Library Roof Repair, Marshak Lecture Hall and Bathroom ADA Renovations, Steinman, Comprehensive Roof Remediation Project, Energy and Water conservation, and many more improvement projects with a value of 239.20 million in improvements, and with 204.15 currently available for these costs.

Review of Planning, Resources, and Institutional Improvements, as part of this self-study led to the following recommendation:

- *Develop an all-funds budget that allows each unit of the College to focus on activities, and develop initiatives that promote its financial well-being.*
- *The College should continue to proactively examine and review the funding cycles and opportunities for grants and sponsored programs to best identify how these opportunities can enhance its mission of research, teaching and service to the broader public. The College should continue to make the strategic investments in organizational infrastructure, faculty and facilities that allow it to maximize these opportunities.*

Standard VII: Governance, Leadership, and Administration

This section examines governance documents and organizational structure, staffing, and assessment processes. It seeks to assure that College provides governance and administrative procedures and oversight that are concomitant with the fulfillment of its mission and the achievement of its goals, and benefit the institution and its diverse constituencies.

CUNY clearly defines the roles of institutional constituencies in policy-development and decision-making. The governor and the mayor select candidates for the seventeen-member Board of Trustees, with the approval of the State Senate. All University activities, including personnel actions, philanthropic gifts, and curriculum initiatives are reviewed by the CUNY Central Office and referred to the Board for final approvals. Each CUNY college has a distinctive governance plan, and the CCNY Governance Plan has a

well-defined, transparent structure that reflects its unique history and culture, assures institutional integrity, and fulfillment of mission. Based on a model of shared governance, the Plan allows all constituencies to participate in the life of the College through the CCNY Faculty Senate, faculty councils, and student organizations participate in decisions.

Each of the other CCNY units mirror the tiered structure of the senior administration. A dean leads each of the academic schools and divisions, under the supervision of the provost, who is responsible for the departments and programs within the unit. Similarly, department chairs and program directors are accountable for their respective units, faculty, and students, and they report periodically to their deans. Chairs convene full faculty and program-specific meetings to review curricula and other departmental matters, such as personnel and budget. Students are encouraged to contribute through the Undergraduate Student Government or the Graduate Student Council.

At present, CCNY is confronting two critical challenges: a financial deficit, thoroughly discussed in Standard VI, and recovery from administrative instability. During the period of President Coico's tenure, (2010-2016), CCNY experienced numerous administrative transitions. On 8 October 2016, CUNY Chancellor, James B. Milliken, accepted the resignation of CCNY President Lisa S. Coico and identified Interim Provost Mary E. Driscoll, former dean of the CCNY School of Education, as the Administrator in Charge. On 2 November 2016, the CUNY Board of Trustees formally appointed the dean of CCNY's Colin Powell School for Civic and Global Leadership, Dr. Vincent Boudreau, as interim president. These announcements of interim leadership follow years of significant change at the senior level, which have lessened administrative effectiveness. On December 4, 2017, the CUNY Board of Trustees named Interim President Boudreau as CCNY's next permanent president.

Review of Governance, Leadership, and Administration, as part of this self-study led to the following recommendation:

- *The College should continue to examine and review the advisory and governance roles of the President's Cabinet and the College Review (i.e., College Personnel and Budget Committee) to increase effectiveness and maximize transparency in College decision making.*
- *The College should explore ways to include staff representation on matters of governance and policy.*
- *The College should explore administrative transitions as opportunities to facilitate and increase the diversity of the College's senior executive staff.*

Despite disruptions, CCNY has consistently maintained and delivered an outstanding education and extensive academic support to its students, because of the leadership and unwavering dedication demonstrated by the faculty, middle management, and staff. We are hopeful that the years of administrative uncertainty are behind us, and the College can begin to plan and implement a vision for a stable and successful future.

2. Introduction

The City College of New York (CCNY) of the City University of New York (CUNY) is recognized by multiple accrediting organizations, including the Middle States Commission on Higher Education (MSCHE). At prescribed intervals, the institution and its schools and divisions prepare detailed self-studies to demonstrate compliance with formal standards and requirements and to define recommendations for improvement. Since submitting its Periodic Review Report to MSCHE in 2013, CCNY has been readying for the 2017-2018 Self-study Report. In this section, the College describes its principal features, trends, most recent developments, the self-study process, and the resulting recommendations.

2.0.1 Overview of the College

The City College of New York (CCNY) was established in 1847 by a state-wide referendum as the Free Academy—one of the nation’s earliest public institutions of higher education and its first municipal college. The founder, Townsend Harris, described the goal: “Open the doors to all—let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect.” Dr. Horace Webster, the Academy’s first president reaffirmed this purpose: “The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few.” CCNY thus became one of the United States’ great democratic experiments, demonstrating respect for diversity and merit, rather than caste and class.

For 170 years, CCNY graduates have proven the wisdom of Harris’s vision. They include ten Nobel laureates—an achievement that no other public institution has surpassed—and numerous nationally recognized leaders in diverse academic, cultural, social, political, scientific, and commercial fields. Among its distinguished alumni are former United States Secretary of State General Colin L. Powell ’58 and former Chairman and Chief Executive Officer of Intel Corporation Andrew Grove ’60, named, respectively, by the Colin Powell School for Civic and Global Leadership and the Grove School of Engineering. The College is equally proud of its role in transforming the lives of its less well-known alumni who enjoy honorable, satisfying, and productive lives across the nation and the world.

As a thriving commuter college, CCNY continues: “to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for...all ethnic and racial groups from both sexes”. Today, CCNY is one of twenty-four colleges and institutions in the City University of New York (CUNY) system—the nation’s largest urban university, which serves over 278,000 degree-seeking students and nearly as many in continuing education and other non-degree programs.

The College’s main campus is on thirty-six acres in historic West Harlem, between 130th Street and 141st Street along Convent Avenue, where students attend day and evening classes (Appendix F1). This campus consists of fourteen structures, including the five original Neo-Gothic buildings designed by George Browne Post, the New York State Structural Biology Center (NYSBC), and two new state-of-the-art research facilities, the CCNY Center for Discovery and Innovation (CDI) and the CUNY Advanced Science Research Center (ASRC). Working adult students also attend classes at CCNY’s Center for Worker Education, which is located at 25 Broadway, in downtown Manhattan.

CCNY’s schools and divisions include: the Bernard and Anne Spitzer School of Architecture; the Grove School of Engineering; the School of Education; the CUNY School of Medicine; the College of Liberal Arts and Science (CLAS), (comprising the Colin Powell School for Civic and Global Leadership (formerly the Division of Social Science); the Division of Humanities and the Arts and the Division of Science); and the Division of Interdisciplinary Studies at the Center for Worker Education (CWE). The Spitzer School of Architecture and the Grove School of Engineering are the only public programs of their kind in New York

City. In February 2016, MSCHE’s Executive Committee for Substantive Change approved the College’s request “to include the Doctor of Medicine degree within the scope of the institution’s accreditation,” and the new CUNY School of Medicine (CUNY SoM) at CCNY welcomed its first class in Fall 2016. At the undergraduate level, it houses the Sophie Davis School of Biomedical Education, which has offered a unique integrated curriculum in medical studies at CCNY since 1973, and a graduate-level physician’s assistant program.

CCNY’s schools and divisions have more than seventy undergraduate majors and over fifty master-level programs. Figure 2.0.1 shows the relative sizes of different undergraduate majors overall but also gives a sense of how much transition takes place as students explore majors. The largest group of freshmen students is undecided; the largest number of graduates are Psychology majors. About 20% of freshmen do not return for their sophomore year, resulting in a significant drop in population. However, this drop is offset by a sizable increase in the number of juniors due to transfer students; a typical transfer with an Associate’s degree starts at CCNY with 60 credits. Finally, there are large numbers of students with more than 120 credits, the standard requirement for graduation, either because their major requires more (engineers might need 135 credits) or because the students needed to take additional credits as they changed majors.

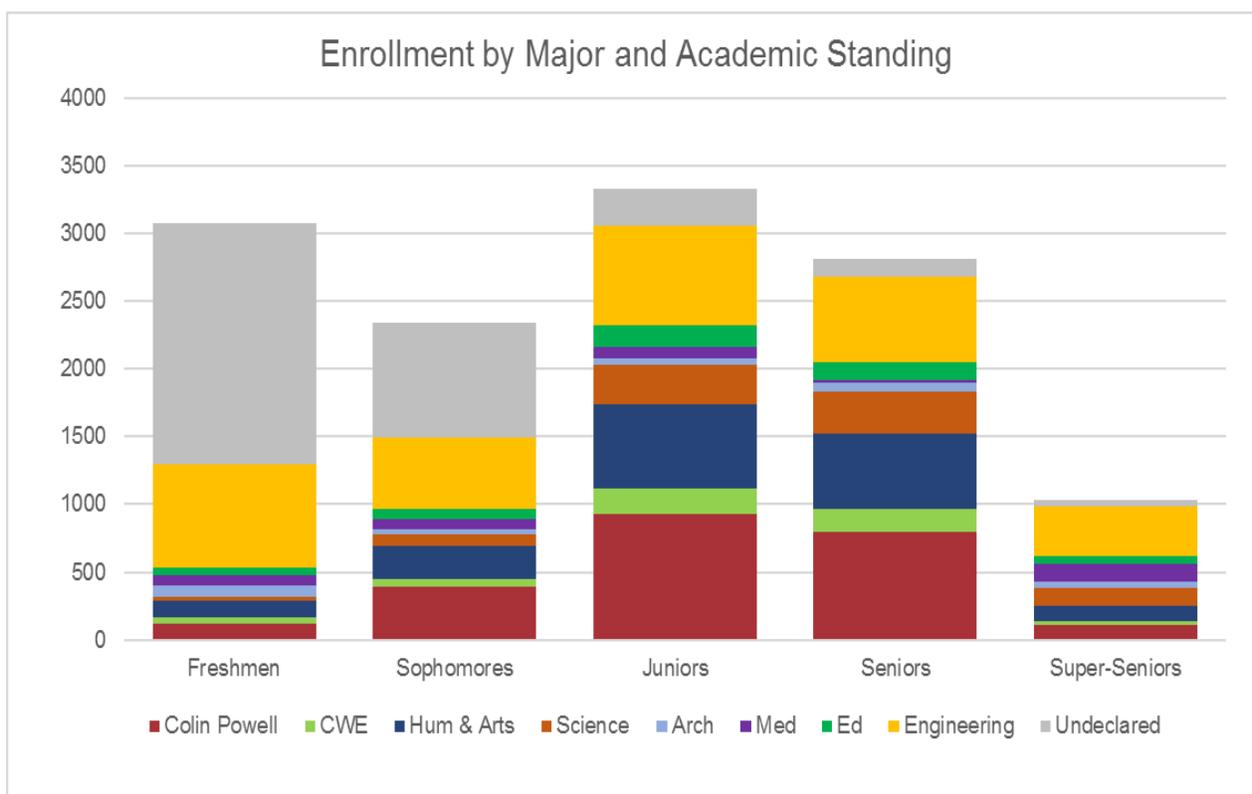


Figure 2.0.1: Undergraduate Enrollment by Major and Academic Standing – Fall 2016

*Undeclared/CUNYBA/Joint Programs

Source: CUNY Census data

Located in one of the most cosmopolitan cities in the world, CCNY has an exceptionally diverse student body. In Fall 2016, CCNY enrolled 13,317 undergraduate and 2,631 graduate students, representing over 84 percent of the world’s countries. 35.0% Hispanic or Latino, 22.5% Asian, 17.5% White, 16.2% Black or African American, 6.9% International, 1.5% Two, or more races, 0.3% Native Hawaiian or Pacific Islander; and 0.1% American Indian or Native Alaskan.

The number of undergraduates in Table 2.0.1 shows that new entrants to the College are in a ratio of about 60:40 of new transfers to new freshmen. While the graduate enrollments show a steady decline, undergraduate enrollment has rebounded. Each year for the last five years among undergraduates, there was an average of around 4000 new students entering and just over 2000 graduating. This matches cohort studies showing 6-year graduation rates around 50%. Of the students who don't graduate from this college, approximately 8% graduate from another CUNY school, and 16% graduate from an institution outside of CUNY.

Table 2.0.2: Enrollment and Graduation Trends, 2012-2016

	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
*TOTAL UNDERGRADUATE	12.7	12.3	12.7	12.9	13.0
First-time Freshman	1.5	1.5	1.5	1.7	1.9
New Transfers	2.2	2.2	2.5	2.5	2.4
Earn Diploma	2.0	2.1	2.1	2.2	2.4
*TOTAL GRADUATE	3.0	2.7	2.6	2.5	2.6
New Students	1.1	1.1	1.1	1.0	1.1
Earn Diploma	1.0	1.0	0.9	0.8	0.7
*TOTAL ENROLLMENT	15.7	15.0	15.3	15.4	15.6

*Figures are the average of fall and spring enrollment; expressed in thousands

Source: CUNY Census data

Approximately 41 percent of enrolled undergraduate and graduate students are the first in their families to attend college; almost 19 percent identify themselves as foreign born; and over 41 percent speak a foreign language at home. Dubbed “the American Dream Machine” by Intel co-founder and CCNY alumnus Andrew Grove, the College remains especially committed to those who are first-generation and recent immigrants. Over 42 percent of undergraduates receive financial aid from the New York State Tuition Assistance Program (TAP), and almost 51 percent are Pell Grant eligible. This combination of aid and the College’s affordable tuition means that an estimated 66 percent of the full-time undergraduates attend tuition-free, and approximately 82 percent of CCNY’s undergraduate population are debt-free upon graduation. The majority of students rely on public transportation to commute to the campus, with less than 4 percent housed in the College’s residential facility, *The Towers* (Digital Archive). CCNY continues to be recognized by *The Princeton Review*, *US News & World Report*, *Forbes*, and *Washington Monthly* as one of the nation’s “Best Colleges,” and New York State has designated CCNY as a Green College noted for its “legacy of excellence [that] defines the College’s sustainability program”.

Supporting these students are 1,547 full-time and 1,464 part-time employees.

Table 2.0.3: CCNY Full- and Part-time Employees by Category (Fall 2016)

Title	Full-time Employees	Part-time Employees	Total
Faculty	594	874	1468
Administrative and Support Staff	953	590	1543
Total	1547	1464	3011

Source: CCNY HR Data

Of the full-time professorial faculty employed in Fall 2016, 80 percent are tenured. The Professional Staff Congress (PSC) is the collective bargaining agency that represents full- and part-time CUNY faculty

and certain full-time titles within the Higher Education Officer series; and it negotiates the terms and conditions of employment with University management. In 2016, PSC and CUNY reached a tentative contract that ended many years of negotiation. According to the agreement, CUNY faculty and professional staff—who worked without raises or a new contract for more than six years—were guaranteed 10 percent salary increases over the span of the seven-year contract, which was retroactive to October 2010 and expired in November 2017. In Fall 2016, PSC members received signing bonuses, and retroactive payments were released in Spring 2017. The new contract also effected significant structural changes that "fortify" working and learning conditions at CUNY by providing faculty more time to work with individual students. It also established a new system of multi-year appointments for adjunct faculty, thus allowing thousands of CUNY instructors, paid by the course, to offer greater academic continuity to their students. Similarly, CUNY professional staff, under terms of the new pact, received opportunities for advances in pay and title.

Although lagging behind the diversity of the student body, the College has enhanced diversity among the faculty and staff, as described in the other sections of this self-study—particularly in Standard III. However, the College recognizes that it must continue to work towards achieving racial and gender balances in the full-time faculty. In Fall 2016, 39 percent of full-time faculty were women, and 32 percent identified with one or more minority ethnicities or races.

Table 2.0.4: Faculty by Title, Gender, and Ethnicity/Race (Fall 2016)

Title		Black	Hispanic	Asian	Amer Ind	Pacific Is	White	Total
Full Time	F	23	31	25			150	229
	M	22	21	62	1		259	365
Part Time	F	61	51	60			234	406
	M	46	46	78	1	1	296	468
Total		152	149	225	2	1	939	1468

Source: CCNY HR Data

To cultivate an environment that promotes genuine pride in teaching, scholarship, service, and affiliation, the College identified several major aims, including a determination to address disparities in the professional experiences of individual faculty members, assurance of consistency in the application of tenure and promotion guidelines, and promotion of mentoring between senior and junior faculty. Since 2010, in response to faculty requests and suggestions, the College introduced multiple faculty initiatives including:

- The distribution of the *CCNY Faculty Handbook* (Digital Archive);
- The *CCNY Handbook for Chairs* (Digital Archive);
- Updated workload guidelines, which now acknowledge the mentoring of students;
- The establishment of City SEEDS Grants;
- Mentoring Award in Education, Humanities and the Arts, Interdisciplinary Arts, and Social Sciences;
- Mentoring Award for Architecture, Biomedical Education, Engineering, and Science;
- President’s Award for Outstanding Service;
- President’s Award for Excellence in Scholarship, Teaching, and Student Success;
- Provost’s Prize for Pedagogical and Curricular Innovation;
- Negotiated an extension of the paid-parent leave agreement.

Over the last decade, faculty productivity in creative activity, research, and scholarship has increased. External research awards, too, have been significant.

Table 2.0.5: Average number of pieces of scholarship/creative activity per faculty (annual)

	2011	2012	2013	2014	2015
City	1.7	2.2	1.9	2.3	2.2
Hunter	1.5	1.5	1.6	1.8	2.1
John Jay	0.5	1.2	1.2	1.5	1.9
Queens	2.3	2.2	2.1	2.3	1.9
Senior College Average	1.3	1.5	1.4	1.6	1.6
Lehman	1.1	1.4	1.2	1.1	1.2
Baruch	0.7	0.8	0.9	0.7	1.1
Brooklyn	1.0	1.0	1.0	1.5	1.0
York	0.6	1.1	0.8	0.8	0.8

Source: University Performance Management Process 2015-16 Year-End Report

Table 2.0.6: Total number of funded research grants (Annual)

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
City	218	189	204	215	217
Hunter	202	164	154	152	163
Queens	86	80	70	69	58
John Jay	53	48	53	50	57
Brooklyn	57	48	48	45	52
Lehman	18	16	22	28	33
Baruch	36	31	40	38	28
York	15	9	6	10	12
Senior College Total	685	585	597	607	620

Source: University Performance Management Process 2015-16 Year-End Report

In addition to its professional schools and the College of Liberal Arts and Sciences, CCNY has eighteen multidisciplinary centers and institutes that support intellectual development and the creation of new knowledge. Many are CUNY centers with CCNY as the lead institution. Funded by prestigious and highly competitive grants as well as by investments from the university, they offer advanced research education to students at the undergraduate, master's, and doctoral levels.

- Benjamin Levich Institute for Physico-Chemical Hydrodynamics
- Center for Algorithms And Interactive Scientific Software (CAISS)
- Center for Advanced Engineering Design and Development (CAEDD)
- Center for Analysis Of Structures And Interfaces (CASI)
- Center for Exploitation Of Nanostructures In Sensors And Energy Systems (CENSES)
- Center for Film, Journalism and Interactive Media (The Documentary Forum)
- Center for Information Networking And Telecommunications (CINT)
- Center for Metamaterials
- CUNY Dominican Studies Institute
- CUNY Energy Institute
- CUNY Institute for Macromolecular Assemblies
- Institute for Municipal Waste Research

- CUNY Institute for Transportation Systems
- CUNY Institute for Urban Systems (CIUS)
- Institute for Ultrafast Spectroscopy And Lasers (IUSL)
- New York Center for Biomedical Engineering (NYCBE)
- NOAA-Cooperative Remote Sensing Science And Technology
- Research Center for Minority Institutions (RCMI)
- University Transportation Research Center (UTRC)

Other centers include the Charles B. Rangel Center at City College, which offers inter-related programs designed to support student achievement and advances research on issues related to diversity in public service; and the Simon H. Rifkind Center for the Humanities and the Arts, which supports interdisciplinary scholarly exchange; faculty research; fellowships; guest speakers; conferences; and other cultural and intellectual activities. A complete listing of the centers and institutes housed at CCNY appears in the Digital Archive.

2.1 Major Achievements and Challenges Since the Periodic Review Report

2.1.1. New Academic Units, Centers, and Programs

Sophie Davis Biomedical Education Program/CUNY School of Medicine (2016)

At its February 2016 session, the MSCHE Executive Committee for Substantive Change acknowledged “receipt of [CCNY’s] substantive change request to include the Doctor of Medicine degree within the scope of the institution’s accreditation”. The College’s current entry in the [MSCHE Institution Directory](#) reflects this change, and an updated assessment of the [Sophie Davis Biomedical Education Program/CUNY School of Medicine](#)’s BS/MD program and confirmation of continuing accreditation by the [Liaison Committee on Medical Education](#) (LCME) are provided in section 3.3.1 of this report.

Center for Discovery and Innovation (2015)

The [City College Center for Discovery and Innovation](#) (CDI) opened in 2015 and features approximately 100,000 square feet (net) of assignable space for collaborative research in four major interdisciplinary clusters: materials research, neuroscience, organic chemistry, and structural biology. The facility, designed for optimal research functionality and collaboration, is a magnet for regional, national, and international researchers and serves as a hub of interdisciplinary learning for students and faculty, successfully relocated to the CDI. An assessment of its early achievements and contributions to the intellectual life of the campus appears in section 3.5.2 of this report.

CUNY Pathways Initiative (2013)

In fall 2013, CUNY implemented the Pathways initiative across its undergraduate colleges. This new system of general education curriculum and revised transfer guidelines reinforce educational excellence while ensuring seamless transfer opportunities to undergraduate students across the university. The centerpiece of this initiative is a 30-credit [Common Core](#), with each CUNY college also requiring the baccalaureate-degree student to complete another six to twelve credits of general education course work ([College Option](#)). Additionally, Pathways has aligned specific [gateway courses](#) leading to the most popular undergraduate majors. At CCNY, the impact study of the Pathways Initiative at CCNY is ongoing, and its outcomes assessment is presented in section 3.5.2 of this report.

Colin Powell School for Civic and Global Leadership (2013)

Immediately prior to CCNY's submission of its *2013 Periodic Review Report* to MSCHE, the CUNY Board of Trustees approved the renaming of the Division of Social Science after General Colin L. Powell (Ret.), one of the institution's most highly respected and engaged alumni. Inspired by Gen. Powell's career in public service, the mission of the school is "to transform students, faculty, communities, and the traditional university experience by adopting problem-based approaches to education". A description of its programming, engagement with other CCNY units, and assessment of its effectiveness is provided in section 3.5.2 of this report.

Branding + Integrated Communications (BIC) Graduate Program (2013)

The Department of Media and Communication Arts admitted its first cohort of graduate students into its new Master's degree program in [Branding + Integrated Communications](#) in fall 2013. The 36-credit, portfolio-driven program was created with the guidance, insight, and support of significant individuals in New York City's advertising and public relations community. An outcomes assessment of this program will appear in section 3.5.2 of this report.

CUNY Reserve Officers' Training Corps (2013)

After a four-decade absence, the Reserve Officers' Training Corps (ROTC) returned to CCNY in 2013. The college serves as the headquarters for the new [CUNY-wide ROTC program](#), offering rigorous academics and training for leadership in the armed services to students from all university campuses. ROTC students complete 24 elective credits as part of the traditional baccalaureate degree program. Currently, 133 students from seventeen CUNY campuses are enrolled in the program, and the US Department of Defense continues to recognize the program for its excellence.

CUNY Zahn Innovation Center at CCNY (2012)

Supported in part by a \$1 million gift from the [Moxie Foundation](#), founded by CCNY alumnus Irwin Zahn, the [Zahn Innovation Center](#) at CCNY opened in 2012. Available to students, faculty, and alumni entrepreneurs, as well as to some entrepreneurs from outside the College, it serves as a start-up incubator for both technology-enabled initiatives and social impact ventures. An assessment of its performance is provided in section 3.5.1 of this report.

J. Max Bond Center on Design for the Just City at CCNY (2012)

To architect J. Max Bond, Jr. (1935-2009), social equity was a core value, as was design integrity. The [J. Max Bond Center on Design for the Just City](#) at CCNY is committed to advancing his vision through collaborative faculty research projects, urban design advocacy and projects, leadership development, and educational programs at its home within the Spitzer School of Architecture. In keeping with the College's mission, the Bond Center is a reimagining of the City College Architecture Center (CCAC) that operated in the 1980s and 1990s primarily as a *pro bono* architecture and planning service for the Harlem community.

2.1.2 Other Strategic Initiatives

Adoption of the CUNYfirst Business Systems

CUNYfirst, or the *Fully Integrated Resources and Services Tool*, is transforming the way that the university and its colleges manage multiple processes, including student administration, human resources, and finance. Implemented across the university in phases, the new CUNYfirst applications streamlined and standardized activities by replacing aging legacy systems, such as SIMS (Student Information Management System) and CUPS (CUNY Personnel System).

Council for Inclusive Excellence

In 2011, the president charged sixteen administrators and faculty—the President’s Council for Inclusive Excellence—to assess faculty diversity and institutional inclusiveness at CCNY. The product of its one-year study, [*Report of the President’s Council on Inclusion and Excellence*](#) (September 2012), focuses on full-time faculty; identifies eight goals and multiple strategies for their achievement; and discusses over thirty major findings supported by extensive data.

Fundraising

In the *2013 Periodic Review Report* (4.2 Research and Philanthropic Funding), CCNY stated its determination to “increase fundraising to \$46 million annually, with additional gifts to support the Colin Powell School and the proposed medical school”. Current examination of the past few years reveal that fundraising fell far short of these targets, and perhaps most importantly, the apparatus for managing our philanthropy was badly under-developed and consequently missed myriad development opportunities. Rebuilding our development operation is a major priority of the College’s new administration. Moreover, the College is currently in the middle of an effort, long pursued by a series of CCNY administrations, to consolidate our two foundations into a single entity, capable of mounting a more coordinated and strategic development effort.

Capital Projects

Since submitting its *2013 Periodic Review Report*, CCNY has completed a significant number of capital projects: the J. Max Bond Center for a Just City in the Bernard and Anne Spitzer School of Architecture facility; redesigned and refurbished instructional and office spaces for the Department of Art; the Department of Media and Communication Arts; renovations in Shepard Hall 350/450 for the Colin Powell School for Civic and Global Leadership; Public Service Management Program; Skadden, Arps Honors Program in Legal Studies suite; Grove School of Engineering; TECH Center; Shepard Hall (exterior); Center for Discovery and Innovation; and many classrooms, small computer labs, and lecture halls.

As explained in the *2013 Periodic Review Report* (3.10 Facilities), CCNY is now using “CUNY, institutional, and external funding to support numerous capital projects, North Academic Center, and Shepard Hall”. An update on all post-2013 projects is provided in section 3.6.3 of this report.

2.2 The Self-study Process at the City College of New York

Immediately following the submission of the Periodic Review Report in 2013, CCNY’s MSCHE Liaison and her team began preliminary preparations for the decennial review: reading pertinent MSCHE publications, developing CCNY-specific materials, compiling a list of prospective members of the steering committee and working groups, and attending the MSCHE Self-study Institute (November 2015).

In December 2015, the president and the provost refined the list of prospective steering committee members, and the president’s letters of invitation were released. Next, the representative steering committee met to review recommendations for working group membership, and, with the approval of the co-chairs of the eight working groups, additional letters of invitation were issued. The full membership of the steering committee and the working groups appears in the Digital Archives.

In 2015, the team also readied and submitted a Substantive Change Request: New Degree/Credential Level for the transformation of the Sophie Davis School of Biomedical Education (SDSBE) into the CUNY School of Medicine at CCNY, with the St. Barnabas Hospital/Health System (SBH/HS) as the clinical partner (Digital Archive). MSCHE approved this request, with the understanding that an updated assessment of CUNY School of Medicine’s BS/MD program, as well as confirmation of continuing accreditation by the

Liaison Committee on Medical Education (LCME), would be provided as part of CCNY's Self-study Report in 2018 (Digital Archive).

At the time of the Self-study Design document, the steering committee was comprised of 24 individuals: two co-chairs overseeing the committee and two or more co-chairs guiding each of the eight working groups (Standards for Accreditation I-VII and Verification of Compliance). Their appointment and oversight ensure that all constituencies are represented; all areas and procedures are studied; and all institutional resources are available to the committee and the eight working groups.

Of the eight working groups, seven are responsible for the evaluation of the revised Standards of Affiliation I through VII; the eighth group is dedicated to the verification of compliance with federal and state regulations. In January 2016, the provost and the senior associate provost met with the steering committee to provide an overview of the self-study process to assure that the report would:

- identify and articulate clear, constructive recommendations;
- align the new MSCHE Standards for Accreditation and Requirements of Affiliation with the College's mission and proposed strategic plan; and
- integrate with other institutional planning and renewal processes.

Each of the working groups was to investigate CCNY's performance with respect to its assigned Standard and all associated criteria, as well as the associated Requirements of Affiliation. Through Spring 2016 and Fall 2016, the steering committee co-chairs scheduled a series of meetings for the full committee, and they met individually with the co-chairs of the working groups. The working groups also maintained regular meetings and communication schedules to advance their work. An online forum and document repository was configured with assistance from the Office of Information Technology, using Microsoft® SharePoint®. During the development of the self-study report, this site was available only to the members of the steering committee and the working groups. They were able to review official MSCHE publications; the CCNY Self-study Design (2016), which included the preliminary Document Roadmap (Digital Archive); the CCNY Periodic Review Report (2013) (Digital Archive); the CCNY Self-study Report (2008) (Digital Archive); and other pertinent materials. In addition, they were able to add new documents and drafts of their sections to specific folders. To avoid conflicting draft versions, editing privileges were given to the steering committee and the co-chairs of the working groups. Once the steering committee approved the circulation draft, all CCNY administrators, faculty, students, and staff with valid CCNY email addresses were able to examine the document and send comments and suggestions via email to osap@ccny.cuny.edu.

CCNY chose the comprehensive model for its self-study, trusting that this thorough approach would ensure campus-wide assessment of priorities, planning, and resource allocation in support of institutional mission and goals; and alignment and agreement with each of the revised Standards for Accreditation, Requirements of Affiliation, and compliance with federal and state requirements. Specifically, CCNY used the self-study process to:

- meet and exceed the Standards;
- engage in intentional self-reflection to strengthen both the institution and the campus community;
- collect, analyze, and disseminate institutional data to foster a culture of continuous improvement;
- nurture future CCNY leaders through their involvement in the working groups; and
- develop explicit plans to realize the promise of the pending strategic plan.

The College's professional schools are subject to other rigorous external reviews, including the National Architectural Accrediting Board (NAAB), the American Society of Landscape Architects (ASLA), the Accreditation Board for Engineering and Technology (ABET), the Liaison Committee on Medical Education (LCME), and the Council for the Accreditation of Educator Preparation (CAEP). However, we believe that by engaging in an inclusive self-study to measure the effectiveness of academic, administrative, and institutional programs and processes, the CCNY community will have a better understanding of its status and future needs.

Following the resignation of CCNY's former president in October 2016 and a change in the MSCHE evaluation team chair in Summer 2017, the original self-study timeline presented in the self-study design was adjusted on advice from MSCHE Vice President Heather Perfetti. MSCHE identified a new evaluation team chair in August 2017.

2.3 Intended Outcomes of the Self-study Process

To achieve a productive self-analysis and to contribute to its continuing renewal, CCNY identified the following major outcomes for the self-study process:

1. meet and exceed the Standards for Accreditation, Requirements for Affiliation, and federal and state compliance;
2. create a concise, constructive document that complements and advances the College's approved strategic framework, and that serves as the foundation for on-going institutional planning and assessment;
3. leverage the activities of the MSCHE working groups to determine specific short- and long-term activities and phased implementation plans;
4. determine how institutional mission and defined goals drive academic allocations, comprehensive planning, and effective, ethical operations;
5. contribute to the expansion and generation of new academic programs in emerging fields and alternate delivery modes;
6. spur entrepreneurship and innovation among the College's faculty and students; and
7. enhance the College's reputation as one of the most diverse institutions by maintaining a respectful campus environment and by executing an innovative and determined recruitment initiative in new and domestic and international markets.

In October 2016, the president of the College resigned unexpectedly, and an interim president and interim provost led the institution until December 2017 at which time, the interim president, Dr. Vincent Boudreau, received his appointment as the college's permanent president. The provost continues to serve on an interim basis.

Reference Notation for the Self-study Report

The CCNY Steering Committee adopted the following notational conventions for references in the self-study document:

- Entries in the Table of Contents are [hyperlinked](#) to their actual locations in the self-study report. For example, [2. Introduction](#) links to Section 2: Introduction. Similarly, sub-heading [2.0.1 Overview of the College](#) links to sub-section 2.0.1 in the narrative.
- There are [hyperlinks](#) to referenced locations and items embedded in the chapters, sections, appendices, and the Digital Archive. For example, in the narrative for a particular Standard may refer to a related discussion in another chapter, e.g., [3.4 Standard IV: Support of the Student Experience](#).
- Because MSCHE specified a page limit for the appendices, short documents or extracts from lengthier ones have been included in the appendices, e.g., (Appendix [A1](#)).
- Large documents, such as the [CCNY Self-study Design \(2016\)](#), have been placed in the Digital Archive and noted, e.g., (Digital Archive [4.1](#)).
- As per MSCHE, references to external websites have been avoided.

3. Standards for Accreditation and Requirements of Affiliation

3.1 Standard I: Mission & 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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
 - a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
 - b. address external as well as internal contexts and constituencies;
 - c. are approved and supported by the governing body;
 - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
 - f. are publicized and widely known by the institution's internal stakeholders;
 - g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by
4. administrative, educational, and student support programs and services; and are consistent with institutional mission; and
5. periodic assessment of mission and goals to ensure they are relevant and achievable.

3.1.1 Mission Statement

The City College Mission Statement serves as the platform for the five broad goals of the College's Strategic Framework and provides the institution's road map for measuring and assessing effectiveness. (Appendix G1).

Mission

The City College of New York, the flagship college of The City University of New York, is a comprehensive teaching, research, creative, and service institution dedicated to access and excellence in undergraduate and graduate education. The College requires a demonstrated potential for admission and a high level of accomplishment for graduation and provides a diverse student community with opportunities to excel academically, creatively, and professionally in the liberal arts and sciences and in professional fields, such as engineering, education, architecture, and medical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research and creativity. As a public university with public purposes, it also contributes to the cultural, social, and economic life of New York, the nation, and the world.

The Framework strives to fulfill CCNY's commitment to transform the learning experience of students within and outside the classroom. Its goals seek to improve and modernize the services and educational infrastructure they need to thrive, foster undergraduate and graduate student research, and promote a rich intellectual environment for faculty, students, and staff, making a premier education available to a diverse student community at a reasonable cost. To achieve these objectives, over the next five years CCNY will focus on the following goals:

- **Ensure student success**

CCNY will enhance educational experience of students by expanding opportunities for undergraduate and graduate research and internships; integrating classroom learning with experiential learning in laboratories, industry, business, schools, and cultural and social services organizations; creating new academic majors that reflect the importance of interdisciplinary learning; increasing the availability of learning experiences outside of New York City; and improving student support services, such as academic advising, financial aid counseling, registration, and tutoring. In addition, the effectiveness of engagement through student clubs and sports will be assessed.

- **Promote Research, Scholarship, and Creativity**

CCNY will undertake a number of major academic initiatives. They will be supported by philanthropic fundraising and will strengthen the College's national and international reputation in teaching, research, and the creative arts.

- **Enhance diversity**

CCNY will work to preserve the diversity of its student body and increase the diversity of its faculty.

- **Craft a financial model for the 21st century**

CCNY will work with the City University of New York (CUNY) and New York State, CCNY to secure a budget that supports effectively its comprehensive mix of liberal art and sciences and professional schools. The college will also review and renovate its business practices, including purchasing, facilities, faculty support, and student services.

- **Preserve, restore, and develop the campus**

CCNY will develop a master plan for its main campus to better support its educational, research, and creative mission and to build a greater sense of community.

3.1.2 Historic Mission

City College was the first public institution of higher education in the United States, established as the Free Academy in 1847 by a New York State referendum. As such, it has a unique and strong historical mission. City College was the foundation of the City University of New York (CUNY), which incorporated CCNY when CUNY was established in 1961. CUNY has since developed into a 24-campus institution enrolling over 270,000 students, making it the third largest university system in the United States. The mission to educate the underserved remains a core element of City College's mission, enacted today both in the broadly diverse student body, many born outside of the United States or the first in their families to attend college, and in the college's virtually unrivaled success, nationally, in promoting social mobility for those who study in its classrooms.

City College possesses a unique identity within the City University system: in addition to longstanding strengths in humanities, the arts and the social sciences, it has the University's only engineering program, its only school of architecture, and the University's strongest science programs. Our storied history in science, technology, engineering, and mathematics (STEM) is part of our own self-identity and enhances our reputation in New York City and the United States. These fields remain areas of vibrant growth and development, in spite of the lack of robust funding from New York State, which has been a longstanding impediment for the entire City University of New York system; funding has declined by 28 percent since 1990. This decline has made City College more dependent on tuition revenues, and fluctuations in these revenues may be impediments to implementing long-term plans. In addition, our endowment, currently \$262.4 million, is modest when compared to schools with comparable enrollments, and further limits the implementation of costly initiatives.

In 2016 the college converted its Sophie Davis School of Biomedical Education, which previously offered only undergraduate coursework at the pre-medical level and a physician's assistant program at the graduate level, into the CUNY Medical School, which provides the complete course of study (in partnership with the St. Barnabas Hospital system) leading to the Medical Doctor (MD) degree. Offered at a reasonable cost to students, with the motto, "Serving the underserved," the school seeks to redress the shortage of primary care physicians in this country and the shortage of African-American, Hispanic, and other underrepresented minority medical professionals in inner cities.

With MD, Engineering and Clinical Psychology PhD programs offered on our own campus, and labs that form the backbone of CUNY's PhD programs in the sciences, City College has a presence in graduate education and research that makes it distinctive within the CUNY system. CCNY's faculty is the most research-productive in the CUNY system. In FY 2016, City College faculty held 217 research grants (CUNY PMP University Data Book 2015-16) totaling \$51,725,900—more than any other senior college in the CUNY system (Figure 3.6.1). In the 2015-16 academic year, each full-time faculty member at CCNY produced an average of 2.2 pieces of scholarship or creative activity (up from 1.7 in 2011). (The CUNY senior college average in 2015-16 was 1.6.) Accordingly, City College provides students with multiple opportunities to work closely with faculty who are active researchers, scholars, professional practitioners, and creative artists.

Our historic mission of "access to excellence"—a phrase that was central to our 2001 Strategic Plan and that remains in common use among faculty—is universally understood in the college community, and the College takes seriously the challenges of living up to this charge in the 21st century.

Development of Our Current Statement of Mission and Goals

The College's current Mission and Goals statement is the result of a process that involved both external and internal constituencies to consider the College's responsibilities to all its students, as well as to the local community, and global communities of knowledge and creativity. In 2013, four committees, composed of faculty, administrators, and staff focused on the themes of Academic Prosperity, Student Success, Financial Health, and Fostering a Culture of Excellence, and generated detailed assessments of the state of the college, including recommendations for improvement. A Senior Advisory committee included all of the College's administrative leadership, and a Steering Committee included leaders from the student body, the administration, the faculty, the alumni association, the College's foundation boards, and the community. These committees generated numerous documents, including drafts of strategic plans and public-facing documents that were discussed and developed through conversations among the academic deans and in the Faculty Senate. These ended with a document titled Vantage Point 2022, which, at the time of President Coico's resignation in October 2016, had not yet been ratified by Faculty Governance. The interim administration, under the leadership of Dr. Vincent Boudreau, (now confirmed as President of City College) welcomed the participation of faculty governance in revising and updating this document, and a committee was formed by the Faculty Senate for that purpose. The resulting Strategic Framework draft was widely circulated for suggestions from the college community, further revised, and approved by the Faculty Senate on April 27th, 2017. As the minutes of the Faculty Senate represent the document, it "represents an important first step in establishing a sense of the College's path forward, and . . . the document outline[s] a series of concrete goals but . . . there could be debate on how to achieve those goals; such specifics would be key to the next stage of planning. The document . . . is a framework document" (Minutes of Faculty Senate Plenary, 27 April 2017).

The Strategic Framework has been distributed to all of the College's constituencies and is available on the College website.

The Strategic Framework remains true to the College's historical core purpose as it recognizes and addresses the very real administrative and economic challenges the College currently faces and must overcome to continue to succeed. It sets agendas in the following areas of student success: promoting research, scholarship and creativity; enhancing diversity; developing a financial model; and improving our physical plant.

The College currently stands at a point of critical transition. CCNY's 13th President, Vincent Boudreau, was named on December 4th, 2017. After serving in that position in an interim capacity, President Boudreau now has the responsibility to articulate a vision for the College. Towards that end, Dr. Boudreau convened the Task Force on the Future of City College, to evaluate the future of the institution. The President's charge to the Task Force is to "examine the contours of CCNY as it currently stands, reconstruct the decisions and commitments that brought us to this point, and (most importantly) think about how we can sustainably chart a course for the College's future". (Appendix G2)

3.1.3 Support for Our Mission

The ways in which the mission guides the work of faculty, administration, staff, and governing structures, and defines the College's institutional outcomes is particularly evident in the following areas:

Ensure Access

True to its mission of providing access to excellence, City College provides a high-quality, low-cost education to students who might otherwise be unable able to afford one. For full-time New York State residents, the undergraduate tuition for the 2016-17 academic year was \$3,165 per semester, and the tuition costs of the College's graduate and professional programs, including our newest programs—the Master of Professional Studies in Branding and Integrated Communications and the Doctor of Medicine (MD)—are well below those of other comparable programs in New York City. By providing outstanding opportunities at the undergraduate, masters, and, in some fields, Doctoral level, the College remains a leader in addressing historic social inequities.

In October 2017, City College placed second on the Chronicle of Higher Education's ranking of public U.S. campuses that provide low-income students with social mobility. This part of the mission has become particularly important given rising concerns of late about growing socioeconomic inequality in American society and its pernicious effects on social mobility. Moreover, for 170 years, City College has educated students to be informed, critical thinkers—participants and leaders in a democratic society.

Ensure Student Success

City College maintains a commitment to empower students to realize their personal and professional aspirations by providing a broad range of student support services. Included among these are the Writing Center, Gateway Academic Center, the New Student Experience Center, the AccessAbility Center/Student Disability Services, the Office of Veterans Affairs, and the Student Support Services Program. (Additional details about many of these programs are in Standard IV).

These efforts and others have helped to effect a positive change in the College's six-year baccalaureate graduation rate for full-time first-time freshmen (completed at college of entry) from the years 2010 to 2016. For 2010 entrants the graduate rate is currently 46.9%, up from 35% at the time of the last decennial report, and up from 42% at the submission of the last periodic review report (2013). Six-year graduation rates for baccalaureate full-time first-time freshmen (completed anywhere) is 56.9%.

The College works assiduously to support students across the academic spectrum, from our highest achievers to those in most need of academic and social interventions. On the one hand, CCNY has a broad range of programs, often funded by philanthropic resources, that provides extraordinary research, service, travel, and study opportunities for our highest achieving students. On the other, recognizing that among our demographic, a student's past performance may not be the true indicator of the student's potential, the College offers a number of programs designed to identify, support and develop the inherent ability in students who may not have a record for the highest achievement. Importantly, valedictorians and salutatorians (both college wide and representing individual schools) have come from both kinds of programs.

City College College's students have extraordinary achievements to their name. Examples of prestigious awards that City College students have achieved since 2010 include the following: Truman Scholarships (2), Fulbright Scholarships (2), National Foundation Fellowships (3), Thomas R. Pickering Foreign Affairs Fellowship (1), DAAD Rise (1), Emerson National Hunger Fellowship (1), White House Fellowship (1), NATO Fellowship (1), Benjamin A. Gilman International Scholarship (1) and, Immigration Justice Corp Community Fellowship (1). A number of other students have been finalists in these and other prestigious competitions such as the Carnegie Junior Fellows Program.

City College continues to expand opportunities for underserved students. In 2015, CCNY was designated a CUNY Service Corps institution. The Corps serves as a pipeline to New York City's public sector for eligible students, offering them paid work experiences in community-based organizations and government agencies. Participants reflect the demographics—ethnic/racial and socio-economic—of New

York City, and the Corps coordinates intensive training to students prior to their deployment, on-going professional development for the participants and their on-site supervisors, and data-driven program management and assessment. In its first year, CCNY selected 130 students from among 250 applicants.

In addition to academic support, the College, over the past 20 years has seen an influx of philanthropic resources, particularly in the form of direct scholarships to students. In fact, we often have difficulty allocating full scholarships to eligible students because many of our students, especially those in academically rigorous programs, receive more than they require from multiple sources, including philanthropy and state and federal aid programs.

Table 3.1.1: Scholarship Dollars awarded by Academic Year

Academic Year	Disbursed	# of Students
F2011- S2012	\$2,257,587.51	1312
F2012- S2013	\$6,669,599.25	3194
F2013- S2014	\$6,537,619.08	3096
F2014- S2015	\$7,060,801.22	3658
F2015- S2016	\$7,095,256.31	3305
F2016- S2017	\$5,748,376.81	3040
F2017- S2018	\$4,227,574.44	1813

Source: CCNY Scholarship Office

The College, however, has an ongoing need to develop additional philanthropic resources to support more needs-based and emergency funds awards. These funds will enable us to provide financial and educational resources for students to study abroad, work in internships and utilize opportunities to prepare themselves for graduate school. With over 15,000 students on campus, we know from both data and anecdotally that when we provide our students with comprehensive financial support, they go on to earn higher grades, engage more fully in campus life and begin to think of themselves as partners with the College. Our findings also demonstrate that these supports are particularly effective for first generation students, or those students for whom financial pressures may impede their academic progress.

Curriculum and Educational Outcomes

In 2013, City College implemented the CUNY-wide “Pathways” General Education curriculum. Because Pathways was designed to encourage and enable students to transfer from one college to another within the CUNY system, including from the community colleges to the senior colleges, it required some reconfiguration of the existing General Education curriculum. The Pathways curriculum, through its requirements and a range of choices, supports the College’s mission to provide the student body with “opportunities to excel academically, creatively, and professionally in the liberal arts and sciences” by introducing them to different areas of knowledge while helping them develop fundamental competencies, such as communication, critical thinking, research and quantitative skills.

Two key elements of the General Education experience were designed to encourage student-directed inquiry and student engagement, with the aim of improving student success and retention. First, students are able to self-select courses based on their interests, and do not need to defer pursuing their particular passions until the later years of their undergraduate coursework. Second, the Freshman Inquiry Writing seminar (FIQWS), a linked pair of courses, allows students to practice writing skills while engaged in a seminar on a stimulating topic. As a 6-hour course, FIQWS fosters student learning communities that promote student success. A December 2016 focus group of students that explored their general education

experiences revealed that students appreciate the opportunity to explore a variety of fields and prefer small classes over large lecture-driven courses.

In addition to student support services and the implementation of Pathways, co-curricular experiences further support student learning, and CCNY offers students a variety of co-curricular activities designed to help students integrate their classroom study with a broader understanding of the world. Study Abroad Programs enrich their preparation for multicultural settings and a globalized economy. Leadership and service programs across the different disciplines prepare our students to play vital roles in the world they will graduate into. Internship programs and programs that develop other professional and entrepreneurial competencies build bridges between the campus and the professional world, bridges that our students often seriously need. The CCNY Office of Study Abroad offers over thirty regular semester, winter, and summer programs in Europe, Africa, Asia and South America. These study-abroad opportunities enrich the students' college experience and broaden the curriculum. CCNY also offers International Service-Learning programs through which students intern in countries with communities in need that can offer an enriching environment of collaboration. In 2016-2017, 479 City College students participated in Study Abroad experiences through the Study Abroad Office as compared to 100 students in 2013.

Promote Creativity, scholarship, and research

City College students have the opportunity to work with top-notch faculty. Major initiatives to foster research at CCNY include the establishment of the Colin Powell School for Civic and Global Leadership in 2013 and the opening of the \$700-million-dollar Advanced Science Research Center and Center for Discovery and Innovation on the College's south campus in 2014 and 2105, both dedicated to cutting-edge research in the sciences. These innovative changes have allowed the College to recruit excellent faculty in various disciplines.

In addition, the College has developed programs that allow students to work closely with faculty. The Biology Department and the Chemistry & Biochemistry Department have developed NSF-sponsored programs to enable undergraduates to participate in faculty research during the summer. This model of student-faculty engagement has been broadened at City College with the development of ORCA (Opportunities in Research and Creative Activity), a program that aims to involve undergraduates in the research, scholarship, and creative work of faculty college-wide. The Zahn Innovation Center is a startup incubator which offers co-working space and other resources to participants such as: annual competitions, startup boot-camp, pro-bono mentorship services, networking opportunities, and prototype developing facilities. It aims to encourage CCNY students to "approach their education as "change-makers" and to provide them with transformational learning experiences that have practical applications. The Zahn Innovation Center enables students to collaborate with staff and faculty who are developing startup ideas, and bring them to fruition. The Center offers \$150,000 in annual prizes and has created about 100 internships and earned around \$6 million in revenue.

Diversity

Today, City College educates a substantial number of students who are immigrants or first-generation Americans. As First Lady Michelle Obama said to graduates at the 2016 Commencement: "You represent just about every possible background — every color and culture, every faith and walk of life. And you've taken so many different paths to this moment". She described the "stories that have converged here at City College, this dynamic, inclusive place where you all have had the chance to really get to know each other, to listen to each other's languages, to enjoy each other's food . . . music, and holidays. Debating each other's ideas, pushing each other to question old assumptions and consider new perspectives".

In Fall 2015, the College's undergraduate population was 32.57% Hispanic, 28.26% Asian or Pacific Islander, 20.24% Black, 18.73% White, and .20% American Indian or Native Alaskan. The graduate student community in Fall 2015 was 23.05% Hispanic, 21.19% Black, 37.06% White, 18.59% Asian or Pacific Islander, and .12% American Indian or Native Alaskan. (Institutional Enrollment tables). 47% of City College students come from households with an income less than \$30,000 annually (2014 Student Experience Survey). In fact, in 2017 *US News and World Report* ranked the College second for racial and ethnic diversity among regional universities in the North.

3.1.4 Recommendations

The historical dual mission of access and excellence continues to present challenges in the current fiscal environment. On the one hand, the college is committed to maintaining access to students by keeping tuition affordable, enabling first generation students and those from under-represented communities to achieve the social mobility that success at CCNY has always enabled. On the other hand the College must focus on allocating resources so that those programs currently realizing the mission through successful student outcomes can grow and thrive.

- CCNY has relied principally on government funding to achieve its mission. Like other top public universities, CCNY must develop an effective strategy for increasing the value of its endowment, which is wholly inadequate in relation to both the College's current needs and its ambitions.
- As part of its regular annual assessment work, the College should study the retention and graduation rates of different fields of study, isolating students from different admissions categories, from different ethnic backgrounds, and from different socioeconomic backgrounds, to identify areas for improvement and to assess whether the College is providing "access to excellence," the core of its mission.
- The College must remain committed to recruiting and retaining a diverse faculty and staff across all units and in central administration, and to increasing support and opportunities for the diverse student body it currently serves.

3.2 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.

