



Self-Study

Prepared by

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for the
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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 planning for and assessment of institutional and academic initiatives and to expand its assessment of strengths and challenges. This in-depth review has led already to institutional improvement, especially in the areas of institutional and academic assessment. It also has helped City College pinpoint those areas that require increased focus 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 January 2006, was undertaken by 14 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 subcommittee membership was actively solicited 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 *Characteristics of Excellence* and to provide a roadmap to the College's future. The following provides a summary of committee findings and recommendations.

Standard 1: Mission, Goals and Objectives

City College is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Since its last Middle States review, The City College of New York (CCNY) has made significant progress in realizing its mission. The College today is a thriving academic environment of research and scholarship, coupled with the College's highest enrollment of achieving students in recent times.

The College's creation of a Strategic Plan in 2003 involved an in-depth review of the College's Mission, and the creation of specific Goals and Targets, which reaffirmed and expanded on our commitment to the institution's core values. The Strategic Planning Committee used the Mission as the starting point from which to outline comprehensive areas for improvement, most of which have been or are in the process of being addressed. The challenge remains to attract a better prepared, diverse student body, in which each student can thrive in a demanding academic setting. The College intends to formalize a mission review process allowing for periodic, community-wide engagement.

Standards 2 and 3: Planning, Resource Allocation and Institutional Review and Institutional Resources

The College has made important strides in its institutional planning, led by the President, his Cabinet and the Review Committee. The CUNY Master Plan and the CCNY Strategic Plan have identified flagship program initiatives, planning priorities, and University-driven assessment through an annual review of Goals and Targets. In the

past decade CCNY has 1) improved the institutional planning and resource allocation process, 2) enhanced academic and student life spaces, 3) completed significant renovation of internal spaces and external North Campus building facades, 4) dramatically increased its research and external funds, and 5) improved faculty and student technology services.

CCNY's flagship programs in Science, Engineering and Architecture, at the forefront of institutional planning, receive significant University and College resources. A \$26 million gift from Andrew Grove to the School of Engineering, a new building for the School of Architecture, and three planned Science centers on South Campus are illustrative of the College's planning and success in these areas.

In the past five years, the College has embarked on the most successful fundraising campaign in its history, surpassing its \$100 million goal by \$130 million, for a total of \$230 million. Strong enrollment, increased research funding, and a new Student Technology fee have provided additional resources.

Substantial improvement has also been made in academic and student life spaces. The College's first residence hall has allowed CCNY to begin building a new kind of campus community and to attract students looking for a residential experience. A renovated student enrollment service area, new well-equipped fitness center, and renovated student lounge have enhanced the physical plant, especially for highly-used student services.

The College has also made considerable progress in developing technology for faculty and students by providing more computers and smart classrooms, and by upgrading its Internet wiring. While much has been done, maintaining appropriate technology resources is a continuous challenge.

The College's base-budget has been generally static, but new CUNY initiatives have enabled the College to allocate additional resources for critical academic areas and support services. City College is challenged to create a clear and readily accessible budget allocation process at all levels. While planning is successfully implemented at higher levels of institutional and academic planning, the College is seeking to strengthen these functions at the divisional and departmental levels. The College's multi-faceted allocation process of available funding streams makes cogent planning, allocation and monitoring difficult.

The University is implementing an enterprise resource project, known as CUNY-FIRST, to replace aging legacy systems and re-engineer administrative processes at all constituent colleges. The changes will drastically alter the administration of human resources, student records and finance, providing greater flexibility, access to information and increased functionality, allowing the college to improve services provided to all constituents. Implementation will take place over the period from 2008-2012.

Standard 4: Leadership and Governance

City College's governance is vested in the Bylaws of the CUNY Board of Trustees and the College's Governance Plan, which provides for a shared governance structure through the Collegewide P&B, the Faculty Senate, professional school Faculty Councils and the College of Liberal Arts and Sciences Faculty (CLAS) Council. Governance procedures are articulated at all levels.

A number of governance issues are being reviewed. Recent discussions have focused on faculty desire to have more authority in tenure and promotion recommendations at the Collegewide P&B level, in keeping with other CUNY college governance models. Presently, over 96% of the faculty before the Collegewide P&B receive a positive decision on tenure, promotion and reappointment. The cumbersome structure and ineffective format of the Policy Advisory Council (PAC), where students, faculty, and staff as well as representatives from the City College Fund and Alumni Association meet as one body, is under review. The low level of faculty participation in the Faculty Senate and CLAS Faculty Council has been identified as an area of concern. These issues are among those being addressed by a Governance Task Force, which will present a report later this year.

Standard 5: Administration

Led by President Gregory H. Williams, the College's administration provides strong, proactive leadership to promote the successful achievement of its mission and goals. The President's Cabinet and the Review Committee (comprising the Collegewide P&B and the Vice Presidents) implement and monitor academic and institutional priorities through the CUNY Master Plan and performance Goals and Targets, along with the College's own Strategic Plan initiatives. Annual assessment of top leadership is an essential part of the College's administrative planning and evaluation procedures.

The recent restructuring of several key positions has better enabled the administration to manage critical areas affecting personnel and resource allocation. The single Chief Operating Officer post was divided into two Vice Presidential positions: a Vice President for Facilities and a Vice President for Finance and Administration. The position of Assistant Vice President for Information Technology/Chief Information Officer was created to oversee technology initiatives and operations. In addition, an Assistant Vice President for Enrollment Management position was created to provide more coordinated admissions and enrollment management to increase student retention and graduation. Many of the top administrative posts have been filled with new, talented and committed personnel in the past few years.

The administration intends to strengthen its comprehensive budget monitoring process to prioritize the use of resources among academic and administrative areas. There appears to be a need for continued improvement of two-way communication between academic and administrative areas to foster a stronger community; this issue is also addressed in Standard 10.

Standard 6: Integrity

Integrity is essential to all City College activities; most policies regarding integrity issues are developed and promulgated by the University. Specific areas that concern students,

such as academic integrity, student academic appeals, student conduct, grievances and respect for diversity, are widely published College policy and enforced.

Policies affecting faculty and staff, such as fair hiring practices, proper working conditions and fair processes of tenure and promotion are also strictly adhered to by the College. Clear guidelines on faculty conduct exist on issues of importance to academic communities such as academic freedom, conflict of interest, academic integrity and behavior in academic settings.

Standard 7: Institutional Assessment

City College has made significant strides in institutional assessment by using the CUNY Master Plan, the College's Strategic Plan, and its annual assessment procedures as its planning instruments. The CUNY-driven annual cycle of assessment is directly linked to planning that complements the College's internal assessment of its Strategic Plan and short-term goals. CUNY objectives are also monitored in an annual Performance Measurement Process (PMP), which provides quantitative indicators for many areas of evaluation. College performance is monitored based on three broad objectives: raise academic quality; improve student success; and enhance financial and management effectiveness. The College assesses relevant criteria according to these standards, and also monitors its own institutional priorities that support the College's ability to fulfill its mission.

In addition to the CUNY criteria, the College has integrated learning outcomes into its on-going institutional assessment. While this process is still new, the College has fundamentally changed the way it addresses curriculum development and instruction, which are now subject to assessment at the course, program and institutional levels.

Standard 8: Student Admissions and Retention

Since the last Middle States review, City College has become increasingly competitive, while maintaining a diverse student body. This has been achieved through the creation of the CUNY Honors College and CCNY Honors Program, the end of remediation at CUNY senior colleges, and more aggressive recruiting of talented students. CCNY's enrollment has increased 40% during the past six years, and its students are stronger academically.

Addressing low retention and low undergraduate graduation rates remains a top priority for the College, since fewer than 40% of full-time first-time freshmen graduate within 6 years. The reorganization of the Office of Enrollment Management in 2004 has facilitated more comprehensive monitoring of student services to increase retention. The creation of the Gateway Academy to advise all in-coming students provides an important foundation for students to succeed. New Student Seminars and encouraging students to declare majors earlier are other important retention initiatives.

The College is also beginning to transition to a new enrollment management system that will significantly enhance its advising, registration, and analysis capabilities.

This year, after a thorough review, the College is phasing in new and more competitive admissions criteria. This change will pose a significant challenge for the College to maintain its level of enrollment and to manage the personnel and resources required.

Standard 9: Student Support Services

As City College strives to be a more student-centered institution, its support services are becoming increasingly responsive to student academic success. Academic support services include information literacy seminars, career counseling, and tutoring services that offer individual support for writing, math, and other essential academic skills.

Academic Advising is important at all levels and in all academic areas of the College, and has been enhanced significantly for entering students through the Gateway Academy. While increased attention is being paid to advising, student satisfaction varies regarding the availability and consistency of the services. This is an area that requires additional improvement.

Since its last review, the College has significantly increased services available through its Wellness and Counseling Center, which are accessed currently by over 70% of the student body. The College has also revamped its Financial Aid counseling to disburse funds more effectively to students earlier in the semester and to provide increased advising.

The Office of Student Life offers an array of co-curricular activities that strengthen academic, social and leadership skills and generally contribute to students' overall academic, personal, social, and professional growth. A comprehensive athletic program further enhances students' overall experience. Importantly, a new residence hall now provides students who want to live away from home an opportunity to participate in this aspect of the college experience.

CUNY regularly reviews student satisfaction on each campus and the College is proactive in using this assessment to enhance student services; formal local assessment measures are being developed.

Standard 10: Faculty

City College's faculty is a vibrant, committed group of scholars and teachers who combine extraordinary dedication to students with distinguished engagement in the scholarly, scientific and professional worlds. Faculty members typically publish over 1,000 works of scholarship annually. The College's increased external funding for research and scholarship to \$45 million in the past seven years has further supported faculty accomplishments.