Criteria

1. An accredited institution possesses and demonstrates the following attributes or activities:
2. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
3. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;
4. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;
5. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;
6. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;
7. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices as well as in internal communications;
8. as appropriate to its mission, services or programs in place:
 - a. to promote affordability and accessibility
 - b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
9. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
 - a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
 - b. the institution's compliance with the Commission's Requirements of Affiliation;
 - c. substantive change affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
 - d. the institution's compliance with the Commission's policies; and
10. periodic assessment of the ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

The City College of New York (CCNY) is dedicated to promoting an environment in which the highest standards of ethics and integrity are clearly articulated and observed. To guarantee this, CCNY abides by an array of policies developed by the City University of New York (CUNY), the College, reflecting a strong tradition of faculty governance, and by others, including the Professional Staff Congress (PSC-CUNY), external accrediting bodies, and city, state, and federal governments. These policies not only provide a code of conduct for the institution but also for its individual members by defining and describing processes related to: communications; diversity, equality, and non-discrimination; sexual harassment, domestic and workplace violence; academic freedom and integrity; conflict of interest; financial disclosure; and compliance with all applicable policies and regulations. Established and periodically refined by the University and the College, the diverse policies and official statements are available across multiple communication platforms to both the campus community and the general public.

CCNY appreciates that adherence to these policies and procedures is imperative, especially during times of institutional change, such as the recent significant events and administrative transitions affecting the College. In July 2016, the College community learned that the US Attorney for the Eastern District had opened an investigation into the 12th President of the City College's finances, and pursuant to that, undertook broadly to investigate the records of the College and its associated foundations (the 21st Century Foundation and the City College Fund, both not-for-profit corporations that raise funds in support of CCNY). Several months later, CCNY's president resigned, and in November 2016, the New York State Office of the Investigator General (IG) released its interim report about CUNY (Appendix H3 and Digital Archive). Because of the ongoing federal inquiry, "the Inspector General is not [currently] investigating the events surrounding [the CCNY president's] improper spending at this time". To date, neither the US Attorney nor the IG have released findings about CCNY, but the CUNY Board of Trustees approved a resolution at its June 2017 meeting to "reform...Governance and Administrative Policies and Practices to Enhance Transparency and Accountability. It established a standing audit committee, revised the CUNY Foundation Guidelines (Appendix E1), provided a model memorandum of agreement, authorized the renegotiation of the agreement between CUNY and the Research Foundation of CUNY, amended the CUNY Guidelines on the Use and Reporting of Non-tax Levy Funds (Appendix E1), and adopted executive compensation plan reforms. Further changes are anticipated as the University and CCNY seek to correct the policies and procedures that contributed to the described abuses.

Because of the number of system-wide and college-specific policies, the Standard II Working Group organized its response according to issues affecting the entire College community; those pertaining to faculty and staff; and those concerning students; and those germane to the assessment of and compliance with existing policies and their requirements.

3.2.1 Issues of Ethics and Integrity Affecting the Entire College Community

Dissemination of Institutional Information

Information about CCNY—mission, goals, data, admission, recruitment, programs, operations, policies, and other pertinent material—is communicated through brochures; bulletins; electronic announcements; memoranda, press releases; Web site postings; and presentations at administrative, faculty, staff, and student meetings (Digital Archive). During their development and prior to their release, materials are reviewed by senior administrators to guarantee accuracy and agreement with the institution's policies. Samples of these materials are provided in the online archive associated with this self-study report.

Diversity, Equality, Non-discrimination, Sexual Harassment, and Domestic and Workplace Violence

CCNY continues to stress the importance of diversity, equality, and non-discrimination; as well as the prevention of sexual harassment and domestic and workplace violence to the campus community. In 2012, the College convened the *Council on Inclusion and Excellence*, charged with conducting a campus survey and reviewing best practices in academia. The *Report of the President's Council on Inclusion and Excellence* (Digital Archive)—which identified eight principal goals, including the improvement of the psychological and behavioral climate for inclusion; reduction of inequities; promotion of fairness in faculty personnel actions; increases in the compositional diversity of the faculty and departmental administrations; institutionalization of a culture of inclusion; and creation of an organizational structure to support and sustain goals—was accepted. Among the immediate outcomes were the formation of the *Council on Inclusive Excellence* (2011), comprised of representatives from each school and division, and the creation of the position of Chief Diversity Officer and Dean of Faculty Relations (2013). During the same year, CCNY's president served on the CUNY ad hoc Committee on Strengthening Faculty Diversity, which developed a new CUNY Diversity Action Plan (Digital Archive). The *Council on Inclusive Excellence* met regularly to discuss items of concern. In addition, on April 11, 2014, the Council organized an all-day conference at City College titled: "Creating a Culture of Faculty Inclusive Excellence at City College". This conference featured presentations by Lani Guinier, the first woman of color appointed to a tenured professorship at Harvard Law School, and Dr. Derald Wing Sue, Professor of Psychology and Education, Teachers College, Columbia University and author of "Microaggressions in Everyday Life". These presentations were supplemented with breakout sessions and workshops led by experts and professionals in the areas of unconscious bias.

In addition to the activities of the Council of Inclusive Excellence on campus, in 2014 the City College Faculty Senate established a diversity committee. Since 2014, this committee has been meeting regularly to discuss matters within its purview and brings items to the plenary of the Faculty Senate for consideration. In addition to bringing reports and resolutions to the plenary, on May 15, 2015, the Diversity Committee organized a workshop with Professor Kristy Lane of Bard College to address the topic of unconscious bias.

In 2017, President Vince Boudreau asked the Council of Inclusive Excellence to join the Faculty Senate Diversity Committee and operate within the context of the Faculty Senate. The merger of the two committees was completed in the Fall of 2017 and was enabled by the substantial overlap in membership. During the 2017-2018 academic year, the Faculty Senate Diversity Committee is continuing its important work in addressing issues of inclusion at the College.

Under the supervision of the Chief Diversity Officer, the Office of Diversity and Compliance is responsible for ensuring that the institution complies with CCNY, CUNY, local, state, and federal laws, policies, and procedures on equal opportunity and non-discrimination, sexual harassment, and domestic and workplace violence, such as Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act of 1972, and the official CUNY Policy on Sexual Misconduct (Digital Archive), which was adopted by the CUNY Board of Trustees in 1995 and revised in 2005.

The sexual misconduct policy is shared with freshmen during their first semester through the New Student Seminar course (NSS) and with new transfer students during the New Student Orientation. The policy also is listed in the College bulletins. New faculty and staff review the information during their respective orientations, and all employees will be required to complete an annual online training course (Digital Archive). All policy violations are reported to the Chief Diversity Officer. In the last five years, there were 54 reports of sexual misconduct received, which includes sexual violence, sexual harassment, domestic or intimate partner violence, stalking and gender-based harassment. Forty-five of those reports were unsubstantiated or closed without further action; eight resulted in arrests; and one is still pending investigation.

Similarly, CUNY is committed to full compliance with all applicable laws governing domestic and workplace violence; it annually reviews its policy on domestic violence and the workplace (Digital Archive); and notifies all employees and the New York State Office for the Prevention of Domestic Violence (OPDV) of any revisions.

At CCNY, the Office of Human Resources, in collaboration with the Office of Public Safety, ensures policy compliance and dissemination of information. Health and Wellness Services in the Division of Student Affairs also is a resource for victims of domestic and workplace violence. Its gender resource coordinator, in partnership with a social worker in the Office of Affirmative Action, Compliance, and Diversity, is responsible for educational outreach and support to students. Activities have included Speak Up, Speak Out (2013), co-sponsored by the Colin Powell Community Engagement Fellows and CONNECT NYC, and The Clothes Line Project, which attracted 35 and 50 participants in 2016 and 2017 respectively.

Export Control Regulations

CCNY fosters an open teaching and research environment of research and collaborations and is committed to the free exchange of knowledge through education and research publications. When faculty, staff, and students encounter federal control regulations that impose access, dissemination, or participation restrictions, CCNY is committed to abiding with all laws and regulations as set forth by the three principal regulatory agencies: US Department of Commerce, US Department of State, and US Department of the Treasury. CUNY Export Control Procedures describe the core processes guiding the export compliance program and management of export-controlled transactions (Digital Archive).

Whistleblower Policy

In compliance with NYS law, the CUNY Policy on Reporting of Alleged Misconduct enables persons, including students, faculty, and staff, to raise concerns or grievances without fear of retaliation. Such matters are addressed promptly and fairly (Digital Archive).

In April 2015, the College instituted research misconduct reporting procedures to maintain the highest standards of integrity in research. Individuals may lodge formal allegations of research misconduct by downloading and completing the Reporting Allegations of Research Misconduct Form. Similarly, the CUNY Office of Research Compliance encourages persons with concerns of non-compliance to contact either CUNY's Associate University Provost for Research Administration and Compliance or CCNY's Research Integrity Officer (RIO) (Digital Archive). Anonymous filings can be mailed to either office. Allegations of misconduct are handled confidentially and expeditiously, as outlined in the CUNY Policy Regarding the Disposition of Allegations of Misconduct in Research and Similar Education Activities (Digital Archive).

3.2.2 Issues of Ethics and Integrity Principally Affecting Faculty and Staff

Academic Freedom

The institution intentionally cultivates “an atmosphere in which there prevail ‘the four essential freedoms’ of a university—to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study” (*Sweezy v. New Hampshire*. 354 US 234. Supreme Court of the United States, 1957). Similarly, CCNY, CUNY (*CUNY Manual of General Policy* 1.02 Academic Freedom, Digital Archive) and (*Chancellor's Statement on Academic Freedom*, Digital Archive), and the Professional Staff Congress (PSC-CUNY) regard academic freedom as “a professional right of the faculty...grounded in the faculty member's qualifications for the position as reviewed by his or her peers. It consists of the freedom to teach, research, write, and speak in [his or her] public capacity without restraint by the administration” (Digital Archive). Without a commitment to these principles, intellectual exploration, academic excellence, and the creation of new knowledge are unimaginable. All CUNY faculty governance

bodies, therefore, constantly monitor academic freedom, with complaints about violations reported to the Academic Freedom Committee of PSC-CUNY, the Academic Freedom Committee of the University Faculty Senate (UFS), and the AAUP.

Conflict of Interest

The CUNY Conflict of Interest Policy (Digital Archive) demands that all College activities be “conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the University’s credibility, objectivity, or fairness....Accordingly, no [individual] shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the University”.

Sections of this policy detail specific situations, such as the CUNY Conflict of Interest Policy in Research, which sets forth standards to ensure objectivity in the design, conduct, or reporting of research at CCNY. This policy governs research funded by the National Institute of Health (NIH), Center for Disease Control (CDC), and other public health services (PHS) agencies, as defined by the US Department of Health and Human Services (HHS) in *Responsibility of Applications for Promoting Objectivity in Research for which PHS Funding is Sought in 2011* (Digital Archive). At CCNY, the College Conflict Officer (CCO), appointed by the Institutional Official (IO) and a member of the Research Ethics Committee (REC), is charged with implementing the CUNY policy. The REC protects the objectivity of research by reviewing financial interest disclosures and making recommendations to the CUNY Conflicts of Interest Committee. For example, a potential conflict of interest may occur when an investigator’s private interest could unduly affect, or give the appearance of affecting, the researcher’s professional decision.

Intellectual Property

Divided into *industrial property*, such as patents for inventions and trademarks; and *copyright*, which includes artistic and literary works and architectural design, intellectual property (IP) is protected by laws that enable owners and creators to earn recognition and/or financial benefit from their work. The CUNY Intellectual Property Policy (Digital Archive) outlines the purpose, applicability, ownership, administration of the policy, management, distribution of income derived from IP, and also explores issues relating to ownership of equity and conflict of interest, exceptions to and waiver of CUNY policy, resolution of disputes, trademarks, and the role of the CUNY Research Foundation.

Workplace Violence Policy and Prevention Program

In 2006, New York State enacted legislation requiring public employers to develop and implement programs to prevent and minimize workplace violence and to help ensure the safety of public employees. Under the Public Employee Safety and Health (PESH) Workplace Violence Prevention (WVP) Standard, CUNY annually provides employees with information and training on the risk of workplace violence and how to respond to it. The Office of Human Resources (HR) ensures compliance with state, University, and College policies; and oversees the campus-specific Workplace Violence Prevention Program and professional training (Digital Archive). Incidents of workplace violence are reported to HR.

3.2.3 Issues of Ethics and Integrity Principally Affecting Students

Academic Integrity

“Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion...” (CUNY Policy on Academic Integrity). The policy provides definitions and examples of academic dishonesty; describes methods for promoting academic integrity; and outlines procedures for the imposition of sanctions for violations. At CCNY, faculty are encouraged to include a statement on academic integrity in their syllabi, and the director of the General Education Curriculum asks all Freshman Inquiry Writing Seminar (FIQWS) instructors to discuss the Student Guide to Understanding the CUNY Policy on Academic Integrity during the first week of the semester (Digital Archive).

The Office of Academic Standards (OAS), under the direction of the Academic Integrity Officer, manages both the college-wide Committee on Academic Integrity (AIC) and the Committee on Course and Standing (CSS) for the College of Liberal Arts and Sciences. Each of the professional schools has a separate CSS, and all committees review written appeals on a range of issues, including requests for a grade change, reinstatement, course substitution, and retroactive withdrawal. CSS chairs are authorized to grant or deny appeals, but those warranting further consideration are presented to the full faculty committee. All policy violations are reported to the Academic Integrity Officer.

The formal process begins when a faculty member reports student cheating, plagiarism, or another form of academic dishonesty to the Office of Academic Standards using a standard form to which evidence of the violation is attached. In response, the accused student may submit a formal letter of appeal to the Academic Integrity Officer and the Committee on Academic Integrity. A temporary grade of “PEN” is assigned to the student disputing the allegation of academic dishonesty; this grade is changed after the student is heard and a final decision is rendered by the Committee.

In the period from Fall 2011 through Fall 2016, faculty reported 405 cases of academic dishonesty to the Office of Academic Standards. All but nine cases were resolved within a few weeks; those nine were delayed because reports were filed at the end of the semester during which the offenses occurred.

Student Complaints about Faculty Conduct in Academic Settings

Although they respect “the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities,” CUNY and CCNY recognize their “responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures”. Therefore, CUNY established formal Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings (2007), which CCNY observes (Digital Archive). In brief, a student is encouraged to pursue an informal resolution through discussion with the faculty member or to seek assistance from the department chairperson or the CCNY ombudsperson, but the student may file a formal written complaint with the chairperson, academic dean, or a senior faculty member (“Fact Finder”) designated by the CCNY president. The Fact Finder meets separately or together with the student complainant and the faculty member. If an informal resolution cannot be achieved, the Fact Finder may dismiss the complaint or conduct an investigation, during which both the complainant and the faculty member have the right to representation. The Fact Finder’s investigation and written report are completed within 30 calendar days of the date the complaint was filed. The policy clearly describes the appeals procedure and subsequent actions

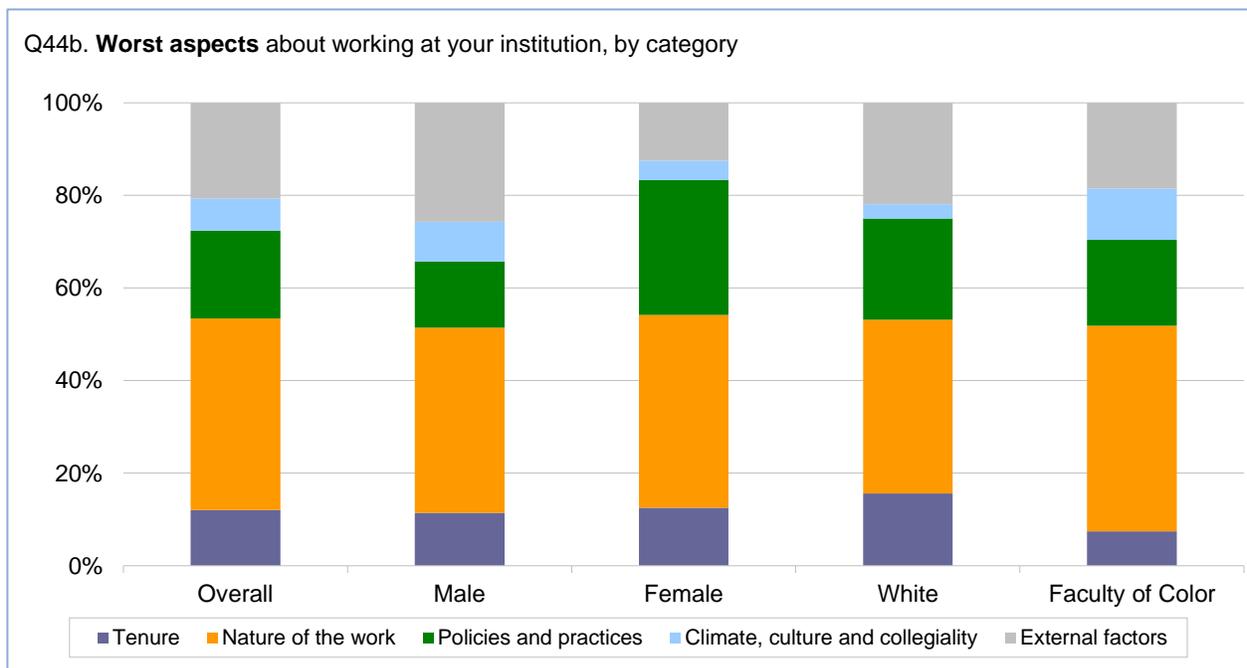
Disability Services

At CCNY, the AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all services, programs, and activities guaranteed by the Americans with Disabilities Act of 1990, The Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act of 1968, and other applicable federal, state, and local non-discrimination laws. AAC/SDS achieves this through the coordination and implementation of academic accommodations, auxiliary aids, and support services for eligible students. Committed to full inclusion through accessibility and to preservation of essential academic and technical standards, the AAC/SDS promotes disability awareness across the CCNY community through workshops, trainings, and the dissemination of literature. AAC/SDS is supervised by the Health and Wellness Center.

3.2.4 Assessment

CCNY strives to cultivate an atmosphere of ethics, integrity, and respect, and it uses several assessment tools to evaluate policies and procedures; to measure progress; and to identify opportunities for improvement.

For example, in the Spring of 2015, the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey was administered at the various Colleges of CUNY. The COACHE instrument was developed at the Harvard Graduate School of Education, and is focused on improving outcomes in faculty recruitment, development, and retention. At CCNY, the COACHE survey revealed deep and widespread dissatisfaction among the faculty with regard to a broad range of work parameters, such as the nature of work (research, teaching, and service), resources and support, tenure and promotion, leadership and shared governance, and appreciation and recognition (Digital Archive).



Source: COACHE Survey 2015

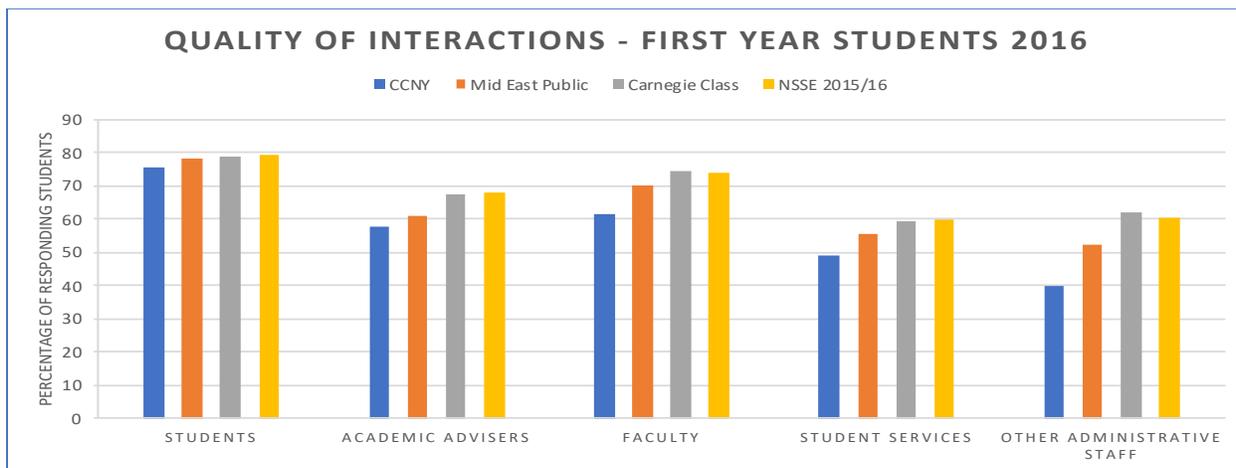
Figure 3.2.1: Faculty Dissatisfaction – COACHE Survey 2015

In 2016 in response to the results of the survey, the CCNY Faculty Senate, while mindful of financial constraints, approved a thoughtful action plan (Appendix K1) that called on the College to:

- Instill a culture of confidence and optimism.
- Establish City College as a leader in the New York City community.
- Recognize faculty accomplishment and provide more support for research- active faculty
- Clarify faculty performance expectations and measures.
- Establish priorities among schools, divisions, department, and programs.
- Instill a culture of excellence among students.
- Recognize and support faculty research and scholarship.
- Achieve Budget transparency
- Establish Procedural clarity
- Reduce the “bureaucratic culture”.
- Improve the utilization of space on campus.
- Prioritize regular and consistent cleaning and maintenance of College facilities.

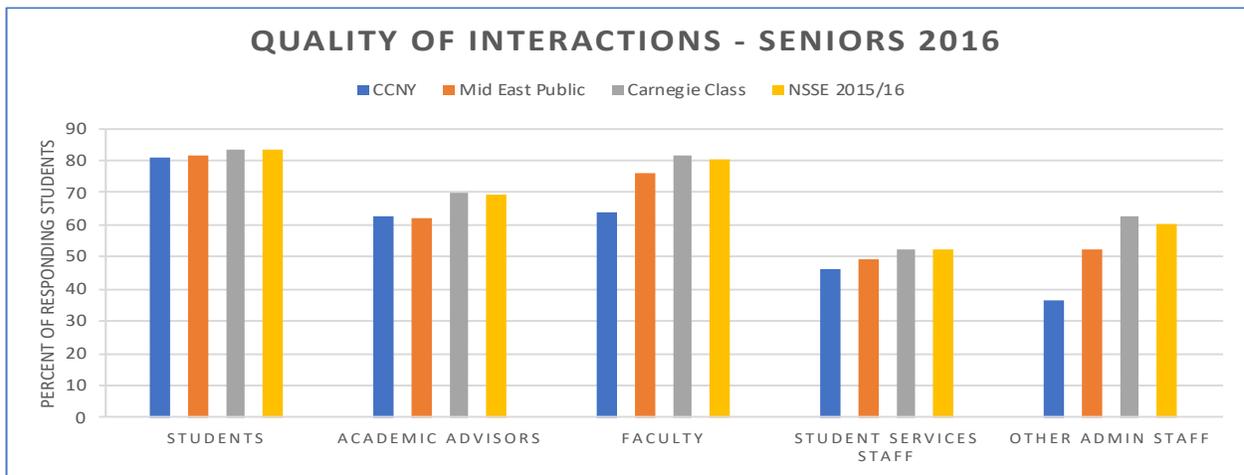
In addition, in 2017, the Faculty Senate specially addressed the status of women at City College (Appendix K2). The Senate asked the College to: 1) focus more attention on and to provide increased tangible and systematic support for women in the college community; 2) conduct a study of salary equity at City College; 3) inventory campus services, including but not limited to health, counseling, and advising, that support the particular needs of students, faculty, and staff that identify as women; and 4) administration a timeline and plan for the reopening of the childcare center as a model of outstanding early-childhood education, with seats available not only for the children of students but also for the children of faculty and staff. With the appointment of President Vince Boudreau as President of City College in December 2017, the College community is expecting a fresh look, and action, on the results of the 2015 COACHE survey.

One of the instruments used to assess student satisfaction is the National Survey of Student Engagement (NSSE). Student responses to the most recent administration of the [survey](#) are informing institutional decisions affecting the quality of services for students (Digital Archive). Selected results of the NSSE 2016 survey on the quality of interactions with faculty, academic advisers, student services, other administrative staff, and other students for both first-year freshmen and graduating seniors are presented below. Interactions rated good to excellent are shown, and provide an overview of the College’s challenges and successes.

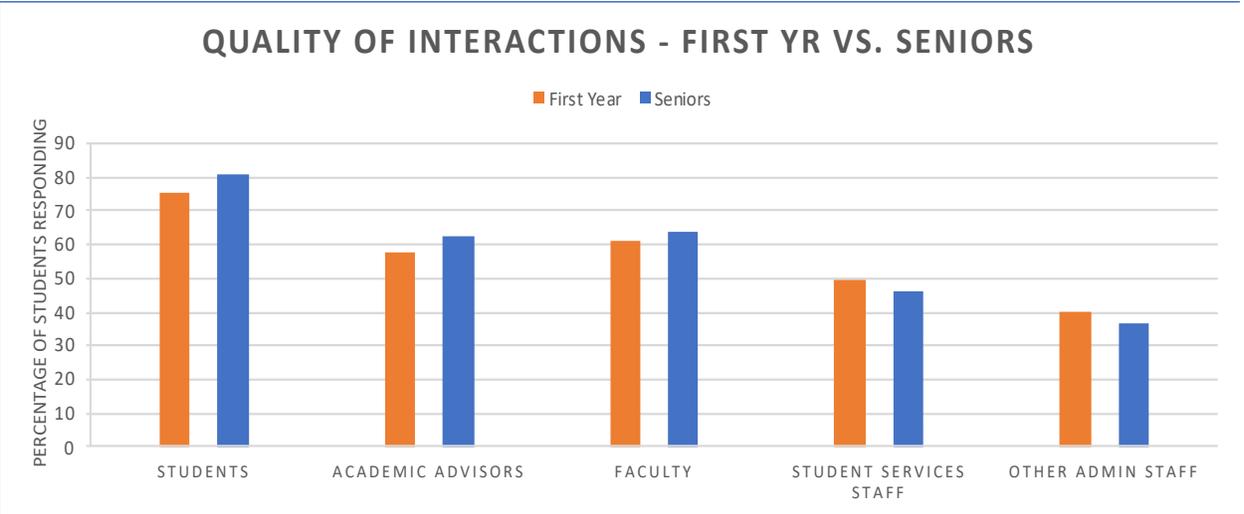


Source: National Survey of Student Engagement – 2016 Administration

Figure 3.2.2: NSSE 2016 – Quality of Interactions for First Year Students



Source: National Survey of Student Engagement – 2016 Administration
Figure 3.2.3: NSSE 2016 – Quality of Interactions for Graduating Seniors



Source: National Survey of Student Engagement – 2016 Administration
Figure 3.2.4: NSSE 2016 – Quality of Interactions; First Year vs. Senior Year

With the appointment of the new President, the development of a new strategic plan, and the formation of the Institutional Assessment Committee, these assessments will provide critical data that will enable the College to develop an institutional effectiveness plan.

3.2.5 Ensuring Compliance

CCNY has several units that oversee and ensure compliance with relevant College, University, state, and federal regulations and requirements.

Table 3.2.4: Administrative Responsibility for Compliance at CCNY

Requirement	Responsible CCNY Unit <i>*Responsibility is shared with corresponding CUNY unit.</i>
Academic Programs	Division of Academic Affairs*, Offices of the General Counsel *, International Student and Scholar Services*
Accounting	Budget Office*
Affirmative Action	Office of Affirmative Action, Compliance, and Diversity*
Campus Safety	Office of Public Safety and Security*
Contracts and Procurement	Budget Office*, Purchasing Department*, and Office of the CUNY General Counsel
Employment Benefits and Obligations	Offices of Human Resources*, General Counsel*, Public Safety and Security*
Environmental Health and Safety	Offices of Facilities Management*, Health and Wellness Services, and Public Safety and Security*
Ethics	Offices of the General Counsel*, Research Compliance and Ethics*
Financial Aid	Offices of Bursar*, Financial Aid*, and Registrar*
Fundraising and Development	Division of Government, Community, and Cultural Affairs*, Office of Development and Institutional Advancement*
Grants and Research Management	Division for Research*, Office of Research Compliance and Ethics*
Independent Contractors	Offices of Finance and Administration*, General Counsel*
Intellectual Property and Technology Transfer	Office of the General Counsel* and CCNY academic departments and offices
International Activities and Programs	Division of Academic Affairs*, Division of Student Affairs*, Office of the General Counsel*
Lobbying and Political Activity	Division of Government, Community, and Cultural Affairs*, Office of the General Counsel*
Privacy and Information Security	Offices of Information Technology*, General Counsel*
Title IX	Division of Student Affairs*, Office of the General Counsel*

3.2.6 Recommendations

- The College should review electronic communications and websites directed to students, staff and faculty to ensure that policies regarding the reporting of violations of rights are posted, including but not limited to offenses related to discrimination on the basis of gender, ethnicity, disability, and sexual orientation. Students, faculty and staff should continue to receive clear direction in all cases about how and to whom to report violations of these policies.
- In order to address the concerns of the faculty and to pursue a principled way forward, the College should follow the measures outlined by the Faculty Senate COACHE resolution and the Status of Women resolution that are mentioned in section 3.2.4.

3.3 Standard III: Design and Delivery of the Student Learning Experience

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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
 - a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
 - b. qualified for the positions that they hold and the work they do;
 - c. sufficient in number;
 - d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
 - e. reviewed regularly and equitably based on written, disseminate, clear, and fair criteria, expectations, policies, and procedures;
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;
5. at institutions that offer undergraduate education, a general education program free standing or integrated into academic disciplines, that:
 - a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
 - b. offers a curriculum designed so that students acquire and demonstrate essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and
 - c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;
7. adequate and appropriate institutional review and approval on any student learning delivered, or assessed by third-party providers; and
8. periodic assessment of the effectiveness of programs providing student learning opportunity.

3.3.1 Undergraduate, Graduate, and Certificate Programs

A model of excellence in public higher education, CCNY offers more than 100 undergraduate and graduate programs, ranging from art and architecture to biomedical engineering, medicine and urban design, and it is the CUNY flagship campus in architecture, biomedical education, engineering, and the sciences. Distinguished graduate programs at the Master and Doctoral levels, supported by a well-documented dedication to scholarly research, complement the College's commitment to its vision of access and excellence. CCNY also offers a number of accelerated degrees, e.g., BA/MA, BS/MD, and advanced certificate programs. In addition, several of the CUNY Graduate Center's Doctoral programs in psychology and science are based at the College. All programs are registered with the New York State Education Department.

The majority of baccalaureate degree programs may be completed in 120 credits, which must include coursework that satisfies the 42-credit General Education/Pathways Requirement, described in section 3.6 of this chapter, and at least one major course of study. Several programs, such as the Bachelor of Architecture (BArch), have curricula that exceed 120 credits. Master's level programs have a minimum credit requirement of 30 credits. The curriculum resides in 45 departments in the College of Liberal Arts and in the four professional schools (Bernard and Anne Spitzer School of Architecture, School of Education, Andrew Grove School of Engineering, CUNY School of Medicine at CCNY). The CCNY Bulletins document the requirements for all CCNY-based undergraduate and graduate degree programs ([Digital Archive](#)).

Curriculum Development Process

The CCNY faculty observes the traditional steps in the creation of all credit-bearing courses offered at the institution: design, develop, implement, monitor, evaluate, and review. Proposals for new programs and courses, as well as revisions of existing ones, are first approved at the departmental level, followed by the appropriate divisional faculty council. In addition to the course description, pre- or co-requisites, contact hours, and credits, each submission must include an academic objectives and justification, i.e., needs assessment; recommendations from advisory boards or external reviews; role of the course in the department; a course syllabus; availability of teaching faculty; explicit learning outcomes; and a plan for the assessment of student learning. When appropriate, proposals may be reviewed by the full Faculty Senate.

Because of the University structure, the establishment of new undergraduate and graduate programs at CCNY requires the submission of a proposal that has been approved by the relevant departments, divisions, and faculty councils of the college, to CUNY. If program registration is required, the New York State Department of Education also conducts a formal review.

Many of CCNY's faculty participate in Doctoral instruction and research on its campus and through Doctoral programs in consortium with the CUNY Graduate Center in Manhattan. In 2010, the College submitted a substantive change request to include the Grove School of Engineering's Doctoral programs and degrees within the scope of its accreditation, which was approved. Since its last self-study report in 2008, CCNY has attained approvals for many new and re-registered academic programs: Branding and Integrated Communications (MPS), Educational Theatre (MS), Study of the Americas (MA), and Sustainability in the Urban Environment (MS), a collaboration by the by the Bernard and Anne Spitzer School of Architecture, the Grove School of Engineering, and the Division of Science; Joint Juris Doctor/Master of International Relations (JD/MA) in collaboration with the CUNY School of Law; Master of Translational Medicine (MS), a collaboration of the Grove School of Engineering and the Sophie Davis School of Biomedical Education; Physician Assistant Program (MS); and Master of Information Systems (MS). Additionally, the College has expanded its traditional evening and weekend courses, as well as its non-credit programs through its Office of Continuing and Professional Studies.

Academic Rigor and Coherence

CCNY demonstrates educational excellence and adherence to high standards through accreditation for its professional schools and external peer review for its liberal arts and science programs. Criteria for accreditation are defined by the certifying agency, and all eligible professional programs have been re-accredited in the past five years:

- The National Architecture Accrediting Board (NAAB) most recently accredited the undergraduate (BArch) and graduate (MArch) programs in the School of Architecture in 2017. The School's mission statement, its interim progress report to NAAB, and most recent annual report are available in Appendix A1 and Digital Archive.
- The American Society of Landscape Architects (ASLA) is the sole agency authorized to accredit US professional degree programs in landscape architecture. It recognizes two types of degrees: the Bachelor of Landscape Architecture and the Master of Landscape Architecture-First Professional Degree. The next accreditation visit will be in 2021, as noted in the most recent Landscape Architectural Accreditation Board (LAAB) letter. (Digital Archive)
- The Council for the Accreditation of Education Preparation (CAEP)—formerly the National Council for Accreditation of Teacher Education (NCATE)—accredits programs in the School of Education. The School's mission statement and summary report and accreditation action report to CAEP is available in Appendix A2. The next scheduled review is in spring 2023.
- The Accreditation Board for Engineering and Technology (ABET) ensures that the School of Engineering is in compliance with all standards. The School's mission statement, its self-study report to ABET, and the most recent ABET accreditation letter are available in Appendix A3. The next accreditation visit will be in 2022.
- The Liaison Committee on Medical Education (LCME) granted preliminary accreditation to the new CUNY School of Medicine (CUNY SoM) at CCNY, and MSCHE approved the College's substantive change request in 2016. The CUNY SoM's mission statement, most recent report to LCME, and LCME's accreditation letter are available in Appendix A4 and Digital Archive. The next LCME review is scheduled for 2018.
- The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) granted "Accreditation-Continued" status to the Physician Assistant Program, which is housed in the CUNY School of Medicine at CCNY (Appendix A5). The approximate date for the next validation review is 2024. The CUNY SoM report to ARC-PA is in Digital Archive.

Similarly, the departments in the College of Liberal Arts and Sciences follow a seven-year cycle of comprehensive, academic program review comprised of self-studies, external peer evaluations, implementation plans, and ongoing assessments. The Academic Program Review (APR) encourages departments, centers, and other academic units to improve their teaching, service, and scholarly and creative activities. Specifically, the APR must assess the department's curricula in relation to the goals of the department, the City College of New York, and the City University of New York; evaluate the effectiveness of its programs in achieving desired learning outcomes as experienced by faculty, students, and alumni; review various procedures to identify strengths, challenges, and opportunities; determine the consequences of current resource allocations on existing programs; and recommend needed changes in programs, departmental organization, and resources. Additionally, the APRs contribute to the preparation of institutional self-study reports for external accrediting bodies, such as the Middle States Commission on Higher Education (MSCHE), the National Architectural Accrediting Board (NAAB), the *Accreditation Board for Engineering and Technology* (ABET), and the Council on Accreditation of Educator Preparation (CAEP). (Appendix A6)

3.3.2 Faculty Qualifications

Today, over 84 percent of the CCNY faculty hold the PhD. degree with 18 faculty holding the Distinguished Professor title, more than any other CUNY institution. Professional school faculty may have alternate credentials; for example, in the Spitzer School of Architecture, tenure-track and tenured faculty may have earned a terminal Master's in the field of architecture and hold current registration as an architect. This is also true of faculty in the Arts, many of whom hold the terminal MFA degree. Full time faculty include not only those on a tenure line but also lecturers, who generally do not hold the doctorate but who can earn permanent status (via a Certificate of Continuous Employment, or CCE) after five years.

As part of the Compact, CUNY systematically replaced part-time faculty with full time lines, increasing budgetary costs in the service of enhanced resources for teaching and research.

Since the last review there have been other measures designed to elevate the research portfolio of the faculty, increase scrutiny at critical junctures, and provide support commensurate with high expectations for research productivity. The University shifted from a five-year tenure clock to a seven-year pre-tenure period. This change is intended to provide sufficient time for candidates to provide evidence of research productivity and influence in their field, as opposed to compiling dossiers that provided a promising profile for future accomplishments. At CCNY, this added time has meant candidates are now encouraged to apply for promotion at the same time they must apply for tenure, and the practice of awarding tenure to faculty at the rank of assistant professor has virtually been eliminated.

A number of other measures at the College have been instituted to mentor faculty and prepare them for the rigorous review they receive when applying for tenure and promotion. The 2010 contract provided 24 credit hours of release time for every pre-tenure faculty member during the first five years, and faculty members are encouraged by Chairs and Deans to use the releases strategically to support their research. A mid-term review at the end of three years, initially piloted by CCNY, is now a required step in the CUNY pre-tenure process. Although pre-tenure faculty are reviewed and reappointed on a yearly basis, this review provides the faculty with the opportunity to present a comprehensive dossier that is critically reviewed by the Dean of the Division or School. Internal voting processes for tenure cases have also been altered so that the case is reviewed and voted on by all tenured members in the department, as opposed to being voted by the Executive Committee only.

The highest professorial rank in the CUNY system is that of Distinguished Professor, an honor accorded to a select number of individuals that must be approved by the Chancellor and the Board of Trustees. CCNY has 15 Distinguished Professors (or 10% of the 150 within CUNY, more than any other institution) in addition to two Einstein Professors.

Table 3.3.1: Highest Degrees Held by Full-time Faculty (Fall 2016)

Highest Educational Level	ARCH	EDUC	ENGR	POWELL	H&A	INTER	SCI	MED	TOTAL
Doctorate	6	30	115	75	96	10	127	37	496
Master's Degree	18	6	2	6	52	2	1	1	88
Bachelor's Degree	1		1		6			1	9
Less than Bachelor's Degree					1				1
Unknown									
Total	25	36	118	81	155	12	128	39	594

Source: CCNY HR Data

Table 3.3.2: Highest Degrees Held by Part-time Faculty (Fall 2016)

Highest Educational Level	ARCH	EDUC	ENGR	POWELL	H&A	INTER	SCI	MED	TOTAL
Doctorate	4	15	23	16	35	8	16	17	134
Master's Degree	36	74	37	49	190	18	59	16	479
Bachelor's Degree	10	2	16	32	94	5	77	6	242
Less than Bachelor's Degree	1	1			4		1		7
Unknown		2	3	3	1		2	1	12
Total	51	94	79	100	324	31	155	40	874

Source: CCNY HR Data

Building a culture of student success requires a faculty who experience a high degree of satisfaction in fulfilling the CCNY mission. To cultivate an environment that promotes genuine pride in research, scholarship, teaching, service, and affiliation, the College must honor its promises, observe all policies and procedures, and accept guidance from CUNY and external evaluators. Therefore, CCNY has responded thoughtfully and actively to the MSCHE evaluation team's suggestion in 2008: "...to integrate new faculty and adjuncts more effectively into all aspects of college life...[and] to assure that all new part-time faculty demonstrated the same excellence in teaching as their full-time peers".

Each Fall, the Provost hosts a welcoming orientation for new full-time faculty members hired in the previous academic year to offer a comprehensive and detailed view of campus life. Speakers represent all divisions of the College, including the President, Provost, Deans of each school or division, Associate Provost for Research, Dean of CCNY Libraries, Executive Counsel to the President, Dean of Diversity and Compliance, and the Vice Presidents or key representatives from Human Resources, Information Technology, the Division of Student Affairs, Institutional Advancement, and Public Safety. Speakers also address issues such as mentoring and provide a welcoming environment in line with the College's foundational values of respect for and inclusion of diverse perspectives. Following presentations, there is time for informal conversation with leadership, department chairs, associate deans, and staff in attendance. Representatives of important campus resources, such as the Faculty Senate, Grants and Sponsored Programs, Academic Standards, AccessAbility Center/Student Disability Services, Health & Wellness Services, Human Resources, Writing Center, SEEK, Veterans Affairs, CUNY Professional Staff Congress, Fulbright Program, Student Support Services Program, the Honors Center, Title IX, Gender Resources, among others, are also present.

Faculty are encouraged to attend the Tenure and Promotion information session held during the Fall semester. Led by the Provost, Executive Counsel, and Faculty Department Chair representative, the discussion panel intends to advise on the seven-year tenure track, annual evaluation for reappointment, third-year review, and requirements for successful progress. The necessity for scholarly research and creativity, in balance with teaching and with service to the community, are underscored, as is the importance of mentorship for faculty members seeking tenure.

The College has also accepted the challenge of building a more diverse faculty. For example, through a grant from the National Research Center in Minority Institutions (RCMI) program at the National Institutes of Health, CCNY supports the Center for the Study of the Cellular and Molecular Basis of Development, a unit dedicated to increasing the number and role of under-represented scientists in cutting edge research in the fields of molecular biology, biochemistry, and biophysics. Now in its twenty-ninth year, the CCNY Center recruits established and promising scholars and researchers, fosters competitive research, and funds core facilities. The College has been especially committed to recruiting women and under-

represented minorities for positions at its state-of-the-art Center for Discovery and Innovation on the South Campus, which opened in 2014.

Table 3.3.3: Percentage of Minority Full-Time Faculty by Campus

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
York	42.4	42.7	43.5	44.6	44.9
City	31.0	31.4	32.1	31.8	32.9
Lehman	29.5	30.1	31.0	31.1	32.0
John Jay	31.2	30.2	30.4	30.6	30.5
Baruch	27.8	27.9	28.7	28.2	29.0
Hunter	28.7	28.4	28.4	28.2	28.1
Brooklyn	24.1	24.4	24.2	25.2	26.3
Queens	23.7	24.9	24.6	24.6	24.8
Senior College Average	28.6	28.8	29.1	29.2	29.8

Source: CUNY Performance Management Process Report 2015-2016

Although City College is one of the most ethnically and racially diverse campuses in the CUNY system, we lag our peer colleges in gender diversity.

Table 3.3.4: Percentage of Women Full-Time Faculty by Campus

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Lehman	51.4	51.8	54.1	53.5	53.6
Hunter	49.9	50.1	50.7	51.6	51.4
York	47.5	48.3	49.5	49.3	49.5
John Jay	45.8	46.3	47.7	48.0	47.8
Queens	44.5	44.8	45.8	46.4	46.2
Brooklyn	44.2	45.2	44.7	45.8	46.0
City	39.6	40.0	40.2	40.5	39.9
Baruch	38.0	38.6	39.5	39.3	38.9
Senior College Average	44.9	45.3	46.0	46.4	46.2

Source: CUNY Performance Management Process Report 2015-2016

While supporting and advancing research and scholarship, CCNY faculty also have remain committed to teaching. During the fall 2016 semester, CCNY employed 594 full-time faculty and 874 adjunct faculty, who assured the continuity and coherence of the institution's educational programs. As reflected in table 3.3.6, 37 percent of the college's adjunct faculty are employed in the Division of Humanities and Arts, where they are used primarily in the teaching of General Education courses.

As a result of the most recent contract negotiations, CUNY and the Professional Staff Congress have reached an agreement on reduction of the teaching load for full-time faculty. The agreement reduces the annual contractual undergraduate teaching workload by three credit hours and will be phased in over three years, one credit hour a year, starting with the 2018-19 academic year. The guidelines governing implementation are being developed, and will specify how this restructuring of the workload of full-time teaching faculty will enable professors to devote more time to individual work with students, to advising, holding office hours, conducting academic research and engaging in other activities that contribute to student success. In Fall 2016, the College offered 2,175 undergraduate courses, of which 45 percent were taught by full-time faculty. During the same semester, the College offered 676 graduate courses, with full-time faculty teaching 68 percent of the graduate courses.

Table 3.3.5: Full-time Faculty by Title and School/Division (Fall 2016)

Title	ARCH	EDUC	ENGR	POWELL	H&A	INTER	SCI	MED	TOTAL
Distinguished Professor	1		5	2	3		7		18
Professor	6	5	62	32	48		62	1	216
Associate Professor	12	18	29	23	40	5	24		151
Assistant Professor	6	8	21	15	33	6	26		115
Lecturer		5	1	9	28	1	9	2	55
Instructor									0
Medical Series Professor								36	36
Visiting Professor					3				3
Total	25	36	118	81	155	12	128	39	594

Source: CCNY HR Data

Table 3.3.6: Part-time Faculty by Title and School/Division (Fall 2016)

Title	ARCH	EDUC	ENGR	POWELL	H&A	INTER	SCI	MED	TOTAL
Part-time Professor	14	18	10	2	3		2	2	51
Part-time Associate Professor	9		9	3	4	2	3	2	32
Part-time Assistant Professor	13		8	17	54	10	11	4	117
Part-time Lecturer	15	76	51	78	263	19	137	19	658
Part-time Instructor									0
Part-time Lecturer, Doctoral Student			1				2		3
Medical Series Professor								13	13
Total	51	94	79	100	324	31	155	40	874

Source: CCNY HR Data

Contractually mandated teaching observations (Course and Teaching Survey, Appendix B1) of untenured and part-time faculty by their senior colleagues and annual reviews enable departmental chairs and deans to judge rigor and effectiveness. Overseen by the department chairs, these reviews assess classroom performance, scholarly productivity, and professional service of both untenured faculty and those who are eligible for promotion.

Professional Development

The College ensures that its faculty have “opportunities, resources, and support for professional growth and innovation” through multiple University- and College-sponsored initiatives, such as the new Interdisciplinary Research Grant Program (IRG), Faculty Fellowship Publication Program (FFPP), PSC CUNY Research Award Program, Junior Faculty Research Awards in Science and Engineering, CUNY Advanced Science Research Center Joint SEED Program, Post-doc Travel Awards, Bridge Fund Program, and the CCNY Faculty Travel Program. These support research and participation in professional conferences, encourage grant application, offer bridge funding, and finance academic travel.

Another on-campus resource is the Center for Excellence in Teaching and Learning (CETL), founded over fifteen years ago. Its staff works with faculty to enhance and develop pedagogical and technological skills, and CETL’s workshops address teaching, assessment and technology for faculty and graduate students; and best practices in hybrid/online instruction. The Center also conducts special events, e.g., one-day technology immersion, and hosts retreats and forums for CUNY colleagues. In CETL’s fifteen years

on campus, the work they've done toward faculty development has been paramount, providing hundreds of faculty members with training, everything from how to scaffold assignments to how to better use Blackboard.

Each fall, the Provost hosts a welcoming orientation for new full-time faculty members hired in the previous academic year to offer a comprehensive and detailed view of campus life. Speakers represent all divisions of the College, including the President, Provost, Deans of each school or division, Associate Provost for Research, Dean of CCNY Libraries, Executive Counsel to the President, Dean of Diversity and Compliance, and the Vice Presidents or key representatives from Human Resources, Information Technology, the Division of Student Affairs, Institutional Advancement, and Public Safety. Speakers also address issues such as mentoring and provide a welcoming environment in line with the College's foundational values of respect for and inclusion of diverse perspectives. Following presentations, there is time for informal conversation with leadership, department chairs, associate deans, and staff in attendance. Tables arranged along the perimeter of the gallery space are staffed with representatives of important campus resources, such as the Faculty Senate, Grants and Sponsored Programs, Academic Standards, AccessAbility Center/Student Disability Services, Health & Wellness Services, Human Resources, Writing Center, SEEK, Veterans Affairs, CUNY Professional Staff Congress, Fulbright Program, Student Support Services Program, the Honors Center, Title IX, Gender Resources, among others.

Adjunct Faculty orientation takes place primarily within the departments. The department chair acclimates part-time faculty members to the culture, responsibilities, and requirements tied to the academic calendar and student needs. An onboarding orientation with the Office of Human Resources provides essential campus information and enables adjunct faculty to access CUNYfirst. CETL (Center for Excellence in Teaching and Learning) is a valuable resource for new and part-time faculty and they host workshops throughout the semester. Adjunct evaluations are conducted semi-annually by the department chair. Some departments with large adjunct cohorts, such as English, hold workshops and/or practicums that orient new instructors to the curriculum, departmental practices, and college resources.

The CCNY chapter of the Professional Staff Congress (PSC-CUNY) organizes a half-day welcome and orientation for adjunct faculty. It is scheduled for a few days before the start of classes. Adjuncts are invited for a half day, with coffee in the morning and lunch, and are paid for the hours that they attend. These orientations are successful in preparing our adjunct colleagues for the start of classes, and the use Blackboard and other education technology.

Since Spring 2015, CCNY has partnered with the Association of College and University Educators (ACUE) to promote quality instruction across the disciplines. A cohort of approximately twenty-five part-time CCNY instructors participate in training each semester in ACUE's comprehensive, online program, Course in Effective Teaching Practices. Since Fall 2016, the part-time faculty who completed the course successfully have earned the Certificate in Effective College Instruction endorsed by the American Council on Education (ACE) (Digital Archive).

On a daily basis throughout the academic year, full- and part-time faculty, staff, and students benefit from important extra-curricular campus events—forums for renowned guest speakers, academic panel discussions, artistic performances, community service, and the purely social—all of which further promote the sense of shared goals and pride in the College's mission and the inspiring work carried on in the divisions.

CCNY leads the senior colleges in the CUNY system in external research funding (Table 2.0.6), and support has traditionally focused on disciplines in the sciences, biomedical education, education, engineering, humanities and the arts, and social sciences. Its Office of Grants and Sponsored Programs provides professional guidance and administrative support for all externally funded research and other sponsored project activities. Pre-award services include identifying potential funding sources; providing

advice and assistance on proposal development; preparing budgets and other sponsor forms; coordinating online proposal submission; and interpreting sponsor guidelines and CUNY and CCNY policies. Post-award support extends to guidance on Research Foundation of CUNY account management; assistance with sponsor agency requirements and documentation; dissemination of fiscal information; and preparation of annual reports.

3.3.3 Academic Programs of Study in College Publications

The College website presents extensive information and data about the institution, its programs and resources, and access to CCNY- and CUNY-based applications, e.g., Schedule of Classes, Blackboard eLearning, CUNYfirst. The online CCNY Bulletins, which are updated annually to ensure accuracy, describe over 100 academic programs of study, as well as College and University policies and procedures. Arranged by school, division, and department, each entry includes an overview of department programs and objectives; major and minor requirements; recommended General Education/Pathways courses; advising and tutoring services; specialized facilities; departmental activities; detailed course descriptions; and a list of faculty by department. Bulletins dating back to 2007 are available online in digital format. The online Pathway to Graduation section of the Registrar's website hosts program-approved course planning guides that complement professional advisement and DegreeWorks™, a web-based degree audit and advising tool. The CUNY-wide DegreeWorks™ system enables students and their advisors to track General Education/Pathways and academic major requirements, grades, current and prior course registrations, and other information necessary for timely progress to degree. The Registrar's site also has a link to course offerings for the current and next semester through the CUNYfirst application.

Individual CCNY offices and academic departments also maintain websites listing pertinent information, such as program requirements, faculty, and forms. For example, the General Education/Pathways website presents an overview of the curricular requirements; listings of approved courses, including the topical Freshman Inquiry Writing Seminar (FIQWS); General Education/Pathways checklists; and study and time management tips.

The majority of CCNY information is available to the general public, but registered students must use unique usernames and secure passwords to access their personal and academic information through CUNYfirst and DegreeWorks™.