A 2000 CUNY initiative to raise academic quality in the flagship programs has been supported through additional "cluster" line hiring. However, while 50% of the faculty has been hired in the past seven years, making for a relatively young faculty group, overall faculty numbers have not grown during a period of increasing enrollment due to the need to replace significant numbers of retirees. To address the teaching demands resulting from rising enrollment, significant college resources are allocated to adjunct

hiring. Achieving balance between full-time and adjunct faculty remains a challenge. Anticipating an increase in state funding for Fall 2008, the College is planning to hire 26 additional faculty members, in addition to replacement of retirees.

To further support faculty in the classroom, the College's Center for Excellence in Teaching and Learning is a significant initiative to support teaching, learning, assessment training, and technology teaching applications.

The College administration has attempted to address some faculty members' lack of trust in the administration as well as a perception of gaps in communication; these are areas of continued concern.

Standard 11: Educational Offerings

The breadth and excellence of City College's academic offerings are manifest in its programs in arts and humanities, natural sciences and social sciences, architecture, education, engineering and biomedical sciences. Its prominence in doctoral programs in psychology, engineering, and the sciences, and as CUNY's lead institution in sponsored research, further underscore its flagship status in the sciences and engineering. The Sophie Davis School of Biomedical Education, the College's seven-year B.A./M.D. program, continues to attract the very high-achieving students to the College. The College has also committed to enhancing its "premier" programs in film and video, sonic arts and electronic design and multi-media. Public and community service programs, such as those run by the Colin Powell Center, additionally support the College's mission of service and citizenship.

The high caliber of the College's professional programs is demonstrated by the following re-accreditations during the past five years:

- Architecture was accredited in 2006 by the National Architecture Accrediting Board (NAAB).
- Education was accredited in 2004 by the National Council for Accreditation of Teacher Education (NCATE).
- Engineering was accredited in 2005 by the Accreditation Board for Engineering and Technology (ABET).
- Sophie Davis Physician Assistant Program was accredited in 2006 by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Importantly, CUNY has authorized CCNY to begin granting the Ph.D. in engineering disciplines in Fall 2008, and to award joint degrees with the CUNY Graduate Center in Biology, Chemistry, Biochemistry and Physics, allowing CCNY finally to be recognized as a Ph.D. granting institution after decades of providing doctoral education in these disciplines.

Support of the College's educational programs is achieved in several ways. CLICS, a new initiative to maximize library collections on CUNY campuses, allows students to access books from any CUNY library. The College is beginning to make improvements in student technology support through equipping smart classrooms and centralizing and

renovating computer labs; as noted previously, achieving appropriate levels of instructional as well as other technologies remains a challenge.

Standard 12: General Education

General Education is at the heart of the City College mission: all students will graduate not only with essential writing and quantitative skills, but with the excitement of academic discovery in a variety of disciplines, a strong foundation in critical reasoning and a firm grounding in ethics. In response to findings that the Core had become unwieldy, lacked intellectual vigor and was an impediment to students selecting a major, the faculty elected to create a new general education curriculum for gradual implementation beginning Fall 2006.

The new general education requirement provides each student the opportunity to structure a program in which general education and major program studies are experienced as an integrated whole, rather than as separate, unrelated elements. Skill areas include: oral and written communication skills; quantitative reasoning ability; critical analysis; technological competency; and information literacy as the proficiencies to be embedded into the courses that satisfy the general education curriculum. These are achieved through 36 credits, which extend across the entire undergraduate period. Students are also required to complete an upper division course in an area other than their major, pass a speech requirement, and complete the foreign language requirement.

A summative assessment of General Education has been implemented through the CUNY Proficiency Examination (CPE), which requires students to demonstrate adequate academic skills by 60 credits and prior to taking upper division courses. Recent findings demonstrate increased success rate in this area.

Continuing integration and assessment of the General Education curriculum in all areas is of paramount importance.

Standard 13: Related Education

City College fulfills its mission by providing a range of academic, certificate and professional course offerings for non-traditional students through its Division of Worker Education (DWE) and Adult and Continuing Education Program (ACE). High school and middle school preparatory classes further support the College's service to New York City. The College has also expanded its Study Abroad programs.

The Center for Worker Education (CWE) moved to a new, better-equipped facility and was also designated a Division (DWE) in CCNY's College of Liberal Arts and Sciences, further enhancing its academic programs and governance. DWE is currently developing a Master's degree program, which it hopes to introduce within the next three years.

Since its founding in 1997, the Adult and Continuing Education Program has offered programs that span adult literacy and vocational education to continuing education credits for professionals. ACE continues to help adults fulfill their educational and professional goals while connecting the College and the community. Recently, ACE has enhanced its connection with the College's academic units and has successfully piloted new programs.

City College's Study Abroad program offers an additional dimension to students' experiences through a high quality, high-impact service-learning internship experience abroad; City College students also increasingly participate in the CUNY study abroad offerings. Increased scholarship funds have helped build student participation in these programs.

City College further fulfills its mission to the City of New York through its participation in College Now, a CUNY initiative that prepares high school and middle school students for college. Through the Affiliated Schools Initiative created in 2002, City College provides space and resources the High School of Math, Science and Engineering, which is housed on City College's campus.

Standard 14: Assessment of Student Learning

Assessment of student learning has evolved significantly since the last Middle States review. Beginning in 2000, systematic learning assessments were instituted for the College's flagship programs in Engineering and Architecture, and in the School of Education, all accredited by professional agencies. The Sophie Davis School of Biomedical Education also conducts intensive, systematic learning outcomes assessment in all of its offerings. To enhance evaluation of all undergraduate learning, the College developed and implemented a comprehensive assessment process for the College of Liberal Arts and Sciences (CLAS).

A new assessment team structure on the department and divisional level, led by a newly-appointed Director of Assessment in the Provost's office, is the primary means by which the College is building a learning assessment culture. At the same time, assessment has been incorporated into institutional evaluation by the Deans and the Provost. Resources have been allocated through the Center for Excellence in Teaching and Learning to train faculty, and stipends have been made available assist faculty in assessment training.

While the process is still new, all CLAS departments are participating in learning assessment to varied degrees and are applying their findings to make curriculum and course improvements. Although there is still some faculty resistance to these changes, the College is on track to build upon its successes.

Overview and Recommendations

The City College of New York is a strong institution on a trajectory for significant change, due to planning initiatives that have helped the College better to fulfill its mission. Specific recommendations are found at the end of each chapter of the Self-Study Report.

Three overarching recommendations that the College intends to address in the coming years are:

1. Expand Institutional Assessment activities to include more faculty, students and staff, and focus more effectively on resource allocations.

2. Create an organizational culture that supports collaboration between faculty and administration.
3. Integrate Learning Assessment into the academic culture of the College, with focus on learning outcomes, retention and graduation rates.

We welcome the opportunity to discuss these and all other pertinent issues with the Visiting Team during the coming months.

Introduction

When it was established in 1847 as one of the first public institutions of higher education, The City College of New York was a great experiment of the nation's then-young democracy. Today it remains one of the most important avenues for learning and upward mobility in this nation. Originally called the Free Academy, the goal of the country's first municipal college was articulated by founder Townsend Harris: "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."

For more than 160 years, City College graduates have proven the wisdom of that vision. They include nine Nobel laureates and other nationally recognized leaders in virtually every segment of the cultural, social, political, and commercial enterprises of the country. The College takes pride in Andrew Grove, whose name graces the School of Engineering, and Colin Powell, whose Center prepares the next generation of world leaders. They, and many others like them, have repeatedly spoken with deep gratitude about the opportunities afforded them by an education at The City College. CCNY is equally proud that it has transformed the lives of tens of thousands young men and women who, while not always in the headlines, live honorable, satisfying, contributing lives.

Today, CCNY continues to embrace its role as a gateway to opportunity. Among the country's most diverse public higher education institutions, CCNY currently enrolls approximately 14,500 students, its largest and highest achieving student body in recent history. Student diversity is one of the College's hallmarks and great assets, with Latino, Black, and Asian students comprising its three largest ethnic groups. Students hail from 155 countries and speak 94 languages other than English, notably Spanish, Chinese, Bengali, Urdu, and Korean. Over seven hundred working adult students attend the College's Division of Worker Education.

The City College campus covers thirty-five acres in the Manhattan neighborhood of Harlem, extending from 135th Street to 141st Street on Convent Avenue. The College's off-site Division of Worker Education is located in the heart of downtown Manhattan, near Wall Street.

CCNY's faculty remains at the heart of the College's excellence in scholarship, research, and teaching. Of more than 500 full-time faculty, nearly 90% have attained the Ph.D. or other terminal degree. An equal number of part-time faculty members contribute enormously to the vitality of the academic environment. Faculty continue to distinguish themselves nationally and internationally, garnering awards and grants from major foundations and agencies, notably the National Science Foundation, National Institute of Health, National Endowment for the Humanities, and the U.S. Department of Education, among others. Four current professors and eight recently retired but most still active at the College hold memberships in one of the three National Academies: Science, Engineering and Medicine. Sheldon Weinbaum, Distinguished Professor Emeritus of Biomedical Engineering, is one of only six living Americans to be elected to all three. Nineteen faculty members hold the rank of University Distinguished Professor,

and fourteen junior faculty members held active National Science Foundation CAREER Awards in 2007, ranking CCNY first among New York State public colleges and universities. Other recent honorees include Professor of Architecture Lance Jay Brown, 2007 winner of the American Institute of Architecture's Topaz Medallion, and Professor of History Beth Baron, a 2007 Carnegie Fellow. In 2007, faculty received over \$43 million in research grants, the highest total ever, and produced extensive published scholarship and artistic work.

A Time of Change

Since its last Middle States Review in 1998, CCNY has experienced sweeping change in many ways. Reversing a 30-year old policy, The City University of New York (CUNY) ended all remedial education at its senior colleges and raised admissions standards in 2001, directing students who were not prepared for college level work to community colleges. Since that time, the College has shown that it is indeed possible to *raise* standards, *maintain* diversity, and *increase* enrollment and this, in turn, has meant that CCNY alumni and friends have shown renewed interest in the College.