3.3.4 Learning Opportunities and Resources in Support of Academic Programs

CCNY provides a variety of learning opportunities and resources that complement the academic programs and work of the faculty. In all endeavors and across all platforms, the institution offers intensive support to new and continuing students, including those in distinctive programs and/or with particular needs; while remaining committed to diversity, experiential learning, and international study.

Academic Support Services and Resources

Academic advising is a critical component of student success at CCNY, and the institution's faculty and professional advising staff are located in academic departments, divisions, schools, and dedicated centers, e.g., the New Student Experience Center, and Gateway Center. Supplementing faculty and professional advising are online materials; websites; and other scheduled initiatives, such as the new student orientations for freshmen, transfers, and graduate students; the New Student Seminar series; and designated advising months in October and March. Data about the advisor-to-student ratio by school and division and the recorded activity at the dedicated centers is presented in Chapter 6: Standard IV.

In addition to formal recitations, many academic departments and specialized programs offer tutoring. These include content tutoring through academic departments, such as biology, chemistry, engineering,

mathematics, and physics; and program-specific and general centers, including the Sophie Davis Learning Resource Center (CUNY School of Medicine), Foreign Languages and Literatures Media Center, Gateway Center (math workshops), Learning and Technology Resource Center (School of Education), Rangel Center for Public Policy (graduate program), Skadden-Arps Program (legal studies), and the City College Writing Center.

The City College Library System—seven facilities in five buildings, as well as the affiliated CUNY Dominican Studies Library—is the largest within CUNY. The libraries offer a wide array of services to all members of the campus community, including information literacy instruction, workshops, exhibitions, and cultural events; and provide leadership within CUNY in scholarship and research support, quality learning, enriched discourse, and equity of access for diverse constituencies. The libraries own more than 950,000 print volumes and maintain access to more than 980,000 electronic books and 118,000 electronic journals. As a federal depository since 1884, the libraries store more than 100,000 government documents. Members of the CCNY community may access the libraries' catalog, online databases, journal collections, and online research subject guides around the clock. Support for specialized research also is available online and at the reference service desks, and students may request materials not held at CCNY through the Interlibrary Loan Office. Annually there are more than one million physical visits to the libraries; 36,000 physical book circulations; 811,000 database searches; and 7,000 total attendees at the library presentations.

The Office of Information Technology (OIT) oversees all CCNY administrative and academic technology and communication services. The Office of Information Technology is comprised of The Project Management Office (PMO), Business Services, Front Line Services, Information Security Services, Technical Services, Application Services and Academic Technology Services. Each area has a director that reports to the Chief Information Officer and has a direct role in supporting CCNY's academic mission. OIT provides administrative and academic technology support to aid the college community in achieving its educational goals by providing the necessary technologies that facilitate a quality learning experience and by providing direct support to students and faculty.

Through these component services, OIT provides support to CCNY's academic programs. Specifically, Academic Technology Services and Front Line Services support over 150 smart classrooms. These rooms contain technology that can be used for teaching purposes and enhancing the learning experience for our students. Additionally, OIT acquires and manages the licensing for numerous academic software packages. This software is available to instructors and students through computer labs, virtual desktop, and loaner laptops. Each student receives Microsoft's Office 365 which can be used on home computers and smart devices or accessed on campus using school-owned devices.

Recently, OIT opened two new active learning classrooms. Both of these specialized classrooms can seat 35 students and an instructor and are equipped with seven technology enhanced learning areas. Students can use classroom laptops/tablets or personal mobile devices to share content with their peers. Collaboration work can be saved and shared with the peer group, teacher or entire class. These rooms have mobile node desks that can be configured as desired and were specifically designed to support blended learning and peer-lead learning.

Built in 2011 in the lower level of the main library, the cITy Technology Center is the largest computing facility on campus, with over 300 PC and Mac workstations, three technology-enabled student training centers (STC), ten media study rooms (MSR), and multiple two-person study rooms (SR). Each of the ten MSR has dual flat-panel displays, laptop connectivity, and whiteboard walls and can accommodate up to six students engaged in collaborative work. The two-person study rooms permit pairs of students to study together or to work with a tutor. For information about departmental computer labs, please see the list of generally accessible labs in the Digital Archive.

The City College Center for the Arts serves as a cultural hub that builds a sense of community across the campus and into its surrounding neighborhood, while inspiring creativity and diversity. Many of the Center's public programs are free or affordable. Highlights of the 2017-18 offerings include:

- Netflix series *My Next Guest Needs No Introduction* – David Letterman featuring Barack Obama
- Julio Mejia – Year long presentation of artists Julio Mejia including artist talks and more
- Batoto Yetu – Holiday Celebration
- Caribbean Cultural Center – Presentation of cultural connection conference
- Havana Harlem Film Series – Free public film series
- Jose Limon Dance Foundation – Evening of dance with Jose Limon Dance
- Orchestra of St. Luke's – Week-long presentation of free classical music\
- Somi – Evening of music and community with concert and post discussion about immigration services
- Urban Bush Women – Month long residency and open dress rehearsals for students and community
- A Soulful Celebration Concert – Celebration of African-American song with Queen Esther Marrow and more
- Glamor Tango – A celebration of Women in Tango featuring Polly Furman
- Turn the World Around – The music and legacy of Harry Belafonte
- MorDance – Dance presentation featuring locally based dance company MorDance
- Nina Crews – Free book party with children's book author and illustrator Nina Crews
- Samuel Torres – Evening of Latin Jazz with Samuel Torres and Friends sponsored by Chamber Music America
- The Orchestra Now – An evening of free classical music with The Orchestra Now
- Veterans Theater Project presents "Other Than Honorable Discharge" – Free theater presentation
- Association of Dominican Classical Artists – ADCA is in residence at ADH and presents four free concerts throughout the semester.
- Manhattan School of Music – Four free concerts featuring professional and student artists
- A Tribute to Erroll Garner featuring Jazz Pianist Frank Owens
- Mott Hall Film Series – Monthly free film & discussion presentation exclusively for The Mott Hall School

Aaron Davis Hall provides a premier venue for local and national performers and for art patrons in the tristate area. World-renowned artists like Cuban born NEA Jazz Master Candido Camero, Japanese Hammond organist Akiko Tsuruga, the award-winning Orchestra of St. Luke's and 2018 NAACP Image Award recipient Somi have wowed Aaron Davis Hall audiences that come from throughout the 5 boroughs.

Aaron Davis Hall is also the focal point of this creative revitalization, and it is currently undergoing a \$2.5 million renovation. In recognition of its significance to the College and the Harlem community, the New York City Council and CUNY have committed more than \$10 million over the next five years for additional capital improvements.

Support for Diverse Communities

CCNY is a public institution with a public purpose. Ranked #5 on the list of Top 50 Most Ethnically Diverse Colleges in the US (Appendix I2), the College offers numerous support services and programs that help its students thrive and excel, including the AccessAbility Center for students with documented disabilities, the Academy for Professional Preparation (CCAAP), the Collegiate Science and Technology Entry Program (CSTEP) at CCNY, the Honors Center, which houses the Office of National Scholarships

and Fellowships, the City College Honors Program, and the Macaulay Honors College at CCNY, the Office of Veterans Affairs, the Percy Ellis Sutton SEEK Program, ROTC, the Student Support Services Program (SSSP), the NYC Men Teach Initiative, and the CUNY Black Male Initiative program at CCNY.

Courses in American English are offered to non-native speakers whose scores on the CUNY Assessment Tests indicate insufficient college-level language skills. Currently, the ESL Program offers two introductory and two upper-level courses, which may be paired with specific General Education courses, e.g., Speech. After successful completion, ESL students may repeat the CUNY test. The English Language Institute, under the supervision of the Office of Continuing and Professional Studies, offers free instruction to non-matriculated students who are learning English as a second language.

In addition, the College, which is located in the predominantly Hispanic and African American neighborhood of Hamilton Heights, houses several programs and centers that focus on particular communities, such as the CUNY Dominican Studies Institute (CUNY DSI). Founded in 1992, CUNY DSI is the nation's first university-based research institute devoted to the study of people of Dominican descent in the United States and other parts of the world. In 2010, the Institute opened its Archives and Library facility to art exhibitions, thus becoming the first exhibit space in New York City devoted exclusively to work by and about people of Dominican descent.

Complementing these academic programs, centers, and institutes is the Division of Student Affairs, which supervises more than 200 student organizations, many of which have a cultural or ethnic focus. Among the most active are the Asian Cultural Union, Caribbean Students Association, LAESA-SHPE (Hispanic Engineers), Muslim Students Organization, and the National Society of Black Engineers.

Support for International Learning Opportunities

The International Studies Program (ISP), the Study Abroad Office, and the Office of National Scholarships and Fellowships support international learning through formal academic study and co-curricular activities. The interdisciplinary ISP major offers three concentrations—Culture and Communication, Development, International Public Policy, International Relations—and it has been an active participant at the National Model United Nations (NMUN) conference for decades. The CCNY Office of Study Abroad offers over thirty regular semester, winter, and summer programs in Europe, Africa, Asia and South America. These study-abroad opportunities enrich the students' college experience and broaden the curriculum. CCNY also offers International Service-Learning programs through which students intern in countries with communities in need that can offer an enriching environment of collaboration. In 2016-2017, 479 City College students participated in Study Abroad experiences through the Study Abroad Office as compared to 100 students in 2013.

Support for Experiential Learning

In the 2015 New York State Executive Budget, Governor Cuomo included a provision requiring the City University “to develop a plan to make experiential/applied learning activities available to enrolled students starting in fall 2016”. In response to the new law, CUNY’s Board of Trustees passed a resolution to develop a plan to assess the university’s current practices regarding experiential learning with a goal of increasing the quality and availability of such opportunities for CUNY students. In June 2016, designees from each CUNY college met with the CUNY Experiential Learning Task Force and other CUNY representatives to discuss the University Plan for Experiential Learning. The University Plan calls for each college in the system to begin categorizing and tracking existing experiential learning opportunities (ELO improve the quality and availability of ELO; and explore new ELO models. An ELO committee with representation from the Faculty Council; Faculty Senate; Student Affairs; and each School/Division is charged with refining the definition of ELO at CCNY and ensuring that it is consistent with the CCNY mission, values, and campus

culture. The committee will identify existing experiential learning activities, both curricular and co/extra-curricular, and plan new opportunities to enhance the student learning experience.

Initiated in 2016 as a faculty initiative, the ORCA program—Opportunities in Research and Creative Arts—is a City College program that seeks to increase retention and success of undergraduate students by involving them in exciting and cutting-edge work being done college-wide among the different disciplines, while supporting the research, scholarship, and creative activity of City College faculty. In 2016, thirty student projects contributed to faculty research and creative arts agendas, which provided students with coherent and purposeful educational experiences, including archival research on a well-defined topic, support for a large-scale creative work, participation in social science research, and work in a science research laboratory.

CCNY has consultative status as a non-governmental organization (NGO) in association with the United Nations Department of Public Information (UN DPI). The College is one of only four institutions of higher education in the New York metropolitan area and the first CUNY college to earn this distinction, which enables the CCNY International Studies Program to place up to four undergraduate interns each semester at the UN as youth representatives to international NGOs. Eligible non-traditional students may earn as many as twelve tuition-free credits through the Autobiography and Life Experience (ABLE) Program at the Center for Worker Education (CWE), and CUNY Service Corps at CCNY offers eligible students positions in community-based organizations and government agencies (See Standard I).

3.3.5 General Education: The CUNY-wide Pathways Initiative

The General Education curriculum is an educational requirement shared by all City College undergraduates, with some variations depending on a chosen major. Students are able to choose from a selection of courses that introduce diverse fields of knowledge while building fundamental skills, such as writing, research, critical thinking, and quantitative reasoning. In Fall 2013, the College successfully implemented the mandated CUNY-wide Pathways curriculum, which facilitates the transfer of credits across the CUNY system. Consisting of 42 credits, the Pathways requirement consist of a 30-credit Common Core and a 12-credit College Option, which is presented below.

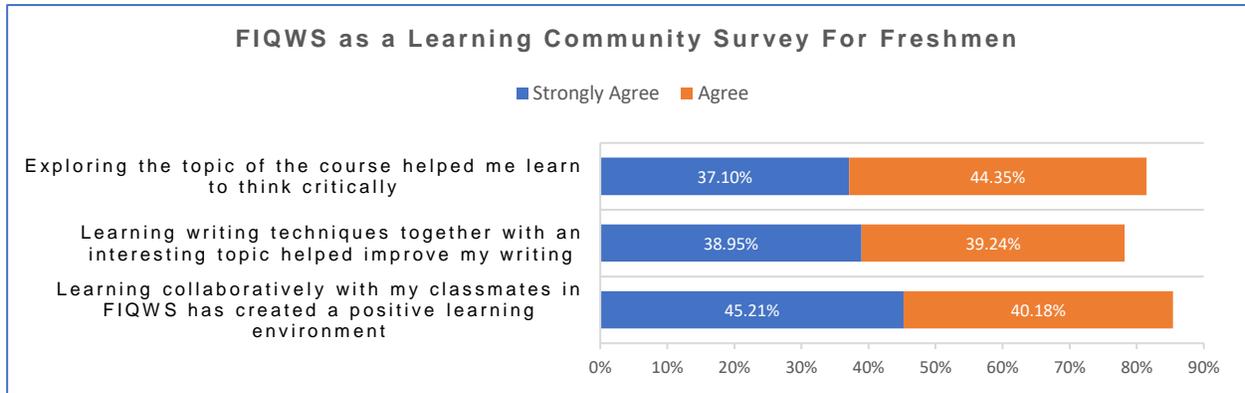
Common Core (30 credits)

Courses in the Required, or Fixed, Core (12 credits / 4 courses) adhere to specific course learning outcomes and provide a foundation for communication, critical thinking skills, and information literacy competencies, as well as fundamental quantitative and scientific literacies.

- English Composition (2 sequential courses)
 - Freshman Inquiry Writing Seminar (FIQWS) *or* Freshman Composition (English 110)
 - English Composition II (English 210 *or* equivalent)
- Mathematical and Quantitative Reasoning (1 course) *The course selected is dependent upon the intended major.*
- Life and Physical Sciences (1 course) *The course selected is dependent upon the intended major.*

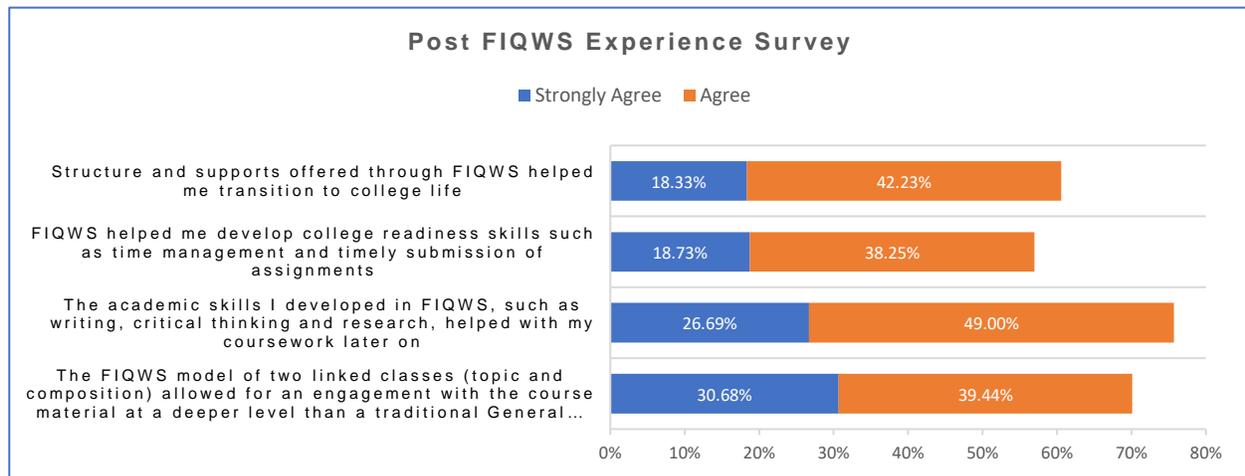
A unique feature of the CCNY general education curriculum is the Freshman Inquiry Writing Seminar (FIQWS), which not only links a first-year composition course (3 credits) with a topic course (3 credits) but also provides a freshman learning community facilitated by FIQWS faculty. In addition to preparing freshmen for further academic study, FIQWS promotes student success strategies, such as time management and academic integrity. Freshmen student surveys indicate that learning collaboratively with classmates in FIQWS creates a positive learning environment, and learning writing techniques together with an interesting topic helps to improve both students' writing and critical thinking skills. Students surveyed one to three years after taking FIQWS report that the FIQWS model provided a greater engagement with

the course material than a traditional General Education course; that academic skills acquired in FIQWS helped with their coursework later on; and that FIQWS helped them to develop college readiness skills and successfully transition to college life (Digital Archive).



Source: FIQWS as a Learning Community Survey 2017

Figure 3.3.7: Selected responses from 2017 FIQWS Freshman Survey



Source: Post FIQWS Experience Survey 2017

Figure 3.3.8: Selected responses from 2017 FIQWS Experience Survey

The Office of Academic Affairs' online *Early Alert* and *Midterm Progress Report* forms enable FIQWS faculty to refer struggling students to the appropriate support services, e.g., the City College Writing Center, advising offices, and the English as a Second Language Program. Although CCNY piloted second-semester learning communities as a follow up to FIQWS, the initiative was discontinued after two years: the challenge of identifying pairs of courses whose designations and times fit the spring schedules of rising freshmen and of attracting interested faculty was compounded by the inability of the CUNYfirst registration software to link paired sections efficiently.

The Math and Quantitative Reasoning requirement is met in a variety of ways, depending on the academic major. While many specify higher-level math courses, majors leading to the BA and BFA degrees usually accept Mathematics for the Contemporary World (Math 150). Following a thorough assessment, the College revitalized Math 150 by making course content and assignments more relevant to the lives of students. More information on Math 150, and its assessment can be found in Standard V.

Flexible Core (18 credits / 6 courses)

The extensive course offerings of the Flexible Core introduce students to the fundamental concepts and methods of a variety of disciplines, including anthropology, art, Asian studies, chemistry, earth science, economics, history, Jewish studies, political science, psychology, and theater. In addition to their category-specific goals, all Flexible Core courses, through assignments and activities, ask students to analyze information from a variety of sources and produce well-reasoned written or oral arguments.

The CCNY undergraduate must complete one course in each of five Flexible Core areas and a sixth course in one of them.

- World Cultures and Global Issues courses expose students to the belief systems, history, and social dynamics of at least one non-Western society, thus developing their cultural sensitivity and global awareness.
- US Experience in Its Diversity courses survey major themes of American history, common institutions or patterns of life in contemporary US society and how they influence, or are influenced by, belief, class, ethnicity, gender, race, sexual orientation, or other forms of social differentiation.
- Creative Expression courses explore the arts of past cultures, their significance to the original societies, and their influence on the present.
- Individual and Society courses examine how an individual's place in society affects choices, experiences, and values, while assessing ethical views and premises.
- Scientific World courses demonstrate how tools of science and technology are used to analyze problems and develop solutions; and to evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

College Option (12 credits / 4 courses)

To fulfill the College Option, undergraduates in the Colin Powell School for Civic and Global Leadership, the Division of Humanities and the Arts, or the Division of Science must take 12 additional credits, determined by their choice of degree program. The required courses are designed to strengthen critical analysis and communication skills, and, through an acquisition of basic communication competency in an additional language, to expand their cultural and global awareness.

- BA candidates: philosophy (3 credits) and a foreign language sequence (9 credits or exemption)
- BFA and BS candidates: philosophy (3 credits), speech (3 credits or exemption), and foreign language sequence (6 credits or exemption)

Students in the Schools of Education, Engineering, Architecture, and the CUNY School of Medicine have different College Option requirements, which are aligned with the academic expectations of those fields of study.

CCNY advises undergraduates to complete the General Education/Pathways requirement within the first two years of study. Course lists and checklists, which are available on the CCNY website and in advising offices, identify courses appropriate for freshmen and those appropriate for second-year students (Appendix D1).

Common Core

All courses in the Common Core have been approved by both the CCNY General Education committee and the CUNY-wide faculty committee, both of which review how a particular course aims to accomplish

the Required Core or the Flexible Core learning outcomes and how students will demonstrate meeting those outcomes. To make the development of critical thinking and writing within General Education more deliberate and effective, the courses that include these components have been categorized into Level I (first year) or Level II (second year). Level I courses support skills acquired in English Composition I while Level II courses strengthen skills learned in English Composition II. Benchmarks for student learning in terms of writing, critical thinking and information literacy have been defined for each level and the main efforts of the College now are focused on faculty support and development so that delivery of information and expectations of students are set along these lines (Appendix D3).

A comprehensive description of General Education/Pathways is available on the CCNY website, which contains sections for students, faculty, and advisors, and in the CCNY Undergraduate Bulletin. Academic departments with extensive major requirements also recommended specific Core and College Option courses. In addition, CCNY clearly labels General Education/Pathways courses in the online schedule of classes, CUNYfirst™, and DegreeWorks™.

General Education courses are periodically evaluated to ensure their adherence to the program expectations and to assess their effectiveness in terms of student learning. Rubrics that specify goals for student learning for communication/writing, critical thinking, information literacy, and quantitative reasoning skills are used for assessment, and data are utilized to improve and coordinate instruction in these courses. Assessment is thoroughly discussed in [Standard V](#) of this self-study report.

3.3.6 Graduate and Professional Education Support

CCNY's College of Liberal Arts and Sciences, and its professional schools (Architecture, Education, Engineering, and CUNY SoM) design and deliver academically rigorous, coherent graduate degree programs. Students may select Master-level programs that prepare professionals to enter and advance in their respective fields or they may to prepare for admission into Doctoral degree programs. Graduate and professional students also benefit from multiple and on-going opportunities to develop their research, scholarship, and independent thinking skills with the support of faculty and other professionals who are credentialed appropriately for the graduate-level curricula they teach. Distinctive graduate programs include:

- The MFA Film Program curriculum emphasizes independent narrative and documentary film making. *CityVisions*, the annual film showcase at The Directors Guild of America Theater, introduces student work to the film festival circuit, television broadcast, and non-theatrical distribution. Film students have earned numerous student Oscars and Emmys, and their films have been official selections at the Cannes, Sundance, Tribeca, Berlin, and Venice (Biennale) Film Festivals.
- Branding + Integrated Communications, a portfolio-driven curriculum that explores how to create meaningful brand identity through strategic, integrated communications.
- Public Service Management Program (MPA), which leads to a degree in public administration (MPA), prepares students for leadership roles in government agencies and nonprofit organizations. In addition to a rigorous curriculum, the program offers career services, internships in Washington, DC, scholarships, and research opportunities.
- The Sustainability in the Urban Environment Program curriculum incorporates emerging approaches in the disciplines of architecture, engineering, science, and social sciences. Faculty from the Spitzer School of Architecture, Grove School of Engineering, Colin Powell School for Civic and Global Leadership, and the Division of Science have developed an integrated curriculum that prepares students to design new generations of buildings, urban infrastructure, and open spaces,

The four professional schools at City College, the Bernard and Anne Spitzer School of Architecture, the Grove School of Engineering, the School of Education, and the CUNY Medical School, are visited regularly by teams of external reviewers. The visiting teams, made up of educators, professionals, and other experts, assess the programs on offer in each school and determine whether they meet the criteria deemed necessary for the respective professional degrees. These visits are very important because an accredited professional degree program is a pre-requisite for licensure in each profession. It is very gratifying that the reports for Architecture (2017), Landscape Architecture (2015), Engineering (2017), Education (2016), and Medicine (2015) were exceptionally positive, and resulted in extending accreditation for the maximum period—for example, seven years for the School of Education, eight years for the School of Architecture. Its most recent accreditation report is posted prominently on the school website, as per NAAB guidelines. The Division of Interdisciplinary Studies at the Center for Worker Education has also received positive assessment.

Departments and programs in the College of Liberal Arts and Sciences also initiate the process of self-study and external review, a practice not prompted necessarily by the requirements of external accrediting boards. Art (2014), English (2013), and Chemistry (2013, 2014) departments have been reviewed most recently, meaning they prepared self-study reports, were reviewed by external teams and prepared implementation plans. The process has been useful and productive in assessing strengths and weaknesses and developing plans for the future, especially so in the Art Department where new and exciting undergraduate and graduate programs have been launched, the BFA in Electronic Design and Multimedia, the MFA in Digital and Interdisciplinary Art Practice, and the BA and MA programs in Art Education with a social justice focus.

3.3.8 Recommendation

- Building on a foundation of inquiry-based learning that is present in the Freshman Inquiry Writing Seminars (FIQWS) and in existing Experiential Learning Opportunities, the college should encourage and support academic departments and programs in developing high-impact capstone experiences for students in the final year before graduation.
- In keeping with the College's growing focus on experiential education, such as field-based and internship practices, the College should include feedback loops that use data from site-based observation, internship mentors, student, faculty and staff surveys and questionnaires to evaluate the efficacy of the field-based practices and course curricula to improve program design and delivery.

3.4 Standard IV: Support of the Student Experience

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

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies, and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
 - a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
 - b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported to attaining appropriate educational goals;
 - c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
 - d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;
2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and
6. periodic assessment of the effectiveness of programs supporting of the student experience.

3.4.1 Policies and Procedures

At CCNY, Enrollment Management (EM) manages administrative services for direct student support through several offices: Admissions, Bursar, Financial Aid, and Registrar. The executive director of EM works closely with the senior administration and other institutional stakeholders to determine enrollment targets and goals, including the annual one- and two-year enrollment targets required by CUNY. Periodic updates monitor progress towards the established goals, and the Strategic EM Committee, comprised of the directors of the EM offices, meet weekly to plan, exchange information, and resolve issues.

Implementation of CUNYfirst

One of the most important changes to student enrollment services since the 2013 Periodic Review Report has been the implementation of CUNYfirst. CUNYfirst - Fully Integrated Resources and Services Tool - (on a PeopleSoft Platform) is a suite of software that has replaced aging systems overseeing Student Administration, Finance and Human Resources that have served the City University of New York (CUNY) for over a generation. There are four (4) distinct pillars in CUNYfirst, i.e., Human Resources, Financials, Procurement and Campus Solutions (Admissions, Student Records, Student Financials (Bursar), and Financial Aid, as well as campus community, which includes Evaluation and Testing, and Student Engagement). City College was among the final wave of CUNY colleges to implement CUNYfirst Campus Solutions in April 2014. The Financial Aid module of CUNYfirst was launched in Spring 2016 and the Admissions functionality will be live beginning in fiscal year 2018. This massive conversion, the largest of its kind in the nation, offers many new student-friendly features. Students use CUNYfirst to enroll in classes, pay bills online, view their academic and financial information, apply for graduation and more. The implementation of the CUNYfirst enrollment modules has required extraordinary effort by leadership and staff, and the College's conversion has been remarkably smooth given its scope and complexity. System implementation was led by then Assistant Vice President for CUNYfirst Integration, a senior official at CCNY tasked with project management, support and direction to ensure continuous improvement of the CUNYfirst system. This innovative position was recognized by a 2015 CUNY Productivity Award. Ongoing implementation and optimization of Campus Solutions is led by the Assistant Vice President for Academic Momentum and Student Success.

Recruitment and Admissions

In support of its mission and strategic plan, CCNY relies on focused outreach—from the web to one-to-one counseling—to ensure that prospective applicants and accepted students are adequately prepared for the often-difficult transition to college. Because 41% of CCNY's applicants are first-generation college students, consistent and effective communications are especially important. Since 2010, the Office of Admissions has employed Hobsons Connect™, a customer relationship management (CRM) product, to personalize, advance, and streamline its activities.

Since 2008, the College has engaged in an annual assessment of its admission criteria (Table 3.4.1), with the Office of Admissions proposing several models, by school and division, which increase standards, without sacrificing diversity goals, and enrollment and financial targets. Once defined, the criteria must be approved by the Faculty Senate, in accordance with the CCNY Governance Plan (Digital Archive), and the Office of Academic Affairs at the City University of New York (CUNY). Details about the CCNY admission policy, the online application process, financial matters, and housing are available in the College Bulletins and on the Office of Admissions web site. Generally, undergraduate candidates—including transfer applicants—file with the central University Application Processing Center (UAPC), which uses the College's approved criteria to determine eligibility for admission; graduate applicants submit directly to CCNY. The

College offers immediate acceptance to new freshmen and transfer students based on the established criteria and a limited number of “borderline” cases. There is also an appeals process whereby applicants who have been denied admission because of their high school or college grade-point average (GPA) or standardized test scores may seek additional consideration, but only if the Office of Admissions is convinced that petitioners can be successful at CCNY.

The Colin Powell School for Civic and Global Leadership, the School of Education, and the Division of Humanities and the Arts have similar entrance criteria, which have remained static since Fall 2012. Those for the Division of Interdisciplinary Studies at the Center for Worker Education (CWE) are modified to accommodate the complex academic histories of its non-traditional students, who are predominantly working adults. The Bernard and Anne Spitzer School of Architecture, the Grove School of Engineering, and the Division of Science have higher admissions criteria.

The Search for Education, Elevation, and Knowledge (SEEK) Program, which is funded by New York State and designed to meet the needs of students who are considered to be economically disadvantaged and academically underprepared, has its own specialized recruitment and admissions criteria.

Table 3.4.1: Freshman Admission Criteria for non-ESL, recent high school graduates

School/Division	Type	HS Average	SAT Total	English Units	Math Units	Science Units	Total Units
Education/Liberal Arts	Regular	80	950	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Science	Regular	80	1000	2 (or SAT CR 500)	3 & Math Avg. ≥ 80 (or SAT M 550)	3	14
	SEEK	75	850	2 (or SAT CR 500)	3 & Math Avg. ≥ 75 (or SAT M 500)	n/a	n/a
Engineering ¹	Regular	85	1000	2 (or SAT CR 500)	3 & Math Avg. ≥ 80 (no SAT exception)	3 & Science Avg. ≥ 80	15
	SEEK	80	850	2 (or SAT CR 500)	3 & Math Avg. ≥ 75 (no SAT exception)	n/a	n/a
Architecture ²	Regular	80	1000	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a

Source: CCNY Office of Admissions; Fall 2012

¹ Subject to additional faculty review for completion of math and science units based on supplemental application.

² Subject to faculty review of “Creative Challenge” and space availability.

High school seniors applying to the Macaulay Honors College at CCNY also must submit admission essays and letters of recommendation, which are not required of other freshmen applicants.

The CUNY School of Medicine at City College (CUNY SoM) has a separate admission process for its BS/MD program. Among the factors determining admission are:

- Outstanding achievement in high school (minimum average of 85 for the first three years) with a strong record in the sciences and eleventh grade mathematics
- Performance on the ACT (American College Test) and the SAT (Scholastic Assessment Test)
- Volunteer and work experience, especially in health-related areas such as hospitals and/or community settings

- Evidence of leadership, initiative, responsibility and motivation to pursue a career in medicine.
- A demonstrated interest in becoming a primary care doctor in a physician-shortage area.

CUNY SoM also houses the Physician Assistant (PA) Program—a 28-month graduate program leading to the MS degree and certification as a PA, pending successful completion of the Physician Assistant National Certifying Examination (PANCE).

Tuition and Expenses

Tuition and fees are set by the University Board of Trustees, and are based on New York State residency status, which is determined at the time of admission to CCNY, and on credit load, e.g., full-time (12-18 credits). Information about the total cost of attendance is updated annually on the CCNY Bursar web site. The online CUNY Net Price Calculator (Appendix J1), which includes both direct costs, e.g., tuition, and indirect expenses, e.g., books and transportation, helps students estimate the total cost of attendance (COA) minus any anticipated grants and scholarships. The CUNY Refund Policy (Appendix J2) is posted on the Bursar web site and relevant dates are included on the Academic Calendar.

Financial Aid, Grants, Loans, Scholarships, Repayment, and Refunds

The CCNY Financial Aid Office administers federal (Pell Grant, Supplemental Opportunity Grant, direct loans, Perkins Loan, PLUS Loan for Parents, Work-Study) and state (Tuition Assistance Program, Aid for Part-time Study, Part-time Tuition Assistance Program, Excelsior Scholarship) funds, as well as those provided by the institution. During the 2016-2017 academic year, the College distributed over \$75 million in federal and state funds and almost \$8.5 million in institutional aid to more than 61 percent of enrolled undergraduates; and approximately \$489,000 in institutional aid was awarded to graduate students. CCNY also encourages its students to apply online for other types of external scholarships and awards.

Financial aid information is published annually on the CCNY Financial Aid website, the CCNY Bulletins, the CUNY Financial Aid brochure. Loan repayment information is detailed on the Office of Financial Aid web site. Professionally trained Financial Aid counselors also are available to discuss the Free Application for Student Aid (FAFSA) filing procedures, academic progress requirements, eligibility criteria, and other issues with new and continuing students.

In 2015, CCNY launched the CCNY CityXpress Appointment System, queuing software product developed by NEMO-Q, which has reduced wait times dramatically for Financial Aid Office and Bursar services. These improvements were made, in part, in response to feedback from students, via student satisfactions surveys. In Fall 2016 and spring 2017, Financial Aid counselors logged more than 6,464 student appointments, and CCNY students may review their estimated and actual awards and billing through their CUNYfirst accounts, as well (Appendix J3).

In 2016, the Colin Powell School for Civic and Global Leadership, with support from its dean and the Office of Institutional Advancement, organized an outreach program to establish a FAFSA cohort model. The intent was to bring together students and, when possible, their parents, to develop a greater understanding of the FAFSA. This initiative has been effective with over sixty students during the past three semesters, and a comprehensive review and assessment is planned for the end of the 2017-2018 academic year. Inspired in part by the success of the Powell program, the Office of Financial Aid offered similar workshops to those students whose continued enrollment was at risk because of non-payment in Fall 2016 and to all students eligible for financial aid in Spring 2017. The College's on-site and online services have increased financial awareness among new and continuing students, and significantly reduced CCNY's official three-year School Default Rates: FY 2012 (5.7%), FY 2013 (5%), and FY 2014 (4.3) (Appendix J4).

The Division of Student Affairs and Health and Wellness Services can provide one-time emergency grants (\$500 maximum) to support students in crisis. To be eligible, matriculated students must have zero-tuition balances; good academic standing, a minimum grade-point average (2.00 for undergraduate students, 3.00 for graduate students), record of good conduct, and demonstrated emergency need. CCNY informs students about the availability of emergency grants on its website and through multiple email blasts. During the 2015-2016 academic year, 86 emergency grants were distributed. Of that number, fourteen students graduated (16.3 percent), 58 students continued (67.4 percent), and fourteen students withdrew (16.3 percent).

In 2016-2017, the Office of Enrollment Management implemented the Hobsons Retain™ module to strengthen communications with continuing students, particularly regarding resources, opportunities, policies and critical deadlines. A pilot launch featuring a financial awareness campaign to reduce course cancellations for non-payment has shown promising results, with a typical student view rate of 50% or higher.

Identification and Placement

In 1999, the University passed a resolution consigning remedial instruction to those CUNY colleges awarding associate degrees. Applicants to the CUNY senior colleges are required to demonstrate basic skill proficiencies in math, reading, and writing. CCNY evaluates academic preparedness through multiple assessments both prior to and following admission. Its Office of Evaluation and Testing implements the CUNY testing regulations and procedures, and administers and records the results of the CUNY Assessment Tests (CATS), which measure reading, writing, and mathematics competencies; and the Ability to Benefit (ATB) test, which measures the college readiness of New York State residents who have foreign high school diplomas. In addition, all new students—whether or not they have met CUNY’s CATS requirement in mathematics—must sit for the College-level Math (Math 6) test; CCNY uses their earned scores to place new students into advanced mathematics or mathematics-related courses.

The Office of Testing and Evaluation, in conjunction with the CUNY University Skills Immersion Program (USIP), offers non-credit immersion and bridge courses for students who require additional preparation for college-level math courses or for high-stakes math and science courses. Revisions to Fundamental Algebra and Geometry (MATH 80) in summer 2015 resulted in a 15 percent increase in the number of students who passed. Of the 43 students who passed MATH 80 in summer 2016 and who subsequently completed College Algebra and Trigonometry (MATH 190), 76 percent, or 33 students, passed. This was 10 percent higher than the College’s general pass rate for MATH 190.

3.4.2 The Evaluation and Acceptance of Transfer Credits

The review, evaluation, and acceptance of transfer credits is overseen by Transfer Evaluation Services in the Office of Admissions with information about transfer credit policies and procedures—including acceptance of credits for Advanced Placement (AP), International Baccalaureate (IB), and the Caribbean Advanced Proficiency Examinations (CAPE)—available in the 2016-2017 and on the CCNY Admissions website. The School of Architecture, School of Engineering, and the Division of Interdisciplinary Studies at the Center for Worker Education specify exceptions to CCNY and CUNY-wide transfer policies on their individual websites and in the bulletin.

In brief, most college-level liberal arts and science courses completed with a grade of C or higher at accredited institutions are transferable. Applicants with CUNY AA and AS degrees are guaranteed 60 credits upon transfer. At the discretion of the pertinent CCNY academic departments, grades less than C earned at other CUNY institutions may be transferable. City College also participates in CUNY’s Reverse Transfer initiative, to promote associate’s degree completion for community college students who transfer

prior to receiving their degree. Courses from non-accredited institutions may be accepted upon the recommendation of the relevant academic departments. The maximum number of transfer credits permitted is 90. Because transferred courses may or may not meet major degree requirements, Transfer Evaluation Services urges every new student to consult with the designated academic advisor in the major department.

Professional transfer evaluators in the Office of Admissions and CCNY faculty determine course equivalencies between CCNY and non-CUNY institutions, on a course- by-course basis. CUNY courses are transferred according to established rules in the CUNYfirst database. This allows the automation of some aspects of CUNY transfer student evaluations. The automated evaluation is reviewed by an evaluator for accuracy and completeness. Any errors are manually corrected, and the rule is corrected in CUNYfirst for future evaluation of the same course. Review and updates of the CUNYfirst rules are requested of the departmental faculty annually. Though changes will always occur due to course content changes, new course creation and course retirement, students rarely suffer loss of credit. Prior to Spring 2017, prospective transfer students were able to check course equivalencies across the University system through the CUNY Transfer Information and Program Planning System (TIPPS) website. Although individual academic departments periodically reviewed equivalencies, there were omissions and occasional errors. To rectify this, CUNY launched Evaluate My Transcript, a CUNYfirst feature, in November 2016. According to CUNY, over 260 University students used this feature during 2016-2017 to determine their potential credit transfers to CCNY.

Enrollment between CUNY schools is encouraged and facilitated by the CUNY E-Permit system, which was integrated into CUNYfirst in Fall 2015. E-Permit enrollment—both incoming and outgoing—has seen a modest but steady increase since 2012.

Affecting the intra-CUNY transfer population positively is the new general education requirement, Pathways, introduced in Fall 2013, and thoroughly discussed in Standard III. In preparation for its implementation, CCNY revised those policies and procedures that guide student transfer.

The College informs new transfer students about the evaluation process, requirements, and deadlines through their *My City* online pages (hosted by Hobsons Connect™) and through email outreach, from the time of admission until their transfer evaluations are complete. Students may view their evaluations online (via CUNYfirst Student Center) as soon as they are available. To facilitate the evaluation process, CCNY stresses the importance of the timely submission of all academic records and the reporting of questions at the Transfer Academic Planning Day and New Transfer Orientation.

Timely transfer credit evaluation, the “Evaluate My Transcript,” E-Permit and Reverse Transfer Programs all depend heavily on the accuracy and maintenance of CCNY course equivalencies with courses at other CUNY schools. The database of equivalencies, formerly in TIPPS, is now maintained within CUNYfirst, with a system of “rules” (course equivalencies). As of Fall 2017, approximately 13,597 undergraduate courses have CCNY rules (approximately 47%) and 15,159 have no rules. Rules for graduate courses will be implemented beginning 2017.

Other new initiatives to support transfer students include a peer mentoring pilot and regular community college on-site outreach by the Division of Science/CCAPP. In March 2016, CCNY organized and hosted a symposium for representatives from feeder community colleges to discuss the challenges facing transfer students and to explore effective solutions. In April 2017, a new open house for newly admitted transfer students was piloted, offering participating students the opportunity to meet with an academic and to register early.

Non-Academic Transfer Credits

The Division of Interdisciplinary Studies at the Center for Worker Education (CWE) awards up to 20 credits for prior non-academic learning through its carefully controlled Autobiography and Life Experience program (ABLE) program (Digital Archive), credits are awarded following evaluation by the Division's faculty.

In April 2013, the CUNY Board of Trustees approved a resolution to allow a maximum number of 24 military transfer credits to eligible veterans. Military credits taken at traditional accredited colleges and universities are reviewed on a course-by-course basis using program and course descriptions from the prior institution's online bulletin. CCNY relies on Joint Services Transcripts (JST) and the American Council on Education (ACE) database of military course descriptions and recommendations to review those courses completed as part of military training. The College also refers to ACE for those military credits based on testing.

Through its Office of Study Abroad, City College offers an extensive variety of credit and non-credit bearing opportunities in various locations throughout the world. And in 2015, CCNY was designated a CUNY Service Corps college. The Corps experience offers students paid work experiences in community-based organizations and government agencies. These assignments often lead to offers of permanent employment following the one-year assignments. Both the Office of Study Abroad and CUNY Service Corps are discussed at length in Standard III.

3.4.3 Maintenance and Release of Student Information and Records

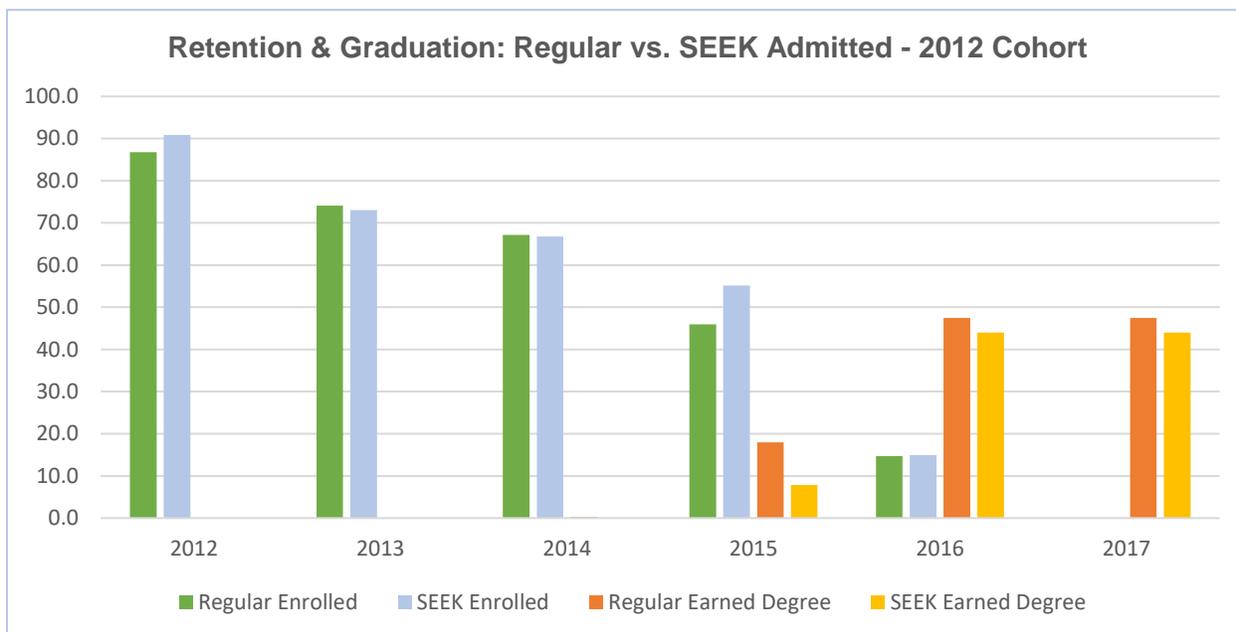
CCNY publishes the Family Educational Rights and Privacy Act (FERPA) in its bulletins and on its website, and it supports FERPA awareness and compliance through various activities:

- Orientations for new faculty and an online course ensure that faculty and staff understand and observe FERPA standards and rules. Additionally, FERPA guidelines are disseminated across campus.
- The Registrar, in addition to hosting FERPA information on the CCNY website, processes requests for FERPA waivers and works closely with Office of Information Technology to protect student records. The Registrar will also send annual notifications to enrolled students in attendance of their rights under FERPA.

3.4.4 Student Support Programs

CUNYwide Initiatives

The New York State-funded Search for Education, Elevation, and Knowledge (SEEK) Program is designed to address the needs of under-prepared undergraduates who are economically disadvantaged. Its students, who are eligible for a maximum of ten semesters of New York State's Tuition Assistance Program (TAP) and may be awarded additional grants for CUNY fees, books, and academic supplies, benefit from professional counseling, intensive academic supports, freshmen learning communities, and Graduate Record Examination (GRE) workshops for those intending to apply to graduate school.



Source: CCNY Institutional Research

Figure 3.4.2: SEEK Program Retention and Graduation Rates

Figure 3.4.2 shows the six-year retention and graduation rates for 1,140 regularly admitted, and 241 SEEK students. The SEEK one-year retention rate is 91%, and the six-year graduation rate is 44%, which is comparable to the regularly admitted students at 87% and 47% respectively.

Coordinated Undergraduate Education (CUE) is a CUNY-wide initiative supported by the Central Office with the goal of improving student academic success. Every year, CUNY colleges receive funding from the Central Office to support their specific campus student success goals which are based on CUE priorities and institutional mission. The initiatives are assessed, annually, which allows CCNY to evaluate and coordinate activities related to the success of undergraduate students and make data-driven decisions about future projects and initiatives. In the last three years, CUE provided resources for the writing center, developmental math workshops and bridge courses, faculty professional development, supplemental instruction, piloting use of digital portfolios in English composition, and a first-semester advisement initiative. Information about CUE's assessment outcomes are presented in section 3.5.2.

One of the central pillars in CUNY's new Strategic Framework, Connected CUNY (2017), is increasing both access to and completion of college by more New Yorkers. The plan contains measurable goals that are intended to galvanize action across the university to accomplish these ends. Among the targets set in this framework is the benchmark to increase by ten points the six-year graduation rate for bachelor's programs.

During Academic Year 2017-18, each CUNY college has been charged with developing an Academic Momentum plan that uses college data to develop and inform strategies to advance targeted, measurable initiatives. The CCNY Academic Momentum plan focuses on three elements that have demonstrated their efficacy in enhancing college completion.

First, the College is focusing on the timely completion of Gateway courses in mathematics and writing that are foundational steps for every degree. Because of the large number of first year students who aspire to majors in engineering or the sciences, it is particularly important for students to move quickly to pre-

calculus and calculus courses early in their academic career. Data from a pilot program last summer demonstrated that successful completion of a targeted high impact pre-matriculation bridge course during the summer had a positive impact on student achievement in mathematics. Of the 154 students who enrolled, 80% of students who completed the course placed into a math course higher than the one designated by the results of their first placement exams. These data also suggest that it is important to have students test early so that they can take full advantage of these programs, and that summer coursework prior to their first semester is a critical tool in accelerating their progress. Examination of students' patterns of enrollment and advising have also shown that international students present a particular challenge, as their arrival is often close to the term's start. Plans are being developed to engage these students prior to their arrival via proactive advising using Skype.

Second, the Academic Momentum plan has articulated several strategies to encourage more students (aiming at 60% of our full-time population) to complete 30 credits during the academic year. Our data show that many students eschew summer study if they have exhausted their financial aid. Recent changes in Pell aid, however (a critical source of support for our student population) mean that there is significantly more tuition support available for the summer term. We are coordinating with advisors across campus to develop consistent messaging about the opportunities available and to expand the number of seats/sections of high-demand classes. Using data from the predictive analytics program developed by EAB, we have identified classes with unusually low completion rates for further investigation and interventions. CCNY will pilot 9-credit block scheduling for a number of first year students with undeclared majors, to which additional credits will be added to total 15 in Fall 2018.

Finally, our Academic Momentum plan will review and strengthen our efforts to develop and publicize the degree maps that show the pathways to completion for students in every major. During Academic Year 2017-2018, we are working to align the planning processes for course scheduling more closely with data about enrollment patterns and student completion of both Pathways and major requirements. In targeted majors (for example, in engineering) we are using data to adjust student enrollment to match the resources available, reducing admissions targets in majors that are oversubscribed to foster greater completion rates.

These efforts will be reviewed and adjusted as needed as the plan continues into the next academic year. We expect these data to help guide decisions about where to invest scarce resources and where new resources (for example, in advising) must be added.

City College Initiatives

In addition to the above-listed CUNY initiatives, City College provides student support services that maximize student success by integrating Academic Affairs with Student Affairs. By taking this holistic approach to student success, the College has built a system wherein CUNY, Academic Affairs, and Student Affairs work in conjunction with one another to provide the best possible support to the CCNY undergraduate population; CUNY initiatives (SEEK, CUE, and CONNECTED CUNY) Academic Affairs (Bursar, Financial Aid, Registrar, Gateway, etc.) and Student Affairs (Athletics, Health and Wellness, New Students, Housing and Residence Life, etc.) all provide the tools necessary for student success; taken together these tools form the basis by which students are able to best navigate their undergraduate experience.

Orientation, Advising, and Tutoring

Best practices indicate a strong correlation between mandatory new student orientations and student success. New freshman and transfer students at City College are introduced to College life through a two-part onboarding process comprised of an Academic Planning Day (APD) followed by a New Student Orientation. Academic Planning Day, organized by the Office of the Provost, includes demonstrations of

and enrollment in various technologies, e.g., CUNYfirst, CUNY Portal for Blackboard (course assignments and communications), and CityMail student email. Offices of Admissions, the Bursar, Financial Aid, and the Registrar actively participate, offering details about expenses, tuition payment options, loans, repayment, refunds, financial aid, and scholarships, and veteran academic advisors provide tips for making a successful transition to college life. After a general morning program, students are introduced to their designated academic advising office, based on their academic interest. Academic Planning Day culminates in the selection of the class schedule, sometimes after an additional meeting with an advisor for in-depth advisement.

All students also attend a New Student Orientation where they learn about academic and student involvement opportunities, become familiar with our campus traditions, learn how to access City College services and resources such as the Career and Professional Development Institute (CPDI), and meet the City College community. Organized by the Office of Student Affairs, City College New Student Orientation has sessions for first-year, transfer students, international students, graduate students and veterans. To promote early institutional adhesion, one of the strongest indicators of future persistence and graduation, freshmen and transfer students attend discipline-specific information sessions based on their areas of study or interest, and have an opportunity to meet with peers.

Information for new students is communicated through their Hobson's MyCity page, the Academic Planning Day web page, and The City College Guide, a mobile site (Digital Archive). All new students are assigned a peer mentor through the Growth and Professional Success (GPS) Navigators Program that will be a resource for their first year of College life. To accommodate its non-traditional population, the Division of Interdisciplinary Studies offers a one-stop orientation for new students at the Center for Worker Education (CWE).

In order to encourage the timely completion of degrees a number of initiatives have been implemented that facilitate students' planning, maximize their eligibility for financial aid, and permit the College to make the most efficient use of its resources. In summer 2017, DegreeWorks™, introduced a Student Educational Planner feature. This functionality will allow students and advisors to map out a semester-by-semester, web-based curriculum plan in order to expedite degree completion. During Academic Year 2017-2018, the College is expanding the CUNY effort to create widely available maps for every undergraduate degree and major by adding a campus planning initiative. Each department must publish in advance the schedule of projected course offerings over four semesters that will enable students to complete the major. Similar efforts are underway for the courses scheduled as Pathway and foundational courses. In addition, CUNY software that maps CCNY transfer credit for students enrolled in other CUNY schools by anticipated major helps transfer students plan even before they come to campus. Taken together these efforts give administrators the information needed to ensure there are sufficient places in the courses students need to complete their degree each semester, and allow advisors and students to plan their academic and personal lives to accommodate the optimum course schedule.

Depending upon their class status, new and continuing students have access to advising and tutoring from multiple offices, such as:

- The New Student Experience Center (NSEC) advises all entering freshmen and assists them in developing academic plans and affiliations with their chosen majors. Through its major and career information sessions, peer mentoring program, information sessions, personal coaching, and skills workshop series, the Center contributes to the successful transition of new students to CCNY. In 2016-2017 NSEC served 1020 students. The NSEC held 12 academic/career workshops and 3 social events. They recorded 5908 student visits. It also coordinates CCNY's College Now program, which permits eligible high school students to earn college credits in advance of their

graduation and the Early College Program, which is a dual enrollment program with the NYC DOE that allows students at the City College Academy of the Arts earn up to 60 college credits while in high school. College Now served a total of 361 students. The Early College Program served 205 students. The CUNY EDGE (Educate, Develop, Graduate, Empower) program is also located within the NSEC. That program works with students who receive benefits from the NYC Human Resources Administration providing academic support, coaching, career education and attendance verification. In 2016-2017 CUNY EDGE served 216 students.

- The Gateway Academic Center (GAC) provides mentoring, math tutoring, workshops, and special events to support continuing students who have reached sophomore status (31+ credits) and who have not as yet decided on a major, as well as undeclared transfer students. The GAC mentored and advised 1,432 in 2016-2017; sponsored many tutoring sessions, workshops, and events on topics such as note-taking, test anxiety, and study skills.
- The CCNY Honors Center. Five advisors (3 MHC advisors, 2 CCNYHP) mentor students in the Macaulay Honors College at CCNY and the City College Honors Program. In Fall 2016, these specialized programs enrolled 128 and 401 students, respectively.
- The Grove Honors program, which began in Fall 2015, advises and mentors a small cohort of highly promising future engineers and computer scientists. Students receive at least one guaranteed internship and research experience working alongside faculty. In Fall 2016, the program was comprised of 92 students.
- The City College Writing Center supports student success through one-on-one appointments and group workshops, and the Center logged 2,052 discrete appointments in Fall 2016 from 848 individual students. (Some students attended multiple times.)
- All new freshmen students are enrolled in a New Student Seminar (NSS). Specialized schools and programs such as Honors, SEEK and Sophie Davis coordinate tailored NSSs for their students. In the fall of 2015 the class was organized into 8 sections, each with a staff facilitator. The facilitator was responsible for attendance and announcements. The content was taught by 6 teams of topic experts who rotated between the sections. In Fall 2016 the number of sections was expanded to 100 sections. The 12 topics were presented by a team of specially trained student peer leaders who were in turn trained by the topic experts. It was expanded again for Fall 2017.
- Sponsored by the US Department of Education through its TRIO Program, CCNY's Student Support Services Program (SSSP) provides economically disadvantaged, first-generation college students with academic support, advisement, tutoring, and peer mentoring. Some SSSP students also may receive grants and scholarships
- The City College Academy for Professional Preparation (CCAPP) is a Collegiate Science and Technology Entry Program (CSTEP) for talented, under-represented undergraduates who are pursuing studies in science, technology, engineering, and mathematics (STEM) and health-related fields. Funded by the New York State Department of Education, CCAPP provides a summer program for entering students; academic support, workshops, and seminars; enrichment activities; mentoring and professional development; and research and internship opportunities.
- All schools and divisions offer discipline-specific tutoring services, which are clearly noted on their department websites.

Complementing the aforementioned initiatives by academic units are those managed by offices within the Division of Student Affairs:

- The AccessAbility Center/Student Disability Services (AACs/SDS) coordinates accommodations and services for CCNY students with documented needs. These include priority registration, classroom and examination accommodations, computer assisted real-time transcription (CART), assistive technology, sign language services, and reduced course load approvals. In addition, Center staff present at faculty orientations; offer workshops on disability rights and assistive technology; promote disability awareness; and maintain website information under Faculty Resources. In 2016-2017, the Center served 650 students.
- The Department of International Student and Scholar Services, which maintains student records for the federal Student and Exchange Visitor Information System (SEVIS), provides services and advocacy for those international students and scholars who are not permanent residents of the US. In addition to pre-semester orientation programs, the Department offers semester-long workshops to help students adapt to life in the US and provides professional counseling for students with academic, immigration, or personal concerns. In 2016-2017 College hosted approximately 561 active international students annually, with an additional 300 in optional Practical Training. The majority of students are concentrated in STEM fields.
- The Career and Professional Development Institute (CPDI) offers undergraduates and alumni individual and programmatic services to help them develop professional identities leading to career-focused, full-time employment at the time of graduation. Students may participate in CPDI programs (Explorer Program, CPDI Internship Program, CPDI Senior Recruitment Program, Senior Experience); attend workshops and on-campus employer events; search CCNY Career Connections for job/internship opportunities; and schedule appointments with career counselors. CPDI also oversees the Graduation Student Survey Report, which gauges student satisfaction with academic, administrative, and student services.
- The Growth and Professional Success (GPS) Program is a year-long, peer guidance initiative to help new freshmen adjust successfully to college. The GPS Navigators are CCNY peer mentors, who are specially selected and trained by the Department of Student Life and Leadership Development, and they facilitate individual and group meetings, programming, and activities.

Taken together, and in combination with supports designed by CUNY, these academic and student support initiatives provide students with a clearer path to success and graduation.

3.4.5 Athletics, and Other Extra-curricular Activities

In addition to the integrated initiatives listed above, the College also recognizes that athletics and extra-curricular activities are an important part of an undergraduate's experience and wellbeing. CCNY considers these to be an important extension of student support. Under the supervision of the Division of Student Affairs, the Athletics Department adheres to the policies and procedures set forth by the National Collegiate Athletic Association (NCAA) and ensures compliance with Title IX of the Educational Amendments Act of 1972. CCNY is a Division III school with fourteen varsity teams and one club team available to male and female students. Any student who wants to participate must be screened by a CCNY doctor, meet specific GPA requirements, maintain full-time status, and remain in good academic standing.

Table 3.4.3: Academic Performance of CCNY Athletes

Academic Year	Total Number of Athletes	Players with ≥ 3.0 GPA (Fall)	Players with ≥ 3.0 GPA (Spring)	Total Number of Graduates
2012-2013	219	111	113	37
2013-2014	220	112	106	31
2014-2015	225	112	110	41
2015-2016	236	113	115	43
2016-2017	178	99	94	35

Source: CCNY Athletics End of Year Survey

Information regarding CCNY Athletics scheduling and events, and criteria for joining can be found on the CCNY Athletics website. Each semester, the Department asks athletes to complete online surveys to evaluate quality and needs, and the athletic director (AD) evaluates coaches and prepares annual reports that assess academic achievement of players, programming, and activities.

Adopting a holistic approach to student development, the Department of Student Life and Leadership Development contributes to student success by promoting co- and extra-curricular programs, from new student orientations through alumni events; managing a peer mentoring program, Growth and Professional Success (GPS); supporting undergraduate student government and the graduate student council; overseeing more than 200 approved student-run clubs and organizations; and sponsoring student leadership development training and initiatives, such as CityServ, the Student Empowerment Engagement Development Series (SEEDS), and the National Society for Leadership and Success. Through its work with diverse campus constituencies, the Department ensures dissemination of and adherence to all CCNY and CUNY policies and procedures affecting student life activities.

3.4.6 Other Student Support Services

In addition to institutional services, the CCNY community benefits from those delivered by third-party providers. These separate entities are subject to “applicable, adequate, and appropriate institutional review and approval,” according to CCNY and CUNY policies and procedures.

3.4.7 Third-party Providers

The Auxiliary Enterprise Corporation (AEC)—a not-for-profit 501c3 concern under the direction of the Senior Vice President and Chief Operating Officer—provides operational and administrative oversight of revenue-generating entrepreneurial activities at the College. It manages business and service contracts. When financially feasible, the AEC supports campus wide initiatives, student clubs and organizations, and other college programs and events. Additionally, the AEC identifies and secures new revenue opportunities, products, and services. Current services include the retail campus spirit store, campus-wide dining and catering (Centerplate food service), beverage and snack vending, bookstore operations (Akademos), ATM, off campus student housing liaison, exclusive beverage pouring rights contract, and an MTVu Network™ program. The AEC executive director serves as the administrator of all programs.

The adoption of an online bookstore CCNYbooks.com through Akademos in Spring 2017 provides students with money-saving options for their books, with the widest range of formats, including e-books and rentals; and year-round buy-back policy. The online bookstore is linked to CUNYfirst; when faculty log in, their assigned courses are already listed (with historic detail of previous texts used), and course material

listings are automatically reflected in CUNYfirst. The potential savings to students prompted the change from a traditional bookstore.

Governed by a set of bylaws and a board of directors chaired by the Vice President and comprised of administrators, faculty, and students, the AEC conducts annual audits to “ensure adequate appropriate institutional review and approval of student support”. It also periodically surveys students to gauge their satisfaction with various third-party services, and issues an annual report (Digital Archive).

Nelnet™, a tuition payment plan provider, is available to students through CUNYfirst, and approximately 39,000 CUNY students are currently using it. At CCNY, information about this option is available on the Bursar website. Between summer 2015 and Fall 2017, more than 8,000 students utilized Nelnet™.

CCNY’s residential facility, The Towers, is operated by Capstone On-Campus Management in collaboration with members of the Division of Student Affairs staff. It consists of 164 fully-furnished, air-conditioned suites in several configurations (doubles and singles), and can accommodate 590 student residents. All suites have a kitchenette, and the residential hall offers free wireless internet service, a multi-purpose seminar room, a fitness center, a central laundry facility, a community kitchen, and several lounge areas. Residents use access cards for entry at the 24-hour security station, and closed-circuit security cameras are located throughout the building.

3.4.8 Assessment

CCNY uses a number of internal assessments, as well, to guide its work and to inform changes to policies and procedures.

- The major assessment tools by the College include the National Survey for Student Engagement (NSSE) and the CUNY Student Experience Survey (Digital Archive).
- The Division of Student Affairs administers student satisfaction surveys, including the Graduation Survey (Digital Archive.), and prepares annual reports. Data collected and reported are used to identify needs and gaps, which lead to adjustments and new initiatives, such as the Growth and Professional Success (GPA) Program. The AccessAbility Center/Student Disability Services administers an anonymous survey about programs, facilities, and procedures to students registered for its services. Excellent ratings reflect student satisfaction with available accommodations and customer service. The Towers annually surveys residents on all aspects of their residential experience, utilizing a gaps assessment; and the CCNY administration regularly reviews its relationship with Capstone On-Campus Management (Digital Archive). The Office of Enrollment Management uses Hobsons Connect and Retain™ to administer surveys, including satisfaction surveys of Academic Planning Day and the New Student Seminar.
- Those CCNY units dedicated to low-income, first-generation students and students with documented disabilities, such as the SEEK Program and the Student Support Services Program (SSSP), provide annual assessment reports to state and federal agencies, e.g., New York State Education Department, US Department of Education.

3.4.9 Recommendations

- The College should remain focused on the retention and completion rates of all students, as an aggregate and by field, and continue to develop initiatives that join academic advising, oversight of enrollment management, and communications to ensure that students maintain the academic momentum needed to complete their degrees in a timely fashion.

3.5 Standard V: Educational Effectiveness Assessment

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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;
 - f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

3.5.1 Introduction

In May 2013, CCNY presented its Periodic Review Report (PRR), which documented the implementation of an organized, sustained process for the assessment of program and general education student learning goals, including evidence that student learning assessment results were being used to improve teaching and learning (formerly MSCHE Standards 7 and 14). The PRR provided a detailed account of the College's progress in assessment following its self-study report and decennial review (2008) and progress reports (2010, 2011) (Digital Archive). Since 2013, the College's academic units, under the supervision of the Office of the Provost, have continued to use assessment data to guide institutional decisions and improvements.

For the 2018 self-study report, the Standard V working group, comprised of administrators, faculty, staff, and students, collected and reviewed documents pertaining to educational goals (learning outcomes); organized and systematic assessment activities; use of assessment results for improvement; institutional review and approval of assessment services designed by third-party providers; and the periodic evaluation of assessment processes. The group's principal questions:

- How are data that measure educational effectiveness regularly collected, analyzed, and used by the College?
- What are the mechanisms for administrators, faculty, staff, and students to contribute to assessment processes?
- How are assessment data and findings shared across CCNY?
- How useful are collected data and assessment findings to the various campus constituencies?
- What are the best assessment practices that have emerged at CCNY since the last decennial review?

While the focus of the 2013 PRR (Standards 7 and 14) was to demonstrate how institutional and program/department level assessment was driving the improvement of teaching and learning, the new Middle States standards mandate a broader definition of student learning and therefore the self-study report incorporates the assessment of programs and services (i.e., tutoring, advising, experiential learning) into the understanding and measures of educational effectiveness. Furthermore, it is important to note that while the substance of the discussion in this section focuses primarily on the departments and programs in the College of Liberal Arts and Sciences (CLAS) and the Ph.D. programs in Engineering that fall under the purview of Middle States accreditation, the committee drew extensively on the expertise of members from CCNY's Professional Schools in examining campus-wide best assessment practices and determining aspirational assessment goals for the entire campus. Each of CCNY's professional schools—Architecture (NAAB, 2023), Engineering (ABET, 2022), Education (NCATE 2023), and the CUNY School of Medicine (Sophie Davis School of Biomedical Education, Physician Assistant Program-SBE ARC-PA Certificate of Accreditation) have recently been reapproved by their accrediting body. And, as mentioned, as of February 2016, MSCHE has approved CCNY's request for accreditation of the new CUNY School of Medicine.

Clearly Stated Mission and Goals

In developing the strategic planning framework, the College reviewed and reaffirmed its mission, which presents a broad expression of educational goals: "CCNY advances knowledge and critical thinking, and fosters research, creativity, and innovation across academic, artistic, and professional disciplines". Through its general and discipline-specific curricula, CCNY fulfills this academic mission. Pathways provides general education curriculum, explicit learning outcomes and goals (Appendix D2). This 42-credit curriculum

introduces students to “different fields of knowledge...[while building] fundamental skills, such as writing, research, critical thinking, and quantitative reasoning”. The mission and program goals for CCNY’s professional schools—Spitzer School of Architecture, Grove School of Engineering, School of Education, and the CUNY School of Medicine (Sophie Davis School of Biomedical Education, Physician Assistant Program)—and the College of Liberal Arts and Science (CLAS) are published online (Digital Archives). Most student support service units, such as the Zahn Innovation Center, Writing Center, the Student Support Services Program (SSSP), SEEK, and the City College Academy for Professional Preparation (CCAPP) also have articulated mission statements and goals which are published online (Digital Archives).

How data are regularly collected, analyzed, and used by the College

CCNY maintains a strong organizational structure that supports a sustained and organized learning outcomes processes for the assessment of institutional, general education, program, and unit learning goals. At the institutional level, the Senior Associate Provost of Academic Affairs, Assessment, and Accreditation has championed continuity in campus-wide assessment processes since her appointment in 2011. This office oversees institutional research efforts that have included the implementation of the Collegiate Learning Assessment (CLA), Coordinated Undergraduate Education (CUE), National Student Satisfaction Survey (NSSE), Noel-Levitz Student Satisfaction Inventory (SSI), CUNY Student Experience Survey (SES), and the College Portrait, a component of the Voluntary System of Accountability (VSA). Furthermore, the office oversees the compilation and sharing of institutional data including City Facts, Fast Facts and the Common Data Set. The office ensures the integration of assessment and evaluation into College-wide initiatives, and its senior data analyst provides quantitative and qualitative data for the annual CUNY Performance Management Process (PMP), external program reviews and grant proposals.

Both the College of Liberal Arts and Science (CLAS) and the professional schools observe regular assessment cycles and the majority of departments and programs routinely collect and analyze direct and indirect assessment data (Digital Archive). Assessment of student learning in the CLAS and the Pathways/General Education curriculum is organized and overseen by the Office of the Provost. At the program level, the Office of Assessment (OA) works with four divisional assessment coordinators and the Director of General Education to support learning outcomes assessment; and each of the departments and programs have assessment coordinators (Appendix C1), individual faculty or faculty teams, who are responsible for planning assessment activities, collecting and analyzing assessment data, and reporting assessment findings to their respective units and the College. Each undergraduate and graduate program has clearly defined program outcomes, and the CLAS departments have curricular maps that link course outcomes to program outcomes.

The professional schools (architecture, education, engineering, medicine) have defined learning outcomes at the undergraduate and graduate program levels, and they have consistently met the high standards of their respective accrediting bodies. Like CLAS, the professional schools have regular assessment cycles that are supported by the deans, faculty, and accreditation specialists. In its most recent accreditation process, the School of Education (SOE) focused on improvement in data collection, analysis, reporting of data and the use of data to improve programs as described in the 2016 institutional report submitted for accreditation. Since 2011, five Doctoral programs in Engineering have been accredited under Middle States. Evidence of student learning in these programs is continually assessed and drives the improvement of teaching and learning at the Grove School of Engineering. The CUNY Graduate Center oversees the four Doctoral programs in science and submits reports for accreditation to MSCHE.

For the self-study process, the CLAS divisional assessment coordinators utilized the questions developed for the 2013 PRR toolkit (Digital Archives) to summarize the current state of assessment within

their respective divisions. The questions addressed: (1) the impact of significant major developments, changes, or challenges since 2013; (2) enrollment trends; (3) measurement of academic, co-curricular, student, faculty and employee success; and (4) how institutional planning and budgeting processes are linked to their academic departments and centers. Also, the OA and the divisional assessment coordinators were mindful to address the 2013 PRR, MSCHE reviewers' recommendation that the 2017-2018 self-study provide, "further evidence of continued and sustained efforts towards refining benchmarks for student learning and the construction of key proficiencies". It should be noted that the timing of that recommendation coincided with CUNY's decision to discontinue the funding for implementation of the CLA. The CLA provided institutional data about incoming freshman and graduating seniors. The OA, divisional assessment coordinators, and faculty have addressed this recommendation and change in institutional data by reviewing assessments in writing and quantitative literacy in Pathways/General Education and major courses; by defining benchmarks for key proficiencies in Pathways/General Education course; by identifying cornerstone and capstone courses that contribute to benchmarking efforts; and by creating a pilot—and future model—in science that develops crucial competencies (Digital Archive).

3.5.2 Curricular and Assessment Trends in CLAS following the 2013 PRR

General Education

In Fall 2013, CUNY implemented Pathways, the new General Education requirement, to ease intra-system transfer and to ensure that students will graduate not only with essential reading, writing, and quantitative competencies but also with the excitement of academic discovery in a variety of disciplines, a strong foundation in critical reasoning, and a firm grounding in ethics. Since CCNY's previous General Education learning outcomes were well aligned with those of the 42-credit Pathways curriculum, continuation of assessment activities has been successful. To be approved for Pathways all existing and new courses had to undergo a rigorous review process by CUNY-wide faculty committees which evaluated how well a course met designated learning outcomes as presented in the proposal form and course syllabus. This process proved valuable since faculty had to reevaluate their course curriculum and, on occasion, revise it in order to satisfy Pathways requirements.

Direct assessments of the program include analyses of syllabi, writing assignments, and examinations, and indirect assessments involve surveys of faculty, students, and focus groups.

Table 3.5.1: Sample General Education assessment activities and results

Assessment activity	Course	Findings/ Closing the loop/ Results
Evaluation of student digital portfolios	English composition courses	Findings prompted targeted faculty development % of students receiving minimally proficient scores in specific writing and information literacy criteria increased from 68% to 76% between Fall 2015 and Fall 2016
Evaluation of student essays with Gen Ed rubrics	Intro to Philosophy (PHIL 102)	Findings prompted targeted faculty development Over a period of three years average writing scores rose from 2.2 to 2.5 and average critical thinking scores rose from 2.0 to 2.3; Also improved were the actual assignments which allowed students to demonstrate their skills and knowledge
Evaluation of student essays with Gen Ed rubrics	Flexible Core courses	Students mostly "rose to the occasion" and successfully addressed the task at hand; Assignments need to be better aligned with Gen Ed outcomes Faculty development instituted through the WAC program; General Education Faculty Handbook developed (includes info on the curriculum, learning outcomes, and rubrics); Bank of shared resources (exemplary essays and "cheat sheets" for students for developing effective theses, paragraph transitions, citations, etc.) is being developed
Analysis of assignment prompts	Flexible Core courses	Assignment prompts not designed or clear enough to elicit the kinds of responses asked for by the assessment rubrics Suggested assignment prompts guide/checklist developed for faculty; WAC faculty development targets assignment design
Reflection on assessment process/rubrics	Flexible Core courses	Rubrics not well suited for some disciplines Customized rubrics developed for artistic disciplines to better capture quality of student writing; Rubrics piloted in Fall 2017
Analysis of exams and/or lab reports	<u>Perspectives of Global Warming</u> (EAS 104)	Findings used to fine-tune curriculum and pedagogical delivery Students improved in using technology and spreadsheets to analyze and synthesize scientific information as well as utilizing secondary research to evaluate experimental lab findings (average score increase from 2.7 to 3.2)
Analysis of exams, literature review	<u>Mathematics for the Contemporary World (MATH 15000)</u>	Students overwhelmed with a number of topics and not performing well on some of them Course was revised (Venn Diagrams removed and an algebra refresher added) and a student project was included; Passing grades increasing from 77%-prior to 88% after the course revision
Syllabi analysis	FIQWS	90% of syllabi included collaborative assignments, 58% included more than minimally required Continue with FIQWS orientation/collaboration sessions
Survey data from students and faculty	FIQWS	The course meets its goals in terms of student learning, community creation and college readiness skills; collaboration in some instances needs improvement Continue with FIQWS orientation/collaboration sessions; Institute WAC workshops for topic instructors; Develop additional strategies to strengthen collaboration
Student focus group	All Gen Ed courses	Students are well informed about program requirements, have positive classroom experiences, need more guidance in course selection Gen Ed Master List with course descriptions created for students

Source: CCNY Office of General Education

It is important to note that while assessment of student learning in General Education courses has been taking place annually, the process was enhanced starting spring 2016 by engaging faculty from several departments to work together rather than assessing work in departmental courses only. The new approach has allowed faculty to learn about student work in other disciplines and identify best practices. As a result, the College has designed a two-tiered Pathways/General Education curriculum and defined performance benchmarks for each. For example, World Civilizations (WCIV 101) and US Society (USSO 101) courses are in tier one, which supports the critical thinking, writing, and research competencies acquired in English Composition I (FIQWS 101/ENGL 110) while World Humanities (WHUM 101), and Introduction to Philosophy (PHIL 102) are in tier two, which reinforces the higher-level skills presented in English Composition II (ENGL 210). Future work will include creation of opportunities to foster inter-departmental cooperation to ensure articulation among composition, Pathways/General Education, and major courses (Appendix D3).

Since 2013, CCNY has assessed mathematical and quantitative reasoning skills in Mathematics for the Contemporary World (MATH 15000), the primary required Pathways/General Education course for non-science majors in CLAS. In 2013, the course was organized around eleven specific course topics intended to provide non-science students with the basic math skills required for understanding issues in the world today. In 2015, the course was revised based on the prior assessments. The course content was modified to add an algebra refresher, because competence in algebra was deemed fundamental to success in this course. To improve student interest and develop their ability to communicate quantitative analyses in written and oral form, development of a student project was included (Digital Archive). Faculty teaching Science courses, and General Education courses for non-science majors utilized assessment data to fine tune their curricula and pedagogical delivery.

A summary of findings and recommendations resulting from assessments is available on the CCNY General Education website (Appendix D1).

In 2016, CUNY issued the annual Pathways Review, which describes the planned three-year assessment cycle of Pathways/General Education policies, processes, and progress that will determine if improvements or modifications are necessary. The salient data points that CUNY will use in the longitudinal study are “students transfer, course-taking patterns, and performance”. There were some noteworthy trends:

- Course-taking patterns by discipline have remained fairly consistent since Pathways was implemented in Fall 2013.
- Foreign language enrollments have not declined.
- Retention rates have remained consistent.
- Transfer from two- to four-year institutions has increased.
- Among first-time freshman and transfer students, both the average first-year GPA and average credits accumulated during that year have remained constant.
- It is too early to draw conclusions about issues regarding graduation rates. [Citation-Pathways Review, September 2016- (Digital Archive)]

Table 3.5.2: Credits Transferred for and Accumulated by Transfers Within CUNY

Receiving Colleges	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	Enrolled	Credits Transferred	Credits after One Year	Enrolled	Credits Transferred	Credits after One Year	Enrolled	Credits Transferred	Credits after One Year	Enrolled	Credits Transferred	Credits after One Year
	N	Mean	Mean	N	Mean	Mean	N	Mean	Mean	N	Mean	Mean
Baruch	929	58.7	79.8	1,012	65.2	86.1	1,277	61.5	82.1	1,172	62.9	83.4
Brooklyn	1,086	59.8	81.4	1,266	58.0	78.8	1,460	58.6	79.9	1,587	58.1	79.2
City	795	57.2	76.9	795	52.4	72.0	937	61.0	80.9	970	63.2	83.4
Hunter	993	56.6	77.4	1,043	61.0	81.1	1,183	62.0	82.4	1,099	61.3	82.1
John Jay	870	59.4	80.5	955	59.8	81.6	926	62.2	83.9	1,092	63.5	84.7
Lehman	780	63.2	82.8	1,021	63.7	83.3	1,132	62.3	81.6	1,264	61.3	80.5
Medgar Evers	245	49.0	66.3	252	53.0	71.0	268	50.6	67.8	284	58.8	77.0
NYCCT	663	39.7	58.4	671	49.1	66.8	802	58.5	76.5	889	60.8	78.9
Queens	1,179	62.4	83.1	1,274	60.8	81.2	1,528	63.9	84.4	1,502	64.6	85.2
Staten Island	822	41.9	62.3	202	43.9	62.0	258	47.6	67.1	332	54.1	76.7
York	513	59.9	79.0	472	59.5	79.1	502	59.5	78.4	579	59.3	78.9
Professional Studies	120	62.6	77.1	130	59.6	74.8	162	63.8	78.4	222	66.0	80.0
Senior College²												
Total/Average	8,995	56.4	76.8	9,093	59.0	79.1	10,435	60.8	80.9	10,992	61.5	81.7

Source: CUNY Institutional Research Database IRDB

Table 3.5.3: GPA and Credit Accumulation of First-Time Freshmen and Transfers Within CUNY

Groups	Fall	Fall 2013	Fall 2014	Fall 2015
First-Time Freshmen at Senior				
Enrolled (N)	17,182	17,880	18,053	18,413
GPA after One Year	2.74	2.74	2.74	2.77
Credits after One Year	25.3	25.1	25.5	26.2
Transfer to Senior Colleges Within CUNY				
Enrolled (N)	8,995	9,093	10,435	10,992
GPA after One Year	2.83	2.83	2.81	2.84
Credits after One Year	76.8	79.1	80.9	81.7

Source: CUNY Institutional Research Database IRDB

CCNY is examining the relationship between Pathways/General Education and retention and graduation data, and the academic performances of first-time freshmen and transfer cohorts. As CCNY continues to examine the impact of Pathways/General Education, tables 3.5.2 and 3.5.3 provide useful baseline data about credit transfer, credit accumulation and GPA's of students at CCNY and within CUNY.

The College is also studying pre- and post-Pathways/General Education retention and graduation rates. To date, there is no evidence of significant changes to those rates at the departmental level, but there has been a slight increase in graduation rates at the divisional level in Humanities and the Arts. While CUNY reported "fairly consistent" course patterns system-wide, CCNY has noted enrollment changes in several disciplines and courses, such as Classical and Modern Languages and Literatures, Philosophy, Speech, US Society, and World Civilization, that have resulted in curricular modifications (Digital Archive). The College will continue to study Pathways/General Education data to determine the impact of this curricular framework at CCNY.

Division of Humanities and the Arts

Within the Division of Humanities and the Arts (H&A), assessment focuses on three major trends: “scaffolding” of “flat,” or non-sequential majors; enhanced coordination among required courses in ordered majors; and the addition or modification of cornerstone and capstone courses. Some majors, e.g., English and History, are described as “flat” in contrast to those having prescribed tracks, e.g., Classical and Modern Languages and Literatures, and Media Communication Arts (MCA), and Music. To address the challenges associated with “flat” curricula, the Department of English has restructured its offerings, creating 200-level courses and revising those at the 300- and 400-levels; prompted by its self-study, the Jewish Studies Program, renumbered several courses to promote mastery of fundamental concepts before pursuing more specialized subject areas; and the Department of History is developing a graduated curriculum by including more 200-level courses and piloting a cornerstone course, *The Historian’s Craft*.

Recent departmental assessments have contributed to other curricular improvements. At the undergraduate level, the Department of Media and Communication Arts (MCA) continues to realign its curriculum by assessing one elective course per year for the purpose of maintaining effective articulation among its offerings. When Pathways/General Education reduced weekly contact time in Romance languages from 300 to 250 minutes, the Department of Classical and Modern Languages responded by reconfiguring course materials to fit the new three-semester, nine-credit model. The Department of Music realigned its curriculum across the three-course theory and theory practicum sequences and added Theory 4, having concluded that an extra semester is necessary.

While some departments continue to develop capstones, others—notably in Art, English, History, Jewish Studies, and Philosophy—are focusing on cornerstone courses, in which second-year students demonstrate a solid understanding of the discipline. The Department of Art has proposed a color theory course that will serve not only Art majors but also Architecture, Media and Communication Arts, and Theatre majors; and the Department of English has replaced English 330 and English 331—rarely completed sequentially—with a new cornerstone course, English 250 (Introduction to Literary Studies). In addition, the Department of Philosophy has worked extensively on a 100-level course that is both a Pathways/General Education requirement and a cornerstone for the major. Most significantly, the Department of Philosophy has developed a pedagogy workshop for faculty teaching this introductory course.

There are a few examples of note within the Division of Humanities and the Arts that highlight the connection between enrollment trends and the budget process that have led to curricular improvement and financial support for new courses and programs, e.g., Branding + Integrated Communications (BIC). Assessment reports from the Departments of English, History, and Philosophy highlighted the hiring of new faculty, which will allow them to expand their elective offerings and assign more full-time faculty to required courses. However, issues about resources do arise in connection with Pathways/General Education, to which several H&A departments have heavy commitments. For example, an increase in the class size of Introduction to Philosophy (PHIL 102) was of particular concern to its instructors, who now have less time to focus on student writing. Instructors for US Society (USSO 101), World Civilization (WCIV 101), and World Humanities (WHUM 101) have similar concerns, and the Department of Art has requested improvements in technology.

The goal of assessment is turning assessment findings into effective educational change—*closing the loop*. Since 2007, every H&A department has pursued many curricular revisions in response to assessment activities. Although *closing the loop* suggests mission accomplished, a number of departments struggle to help their students achieve writing proficiency. Progress, however, is being made. During its past assessment cycle, the Department of Classical and Modern Languages focused on the formulation of thesis statements in an effort to help students produce consistent arguments in the final essays of elective

courses. The Department of History has created a handbook for adjunct faculty about the writing component in its Pathways/General Education courses.

The H&A departments are also measuring student success in three additional ways: (1) tracking students who have graduated; (2) annual awards and exhibits; (3) and feedback from graduating student surveys. Media and Communication Arts tracks the internship and job offers of its graduating students, as well as their career progress through LinkedIn; History collects data on the number of its students admitted to top-tier graduate programs; and Jewish Studies follows both those who have entered graduate programs and those who have found jobs, particularly in nonprofits. The Department of Art exhibits student work; Classical and Modern Languages and Literatures and English have annual awards that recognize superior student work; and Jewish Studies annually publishes *The Jewish Studies Student Journal*, which features the best student essays from the previous academic year. While all H&A departments seek to assess student satisfaction by surveying graduating students, the response rate remains low. A system of mandatory online participation has been discussed, but no uniform practice is currently in place. Looking forward, CCNY will attempt to improve the response rate by promoting engagement between faculty and students over the course of their programs. Philosophy has created a departmental Facebook page to serve as a communication platform for its majors; and many departments are utilizing social media platforms as a means of communicating events on campus, scholarship opportunities, and other vital CCNY information.

In preparation for the 2018 MSCHE site visit, all H&A departments and programs are continuing with learning outcomes assessment, as outlined in the two-year assessment plans submitted in Fall 2016. Several departments—Art, Classical and Modern Languages and Literatures, English, History, and Music—also are exploring the value-added approach, which focuses less on where students finish than on how far they have traveled. By collecting samples of student work over the course of the semester, faculty will be able to measure the acquisition of knowledge and competencies. The immediate goal is to persuade more H&A departments to participate; but the ultimate goal is a longitudinal study of learning outcomes through the collection of digital samples from students and the assessment of their e-portfolios as they near completion of their majors (Digital Archive).

Division of Interdisciplinary Studies

The CWE is the home of the Division of Interdisciplinary Studies and its Department of Interdisciplinary Arts and Sciences (IAS), which awards the BA in Interdisciplinary Arts and Sciences; the BS in Early Childhood Education (Birth-Grade 2) that leads to New York State Teacher Certification; and the BA/MA and MA in the Study of the Americas (Digital Archive). IAS has the capacity to enroll a maximum of 650 students, and until recently, enrollment figures were reasonably stable. Several factors have contributed to this decline in student enrollment, including intensified competition for adult students and fewer course sections because of reductions in college-wide funding.

The most significant developments in the Division since 2013 are its engagement in a strategic planning process that led to a major restructuring of its interdisciplinary curriculum and concentrations, effective Fall 2015; the establishment of a cornerstone departmental course, Introduction to Interdisciplinary Studies (IAS 24200); the introduction of an advanced writing requirement (IAS 23304 or IAS 23324); the expansion and subsequent assessment of online and hybrid course offerings; and the launch of a BA/MA major in the Study of the Americas in 2014.

The Division's administrators, full-time and adjunct faculty, and staff participated in the strategic planning process, beginning with the identification of strengths, challenges, and opportunities in the areas of academic success, engagement and enrollment, and institutional culture. Arguably, planning in the area of academic success has had the most significant impact with the creation of eight new interdisciplinary concentrations—Literary, Media, and Visual Arts; History, Politics, and Society; Urban Studies and Public

Administration; Social Welfare; Global Labor Studies; Disabilities Studies; Childhood Studies; and The Americas—aligned with faculty expertise and the intellectual and career interests of IAS students. Each 32-credit concentration contains three carefully sequenced, division-wide required courses; two foundational courses; and three advanced electives: all are designed to support the acquisition of competencies in academic writing, critical reading, research, and presentation skills. The restructured curriculum also clarifies the academic plan—and its instructional scaffolding—of the interdisciplinary B.A. degree, as well as potential careers associated with the eight concentrations. Administratively, the new curriculum promotes efficient budgeting and planning because the number and type of course offerings in each concentration are more predictable.

A cornerstone course, approved by faculty as a divisional requirement, was piloted in Fall 2015 and is now required of all students in their first or second semester. It contributes to the division's pedagogical architecture by familiarizing new students with the concept and methodology of interdisciplinary thinking and problem-solving. While faculty who teach the course may select their own thematic focus, all sections of the course have common learning outcomes.

Designed to facilitate the academic progress of transfer students, the CUNY-wide Pathways/General Education curriculum has presented some challenges for IAS. For example, students transferring to the division with associate degrees from CUNY community colleges are exempt from IAS's highly-effective Writing for Interdisciplinary Studies (IAS 100, IAS 101) course sequence. In response, the division's restructured curriculum now includes a required upper-level writing course (either IAS 23304 or IAS 23324) to be taken in a student's first or second semester after transfer.

With support from a Title V grant, IAS developed a range of online and hybrid courses across all concentrations to provide greater flexibility for working students, as well as a series of faculty workshops. Recent assessment results reveal, however, that student success in online and hybrid courses requires more, not less, support for both students *and* faculty. At present, fully online courses appear to be suitable only for a relatively limited subset of students whose academic competencies, time-management skills, and self-discipline are more highly developed. Assessment findings suggest that instructor feedback; innovative support mechanisms for online students without physical access to the CWE Writing Center; and faculty forums focused on teaching experiences and useful technologies will be important in "closing the loop". (Digital Archive)

During the 2016-2017 academic year, the division is assessing the new cornerstone course, Introduction to Interdisciplinary Studies (IAS 24200), by evaluating student work from course sections in Spring 2016 and Fall 2017. Faculty are also developing a course rubric based on the common learning outcomes developed in Spring 2016. Concurrently, full- and part-time writing faculty are assessing The Essay (IAS 23304) and Advanced Composition (IAS 23324), analyzing the compositional and rhetorical skills taught in each course, and contributing to revised course descriptions.

Divisional discussions about student learning assessment have led to specific innovations intended to support student success. For example, the CWE Writing Center significantly expanded its one-on-one tutoring services during the 2015-2016 academic year. The CWE Writing Center staff identified the most common challenges for the students are decoding texts, grammar, revision, research strategies, and citation and formatting systems, such as APA, Chicago, and MLA (Digital Archive). The division also sponsors tutoring in mathematics and Spanish language; and training in computer technology. The latter is especially crucial given the growing number of students enrolled in online and hybrid courses.

Other student success initiatives are free, confidential psychological counseling services, which were first offered at CWE in 2007, and the CWE Student Affairs Office, which was established by the Division of Student Affairs in Fall 2012. In addition, the CWE office created a mentoring program, in collaboration with the CWE Alumni Group, to facilitate the transition to the College, and established a chapter of the Alpha

Sigma Lambda Honors Society, a national honor society for full- and part-time adult learners. Results from the Office's 2015 administration of a graduate survey revealed that 26 percent of the 157 respondents planned to attend graduate school. In 2016, 19 percent of the 106 respondents indicated that they will attend graduate school, with almost 50 percent choosing to remain in the CUNY system (Digital Archive).

Faculty development includes preparation for online- and hybrid-teaching, Blackboard™ training, and workshops on interdisciplinary pedagogy. Particularly encouraging is interest among part-time faculty who teach more than half of the IAS courses and contribute to curriculum development, assessment of student learning, and organization of conferences and other events. In response, the division offers a series of syllabus-planning workshops; a writing pedagogy workshop, and the Interdisciplinary Teaching and Scholarship Lunch series, at which faculty and staff present their research with the objective of strengthening and expanding the scholarly community (Digital Archive).

Division of Science

The Division of Science—Biology, Chemistry and Biochemistry, Earth and Atmospheric Sciences, Mathematics, and Physics—is dedicated to maintaining high-level research and to advancing teaching and learning, which are both complementary and co-dependent. CCNY faculty and eligible students also participate actively in doctoral programs in consortium with the CUNY Graduate Center, which are administered and assessed by the Center. Each year about six science faculty teach courses at the graduate center. About 75% of the Science Division faculty have Graduate Center appointments and thus support Doctoral students.

Through the defined assessment process, each department has identified opportunities and challenges in conveying essential course learning and program outcomes, and has determined the measures that contribute to student success. The Division's Assistant Dean oversees the assessment process and facilitates professional development within each unit. To date, the Division's assessment findings have contributed to multiple institutional initiatives, including the development of hybrid courses, the adoption of online homework modules, and summer bridge programs. Its annual program assessments, which incorporate data from the CCNY Course and Teacher Survey, are used to improve curriculum and instruction, and its faculty handbook (Digital Archive) contains a substantive section that outlines the assessment processes and data collected. In addition to CCNY, the government and private agencies that fund Science's centers and institutes base their assessments on specific requirements and deliverables.

Table 3.5.4: Division of Science - Undergraduate Enrollment and Degrees awarded

	2012	2013	2014	2015	2016	5YR CHANGE
UNDECLARED-BS (SCIENCE)	1222	1138	1178	1098	1134	-7.20%
BIOLOGY (and Biotechnology)	278	266	298	315	377	35.61%
CHEMISTRY & BIOCHEMISTRY	112	134	167	167	145	29.46%
EARTH & ATMOSPHERIC SCIENCES	50	59	67	75	72	44.00%
MATHEMATICS	174	177	213	222	221	27.01%
PHYSICS	47	61	61	68	67	42.55%
ALL DECLARED SCIENCE	661	697	806	847	882	33.43%
ALL SCIENCE UNDERGRADUATES	2544	2532	2790	2792	2898	13.92%
DEGREES AWARDED (academic year data)	180	209	287	263	326	81.11%

Source: CUNYfirst

Full table of programs available in Digital Archives

Since 2010, the number of majors in Science has increased by 20.4 percent (includes science-intended-identified in the table above as “undeclared-BS”). Students who enter CCNY as either first time

freshmen or transfer students are sometimes unable to start immediately with a science major. These students intend on studying science but are often missing a prerequisite, most often Math 19500 (pre-calculus). Therefore, these students are ‘coded’ undeclared-BS (science) and are regularly advised by the Science’s Office of Student Success. The number of undergraduate and graduate degree recipients has also grown substantially. Since 2010, the statistic for the degree to declared majors has improved by almost five percentage points. Science students are declaring majors earlier, sticking with science and successfully graduating (Table 3.5.2). An increase in science-intended and science majors requires an adjustment in the instructional format to accommodate these increases. In math, this approach identified Math 39100, Differential Equations, and Math 20100 and 20200, (Calculus 1 and 2 for science and engineering students) as viable courses for the jumbo format. Grade analysis for spring 2017 sections of Math 20200 taught by full-time faculty shows a similar pass rate in the ‘super jumbo’ format of Math 20200 as compared to jumbo and regular sections.

In other science disciplines, learning in foundation courses in jumbo lecture sections is supported through supplemental small workshops, recitations, and lab sections. With the maximum course enrollment permitted in science and math courses increasing, the division has managed some adjunct cost-savings while maintaining teaching and learning standards. To continue this trend, the Division of Science faculty are continually assessing courses, examining the impact of curricular design and pedagogical practices and comparing pass rates in regular, jumbo, and super jumbo sections that utilize standard, hybrid and even online modes of instruction. The division is carefully monitoring various factors, including resource allocation, enrollment trends, and pass rates, to gauge student success; and the 2015-2016 assessment findings will provide baseline data. Assessment findings and the division’s annual budget will drive course planning.

Table 3.5.5: Sample of Assessment findings (complete reports in the Digital Archive)

AY	Department	Detailed description of effort	Initiative	Impact
2013-present	Math	Adoption of Mastery Learning techniques through use of Hawkes Learning Systems software in introductory Statistics.	To improve student learning	Pass rates climbed to 90%, a full 20% improvement from prior semesters.
2013-2014	Biology	EDAT pilot was run in Bio 10100 and 10200 to determine whether the changes to the laboratory curricula had any lasting effect on the way upper level students approach science.	To test whether changes to Bio 10100 and 10200 were effective	Statistical analysis of post-course survey data suggests that students perform 45% better in Bio 10100 and 10% better in Bio 10200 as compared to the pre-course survey.
2013-present	Biology	C.R.E.A.T.E program. Consider, Read, Elucidate the hypothesis, Analyze and interpret the data, and Think of the next Experiment. A project that uses the primary literature to demystify and humanize scientific research for undergraduates	To improve critical thinking	Through creation and execution of a new course Bio 10050, the C.R.E.A.T.E approach has promoted transferable critical thinking gains in domains that are distinct from the course.
2016-2017	Biology, Chemistry & Biochemistry, Earth & Atmospheric Sciences	Pilot studies to examine learning in the form of key competencies (minimum skill level) and proficiencies (desired skill level) in the degree programs	To more efficiently evaluate student learning using the program outcomes in lieu of course based learning	The subsets examined show strong and uniform learning in Oral communication, the Program outcome under examination in each of the pilots. However, the subsets are not fully representative of the entire set of majors in two of the 3 programs. So, methods to address the full student body are needed.

Source: Division of Science - Divisional Assessment Coordinator

Assessment reports (Digital Archive) highlight these closing-the-loop efforts from 2013-2017 and demonstrate the division's commitment to improving student learning both in individual courses (i.e., strengthening curricula and improving pass rates) to broader opportunities at the program level (i.e., addressing improved and deeper acquisition of program outcomes such as communication skills).

The division adopted a new approach to assessing learning by addressing key proficiencies in sequential science courses. A pilot is under way in three departments: In the Chemistry & Biochemistry Department's senior level course Chem 40700, Environmental Organic Chemistry and CHEM 30100-31000 the Honors and Independent Study Sequence; in the Earth and Atmospheric Sciences Departments capstone course EAS 47204; and in the Biology Department's Honors and Independent Study sequence, BIO 30100-31000. Highest order learning demonstrated in key proficiencies such as oral and written communication will be among the evaluated competencies. Clearly defined rubrics will be utilized as standardized tests are lacking.

Work performed in the Chemistry and Biochemistry Department's Honors and Independent Study Sequence addresses all of the departmental outcomes and provides a complete picture of the skills and learning accomplishments of a fair representation of the department's graduates, despite being limited to students who qualify based on high academic performance. The courses are research-based and involve bench or theoretical lab work and culminate in final reports and oral presentations to the department. The 2016-2017 round of participants totaled 16, representing 38% of the bachelor degree recipients and approximately 10% of all chemistry and biochemistry majors. This pilot evaluation (to be implemented going forward) utilized a standardized rubric to assess the Key Proficiency/Program Outcome H: *The ability of all graduates to communicate in oral form*. The rubric measures seven categories: Introduction, Experimental Procedure, Discussion and Conclusion, Format of the Presentation, Diction and Clarity of the Presenter, Eye contact, Facial Expression and Body Gestures, and Time Management. The score range lies between one and five, and the scoring directions presented to the audience are the following: *start with 3; if presenter does very well raise to 4 with comment. If presenter is excellent in the category, score 5 with comments. Likewise reduce score similarly if improvements are needed*. Categories five, six and seven best measure key proficiency/outcome H. Average score for all presenters in these three categories was 4.2 out of a possible 5. This data suggests that Outcome H has been satisfactorily met. Students performed most strongly in the oral presentation categories; of all seven categories the group average performance rated 4.1 out of 5. (Pilot described in full in the Digital Archive)

Recognizing the importance of co-curricular activities as a complement to academic learning, and despite budgetary limitations, the division has a robust model for academic support services, including the Office of Student Success, City College Academy for Professional Preparation (CCAPP), Minority Access and Research Career/Research Initiative for Scientific Enhancement (MARC/RISE), Program in Premedical Studies (PPS), Peer-Led Team Learning (PLTL), and subject tutoring. (Digital Archive)

Colin Powell School for Civic and Global Leadership

The Colin Powell School for Civic and Global Leadership was founded in May 2013 as a successor to the Division of Social Science, which had itself been established in the mid-1970s to house both traditional and interdisciplinary programs. The Colin Powell School for Civic and Global Leadership houses the Anthropology, Economics and Business, Political Science, Sociology, Psychology, and graduate programs in Economics, International Relations, Psychology, Public Service Management, and Sociology. The establishment of the Colin Powell School, which occurred approximately at the time of the 2013 MSCHE Periodic Review Report, provided a unique opportunity to assess and re-evaluate what students need to graduate successfully and achieve their personal and professional goals. As core values of the

programming at the school, students engage in interdisciplinary collaboration, leadership, and service, and receive academic and career support towards future professional endeavors.

The school's assessment process includes periodic review of fundamental course learning and program outcomes as well as the evaluation of student success overall. Periodic external program reviews have also played a significant role in program planning and revision. Results of these measures are shared regularly with department chairs at Personnel and Budget committee meetings and reported back to departmental curriculum committees.

To meet its enhanced mission and promote student success, the school has invested significant effort into the development of new and re-envisioned curricula and organizational structures. One of the most significant developments since the PRR has been the merger of the programs in Women's Studies and International Studies with the Department of Anthropology, based on the recommendations of a 2014 external review of International Studies; the resulting department of Anthropology, Gender Studies and International Studies (AGIS) has benefited from leveraging strengths in each curriculum, reduced administrative redundancies and is of a comparable size to other departments. Other developments including a new minor in Community Change Studies, an applied psychology career track, and a J.D./M.I.A. degree (a collaboration with the CUNY Law School), speak to the need to provide appropriate career-focused training. Many Colin Powell School students intend to enter law school, and programs have been reorganized to provide maximum support and preparation. In keeping with the trend to transfer administrative control of Ph.D. programs to the campuses where the teaching takes place, City College requested and recently received permission to migrate the Ph.D. Program in Clinical Psychology from the CUNY Graduate Center to CCNY.

Striving to fulfill its mission to prepare students to pursue careers in public service, the Colin Powell School has developed several intensive leadership programs that train participants to apply their skills to issues of public concern, acquire a broad knowledge of political institutions and the policy-making process, and learn about public service careers and opportunities as well as leadership development and methods for creating social change. Among the most significant of these programs are: the Colin Powell Fellowship in Leadership and Public Service, a two-year program during which fellows explore leadership development and methods for creating social change; Partners for Change, a yearlong program for undergraduate students interested in developing applied research skills and working with community organizations in health justice, college access, or human rights, and; Community Engagement, a one-year fellowship for undergraduates who design and carry out projects that address community needs in sustainable ways.

The Colin Powell School supports study and research in traditional specializations, but increasingly in interdisciplinary areas as well. For those instances where a course may be relevant to students in more than one discipline, the school has introduced a Social Science (SSC) rubric to provide a significantly more cohesive educational experience.

To remove the greatest barrier to degree completion, the school has introduced a four-semester schedule for each degree program (See discussion in Standard IV: Academic Momentum), which will be posted and used to schedule classes. This predictable sequence will enable students to plan a path to graduation efficiently. The schedule also provides guidance for the introduction and assessment of new programs, including factoring in costs, sources of revenue and investment, and adjustments (Digital Archive).

A robust model of program assessment within the Colin Powell School is exemplified by the Department of Economics and Business which continuously engages in an annual process of academic assessment to align curriculum and instruction with the mission of the department, program learning outcomes, and specific course learning outcomes. The cycle of assessment involves annual reporting pursuant to two-year assessment plans and reports for both the undergraduate and graduate programs in economics and

management. These assessment documents, which describe the identified and executed methods of assessment and present both direct and indirect evidence, help faculty determine if the curriculum and instruction fulfill the departmental and institutional missions and objectives.

The assessment findings have initiated vital, ongoing improvements in the department's programs. For instance, it restructured the undergraduate Economics and Management programs—Business and Administration, Economics, Finance—to ensure clearer sequencing. The changes were prompted by an analysis of student performance data, which revealed that many under-prepared students were delaying enrollment in several program requirements, such as calculus, until near graduation. The department responded by defining a clear sequence: primary courses, major (core) courses, field courses, and electives. Now, primary courses must be completed successfully before enrollment in major courses; and major courses must precede registration for field courses. An analysis of preliminary data collected in capstone courses strongly suggests that sequencing has improved student performance.

Another change to the department's programs that has followed from assessment work is in the area of computer-assisted learning. After observing high failure rates—nearly 40 percent—in Principles of Statistics (ECO 20150), faculty implemented computer-assisted learning featuring drills in essential concepts and skills. Since the implementation, an additional 25 students per semester pass, and the student failure rate has declined to 15 percent. A related initiative is the broader integration of statistics into the curriculum, and the department is currently working on viable approaches to integration (Digital Archives-Hawkes Assessment Reports).

Departmental assessments, including the faculty's review of thesis papers, have revealed that a significant percentage of students do not meet the desired writing standard. In particular, students exhibit substantial difficulty when writing about data and when integrating statistics into their arguments. These findings suggest that inclusion of writing assignments in lower level courses is insufficient. To rectify this, the department intends to develop an explicit plan for including writing instruction in courses, at all instructional levels, to foster long-term student competency (Digital Archive-Economics Assessment Report).