Central to the effort has been the establishment of a “flagship environment” in CUNY, designed to foster national prominence in targeted programs. Engineering, Science, and Architecture were designated as “flagship” programs at City College. In addition, the College designated several of its excellent and unique professional and creative programs, such as those in Film, Sonic Arts, and Electronic Design and Multimedia, as “premier” programs. The Sophie Davis School of Biomedical Engineering remains a uniquely successful program, attracting high-achieving students with very good rates of retention and graduation. These programs are granted are given increased consideration for funding and line allocation both at the College and the University level.

CUNY also introduced new, centrally managed assessment through the creation of a Master Plan and University-wide Goals and Targets. CCNY developed a Strategic Plan to set its own vision and priorities, supplementing yet consistent with the CUNY plan.

These initiatives have dramatically impacted the College's ability to better fulfill its mission:

- Strong and stable leadership under President Gregory H. Williams has provided the College with a clear and consistent roadmap to the realization of its vision of The City College in the 21st Century.
- Under President Williams' leadership, the College has undertaken its most successful fundraising effort to date, raising nearly *twelve times* the projected target. The College has raised \$230 million since 2000, including \$26 million to name the Andrew Grove School of Engineering.
- Approximately 50% of the College's full-time faculty have been hired in the last seven years and bring increasingly competitive and distinguished academic credentials to provide outstanding teaching to the College's students.
- Faculty research funding has reached \$45 million in 2007 as a result of increasing quality and quantity of research activity.

- The implementation of a newly-launched General Education curriculum will provide students with a stronger foundation in the areas that CCNY has identified as essential for success in academic and life-long learning. The new curriculum is designed to facilitate easier progress toward graduation.
- Investments totaling a half-billion dollars on South Campus over the next five years will result in three new science research centers – one for CCNY and two for CUNY. In combination with the already extant New York State Structural Biology Center (a consortium of 10 research universities, including Columbia, Memorial Sloan Kettering, and Rockefeller) also located on South Campus, they will form the cornerstone of an advanced science research center in Harlem.
- World-renowned architect Rafael Viñoly designed a state-of-the art home for the School of Architecture, Urban Design and Landscape Architecture, the only public architecture school in New York City. It is scheduled to open in January 2009.
- A new residence hall, the first built on any City University campus, has become a significant tool in student recruitment and has forged a new kind of vital student community.
- Starting in Fall 2008, CCNY will begin granting the Ph.D. in Engineering disciplines, and joint doctoral degrees with the Graduate Center in Biology, Chemistry, Biochemistry and Physics, allowing CCNY to be finally recognized as a Ph.D. granting institution.

The College remains committed to this transformation, even as significant challenges remain. Recent widespread changes, coupled with the timing of this review, provide important opportunities to:

- Increase retention and graduation rates by providing students with the services that will help them succeed.
- Set clear priorities to use existing personnel and resources most effectively, and enhance assessment on all levels to improve monitoring the College's progress.

Nature and Scope of Self-Study

The City College of New York selected the Comprehensive Model for its self-study assessment to enable administrators and faculty to better identify planning and resource allocation priorities in all areas that support the College's mission and goals. Because its professional schools already participate in rigorous professional reviews (the Andrew Grove School of Engineering [ABET], the School of Education [NCATE] the School of Architecture [NAAB], and the Physician's Assistant program at Sophie Davis School of Biomedical Education [ARC-PA]), discussion about standards in academic programs and assessment are focused on the liberal arts and sciences. In other areas covered by Middle States standards, the report represents a comprehensive examination of how the College makes decisions and measures the effectiveness of institutional, administrative, and academic programs.

In January 2006, 14 standard-based subcommittees, each composed of faculty and administrators from across the College and each led by two co-chairs, began the self-study process. The co-chairs collectively comprised the Self-Study Steering Committee.

Each subcommittee designed study questions, then dedicated themselves to answering those questions through fact-finding, including reviewing documentation and conducting focus groups, surveys and interviews. Committee co-chairs reported their findings to the Middle States chairs, who reviewed their findings and responded with feedback and additional questions throughout the process. Vice Presidents, Deans, and other members of the administration and the College community have engaged in discussion and feedback on the comprehensive drafts, leading to the final document.

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Historically, The City College of New York (CCNY) had high expectations of its students and was considered very selective. Being accepted into The City College was considered a great achievement. However, in 1970, reflecting the egalitarian emphasis of public higher education in the second half of the twentieth century, The City University of New York (CUNY) adopted an “open admissions” policy to admit all New York City high school graduates. Although soon modified to reintroduce entrance requirements, this policy directed that City College, along with its sister institutions, enroll large numbers of students who would previously not have qualified for admission. Many of these students lacked college-level preparation in basic academic skills and had little idea of what success in college entailed, requiring that significant resources be expended to provide remedial education. This decision was, and remains, controversial and had a significant impact on how the College perceived itself and how many alumni perceived the College.

In 2000-01, three decades after open admissions was introduced, CUNY ended remedial programs at its senior colleges and raised admissions requirements. This was part of a comprehensive change that re-emphasized high academic standards, an outstanding faculty, improved facilities, the designation of “flagship programs,” and the creation of an Honors College. At about the same time, Dr. Gregory H. Williams became the College's eleventh president and quickly demonstrated that CCNY was prepared to respond quickly and vigorously with the leadership required to meet these challenges.

Debate continues about the changes in standards, but recent indicators demonstrate that the impact has been overwhelmingly positive:

- After years of steady losses of students, enrollment has soared to its highest levels in many years, exceeding 14,000 students.
- Formerly disaffected alumni, long disappointed by the perception of lowered standards, have come back and shown extraordinary support for their alma mater, exceeding even the most optimistic expectations.
- CCNY is attracting and retaining outstanding junior and senior faculty, who join CCNY's record number of CUNY Distinguished Professors.
- External grant funding has steadily increased.
- The College has received record allocations of state capital funds.
- CCNY opened its first residence hall, now in its second year and with a waiting list of eager students.
- The College has generated favorable publicity, heightening awareness of its excellence and achievements.

- CCNY remains one of the most diverse campuses in the country, with approximately 87% of its student members of minority groups.
- CCNY will begin to award doctoral degrees in Engineering and will offer joint doctoral degrees in Science with the CUNY Graduate Center.

In September 2000, the State Education Department conducted a post-remediation phase-out review to determine what effect that change had on the diversity of our student body. They found that there was no discernable change. However, in ensuing years, the College has experienced, along with comparable institutions, a modest decline in African-American students, particularly men. Although the reasons for this decline are unclear, the College is committed to maintaining the diversity of its student body, and actively searching for means to increase enrollment of this group.

Traditional Programs and Flagship/Premier Programs

In September 2000, CUNY Chancellor Matthew Goldstein established a “flagship environment” to foster national prominence in targeted programs. Engineering, Science, and Architecture were designated as the “flagship” programs at City College. In addition, the College designated several of its unique professional and creative programs, such as those in Film, Sonic Arts, and Electronic Design as “premier” programs. The Sophie Davis School of Biomedical Engineering remains a uniquely successful program, attracting high-achieving students with very good rates of retention and graduation. These designations imply increased funding and line allocation. The College remains committed to providing an excellent undergraduate education in all of its traditional and professional programs.

Teaching and Research

The City College continues to aggressively develop its research and scholarship capacity by hiring research faculty who actively pursue grant funding and by developing new and better research facilities. The University actively supports these efforts, as evidenced by its generous allocation of cluster lines in the sciences, the designation of City College as the location of three new multi-million dollar science research facilities, and the movement towards the granting of doctoral degrees in engineering by the Grove School of Engineering, and the joint granting of science degrees by The City College and the CUNY Graduate Center.

CCNY’s Mission and the Future

The current institutional Mission Statement was developed, evaluated, and publicized between 2001-03 through a process in which faculty members, students, and staff shared contributed ideas through focus groups, forums, campus-wide e-mails, websites, retreats, and in discussions with student, faculty and administrative bodies. Nevertheless, some members of the faculty continue to propose that the Mission place more emphasis on student access. In Spring 2007, their efforts to amend the Mission Statement through a motion in the Faculty Senate failed to pass. However, this proposal highlighted the need for formal guidelines and a process for the periodic refinement of the Mission Statement.

Mission Statement of The City College of New York

Mission

The City College of New York (CCNY), the founding college of The City University of New York (CUNY), is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Requiring demonstrated potential for admission and a high level of accomplishment for graduation, the College provides a diverse student body with opportunities to achieve academically, creatively, and professionally in the liberal arts and sciences and in professional fields such as engineering, education, architecture, and biomedical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York.

Vision

“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.”

Townsend Harris, Founder, 1847

Since its founding, The City College of New York has provided a world-class higher education to an increasingly diverse student body – serving as one of the single most important avenues of upward mobility in the nation. *Access to excellence remains the vision of the College today.*

The College strives for excellence in its wide-ranging undergraduate and master’s programs (including programs in the only public schools of engineering, architecture, and biomedical education in the city) and in its 11 on-site CUNY doctoral programs – all of which are designed to prepare students for successful careers as well as for continuing graduate and post-graduate education. The College’s commitment to excellence is further exemplified by its emphasis on scholarly research and the integration of this research with teaching at both undergraduate and graduate levels.

City College’s commitment to access is two-fold. It strives to offer an *affordable* education and to recruit and support a diverse student population, reflective of both New York City and the global society in which we live. This commitment to access stems not only from a belief that every student prepared for a rigorous college education *deserves* access to and support for it, but also that *excellence itself requires* the broad inclusion of, in the words of the College’s first president, General Alexander Webb, “the children of the whole people.”

Finally, the College will strive always to use its most valuable resources – a talented and dedicated faculty and staff and an inclusive and ambitious student body – to take a leadership role in the immediate community and across the nation.