Assessment of Master's and Doctoral Programs

In response to a recommendation from the 2008 self-study, the 2013 PRR documented the progress of CCNY in integrating assessment in Master's and Doctoral programs. Similar to the undergraduate programs, graduate level assessment coordinators utilize multi-year assessment plans and cycle through the assessment of program outcomes. Faculty teams systematically review student work (i.e., research papers, portfolios etc.). Indirect assessments include peer review, exit surveys, etc. Faculty teams develop and continually revise assessment rubrics to gauge the quality of student work. Department/program assessment coordinators summarize assessment findings and recommendations, and refine programs, informed by assessment data.

As one example, Branding and Integrated Communication (BIC)- one of the newer Master's programs, which launched in 2013, is in the process of completing a full cycle of assessment. During the first two years following the launch, faculty reviewed both the overall program and course sequence. Outcomes assessment began in 2016, with a thorough review of the program's capstone course. Direct evidence and indirect evidence was collected over the past three years and reviewed by faculty. Evidence included peer reviews, program surveys, and thesis portfolios. As a result of the assessment, the faculty team has introduced one-credit special topic courses to respond to rapid changes in the communication industry and has introduced an elective Portfolio Thesis course for students in the final year of the program. (Digital Archive).

The Engineering Master's programs provide one other example of assessment of graduate level programs at CCNY. These programs all have defined program outcomes and a curriculum map, mapping courses, exams and other assignments linked to the program outcomes. There is a planning and reporting template for direct and indirect assessment piloted by all programs and documented in the 2013 PRR. The new Master's programs in Translational Medicine and Environmental Engineering are in the process of developing an assessment plan and conducting initial assessments based on student feedback and a capstone assignment. A new Master's program in Computer Engineering began in Fall 2017 and a program in Data Science is under development. The assessment processes for all engineering programs was thoroughly documented in the 2013 PRR.

Engineering has harnessed the use of institutional data to track graduation and retention that may serve as a viable institutional assessment model for assessing all Master's programs at CCNY. Table: 3.5.6 shows the cohorts for which 2-year graduation rates are available for Master's programs.

Table 3.5.6: Masters in Engineering Graduation & Retention Rates (% of N Cohort)

Start	N Cohort	Graduated within 2 yrs.	Graduated after 2yrs	Enrolled Feb 2017	Left Program	Total
AY10-11	248	23.4	35.1	0.8	40.7	100
AY11-12	214	23.4	25.2	0.5	50.9	100
AY12-13	180	33.9	16.7	4.4	45.0	100
AY13-14	201	36.8	18.4	5.5	39.3	100
AY14-15	170	35.9	3.5	20.0	40.6	100

Source: GSOE Assessment Reports

From academic year 2010-2011 to 2014-2015, the data highlights a decline of over 31% in the number of new students (248 to 170) entering CCNY. While there has been a slight increase in new students during 2016-17 (176 students) the overall trend has been a cause for concern, and strategies for increasing enrollment are under review.

The data shows that attrition declined slightly, to about 40%, and that about 60% of Master's students-in engineering graduate eventually. Time to degree improved, with a nearly 13% increase in two-year graduation rates, from 23.4% in academic years 2010 and 2011, to around 36% at present. Future assessment will consider causes of attrition; solutions for improvement; job placement of graduates (direct assessment); and steps to increase enrollment. The programs are seeking input from their advisory boards about the program outcomes.

Ph.D. Programs in Engineering

Doctoral programs have an ongoing process of direct assessment in conjunction with the first, second and third exams; job placement tracking and exit surveys. A collaborative proposal is being developed for GSOE to partner with the Graduate Center to develop and administer alumni and exit survey for the purpose of using results for program improvement. The assessment procedures for the Doctoral program are thoroughly documented in the 2010 progress report and 2013 PRR. An example of assessment results is outlined in Table 3.5.5 shows the averages on nine program outcomes for Doctoral programs as measured by a questionnaire ("Exam Form C") documenting the process from the evaluators judging the student's work through presentation at the dissertation defense.

Each student's score on each of the learning outcomes is the average of the evaluator scores, generally 4 to 5 evaluators, with usually one or more evaluators from outside CCNY. The scores range from 1 to 5, with 5 representing the most positive evaluation. The student scores were averaged over the programs, to arrive at the program outcome assessment scores for each program and the school overall.

Table 3.5.7: Program Outcome Scores for 140 Doctoral thesis defenses in the period

Major	Problem Statement	Literature Study	Objectives & Goals	Solution	Quality	Bibliography	Oral Presentation	Q&A	Publication Record	Overall Score
					of Writing					
BME (N=26)	4.73	4.70	4.70	4.59	4.33	4.74	4.72	4.39	4.43	4.59
CHE (N=28)	4.60	4.42	4.50	4.48	4.22	4.57	4.52	4.20	4.30	4.42
CE (N=26)	4.53	4.45	4.36	4.35	4.09	4.61	4.68	4.46	4.28	4.42
EE (N=41)	4.27	4.12	4.31	4.45	4.08	4.31	4.20	4.25	4.31	4.26
ME (N=19)	4.59	4.39	4.65	4.58	4.29	4.60	4.66	4.43	4.26	4.49
All Candidates (N=140)	4.51	4.38	4.48	4.48	4.19	4.54	4.51	4.33	4.32	4.42

Data Source: GSOE Assessment Reports

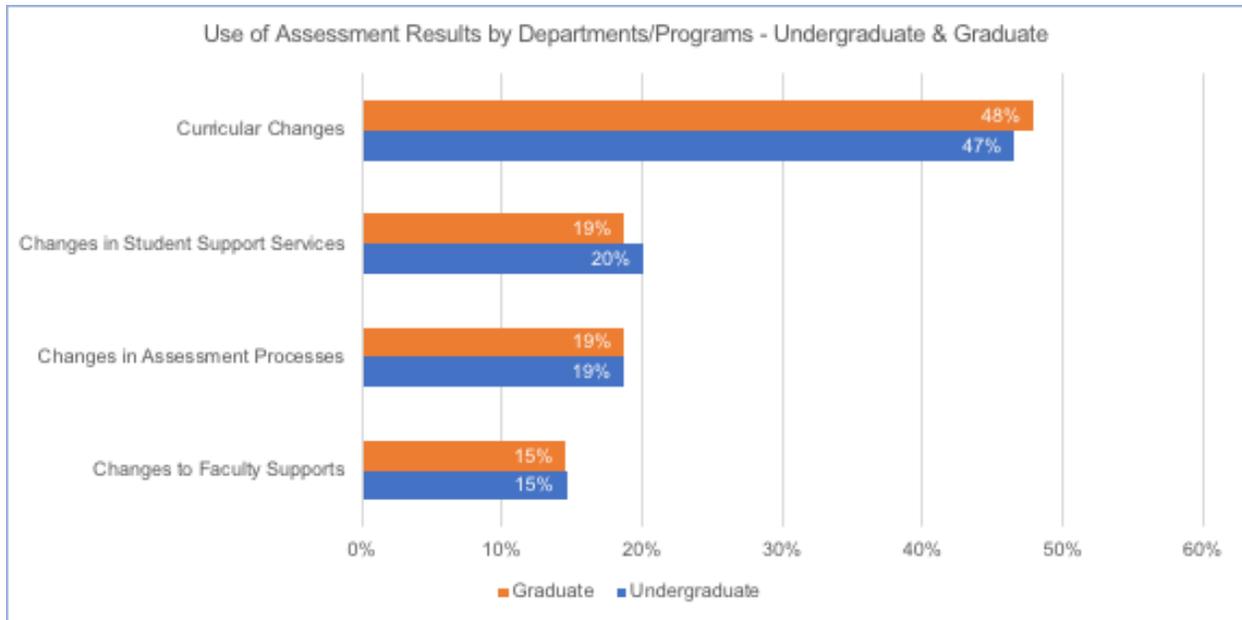
In the most current cycle of assessment “Quality of Writing” received the lowest scores across all programs, especially in Electrical and Civil Engineering. Future assessment activities will center on the interpretation of the findings in the context of the qualitative comments by the evaluators, student, alumni, faculty and employer feedback. The outcomes themselves need review for completeness, e.g., “Ability to teach” has been suggested (Digital Archives).

In addition to the direct assessment of program outcomes, engineering has also conducted ongoing studies of retention and graduation in the Ph.D. programs. When the Doctoral programs were moved to The Grove School of Engineering (GSOE) from the Graduate Center in Fall 2008 the expectation was that time-to-degree in the Doctoral programs would improve as a result of the move, due to a better integration of the students and their mentors in the GSOE community, enabling a closer tracking of student progress and timely intervention in case of delays. A comparative study between Ph.D. student retention and graduation at GSOE following the move from the Graduate Center has shown the improvement in five-year graduation rates: Biomedical (from 15% to 26%), Mechanical (from 13% to 23%), and Civil Engineering (from 29% to 34%). Chemical and Electrical engineering have improved slightly- approximately 2% (Complete report included in the Digital Archive).

Use of Assessment Results-Department/Program level

The College continues to use assessment data to improve educational programs and services. Closing-the-loop data (Digital Archives-data collection and complete report about closing the loop) is presented below to show how undergraduate and graduate programs are employing the use of assessment findings and recommendations to: (1) assist students in improving their learning; (2) improve pedagogy and curriculum; and (3) review and revise academic programs and support services.

An analysis of the actions in Table 3.5.8 shows that assessment results were most often used at the undergraduate and graduate levels to: (1) Make curricular changes; (2) Make changes in advising and student support processes (3) Refine assessment methods or implement new assessment methods; and (4) Make pedagogical decisions (complete rubric in the Digital Archive).



Source: CCNY Office of Assessment

Figure 3.5.8: Use of Assessment Results by Departments/Programs

Institutional Data Regularly Collected, Analyzed, and Used by CCNY

CUNY employs a performance management system (PMP) that links the university system's goal setting and planning processes to the colleges and professional schools. The PMP data is used to measure annual progress toward the key goals. While many of these goals are addressed in the other standards (i.e., opportunities to be taught by full-time faculty, increase faculty scholarship and research impact, improve student satisfaction with academic support, student support services, and administrative services), critical goals, objectives and assessment procedures in Standard V address methods to increase graduation rates and to ensure that students make timely progress toward degree completion.

The four- and six-year graduation rates are regularly tracked and utilized for institutional planning at CCNY. Table 3.5.9 shows graduation rates for first-time full-time freshmen and transfer students. The data show slight progress in both four- and six-year rates.

Table 3.5.9: Trends in Graduation Rates for First-time, Full-time Freshmen & Transfer Students

Term of Entry	4-Year Graduation Rate (%)		Term of Entry	6-Year Graduation Rate (%)	
	Freshmen	Transfer		Freshmen	Transfer
Fall 2008	10.4	44.4	Fall 2006	42.0	49.7
Fall 2009	11.1	40.3	Fall 2007	42.0	52.7
Fall 2010	12.5	41.6	Fall 2008	44.2	54.1
Fall 2011	12.0	43.1	Fall 2009	44.2	51.3
Fall 2012	16.2	45.1	Fall 2010	46.9	51.6

Source: CUNY Office of Institutional Research

Table 3.5.10: One-year Retention Rates for First-time, Full time Freshmen & Transfer Students

Year of Entry	One-Year Retention Rates	
	Full-Time, First-Time Freshmen	Transfers
Fall 2010	85.7	74.9
Fall 2011	83.6	74.3
Fall 2012	87.5	73.1
Fall 2013	86.0	76.6
Fall 2014	87.4	77.2

Source: City University of New York Performance Management Process 2015-2016

These data are useful as the College plans for implementation of the Academic Momentum initiative (outlined in Standard IV) and as benchmark data for the Strategic Plan Framework.

Academic Program Review

The College's institutional data is also instrumental for all programs preparing for academic program review (APR). In 2013, the MSCHE reviewers recommended that CCNY "close the assessment loop for the use of programs and units as they make curricular decisions, initiate faculty hires, and direct productive methods to help assure student success," and CCNY's senior academic leadership team instituted a number of changes in the CCNY APR guidelines: improving financial support for the process and incorporating best practices. For example, the required number of faculty on an external review team has increased from two to three. Although this increases the cost of each review, it promises a broader range of perspectives. External review team members must be drawn from equivalent or aspirational institutions but not from another CUNY college or that closely connected with the department or its faculty—a previously implied rule, made explicit. External review teams have encouraged programs to produce self-studies that focus more systematically on student learning outcomes and increasing direct rather than indirect measures of student learning, and the academic deans have reiterated this recommendation when charging the departments and programs as they begin the self-study process (APR Guidelines and Review Cycle -Digital Archive; also addressed in Standard III).

Coordinated Undergraduate Education

CUE (described in Standard IV) provides an exemplar model of how the College has linked institutional resources to academic priorities. The annual submission of CUE proposals provides the opportunity to ensure funds are meeting CUE priorities as well as CCNY's institutional goals. Yearly assessment of funded programs (see Table 3.5.11) provides a gauge of the effectiveness and allows the College to make informed decisions about continuing funding for existing projects and allotting resources to new initiatives.

Table 3.5.11: Assessment of CUE Initiatives

Initiative	Target Population	Assessment Results
Increased number of tutors at The Writing Center	FIQWS students	<ul style="list-style-type: none"> Average grade (0.5%) increase for students who attend writing center 71% of students who attended tutoring received a B+ or better in comparison to 55% of students who did not attend tutoring
Funded developmental math workshops and summer/winter bridge courses	First year students	<ul style="list-style-type: none"> Passing rates in developmental Math courses rose from 53% to 69% in the last two years Passing rates for pre-Calculus bridge course was 84% in comparison to a 60% pass rate in the same course for non-participants
Funded professional development of FIQWS faculty	FIQWS teaching Team	<ul style="list-style-type: none"> 85% of students reported that collaborative learning created a positive learning environment 80% of students reported that FIQWS team teachers provided related & coordinated topic and composition assignments 79% of students report that the combination of interesting composition topics and effective writing strategies helped to improve their writing
Funded Supplemental Instruction to Psychology in the Modern World Course	Psych 102 Students	<ul style="list-style-type: none"> 92% of students who participated in the supplemental instruction passed the course in comparison 79% pass rate for non-participants
Funded assessment of digital portfolio initiative	FIQWS & ENG 110 Students	<ul style="list-style-type: none"> 68% of students received a proficient rating on Information Literacy criteria in 2015. Faculty professional development was instituted following 2015 implementation, and as a result, 76% of students received a proficient rating on Information Literacy criteria in 2016.
Funded mandatory first-semester advising for undeclared freshman	Undeclared freshmen	<ul style="list-style-type: none"> 95% success rate for first-year major declaration & referral to divisional advising offices for BA, BFA & BS students

Source: CUE Initiatives, CCNY Office of the Senior Associate Provost

The College has successfully utilized CUE to support academic success of undergraduate students by strengthening its academic offerings and providing a variety of student support services.

Student Support Units

The Standard V working group documented assessment efforts in various student support units. The assessment metrics for these units are similar as they capture a range of student data for yearly cohorts; document student satisfaction with programs through surveys; and track student progress through retention and graduation data. CCNY regularly evaluates its student support programs. A number of these programs, such as the Student Support Services Program (SSSP), receive federal and/or state funding and, therefore, submit annual evaluation reports to their funding agencies. Programs that are supported by CUNY, CCNY, or foundations also provide annual information about their outcomes and goals. A model support program is the Writing Center, which provides ongoing coordination with the Pathways/General Education program and the campus-wide composition program. The Center continuously collects and analyzes data and shares emerging findings with the CCNY community, the tutoring assessment council, and the CUNY Coordinated Undergraduate Education (CUE) conferences. One compelling finding from the most recent The Writing Center assessment is that on average, FIQWS students who attend writing tutoring see their

grades improve by one grade from the midterm to final and that they are more likely to complete the course (Digital Archive).

The student success offices, advisors, and tutors report outcomes and goals to their respective divisional deans. Student support units agreed collectively that there is a pressing need to connect academic support services across departments and divisions. Only a few of these units (i.e., SSSP, SEEK and the Writing Center) are currently utilizing online systems (i.e., Tutortrac and Advisortrac). Academic support personnel recommend these online tools to facilitate tracking student information and that the data generated can optimize operations, service delivery and communications with both students and campus-wide stakeholders.

The Strategic Plan Framework outlines the responsibility of CCNY to provide students with a comprehensive education that prepares them intellectually, but also prepares them to succeed in their careers and to assume their obligations as citizens in the local and national community following graduation. One priority described in the Strategic Plan Framework is to, “Develop stronger relationships with alumni, companies, artistic and non-profit organizations, government agencies, and media to construct a more systematic process for inspiring students, facilitating mentoring opportunities, and arranging internships and career placement”. The College is putting systems in place to begin to systematically assess the services that are provided to students.

Entrepreneurship, internships, study-abroad and other experiential opportunities that take place outside of the classroom have defined learning outcomes that state the knowledge, skills, attitudes, and competencies that students will acquire. One model, the Zahn Innovation Center, has a robust assessment process that includes information about the yearly cohorts and indirect assessments of students, the mentors, and employers involved in the internship program. Progress on key performance indicators are reported annually to the Provost, the program donors, and the Center’s Board of Advisors (Digital Archive). SOE provides another exemplar model of experiential learning at CCNY. Experiential learning opportunities are an important part of SOE’s programs including mandated field experience hours and assignments in required courses and student teaching. Using rubrics developed by SOE faculty, these experiential opportunities are regularly and rigorously assessed.

Following the submission of the 2013 PRR, The College began restructuring the Student Career Center to provide training and development to students beginning freshman year. As a result, the Professional Development Institute (PDI) restructured to expand the services that were offered by Career Services and reported a 25% increase in student participation. The increase was attributed to the outreach being done by the staff and the introduction of several new initiatives. The Institute is now offering Professional Development Prep, workshops to prepare students for post-graduation success. A comprehensive internship program was developed and 80% increase in internship placement was reported. (CCNY PMP report, 2013-14).

In 2016, the Career and Professional Development Institute (CPDI) surveyed 1,245 graduating undergraduate and graduate students about their CCNY experience using an instrument based upon one created by the National Association of Colleges and Employers (NACE):

Table 3.5.12: Sample of CPDI Results (1,245 Respondents)

Overall satisfaction with CCNY	84% of the graduates stated that they would recommend CCNY to family and friends.
Academic preparation for Careers	81% of the graduates stated that CCNY had prepared them academically for their chosen career fields
Internships and Experiential Learning Opportunities	41% completed internships, an increase of 11% compared to 2015 graduates
Post-Graduate Plans	33% were employed, had accepted a job offer, or were participating in post-graduate internships 22% were planning to enter graduate schools 1% reported involvement in military services 40% were seeking employment 6% were not actively engaged in job searches
Source: CPDI Graduate Survey - AY2015-2016	

Although various units collect data on internships, experiential learning and career placement, there needs to be a mechanism for sharing annual outcomes across units, programs, divisions, and the campus.

Best Practices in Assessment

In addition to documenting the sustained and organized assessment processes on campus, the Standard V committee assembled best practices in assessment throughout CCNY’s academic departments and programs, professional schools and student support programs. These practices include portfolio-based assessment of CLAS departments, and the first-year writing program; the development and assessment of Corner- and Cap-stone courses in CLAS departments, the School of Education, and the School of Engineering; defining benchmark and key proficiencies in Pathways/General Education, Science, and Writing. The integration of the Hawkes courseware has allowed for better assessment of mastery-based learning, and robust assessment of student support programs (Zahn Center, Writing Center, SSSP, tutoring and advising) has ensured that the programs are of highest service to the CCNY student body, and continue to highlight the College’s commitment to *Closing the Loop* via careful and thorough assessment. (Digital Archives)

Assessment findings are reported periodically to various constituencies: institutional information is regularly disseminated to CUNY and CCNY senior administrators; divisional information is systematically collected and shared with department chairs and curriculum committees; and student support service information is shared at the unit level, within respective divisions and assessment councils.

3.5.3 Recommendations

In the years following the 2013 PRR, the College has sustained an organized and systematic process of assessing student learning outcomes. While there are mechanisms to share data and assessment findings, information tends to remain “local” with reports to unit supervisors, department chairs, divisional deans, or senior administrators. To improve mechanisms for sharing data and assessment findings across units, programs, divisions, the College should:

- Develop a portal to share assessment processes, documents, and findings across divisions, schools, and the institution. An institutional assessment plan, linked to the strategic plan that

includes benchmarks would serve as the organizational guide for housing and sharing campus data. Develop mechanisms in the portal to enable all CCNY constituencies to contribute to assessment processes and to make efficient use of the collected data.

- The College should provide the resources required for faculty and staff to harness fully the capabilities of CUNYFirst and other software systems to facilitate their ability to generate real-time data and provide timely information about student performance and success. The College should support workshops and professional development designed to educate and inform faculty and staff about how to use these data.

3.6 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 assess and improve its programs and services continuously, and to respond effectively to opportunities and challenges.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. well-defined decision-making processes and clear assignment of responsibility and accountability;
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Throughout its research and preparations, the Standard VI working group has worked closely with CCNY's finance team in a rapidly changing financial environment to ensure narrative accuracy and to address comprehensively the criteria associated with Standard VI and *Requirements of Affiliation 8, 10, and 11*. The first three sections are dedicated to planning, resources, and institutional improvement, followed by assessment and recommendations. This chapter of the self-study report includes the following:

- How CCNY's past and pending strategic plans guide planning and budget decisions;
- The relationship between CUNY and the College's operational and capital planning and budget processes;
- Examples of how CCNY uses data to determine resource allocations and support all campus constituencies.

In 2008, the MSCHE evaluation team offered three "suggestions" under Standard II (Planning, Resource Allocation, and Institutional Renewal) and Standard III (Institutional Resources): (1) make the links between the planning and budget process more transparent for faculty and staff, and more clearly define the internal (non-CUNY) budget process; (2) link enrollment and fiscal management; and (3) develop multi-year enrollment and management projections for planning purposes at the institutional level and for recruitment. By the time of the 2013 Periodic Review Report (Digital Archive), CCNY's senior administrators had revised the process for allocating available resources in support of annual and long-term plans, with decisions based upon on-going assessments and discussions with all campus constituencies. Achievements included significant progress in the full implementation of CUNYfirst, CUNY's plan to integrate financial accounting, human capital management, and campus solutions; and more deliberate enrollment planning by the Office of the Provost and the Office of Finance and Administration.

3.6 Planning

CUNY Master Plan and CCNY Strategic Framework

To fulfill its mission, the City College of New York (CCNY) uses comprehensive planning and assessment processes to set goals, determine strategies, and monitor academic and administrative units. The two principal documents that guide institutional planning are the CUNY Master Plan, *The Connected University 2016-2020* (Digital Archive) and the College's Strategic Framework.

Every four years, CUNY submits a master plan to New York State to assess its progress and to describe how it will continue to "provide tangible returns to the City and State of New York...with local, national, and global impact" (*The Connected University*). The current plan outlines actions to address retention and graduation rates; opportunity and access; research, scholarship, and teaching; and efficient University-wide management in service to the academic mission. "[P]repared through a consultative process...[that] was inclusive," the Plan benefits from "the advice of many stakeholders outside of the University as well as faculty, students, and [the CUNY] college presidents," and it serves as the guide and model for the individual strategic plans developed by each of the 25 campuses and schools within the CUNY system (*The Connected University 2016-2020 2*).

At the time of its last Periodic Review Report in 2013, CCNY's strategic plan—*Promoting Research, Scholarship, and Creativity 2009-2013* (Digital Archive)—was nearing expiration. It identified three critical areas: "improving the quality of academic programs, increasing student success, and enhancing financial effectiveness"; and outlined five priorities: "increase faculty scholarship and research, improve retention and graduation rates, plan academic programs in high growth areas, create an atmosphere in academic excitement, and strengthen ties with the community". By 2013, senior administration and the Strategic Plan Steering Committee were guiding the development of the next strategic plan. In defining the College's

developing mission statement, Standard I reads: these committees generated numerous documents, including drafts of strategic plans and public-facing documents that were discussed and developed through conversations among the academic deans and in the Faculty Senate which ended with a document titled Vantage Point 2022... The resulting Mission and Goals draft was widely circulated for suggestions from the college community, further revised, and approved as the City College Strategic Framework by the Faculty Senate on 27 April 2017. The Strategic Framework is currently in use, college-wide, pending a new administration.

As of this writing, under a new administration, a new planning effort has begun, designed to provide an analysis of the relationship between program and departmental costs, program and departmental successes and the relationship of our work to our financial resources. This planning effort, called the *Task Force on the Future of City College*, began at the start of 2018, and is slated to conclude by April, 2018. Results of the planning exercise will help college leaders determine patterns of investment and growth, as well as programmatic reductions, at the College.

Budget Planning Process

The College's operating budget, comprised primarily of a combination of State support and tuition revenue, is allocated by CUNY at the beginning of the fiscal year, which begins on the first of July and terminates on the thirtieth of June in the following year.

CUNY issues budget allocations to its senior colleges, including CCNY, after the adoption of the State budget. These distributions are determined using a baseline budget approach, with the prior year used as a base and adjustments made for the current year. Modifications include reductions associated with decreases in State funding or increases resulting from new academic programs, e.g., the CUNY School of Medicine at CCNY. Certain expenditures—fringe benefits, facility rental income—are managed by CUNY Central and are not included in CCNY's annual allocation. CUNY's initial distribution to CCNY for FY 2017 is in (Appendix H1)

Once CUNY issues allocations, the colleges must submit financial plans detailing the projected uses of the funds. The University Budget Office reviews the submitted plans and either approves or requires submission of revised ones. Throughout the fiscal year, colleges monitor fiscal trends in enrollment, expenditures, revenues, and staffing to ensure that spending patterns are aligned with their financial plans. Colleges formalize this process by preparing and submitting quarterly reports that compare actual spending with their plans to the University.

The CCNY budget is developed collaboratively by the president, provost, and deans. This process begins in March or April prior to the next fiscal year. During this time, funding is estimated, based on the allocation for the current fiscal year; and expenses are forecasted, based upon actual expenditures and trend studies, such as changes in enrollment. The CCNY deans have been instrumental in driving resource allocations, and this process continues to evolve.

Beginning in FY 2013, CCNY developed decentralized budgets to promote planning and to develop accountability and transparency across the institution. The College based its FY 2013 budget on FY 2012 actual expenditures. After FY 2013, CCNY employed incremental budgeting with additional funding for new priorities and reductions in response to decreased funding. Since that time, the College has re-assessed how budgets are distributed. In January 2016, the deans and other administrators engaged in a planning process for improving budget allocations given reduced funding; increasing enrollments in select divisions; and the College's reliance on tuition collections to support operations.

The budget model has moved from one based on incremental budgeting to an enrollment-driven allocation. However, in the last year, institutional thinking shifted from allocations based on enrollment credits to one based on strategic investments. For example, although it has experienced enrollment

declines since 2013, the Division of Humanities and the Arts accounts for the largest share of collected tuition for CCNY. In other words, their income exceeds their operational costs. These surpluses support CCNY's more expensive STEM programs—programs with robust enrollments that nevertheless cost more to run than students pay in tuition.

In FY 2018, the College is projecting a significant deficit. Among the contributing factors are the institution's growing reliance on tuition, public funding's failure to keep pace with the rate of inflation, New York State funding reductions, and rising costs for mandated salary increases and infrastructure maintenance.

Faced with these fiscal challenges, CCNY needs to redesign its budget model. Efforts to close the budget gap will include several important elements. In the spring of 2018, CCNY is launching a Task Force on the Future of City College, rather than relying on either historical baseline or enrollment-based budgeting. This task force will examine a range of factors, including the success of different academic programs (measured in terms of student retention and success, relationship of graduate skills to labor market needs, research and research grant attainment, public prominence of faculty work) the cost of educating students and running the program, and growth potential and contribution to the College's mission. The task force will provide a basis for reallocating resources to ensure that we are invested in the right programs, and avoid the trap of continuing historic patterns of budgetary allocation based on tradition only.

An important area of advocacy around these issues will be an effort to convince the university and the state that expensive programs like the engineering school require additional support. To attract this support, the College will propose to levy additional fees on students enrolled in our most expensive, but also, most lucrative programs. Advocacy will entail an effort to convince stakeholders that the cost of educating students should be a vital factor in budget considerations at the state level, and in allocation decisions across CUNY. We anticipate that some cost savings will be possible following recommendations of the Task Force on the Future of CCNY, and that future growth at the College will be less ad hoc and more guided by considerations of cost and revenue.

Finally, a merged foundation structure and a more strategic development effort should begin to produce significant unrestricted resources to the College. It bears mention that the Research Foundation's unrestricted pool of indirect cost returns have, these past few years, been heavily taxed to pay back a 3-million-dollar loan to the College taken some 5 years ago. Two thirds of that loan were repaid this year and it is now retired, meaning that some research foundation assets have been freed up to support programs and research.

Communicating these difficult messages about the budget to the CCNY community has been key to creating fiscal transparency. Since FY 2013, the chief financial officer and other senior administrators have briefed the College faculty, staff, and students at town halls. These presentations (Digital Archive) explain annual funding and fiscal challenges in detail, and contribute to transparency. In preparation for FY 2018, CCNY's interim president informed the campus of the projected deficit and attendant challenges (Appendix H2), and the process of addressing the shortfall has been aided by feedback from the College community. This early information coupled with an ongoing effort to provide greater transparency to the budget, has allowed the College to approach questions of budget shortfall in ways that allow greater planning. At this writing, the College is in the process of finalizing an "all funds" budget that will communicate financial realities more clearly, and more completely, to the College than previous efforts. That budget will include reports on research foundation resources, philanthropy, as well as tax levy expenditures, to allow a more comprehensive approach to balancing college priorities. The all-funds budget is currently in draft form and will inform our budgeting processes beginning in the current fiscal year.

As explained earlier, CUNY requires CCNY to submit an annual financial plan as well as quarterly reports that compare budgets to actual expenses. In FY 2017, the College implemented a similar process

for its academic divisions. Previously, the CCNY Budget Office had provided the schools and divisions with ad hoc reports that compared their budgets to actual expenditures. In FY 2017, the Budget Office began projecting expenses for the academic units during the first quarter of the fiscal year. If overspending were to be a part of the school or division's plan, the unit would need to identify non-tax levy resources to reimburse the State or propose a plan to reduce expenditures. In FY 2018, these reports will be distributed to the larger administrative units. At CCNY, the budget process will continue to be modified and strengthened to support the entire college community.

Tax Levy

The FY 2017 tax levy budget is \$146.8 million. The expense forecast is expected to increase, based on collective bargaining agreements, which were ratified in Fall 2016. Such agreements are funded with prior year labor reserves and funding from the State. However, increases associated with skilled trades staff that were settled directly by the City of New York have yet to be funded by the State, and the impact on the FY 2017 budget is estimated at \$1.8 million. Should these increases associated with skilled trades remain unfunded, budget reductions will ensue.

The deans have expressed the following concerns regarding the budget process:

- Since 2012, some schools and divisions, primarily in the STEM disciplines, experienced increased enrollments, yet the budgets did not reflect increased teaching needs.
- During that same period, certain schools and divisions had decreased enrollment but their budgets were not significantly reduced to reflect the loss of teaching.
- Since 2013, the College has implemented a hiring freeze, and it is carrying fully funded vacancies totaling \$8 million every year. The hiring freeze has created concerns that critical hires cannot be made to fill vacant positions, specifically those in academic areas.

The FY 2017 budget addressed the concerns of the deans by implementing the following:

- The College created a pool of funding for those divisions, which generated additional revenue from FY 2015 and FY 2016. Of the total amount, those schools and divisions that generated revenue from increased enrollment received 50 percent of the tuition revenue. CCNY distributed the remaining 25 percent for strategic initiatives and for administrative support.
- While the new budget model calculated a decrease for those divisions that lost funding in FY 2015 and FY 2016, the College was able to hold them harmless from this reduction for FY 2017 using non-recurring funds.
- The FY 2017 budget provided academic and administrative divisions with a full-time salary budget, based on FY 2015 actuals and adjusted for reductions, which occurred in FY 2016 and FY 2017. The divisions no longer have 12-month vacancies assumed in the budget. Rather, they are permitted to hire, provided they operate within the full-time budget amount.

However, these models were not sustainable and proved inadequate in recognizing the costs incurred by City College for its professional programs. In addition, it penalized divisions which may have decreased enrollment, but still generated a surplus when compared to tuition and costs. Going forward the College will embark on a plan to bring tuition more in line with the costs of running expensive programs and will allow divisions with higher enrollments and lower costs to continue to generate additional revenue for the College.

3.6.2 Resources

As a public institution, CCNY shares the challenge of similar institutions across the country—declining financial support for higher education that results in a critical underfunding of its mission. Therefore, the College is actively seeking new ways of increasing revenues and containing costs.

Funding for CCNY comes from a number of sources. The largest share, which has grown over time, is tuition revenue, but the State of New York also makes appropriations to The City University of New York (CUNY), which it distributes to its senior colleges (four-year colleges), including CCNY. The College receives additional revenue from external research grants administered through the Research Foundation of The City University of New York (RF-CUNY); and from donors through the Alumni Association, the City College Fund, the City College 21st Century Foundation, and the CUNY Trusts and Gifts Program. Capital funding comes from the State and the City of New York. CCNY's budget has four major categories: operating, research, philanthropic, and capital.

The College also has made significant changes in its internal controls on spending in response to recent events, with transparency of paramount importance. Although recent news reports have raised allegations about problems with financial controls, CCNY remains committed to compliance with all internal and external policies and procedures. Additionally, CUNY and the State of New York are exercising greater oversight of all CUNY colleges, centers, and foundations. As part of its effort to promote greater transparency for its affiliated non-profit foundations, the CUNY Board of Trustees approved substantial changes to guidelines for CUNY-related foundations and the use of non-tax levy funds (Appendix E1). These approvals by the CUNY Board of Trustees, which were discussed in CCNY's Supplemental Information Report (August 2017) to MSCHE, will provide CUNY with more control over a sprawling network of more than two dozen funds that gave the University \$250 million in FY 2016 and hold collectively more than \$900 million in assets. Among the immediate effects of these changes are central oversight of the foundations, release of foundation records to the University, and periodic audits by CUNY. In addition, CUNY requires that each foundation must enter into a new memorandum of understanding (MOU), which will outline the purpose of the fund, list its personnel, and define expectations for its operation. The University will also monitor and verify that funds are used according to the expressed wishes of the donors; and no CUNY college president will be able to authorize payments to him- or herself. These changes have had an immediate effect at the institution, and both CCNY and the Board of Directors of the 21st Century Foundation support them.

On the CCNY campus, these new foundation guidelines had a particular impact. Over the last 25 years or so, CCNY was served by two separate foundations. The 21st Century Foundation was the entity that managed philanthropic funds raised by the College's development operation, and the City College Fund was an independent organization that both raised and managed (and sometimes allocated) philanthropy in the name of the College. While the 21st Century Foundation was fully integrated into the College's development and finance operation, the City College Fund was unintegrated, and maintained its own financial records and donor lists. The existence and simultaneous operation of these two foundations, over the years, caused all manner of difficulties for the College, creating, among other things, a poorly coordinated development strategy and substantial confusion among our donors. The marked and vigorously guarded independence of the City College Fund operation also made oversight difficult. For almost two decades, analyses of our development posture called attention to the anomalous and confusing condition of having two foundations working to serve the College, but efforts to remedy things repeatedly floundered. In December of 2017, after lengthy and sometimes difficult negotiations, the foundation boards agreed to combine and create a single entity. At this writing, we are in the process of merging the two

development staffs, combining the foundation boards, and merging records and donor lists. By the end of this fiscal year, it will have combined the accounts controlled by both foundations.

Apart from the advantages of having a single foundation to work with and plan a strategic development approach, a second advantage of the merger will be its impact on investment earnings and unrestricted assets. The 21st Century Foundation has pursued an active investment strategy that combines investments in stocks, funds and bonds, maintains significant cash reserves, and manages funds that now approach 200 million dollars. Over the years, it has averaged between 8 and 10% return on its investment, with the last few years being particularly strong ones. The City College Fund manages roughly 70 million dollars, and has invested very conservatively, almost entirely in bonds. Combining these two funds will create a foundation managing close to 270 million dollars in assets. We anticipate that the investment strategy will be far closer to the dynamic 21st Century Foundation model than the more conservative and bond-based City College Fund model. This alone should create new revenue for the College.

Potential future revenue streams include the State of New York's Excelsior Scholarship, the nation's first accessible college program. Beginning in Fall 2017, students from families or individuals earning up to \$125,000 per year may be eligible to attend two- and four-year colleges in the CUNY and State University of New York (SUNY) systems tuition-free, and for this reason CCNY anticipates an increase in enrollment and tuition revenue. Another enrollment initiative focuses on international recruiting. Philanthropy, which currently accounts for a substantial part of the budget, and external research funding are other sources of revenue. However, both are subject to change, due to the volatility of financial markets that may affect donor generosity.

Since 2013, the College has improved its process for applying resources to its programmatic goals and objectives. Aided by technology and needs assessment, CCNY now links future budget changes to enrollment and tuition; however, a new model of financial management that takes greater account of the cost of educating our students, incorporates revenue from all sources, including an increasingly important stream of philanthropy, begins more clearly to link student fees to the cost of their education, and ties both growth and program reduction to calculations of expense, success and potential will help to stabilize a resource base that has too often been unstable.

Revenue

The College has become increasingly reliant on tuition as part of its operating budget. Every year CCNY must meet an established tuition target, and any shortfall results in a similar reduction in state funding. For example, in FY 2016, CCNY had a tuition deficit of \$3.4 million, which resulted in an equal loss in State funding. This loss of tuition was the result of declining enrollments, primarily in the Division of Humanities and Arts and in the School of Education. CCNY was able to provide temporary support as both academic units transition to new pedagogical models. Assisting in this effort is the Association of Governing Boards of Universities and Colleges (AGB), which is providing a comprehensive analysis of the restructuring of these programs.

The College retains any funds collected over the tuition target, and the surplus can be used during the current year, or it can be rolled into the next fiscal year. In the past, low tuition targets created overages, which CCNY relied on as an additional source of funds to address recurring budget deficits. However, the College can no longer depend on over-collections as a reliable funding source.

CCNY tuition revenues, as a percent of total resources, have increased from 42 percent to 61 percent from FY2008 to FY2016, and the College anticipates this trend will continue. Therefore, it is exploring entrepreneurial opportunities.

Because tuition is the largest single component of the College's revenue, it is vital that the College simplify the method of tuition collection, of which state and federal aid is a significant portion. For the State

of New York and its Tuition Assistance Program (TAP), CCNY must certify that students are meeting satisfactory progress towards their degrees. A software program, DegreeWorks™, tracks that progress by populating a checklist of requirements for academic majors, minors, and the General Education curriculum. At present, the program is updated and maintained by one CCNY staff member, but CCNY is exploring opportunities to promote its utility by increasing maintenance support, improving integration with the financial aid system, providing training to advisors, and developing an online tutorial for students. Since 2013 DegreeWorks has been integrated into the new student information system (CUNY First) and a Financial Aid Certification and Tracking System (FACTS). This integration has been effective in prompting extensive usage of DegreeWorks by students, advisors, faculty and staff and has enabled us to monitor that the courses students have registered for are contributory toward their degree and thus TAP eligible. The university is integrating “Degree Mapping” into DegreeWorks with the aim of increasing retention and graduation rates by providing a clear visual path toward degree completion.

Government Support

State funding has not kept pace with inflationary costs, and in FY 2016 and FY 2017, the College experienced funding reductions of four percent and two percent. For CCNY, this translates into a combined funding loss of \$7 million. The institution has responded to these reductions by using non-recurring funds and implementing tiered cuts, with academic departments decreased at lower percentages than administrative units. The College made these adjustments to minimize the impact on teaching. However, it has become increasingly challenging to maintain the physical and technological infrastructure. With the majority of its expenses in full-time salaries, CCNY is now redirecting savings associated with staff attrition to other needs.

CUNY Compact

In November 2011, the CUNY Board of Trustees passed a five-year plan (CUNY Compact) to raise tuition across the University, effective Fall 2011 (FY 2012). Under the plan, in-state undergraduate tuition was to increase by \$150 per semester, and realized funds were to be reserved for new initiatives, not to maintain the existing infrastructure or to support personnel costs for current staff. CCNY expected to generate \$20 million from FY 2012 through FY 2016. Using these funds, the College intended to hire 100 faculty members, after five years of tuition increases.

In the first year, Compact funds were used to balance State reductions; therefore, the College did not net additional funds. During FY 2013, approximately \$4 million in Compact funds enabled CCNY to hire 75 faculty. CCNY based the original distribution of faculty lines on headcount, with the assumption that the average salary would be \$70,000. However, after negotiations, the faculty hired under this initiative had an average salary of \$100,000, which created a shortfall in the budget. Beginning in FY 2014, the administration transferred budget authority to the schools and divisions for the next three years: each unit received a budget delimited by available Compact funding and related to the size of the unit. This way, the College would avoid a deficit resulting from the program. In retrospect, these funds could have been tied to enrollment changes, i.e., units with increasing enrollment entitled to more resources. In FY 2016, the last year of Compact, CCNY was prevented from using Compact funds for hires because of impending collective bargaining agreements, and the tuition increase was set aside in a labor reserve. Ultimately, the College was able to hire faculty only in three of the five Compact years.

According to the FY 2018 State budget, tuition will increase by \$200 each year for the next four years. Based on the current draft of the State budget, the accumulated funds are allocated for specific initiatives, such as student success initiatives and additional faculty hires. Because of its experience with the prior

Compact program, CCNY is better equipped to make decisions based on student enrollment and student needs during the next five years.

Philanthropy

Prior to the CUNY Board of Trustees's approvals at its June 2017 meeting, CCNY relied primarily on two sources of philanthropic revenue: The City College Fund and The 21st Century Foundation. Both organizations hold separate 501c status in the State of New York, and each organization has a board of directors with fiduciary responsibility for the funds managed in the investment accounts. While their fundraising operations in many ways mirrored one another, major gifts had been traditionally the strength of the 21st Century Foundation, and annual giving more a City College Fund concentration. Still, these distinctions broke down in practice, often in ways that were confusing and counterproductive to the College's overall development strategy and performance. Both foundations have provided the College with resources for scholarships, programs and program development, professorial support and support to the College's physical infrastructure. Apart from allocating monies pursuant to specific donor agreements, the two foundations, in combination, have allocated monies (recently totally about 2 million dollars per year) to the president's discretionary account.

The Foundation's Board approves the annual fundraising target, in collaboration with the College president. Philanthropic awards and their associated funding are classified as unrestricted, temporarily restricted, and permanently restricted. Prior to the start of the fiscal year, the Board approves a high-level budget for all three of these funding types. In FY 2016, the unrestricted funds budget was calculated on a 20 percent spend rate based on a five-year projection on earnings and available assets; temporarily restricted funds or spend down accounts were based on a spend rate of 16.5 percent of the available balance; and permanently restricted or endowed funds were based on 4.9 percent of the principal. CCNY anticipates a similar spending rate for the next fiscal year.

The Finance Department, the 21st Century Foundation, and the president of the College should closely monitor unrestricted funds, but in recent years, this has been a problem. At CCNY there have been allegations of inappropriate spending of those funds. In the transition from the previous administration, it was discovered that commitments on the unrestricted funds were double available assets. To correct this problem, the College instituted a policy of strict budget requests with itemized descriptions of what funds were requested for what purposes—a practice that reverses the established practice in which the discussion centered on the amount to be allocated to the president, but not the purposes to which those funds would be spent. This system provides for much stronger checks on presidential spending, and gives the foundation board a greater oversight role in the management of philanthropy.

The College meets with the Foundation Board quarterly to review financial performance (budget versus actual), and any variances in the budget are explained to the Board. Throughout the year, Finance and administering departments review financial activity, and they release monthly reports to division administrators and deans. These reports provide details on expenditures and available balances. Prior to FY 2013, these reports were printed out and compiled by staff and hand delivered to administrators. That process was both labor and paper intensive. Since then, Finance has implemented the scheduler tool in the financial management system software (MIP) for the Foundation, which has enabled Finance staff to focus on more analytical work and support clients. More importantly, this change will contribute to more effective planning and decision-making by the deans and other administrators.

During FY 2018, the Offices of Finance and Development and Institutional Advancement will begin to merge their currently separate finance and fundraising tracking software into one database managed by Blackboard™. The transition to Financial Edge NXT™ began in April 2017 with the development of a project

plan for data conversion and the mapping of a new general ledger. Staff training has commenced, and system testing is scheduled for August 2017.

Finally, given the significant changes at the College in 2016, senior administration has decided to combine the Office of Development and Institutional Advancement with the Office of Communication and Marketing. This will create a single department, one better suited to speak on behalf of the College and its president. The Office of Human Resources will work closely with the two departments during this merger, which will take effect before the end of the FY 2017 fiscal year.

Research

Research is at the core of CCNY's mission and goals, and the institution leads the CUNY senior colleges in research and development (R&D) funding. Since the Periodic Review Report in 2013, the College has received new and continuing awards that total \$156 million in FY 2014 through FY 2016 (Figure 3.6.1). More broadly, the College has been an upward trajectory since 2001 in terms of external funds raised. Figure 3.6.1 depicts total research dollars raised by City College faculty during the indicated years. From 2001 to 2008, the award portfolio grew by approximately 2 million dollars per year. This increase coincided with the hiring of research active faculty and the start of the CUNY Decade of Science initiative (2005 – 2015). The steeper growth during the years 2009 - 2012 is largely due to influx of research funds owing to the American Recovery and Reinvestment Act of 2009 (ARRA, the so-called Federal fiscal stimulus). When the ARRA stimulus effect ended in 2012, City College faculty received approximately \$52 million per year in research awards (2013 – 2016). Notably, this value is greater than pre-ARRA levels; we attribute this to the hiring of excellent research focused faculty during this period. The increased value of these awards, during a time of increased competitiveness for external funding, is especially encouraging. However, the overall size of the research portfolio did not experience the same rate of increase as that seen a decade earlier. These trends should be viewed in the context of the research budgets of the National Institutes of Health (NIH) and the National Science Foundation (NSF), two main sources of City College research awards, which have largely been flat since the early 2000s. The reasons that underlie the plateau in research awards are likely multi-variate, and we would only be speculating on their nature. A return to the rate of increase in research awards seen a decade ago, if possible, will require careful study by the new City College President.

A major factor that is likely to increase research activity on the City College campus is the opening in 2015 of the CCNY Center for Discovery and Innovation (CDI) and the CUNY Advanced Science Research Center (ASRC); both facilities are the product of a major investment by the State of New York. The CDI features approximately 200,000 square feet of space, and is home to research groups associated with the Division of Science, the Grove School of Engineering, and the CUNY School of Medicine. Research at the CDI is interdisciplinary in the fields of biochemistry and biophysics, chemistry, materials science, photonics, bioengineering, and neuroscience. In addition, the CDI is located adjacent to the ASRC, a world-class research complex provides scientists throughout the CUNY system with nearly 400,000 square feet of state-of-the-art laboratories and offices, vivarium, imaging facilities, an electron microscopy center. The CDI and the ASRC, together with adjacent New York Structural Biology Center, which features world-class facilities in electron microscopy, nuclear magnetic resonance studies, and X-ray crystallography, form a research hub that offers unique and outstanding opportunities for faculty and students.

The College also boasts nineteen (19) research centers and institutes—many of them CUNY centers whose lead institution is CCNY—and all of them multidisciplinary. They are funded by prestigious and highly competitive grants, and afford advanced research education to students at the undergraduate, Master's, and Doctoral levels. Along with research efforts at the divisional and departmental levels, CCNY obtained approximately \$500 million in R&D funding between FY2008 and FY2016. During the same period, CCNY

accepted more than \$3.6 million from the Professional Staff Congress (PSC-CUNY) and other CUNY internal grants (Digital Archive). These awards were the result of active submissions of proposals to sponsors, such as federal, state, and city agencies; industry; private foundations; and collaborations with other academic institutions. CCNY faculty members submitted, on average, about 600 proposals per year for the last six years. Such activities allow CCNY to maintain close to 300 active principal investigators in a wide spectrum of disciplines.

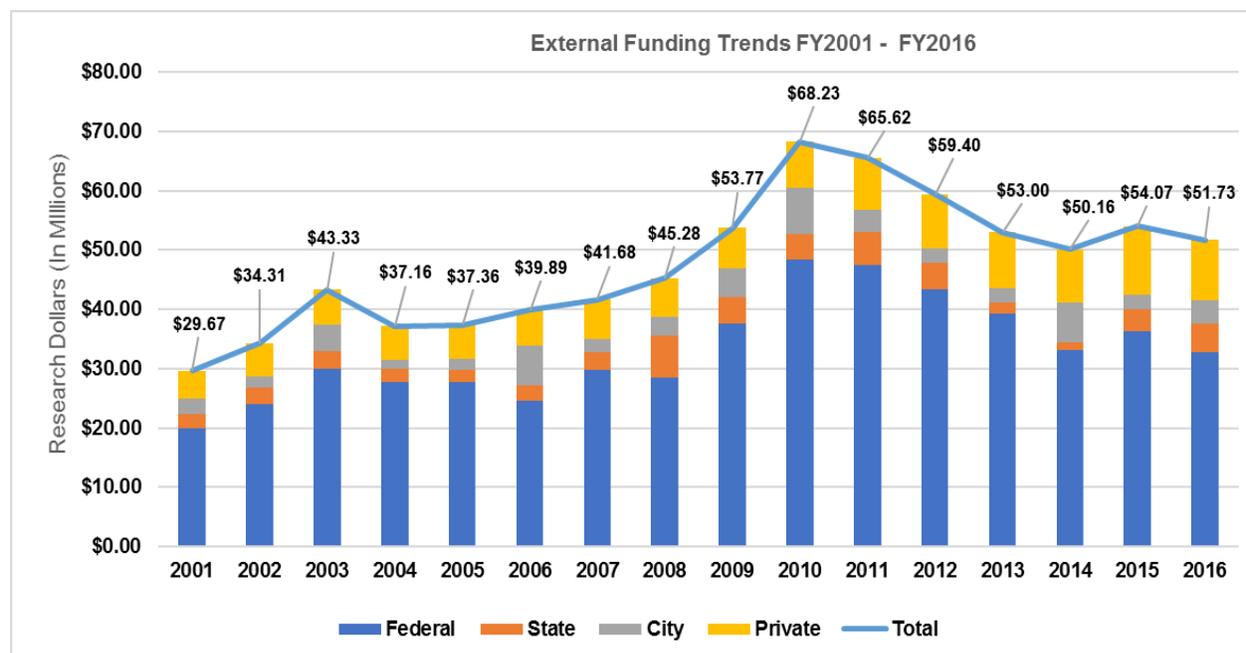
The value of these awards, during a time of increased competitiveness for external funding, is especially encouraging. The College's ability to maintain this level of R&D support is a testimony to the high quality of the work by faculty and research staff. Such extensive and robust research activities enabled CCNY to maintain annual research-specific expenditures at more than \$62 million in FY 2016 and to earn a ranking of #179 by the National Science Foundation (NSF) Higher Education Research & Development Survey for FY 2016. Three of the institution's sister colleges—Hunter College (\$37 million), Queens College (\$19 million), and Brooklyn College (\$9 million) were ranked #218, #275, and #332, respectively. In FY 2016, overall funding expenditures, including equipment and training grants, exceeded \$58.7 million at CCNY; \$44.7 million at Hunter; \$29.5 million at Queens; and \$22.8 million at John Jay College. That said, there are significant challenges the College faces in regards to research funding. The current Research Foundation (RF, below) governance provisions dictate that the RF takes a large share of the Indirect Cost Recovery (IDC)/overhead to fund its internal operations. In the past, CCNY research IDC have not always been directed back to the appropriate research activity. In the future, the College will allocate these assets to both support new researchers and give them their start, and to make sure that our most active researchers have the support they need, particularly when it comes from grants they have obtained.

External research funds generate two additional funding streams for the College: Indirect Costs (IDC) and Release Time (RT) recoveries. IDC amounts are recouped from individual grants for infrastructure support for research, predominantly in engineering, medicine, and the sciences. RT funds also are included in many research budgets to provide partial release time for faculty members engaged in research activities. CCNY has used these recovered funds to provide start-up packages to newly recruited faculty, particularly those with appointments in the Grove School of Engineering and the Division of Science, who require specialized equipment and spaces. CCNY received \$2.29 million through the State-sponsored Graduate Research Technology Initiative (GRTI) in FY 2015 through FY 2017 to improve its research equipment. This investment in research is in keeping with the College's determination to establish a culture in which significant research is intrinsic to the mission of all schools, divisions, departments, and programs.

Research funding, especially that originating from the government sector, depends on the ability to maintain sufficient capacity at the College level to successfully attract grants as well as the priorities and budget commitments of the political entities that generate opportunities. The College also attracts sponsored programs that are non-research based in nature (for example, government supported tuition based programs for professional preparation in an area deemed important). The cycles of this funding are also affected by the external policy climate, but at any point that climate may be aligned with or may differ from the funding environment governing large research grants.

Research awards earned by City College faculty are managed by the Research Foundation of CUNY (RF-CUNY) is a private, not-for-profit educational corporation chartered by the State of New York in 1963. Working closely with the local offices, RF-CUNY provides CUNY faculty and research community with legal and finance supports for all funded research programs (post-award). At CCNY, the Office of Grants and Sponsored Programs (GSP) is responsible for providing professional guidance and administrative support for all sponsored research activities. Pre-award services include identifying potential external funding sources; providing advice and assistance on proposal development; preparing budgets and required forms; coordinating online proposal submission; and interpreting sponsor guidelines and CUNY and CCNY

policies. Post-award services include guidance on Research Foundation account management; assistance with sponsor agency requirements and documentation; dissemination of fiscal information; and preparation of reports associated with awards and research expenditures.



Source: Annual reports of the CUNY Research Foundation (<https://www.rfcuny.org/>)

Figure 3.6.1 CCNY External Funding Trends

The robust research enterprise on campus brings invaluable opportunities for all CCNY students, graduate and undergraduate alike. Research activities enable significant student involvement in solving emerging technology challenges based in real world applications while using state-of-the-art facilities, and allows them to be inspired and trained by world-renowned researchers. Many of these students receive financial support through research or training grants. For many undergraduate students in particular, attending CCNY is not only a chance at an education, but also an opportunity to be inspired to pursue advanced degrees in all fields, establishing themselves as leaders in their chosen fields and future careers.

3.6.3 Institutional Improvement

Faculty Hiring

The total number of CCNY faculty—full-time, full-time medical series, full-time visiting, instructor, lecturer, part-time (adjunct), and graduate assistant titles—was 1,468 in Fall 2016. This information can be found in Figure 2.0.3 in the Introduction chapter to this report. Recent hires have been of exceptional quality, as demonstrated by the receipt of 9 National Science Foundation (NSF) Early Career awards since 2008.

CUNYfirst and Associated Human Resource Initiatives

CUNY’s Enterprise Resource Planning (ERP) system is CUNYfirst, a fully integrated resources and services tool that has changed business processes ranging from student registration to paying bills. Its applications have replaced aging legacy systems, and it has streamlined and standardized business practices throughout the University. CUNYfirst was implemented across all CUNY colleges in phases, with the finance component going live in July 2014. That component has made it possible to integrate purchasing with general ledger and budgets at the department level. Featuring tools such as commitment control,

CUNYfirst prevents departments from exceeding budgets at the sub-account level, e.g., supplies, travel, equipment, and contracts.

Among the benefits of this integration are new procedures regulating purchasing card usage (Digital Archive) To expedite small-dollar purchases efficiently, departments are required now to submit requisitions on behalf of all purchasing card holders. This supports the University's monthly reclassification process, which charges credit card expenses to individual department budgets. For example, if a cardholder requests a \$500 credit card limit and the department budget authorizes a four-month allocation, the department must create a requisition totaling \$2,000.00 with four separate requisition lines, each in the amount of \$500.00, e.g., \$500 for July, \$500 for August, \$500 for September, and \$500 for October. However, the department must edit the requisition throughout the fiscal year to create new lines for additional months, commensurate with future budget allocations. The card is not activated until the department requisition is approved fully.

Another advantage of the CUNYfirst implementation is the management of travel expenses (Digital Archive). Since 2015, all travel has been approved in advance. Authorizations ensure that the travel is business related; the budget is available and encumbered; and the arrangements are booked through CUNY CONCUR® Travel and Expense Tool, using a State-issued Travel or NET card. CONCUR® is the online travel reservation system approved for use by the State of New York, and cards are generally available to those employees who travel at least once a year as part of their jobs. The CUNYfirst Travel and Expense Center provides a self-service module through which employees and supervisors can request Travel Authorizations, obtain approvals, and create, submit, and approve expense reimbursement requests. CCNY employees are prompted to enter their CUNYfirst Travel Authorization ID prior to booking, and only appropriate travel expenses may be charged to the card.

Despite these streamlined processes, CUNYfirst has limitations. For example, payroll is not linked. When payroll expenses hit the CUNYfirst general ledger, summary details can only be obtained by going through three separate systems: CUNYfirst, Payserv, and Tempserv. As a result, the staff expends much of their time reconciling departmental expenses, not on analytics. CUNY will address this situation by integrating Payserv, the payroll system that manages pay actions with CUNYfirst. This will allow for the seamless transition of payroll and the general ledger, and faster processing of employee paychecks.

In anticipation of the Payserv Integration implementation in Fall 2018, CCNY's Office of Human Resources (HR), in collaboration with Information Technology (IT), is scrubbing CUNYfirst data and performing regular audits to ensure data accuracy. This phase will provide additional CUNYfirst functionalities in manager self-service. For example, department heads and program managers will be able to approve and track job postings digitally and issue approvals. Additionally, the cleaning of data will permit IT to update directory information and achieve uniformity across various systems.

HR and IT also have partnered to create a new adjunct employee management system (AEMS) that will manage the hiring, re-appointment, and budget processes. Currently, departments send paper forms via inter-office mail to HR, where they are entered into three separate systems: CUNYfirst, Payserv, and Tempserv. However, these systems do not communicate with each other, which requires data to be revised and reconciled before the information is sent to the CUNY Payroll Office. This causes delays in processing times and adds to the number of potential errors.

The new adjunct employee management system (AEMS) will allow Finance to pre-load departmental budgets for a semester or an academic year, providing greater transparency and control. After the budget has been loaded, departments will initiate the adjunct employee hire or re-appointment process in the system, which will provide a digital work/approval flow from the department, to the adjunct employee, to the division's approver, and to Human Resources. AEMS not only will reduce processing time but also will provide additional controls on departmental budgets by preventing departments from initiating any actions without pre-loaded budgets in place. If a department does not have the funding in the system, it will work

with Finance to resolve the issue. Additionally, the system will assist HR in monitoring CUNY workload requirements, multiple positions, and requests for overload waivers. Lastly, AEMS will minimize errors by eliminating the need to enter data in multiple systems; populate CUNY Payroll reports that trigger the processing of employee paychecks; and simplify auditing. The goal is for AEMS to be implemented fully in Spring 2018.

Digitization Initiatives

Currently, CUNY is working with a vendor to create and introduce new electronic timekeeping software that enables the digital submission of timesheets by staff to their supervisors for review and approval. The timeline for this system is pending funding from University Budget. Once implemented, the system will eliminate paper-based timesheets, improve approval flow, permit digital storage, and the risk of paper timesheets. HR and unit timekeepers will provide enhanced management of employee time and leave reports, quarterly reminders, and annual timekeeping reports; and allow employees to view their current time and leave balances on a real-time basis without assistance from the timekeepers. In the interim, HR is working to transition all full-time staff to digital timesheets by December 2017, which will prepare them for the new system.

The process of converting all paper forms associated with new hires to digital formats began in Fall 2017. In addition, HR, with support from IT, will launch a digital version of the current Personnel Action Form (PAF) system in spring 2018. This system will enable online submissions and tracking; contribute to productivity and transparency; and ensure timely distribution of PAFs to the relevant academic units and administrative offices.

Dashboard Initiative

As a single source of information, CUNYfirst has delivered many benefits, such as Other Than Personal Spending (OTPS) purchasing controls at the departmental level. However, as a system with pre-set queries, information retrieval can be challenging. For example, some queries do not include present user-relevant information in user-friendly formats. During 2016, CCNY staff from Finance, IT, and Institutional Research determined the dashboard requirements, and the College has engaged the Educational Advisory Board (EAB) to design a dashboard dedicated principally to financial and critical enrollment information, e.g., course section utilization, instructional workload, enrollment caps) data. The goal is to provide departments with the information necessary for optimal decision-making.

Identity Document Office

Since July 2016, the Identity Document (ID) Office has reported to the Office of Human Resources (HR). To streamline ID processes for students and faculty and to provide optimal service and oversight, HR and Facilities are renovating space adjacent to HR's main office in Shepard Hall. This location will facilitate greater coordination between HR, which processes new hires, and ID, which generates CCNY identity documents. In addition, HR is working with ID and IT staff to identify ways of creating efficiencies, such as a self-service station for the retrieval of newly created IDs; reducing operational costs; and enhancing service. HR and ID also are working more closely with the Division of Student Affairs and the academic units to prepare effectively for peak periods of use, e.g., orientation. The renovations and relocation, which are scheduled for completion in Fall 2017, were prompted by students, who reported long wait times and the frequent hardware failures.

Technology

The Office of Information Technology (OIT) is actively engaged in providing the tools and infrastructure to support enhanced teaching and learning outcomes. In 2014, the College completed a core-network infrastructure upgrade to support high-speed transport across campus. Since then, CCNY has initiated supplemental upgrades to ensure the bandwidth available at the core. Each year, with the expanded use of technology in the classroom, bandwidth needs grow and the OIT has made it a priority to keep up with demand.

As part of the network resource demand, Wi-Fi access is critical. Therefore, a primary focus has been to expand wireless coverage across campus. Upgrading controllers and wireless authentication equipment was the necessary first step to support the latest Wi-Fi technologies, and 358 access points, supporting the Institute of Electrical and Electronic Engineers (IEEE) 802.1ac standard, have been replaced or added, bringing the total access point deployment across the College to 511. In anticipation of increasing demand, OIT has set aside \$129,000 in funding for fifty additional 802.1ac Wi-Fi access points and associated cabling and switch points, with installation completed by July 2018.

Enhanced connectivity in classrooms will permit faculty and students to connect wirelessly to the audio-visual systems, thus improving active learning and desired academic outcomes. Complementing this initiative is the construction of two active learning centers in the very popular state-of-the-art cITy Tech Center, which CCNY established in 2011 as part of the main library in the North Academic Center (NAC).

Buildings and Facilities

Constructed in 1907, the five original neo-Gothic buildings have landmark status, and in 1962, 1972, and 1982, the College erected additional structures. In 2014, the CCNY Center for Discovery and Innovation (CDI)—situated near the residence hall, The Towers, and the New York State Structural Biology Center—opened. The CCNY facilities total approximately 3.4 million square feet, making it one of the largest campuses in the CUNY system. Clearly, a 110-year-old campus poses unique challenges, but the institution is committed to balancing preservation of its historical heritage with the need to maintain and upgrade the infrastructure in support the mission and all academic and administrative functions and goals. To achieve this requires a robust capital buildings program, a strategic infrastructures renovation program, a sustainability program focused on reuse and energy conservation, and a multifaceted financial program.

Over the past five years the funding model for the campus has morphed from one that had its majority of revenue from a tax-levy base to one that has its majority of revenue from a tuition base. Along with this model change, so too did the level of operating revenue decrease, resulting in across-the-board reductions for all campus operations. From a facilities perspective, this changing business model led to an attenuation in both spending and hiring. Regarding OPTS, the following table illustrates the money spent and/or budgeted by the Facilities Department for fiscal year 2010 – 2018. Based upon this table, the money allocated to the Facilities Department for this period was lowered from \$3,539,116 to \$1,064,208 or -70%. Note that this spending decrease does not include a separate OPTS budget funded by The City University of New York for the ASRC/CDI building that was brought on-line in fiscal year 2015.

Table 3.6.2: CCNY Facilities Department - Annual Budget and Staffing

CCNY Facilities Department – North Campus Annual Budget and Staffing Figures		
Fiscal Year	Budget (\$) (OTPS)	Personnel Count
2010	3,539,116	
2011	3,540,170	
2012	2,386,674	
2013	2,352,915	181
2014	2,816,314	178
2015	2,402,630	169
2016	1,279,127	161
2017	1,777,618	147
2018	1,064,208	166

Source: CCNY Facilities Department

Personnel staffing has similarly been reduced with the personnel count falling nearly 20-percent by fiscal year 2017. Fiscal year 2018 represented a period when the campus was able to re-invest in the department’s most valuable resource, its staff. In doing so, the department has been able to replace strategic senior staff, trades staff and blue-collar staff needed to manage and maintain its extensive facilities inventory. The current model for re-staffing the Facilities Department is shown in the table below. Based upon this re-staffing the Facilities Department will be in a position to re-establish a maintenance program for the campus facilities and grounds as it moves into calendar year 2019.

Table 3.6.3: CCNY Facilities Annual Department – Personnel Restaffing

CCNY Facilities Department – North Campus 2018 Personnel Re-Staffing Plan	
Title	Number of Hires
Custodial Assistants	8
Custodial Frontline Supervisors	3
Principal Custodial Supervisor	1
Senior Custodial Supervisor	3
Electricians	2
High Pressure Plant Tenders	5
Maintenance Worker	1
Stationary Engineers	2
Senior Stationary Engineer	1
Thermostat Repairer	2
Thermostat Repairer Supervisor	1
Total Count	29

Source: CCNY Facilities Department

Capital projects are funded by the City University of New York separate from the operating budget, which focuses primarily on operational and maintenance components.

Table 3.6.4: CCNY Facilities Department – Capital Projects

CCNY Facilities Department – North Campus Capital Projects Summary					
Project Name	Cost (million)	Funded (million)	Planning / Design	Project Phase Construction	Complete
Renovation of existing firehouse for Master of Arts Studios & Gallery	\$7.8	\$6.8	2018	2019-2020	
Marshak Lecture Hall and Bathroom ADA Renovations	\$7.0	\$3.75		2018	
Steinman Hall parapet wall repair	\$1.6	\$1.6		2018	
Marshak building lab renovations	\$2.5	\$2.0	2018		
Steinman Hall Mechanical Upgrades	\$21	\$15.2	2018	2019-2021	
NAC Building Mechanical Upgrades (Library)	\$8.2	\$8.7		2018-2019	
NAC Building Mechanics Upgrades (Mechanical Rooms)	\$17	\$17		2018-2020	
Marshak Plaza Replacement	\$17	\$17	2018	2019-2021	
Marshak Pool and Locker Room Renovation	\$14	\$14		2018-2020	
NAC Library Active Learning Center	1.0	1.0			2018
Harris Hall Renovations – CUNY School of Medicine	9.1	9.1		2017-2018	
Shepard Hall Elevator Replacement	12.1	12.1		2018-2019	
WHRC Radio Station Renovation	1.7	1.7			2017
Baskerville Hall Renovation	5.0	5.3		2018-2020	
Marshak / Steinman Hall IT Upgrade	8.0	8.5	2018	2019	
Daycare Center Renovation	5.5	5.9		2018	
Marshak Mechanical Upgrades	48.0	48.0		2016-2019	
Aaron David Hall Roof Replacement – Front Door Replacement	2.9	3.6			2018
Shepard Hall Roof Replacement (Great Hall)	3.3	4.5			2017
Campus-wide ADA Study	0.4	0.4	2017		
NAC Cafeteria Floor Replacement	0.4	0.4			2017
Shepard Hall Room 51 Smart Classroom	6.0	2.4	2018-2019		
Wingate Interior Renovation / ADA Upgrade	3.0	3.0	2018-2019		
Wingate Hall Locker Room renovation	1.2	0.1	2017-2018	2018-2019	
Shepard Hall Renovation (Great Hall)	1.1	1.1	2018-2019	2019-2020	
Aaron David Hall renovation	10.0	10.0	2018-2020	2020-2023	
Shepard Hall Roof Replacement (Music Library)	0.5	0.5	2017-2018	2018	
NAC Elevator – Escalator Renovation Design	0.5	0.5	2017-2018		
Campus-wide Roof Repairs	17.9	0	2019-2020	2021-2024	
Campus-wide ADA Upgrades	5.5	0	2019-2020	2021-2024	
Sidewalk Rehabilitation – St. Nicholas Terrace					2017
Total	\$239.20	\$204.15			

Source: CCNY Facilities Department

From the above table, the Capital Projects in progress at the campus are valued at \$239.20M with \$204.15 currently available for these costs. Of interest is the following:

Shepard Music Library Roof Repair

For several years the building roofs on the CCNY campus have been showing signs of age. In 2016 CUNY funded a comprehensive study of all roofs on the CCNY campus. This study classified all building

roofs into three basic categories dependent upon their condition and age. The building roof over the music library in Shepard Hall is one that has shown signs of failure for many years and was recommended by CCNY as one of the first to be renovated. In 2017 CUNY funded the design and replacement of this project that is scheduled to go into construction the third quarter of 2018. Included in this project is not only the rehabilitation of the roofing system but also a comprehensive interior renovation to repair damage caused by the failing roof. The College is excited about this project and the quality of life that will return to those that use its world class music library.

Marshak Lecture Hall and Bathroom ADA Renovations

Nearly half of the CCNY campus buildings are vintage 1907 with the remainder constructed between 1960 to 1980. An exception to this is the ASRC/CDI science research building that was opened in 2015. For the older buildings, CCNY has taken a pro-active approach towards bringing accommodations for those with disabilities. In 2016 the campus installed two handicap lifts in the Marshak building. In 2018 the campus will begin the design of a new elevator for the Wingate building, the last building on the CCNY campus that does not have an elevator. This project, designed over the course of 18-months, will begin in the third quarter of 2018 and will provide for comprehensive upgrades to four of the largest lecture halls available to the campus community to aid people that are mobility, visually and hearing challenged. The project will also bring upgrades to campus restrooms in the Marshak building in an effort to accommodate our disabled community.

Steinman, Marshak and NAC Mechanical Upgrades

Time carries its toll, and this statement cannot be more accurate than when talking about a building mechanical system. Band aid fixes work only so long before time no longer cooperates and reality settles in. For CCNY that reality came as a wave, sweeping not only through our 1907 gothic buildings but also the later buildings constructed in the 60's, 70's and 80's. For these buildings, the mechanical systems all met the end of their useful life at about the same time, resulting in heating, ventilation and air conditioning problems for personal, teaching and research spaces. While the Facilities Department did repair and keep systems operational, the full scope of control for these systems became more and more compromised as mechanical equipment fell into conditions where they could no longer be made functional. In or around 2006 the campus targeted several buildings for comprehensive mechanical renovations with Steinman Hall, Marshak Hall and the NAC building included.

With the cooperation and support of CUNY, together these projects eclipse \$100M and will be commencing on separate schedules beginning in 2018. Funding for these projects come from a variety of sources including Capital Funding from CUNY and energy assistance funding through the Power Authority of the State of New York. These mechanical improvements will enhance the environment within our buildings, support the needs of research, improve the overall quality of life for building users and save energy. For the NAC building alone, the energy savings is estimated to be in the range of \$750,000.

In closing to this section, CCNY makes no representation that our older campus facilities approach what is found in our new \$700M ASRC/CDI Science Research building. Our business financial model has been forced to re-evaluate its priorities over the last four years causing the campus to develop short term and long term strategies to fund the campus budget. Short term all departments on campus, including the Facilities Department, needed to do more with less. Looking into 2019 and beyond, the campus is regaining a steadier hand on delivering the support and operational control that is needed for our campus facilities. Support for this statement is evident by the myriad of steps, all shown above, for improvements to the facilities budget, staffing levels, capital projects. Together these concrete and verifiable actions form the support legs that will advance and sustain the campus facilities for the next 50-years.

Capital Projects

Each year, CUNY develops a five-year capital plan for its senior and community colleges, including CCNY. Funding for the projects listed in the current Five-Year Capital Plan (FY 2018-FY 2022) is derived primarily from the issuance of bonds by New York State and the award of Resolution A (Reso-A), a capital funding allocation through the local City Council or the Office of the Borough President (Appendix F2).

The active capital projects on campus total \$258 million (Digital Archive), and they include mechanical system upgrades, roof repair and/or replacement, improved accessibility, and enhanced classrooms and common areas.

CCNY, through CUNY, participates in the New York Power Authority (NYPA) Energy Services Program. In 2017, NYPA will manage a \$12 million construction contract that will replace all of the variable speed drives, motors, air handlers, and fan coil units in the North Academic Center (NAC) building. Annual energy savings are estimated at \$750,000.

Sustainability and Conservation

As CUNY's flagship institution, CCNY takes pride in assuming a leadership role in sustainability and green initiatives—reusing, recycling, smart building, and energy and water conservation—that cross all sectors of College operations. Many are in partnership with the New York State Department of Environmental Conservation (NYSDEC), New York City Department of Environmental Protection (NYCDEP), New York City Department of Sanitation (NYCDOS), New York State Executive Orders, New York City Office of the Mayor, New York Power Authority (NYPA), and ConEd.

A current example of such a project is the Heating, Ventilation, and Air Conditioning (HVAC) Rehabilitation Project in Marshak Hall. Constructed in 1972, the Hall (621,000 square feet) houses most of the Division of Science, the Science Library, the Athletics Department, and several other units. During its history, the building has benefitted from many capital projects, such as a façade replacement, completed in 2009 and numerous interior renovations. Over time, however, its aging mechanical systems have failed to keep pace with escalating needs. Valued at an estimated \$100 million, the initial phase, which is scheduled for completion by spring 2018, is one component of a multi-phase project that will update the HVAC systems, replace the fire alarm system and pumps, and install a new generator by December 2018.

Comprehensive Roof Remediation Project

For several years, the eighteen buildings at the main campus have experienced increasing levels of water intrusion, primarily due to deteriorating roofing systems. In 2016, CCNY, in collaboration with CUNY and the Dormitory Authority of the State of New York (DASNY), commissioned a comprehensive roof assessment study for ten of the more problematic campus buildings. The study evaluated the individual roof systems and assigned each to one of five categories, ranging from “immediate attention” (Priority 1) through “no sign of failure” (Priority 5). The estimated cost of the project is \$61.5 million. The design for Priority 1 (\$15.1 million) will begin in 2017, with work planned for 2018. The complete project will rehabilitate or replace thirteen roofs by 2020.

Recycling and Reuse Initiatives

CCNY has several recycling and reuse programs that capture waste streams in accordance with New York State Department of Environmental Conservation (NYSDEC) and New York City Department of Sanitation (NYCDOS) guidelines, such as the installation of energy motion-detection sensors across 80 percent of the campus and upgrades to central chiller plant controls. For a complete listing, see (Digital Archive).

Complementing these initiatives are sustainable practices relative to NYS Executive Order Number 4 and Number 18 (Digital Archive). CCNY's NYS E04 and E018 reporting forms for FY 2016 confirm compliance with the aforementioned NYS mandates. Moving forward, CCNY will implement additional recycling initiatives in Fall 2017 relative to its food service programs. Specifically, in accordance with the 2015 OneNYC Zero Waste Initiative (Digital Archive), large-scale food service venues, such as NYC public schools, restaurants, and service establishments in hotels with 150 or more rooms, are required to recycle organic waste.

The College also participates in universal waste recycling programs that successfully recycle and remove 23 tons of electronics and 2.5 tons of universal fluorescent lamps annually. Furthermore, CCNY observes green building practices by recycling building materials, piping, and other items in support of in-house campus renovations. These efforts not only save the campus money but also reduce further the waste produced by the campus.

Energy Conservation

CCNY approaches energy conservation in several ways. In 2015, CCNY installed electrical sub-meters throughout the campus to record the amount of electricity used in each building and collaborated with the National Oceanic and Atmospheric Administration Cooperative Science Center for Earth System Sciences and Remote Sensing Technologies (NOAA-CREST) to develop a state-of-the-art software dashboard that predicts peak energy demands three days in advance. These efforts and more resulted in a budgeted energy savings of \$1.5 million for FY 2016.

The opening in 2014 of the CUNY Advanced Research Center (CUNY ASRC) and the CCNY Center for Discovery and Innovation (CCNY CDI) complex brought another level of challenge to the energy demands of the campus. In 2017, CCNY will install sub-meters there to assess the energy patterns of those buildings. Because these research buildings operate around the clock, CCNY appreciates that there are opportunities to shed additional energy loads to reduce energy consumption. The monetary savings are to be re-invested in campus operations.

CCNY participates in the voluntary energy-shedding program managed by the NYC Department of Citywide Administrative Services (NYCDCAS) and ConEd, the energy purveyor to the campus. During the cooling season, NYCDCAS and ConEd establish periods during which electrical loads must be reduced. The College has met its targeted goals for the program, which has resulted in a cost reimbursement equal to \$45,000 for FY 2015. In 2017 and 2018, CCNY will re-evaluate its ability to commit to a higher level of load shedding, with any additional revenues re-invested in campus operations.

CCNY, in cooperation with the New York Power Authority (NYPA), will replace a large cross section of electrical equipment associated with the HVAC system in the North Academic Center building (NAC). The NAC has an overall estimated building area of 860,000 square feet of classrooms, computer laboratories, faculty offices, a multi-floor library, food service operation, and mechanical spaces that support not only the NAC but also the entire campus. The cost of the 18-month project is estimated at \$12.9 million with a calculated energy savings of \$750,000 per year.

Water Conservation

In 2014, CCNY partnered with the NYC Department of Environmental Protection (NYCDEP) to replace 466 toilets and 220 urinals with water saving fixtures; additional urinals are now waterless. The College expects the \$203,863 project to be completed by December 2018. A volume savings of approximately 60 percent in water across campus is anticipated.

3.6.4 Assessment

While CCNY has developed a culture of assessment in teaching, student success offices, advising, and tutoring services (thoroughly defined in Standard V) assessment of administrative functions has lagged. Too often, changes occur in reaction to major challenges, not in anticipation of them or as result of a clear assessment of function. Therefore, CCNY has formed an Administrative Assessment Committee (AAC) to develop an evaluation process for all administrative services that support students, faculty, and staff and that promote and advance the institutional mission. The mission of the AAC is to review, analyze, and improve the performance of these administrative services, and its four subcommittees (Bursar, Enterprise, Technology, and Resource) translate overall goals into measurable objectives and targets for various units. The subcommittees evaluate the effectiveness of current practices and set targets, objectives, goals, and detailed outcomes for each unit, which are periodically assessed. In Fall 2017, the membership of the AAC focused on three specific areas – Enterprise, Technology, and Resources, with a subcommittee on Bursar (BETR) to be implemented beginning Spring 2018 (Appendix B2). Each subcommittee met to define the points of measure their areas will use to assess their departments. Some examples of these are listed below.

- Enterprise Subcommittee - data on monthly sales in the cafeteria and other food service locations on campus; monthly sales in the new campus store; shuttle bus ridership; and monthly recycling tonnage;
- Technology Subcommittee – data on various help desk tickets opened monthly; use of the new laptop loan program; and media room reservations.
- Resources Subcommittee – monthly incidence reports from Public Safety (compiled in compliance with the CLEAR Act); new hires vs. separations from the College; and lab safety compliance inspections.

Each semester a report will be compiled, combined each academic year, and presented to the President of the College on the areas assessed and detailing any new initiatives to be implemented based on assessment findings. Through assessment, internal business practices in administrative units will be reviewed for restructuring and improvement, to ensure greater transparency and efficiency.

3.6.5 Recommendations

- Develop an all-funds budget that allows each unit of the College to focus on activities, and develop initiatives that promote its financial well-being.
- The College should continue to proactively examine and review the funding cycles and opportunities for grants and sponsored programs to best identify how these opportunities can enhance its mission of research, teaching and service to the broader public. The College should continue to make the strategic investments in organizational infrastructure, faculty and facilities that allow it to maximize these opportunities.

3.7 Standard VII: Governance, Leadership, and Administration

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

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students;
2. a legally constituted governing body that:
 - a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
 - b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
 - c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
 - d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
 - e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
 - f. appoints and regularly evaluates the performance of the Chief Executive Officer;
 - g. is informed in all its operations by principles of good practice in board governance;
 - h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;
 - i. supports the Chief Executive Officer in maintaining the autonomy of the institution;
3. a Chief Executive Officer who:
 - a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
 - b. has appropriate credentials and professional experience consistent with the mission of the organization;
 - c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and

- allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
- d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;
4. an administration possessing or demonstrating:
- a. an organizational structure that is clearly documented and that clearly defines reporting relationships;
 - b. an appropriate size and with relevant experience to assist the Chief Executive Office in fulfilling his/her roles and responsibilities;
 - c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
 - d. skills, time, assistance, technology, and information systems expertise required to perform their duties;
 - e. regular engagement with faculty and students in advancing the institution's goals and objectives;
 - f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and
5. periodic assessment of the effectiveness of governance, leadership, and administration.

This section examines governance documents and organizational structure, staffing, and assessment processes to demonstrate that the City College of New York (CCNY) is governed and administered in a manner that ensures fulfillment of its mission and achievement of its goals, while benefitting the institution and its diverse constituencies. In addition, the Standard VII working group has ensured compliance of Requirements of Affiliation 12 and 13 through its references to public documents, e.g., [CUNY Board of Trustees Bylaws](#), and its discussion of the CUNY Conflict of Interest Policy and CUNY Multiple Position Policy. The section dedicated to Standard II (3) also provides information about several of these critical policies.

For clarity, the Standard VII working group has divided its narrative into three groupings: governance (Criteria 1-3), leadership and administration (Criteria 3-4), and assessment (Criteria 4.f. and 5).

3.7.1 Governance

University Governance Structure

CUNY's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body—a seventeen-member Board of Trustees (BoT)—with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with institutional mission. The governor of the State of New York, with advice and consent of the State Senate, appoints ten members to the BoT, and the mayor of the City of New York, also with approval from the Senate, selects five. Two ex-officio trustees—the chair of the University Student Senate and the chair of the University Faculty Senate complete the Board. The Governor appoints both the chair and vice chair of the Board, and both the Governor and the Mayor determine the credentials appropriate to board members and enforce strict conflict of interest regulations (NYS Education Law § 6204) (Digital Archive)

The Board, with its duties defined in the Bylaws (Digital Archive), has ultimate authority over University governance and approves all personnel actions; allocation of operating and capital budgets; and changes in governance documents. Oversight includes compliance with its Bylaws; establishment and monitoring of goals and standards; distribution of New York State and other funds; appointment of the University Chancellor and approval of college president appointments; and negotiation of collective bargaining agreements with employee unions, such as the Professional Staff Congress (PSC-CUNY), which represents more than 27,000 CUNY faculty and staff.

The CUNY Central Office, under the supervision of the University Chancellor, implements and monitors policies established by the Board. All University activities, including personnel actions, philanthropic gifts, and curriculum initiatives are reviewed by the CUNY Central Office and referred to the Board for final approvals.

College Governance Structure

Each CUNY college has a distinctive governance plan, approved by the CUNY BoT. Under CUNY Bylaws, Article IX, Organization and Duties of Faculty Departments, Section 9.6, “The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article”. This permits the individual college to define the duties of its academic departments, such as faculty appointments and promotions. Adopted by the Board of Higher Education in 1972, the CCNY Governance Plan (Digital Archive) has a well-defined, transparent structure that reflects its unique history and culture, assures institutional integrity, and fulfillment of mission. Based on a model of shared governance, the Plan allows all constituencies to participate in the life of the College through formal and informal mechanisms, and specifies an organizational structure through which the CCNY Faculty Senate, faculty councils, and student

organizations participate in decisions, including traditional faculty prerogatives in curricular design; academic and conduct standards; and areas related to student activities.

Faculty Senate

As per Article I.3 of the Plan, the institution maintains a long-standing policy of faculty governance, with “the College Faculty Senate...the authentic voice of the Faculty of the City College of the City University of New York”. The Faculty Senate operates college-wide to advance student learning in all its forms; to promote the interests and well-being of the faculty; and to partner with the College administration in advancing the historic mission of the institution. Within its purview is the right to “request and receive information” pertaining to the “all college-wide matters,” including allocation of resources, “appointment and retention of principal administrative officers,” approval of all student degrees, curricula, faculty matters, “general public relations,” new institutional initiatives, and student affairs.

The Faculty Senate is comprised of elected members, who serve for three-year terms, from all College departments, with representation approximately proportional to the number of faculty in each school and division (CCNY Governance Plan, Article I.1) (Digital Archive). *Ex officio* members without vote include the president, the provost, the vice presidents, the associate provosts, all full deans, the registrar, the director of Admissions and Records, the chief librarian, the ombudsperson, five members of the Executive Committee of the Undergraduate Senate, and two members of the Executive Committee of the Graduate Council. Its standing committees are dedicated to matters of administration, college-wide resources, diversity, educational policy, faculty affairs, personnel matters, physical plant, senate affairs, and student affairs. When necessary, the Faculty Senate convenes ad hoc committees. Day-to-day operations are managed by a seven-member executive committee that is selected annually.

During the 2009-2010 academic year, there were 51 senators; currently, there are 68. The plenary meetings of the Faculty Senate, which are open to the entire College community, are scheduled for the third Thursday of each month during the academic year.

Faculty Councils

Each school or division within the College has a council that focuses primarily on curricular matters but also adopts resolutions on wider policy issues, e.g., freedom of speech, which may be referred to the Faculty Senate. For historical reasons, four of these units—the Colin Powell School for Civic and Global Leadership, the Division of Humanities and the Arts, the Division of Interdisciplinary Studies, and the Division of Science—operate as a collective body, the Council of Liberal Arts and Sciences, or the “Faculty Council”. In the professional schools, all members of the professional school’s faculty serve as the deliberative body for that school. Each department, as well as each interdisciplinary program, also has its own set of bylaws. In response to a recommendation following CCNY’s decennial review in 2008, schools, divisions, and departments reconsider their bylaws at the beginning of each academic year.

Departmental Structure and Governance

The participation of faculty in the governance of the College begins at the departmental level, where all members of the unit’s faculty elect a chair, subject to the approval of the president and an executive committee by secret ballot, every three years. Department chairs are responsible for scheduling, faculty evaluation, committee assignments, and budget management. Executive committees consider academic and financial and personnel decisions.

In February 2012, the College amended the *CCNY Governance Plan* for the first time since 1999, providing that all tenured faculty members of a department—instead of its department executive committee—will review and vote on tenure candidates (Article IX) (Digital Archive). Votes to recommend

promotion are taken by all members of the department above the candidate's rank. A positive vote by a simple majority of the committee members is required to recommend a faculty member to the divisional P&B for tenure. Absences of or abstentions by tenured committee members are equivalent to a *No* vote, but are recorded as either *absent* or *abstain*.

The role of the chairperson of each tenure and/or promotion committee also was clarified in February 2012: the department chairperson shall be the chairperson of each promotions committee, except in the event the department chairperson does not hold equal or higher rank than the candidate seeks. In that event, the members of the department will elect a faculty member of the highest rank to be chairperson of the promotions committee. A second amendment, approved by the CUNY Board of Trustees in April 2012, changes the constitution of departmental promotion committees, thus ensuring more faculty involvement.

College-wide Personnel and Budget

The College-wide P&B Committee makes final recommendations to the president on personnel matters. In the last three years, it considered 617 personnel actions for re-appointment before tenure; re-appointment with tenure; and promotion. As shown in Table 3.7.1, 594 of the 617 actions resulted in positive decisions.

Table 3.7.1 CCNY Personnel Actions (2013-2015)

Decision	2013-2014		2014-2015		2015-2016		2016-2017	
	Yes	No	Yes	No	Yes	No	Yes	No
Re-appointment <i>before</i> tenure	210	3	190	7	185	2	168	6
Re-appointment <i>with</i> tenure	11		11		8		18	
Promotion	18	1	15		15		23	1

Source: CCNY HR Office

Finally, to “facilitate better communication regarding governance, decision making, tenure and promotion process, and mission,” the president informs and solicits recommendations periodically from the Faculty Senate.

Student Participation in Governance

Departments must demonstrate compliance with their bylaws, including the selection of one of the two plans for student representation (CCNY Governance Plan, Article IX.2a and 2b. - Digital Archive). Recruiting students, given both their academic and personal responsibilities, remains a challenge for many departments. CCNY students also are encouraged to contribute to the campus through “the Undergraduate Senate [the Undergraduate Student Government (USG)], the authentic voice of the undergraduate students...in all matters that may appropriately be brought before it”. The College’s Governance Plan describes the powers of the Undergraduate Senate, which has jurisdiction over extracurricular activities, including the setting of general policy governing student activities. The charter also grants the Graduate Student Council powers and duties that are broadly comparable to those of the Undergraduate Senate (Article V).

Election to either the Undergraduate Student Government or the Graduate Student Council affords students important opportunities to participate in College governance while preparing for their futures as educated citizens. However, according to the Division of Student Affairs, which oversees elections, voter turnout has averaged less than 10 percent in recent years. To address this, the College installed a new

computer-based online voting system to make voting more convenient. To date, this improvement has yet to increase student participation appreciably.

In the spring of 2017, the new system, however, produced so many voting irregularities (because of hand held access to the polls) that the interim president declined to certify the elections, and held make up elections in the fall, using traditional polling stations. The college is reviewing its election processes this year, with the hopes of balancing greater participation and electoral probity.

3.7.2 Leadership and Administration

University Leadership and Administration

The CUNY BoT, the ultimate governing body of the entire University, assigns specific responsibilities to the Chancellor, who is supported currently by the following professionals:

- Executive Vice Chancellor and University Provost
- Senior Vice Chancellor and Chief Financial Officer
- Vice Chancellor for Facilities Planning, Construction, and Management
- Vice Chancellor and University Chief Information Officer
- Vice Chancellor for Labor Relations
- Interim General Counsel and Vice Chancellor for Legal Affairs
- Interim Vice Chancellor for Student Affairs
- Deputy Vice Chancellor for Operations, Office of University Relations

The Chancellor delegates to the presidents of the colleges. They are the chief executive officers of their institutions, and their powers and obligations are defined in the CUNY Bylaws (Article XI.11.4) (Digital Archive). These responsibilities include the development, implementation, and administration of educational and fiscal priorities.

Intra-CUNY communications are maintained through university-wide administrative councils for presidents, provosts, enrollment management officers, and registrars, assessment directors. These groups exchange information; discuss system policies and procedures, and serve as a conduit between the University's central administration and the colleges. From 2010 to 2016, the CCNY president was a member of the Council of Presidents (COPs) and served on several of its subcommittees.

College Leadership and Administration

At CCNY, the president has one senior advisor, and a general counsel, who advises on legal matters. He is assisted by regular meetings with the interim provost and the chief operating officer, with monthly meetings with a larger group, —the president's cabinet—that includes the deans, and many of the senior vice presidents. Because the composition of the college-wide P&B and the cabinet is quite similar, the president is currently reviewing the composition of the latter, to avoid compositional and functional redundancies.

Reporting to the senior vice president and provost are the academic deans of the schools and divisions, the senior associate provost for academic affairs, the associate provost for research, and the associate provost for academic services CCNY Executive Organizational Chart (Digital Archive).

A primary function of the senior administration is strategic planning, upon which faculty and other College and external constituencies may advise. The resulting CCNY strategic plan must align with the CUNY strategic plan and it must be ratified by the CUNY Board of Trustees. The College's last official strategic plan—*Promoting Research, Scholarship, and Creativity* (2009-2013)—was finalized after the 2008 decennial review and expired shortly after the 2013 periodic review report to MSCHE.

Upon his permanent appointment, President Boudreau launched a supplementary initiative, the Task Force for the Future of CCNY, designed specifically to undertake a finance-based assessment of the College that would weigh the relationship between areas of success at the College, areas that have been underfunded, and places where the College has perhaps committed too many resources. This assessment will specifically ask about the relationship between these questions and the College's financial resources. The goal of the process is to determine how to reallocate resources so that the College avoids investing in places with low priority/potential and directs scarce resources to places with the greatest need or potential for benefit. This exercise will revise the mainly historic-based approach to allocating resources at the College.

Described in the CCNY Governance Plan as the body responsible for making recommendations to the president on academic policy and those relating to personnel and budget (P&B), the Review Committee has a membership that includes the president (ex officio); provost, who serves as committee chair; chair of the College-wide P&B Committee; the chair of the Faculty Senate; the vice presidents; deans; chief librarian; and the director of the SEEK Program.

Similarly, the College-wide Personnel and Budget (P&B) Committee is charged with advising the president on academic appointments, re-appointments, tenure, promotions in rank for faculty and college laboratory technicians (CLTs). As specified in the CCNY Governance Plan, it is comprised of the president (ex officio), provost, deans, chair of the Faculty Senate, and chair of the Faculty Committee on Personnel Matters. With the exception of the president, the members have voting rights. However, the vice presidents are not present during discussions of personnel matters such as tenure, promotions, and leaves. The provost regularly presents updates and answers questions at meetings of the Faculty Senate.

From 2011-2016, (not sure about the dates) the college-wide P&B was reduced from the membership and functions mandated in the governance plan by eliminating most members who were not deans or representatives of the Faculty Senate (other administrators were to be members), and by eliminating the essential budgeting function of the P&B. Over the past year, the College has restored the P&B to its mandated membership. The President has also asked that the committee resume its budgeting function, in order to make the allocation of college resources more transparent and in accordance with the governance plan.

Each of the other CCNY units mirror the tiered structure of the senior administration. Each of the academic schools and divisions is led by a dean, under the supervision of the provost, who is responsible for the departments and programs within the unit. Similarly, department chairs and program directors are accountable for their respective units, faculty, and students, and they report periodically to their deans. Chairs convene full faculty and program-specific meetings to review curricula and other departmental matters, such as personnel and budget.

3.7.3 Assessment and Challenges

In 2017, CCNY formed an Administrative Assessment Committee (AAC) to develop an evaluation process for all administrative services that support students, faculty, and staff and that promote and advance the institutional mission. The four subcommittees of the AAC—Bursar, Enterprise, Technology, and Resource—review, analyze, and design strategies to improve administrative performance. By translating goals into measurable objectives and targets, the AAC is providing clearly articulated steps to achieve the desired outcomes.

At present, CCNY is confronting two critical challenges: a financial deficit, which is thoroughly discussed in Standard VI, and recovery from administrative instability.

During the period of President Coico's tenure, (2010-2016), CCNY experienced numerous administrative transitions (An asterisk denotes an interim appointment):

- Senior Vice President for Academic Affairs and Provost (2010*, 2011*, 2011, 2013*, 2014, 2016*)
- Vice President for Campus Planning and Facilities Management (2015)
- Vice President for Communications and Marketing (2012*, 2013, 2016*)
- Vice President for Development and Institutional Advancement (2012*, 2013, 2016*)
- Vice President for Finance and Administration (2010*, 2011, 2014)
- Vice President for Student Affairs (2011*, 2012, 2017*)
- Dean of Colin Powell School (2010, 2012*, 2013, 2016*)
- Dean of the Grove School of Engineering (2013)
- Dean of the School of Education (2012, 2016*)
- Dean of the Division of Humanities and the Arts (2012, 2016*, 2017)
- Dean of the Division of Science (2011*, 2012*, 2013)
- Dean of Faculty Relations (2013)
- Assistant Vice President for Human Resources (2011, 2013)
- Assistant Vice President for Information Technology (2011*, 2012, 2015)

On 8 October 2016, CUNY Chancellor, James B. Milliken, accepted the resignation of CCNY President Lisa S. Coico and identified Interim Provost Mary E. Driscoll, former dean of the CCNY School of Education, as the Administrator in Charge. On 2 November 2016, the CUNY Board of Trustees formally appointed the dean of CCNY's Colin Powell School for Civic and Global Leadership, Dr. Vincent Boudreau, as interim president. These announcements of interim leadership follow years of significant change at the senior level, which have impacted administrative effectiveness.

On December 4, 2017, the CUNY Board of Trustees named Interim President Boudreau as CCNY next permanent president. Still in the early days of this new administration, President Boudreau has opened the search process for a permanent provost and for deans of the School of Architecture and for the Colin Powell School (the position that Boudreau had held). Later in the semester, the College will begin a search for a permanent Vice President for Student Affairs. The positions of VP for Development and AVP for Communications have been combined into one, currently occupied by an interim director of external relations. These two functions will be combined, permanently, into the position of Executive Director of the CCNY Foundation, and will be filled after a search in the spring of 2018.

Other changes made early in the president's administration include re-integrating the position of labor designee into the portfolio of the president's general counsel. The discovery of financial irregularity in the bursar's office also forced us to put the bursar on administrative leave, and that position is currently being filled on an acting basis by an assistant bursar. As soon as the case involving the bursar is adjudicated, the College will search for a permanent occupant of that position. At this writing, the president is evaluating the College's senior administrators and will likely make several more changes, either in staffing or in administrative structure, before too many months have passed.

Despite these disruptions, CCNY has consistently maintained and delivered an outstanding education and extensive academic support to its students, because of the leadership and unwavering dedication demonstrated by the faculty, middle management, and staff. The absence of stable leadership has affected progress on crucial administrative initiatives. However, with a new permanent president, a new vision for the future of the College, and a new effort to assess and secure a permanent leadership for the College, we are hopeful that the years of administrative uncertainty can be put behind us, and the College can begin to plan and implement a vision for a stable and successful future.

3.7.4 Recommendations

- The College should continue to examine and review the advisory and governance roles of the President's Cabinet and the College Review (i.e., College Personnel and Budget Committee) to increase effectiveness and maximize transparency in College decision making.
- The College should explore ways to include staff representation on matters of governance and policy.
- The College should explore administrative transitions as opportunities to facilitate and increase the diversity of the College's senior executive staff.

4. Conclusion

The preceding sections of the Self-Study have presented evidence and analysis to demonstrate compliance with the standards for accreditation and requirements of affiliation as set by the Middle States Commission on Higher Education. The report has also shown evidence of the College's commitment to its historic mission "access to excellence," despite significant challenges, both external and internal. This will lead to:

- The establishment of The Task Force on the Future of City College, which will allow us to look at the costs, opportunities, successes and difficulties of the college's current footprint, consider tradeoffs and synergies, and make recommendations to enable the College to move forward to meet the needs of its diverse constituencies in the 21st century.
- The development of an Academic Momentum plan that will further strengthen the College's core commitment to student success. CCNY will use college data to develop and inform strategies to advance targeted, measurable initiatives. These efforts will be reviewed and adjusted as needed as the plan continues into the next Academic Year. We expect these data to help guide decisions about where to invest scarce resources and where new resources (for example, in advising) must be added.
- The establishment of an Institutional Assessment Committee, tasked with developing an institutional effectiveness plan, which will provide and effectively disseminate critical data college-wide.

These broad initiatives will be supported and informed by the following recommendations which arose from the self-study process:

Standard I

Review of Mission and Goals, as part of this self-study led to the following recommendations:

- *CCNY has relied principally on government funding to achieve its mission. Like other top public universities, CCNY must develop an effective strategy for increasing the value of its endowment, which is wholly inadequate in relation to both the College's current needs and its ambitions.*
- *As part of its regular annual assessment work, the College should study the retention and graduation rates of different fields of study, isolating students from different admissions categories, from different ethnic backgrounds, and from different socioeconomic backgrounds, to identify areas for improvement and to assess whether the College is providing "access to excellence," the core of its mission.*
- *The College must remain committed to recruiting and retaining a diverse faculty and staff across all units and in central administration, and to increasing support and opportunities for the diverse student body it currently serves.*

Standard II

Review of Ethics and Integrity, as part of this self-study, led to the following recommendation:

- *The College should review electronic communications and websites directed to students, staff and faculty to ensure that policies regarding the reporting of violations of rights are posted, including but not limited to offenses related to discrimination on the basis of gender, ethnicity,*

disability, and sexual orientation. Students, faculty and staff should continue to receive clear direction in all cases about how and to whom to report violations of these policies.

- *In order to address the concerns of the faculty and to pursue a principled way forward, the College should follow the measures outlined by the Faculty Senate COACHE resolution and the Status of Women resolution that are mentioned in section 3.2.4.*

Standard III

Review of the Design and Delivery of the Student Experience, as part of this self-study led to the following recommendation:

- *Building on a foundation of inquiry-based learning that is present in the Freshman Inquiry Writing Seminars (FIQWS) and in existing Experiential Learning Opportunities, the College should encourage and support academic departments and programs in developing high-impact capstone experiences for students in the final year before graduation.*
- *In keeping with the College's growing focus on experiential education, such as field-based and internship practices, the College should include feedback loops that use data from site-based observation, internship mentors, student, faculty and staff surveys and questionnaires to evaluate the efficacy of the field-based practices and course curricula to improve program design and delivery.*

Standard IV

Review of the Support of the Student Experience, as part of this self-study led to the following recommendation:

- *The College should remain focused on the retention and completion rates of all students, as an aggregate and by field, and continue to develop initiatives that join academic advising, oversight of enrollment management, and communications to ensure that students maintain the academic momentum needed to complete their degrees in a timely fashion.*

Standard V

Review of the Educational Effectiveness Assessment, as part of this self-study led to the following recommendation:

- *Develop a portal to share assessment processes, documents, and findings across divisions, schools, and the institution. An institutional assessment plan, linked to the strategic plan that includes benchmarks would serve as the organizational guide for housing and sharing campus data. Develop mechanisms in the portal to enable all CCNY constituencies to contribute to assessment processes and to make efficient use of the collected data.*
- *The College should provide the resources required for faculty and staff to harness fully the capabilities of CUNYFirst and other software systems to facilitate their ability to generate real-time data and provide timely information about student performance and success. The College should support workshops and professional development designed to educate and inform faculty and staff about how to use these data.*

Standard VI

Review of Planning, Resources, and Institutional Improvements, as part of this self-study led to the following recommendation:

- *Develop an all-funds budget that allows each unit of the College to focus on activities, and develop initiatives that promote its financial well-being.*
- *The College should continue to proactively examine and review the funding cycles and opportunities for grants and sponsored programs to best identify how these opportunities can enhance its mission of research, teaching and service to the broader public. The College should continue to make the strategic investments in organizational infrastructure, faculty and facilities that allow it to maximize these opportunities.*

Standard VII

Review of Governance, Leadership, and Administration, as part of this self-study led to the following recommendation:

- *The College should continue to examine and review the advisory and governance roles of the President's Cabinet and the College Review (i.e., College Personnel and Budget Committee) to increase effectiveness and maximize transparency in College decision making.*
- *The College should explore ways to include staff representation on matters of governance and policy.*
- *The College should explore administrative transitions as opportunities to facilitate and increase the diversity of the College's senior executive staff.*

Through the process of Self-Study and the above actions and recommendations, the Steering Committee and working groups involved in the Middle States report were able to clearly identify and address the issues presenting the most immediate challenges, and also lay the foundations of a successful course of action for The City College of New York, well into the 21st Century.