Goals

1. *The College will graduate students who, in addition to demonstrating knowledge and skills in their chosen majors, are able to:*
 - Demonstrate critical thinking and levels of oral and written communication that will serve them well during their university years and in their postgraduate, professional, and personal lives.
 - Demonstrate the skills necessary for quantitative reasoning and analysis, evaluation, and synthesis that will enable them to integrate new information and become life-long learners.
 - Demonstrate an appreciation of arts, humanities, sciences, and social sciences, regardless of their fields of concentration, and an awareness of values, cultures, languages, religions, and histories other than their own.
 - Demonstrate the creativity, flexibility, and problem-solving ability needed to succeed in the ever-changing work and educational environments of the 21st century.
2. *The College will achieve recognition for itself and for CUNY as it seeks to enhance the reputation and visibility of its programs by:*
 - Showcasing the achievements of its students, faculty, and staff.
 - Enhancing its flagship and premier programs.
 - Attracting faculty recognized for major contributions to their fields.
 - Increasing external funding for research and scholarship.
 - Developing new programs, especially innovative interdisciplinary graduate programs.
3. *The College will continue to fulfill its responsibilities as a public college to address cultural, social, and economic needs by:*
 - Encouraging service learning, study abroad, and other public-service programs.
 - Providing special expertise and human resources to meet challenges in the areas of health care, education, engineering, architecture, sciences, social services, and arts in New York City and beyond.
 - Offering ongoing community support, service, and training through its Centers, Institutes, leadership programs, and offices of Student Life and Adult and Continuing Education.
 - Hosting a broad annual array of celebrations, performances, lectures, symposia, and other events designed to celebrate culture and stimulate thinking and reflection.

Recommendations

1. Define and implement a collegewide process to periodically review the College's Mission Statement, and carefully delineate the final approval authority.
2. Aggressively recruit multicultural students, especially African American males.
3. Ensure continued vitality of traditional programs while growing flagship and premier programs.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

The human, financial, technical, physical, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Under the leadership of President Williams, City College has made significant strides in institutional planning since its last review. The College uses comprehensive planning and assessment processes to set goals, determine strategies, and monitor academic and administrative areas to fulfill the College's mission. The two guiding documents to institutional planning are the CUNY Master Plan (Appendix 2.1) and the College's Strategic Plan for the First Decade of the 21st Century (Appendix 2.2).

The CUNY Master Plan 2004-08 is the primary roadmap for annual planning. It is developed by CUNY every four years and submitted to the Board of Regents for approval. The current Master Plan sets University-wide academic and administrative strategic goals that guide all CUNY colleges, while providing targeted guidance to individual colleges. The annual planning and assessment process is based on the College's Goals & Targets (Appendix 2.3), which are submitted to the University each summer, and assessed at the end of the following academic year. Assessment of Goals & Targets is aided by the Performance Management Process (PMP) (Appendix 2.4), which provides quantitative indicators for most evaluation categories.

In 2001, President Williams charged the then-Chief Operating Officer and a collegewide committee to create a 10-year Strategic Plan. The plan was completed in 2003. A 2006 review of the plan tracked progress on its recommendations, many of which were already near completion. The recommendations of this Middle States review will inform the next iteration of the College's Strategic Plan.

City College's institutional planning process is implemented and monitored by the President's Cabinet and the Review Committee, which serves as the College Personnel and Budget Committee. These two bodies are primarily responsible for supporting the implementation of the Strategic Plan and meeting the annual CUNY Goals & Targets. Vice Presidents and Academic Deans are charged with communicating institutional objectives to departments and administrative offices that support this process. They are monitored through periodic reports at the Cabinet and the Review Committee.

CUNY and City College have been using a variety of software packages to do administrative and academic support functions in areas of Enrollment Management, Human Resources Management and Financial Management. They are a combination of old (circa 1984) purchased and home grown systems that have been adapted over the years by in-house staffs. Over time, they have evolved into a series of patched together operations of limited functionality. To solve this substantial operational problem, CUNY has embarked on a very aggressive and relative comprehensive overhaul of these substantially dated data management systems into a new, state-of-the-art integrated data base system from PeopleSoft/Oracle. Its costs of procurement and implementation, in the main, are being borne by the Chancellor's Office with some operating costs handed off to the campuses. The entire package of systems will take almost five years to implement. Every effort is being made to use this systems implementation to analyze the need for changes in the business systems and practices of the University and the colleges. This entire effort should produce better information for management discussion making and service delivery to students, faculty and staff. While the costs in both economic and human resources terms will be substantial, the programmatic and educational benefits make the effort well worth the substantial though temporary operational inconveniences.

Funding for The City College of New York comes from a number of sources. The State and City of New York jointly make appropriations to CUNY, which in turn distributes these tax-levy funds to the various campuses. Funding for senior colleges is overwhelmingly from State appropriations. The City College also receives revenue from external research grants administered through the Research Foundation of CUNY (RF-CUNY), and from alumni and other donors through the Alumni Association, the City College Fund, and the City College 21st Century Foundation.

The City College budget can be classified according to four major categories: operating, research, capital, and philanthropic. The College strives within the funding methods and restrictions of each of these types to apply the resources to the appropriate planning and programmatic aims.

Operating Budget

The operating budget of City College is almost entirely allocated by New York State. The annual operating budget is usually allocated in August. The budget consists of a base budget, adjustments associated with collective bargaining increases, and other University initiatives. A summary of the operating budget for the last three academic years is shown in Table 2.1.

Table 2.1. Operating Budget (in \$000)

Category	Academic Year		
	2004-05	2005-06	2006-07
Base Budget	85,762.2	91,268.6	92,074.7
Collective Bargaining Adjustments	6,793.9	6,797.5	8,279.2
Lump Sums	3,806.9	4,631.4	5,776.9
COMPACT			1,759.4
GRTI	500.0	438.0	524.0
College share of NYS revenue shortfall	(1,793.3)		
Sub-total Tax-Levy Allocation	95,069.7	103,135.5	108,414.2
Technology Fee	1,477.8	1,532.2	2,027.7
Tuition revenue above collection target	159.6	245.4	2,517.3
CUTRA carried forward		(1,470.6)	(1,243.9)
Use of CUTRA	1,163.9		
Total Tax-Levy Allocations	97,871.0	103,442.5	111,715.3

The operating budget consists of the following components:

Base Budget Allocation: This allocation is determined by CUNY based on historical trends. It includes the base budget for City College, and separate earmarked budgets for the Sophie Davis School of Biomedical Education and the Division of Worker Education. By far the largest portion of the College's operating budget base budget is dedicated to funding full-time faculty and staff positions defined as Personnel Services (PS). In addition, the University calculates the required budget for part-time instruction by using the Instructional Staffing Model (ISM). The ISM uses a quantitative template, which estimates instructional costs by academic discipline per FTE student for lower division, upper division, and graduate courses. Although the College's base-budget funding level per FTE student is among the highest in CUNY, the ISM provides no funding for adjunct instruction, which indicates the inadequacy of the base budget.

Collective Bargaining Adjustments: This is an adjustment made based on collective bargaining agreements with the Professional Staff Congress (PSC-CUNY), representing faculty, and College Laboratory Technician and Higher Education Officer titles, and other New York City unions representing classified employees. The adjustments cover mandated salary increases and related benefits.

Lump Sums: This budget represents funding for special programs and initiatives. It provides steady support for the SEEK program, College Now, and Child Care. The SEEK program is a State funded program which provides academic support services for students who may not meet admissions requirements and are financially disadvantaged. College Now is a New York City sponsored program that offers preparatory and college courses to public high school students. In addition, this budget provides funding for major CUNY initiatives, such as:

- **Centers and Institutes:** Support is provided for CUNY-approved research Centers and Institutes at City College.
- **Graduate Education Investment Program (GEIP):** The University introduced this program in 2004-05 in order to improve master's programs, with emphasis on equipment replacement and graduate student recruitment. The annual amount allocated to City College is about \$557,000.
- **Coordinated Undergraduate Education (CUE):** This initiative was introduced in 2004-05. It is aimed at providing support services for students, developing general education, improving math and science performance, and faculty development. The annual budget allocated to City College is about \$700,000.
- **Cluster Hiring:** The CUNY Master Plan targeted selected areas for hiring clusters of new faculty over a three to five year period. This allows campuses with specific areas of expertise to build on and expand existing strengths: for City College, these are in Photonics (biomedical optical imaging, MEMS, laser development and design, optical communications and semiconductor materials), Molecular Biosciences (macromolecular assemblies, neurosciences, and cell signaling and regulation) and a variety of engineering areas.

Compact: The Compact, subject to annual state allocation, calls for the State and City to provide tax-levy funding to cover 100% of the University mandatory costs and at least 20% of the investment plan. In turn, CUNY and the College commit to funding the balance of a new investment plan through a combination of sources including philanthropy, productivity and efficiencies, targeted enrollment growth, and increased revenue from modest, annual tuition increases. CUNY determines the amounts applicable to each college, and the categories of expenditures. The College submits its program initiatives within these categories, developed after consultation with an advisory committee created by the President.

Graduate Research and Technology Infrastructure (GRTI): GRTI funds are tax-levy funds made available annually for purchasing equipment for research faculty. For the past few years, they have been used almost exclusively for faculty recruitment and start-up offers, which have significantly increased for new science and engineering faculty.

NYS Revenue Shortfall: This item indicates the last budget cut imposed on the College by the State due to revenue shortfall.

Technology Fee: In 2002, CUNY instituted a student Technology Fee to provide better classroom technology/lab capabilities throughout the University. Each college receives fees directly and in the form of centralized technology services. The fee annually brings in excess of \$1.5 million. This budget is distributed based on recommendations from a collegewide Technology Fee Committee made up of faculty, students, and administrators.

Tuition Collection: The overall operating budget also requires each college to meet its tuition collection target. The collection target is calculated based on a three-year weighted average. If the College's tuition collection exceeds the target, it can retain the

excess in a reserve account called the City University Tuition Reimbursable Account (CUTRA), and carry it forward to be used in subsequent years. If the College does not meet the collection target, it must reduce its annual budget by the collection gap. CUTRA funds are utilized periodically to meet College needs. The collection excess as well as the use or transfer of CUTRA funds for the last 3 years are shown in the last 3 itemized rows of Table 2.1.