APPENDIX

A. Accreditation

1. A1. NAAB Accreditation statement (Spitzer School of Architecture)
2. A2. CAEP Accreditation statement (School of Education)
3. A3. ABET Accreditation statement (Grove School of Engineering)
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Appendix A: Accreditation Documents

- A1. NAAB Accreditation statement (Spitzer School of Architecture)
- A2. CAEP Accreditation statement (School of Education)
- A3. ABET Accreditation statement (Grove School of Engineering)
- A4. LCME Accreditation statement (CUNY School of Medicine)
- A5. ARC-PA Accreditation statement (CUNY School of Medicine – Sophie Davis Biomedical Education)
- A6. Academic Program Review schedule



October 10, 2017

Dr. Vincent Boudreau, President
The City College of New York
Wille Administration Building
160 Convent Avenue
New York, NY 10031

t. 202.783.2007

f. 202.783.2822

e. info@naab.org

w. naab.org

Dear President Boudreau,

At their July 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the City College of the City University of New York.

On behalf of the Board, it gives me great pleasure to inform you that the **Bachelor and Master of Architecture** degree programs were granted eight-year terms of accreditation. The terms are effective January 1, 2017 and the programs are scheduled for their next visit for continuing accreditation in 2025.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. CCNY's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the VTR is a condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Gordon Gebert, Dean
Nestor Infanzon, FAIA, RIBA, LEED®AP, Team Chair

Enc: Final Visiting Team Report



1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

THE CITY COLLEGE
2016 NOV 29 P 1: 23
OFFICE OF THE PRESIDENT

Dr. Lisa Staiano-Coico
President
The City College of New York
Wille Administration Building Room 300
160 Convent Avenue
New York, NY 10031

Dear Dr. Staiano-Coico:

I am pleased to inform you that the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Oct 21-25, 2016 meeting in Bethesda, MD, decided to continue the NCATE accreditation of the School of Education at The City College of New York at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the education preparation provider (EPP) and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's (EPP's) accomplishment is enclosed with the copy of this letter that has been sent to the head of your EPP. The Commission also made a distinct decision to recognize that the EPP is moving toward target on Standard 4.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the CAEP standards – is scheduled for **Spring 2023**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. Resources, such as the CAEP Accreditation Handbook and Evidence Guide as well as the opportunity to sign up for the CAEP Accreditation Weekly Updates (bit.ly/CAEP-Connections) are available on CAEP's website (caepnet.org).

In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

Enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Congratulations again on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Dr. Tatiana Rivadeneyra (tatiana.rivadeneyra@caepnet.org), Director of Accreditation, Selected Improvement and Transformation Initiative Pathways.

Sincerely,

Handwritten signature of Christopher A. Koch in black ink.

Christopher A. Koch
President

Enclosures

cc: Dr. Gretchen L. Johnson, School of Education
Dr. Edwin M. Lamboy, School of Education
Marie Irving, New York State Education Department; Barbara Ruchel;
Dr. Dina Maria Sevayega; Barbara Downs, New York State Education Department; Patricia Oleaga,
New York State Education Department;
Board of Examiners Team



415 North Charles Street Baltimore, MD 21201
+1.410.347.7700 www.abet.org

August 30, 2017

Lisa Staiano-Coico
President
City College of New York
160 Convent Avenue
Willie Administration Building
Room 300
New York, NY 10031

Dear Dr. Staiano-Coico :

I am pleased to transmit to you the findings of the Engineering Accreditation Commission (EAC) of ABET with respect to the evaluation conducted for City University of New York, City College during 2016-2017. Each of ABET's Commissions is fully authorized to take the actions described in the accompanying letter under the policies of the ABET Board of Directors.

We are pleased that your institution has elected to participate in this accreditation process. This process, which is conducted by approximately 2,000 ABET volunteers from the professional community, is designed to advance and assure the quality of professional education. We look forward to our continuing shared efforts toward this common goal.

Sincerely,

Wayne R. Bergstrom
President

Enclosure: Commission letter and attachments



415 North Charles Street Baltimore, MD 21201
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August 30, 2017

Gilda A Barabino
Dean, The Grove School of Engineering
City University of New York, City College
160 Convent Avenue
Steinman Hall, Room ST-142
New York, NY 10031

Dear Dr. Barabino :

The Engineering Accreditation Commission (EAC) of ABET recently held its 2017 Summer Meeting to act on the program evaluations conducted during 2016-2017. Each evaluation was summarized in a report to the Commission and was considered by the full Commission before a vote was taken on the accreditation action. The results of the evaluation for City University of New York, City College are included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that discusses the findings on which each action was based is also enclosed.

The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation criteria must be strengthened. Continuation of accreditation beyond the time specified requires a reevaluation of the program at the request of the institution as noted in the accreditation action. ABET policy prohibits public disclosure of the period for which a program is accredited. For further guidance concerning the public release of accreditation information, please refer to Section II.A. of the 2016-2017 Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the ABET web site (www.abet.org).

It is the obligation of the officer responsible for ABET accredited programs at your institution to notify ABET of any significant changes in program title, personnel, curriculum, or other factors which could affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the 2016-2017 Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET requires that each accredited program publicly state the program's educational objectives and student outcomes as well as publicly post annual student enrollment and graduation data as stated in Section II.A.6. of the Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET will examine all newly accredited programs' websites within the next two weeks to ensure compliance.

Please note that appeals are allowed only in the case of Not to Accredite actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2016-2017 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

A handwritten signature in blue ink, reading "John A. Orr". The signature is written in a cursive style and is contained within a light gray rectangular box.

John A. Orr, Chair

Engineering Accreditation Commission

Enclosure: Summary of Accreditation Action
Final Statement

cc: Lisa Staiano-Coico, President
Ardie D. Walser, Associate Dean for Academic Affairs
Lloyd R. Heinze, Visit Team Chair



8/30/2017

Engineering Accreditation Commission
Summary of Accreditation Actions
for the
2016-2017 Accreditation Cycle

**City University of New York, City College
New York, NY**

Biomedical Engineering (BE)

Chemical Engineering (BE)

Civil Engineering (BE)

Computer Engineering (BE)

Earth System Science and Environmental Engineering (BE)

Electrical Engineering (BE)

Mechanical Engineering (BE)

Accredit to September 30, 2023. A request to ABET by January 31, 2022 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 01, 2022. The reaccreditation evaluation will be a comprehensive general review.



415 North Charles Street Baltimore, MD 21201
+1.410.347.7700 www.abet.org

August 10, 2017

Lisa Staiano-Coico
President
City College of New York
160 Convent Avenue
Willie Administration Building
Room 300
New York, NY 10031

Dear Dr. Staiano-Coico :

I am pleased to transmit to you the findings of the Computing Accreditation Commission (CAC) of ABET with respect to the evaluation conducted for City University of New York, City College during 2016-2017. Each of ABET's Commissions is fully authorized to take the actions described in the accompanying letter under the policies of the ABET Board of Directors.

We are pleased that your institution has elected to participate in this accreditation process. This process, which is conducted by approximately 2,000 ABET volunteers from the professional community, is designed to advance and assure the quality of professional education. We look forward to our continuing shared efforts toward this common goal.

Sincerely,

Wayne R. Bergstrom
President

Enclosure: Commission letter and attachments



415 North Charles Street Baltimore, MD 21201
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August 10, 2017

Gilda A Barabino
Dean, The Grove School of Engineering
City University of New York, City College
160 Convent Avenue
Steinman Hall, Room ST-142
New York, NY 10031

Dear Dr. Barabino :

The Computing Accreditation Commission (CAC) of ABET recently held its 2017 Summer Meeting to act on the program evaluations conducted during 2016-2017. Each evaluation was summarized in a report to the Commission and was considered by the full Commission before a vote was taken on the accreditation action. The results of the evaluation for City University of New York, City College are included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that discusses the findings on which each action was based is also enclosed.

The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation criteria must be strengthened. Continuation of accreditation beyond the time specified requires a reevaluation of the program at the request of the institution as noted in the accreditation action. ABET policy prohibits public disclosure of the period for which a program is accredited. For further guidance concerning the public release of accreditation information, please refer to Section II.A. of the 2016-2017 Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the ABET web site (www.abet.org).

It is the obligation of the officer responsible for ABET accredited programs at your institution to notify ABET of any significant changes in program title, personnel, curriculum, or other factors which could affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the 2016-2017 Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET requires that each accredited program publicly state the program's educational objectives and student outcomes as well as publicly post annual student enrollment and graduation data as stated in Section II.A.6. of the Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET will examine all newly accredited programs' websites within the next two weeks to ensure compliance.

Please note that appeals are allowed only in the case of Not to Accredite actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2016-2017 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

A handwritten signature in black ink that reads "James H. Aylor". The signature is fluid and cursive, with a long horizontal stroke at the end.

James H. Aylor, Chair

Computing Accreditation Commission

Enclosure: Summary of Accreditation Action
Final Statement

cc: Lisa Staiano-Coico, President
Joseph Barba, Dean
David S. Gibson, Visit Team Chair



8/10/2017

Computing Accreditation Commission
Summary of Accreditation Actions
for the
2016-2017 Accreditation Cycle

City University of New York, City College
New York, NY

Computer Science (BS)

Accredit to September 30, 2019. A request to ABET by January 31, 2018 will be required to initiate a reaccreditation report evaluation. A report describing the actions taken to correct shortcomings identified in the attached final statement must be submitted to ABET by July 01, 2018. The reaccreditation evaluation will focus on these shortcomings. Please note that a visit is not required.

Barbara Barzansky, PhD, MHPE
Co-Secretary
Liaison Committee on Medical Education
American Medical Association
330 North Wabash Avenue, Suite 39300
Chicago, IL 60611-5885
Phone: 312-464-4933
E-mail: barbara.barzansky@ama-assn.org



Dan Hunt, MD, MBA
Co-Secretary
Liaison Committee on Medical Education
Association of American Medical Colleges
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E-mail: dhunt@aamc.org

June 16, 2015

Lisa S. Coico, PhD
President
The City College of New York
Willie Administration Bldg. Room 300
160 Convent Ave.
New York, NY 10031

RE: Preliminary accreditation survey visit, January 25-28, 2015

Dear President Coico:

At its June 9-10, 2015 meeting, the LCME reviewed the enclosed report of the survey team that conducted a preliminary survey visit on January 25-28, 2015 to the Sophie Davis School of Biomedical Education. Based on the review of the report, the LCME voted to grant preliminary accreditation to the medical education program leading to the MD degree. The Medical School Directory on the LCME Web site (<http://www.lcme.org/directory.htm>) has been updated to reflect this change in status.

Preliminary accreditation is an interim step toward full accreditation by the LCME. A medical education program that has achieved preliminary accreditation may recruit applicants and accept applications for enrollment. The LCME expects that applicants be advised that additional steps are necessary before the program is eligible for full accreditation as a complete medical education program.

The next survey of the medical education program at the Sophie Davis School of Biomedical Education will determine the program's readiness for provisional accreditation and will take place during the second-year curriculum of the charter class. Provisional accreditation is an interim step toward full accreditation by the LCME.

DETERMINATIONS REGARDING COMPLIANCE WITH ACCREDITATION STANDARDS

I. STRENGTHS

In its review of the team report, the LCME determined that the following item is an institutional strength:

- A. *ED-20. The curriculum of a medical education program must prepare medical students for their role in addressing the medical consequences of common*

societal problems (e.g., provide instruction in the diagnosis, prevention, appropriate reporting, and treatment of violence and abuse).

Finding: The core educational mission, to train primary care physicians to practice in medically underserved areas, is supported by the seven-year curriculum which emphasizes the public health role of physicians in addressing the behavioral and socioeconomic factors that contribute to the health of the community and individuals, and will engage the students in community-based learning activities early and often in the educational process.

II. NONCOMPLIANCE OR INSUFFICIENT PROGRESS TOWARD COMPLIANCE

NOTE: Since the revised accreditation standards and elements approved by the LCME at its February 2014 meeting go into effect beginning on July 1, 2015, both the current standard and the related element are listed below.

The LCME determined that the medical education program has made insufficient progress towards compliance or is out of compliance with the following accreditation standards:

- A. *ED-29. The faculty of each discipline should set standards of achievement in that discipline and contribute to the setting of such standards in interdisciplinary and interprofessional learning experiences, as appropriate.*

Element 9.6. Setting Standards of Achievement. A medical school ensures that faculty members with appropriate knowledge and expertise set standards of achievement in each required learning experience in the medical education program.

Finding: Faculty indicated that the lists of required patient experiences and the types of clinical conditions to be encountered on Surgery and Obstetrics & Gynecology were developed without input from faculty from those disciplines. The faculty plans to update these lists with discipline-specific input as soon as the respective clinical clerkship directors are in place.

- B. *ED-36. The chief academic officer of a medical education program must have sufficient resources and authority to fulfill his or her responsibility for the management and evaluation of the curriculum.*

Element 5.2. Dean's Authority/Resources for Curriculum Management. The dean of a medical school has sufficient resources and budgetary authority to fulfill his or her responsibility for the management and evaluation of the medical curriculum.

Finding: The school has a plan to create a fifth academic department, the Department of Clinical Medicine, for the purpose of leadership and academic oversight of the clinical faculty engaged in student education at St. Barnabas Hospital/Health System. The relationship between hospital and educational program leadership and the planned department remains undefined. The authority

of the dean over the leadership of the planned department, and thus the educational program at St Barnabas, is unclear.

- C. *ER-4. A medical education program must have, or be assured the use of, buildings and equipment appropriate to achieve its educational and other goals.*

Element 5.4. Sufficiency of Buildings and Equipment. A medical school has, or is assured the use of, buildings and equipment sufficient to achieve its educational, clinical, and research missions.

Finding: The school has a plan to renovate classrooms in Harris Hall, with completion projected prior to arrival of the inaugural class in 2016. Should the renovations not be completed on schedule, the school has identified alternative space in an adjacent building. The team was not confident that the renovation timelines will be met, and is concerned that the contingency plan for the alternative space is undefined.

REQUIRED FOLLOW-UP

In order to address the compliance issues mentioned above, the LCME has requested that the dean submit a status report by December 1, 2015 containing the information listed below. Please refer to <http://www.lcme.org/survey-connect-followup-reports.htm> for current LCME submission requirements.

STATUS REPORT DUE DECEMBER 1, 2015

I. NONCOMPLIANCE OR INSUFFICIENT PROGRESS TOWARD COMPLIANCE

- A. *ED-29 (standards of achievement)/Element 9.6 (setting standards of achievement)*
1. Note if clerkship directors have been selected for the required clerkships in surgery and obstetrics-gynecology. If clerkship directors are not yet in place, provide the timeline for the recruitment to be completed.
 2. Describe how the faculty in the surgery and obstetrics-gynecology clerkships are having/have had input into the creation of the required patient experiences and the types of clinical conditions to be encountered by students in these clinical experiences.
 3. Describe how the required patient experiences in the surgery and obstetrics-gynecology clerkships will be linked to or support the learning objectives for these clerkships.
- B. *ED-36 (authority and sufficient resources to manage and evaluate the program)/Element 5.2 (dean's authority/resources for curriculum management)*
1. Provide an update on the progress of establishing the new Department of Clinical Medicine at St. Barnabas Hospital.

2. Describe the reporting relationship of the Department of Clinical Medicine chair to the medical school dean and to hospital leadership. Note who will have responsibility for evaluation of the chair. Provide any documentation that codifies these relationships.
 3. Describe the responsibilities of the new Department of Clinical Medicine chair with regard to delivery and support of the clinical curriculum.
- C. *ER-4 (sufficient buildings and equipment)/Element 5.4 (sufficiency of buildings and equipment)*
1. Provide an update on the progress of renovations to classroom facilities in Harris Hall. Provide projections on the timeline for completion of the project.
 2. Provide a detailed contingency plan for facilities to support the curriculum in the event that renovations to Harris Hall cannot be completed prior to the start of the inaugural class in 2016.

UNITED STATES DEPARTMENT OF EDUCATION REGULATIONS

United States Department of Education regulations require that the LCME document compliance with all LCME accreditation standards within two years of a program's initial notification of noncompliance determinations. Therefore, the LCME requires timely follow-up on all determinations of *noncompliance*. Please see the "Required follow-up" section above for details.

NOTIFICATION POLICY

The LCME is required to notify the United States Department of Education and the relevant regional accrediting body of all of its final accreditation determinations, including determinations of "Accredited," "Accredited, with Warning," and "Accredited, on Probation." The LCME is required by United States Department of Education to make available to the public all final determinations of "Accredited" and "Accredited, on Probation."

ACCREDITATION STANDARDS

To review the current list of LCME accreditation standards, please refer to the most recent version of the *Functions and Structure of a Medical School* document, available on the LCME Web site at <http://www.lcme.org/publications.htm#standards-section>. Programs that have status reports due to the LCME are responsible for aligning the follow-up items in the reports with the *Functions and Structure of a Medical School* document that is current at the time the status reports are due.

CHANGES THAT REQUIRE NOTIFICATION TO THE LCME

The LCME awards accreditation to a medical education program based on a judgment that there exists an appropriate balance between student enrollment and the total resources of the institution, including faculty, facilities, and operating budget. If there are plans to significantly modify the educational program, or if there is to be a substantial change in either student enrollment or in the resources of the institution such that the balance becomes distorted, the LCME expects to receive advance notice of the proposed change. Substantial changes may lead the LCME to re-evaluate a program's accreditation status. More specific information about notification requirements is available on the LCME Web site at <http://www.lcme.org/change-notification.htm>.

A copy of the survey report is being sent to Founding Dean Maurizio Trevisan. The survey report is for the use of the Sophie Davis School of Biomedical Education and the university, and any public dissemination or distribution of its contents is at the discretion of institutional officials.

Sincerely,



Barbara Barzansky, PhD, MHPE
LCME Co-Secretary



Dan Hunt, MD, MBA
LCME Co-Secretary

Enclosure (1): Team report of the preliminary survey of the medical education program leading to the MD degree at the Sophie Davis School of Biomedical Education, January 25-28, 2015

CC: Maurizio Trevisan, MD, MS, Founding Dean
Sophie Davis School of Biomedical Education



Accreditation Review Commission on Education
for the Physician Assistant, Inc.

May 12, 2016

12000 Findley Road, Suite 150
Johns Creek, GA 30097
Phone: 770-476-1224
Fax: 770-476-1738
Email: arc-pa@arc-pa.org

Theresa Horvath, PA-C, MPH
Assistant Dean and Program Director
CCNY Sophie Davis School of Biomedical Education
Harlem Hospital PA Program
160 Convent Avenue Harris 15
New York, NY 10031
THorvath@med.cuny.edu

Dear Ms. Horvath:

The ARC-PA recently made changes to its accreditation processes. This letter includes specific information for you related to how the changes and the transition to the new processes effect your program during its continuing accreditation review at an upcoming ARC-PA meeting.

The ARC-PA has extended the time between regularly scheduled validation reviews from seven to ten years. The review date is contingent upon continued compliance with the *Standards* and ARC-PA policy. The ARC-PA reserves the right to adjust the date or schedule.

Although the time between reviews has been extended, there are accreditation requirements along the way, including the submission of an SSR several years in advance of the validation visit. Programs will be contacted by the ARC-PA in advance of the validation visit review regarding details of the SSR, application, and site visit.

Failure to remain in compliance with the *Standards* at any time may be cause for an adverse accreditation action to be taken by the commission.

Please note the following:

1. Your program is now scheduled for review by the commission on its **September 2024** agenda. At that meeting, your program will be eligible for an accreditation status of Accreditation-Continued. The accreditation letter sent to you after your review will provide information about your accreditation status, subsequent reports due, site visits and future commission reviews.
2. Your program will be reviewed using the *Standards*, 4th edition, with clarifications as of 3/2016.

Collaborating Organizations: American Academy of Family Physicians • American Academy of Pediatrics • American Academy of Physician Assistants • American College of Physicians • American College of Surgeons • American Medical Association • Physician Assistant Education Association

Member: Association of Specialized and Professional Accreditors (ASPA)

Recognized by: Council for Higher Education Accreditation (CHEA)

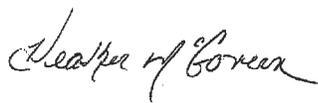
3. The ARC-PA will not consider a request for an increase in maximum entering class size from a program holding the status of Accreditation-Continued until the program has maintained five consecutive years of that status. Additionally, a program holding the status of Accreditation-Continued must maintain four consecutive years of that status from the date of the last approved class size increase before the ARC-PA will consider a request for an increase in maximum entering class size.

When eligible to apply for an increase in class size, the program may request consideration for an incremental increase in maximum entering class size to span up to a four-year period of entering classes. If such a request is approved by the commission, the commission will not consider an application to increase class size for four years after the most recent increase, and unless the program has maintained accreditation-continued status without an adverse accreditation action throughout the entire period.

4. The ARC-PA will not consider an application for expansion to a distant campus from a program holding the status of Accreditation-Continued until the program has maintained five consecutive years of that status. A program must have outcomes from the first cohort of students at any distant campus before applying to expand to another distant campus. Information about the application process for expansion to a distant campus is available on the ARC-PA web site at http://www.arc-pa.org/continuing_acc/program_change_forms.html.
5. The current ARC-PA fee structure is published on the ARC-PA web site at http://www.arc-pa.org/about/acc_fees.html.
6. Any program with a PANCE pass rate percentage of 82 percent or less for its most recent graduating cohort must submit an analysis of its PANCE performance to the ARC-PA by July 1 of the following year. The form for reporting PANCE results is available at http://www.arc-pa.org/continuing_acc/program_change_forms.html.

We appreciate the commitment and dedication to quality PA education demonstrated by your participation in the accreditation process. If you have questions or concerns, please do not hesitate to call.

Best regards,



Heather McGovern
Assistant Director, Accreditation Services

c: Maurizio Trevisan, MD; Dean; mtrevisan@med.cuny.edu
Vivian Moynihan, MD, MPH, FACOG; Chair, ARC-PA
Lynn D. Fleisher, PhD, JD; Legal Counsel, ARC-PA

PROGRAM	SELF-STUDY	EXTERNAL REVIEW
DIVISION OF HUMANITIES AND THE ARTS		
Art	2014	2014
Asian Studies		
Black Studies		
English	2013	2013
Classical and Modern Languages & Literatures*	2006	
History	2009	2009
Jewish Studies		
Media and Communication Arts	2008	2008
Music	2007	2007
Philosophy	2005	2006
Theater and Speech		
DIVISION OF INTERDISCIPLINARY STUDIES AT THE CENTER FOR WORKER EDUCATION		
Interdisciplinary Arts & Sciences	2015	2016
DIVISION OF SCIENCE		
Biology		
Chemistry	2013	2013
Earth and Atmospheric Sciences		
Mathematics		2013
Physics		
Premedical Studies		
THE COLIN POWELL SCHOOL FOR CIVIC AND GLOBAL LEADERSHIP		
Anthropology	2008	2008
Economics		
International Relations		
International Studies	2013	
Latin American and Latino Studies	2008	
Political Science	2010	2010
Pre Law		
Psychology	2015	
Public Policy/Affairs		
Public Service Management		
Sociology	2011	2012
Women's Studies		
THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE		
Architecture	2017	2017
Urban Design/Landscape Architecture	2015	2015
THE GROVE SCHOOL OF ENGINEERING		
	2015	2016
THE SCHOOL OF EDUCATION		
	2016	2016
CUNY SCHOOL OF MEDICINE (SOPHIE DAVIS SCHOOL OF BIOMEDICAL EDUCATION)		
Pre Medical	2015	2016
Physician's Assistant Program	2014	2016

Appendix B: Institutional Assessment

- B1. Course and Teacher Survey
- B2. Administrative Assessment Committee membership

Spring 2017 City College Course and Teacher Survey

In the box, please put the four (4) digit course number your instructor or proctor gave you.

Please fill in only one circle for each question, like this: ●

○

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The instructor presented the course <u>material</u> clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor presented the course <u>expectations</u> clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I received useful comments on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor was available outside of class, during office hours, by e-mail, by phone, or through other means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The assignments helped me learn the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor paid attention to whether students understood the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was kept informed of how well I was doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor fairly evaluated my knowledge of the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. This course stimulated my interest in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. What I learned from the course was worth the time and effort I put into it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Much more than I expected	More than I expected	As much as I expected	Less than I expected	Nothing
11. I learned from this instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	One of the easiest	Easier than average	Average	More difficult than average	One of the most difficult
12. Compared to other courses I have taken at CCNY, this <u>course's difficulty</u> is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	One of the worst	Worse than average	Average	Better than Average	One of the best
13. Compared to other instructors I have had at CCNY, this <u>instructor</u> is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Required	An elective	Cannot answer / not applicable		
14. In my major, this course is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
15. Was technology part of instruction in this course?	No	Yes			
	<input type="radio"/>	<input type="radio"/>			
If you marked "Yes," what technology? [Check all that apply.]	e-mail	Internet [example Google]	Course web pages / Blackboard	Power Point	ePortfolio
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all	A little	Moderately	Much	Very Much
16. To what extent did technology help you learn the course material?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Spring 2017 City College Course and Teacher Survey

- | | A | B | C / P | D | F | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. What grade do you expect in this course? (choose the grade that is closest to your answer) | <input type="radio"/> |
| | 0 | | 1-2 | | 3-4 | 5
or more |
| 18. How often did you miss class in this course? | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> |
| | Yes | | No | | | |
| 19. Did you miss any quiz or exam? | <input type="radio"/> | | <input type="radio"/> | | | |
| 20. What were the three (3) most important things you learned from the course? <i>[Please write within the lines.]</i> | | | | | | |
-

21. What, if anything, did you appreciate most about the course? *[Please write within the lines.]*

22. Please provide any suggestions you may have to improve the course. *[Please write within the lines.]*

Subcommittee Roster: 2017-2018

Administrative Assessment Committee Member List 2017-2018

Administrative Assessment Steering Committee:

Leonard Zinnanti	SVP Administration	Chair
Marie Brewer	Executive Coordinator, SVP Admin	Subcommittee Chair
Virginia Rodriguez	Assoc. Dir. Of Human Resources	Subcommittee Chair
Ken Ihrer	AVP & CIO	Subcommittee Chair
Bursar Chair	Bursar	Subcommittee Chair

Bursar Subcommittee

TBD

Enterprise Subcommittee

Marie Brewer (Chair)	Executive Coordinator, SVP Admin
Len Zinnanti	SVP Administration
David Robinson	AVP Facilities
Khadesha Maxim	Chief of Staff, Facilities
Jason Wallace	Executive Director, Auxiliary Enterprise Corp.

Technology Subcommittee

Ken Ihrer (Chair)	AVP & CIO
Leonardo Leon	Deputy CIO
Marie Brewer	Executive Coordinator, SVP Admin
Otto Marte	Sr. Director of Business Services

Resource Subcommittee

Virginia Rodriguez (Chair)	Assoc. Dir. Of Human Resources
Richard Belgrave	Dir. Env. Health & Occu. Safety
George Crinnion	Asst. Dir. Of Admin – Public Safety
Marie Brewer	Executive Coordinator, SVP Admin

Appendix C: Academic Assessment

C1. Assessment across the divisions

Assessment Across the Divisions

2013-18

General Education, Ana Vasovic (avasovic@ccny.cuny.edu), Divisional Assessment Coordinator; Director of General Education Joshua Wilner (jwilner@ccny.cuny.edu) Chair of General Education Committee								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
General Education	X	X	X	X	X	X	X	X
Division of Interdisciplinary Studies at CWE Debbie Edwards-Anderson (edwa@ccny.cuny.edu) (Undergraduate), Alessandra Benedicty-Kokken (abenedicty@ccny.cuny.edu) (Graduate), Divisional Coordinators; Kathleen McDonald (kmcDonald@ccny.cuny.edu) Chair; Juan Carlos Mercado (jmercado@ccny.cuny.edu) Dean								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Division of Interdisciplinary Studies at CWE Undergraduate	X	X	Pending	X	X	X	X	X
MA Program in Study of the Americas	X	X	X	X	X	X	X	X
Humanities and Arts Richard Braverman (rbraverman@ccny.cuny.edu), Divisional Coordinator; Erec Koch (ekoch1@ccny.cuny.edu) Dean								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Art	X	X	X	X	X	X	X	X
Art Studio --Ceramics --Photography --Painting --Print Making --Sculpture	X	X	X	X	X	X	X	X
Teaching Art K-12	X	X	X	X	X	X	X	X
Art History	X	X	X	X	X	X	X	X
BFA Electronic Design & Multimedia	X	X	X	X	X	X	X	
MA in Art Education	X	X	X	X	X	X	X	X
MA in Museum Studies	X	X	X	X	X	X	X	X
MA in Art History	X	X	X	X	X	X	X	X
MA in Art History w/concentration in Museum Studies	X	X	X	X	X	X	X	X
MFA in Studio Art	X	X	X	X	X	X	X	X
MFA in Digital & Interdisciplinary Practice	X	Pending						
Joseph Moore (jmoore@ccny.cuny.edu) Department Assessment Coordinator; Ana Indych-Lopez /Chair								

Humanities and Arts (Cont'd)								
Richard Braverman-Divisional Coordinator; Eric Weitz/Dean								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Asian Studies	x	x	x	x	Pending	x	Pending	x
Richard Calichman (rcalichman@ccny.cuny.edu) Program Assessment Coordinator								
BFA Film & Video	x	x	x	x	x	x	x	x
Deirdre Fishel (dfishel@ccny.cuny.edu) / Program Assessment Coordinator								
Comparative Literature	x	x	x					
Bettina Lerner (blerner@ccny.cuny.edu) / Program Assessment Coordinator								
English	x	x	x	x	x	x	x	x
English—MFA Creative Writing	x	x	x	x	x	x	x	x
English—MA Literature	x	x	x	x	x	x	x	x
Richard Braverman (rbraverman@ccny.cuny.edu) /Department Assessment Coordinator/Elizabeth Mazzola (emazzola@ccny.cuny.edu) Chair								
English—MA Language & Literacy	x	x	x	Pending	x	x	x	x
Barbara Gleason (bgleason@ccny.cuny.edu) / Program Assessment Coordinator/Program Director								
Classical and Modern Languages & Literature Majors	x	x	x	x	x	x	x	x
Vanessa K. Valdes (vvaldes@ccny.cuny.edu) / Department Assessment Coordinator; Carlos Riobo (criobo@ccny.cuny.edu) / Chair								
Foreign Languages Basic Language Sequence	x	x	x	x	x	x	x	x
Nelly Saint-Maurice/Corinna Messina (cmessinakociuba@ccny.cuny.edu) /Regina Castro-McGowan (rcastromcgowan@ccny.cuny.edu) /Assessment Coordinators; Carlos Riobo (criobo@ccny.cuny.edu) /Chair								
MA in Spanish		x		x	x	x	x	x
Angel Estevez (aestevez@ccny.cuny.edu) /Program Assessment Coordinator/Program Director								
History (undergraduate)	x	x	x	x	x	x	x	x
History (MA program)	x	x	x	x	x	x	x	x
Barbara Syrrakos (bsyrrakos@ccny.cuny.edu) /Department Assessment Coordinator; Craig Daigle (cdaigle@ccny.cuny.edu) / Chair								
Jewish Studies	x	x	x	x	Pending	x	x	x
Amy W. Kratka (akratka@ccny.cuny.edu) / Program Assessment Coordinator; Roy Mittelman (rm@bway.net) /Program Director								
MCA Ad PR	x	x	x	x	x	x	x	x
Ed Keller (ekellerccny@gmail.com) /Program Assessment Coordinator / Program Director: Jerry Carlson (jcarlson@ccny.cuny.edu) /Chair								
MFA in Branding + Integrated Communications								
Nancy Tag (ntag@ccny.cuny.edu) / Program Assessment Coordinator /Program Director								
MCA (MFA in Media	x	x	x	x	x	x	x	x

Arts Production)								
Andrea Weiss (aweiss@ccny.cuny.edu)/ Program Assessment Coordinator/Program Director								
Music (undergraduate)	x	x	x	x	x	x	x	x
Music (MA programs)	x	x	x	x	x	x	Pending	x
Jonathan Pieslak (jpieslak@ccny.cuny.edu) -Department Assessment Coordinator; Shaughn O'Donnell (sodonnell@ccny.cuny.edu) /Chair								
Humanities and Arts (Cont'd)								
Richard Braverman-Divisional Coordinator; Eric Weitz/Dean								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Philosophy	x	x	x	x	x	x	x	
Elise Crull (ecrull@ccny.cuny.edu) -Department Assessment Coordinator; Ben Vilhauer (bvilhauer@ccny.cuny.edu) /Chair								
Theatre & Speech	x	x	x	x	x	x	x	
Brandon Judell (bjudell@ccny.cuny.edu) -Department Assessment Coordinator; Rob Barron (rbarron@ccny.cuny.edu) /Chair								

Science								
Elizabeth Rudolph (erudolph@ccny.cuny.edu) /Divisional Assessment Coordinator; Tony M. Liss (tliss@ccny.cuny.edu) /Dean								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Vacant /Department Assessment Coordinator; Jonathan Levitt (jlevitt@ccny.cuny.edu)/Chair								
Biology	x	x	x	x	x	x	x	x
BS/MA Biology	x	x	x	x	x	x	x	x
MA Biology	x	x	x	x	x	x	x	x
Sean Boson (sboson@ccny.cuny.edu) & Urs Jans (ujans@ccny.cuny.edu) /Department Assessment Coordinator; Ruth Stark (rstark@ccny.cuny.edu) /Chair								
BS/MS Biotechnology								
Chemistry	x	x	x	x	x	x	x	x
MS Chemistry	x	x	x	x	x	x	x	x
BS/MS Chemistry	x	x	x	x	x	x	x	x
MS Biochemistry	x	x	x	x	x	x	x	x
BS/MS Chemistry	x	x	x	x	x	x	x	x
Johnny Luo (luo@sci.ccnycuny.edu) /Department Assessment Coordinator Kyle McDonald (kmcdonald2@ccny.cuny.edu) /Chair								
Earth & Atmospheric Sciences	x	x	x	x	x	x	x	x
MA Geology	x	x	x	x	x	x	x	x
Joseph Bak (jbak@ccny.cuny.edu) /Department Assessment Coordinator; Michael Shub (mshub@ccny.cuny.edu) /Chair								
Mathematics	x	x	x	x	x	x	x	
BA/MA Mathematics	x	x	x	x	x	x	x	x
MA Mathematics	x	x	x	x	x	x	x	x

Joel Gersten (jgersten@ccny.cuny.edu) / Department Assessment Coordinator (sabbatical 2012-13); Swapan Gayen (sgayen@ccny.cuny.edu) / Chair								
Physics	x	x	x	x	x	x	x	x
MA Physics	x	x	x	x	x	x	x	x
Biotechnology	Pending							
MA Biotechnology	Pending							

<i>Colin Powell School for Civic and Global Leadership</i>								
Leslie Galman (lgalman@ccny.cuny.edu)/Divisional Coordinator; Kevin Fostern (kfoster@ccny.cuny.edu)/Acting Dean								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Anthropology , Gender Studies & International Relations	x	x	x	x	x	x	x	x
Irina Silber(isilber@ccny.cuny.edu)/Chair & Department Assessment Coordinator								
Economics	x	x	x	x	x	x	x	x
Matt Nagler (mnagler@ccny.cuny.edu)/Department Assessment Coordinator; Marta Bengoa (mbengoa@ccny.cuny.edu)/Chair								
MA- International Relations	x	x	x	x	Pending	x	Pending	
Jean Krasno (jkrasno@ccny.cuny.edu)/Assessment Coordinator/Program Director								
International Studies	x	x	x	x	x	x	x	x
Sarah Muir (smuir@ccny.cuny.edu)/Assessment Coordinator/Program Director								
Latin American and Latino Studies	x	x	x	x	x	x	x	x
Sherri Baver (sbaver@gc.cuny.edu) /Program Assessment Coordinator; Iris Lopez (ilopez@ccny.cuny.edu) /Program Director								
MA-Mental Health Counseling	Pending							
MA-Psychology	x	x	x	x	x	x	x	x
Vicky Tartter (VTartter@ccny.cuny.edu) /Department Assessment Coordinator; Robert Melara/Chair								
Sociology	x	x	x	x	x	x	x	x
MA- Sociology	x	x	x	x	x	x	x	x
Leslie Paik & Yana Kucheva (lpaik@ccny.cuny.edu; ykucheva@ccny.cuny.edu) Assessment Coordinators/ Maritsa Poros (mporos@ccny.cuny.edu)/Chair								
Rangel Center- Public Service Management	x	x	x	x	x	x	x	x
Mark Mussell (rmusell@ccny.cuny.edu)-Program Program Director and Assessment Coordinator								
Skadden Arps Honors Program in Legal Studies	Currently integrated into Political Science							
Political Science	x	x	x	x	x	x	x	x
Sherri Baver (sbaver@gc.cuny.edu) -Department Assessment Coordinator/ Bruce Cronin(bcronin@ccny.cuny.edu)/Chair								
Psychology	x	x	x	x	x	x	x	x
Naomi Nemtow (nnemtow@ccny.cuny.edu) /Department Assessment Coordinator; Robert Melara (rmerlara@ccny.cuny.edu)/Chair								
Women's Studies	Pending							
Asale Angel-Ajani (aangelajani@ccny.cuny.edu)/ Assessment Coordinator/Program Director								

<i>Ph.D. Programs</i>								
Annita Alting/Director of Assessment/Grove School of Engineering; Gilda Barabino/ Dean; Ardie Walser/Dean of Graduate Studies								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Chemical Engineering Civil Engineering Electrical Engineering Mechanical Engineering Biomedical Engineering	x	x	x	x	x	x	x	x

<i>School of Education Programs</i>								
Gretchen Johnson/ Interim Dean; Edwin Lamboy/Interim Associate Dean; SOE Assessment Committee: Edwin Lamboy, Robert Lubetsky (Co-Chair), Leonard Lewis (Co-Chair), Bruce Billig, Laura Gellert, Nancy Cardwell, Tristin Wildstein, Margaret Schehl, Doris Grasserbauer, Beverly Falk								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Annual Assessment Report	Assessment Tools-Direct Measures	Assessment Tools-Indirect Measures	Syllabi
Leadership & Special Education Secondary Education Teaching, Learning & Culture	x	x	x	x	x	x	x	x

<i>Academic Advising Assessment Committee</i>								
Rawlins Beharry/Engineering; Carlito Berlus/New Student Experience; Cynthia Civil/Sophie Davis; Scarlet Farray & Maria Moran/CPS; Constance Harper/Science; Arnaldo Melendez/Architecture; Melissa Oden & Migen Prifti/Humanities & Arts; Yasmeen Pantophlet/Gateway; Stacia Pusey/Education; Elizabeth Thangaraj/SSSP; Suzana Yurick/HONORS; Ana Zevallos/SEEK								
Department/Program	Mission Statement	Learning Outcomes	Curriculum Grid	Multi-year Assessment Plan	Bi-Annual Assessment Report	Assessment Tools-Indirect Measures		
Campus-wide committee	x	x	In progress	x	x	x	x	

Appendix D: General Education

- D1. General Education/Pathways requirements
- D2. General Education curriculum
- D3. General Education benchmarks

THE GENERAL EDUCATION CURRICULUM AT CITY COLLEGE

Pathways General Education Requirements

The new General Education Requirement at City College, and all of CUNY, is called Pathways. It provides a set of requirements that every student who enters City starting in Fall 2013 must complete to earn a degree. Pathways General Education Requirements at City College consist of:

I. **Common Core** (30 credits)

- Required (Fixed) Common Core (12 credits / 4 courses)
- Flexible Common Core (18 credits / 6 courses)

II. **College Option** (12 credits / 4 courses)

Because many Common Core courses can simultaneously count toward the satisfaction of major requirements for specific majors, students who have chosen or have a specific major in mind should consult with an advisor to see which Common Core choices will help them complete their degrees most efficiently. More on Pathways at CCNY is available through this [visual guide](#).

Students with a particular major in mind can obtain information about Pathways major gateway courses at <http://www.cuny.edu/academics/initiatives/pathways/majors.html>. Click [here](#) for a list of CCNY gateway courses.

Additional information about Pathways is available at <http://www.cuny.edu/academics/initiatives/pathways.html> and at <http://www.cuny.edu/academics/initiatives/pathways/rightsandresponsibilities.html>. For changes in Pathways policies, instituted in February 2014 click [here](#).

Note: Any transfer student with concerns about how completed courses have been evaluated for transfer credit must meet with a campus advisor to review their Transfer Evaluation Report. Students who, after that meeting, believe they have not been awarded transfer credit to which they are entitled may submit an appeal first to the College's Transfer Appeals Officer, Prof. Jane Gallagher, Chair of Academic Standards using this [form](#). Appeals which are not promptly resolved at the College level may be submitted to the University's Office of Academic Affairs. More information about the university appeals process is available at <http://www.cuny.edu/academics/initiatives/pathways/rightsandresponsibilities/appealsprocess.html>.

THE GENERAL EDUCATION CURRICULUM AT CITY COLLEGE

General Education

The General Education Curriculum, also called Core Curriculum, is an educational experience shared by all City College students regardless of their major. It is comprised of introductory coursework designed to give students the fundamental skills and background they need to pursue advanced work at the major or upper-level elective work and to instill a habit of mind that sees all areas of knowledge as interrelated. Students are able to choose from a selection of courses that build fundamental skills, such as writing, research, critical thinking and quantitative reasoning, while introducing them to different fields of knowledge and inquiry.

For students entering fall 2013 or after - [Pathways](#)

For students entering prior to fall 2013 - [2007-2013 General Education Requirement](#)

"Opting-in" – [Is Pathways for me?](#)

THE GENERAL EDUCATION CURRICULUM AT CITY COLLEGE

General Education Curriculum

Step One: The Curriculum

The General Education Curriculum is an educational experience shared by all City College students. It is comprised of introductory coursework designed to give you the fundamental skills and background you need to pursue advanced work of the major or upper-level elective work, and to instill a habit of mind that sees all areas of knowledge as interrelated. You will be able to choose from a selection of courses that build fundamental skills, such as writing, research, critical thinking and quantitative reasoning, while introducing different categories of knowledge.

The City College General Education Requirement includes:

1. FIQWS: Freshman Inquiry Writing Seminar is a 6 credit course that combines one of a variety of subjects with intensive writing (FIQWS Engineering, FIQWS 10026 is a 4 credit course for students in the School of Engineering)
2. Math
3. Perspectives: a selection of courses taken from a list of areas of study.

There are variations in the General Education Requirement depending on the degree you will pursue ie., BA/BFA; BS; or BARCH. Other variations are followed by students pursuing different degrees in the School of Education, the School of Engineering or students in the Sophie Davis School of Biomedical Education. For these requirements, please contact the [advisors](#) in those schools.

[Click here](#) to learn about General Education Learning Outcomes.

Other components of the General Education Curriculum include:

The Foreign Language Requirement

The Speech Requirement: Speech 11100 or Speech 00308 or passing the Speech Proficiency Exam (for more information, see your advisor)

No longer a requirement: The CUNY Proficiency Examination

Information for Transfer students

Students who transfer from a CUNY community college with an A.A. or A.S. degree have completed the General Education requirements and do not need to take any General Education courses at City College. Other transfer students will have their transcripts evaluated and will be given credit for General Education courses taken at another institution. Your [advisor](#) will let you know what general education courses you still might need to take at City College to satisfy this requirement.

[Tips for Studying and Time Management](#)

THE GENERAL EDUCATION CURRICULUM AT CITY COLLEGE

Pathways Common Core

A. Required (Fixed) Common Core

(12 credits / 4 courses)

1. English Composition (2 courses)

- English Composition I (usually FIQWS)
- English Composition II (usually ENGL 210, depends on major; refer to your advisor for the appropriate course)

2. Mathematical and Quantitative Reasoning (1 course)

- Depends on major (refer to your advisor for the appropriate course)

3. Life and Physical Sciences (1 course)

- Depends on major (refer to your advisor for the appropriate course)

B. Flexible Common Core (18 credits / 6 courses)

Students will complete at least one course in each of the five Flexible Core areas and an additional sixth course in one of them. Students can complete no more than two courses from any one discipline or interdisciplinary field. The list of courses that satisfy this requirement changes from semester to semester – check our checklist to see what alternatives are available next semester.

Flexible core areas are:

1. World Cultures and Global Issues (2 courses for BA/BFA majors - one from each subgroup; 1 course for BS majors from either subgroup)

- Literature
- Global History and Culture

2. U.S. Experience in Its Diversity (1 course)

3. Creative Expression (1 course)

4. Individual and Society (1 course)

5. Scientific World (1 course for BA/BFA majors; 2 courses for BS majors)

Once a student has met a Common Core area requirement at one CUNY college, that requirement will be met at any other CUNY college. Transfer students from institutions other than CUNY will have their transcripts evaluated and will be given credit for General Education courses taken at the previous institution.

Pathways Common Core Learning Outcomes 

THE GENERAL EDUCATION CURRICULUM AT CITY COLLEGE

Pathways College Option

Students at City College are required to take 12 additional credits of General Education. Transfer students will need to take 6 to 12 College Option credits depending on (a) whether they are transferring from a four-year or a two-year degree program, (b) whether they have completed an A.S. or A.A. (c) how many credits they had at the time of transfer, and (d) whether they have coursework that counted towards the completion of the College Option at their previous institution. Visit: <http://www.cuny.edu/academics/initiatives/pathways/gened/college-option.html> for more details on the College Option requirement for transfer students and consult an advisor.

College Option requirement at City College varies by major:

I. College of Liberal Arts and Sciences (with the exception of the Division of Interdisciplinary Studies at The Center for Worker Education)

1. BA candidates: Philosophy, 3 crs.; Foreign Language, 9 crs. in a single language, or exemption on the basis of [demonstrated proficiency](#) .

2. BS and BFA: Philosophy, 3 crs.; Speech, 3 crs. or exemption on the basis of demonstrated proficiency; Foreign Language, 6 credits in a single language, or exemption on the basis of [demonstrated proficiency](#) .

II. School of Education

A. Childhood:

Speech, 3 crs. or exemption on the basis of demonstrated proficiency; EDCE 20000, 3 crs.; EDCE 20600, 3 crs.; EDUC 2210 or EDCE 22200, 3 crs.

B. Bilingual Childhood Ed:

Speech, 3 crs. or exemption on the basis of demonstrated proficiency; EDCE 20000, 3 crs.; EDCE 20600, 3 crs.; EDCE 22200, 3 crs.

C. Secondary Education:

per the College Option of the student's content area major

III. Grove School of Engineering

A. For Chemical, Civil, Computer, Mechanical, and Earth System Science & Environmental Engineering majors:

i. two required courses: MATH 20200 (3 cr.) & MATH 39100 (3 cr.)

ii. two liberal arts courses to be chosen from the list of GSoE-approved liberal arts courses

B. For Biomedical Engineering majors:

i. three required courses: MATH 20200 (3 cr.), MATH 39100 (3 cr.), MATH 39200 (3 cr.)

ii. one liberal arts course to be chosen from the list of GSoE-approved liberal arts courses

C. For Electrical Engineering majors:

i. two required courses: MATH 20200 (3 cr.) & MATH 39100 (3 cr.)

ii.one required liberal arts course: ENGR 27600 (3 cr.)

iii.one liberal arts course to be chosen from the list of GSoE-approved liberal arts courses

D.For Computer Science majors:

i.three required courses: MATH 20200 (3 cr.), MATH 34600 (3 cr.), & SPEECH 11100 (3 cr.)

ii.one of the following two courses: ENGR 27600 (3 cr.) or ECO 10400 (3 cr.)

*Stem variant course required for completion of all GSoE degrees. 3 credits will be scribed as College Option in Degree Works.

IV. Spitzer School of Architecture

Philosophy, 3 crs; Speech, 3 crs., or exemption on the basis of demonstrated proficiency; AES 23202, Survey of World Architecture I, 3 crs; AES 24202, Survey of World Architecture II, 3 crs.

V. Sophie Davis School of Biomedical Education

BS/MD: PHYS 20300 (4 crs.), PHYS 20400 (4 crs.), MED 20400 (4 crs.)

Physician's Assistant B.S.: PA 39100 (4 crs.), PA 38100 (4 crs.), PA 38200 (4 crs.), PA 304 (1 cr.) PA 324 (1 cr.)

VI. Center for Worker Education

Please contact the [Center](#)  for specific information.

THE GENERAL EDUCATION CURRICULUM AT CITY COLLEGE

General Education Checklists

These checklists are for your use. Select the appropriate checklist, download it and keep a record of the classes you take to fulfill the General Education requirements.

PATHWAYS (Fall 2013-present)

[Pathways BA Checklist](#) 

[Pathways BFA Checklist](#) 

[Pathways BS Checklist](#) 

[Pathways common core courses offered Spring 2016](#)

[Pathways common core courses offered Fall 2016](#) 

[Pathways common core courses offered Spring 2017](#) 

[Pathways common core courses offered Fall 2017](#) 

[Pathways common core courses offered Spring 18](#) 

[CCNY Pathways Common Core Courses master list 10.31.17](#) 

[CCNY Pathways Common Core courses with descriptions 11.3.2016](#) 

[CUNY-wide list of Pathways Common Core Courses](#) 

FALL 2007-2012 GENERAL EDUCATION CURRICULUM

[07-12 General Education Curriculum Checklist \(BA/BFA\)](#) 

[07-12 General Education Curriculum Checklist \(BS\)](#)

[07-12 General Education Perspective courses offered Spring 2016](#)

BENCHMARKS for WRITING, CRITICAL THINKING and INFORMATION LITERACY SKILL IN GENERAL EDUCATION COURSES

	Learning Outcome	Benchmark for Level I courses (1st year)	Benchmark Level II courses (2nd year)
	Typical assignments	Level I: summary and response, description, narration	Level II: reports, summary and response, researched critical analysis with argument
Writing Skills	Context of and Purpose for Writing	Begins to show awareness of audience's perceptions and assumptions	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s)
	Thesis/Main idea	Thesis is clearly stated / expressed as a main idea	Thesis is clearly stated / defended with argument
	Structure and Organization	-Has a coherent introduction though it might lack some focus to set up the thesis -Progression of thought within paragraphs is clear and logical but not necessarily from paragraph to paragraph -Has a coherent conclusion though it might need greater focus	-Has a focused introduction that effectively sets up the thesis -Progression of thought both within and between paragraphs is clear and logical -Has a clear and focused conclusion
	Evidence and Development	-Uses appropriate and relevant content to develop and explore ideas through most of the work -Demonstrates an attempt to use credible and/or relevant sources to support ideas appropriate for the discipline and genre of the writing	-Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. -Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing
	Control of Syntax and Mechanics	Uses language that generally conveys meaning to readers with clarity; writing may include some errors	Uses straightforward language that conveys meaning to readers and has few errors
Critical Thinking Skills	Explanation of issues	Issue/ problem to be considered critically is stated (might leave some terms undefined, ambiguities unexplored, backgrounds unknown)	Issue/ problem to be considered critically is stated clearly delivering all relevant information
	Evidence /Analysis and Synthesis Selecting & using info to investigate a point of view/conclusion	Information is taken from source(s) though with not interpretation/evaluation to develop a coherent analysis/synthesis	Information is taken from source(s) with at least some interpretation/evaluation
	Conclusions and related outcomes (implications and consequences)	Conclusion is logically tied to information (although information might not be chosen to fit the desired conclusion); some related outcomes are identified clearly	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly
	<i>Optional, depends on class</i> Context /Assumptions Student's position	N/A	-Analyze own and others' assumptions and several relevant contexts when presenting a position. -Formulate and argue a clear position on an issue taking into account different points of view
Info. Literacy Skills	Demonstrates a clear understanding of info needs and is able to search efficiently (within assigned texts and/or by source search)	-Understands the research question but may not be fully confident in identifying search term(s) -Has knowledge of an information source -Might need assistance in interpreting the information collected	-Understands the research question -Has knowledge of an information source -Might need assistance in interpreting the information collected
	Effectively evaluates information sources	-Demonstrate an understanding of scholarly sources -Uses scholarly databases	Understands and reviews information sources, considers whether the amount of information is sufficient to address the issue.
	Articulates credibility of sources	If appropriate to the discipline, mentions one aspect of credibility (authority, affiliation of author, timeliness, bias)	If appropriate to the discipline, articulates 2 or more aspects of credibility of sources (authority, affiliation of author, timeliness, bias)
	Uses information ethically	-Uses appropriate citation style; might need improvement in formatting the bibliographies and footnotes -Does not plagiarize	Uses appropriate citation style; might need improvement in formatting the bibliographies and footnotes -Does not plagiarize

Benchmarks per Level

Level I courses reinforce skills students learn in FIQWS/ENGL 110; Students will compose essays such as personal narratives/reflections, summary and response, and critical analysis accomplishing the following:

Writing: 70% of students will reach Milestone 1 (score 2)

- Present Context of and state purpose for writing
- Develop appropriately organized essay containing a clear thesis statement and credible, relevant evidence
- Use appropriate language that conveys meaning and is grammatically correct

Critical Thinking: 60% of students will reach Milestone 1 (score 2)

- Clearly state issue/problem
- Analyze and/or synthesize evidence derived from appropriate sources
- Develop logical conclusions based on evidence

Information Literacy: 60% of students will reach Milestone 1 (score 2)

- demonstrate a clear understanding of information needs and ability to search efficiently (within assigned texts and/or by source search)
- Demonstrate an understanding of scholarly sources (library visit)
- Articulate credibility of sources or as appropriate to the discipline
- Use information ethically by citing sources and not plagiarizing

Level II courses build upon skills students learn in FIQWS/ENGL 110 and reinforce skills students learn in ENGL 210; Students will compose essays such as reports, summary and response, and researched critical analysis including an argument accomplishing the following:

Writing: 80 (75?)% of students will reach Milestone 1 (score 2) and 20% will reach Milestone 2

- Present context of and state purpose for writing
- Develop appropriately organized essay containing a clear thesis statement (argument) and credible, relevant evidence
- Use appropriate language that conveys meaning and is grammatically correct

Critical Thinking: 70% of students will reach Milestone 1 (score 2) and 20% will reach Milestone 2

- Clearly state issue/problem delivering relevant information
- Formulate and argue a clear position on the issue taking into account different points of view
- Analyze and/or synthesize evidence derived from appropriate sources
- Analyze own and others' assumptions (*optional, depends on class*)
- Develop logical conclusions based on evidence taking into account opposing points of view

Information Literacy: 70% of students will reach Milestone 1 (score 2)

- Demonstrate a clear understanding of information needs and ability to search efficiently (either within assigned texts or by source search)
- Understand and review information sources, consider if amount of information is sufficient to address the issue
- Articulate credibility of sources (as appropriate to the discipline)
- Use information ethically by citing sources and not plagiarizing

Appendix E: Policy and Procedures

E1. New CUNY Foundation Guidelines & Use of Non-Tax Levy Funds

**BOARD OF TRUSTEES
THE CITY UNIVERSITY OF NEW YORK
205 EAST 42ND STREET
NEW YORK, NEW YORK 10017**

**REVISED
CALENDAR**

JUNE 26, 2017

NO. 1. CHANCELLOR'S UNIVERSITY REPORT: RESOLVED, That the Chancellor's University Report for June 26, 2017 (including Addendum and Errata Items) be approved:

EXPLANATION: The Chancellor's University Report consists of standard resolutions and actions of a non-policy nature which require approval by the Board of Trustees.