Despite a continual increase in its tax-levy operating budget over the past five years, CCNY's budget allocation from CUNY is insufficient to fully cover its needs if every personnel line were filled and all other routine expenditures were maintained. CCNY balances its budget primarily through released salary lines (leaves and vacancies) and use of CUTRA and philanthropic funds when necessary. It must also be noted that CUNY covers some additional operating costs centrally. These include fringe benefits for full-time (FT) and part-time (PT) employees, utilities, central admissions services, and network computing. In addition, the Graduate Center, which offers the Ph.D. programs in CUNY, reimburses the College for faculty instruction of Ph.D. courses and dissertation supervision.

An analysis of tax-levy allocations over the past three years shows relative constancy: about 68% of the budget goes to academic support, 24% to Administration & Facilities, and the rest to Student Services (Table 2.2). The administrative share of the budget has shrunk slightly from 10.7% to 10.1%, in line with the expectation from CUNY that colleges increase their productivity. Student support shows a slight increase, from 7.7% to 8.2% of the total budget. The Facilities percentage of the budget has remained constant. This matter is addressed in detail in a section later in this standard.

Table 2.2: Expenditures by Broad Categories

Category	Academic Year			% Change 2004-07
	2004-2005	2005-2006	2006-2007	
Academic Support	66,153,307	70,453,302	75,675,675	14.4%
<i>% of Total Budget</i>	<i>67.6%</i>	<i>68.1%</i>	<i>67.7%</i>	
Administration	10,514,932	10,389,937	11,318,665	7.6%
<i>% of Total Budget</i>	<i>10.7%</i>	<i>10.0%</i>	<i>10.1%</i>	
Facilities	13,673,623	14,575,661	15,589,783	14.0%
<i>% of Total Budget</i>	<i>14.0%</i>	<i>14.1%</i>	<i>14.0%</i>	
Student Services	7,529,120	8,023,500	9,128,076	21.2%
<i>% of Total Budget</i>	<i>7.7%</i>	<i>7.8%</i>	<i>8.2%</i>	

There are, however, discernable trends in tax-levy expenditures. Table 2.3 shows expenditures by several categories: Personnel Services (PS), costs of FT employees; Adjunct instructors; Temporary Services (TS), costs of PT employees; Graduate Assistants in Ph.D. programs, who also serve as PT instructors; and Other Than Personnel Services (OTPS), which funds equipment, supplies, and special contracts. While the total cost of FT, adjuncts, and PT employees still represents the largest share of the budget, it has increased at a much slower pace (12%) than OTPS (34%).

Table 2.3: Tax-Levy Expenditures

Category	Academic Year			% Change 2004 – 07
	2004-05	2005-06	2006-07	
Personnel Service	74,450,100	78,539,600	81,752,900	10%
<i>% of total budget</i>	<i>76.1%</i>	<i>75.9%</i>	<i>73.2%</i>	
Adjunct*	6,708,600	7,772,700	8,669,400	29%
<i>% of total budget</i>	<i>6.9%</i>	<i>7.5%</i>	<i>7.8%</i>	
Temporary Service	4,660,952	4,993,145	5,386,143	16%
<i>% of total budget</i>	<i>4.8%</i>	<i>4.8%</i>	<i>4.8%</i>	
Graduate Assistants	554,629	505,655	509,757	-8%
<i>% of total budget</i>	<i>0.6%</i>	<i>0.5%</i>	<i>0.5%</i>	
Total Personnel	86,374,281	91,811,100	96,318,200	12%
<i>% of total budget</i>	<i>88.3%</i>	<i>88.8%</i>	<i>86.2%</i>	
OTPS	11,496,701	11,631,300	15,394,000	34%
<i>% of total budget</i>	<i>11.7%</i>	<i>11.2%</i>	<i>13.8%</i>	
Total	97,870,982	103,442,400	111,712,200	14%

* This amount includes special programs which are funded by CUNY, such as CWE, Sophie Davis, College Now, SEEK and the Summer Session. They total about \$4 million.

Although overall academic support remains stable at about 68% of the budget, Tables 2.4 and 2.5 illustrate most strikingly the difference between the trends in PS and OTPS expenditures: PS expenditures have increased by only 10% (mostly the result of contractual salary raises) while OTPS expenditures have increased by 42%. The most significant OTPS increases were in the flagship programs in Division of Science and the Grove School of Engineering with 82% and 79%, respectively, representing significant additional investment in laboratory equipment and start-up support for new faculty hires. The School of Architecture has received an additional annual contribution from CUNY of \$200,000 in OTPS. The small decrease in OTPS expenditures for Architecture is due to conversion of OTPS funds into TS funds in order to cover the School's rapidly increasing adjunct budget. Other notable increases include the Division of Worker Education, due to relocation; increases for Library collections, especially for periodicals; and renovation of offices in Social Science and SEEK.

Table 2.4: Total (PS + OTPS) Expenditures by Academic Division/School

Division/School	Academic year			% Change 2004 – 07
	2004-05	2005-06	2006-07	
Architecture	3,025,089	3,291,855	3,603,528	19%
Education	4,367,667	4,437,067	5,095,942	17%
Engineering	11,403,093	12,105,050	13,091,120	15%
Sophie Davis	9,336,080	9,783,452	10,173,268	9%
DWE	1,589,518	1,690,026	2,126,542	34%
Humanities & Arts	12,371,298	13,307,693	14,271,312	15%
Science	10,797,591	11,188,936	12,112,999	12%
Social Science	5,454,159	5,699,469	6,420,201	18%
Library	2,678,646	3,017,091	3,292,998	23%
SEEK	761,497	805,635	862,729	13%

Table 2.5: OTPS Expenditures by Academic Division/School

Division/School	Academic year			% Change 2004 – 07
	2004-05	2005-06	2006-07	
Architecture	248,884	226,063	202,017	-19%
Education	50,840	34,713	87,340	17%
Engineering	373,559	410,572	669,077	79%
Sophie Davis	1,688,805	1,764,063	1,881,840	11%
DWE	68,583	91,718	314,960	363%
Humanities & Arts	303,176	404,251	383,315	26%
Science	310,199	310,018	565,056	82%
Social Science	40,454	41,437	99,914	147%
Library	561,420	780,118	957,769	71%
SEEK	25,771	29,586	65,993	156%
Total	3,671,691	4,092,539	5,227,281	42%

Information Technology

Information Technology (IT) at City College is supported primarily by the operating budget and the additional Technology Fee collected from students. The College has centralized its several technology offices under the leadership of an Assistant Vice President/ Chief Information Officer. He has focused on the need to improve its telecommunications infrastructure, classroom technologies, security and desktop support, basic infrastructure and core services. Staffing in every division is at minimal levels. To date, internal reallocation has been used to fill some gaps but much more is needed. New investments and reassignments have been made from COMPACT and CUTRA funds to improve IT support across the College.

In addition to increasing IT staffing levels, targeted investments are being made to solve high impact problems which are already identified: installing basic projection

equipment in classrooms; improving web, email, directory, calendaring services; and upgrading the oldest and most troublesome sections of our campus network. The CCNY telephone switch, which is approximately eighteen years old, has been identified as a major concern for campus and external communication, not only because of its age and difficulty in maintenance and repair, but also its inability to provide functions our community has come to expect from basic telephone services. Identifying and procuring a new telephone switch has been an ongoing process. The selected technology will support Voice-over-IP, desirable in newly constructed buildings, and traditional digital and analog communication with enhanced capabilities including email and directory integration and self-service tools.

The Student Technology Fee is a major source for investments in the use of technology in support of academic activities. These include creating and upgrading general and discipline-specific student computing labs and smart classrooms, purchasing digital material by the Libraries, providing licensed software to support individual disciplines, funding student employees to support technology, upgrading the network and server infrastructure that supports student computing. This fund is managed by a committee with representation from every academic division. The process involves soliciting project requests for the following year and jointly prioritizing these requests. Currently, this committee is the only group that works closely with IT to make decisions on IT investments. The Office of Information Technology plans to establish a larger governance committee with senior representation from each school and each major administrative division, as well as students to help make investment and priority decisions and to help develop a strategic plan which supports the CCNY Master Plan. At the moment, IT decisions are being made to maintain critical services at the highest level possible.

External Research Grants

Research is at the core of the College's mission and goals. As a result, the College has an extensive and robust research budget. Funding for research is generated through external grants, averaging over \$43 million per year over the last five years, obtained by individual faculty members and administrative units. The funds are administered by RF-CUNY. The funding for the last three years is shown in Table 2.6.

Table 2.6: External Research Grants (in \$ 000)

Funding Source	Academic Year		
	2004-05	2005-06	2006-07
NSF	5,528	8,743	7,221
NIH	9,937	10,605	9,055
Department of Energy	259		746
Department of Defense	3,924	1,812	2,643
Department of Education	826	1,195	713
NASA	2,140	1,331	1,513
NOAA	4,178	2,123	2,938
Other Federal Agencies	1,310	1,307	2,473
New York State Agencies	3,270	3,182	4,089
New York City Agencies	5,892	9,915	5,656
Corporations	5,137	5,205	5,438
Total	42,403	45,436	42,482

External research funds generate two additional funding streams for the College: Indirect Costs (IDC) and Released Time (RT) recoveries. Indirect costs are funds provided by funding agencies as part of individual grants to pay for infrastructure support for research. Released time funds are also included in many research budgets, to partially release faculty members from teaching duties. These funds are shown in Table 2.7.