NO. 2. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meetings and Executive Session of May 1, 2017 be approved.

NO. 3. THE CITY UNIVERSITY OF NEW YORK - REFORM OF GOVERNANCE AND ADMINISTRATIVE POLICIES AND PRACTICES TO ENHANCE TRANSPARENCY AND ACCOUNTABILITY OF THE CITY UNIVERSITY OF NEW YORK:

WHEREAS, The CUNY Board of Trustees and management of the University are committed to ensuring best practices in financial oversight, internal controls, transparency and accountability; and

WHEREAS, The Board of Trustees established a standing Audit Committee of the Board of Trustees at its January 30, 2017 Board Meeting; and

WHEREAS, The Board of Trustees adopted revised Procurement Guidelines on February 21, 2017; now therefore be it

RESOLVED, That the Board of Trustees approve the recommended policy changes outlined below, effective June 26, 2017; and be it further

RESOLVED, That the Board of Trustees authorizes the General Counsel and Secretary of the Board of Trustees to revise the Board of Trustees Bylaws and Manual of General Policy to reflect the necessary changes to implement these actions and bring these amended documents to the Board of Trustees for approval.

EXPLANATION: The reforms are divided into sections as follows:

A. ADOPTION OF REVISED COLLEGE FOUNDATION GUIDELINES AND MODEL MEMORANDUM OF AGREEMENT

B. AUTHORIZATION TO RENEGOTIATE THE AGREEMENT BETWEEN THE CITY UNIVERSITY OF NEW YORK AND THE CITY UNIVERSITY RESEARCH FOUNDATION

C. APPROVAL OF BOARD OF TRUSTEES POLICY ON THE USE AND OPERATION OF UNIVERSITY VEHICLES

D. AMENDMENT OF BOARD OF TRUSTEES POLICY 3.04 – GUIDELINES ON THE USE AND REPORTING OF NON-TAX LEVY FUNDS

Appendix F: Facilities

F1. Campus Map

F2. Five-Year Capital Plan & City Reso-A Requests (FY 2018-FY 2022)

LEGEND



CCNY SHUTTLE BUS

Shuttle runs between W125th St. and W145th St. subways, The Towers, and Marshak.



EMERGENCY TELEPHONE

There is an emergency phone inside every passenger elevator on campus.



HANDICAPPED ACCESS

Access to Nat Holman Gym & Rooms 20 through 28 only.



WELCOME CENTER

Visitor ID



SEATING AREA



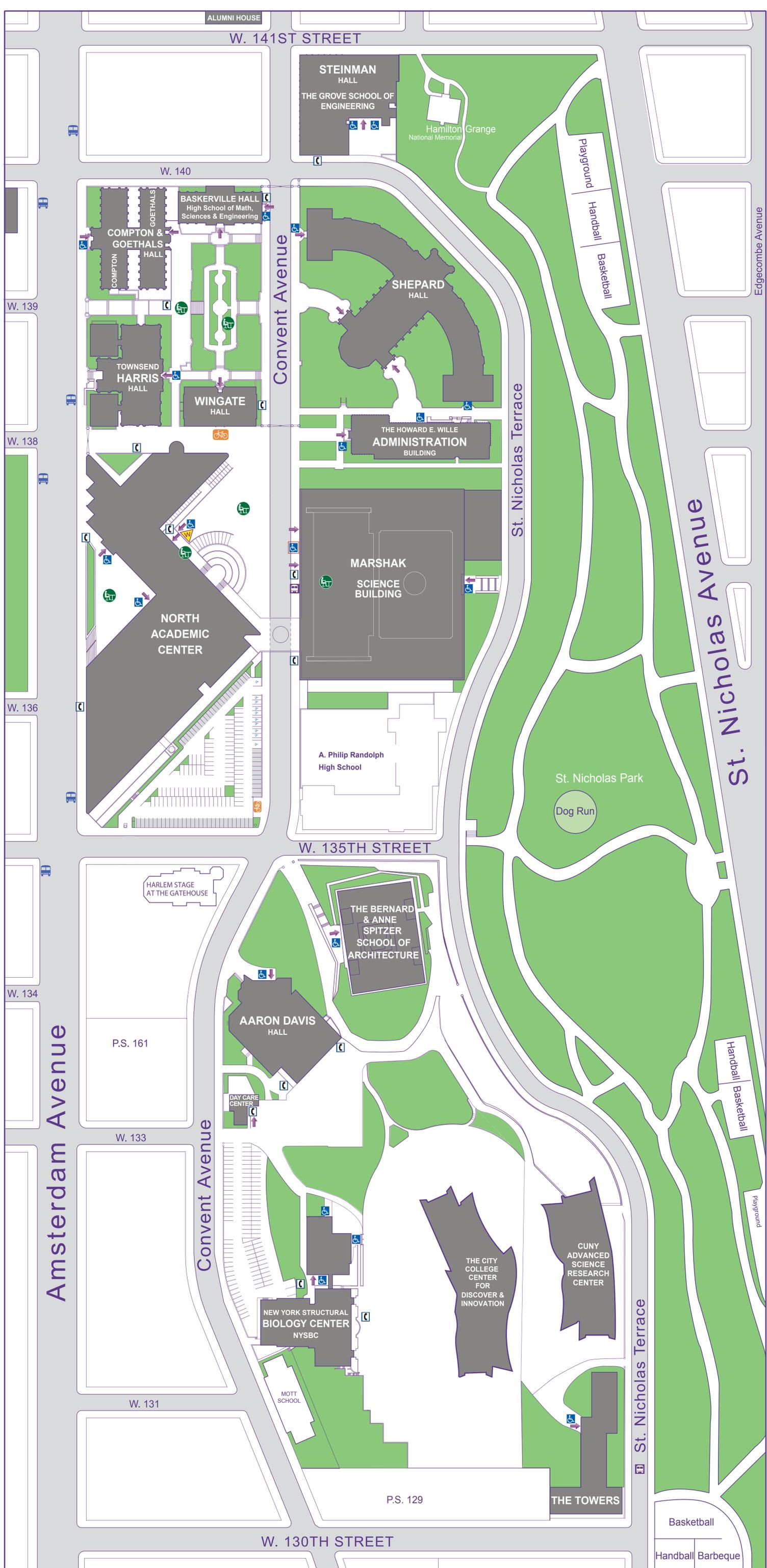
BIKE RACKS



BUS STOP



MAIN ENTRANCES





Section Contents

[College Statement and Statistics](#)

[Campus Site Map](#)

[Five-Year Capital Plan FY 2017-18 through FY 2021-22](#)

<u>Project</u>	<u>Funding Type</u>	<u>Five-Year Plan Total (\$ 000s)</u>
Campus ADA Upgrades	bonded	\$2,298
Marshak Building Rehabilitation	bonded	\$100,000
Shepard Hall Rehabilitation	bonded	\$72,985
Steinman Hall HVAC Upgrades	bonded	\$39,754
Campus-Wide Roof Repairs	bonded	\$20,500
Aaron Davis Hall Theater Renovations	bonded	\$11,875
NAC Library Upgrades	bonded	\$5,800
Security Upgrades Campus-Wide	bonded	\$11,325
Five-Year Plan Total		\$264,537

[City Reso-A Requests FY 2018 \(City Council and Borough Presidents\)](#)

<u>Project</u>	<u>FY 2018 Request (\$ 000s)</u>
Wireless Network Upgrade and Expansion	\$1,800
Child Development Center Equipment	\$300
Lecture Hall Upgrades	\$1,100
Spitzer Fabrication Lab	\$300
Reso-A FY 2018 Request Total	\$3,500

Appendix G: CCNY Strategic Framework

- G1. Strategic Framework
- G2. Task Force on the Future of City College



The City College of New York: A Comprehensive Public University in the Heart of New York City

Founded in 1847, The City College of New York (CCNY) is New York City's most comprehensive public institution of higher education. For generations, the College has offered a high-quality education to students from varied backgrounds and also ranks among the most diverse institutions of higher education in the United States.

Many CCNY students are the first in their families to attend college; not a few are the sons and daughters of immigrants. By providing an education that combines excellence and affordability, CCNY continues to contribute to social mobility.

The College develops students' knowledge, skills, and critical thinking across the range of academic, artistic, and professional disciplines. For close to 175 years, it has educated students who have become leaders in the economic, social, political, and cultural life of New York, the nation, and the world. Its alumni include ten Nobel laureates and four Rhodes scholars, and its students regularly win Fulbright, Marshall, National Science Foundation, and many other fellowships.

CCNY combines the best of liberal arts and sciences education with professional training in Architecture, Medicine, Education, and Engineering – a distinctive combination in the City University of New York. The resulting synergies ensure that our students graduate with the knowledge to combine technological and scientific skills with creative pursuits and an understanding of culture and society. In short, they receive an education that prepares them for success in the mobile, globalized world of the 21st century. Many CCNY professors have national and international reputations and engage in high-level research and creativity both within their own fields and across the disciplinary divides that so often mark the modern university. Many contribute to the public debate on a host of national and international issues.

Since its founding, CCNY has been inextricably connected to New York City. The College has drawn most of its students from the City, and they in turn have gone on to contribute to New York's culture, economy, and society. Today, CCNY continues its dynamic relationship with New York. Our students complete internships in companies and various organizations that play a prominent role in the New York City and internationally, whether in the economy, whether in technology, media, advertising and public relations, politics, the arts, and architecture. Students also take service-learning courses that place them in New York City schools and community organizations, in Harlem and beyond, and in many New York-based global non-profits.

THE NEXT EIGHT YEARS: OUR CORE GOALS

This strategic plan is guided by CCNY's commitment to transform the learning experience of students—within and outside the classroom—by improving and modernizing the services and educational infrastructure they need to thrive, fostering undergraduate and graduate student research, promoting a rich intellectual environment for faculty, students, and staff, and making a top-flight education available to a diverse student community. To achieve these objectives, over the next eight years, CCNY will focus on the following priorities:

- **Ensure student success**

CCNY will enhance educational experience of students by expanding opportunities for undergraduate and graduate research and internships; integrating classroom learning with experiential learning in laboratories, industry, business, schools, and cultural and social services organizations; creating new academic majors that reflect the importance of interdisciplinary learning; increasing the availability of learning experiences outside of New York City; and improving student support services, such as academic advising, financial aid counseling, registration, and tutoring. In addition, the effectiveness of engagement through student clubs and sports will be assessed.

- **Promote Research, Scholarship, and Creativity**

CCNY will undertake a number of major academic initiatives. They will be supported by philanthropic fundraising and will strengthen the College's national and international reputation in teaching, research, and the creative arts.

- **Enhance diversity**

CCNY will work to preserve the diversity of its student body and increase the diversity of its faculty.

- **Craft a financial model for the 21st century**

CCNY will work with the City University of New York (CUNY) and New York State, CCNY to secure a budget that supports effectively its comprehensive mix of liberal art and sciences and professional schools. The college will also review and renovate its business practices, including purchasing, facilities, faculty support, and student services.

- **Preserve, restore, and develop the campus**

CCNY will develop a master plan for its main campus to better support its educational, research, and creative mission and to build a greater sense of community.

Mission

The City College of New York, the flagship college of The City University of New York, is a comprehensive teaching, research, creative, and service institution dedicated to access and excellence in undergraduate and graduate education. The College requires a demonstrated potential for admission and a high level of accomplishment for graduation and provides a diverse student community with opportunities to excel academically, creatively, and professionally in the liberal arts and sciences and in professional fields, such as engineering, education, architecture, and medical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research and creativity. As a public university with public purposes, it also contributes to the cultural, social, and economic life of New York, the nation, and the world.

Student Success

Most CCNY students commute to campus from across the metropolitan area, and many are the first in their families to attend college. Some overcome serious financial and personal challenges to pursue their college education. CCNY's commitment to student success mandates the identification and development of student potential; maintenance of high standards of achievement; recognition of diversity in all of its forms; development of advising and counseling programs to position students for academic and professional success; and support of those students who are confronting challenges. While CCNY is determined to improve retention and the four- and six-year graduation rates, CCNY will not define student success solely in terms of such rates. Ultimately, it will provide students with a comprehensive education that enables them to realize gratifying careers and lives that contribute to their communities.

To achieve these objectives, the College will:

- Provide students, regardless of major, with a comprehensive education that covers writing, communication, and reasoning as well as the basic skills in quantitative and computer-based skills needed to succeed in an increasingly digitalized world.
- Increase funding and staffing for the academic support services (including advising, mentoring, and tutoring) that students require to thrive intellectually and to make informed educational and career decisions.
- Develop stronger relationships with alumni, companies, artistic and non-profit organizations, government agencies, and media to construct a more systematic process for inspiring students, facilitating mentoring opportunities, and arranging internships and career placement.
- Make the submission of institutional proposals for funding undergraduate and graduate education initiatives and the students themselves a priority.
- Identify funding sources to provide subsidized student housing on or near the campus for undergraduates who have long commutes, or reside out-of-state, and for international students.

Research, Scholarship, and Creativity

CCNY has a long tradition of advanced research, scholarship, and creative activity across the liberal arts and sciences and the professional schools. To further strengthen its national and international reputation as a research university and strive to build an even more vibrant intellectual community for its students and faculty, CCNY will:

- Complete the evolution of City College to a research university; Increase resources for research and scholarship in all schools and divisions to retain its outstanding faculty and to compete effectively in the hiring of exceptional teachers and scholars;

- Support existing doctoral programs, and identify areas of present and potential promise to develop additional doctoral programs in either a single discipline or an interdisciplinary endeavor;
- Provide the resources needed to sustain and strengthen Masters level programs.
- Regard scholarship and research as one of the normal functions of faculty members at CCNY, and allow time spent on such activities as part of the workload of the faculty;
- Facilitate and support collaboration in research and scholarship between faculty and undergraduates in all schools and divisions;
- Develop effective strategies for recruiting graduate students, nationally and internationally, and increase support, fellowships, and training programs for graduate students;
- Ensure that the college’s research infrastructure—laboratories, equipment, technology, library facilities, studios, and classrooms—meets the need of a major research institution; and
- Make CCNY’s most exciting research, scholarship, and creative work an asset that will strengthen fundraising among alumni and with philanthropic foundations by aligning the work of the College’s Development Office and its academic wing.

Diversity

From the outset, CCNY has been committed educating “the children of the whole people.” The resulting diversity of the student body is one hallmark of the College’s success. CCNY will commit to preserve its diverse student body and to recruit and retain a diverse faculty.

CCNY reconfirms the recommendations offered by the President’s Council on Inclusive Excellence (2013) and will:

- Foster a campus atmosphere in which diversity, in its numerous forms, is regarded not only as a matter of justice and equity but also as an essential part of, and a means to fulfill, the educational mission;
- Identify and present to deans and department chairs the best practices employed by institutions that have been particularly successful in increasing faculty diversity; and
- Require active searches for faculty positions, with a clear recruitment plan that includes committee members outreach to colleagues at other institutions to identify prospective minority candidates, encourage them to apply, and provide opportunities for applicants to visit the campus and interact with faculty from diverse backgrounds and from different departments.

Financial Model

CCNY's budget has relied on two sources: legislative appropriations and tuition revenues. Working with the City University of New York (CUNY) and New York State, CCNY will secure a budget that reflects the true financial costs of running a research university with professional schools and effectively supports its academic units and programs; its commitment to excellence in research and scholarship; its faculty; and the maintenance and improvement of its historic campus. The requested budget must be adequate for the training of professionals in architecture, engineering, and medicine, which are unique within the CUNY system. In addition to supporting the professional schools effectively, CCNY will fund research in the arts, humanities, education, and the social sciences; and will provide resources for specific student services.

To achieve these goals, CCNY will:

- Design a multi-year budget model that ensures stability and predictability to protect the College from the effects of short-term enrollment fluctuations;
- Restructure internal business practices to ensure greater transparency and efficiency;
- Develop a comprehensive strategy—that is national and international in scope—for private fundraising in order to increase the endowment significantly.
- Cultivate alumni and promote their continued engagement with the College by organizing events that highlight student and faculty accomplishments;
- Take better advantage of CCNY's location in New York City—the world's financial and cultural capital—through a comprehensive fundraising plan aimed at attracting New York City-based non-alumni donors, such as the leading philanthropic foundations, and increasing the endowment.
- Make fundraising a critical responsibility of the college president and a criterion for assessing his or her annual performance;
- Identify new sources of revenue, including major grants and contracts, philanthropy, differential tuition for specific programs, continuing education, certificate programs, and summer courses; and
- Broaden student recruitment plan to include statewide, national and international in its scope.

The Campus

A successful education occurs not only in the classroom but also in the informal spaces where students and faculty mingle. With this in mind, CCNY will create a master plan for its buildings and grounds aimed at promoting a greater sense of community and encouraging students, faculty, and staff to spend more than class time on campus.

To achieve these goals, CCNY will:

- Form a standing committee of faculty and administrators to develop a long-term plan for improving campus infrastructure that ranks priorities and provides a detailed schedule for their completion;
- Use surveys and student, staff, and faculty focus groups to identify the most pressing needs pertaining to classrooms, public spaces, restrooms, physical plant, and routine maintenance.
- Identify critical priorities for upgrading, restoring, and modernizing classrooms, the communications network, physical plant and for improving custodial services and day-to-day maintenance;
- Establish a tracking system that provides online reporting, monitors repair and custodial services, and flags unaddressed service requests; and
- Assess the need for increased funding and personnel for facilities management and implement a performance-based evaluation system to increase efficiencies in the provision of services.
- Ensure that CCNY staff members, whose work is indispensable to the day-to-day operation of the College and to its educational and research mission, have regular forums in which to express their needs and ideas and are celebrated for their contributions.

Conclusion

As the City University of New York's flagship, CCNY will embrace new opportunities and address its existing challenges. Its College of Liberal Arts and Sciences and professional schools are in a unique position to develop innovative, exciting programs that meet the needs of students in the 21st century. This strategic plan, fortified by the college's 175 years of tradition and steadfast commitment to its mission, offers recommendations designed to strengthen the College's ability to fulfill its longstanding mission and to strengthen the quality of its teaching, research, and other creative endeavors. Implementing the recommendations offered in this plan will require difficult decisions and an unwavering commitment.

The Task Force on the Future of City College

I'm writing to discuss the task force that I've convened. Under normal circumstances, a new president would convene a strategic planning process, designed to outline her or his vision of the college and to set priorities for the new administration. We have just passed through a lengthy strategic planning process that set some goals for our work, many of which are worthy. What we have not done—what that planning process did not accomplish—is to take on the long-term, structural difficulties that the college faces.

For some time, CCNY has existed in a deeply structural budget deficit, surviving at first by spending down financial reserves, but with fewer and fewer resources to do so as time wore on. We have, through these years, managed annual budget shortfalls by across the board cuts, efforts to grow enrollment, and other ad hoc or insufficient measures. What we have not done, even in our strategic planning efforts, is to evaluate the relationship between our mission, our successes, our vulnerabilities, and a set of budgetary priorities. We cannot simply trim our way out of our current difficulties, and we have exhausted the reserves we once had to bridge budgetary shortfalls. We need, instead, to undertake an effort to shape the college in ways that capitalize on what we do best, conserve where we can and should, and set a plan that works within the resources that we have (while always trying to expand those resources).

Here's where we start: We have a unique identity and mission: to provide a high-quality education to the children of New York City, new immigrants, members of under-represented groups, and those without economic means. We also have been, and should continue to be, an institution known for its research and intellectual contributions to humanity, research that has consistently addressed issues affecting the lives of people living in our proximate neighborhoods and populating our classrooms. However, as we have attempted to provision the campus in ways that leave departments insufficiently staffed, that produce lapses in maintenance for physical and research facilities, that denude student services, and leave other gaps, the College's ability to meet its mission has been undercut.

The unique composition of City College - professional schools (Architecture, Education, Medicine, and Engineering) coupled with a College of Liberal Arts & Sciences (CLAS) - enriches the academic lives of students but also requires additional investments on multiple fronts. Recent budgetary pressures force us to confront the fact that teaching and research costs vary widely across its divisions. City College can only sustain its mission and increase its national standing if its financial health is restored and a clear strategy devised for increasing financial resources for future growth. One major focus of the task force will be the relationship between the arts and sciences departments and the professional schools and how it can be reimagined so as to tap the strength of existing programs and to create new ones. Another will be the improvement of student services and support, administration, and the management and maintenance of the College's physical plant.

To guide the college through these next few years, I'll need a foundation of data and analysis—data that is open for our entire community to view, and analysis that helps make the basis for decisions and necessary trade-offs among our goals explicit and public. To help provide this

information, I have organized the Task Force to identify the decisions that brought the College to its current state and to recommend short and long-term steps to restore the health of the College. The Task Force's findings will be shared with College governance bodies, and with the entire college community, for comment and consideration before the process is formally closed and finally submitted to me. The Task Force will begin its work on February 16 with the view of completing it within three months.

Membership of the Task Force. The task force will consist of a steering committee and four sub-committees. I will convene the steering committee, but for much of the Task Force's operation, will not participate in its meetings. I have asked David Jeruzalmi to co-convene the Task Force with me, and to play a more directly involved leadership role in its meetings, and he has graciously accepted that request. The steering committee consists of the eight academic deans, eight faculty members (one from each academic unit) and four staff members selected for their particular expertise. The sub-committees will include five members of the steering committee (two deans, two faculty, and one staff member) augmented by members of the College community with expertise germane to the committee's areas of responsibility.

Members of the Task Force Steering Committee are as follows:

- **Deans:** Gilda Barabino, Gretchen Johnson, Gordon Gebert, Maurizio Trevisan, Erec Koch, Kevin Foster, Tony Liss and Juan Carlos Mercado.
- **Faculty:** Mitchell Scheffler (engineering), Hazel Carter (Education), Marta Guttman (architecture), Jack Martin (Medical School), Ellen Handy (H&A), Rajan Menon (Colin Powell School), and Anuradha Janakiraman (Science), and Justin Martin (CWE).
- **Staff:** Doris Cintron, Celia Lloyd, Felix Lam and Ken Ihrer

I am grateful to each of the men and women who have agreed to serve on this Task Force.

I have decided not to rely on any consultants to assist in this process. These are expensive outfits and typically, I find, make their living by producing boilerplate and feeding your own ideas back to you as if they were their own. Rather, I asked CCNY's Johanna Urena to serve the Task Force as its project manager. It will be her responsibility to keep the Task Force on schedule, and to help resolve issues that arise, for example, in the provision of data to the Task Force from various offices of the college. Her work as Task Force project manager, and liaison between the Task Force and the college, has my full confidence and the backing of my office.

Focus of the Task Force. The following are among the questions that the committee will consider: What are the College's major successes, and what opportunities lie ahead, and how are we to define and measure these successes and opportunities? What costs and other obstacles must the College contend with in trying to improve upon what it currently does well, and to seize new opportunities? What synergies exist among the College's different units, what are the attendant tradeoffs, and how can innovative cross-divisional research and teaching initiatives be formulated and realized? In order to find answers to such questions, the task force will identify areas for future growth, areas in which growth may no longer be justifiable, and the costs and benefits (both financial and otherwise) of trade-offs among these areas.

At the first meeting of the task force, I will workshop, with the steering committee, a list of more specific questions to guide their work, questions designed to produce precise empirical foundations for our work on campus. Based on those questions, I will ask any and all personnel

and agencies of the college to provide, on a continuing basis, whatever data and sources of data are deemed necessary to complete this work, and will work to insure this cooperation.

The task force's sub-committees will be organized as follows:

- **Finances:** This sub-committee will construct a fiscal history of the College from 2005 to the present. The goal of this exercise will be to examine how changes in the College's budget, enrollment, revenue, spending choices, and external circumstances have created the current crisis.
- **Academics:** This sub-committee will consider the size, costs, and successes of the College's departments as well as the opportunities for innovation and growth in various disciplines.
- **Student Services:** This sub-committee will examine the effectiveness of the offices of financial aid, the bursar, and the registrar. This review will encompass the management of student scholarships, the collection of student support, and internship services.
- **Facilities and Information Technology:** This sub-committee will adequacy of funding, staffing, and plans related to the College's physical plant.

I said early in their letter that I hope the work of the Task Force will be completed within 3 months. I set that goal because I'll need to results of the Task Force analysis to set our course for next year. Working on this accelerated schedule will be demanding for all of us. It also means that we will not have the opportunity for as lengthy a set of consultations or town halls as some might like before a preliminary set of analysis comes out.

That said, I want to emphasize that this is in no way a closed or confidential process. The documents and data produced by the Task Force will be available for public review, and we will soon lay out the mechanism by which you will have access to them. The working groups will have occasion to consult with stakeholders across the college. Further, sub-committee membership will include at least as many non-steering committee members as representatives from that committee. In all of these ways, I am hoping to thread a line between the efficiency of working in a small group and the democracy of an open process. The final document, before it becomes a foundation for action, will be subject to open and public review.

Finally, I want to emphasize that the analysis and recommendations that the Task Force makes will be advisory to me. In the end, the document will inform decisions that I'll need to make, and allow the college community access to the data and analysis that provided the foundation for these decisions.

I thank everyone who has agreed to work with me on this process. I have great hopes that the work we do together in these difficult times will help us secure the future of our great institution.

Sincerely,



Vince
President

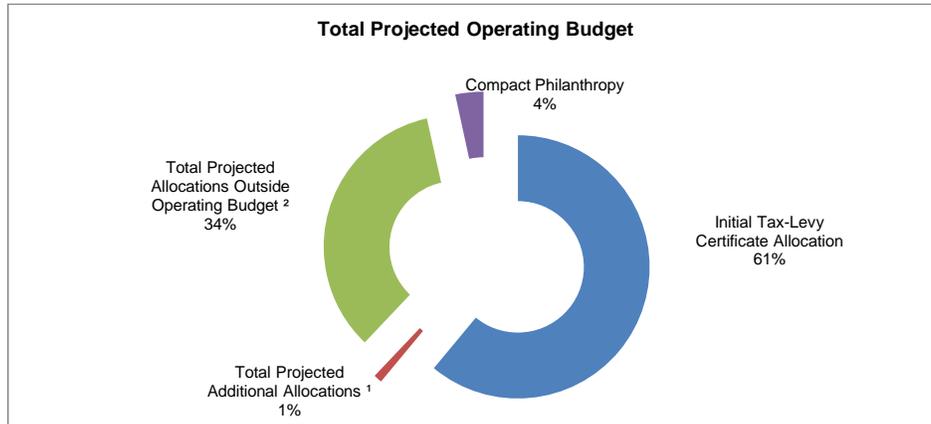
Boudreau

Appendix H: Finance & Budget

- H1. CUNY's initial distribution to CCNY for FY 2017
- H2. President Boudreau's statement on the projected deficit
- H3. IG Interim Report – Executive Summary

2016-2017 Initial Tax-Levy Certificate Allocation (\$000)
City College
 October 4, 2016

FY2016 Base Budget	137,580.8
Base Budget Adjustments	622.1
Total 2015-2016 Adjustments	622.1
FY2017 Budget Reallocation	(2,764.1)
2016-2017 Base Budget	135,438.8
Total Lump Sums	762.2
University-wide Initiatives	(1,862.6)
Initial Tax-Levy Certificate Allocation	134,338.4
Fall 2015 Tuition Increase Revenue Reserve	3,399.9
Adjunct Extra Hour	522.3
PSC Reassigned Time	18.7
PSC Sabbaticals	1,326.0
Untenured Faculty Release Time	441.2
Total Projected Additional Allocations ¹	2,308.3
Building Rentals	2,415.3
Energy	13,080.8
Fringes	57,756.8
Graduate Teaching Fellows	1,255.2
Student Financial Aid	1,343.7
Total Projected Allocations Outside Operating Budget ²	75,851.8
Total Projected Tax-Levy Operating Budget	215,898.4
Compact Philanthropy	7,620.6
Total Projected Operating Budget	223,519.0



¹ Subject to change based on actual costs. Allocated through certificate process

² Estimates based on FY2015 actuals

Dear Colleagues,

You may have heard that we are facing a large deficit for next year—perhaps in excess of 8 million dollars. I write to the campus as a whole to lay out the situation in fairly broad strokes. We are still in the process of going through these numbers with CUNY Central, and figuring out precisely where we will stand, but the truth is that we will be facing a significant deficit—more than you would have imagined when you heard we can anticipate a 1% cut (approximately \$1.4 million).

I ask that as you read this, you look at it less as a final numerical accounting and more as a narrative about how we got there. While the state budget is better this year than in the past, a series of external and internal factors combined to put us in a fairly deep hole. Any estimate at this time incorporates a fair number of uncertainties, so these numbers are approximate and could change, but I wanted to give you as much reliable information as I currently have.

In broad strokes, our outstanding budget challenges include:

1. The previously mentioned 1% budget cut, which amounts to about \$1.4 million.
2. Monies injected into departments last year over and above what their allocation would have been according to our budget model: These numbers approach \$4 million. (Basically, the budget model envisioned a scenario in which divisions gained resources in proportion to their enrollment increase, and lost budget when enrollments dropped.) Early last fall, decisions were made to inject resources into divisions and schools that were not calibrated to this model.
3. The City Comptroller has issued new wage determinations with the Skilled Trades employees, and the unfunded cost of that on this campus (salary plus overtime) is \$1.5 million;
4. Mandatory cost increases like contractual raises are not, in this year, fully matched by the smaller than we had hoped tuition increase, that can cost us as much as \$1.4 million;
5. Other miscellaneous needs of a smaller order (about \$100-400K).

We are faced with a few very difficult realities. The budget model we developed two years ago cannot work in a time of declining enrollments and capacity—it works best when the tide of revenue and enrollments is rising. Most importantly, the model has no realistic provisions for generating new revenue, and we cannot continue to solve our problems by finding a more clever way to divide up the pie. Any far reaching revamp of our budget model will likely need to wait for a permanent president, but it's clear that we need an approach that considers strategic investments where it makes the most economic sense, and that factors the cost of educating our students into the conversation.

We will be bringing forward a series of short term measures to reach the end of the next fiscal year safely, and these will almost surely include measures such as hiring freezes and college absorption of vacancy savings. I think it is also more crucial than ever to think about where we may have redundancy in our budgets. We'll certainly also be looking at spending reductions in areas like temporary services and other than personnel services (OTPS).

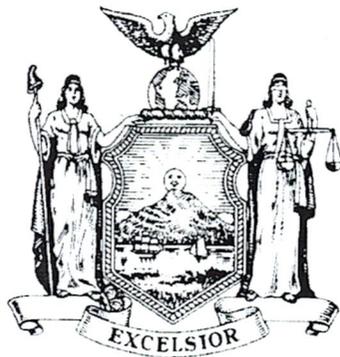
This is truly hard news and I'm sorry to be delivering it to the campus at the end of the semester. We will hold an extraordinary meeting of the faculty senate this week to take up these matters, and to discuss the process of tackling these issues over the next weeks and months.

Sincerely,

Vince Boudreau

Interim President

State of New York
Office of the Inspector General



Investigation of
The City University of New York
Interim Report

November 2016

Catherine Leahy Scott
Inspector General

EXECUTIVE SUMMARY

On October 9, 2016, William C. Thompson, Jr., Chairperson of the CUNY Board of Trustees, formally requested that the New York State Inspector General commence a comprehensive investigation into a number of matters, including the use of City University of New York (CUNY) foundation funds; the relationship between CUNY's colleges and their affiliated foundations and potential conflicts of interest; CUNY procurement policies; the hiring, expenses, and retention of consultants at CUNY; conflicts of interest at CUNY; and "all of the administrative and financial oversight and controls and best practices . . . with respect to all of the college foundations, alumni associations or other affiliated entities." Chairperson Thompson's request surfaced in the wake of the publication of alleged misconduct and fiscal mismanagement by a past President of City College of New York (CCNY).

The Inspector General's initial review identified a number of systemic concerns largely attributable to CUNY's lack of oversight that have led to financial waste and abuse within the CUNY system. CUNY administration also has failed to institute effective centralized management policies. The impact of this decentralization and deficient oversight has been further exacerbated by the failure to effectively operate the CUNY system for the benefit of taxpayers and students by those who are charged with the daily operations of the CUNY system, including but not limited to the Chancellor and General Counsel, among others.

Specifically, the preliminary investigation revealed that CUNY has expended funds on questionable activities and that its colleges and affiliated not-for-profit foundations lack sufficient controls to ensure the integrity of their use of non-tax levy funds. In light of the fact that the not-for-profit foundations affiliated with CUNY as a whole maintain approximately

\$1 billion in funds, it is imperative that significant steps are immediately taken to strengthen the fiscal integrity and oversight of this system. In addition, CUNY is spending significant resources in a decentralized manner on outside contracts, including for lobbyists engaged in questionable and seemingly redundant tasks, despite also employing its own central and school-based government relations staff. This decentralization creates an environment in which CUNY institutions lack appropriate fiscal management, oversight and transparency. This preliminary investigation also revealed that CUNY has failed to fulfill its legal obligation to report misconduct to the Inspector General as required under New York Executive Law. At times, CUNY has instead hired outside counsel to conduct internal investigations at significant cost to the public. Consistent with New York State Executive Law 4-A, the Inspector General refers these interim findings to CUNY for whatever disciplinary action it deems appropriate.

CUNY's executive staff including the Chancellor, the General Counsel, and all those employed in the CUNY system must adhere to the highest ethical standards, and conduct themselves as financial stewards, safeguarding this public university and ensuring confidence in the integrity of the CUNY system. Accordingly, the Inspector General has prepared this interim report to highlight certain areas of immediate concern and enable CUNY's Board of Trustees to begin remedial action in consultation with the Inspector General.

As a result of this preliminary investigation, the Inspector General recommends that CUNY immediately implement centralized policies in order to reduce the potential for fiscal mismanagement and abuse. CUNY must also take steps such as instituting more stringent controls for the relationships between all CUNY-based foundations and their affiliate colleges to ensure proper fiscal oversight of funds managed by those institutions and mitigate improper or wasteful expenditures.

Appendix I: CCNY Independent Rankings

11. Chronicle Article on CCNY Social Mobility
12. Top 50 Most Ethnically Diverse Colleges List

Colleges With the Highest Student-Mobility Rates, 2014

The Chronicle List | October 15, 2017

City University of New York campuses made a strong showing among colleges with the highest mobility rates, a measure of the percentage of all students in a birth cohort at a particular college whose parents were in the bottom 20 percent for household income, and who reached the top 20 percent for individual earnings. Seven CUNY campuses were in the top 10 for mobility rates among four-year public colleges, and five CUNY campuses were in the top 10 among two-year public colleges. Five historically black colleges and universities ranked in the top 40 for mobility rates among four-year private nonprofit institutions.

4-year public institutions

Rank	Institution	Median parent household income	Median child earnings, 2014	Mobility rate
↑↓		↑↓	↑↓	↑↓
1.	City U. of New York Bernard M. Baruch College	\$42,800	\$57,600	12.94%
2.	City College of City U. of New York	\$35,500	\$48,500	11.72%
3.	California State U. at Los Angeles	\$36,600	\$43,000	9.92%
4.	City U. of New York John Jay College of Criminal Justice	\$41,800	\$45,200	9.69%
5.	Stony Brook U.	\$73,600	\$60,100	8.41%
6.	City U. of New York, New York City College of Technology	\$33,500	\$37,000	8.33%
7.	City U. of New York Brooklyn College	\$52,200	\$44,300	8.07%
8.	U. of Texas-Pan American (now merged into the U. of Texas-Rio Grande Valley)	\$31,700	\$39,300	7.65%
9.	City U. of New York Hunter College	\$49,800	\$44,400	7.54%
10.	City U. of New York Queens College	\$63,300	\$48,200	7.14%
11.	South Texas College	\$23,900	\$27,500	6.91%
12.	California State Polytechnic U. at Pomona	\$80,200	\$55,100	6.83%
13.	U. of Texas at El Paso	\$42,400	\$38,400	6.82%
14.	U. of California at Irvine	\$92,100	\$60,400	6.77%
15.	U. of Texas at Brownsville (now merged into the U. of Texas-Rio Grande Valley)	\$26,400	\$29,800	6.64%

Filter

The 50 Top Ethnically Diverse Colleges In America



Presidential Medal of Freedom award winner, author, and poet Maya Angelou said, “It is time for parents to teach young people early on that in diversity there is beauty, and there is strength.” It is true, there is strength in diversity. Students educated in racially and ethnically diverse settings perform better academically and reap greater professional success than peers from more homogeneous learning environments. The advantage of a multicultural education extends far beyond the classroom and professional life. The idea of democracy is truly dependent on the next generation of leaders, leaders who are prepared to engage with individuals and groups that make up the Melting Pot we call America. Only those who can rejoice in the beauty of our differences while valuing human life will change the world. Our list was based on the following criteria:

- No race can have more than 45% representation
- At least three races are represented by over 12%
- Percentage of total minorities graduated 2012-13

5. CUNY – City College



Townsend Harris, the founder of CUNY – City College said, “Open the doors to all. Let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect.” CUNY – City College is still living up to this mission today. A university that is flourishing with ethnic and cultural diversity, it is a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York. The Office of Student Life oversees more than 200 student organizations, many of which have an ethnic or cultural focus. Some of the most active clubs on campus are the Asian Cultural Union, Caribbean Students Association, LAESA-SHPE (Hispanic Engineers), The Middle Eastern Music and Dance Club, Muslim Students Organization, and the National Society of Black Engineers, all of which have a cultural focus.

Appendix J: Financial Aid

- J1. CUNY Net Price Calculator
- J2. CUNY Refund Policy
- J3. CUNYfirst student financial info
- J4. CCNY Default Rates (Financial Aid)



CUNY Net Price Calculator

Student Information

College:

Your state of residency:

Did/will you graduate from a High School located in New York City? Yes No

Do/did you have over an 80 average in your academic subjects in high school? Yes No

Do you expect to enroll in CUNY within a year of your high school graduation? Yes No

Your date of birth:

While attending CUNY, will you live at home? Yes No

Are you interested in Work? Loan?

Enter your Estimated Family Contribution (EFC). If you don't have your EFC as a result of filing your FAFSA, please visit this [EFC estimator](#) and enter the **Expected Family Contribution** amount you calculate in the box to the right.

Other institution scholarship & grant:

Your income earned from work:

Your marital status:

Number in your household: (Do not include your parents and your siblings) Number in college:

Reset 

Next 

Completion of this Financial Aid Estimator is not an application for financial aid. The estimates provided do not represent a final determination, or actual award, of financial assistance or a final net price of attendance at your chosen college. You must file a Free Application for Federal Student Aid (FAFSA) in order to determine your eligibility for federal financial aid at CUNY. For more information on applying for Federal student aid, go to <http://www.fafsa.ed.gov>.

Refund Policy

Tuition refunds are calculated in accordance with the Tuition Refund Policy for those students who officially drop a class or classes during the first three weeks of the semester. **Fees are not refundable.**

Fall & Spring Semesters Only

Drop Period	Tuition Refund	Tuition Obligation
Drops prior to the first day of the semester	100%	-0-
Drops during the first calendar week of the semester	75%	25%
Drops during the second calendar week of the semester	50%	50%
Drops during the third calendar week of the semester	25%	75%
Withdrawal after the third calendar week of the semester	-0-	100%

*For Summer and Winter session refund schedules, please refer to: [Academic calendar](#)

The percentage of refund is determined by the date the course(s) is dropped in CUNYfirst.

Tuition will be refunded 100 percent for those courses which, at any time, are cancelled by the College. Failure to attend class, merely giving notice to the instructor, or stopping payment on a check is not considered an official drop or withdrawal.

Students who pay their tuition bill in full and subsequently drop will have their refund calculated according to the above Tuition Refund schedule. For further information on refund options, and information on financial aid refunds, go to:

www.cuny.edu/studentrefunds

Students who made a partial payment on their bill will have their tuition liability calculated according to the above Tuition Obligation schedule. A reduction in tuition charges may not necessarily result in a refund and, in some instances, a tuition balance may still be due. **Fees are not refundable.**

Financial Aid

Award Summary

Financial Aid Year 2017-2018

Select the term hyperlinks below to see more detailed information.

Aid Year				
Award Description	Category	Offered	Accepted	Loan Details
Federal PELL Grant Fall	Grant	1,685.00	1,685.00	
Federal PELL Grant Spring	Grant	1,685.00	1,685.00	
Subsidized Direct Loan	Loan	5,500.00	5,500.00	Loan Details
Waiver	Waiver	58.50	58.50	
Aid Year Totals		8,928.50	8,928.50	

Currency used is US Dollar.

[Shopping Sheet](#)

[Satisfactory Academic Progress](#)

[New York State Cost Projections](#)

[Full-Yr Financial Aid Summary](#)

[Loan Counseling](#)

Terms

2018 Spring Term

[View Scheduled Disbursement Dates](#)

Award Description	Category	Offered	Accepted
Federal PELL Grant Spring	Grant	1,685.00	1,685.00
Subsidized Direct Loan	Loan	2,750.00	2,750.00
Term Totals		4,435.00	4,435.00

2017 Fall Term

[View Scheduled Disbursement Dates](#)

Award Description	Category	Offered	Accepted
Federal PELL Grant Fall	Grant	1,685.00	1,685.00
Subsidized Direct Loan	Loan	2,750.00	2,750.00
Waiver	Waiver	58.50	58.50
Term Totals		4,493.50	4,493.50

Currency used is US Dollar.

Your financial aid award is determined from the information provided in your application.

If there is no financial aid displayed your application may be in progress. Please check back.



School Default Rates
FY 2014, 2013, and 2012

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2014	FY2013	FY2012
002688	CITY COLLEGE OF NEW YORK - CUNY 160 CONVENT AVENUE NEW YORK NY 10031-9198	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	4.3	5	5.7
					No. in Default	80	87	92
					No. in Repay	1,834	1,740	1,602
					Enrollment figures	19,179	19,258	19,040
					Percentage Calculation	9.5	9	8.4

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2014 CDR Year will use 2012-2013 enrollment).

Current Date : 02/16/2018

Appendix K: Faculty

- K1. COACHE Survey Action Plan
- K2. Faculty Senate Resolution on Women

**The Faculty Senate
The City College of New York**



Proposed: February 18, 2016
Adopted: March 17, 2016
Vote: 35:1:2
(requires 33 votes for adoption)

Proposed Action Plan in Response to the Results of the 2015 COACHE Survey

Whereas the Faculty Senate believes that the deep and widespread faculty dissatisfaction revealed by the 2015 COACHE survey cannot be fixed with minor adjustments and initiatives, but requires a deep change in the College's commitments;

And whereas our current period of fiscal exigency threatens to compromise the College's central mission and alter its character;

Therefore be it resolved that the Faculty Senate propounds the following core principles and practices, derived from the work of the original constituent committees convened in Spring 2013 for the Strategic Plan, as initial steps toward improving the College.

1. Recommit to the College's historic mission of providing an affordable public education equal to that of elite private institutions. In straitened financial circumstances, sacrifice administrative services and ancillary programs in order to maintain the college's core mission of providing underserved students the opportunity to study with outstanding practitioners of research, scholarship, and artistic creation. Accept that while we cannot provide students the social experience of a residential college, as a public, diverse institution in the heart of New York City we can provide an education of unparalleled intellectual richness and cultural diversity.

2. Develop a culture that values learning, problem-solving, discovery, the intellectual, the aesthetic, and the just for their inherent value. Resist the temptation to sacrifice standards, student excellence, and the excitement of ideas for retention and graduation rates. Make high expectations a regular subject of faculty discourse. Eliminate students' ability to retake courses multiple times, which drains resources. Instead, the College should provide better instruction and support to ensure that students can meet high standards.

3. Commit to pedagogy that supports student success and active learning. Maintain small class size and lower faculty-student ratio. Use technology judiciously when it enhances intellectual experiences. Increase the number of full-time faculty teaching lower-division courses and include discussions of expectations in orientations for new adjuncts. Make excellent teaching and availability for students a requirement for tenure and promotion. Increase opportunities for student research and other forms of inquiry-based or experiential learning. Support and develop bridge programs that identify, cultivate, and recruit talented students from underrepresented ethnic or socioeconomic groups.

4. Recognize and support faculty research and scholarship Clarify faculty performance expectations and measures. Reward faculty excellence appropriately. Make more funding available for conference travel, small research projects, new hardware and software for

Executive Committee (2015-2016):

David Jeruzalmi (Chair), Marta Bengoa, Dan DiSalvo, Jorge Gonzalez, Marta Gutman, Renata Miller, David Weissman

research-active faculty. Make resources available for faculty roundtables and seminars to enrich the intellectual life of the college. Formulate strategies for the College to rise as a national and international leader in strategic research and educational areas by coordinating faculty talents from multiple disciplines, research, scholarship, and instructional resources; formulating Centers and Institutes of Excellence; and identifying external resources to support these signature programs via competitive external funding programs and/or philanthropy.

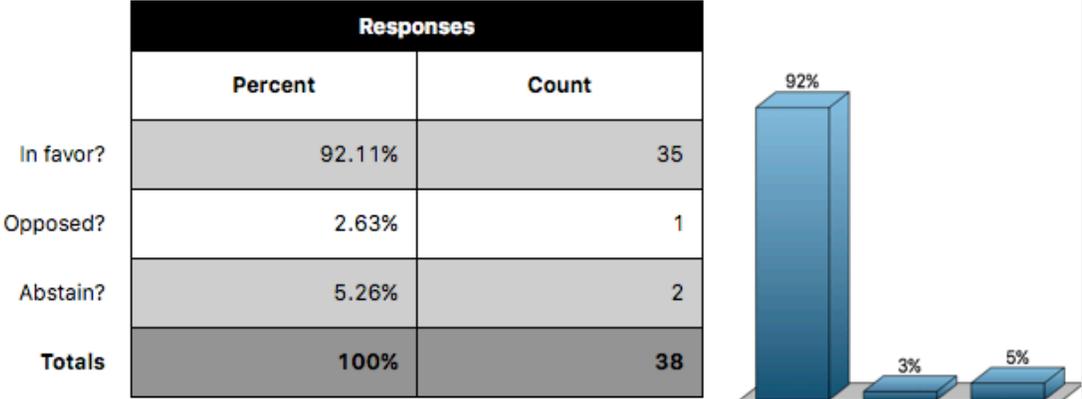
5. Establish priorities among schools, divisions, departments, and programs in order to strengthen the college as a whole. Invest in academic programs that are flourishing, but ensure that the success of one school, division, department, or program will rebound to success of the College. Do not tolerate great disparities in the quality of student education based on choice of major.

6. Require a culture of excellence in facilities. Maintain basic standards of cleanliness and functionality in the spaces of research, scholarship, creativity, and instruction.

Session Name: 16-031716-CCNY-FS-COACHE-Resolution
 Date Created: 3/17/16, 2:03:32 PM Active Participants: 38 of 68
 Average Score: 0.00% Questions: 1

Results by Question

1. Shall the matter be adopted? (Multiple Choice)



**The Faculty Senate
The City College of New York**



Proposed: March 16, 2017
Adopted: March 16, 2017
Vote: 46:0:0

***requires 34 affirmative votes to pass**

Resolution to Improve the Status of Women at City College

Whereas the 2015 COACHE Faculty Job Satisfaction Survey survey found that City College female faculty are by-and-large more dissatisfied than male faculty in numerous areas, including childcare, eldercare, and "institution does what it can for work-life compatibility;"

And whereas City College seeks to provide equitable working and learning conditions that support its students, faculty, and staff in realizing their potential;

Therefore, be it resolved that the Faculty Senate of the City College of New York urges the college to focus more attention on and to provide increased tangible and systematic support for women in the college community;

Be it further resolved that the Faculty Senate shall form an ad hoc committee, consisting of faculty, staff, and administrators, to conduct a study of salary equity at City College; the administration should provide this committee with anonymized data on all faculty, executive compensation plan, and staff salaries, including titles, departments, number of years in title, gender, and race/ethnicity;

Be it further resolved that the Faculty Senate of the City College of New York requests from the administration an inventory detailing campus services, including but not limited to health, counseling, and advising, that support the particular needs of students, faculty, and staff that identify as women; and

Be it further resolved the Faculty Senate requests from the administration a timeline and plan for the reopening of the childcare center as a model of outstanding early-childhood education, with seats available not only for the children of students but also for the children of faculty and staff.

Executive Committee (2016-2017):

David Jeruzalmi (Chair), Bruce Cronin, Anne Kornhauser, Jorge Gonzalez, Renata Miller, Richard Steinberg, David Weissman