Table 2.7: Indirect Cost and Release Time recoveries (\$)

	Academic Year		
	2004-05	2005-06	2006-07
Indirect Cost recoveries	7,030,468	6,811,713	8,005,853
Release Time Recoveries	1,260,464	1,318,050	1,210,736
Total	10,378,135	9,923,037	10,873,410

Indirect Cost and Released Time expenditures are shown in Tables 2.8 and 2.9. RF-CUNY and the CUNY Central Office charge administrative fees on the overhead generated by external grants. Combined with the cost of managing the on-campus Research Foundation administrative office, it amounts to about 42% of the total recoveries. The remaining Net Overhead funds are used to support research infrastructure, primarily in Science and Engineering. A small fraction (about 1%) of the recoveries is also redistributed to the grant's Principal Investigator (DROP). The share of recoveries allocated to academic programs has increased slightly over the past three years to reach 56.3%, while collegewide administrative expenditures have decreased from 6.4% to 4.1% of recoveries. When calculated as a percentage of total expenditures instead of net revenues, these figures do not change significantly. The high Year-end Balance is necessitated by the fact that significant allocations of both Indirect Cost and Release Time recoveries are made to the academic units in the beginning of each academic year. The table does not include occasional advances given to Principal Investigators who experience a gap in funding between grants.

Table 2.8: Indirect Costs and Release Time Expenditures by Categories (\$)

Category	Academic Year		
	2004-05	2005-06	2006-07
<u>Operating Expenses</u>			
RF-CUNY Administrative Fee	3,114,097	2,928,501	2,877,726
CCNY Research Administration	<u>510,000</u>	<u>597,454</u>	<u>561,775</u>
<i>Sub-Total</i>	<i>3,624,097</i>	<i>3,525,955</i>	<i>3,439,501</i>
<u>Allocations to Academic Programs</u>			
Indirect Cost (to academic Schools/Divisions)	3,116,462	2,372,255	3,334,774
Release Time (for instruction)	1,337,625	1,131,000	1,119,100
Direct Return of Overhead to PIs (DROP)	77,349	89,172	92,817
Support Staff	<u>232,113</u>	<u>347,998</u>	<u>374,280</u>
<i>Sub-Total</i>	<i>4,763,549</i>	<i>3,940,425</i>	<i>4,920,971</i>
<u>College-Wide Administrative Expenses</u>	533,158	368,989	379,728
Total	8,920,804	7,835,369	8,740,200
Year-end Balance	1,793,274	2,087,668	2,133,210

Table 2.9: Indirect Costs and Release Time Expenditures by Percentage

	Academic year			3-year average
	2004-05	2005-06	2006-07	
<u>Total Recoveries Amount</u>	8,290,932	8,129,763	9,216,589	8,545,761
<i>% of grants</i>	<i>19.6%</i>	<i>17.9%</i>	<i>21.7%</i>	<i>19.7%</i>
<u>Operating Costs</u>				
<i>% of Recoveries</i>	<i>43.7%</i>	<i>43.4%</i>	<i>37.3%</i>	<i>41.5%</i>
<i>% of Total Expenditures</i>	<i>40.6%</i>	<i>45.0%</i>	<i>39.4%</i>	<i>41.7%</i>
<u>Allocations to Academic Programs</u>			<i>37.3%</i>	
<i>% of Recoveries</i>	<i>57.5%</i>	<i>48.5%</i>	<i>53.4%</i>	<i>53.1%</i>
<i>% of Total Expenditures</i>	<i>53.4%</i>	<i>50.3%</i>	<i>56.3%</i>	<i>53.3%</i>
<u>Administration</u>				
<i>% of Recoveries</i>	<i>6.0%</i>	<i>4.7%</i>	<i>4.3%</i>	<i>5.0%</i>
<i>% of Total Expenditures</i>	<i>6.4%</i>	<i>4.5%</i>	<i>4.1%</i>	<i>5.0%</i>

Capital Budget

The College's capital budget comes from the University's Central Office. The College participates in developing a five-year capital plan that reflects the institutional objectives and the infrastructure needs of its facilities. Over the past several years, several hundred million dollars have been invested in the renovation of existing facilities as well as the planning, design and construction of new buildings. Table 2.10 provides a summary of the capital appropriation history from 1995 through 2008 and the requested (2008-12) budget for a total of \$844,811 million in CUNY capital funds. There

was an additional \$6 million from the New York City Council for a projected total of \$850 million invested in the campus not including projects funded out of the operating budget or philanthropic support.

Table 2.10: Capital Investment

Capital Appropriation	Amount (\$)
1995-96 to 2002-03	44,087,000
2003-04 to 2007-08	407,065,000
2008-09 to 2011-12	393,659,000

The major projects for which these funds are designated are listed below.

Renovations and new construction in support of the Division of Science:

The Marshak Building will undergo significant renovation and improvement. A recently completed project (Summer 2007) is the construction of a temporary vivarium as an exterior annex to the Marshak Building to support the ongoing research of the life sciences laboratories. Construction of the new CCNY science research facility and the first of two CUNY Advanced Science Research buildings on the South Campus is scheduled to begin in Spring 2008. It is expected that the project will take approximately three years to complete. Upon the completion of these buildings a number of current and future CCNY scientists will relocate to the new complex to continue their research in state-of-the-art facilities to serve the emerging disciplines of photonics, nanotechnology, environmental sensing, structural biology, and neuroscience. The completion of these buildings will reinforce the position of CCNY as the CUNY flagship campus for the sciences.

New building for the School of Architecture: The complete renovation of an existing building on the South Campus will become the home of CCNY's School of Architecture, Urban Design and Landscape Architecture (SAUDLA). The new building, designed by renowned architect Rafael Vinöly, will be completed in early 2009. SAUDLA is currently located in Shepard Hall on the North Campus. The departure of the SAUDLA program from Shepard Hall will allow the reallocation of the current space for future needs of the College. The completion of this building will reinforce the position of CCNY as the CUNY flagship campus for Architecture, Urban Design and Landscape Architecture.

The City College residence hall (Towers): In 2005, CCNY became the first CUNY campus to build a residence hall (2006 occupancy). This 600-bed facility is located on the South Campus and is near 100% occupancy in its second year (2007). The facility offers many amenities including a fitness room, cable TV and wireless Internet. Some apartments are reserved for use by the College for visiting faculty and other guests. The College may also use the facility to offer short-term summer residential programs. The facility is supervised by an external management company that works in close cooperation with the College administration.

Major infrastructure and architectural restoration projects: The aging infrastructure of the campus and its projected expansion on the South Campus has necessitated several capital projects. These projects include but are not limited to:

- The Central Plant expansion will provide for the expansion of the College's central chiller and boiler plant as well as upgrade campus chilled water piping and electrical distribution systems. This expansion of the campus energy infrastructure is needed to support the energy requirements of the new CCNY Science Research Building and the CUNY-wide Advanced Science Research Centers that will be constructed on the South Campus.
- The North Campus utility upgrade project will convert the College's central heating distribution system from the current high-temperature water system to a more energy efficient medium temperature hot water system, utilizing the existing North Campus utility tunnels. HVAC upgrades to Steinman Hall and the North Academic Center will address air quality issues in both buildings. The Security and Fire Alarm upgrade project will increase the safety and security systems of the College. A continuation of prior campus-wide roof repairs and ADA upgrades will be included in the upcoming five year plan.
- A major exterior architectural project, which began in the 1990s and will continue for the next five years, is the complete façade restoration of the landmark historic Post Campus buildings, which include Wingate, Harris Hall, Compton-Goethals, Baskerville Hall and Shepard Hall. The construction of the buildings began in 1903 and the façades, composed of terracotta and Manhattan schist, were in a severe state of decline. Over 1000 gargoyles and grotesques are part of their façades and were included in the restoration, as was the Great Hall in Shepard Hall. The roofs of several of the buildings are included in the campus-wide roof project. Completion of this project will reinforce the College's reputation as one of this country's most beautiful and historically important campuses.

Philanthropy

President Williams has led the College in a significant capital campaign to increase gifts to support institutional programs and ensure long-term financial health. Over the past several years, the Office of Development and Institutional Advancement has greatly increased financial resources to help CCNY achieve and advance its mission. In 2002, the College launched its most ambitious fundraising endeavor to date, the Campaign for the City College of New York, with a goal of raising \$100 million in philanthropic support. The Campaign surpassed that total by November 2004 and set a new goal of \$150 million. Again surpassing that goal in February 2008, the Campaign had in excess of \$230 million in contributions of cash and pledges.

While the College has been successful in raising funds, the fundraising environment is made more complex due to its three separate fund management organizations: the CUNY Trust & Gifts Investments Office, the City College Fund, Inc., and the City College 21st Century Fund, Inc. The City College Fund and the Alumni Association are older 501c3 organizations originally established for the College's benefit but separate from it. Currently, the Office of Development carries out the fundraising priorities for the President with a focus on major gifts; the City College Fund centers its work on

cultivating and soliciting annual gifts in bulk through mass mailings and reunions; and the Alumni Association hosts events throughout the United States designed to foster good will and increase alumni involvement.

The last three years have seen a remarkable increase in the total funds in the 21st Century Foundation. It has grown from approximately \$5 million to over \$75 million. The vast majority of that increase has been for scholarship funds for students across the College's academic programs. A good portion of these funds is in pledges receivable (approximately 30%). Annual philanthropic contributions are shown in Table 2.11.

Table 2.11: Revenues from Philanthropy

Academic Year	Amount (\$)
2007-08*	18,300,082
2006-07	62,913,263
2005-06	59,475,523
2004-05	31,673,829
2003-04	28,705,562
2002-03	15,727,271
200-02	15,008,818
Total	231,804,348

* to date

Major gifts received in the past five years include:

- A \$26 million transformational gift to name and support programs of The Grove School of Engineering.
- \$16 million in gifts to the Colin L. Powell Center for Policy Studies, including a \$10 million gift to create the New York Life Foundation Endowment for Emerging African-American Issues.
- \$12 million in gifts to the Charles B. Rangel Center for Public Service for a new master's degree program in public service targeted to underrepresented populations, including a \$5 million gift from the Starr Foundation to name the Rangel Center Library, which will catalogue Congressman Rangel's papers.
- A \$5 million gift to name the Wille Administration Building and provide unrestricted funding for the President's Fund for Excellence.
- A \$6 million bequest for graduate student scholarships in the art department.

Auxiliary Enterprises Corporation (AEC) Budget

The Auxiliary Enterprise Corporation provides administrative oversight over revenue-generating entrepreneurial activities at CCNY. The services include campus-wide food service, bookstore operation, ATM services, copier services, and any other revenue-generating operation on campus. Revenues are used to assist the College in providing more extensive educational opportunities and services to its students, faculty, administrative staff, alumni, and others in the College community. The corporation is managed by a Board of Directors consisting of eleven members representing various constituencies (administration, faculty, and students). Total revenues average over

\$800,000 annually, but a 5% decrease in parking fee collection (due to loss of parking spaces) has reduced this figure to about \$750,000 for the past two years (see Table 2.12). Expenditures and net assets are shown in Table 2.13.

Table 2.12: Auxiliary Enterprises Corporation Revenues (\$)

Category	Academic Year		
	2004-05	2005-06	2006-07
Investment/Miscellaneous Income	13,128	20,823	34,972
In-Kind Contributions	97,280	91,141	91,644
Bookstore Commission	167,609	162,169	172,209
Food Services/ATM commission	315,391	321,010	337,733
Parking Fees	217,181	184,990	120,802
Total Support & Revenues	810,591	780,135	780,912

Table 2.13: Auxiliary Enterprises Corporation Net Assets (\$)

	Academic Year		
	2004-05	2005-06	2006-07
Total operating revenues	770,649	727,826	727,264
Total operating expenses	671,748	627,339	616,704
Income from operations	98,901	100,487	110,560
Investment income	7,128	20,823	34,973
Increase in net assets	106,029	121,310	145,533
Net assets, beginning of year	426,803	532,832	654,142
Net assets, end of year	532,832	654,142	799,675

Collegewide Budget Evaluation Process

CCNY made significant changes to the budget office and its processes over the last six years. There has been good progress made in the past few years as expenditure and payment reports have been put into electronic form. The College is trying to catch up with standard practices even as industry standards have progressed. CCNY has achieved a level of basic control to better monitor expenditures and allocations. Further improvements are taking place due to personnel and software upgrades.

In January 2007, CCNY hired a new Vice President of Finance and Administration with significant experience in higher education. The College also hired a Comptroller, a senior executive-level position.

In general, resource allocation over the past three years has been maintained at steady levels and in support of the College's short and long-term objectives: raising academic quality by strengthening flagship programs, improving student success, and enhancing financial and management effectiveness. With a relatively static base budget, planning activities are largely limited to major CUNY initiatives such as the Compact, CUE, GEIP, Cluster Hiring, and Technology Fee. Compact and Technology Fee planning are carried

out through collegewide committees with input from all academic and administrative units. Other academic initiatives are planned and implemented through the Academic Deans and the Review Committee.

Vice Presidents manage collegewide resource allocation, reflecting historical trends and implementation of the above-mentioned initiatives. The Provost allocates academic division budgets, consisting of adjunct budget, OTPS and Temporary Services, based largely on recent trends. Deans allocate the academic budget among departments. Chairs submit plans and budget requests to Deans in the Spring for Fall allocation. Personnel funds, which account for about 85% of the allocation, are based on the current number of filled positions in each department.

A similar process occurs in administrative areas, where Vice Presidents receive lump sums to allocate to units, based on prior allocations and plans for the fiscal year. Generally, academic and administrative areas consider their annual OTPS allocations inadequate to meet their ongoing needs. This makes the allocation process particularly challenging and underscores the need for the College to be vigilant in its appropriations process.

A persistent issue for unit planning has been the inability to utilize unspent personnel funds (due to vacancies, sabbaticals or unpaid leaves). Currently, these funds are accumulated centrally by the College to fill the budget gap, largely due to the costs of collegewide faculty merit increases and adjunct costs, which are not funded by CUNY. Units are generally able to fill vacancies with Vice Presidential approval. Alternatively, Vice Presidents may choose to eliminate a position and use funds to create or upgrade different positions. However, unit heads cannot directly share in the budget savings attributable to the vacant line for other purposes at their discretion.

To evaluate the College's internal budget allocation process, a 2006 survey was conducted with Deans, chairs, and program directors. Findings indicate that while more than half the Deans reported being consulted on their divisional financial planning, only about one-third of chairs felt they were consulted in the process. Again, this may reflect continuing frustration with inadequate levels of funding and marginal increases in state operating funds for the last several years. Deans and departments have been consulted on CUTRA spending which is presently in the range \$3 million for AY 2007-08. The Compact Committee and Technology Fee Committee have broad representation. Private fundraising is largely represented by donor-driven objectives for scholarships and specific programs; less than 3% is discretionary. Deans have been encouraged, and provided administrative support, to engage in private fundraising to enhance funds to meet divisional needs and aspirations.

Despite the relative stability of funding from CUNY in the past five years, only 57% of the Deans and 36% of the chairs perceive annual allocations to be predictable. Thus, there is a widespread misperception about the funding process and concern about transparency. In recent years, the Provost has held a meeting with all chairs in the beginning of the academic year to discuss planning in academic areas and budget

allocation. Each chair receives a complete set of documents reflecting the academic plans for the year.

Much of the ambiguity regarding the budget process stems from the fact that the base budget has been fairly static for years. The College is beginning discussion about implementing a new budget procedure that would decentralize some budget control to chairs and also allocate costs currently absorbed by the central administration for security, merit raises, maintenance and other collegewide expenditures. Whether it is ultimately implemented or not, it is essential to develop a budget allocation process that is readily available and easily accessed and can be understood by all to facilitate sound budget management practices.

Recommendations

1. The College should consider ways to make budget revenue and expenditure information as well as guidelines for budget allocation and assessment more easily accessible to the College community.
2. The College should establish an annual and multi-year planning cycle by 2009-10 to assess outcomes of resource allocation. The College needs to continue its evolution in planning from being primarily reactive to being proactive. The Administration should assess efficiency of funding initiatives and make the process transparent to the College community. Within this framework, the College needs to establish clear budget benchmarks and performance expectations for base budgets.
3. The College should continue to explore implementing a Responsibility Centered Budget (RCB) that would decentralize budget management. This would allow for greater control of funds at the department level and offer incentives for planning and investing of their share of unspent personnel costs. However, it would also include sharing of costs that are now centralized. At present, implementation of this plan is dependent on the College's ability to restructure the budget to reduce the gap between budgeted revenues and expenses in order to allow for sharing of cost savings.
4. The Office of Information Technology should establish a more comprehensive advisory committee comprising representatives of academic and administrative units as well as students.

Standard 4: Leadership and Governance

The institution'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 with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

As a constituent college of The City University of New York, The City College is subject to policies and guidelines set forth by CUNY's 17-member Board of Trustees in its Bylaws. The Board 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 University Bylaws, establishment and monitoring of goals and standards; distributing New York State and other funds; appointing the University Chancellor and approving college president appointments; and negotiating collective bargaining agreements with employees unions, including the faculty union, the Professional Staff Congress (PSC-CUNY). The Governor of the State of New York appoints 10 members of the Board of Trustees and 5 members are appointed by the Mayor of the City of New York. The Governor and the Mayor establish the credentials appropriate to board members and enforce strict conflict of interest regulations.

The CUNY Central Office implements and monitors policies established by the Board. All University activities, including personnel actions, philanthropic gifts, and curriculum initiatives are reviewed by the Central Office for the Board's final approval.

College Governance Plan

Each CUNY college has its own unique governance plan, which, while consistent with University Bylaws, reflects the history and culture of the individual college. City College's Governance Plan (Appendix 4.1) was adopted by the Board of Higher Education in 1972.

Based on a model of shared governance, the Governance Plan allows faculty and students to participate in the life of the College through formal and informal mechanisms. The Governance Plan specifies the organizational structure through which the Faculty Senate and Faculty Councils participate in decisions, including traditional faculty prerogatives in curricular design and academic and conduct standards, and the Student Government in areas related to student activities.

By-Laws and Deliberative Bodies of the Divisions, Schools and Departments

In addition to the College Governance Plan, each division within the College of Liberal Arts and Sciences (CLAS) operates its own divisional council. A Faculty Council with membership drawn from each of the four divisions represents CLAS as a whole. In the professional schools, all members of the faculty serve collectively as the deliberative body for that school. Each department, as well as each interdisciplinary program, also has its own set of Bylaws.

Faculty Role in Governance

The College maintains a long-standing tradition of faculty governance. The Governance Plan notes that “the College Faculty Senate shall...be the authentic voice of the Faculty of the City College of the City University of New York.” The Faculty Senate consists of elected members from all College departments, roughly proportional to the number of faculty in each division. The Senate maintains standing committees on Personnel Matters, Administration, Collegewide Resources, and Educational Policy, and convenes *ad hoc* committees as deemed necessary.

The participation of faculty in the governance of the College begins at the department level where all members of the 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, financial and personnel decisions of the department.

Departments Bylaws are intended to be reviewed annually. An important part of this review is to select one of two possible plans for student representation on the executive committee. However, there does not appear to be any oversight of this process.

A positive vote of the executive committee is required to recommend a faculty member to the divisional P&B for tenure. Votes to recommend promotion are taken by all members of the department above the candidate’s rank. The Dean, who convenes the committee in some divisions, has no vote on personnel matters at this level.

Final recommendations to the President on personnel matters are made by the Collegewide P&B Committee. In recent years, some faculty members have expressed a concern regarding their lack of voting authority at this level. During AY 1999-2000 the College Faculty Senate proposed a revision to the Charter that would have given the faculty governance in closer conformity with other CUNY colleges. However, CUNY rejected the revisions on the grounds that they did not meet its legal guidelines.

Some faculty members have continued to express concerns about governance in this area. Feedback in 2005 and 2006 faculty surveys and through focus groups conducted in 2007 reveal a perception by faculty that college policies are “insensitive to the impact on stakeholders.” In the last three years, 617 personnel actions for reappointment before tenure, reappointment with tenure, and promotion were considered by the Collegewide P&B committee. As shown in Table 4.1, below, 594 out of 617 resulted in a positive decision.

Table 4.1: Collegewide P&B Decisions on Reappointments, Tenure and Promotions Spring 2005-Fall 2007

	Reappointment without Tenure			Reappointment with Tenure			Promotions		
	Total	Yes	No	Total	Yes	No	Total	Yes	No
Spring 05	34	34	0	15	11	4	1	0	1
Fall 05	120	112	8	0	0	0	22	17	5
Spring 26	37	36	1	16	16	0	6	5	1
Fall 06	100	98	2	11	9	2	18	15	3
Spring 07	52	52	0	1	1	0	13	11	2
Fall 07	100	98	2	28	27	1	43	42	1

The faculty of each of the professional schools votes on curricular matters pertaining to their school. The four divisions of CLAS vote as a single unit in the CLAS Faculty Council.

Attendance and participation by the faculty in the Senate and CLAS Council, which meet monthly during the academic year, is low. Recent attendance figures and unfilled Senate seats speak to this limited degree of faculty participation. While a 2007 Faculty Survey included questions to help the College gain further insight into this issue, many respondents did not answer them, making the findings in this area of limited use. Some faculty members have questioned whether the current structure of the Faculty Senate and the CLAS Faculty Council fairly represents the faculty as a whole.

In response, in Spring 2007 the President and Faculty Senate jointly appointed a 9-member *ad hoc* Task Force, consisting of administrators, faculty and students, chaired by the head of the Faculty Senate, to review and make recommendations on the College governance with attention to these areas. The Committee's work is in progress.

Administration's Role in Governance

The President is the College's chief academic and administrative officer and has general responsibility to develop, implement, and administer the College's educational and fiscal priorities. The powers and responsibilities of the President are set out in CUNY's Bylaws. The President regularly addresses the Faculty Senate and CLAS Faculty Council on current issues and receives questions from the floor. Chapter Five addresses the role of the President in greater detail.

The Review Committee comprises the Collegewide Personnel and Budget Committee, the President (ex officio), the Vice Presidents, the Chief Librarian and the Director of SEEK. Chaired by the Provost, it is designated by the College's Governance Plan as the body that makes recommendations to the President on academic policy and on policies and procedures relating to personnel and budget. The Committee meets regularly to ensure oversight of personnel and administrative issues related to the implementation

and monitoring of academic priorities and initiatives. The Collegewide P&B is also charged with making recommendations to the President on academic appointments and reappointments, conferring tenure, and awarding promotions in rank for faculty and College Laboratory Technicians.

Its membership, as specified in the Governance Plan, is the President (ex officio), Provost, Deputy Provost (currently vacant), the Vice Presidents, the Deans, the director of the SEEK program, the Chief Librarian, the chair of the Faculty Senate and the chair of the Faculty Committee on Personnel Matters. The Provost and full academic deans serve with vote, and the chairs of the Faculty Senate and Faculty Committee on Personnel Matters without vote, in making personnel recommendations. The Provost also regularly addresses the Faculty Council and Faculty Senate and receives questions from the floor.

The Policy Advisory Council (PAC) is designated in City College's governance as an information-sharing body between the administration and students that should meet on a regular basis. However, this committee has not met in over a year because of personnel changes in the administrative staff with oversight of this area. In addition, the cumbersome structure of the committee inhibits the opportunity to fully engage issues of concern to students and the administration. While there are numerous informal mechanisms for student leaders to communicate with the administration on a regular basis, and the PAC is an important element of governance that gives students a voice, its structure is currently being reviewed by the Task Force on Governance.

Student Government

Student participation in campus governance is ensured 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 grants the Graduate Student Council powers and duties that are broadly comparable to the Undergraduate Senate (Article V).

Election of the Undergraduate Student Government and Graduate Student Council are a fundamental way for students to participate in College governance. However, according to the Division of Student Affairs, which oversees elections, student participation in voting has averaged below 10% in recent years. To address low voter turnout, the College has installed a new computer-based online voting system to make voting more convenient. However, this effort has not produced an appreciable increase in student participation.

Recommendations

1. The process to review and assess the Governance Plan should continue. The *ad hoc* Task Force should address all issues of governance. Recommendations should be based on qualitative assessment.

2. The College should continue to refine and administer Faculty Surveys as a means of identifying areas of satisfaction or concern.
3. The Faculty Senate and Faculty Council should seek effective, proactive measures to encourage more faculty members to engage in the governance process in these bodies.
4. Regularly scheduled reviews of bylaws should be implemented at the beginning of each academic year. Departments must demonstrate compliance with their bylaws including the selection of one of the two plans for student representation.
5. The College should extend its efforts to increase student involvement in campus governance. Voting in elections, running for office, and participating in departmental meetings give students a voice. The Office of Student Affairs should seek ways to actively increase overall student involvement by reviewing how comparable colleges have achieved these goals and by implementing promising strategies. An assessment of these efforts should be instituted.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

The City College administration, led by Dr. Gregory H. Williams, provides strong, proactive leadership to promote the successful achievement of its mission and goals. Responding to Dr. Williams's vision of City College as a model for urban education in the 21st century, his administrative team is well-qualified to support a thriving, exciting learning environment. Reporting to the CUNY Chancellor, Dr. Williams oversees compliance with CUNY's academic and institutional priorities while maintaining the College's unique mission and goals through sustained planning, implementation, and monitoring of operations.

The President is evaluated annually based on the College's success in achieving its annual Goals and Targets. A comprehensive five-year external peer evaluation of the President, which includes extensive feedback from the College community, is also conducted.

Based on the most recent review, in Spring 2006, President Williams reorganized several top administrative functions and reconstituted his Cabinet for more effective planning and communication among academic and non-academic leaders. He also enhanced institutional commitment to the College's highest priorities: raising academic quality; becoming a Ph.D.-granting institution; improving enrollment, retention and graduation rates; and improving facilities and financial management.

Administrative Leadership Structure

The College's centralized administrative structure is well-suited to its operational needs. Currently a Senior Vice President/Provost and five additional Vice Presidents report directly to the President, as do heads of major non-academic units. Vice Presidents oversee directors in their areas and Deans report to the Provost/Senior Vice President. The Deans monitor and annually assess the performance of department chairs in their respective units. All senior level administrators (Provost, VPs and Deans) are members of the Executive Compensation Plan (ECP) and are evaluated annually by the President.

Two important organizational structures are in place to provide the President with advice and counsel on all aspects of the College's educational and administrative concerns: the President's Cabinet, comprising Vice Presidents, Directors reporting directly to the President, several Deans and a number other key individuals selected by the President; and the Review Committee, composed of the Provost, Deans, Vice Presidents, and faculty representatives.

President's Cabinet

The President's Cabinet advises the President on major policy and operational issues, and works to coordinate various institutional spheres of activity; it is not formally part of College governance. In response to his 2006 Annual Review, President Williams restructured his 15-member Cabinet to streamline membership, reduce redundancy, and

strengthen channels of communication. The President meets regularly with his Cabinet to share information, address on-going issues, and monitor progress in meeting CUNY and City College Goals and Targets.

An important role of Cabinet members is to communicate key initiatives to other administrators, faculty and staff within their respective units. Cabinet members also annually review and track key initiatives that were achieved or unmet during the academic year, which in turn shape the directives for the next year.

The Review Committee/Collegewide Personnel and Budget Committee

The Review Committee is chaired by the Provost and comprises the Academic Deans, the Chief Librarian, the Director of the SEEK Program, the Vice Presidents, the Chair of the Faculty Senate and the Chair of the Faculty Committee on Personnel Matters. As established in the Governance Plan, the Committee meets regularly throughout the academic year to advise the President on academic policy, coordinate existing and evaluate potential academic programs, and ensure the vitality and smooth operation of the teaching and learning enterprise. The budget advisory function assigned to the Committee by the Governance Plan has been for some years superseded by individual Vice Presidential planning priorities.

A subset of the Review Committee, the Collegewide P&B (the Provost and full Academic Deans, as well as the two non-voting faculty representatives) is charged with making recommendations to the President on academic appointments and reappointments, conferring tenure and awarding promotions in rank for faculty and College Laboratory Technicians.

In 2006, the Provost instituted a major new Institutional Assessment initiative through which the Deans and Vice Presidents are able to share divisional planning strategies and challenges in the context of institutional goals and targets. This process established a strong foundation for enhancing coordinated planning of collegewide priorities.

To involve other decision makers, findings were shared with department chairs and program directors in a two-day retreat. Participants met with division leaders for direct two-way feedback in the planning process. These findings serve as additional assessment tools to help the College improve its academic programs and operations. Reports are posted on the Academic Affairs web site to inform the wider College community. A similar effort for 2007-08 is underway and will culminate in a retreat scheduled for May 2008.

Divisional/Department Administration

Each of the several academic divisions and professional schools is headed by an appointed Dean reporting to the Provost. Each division and school comprises between one and eight departments headed by elected chairs. The divisional chairs together form each division's Personnel and Budget committee, as specified by the College Governance Plan. A Chair's Handbook is given to all chairs to provide an overview of collegewide and department procedures.

Chairs receive annual reviews by their Deans. Over the past several years, the Provost has worked with the Deans to develop more effective guidelines for the chairs' evaluation based on the job responsibilities established in the University Bylaws.

A major responsibility of the Chairs is to serve as a liaison between the Dean and the faculty, communicating information discussed at the P&B committee meetings to faculty within their departments. However, perhaps because of the number of levels of communication required, it has appeared that transmitting accurate information to the faculty level has been problematic. A lack of accurate and timely information serves to create a negative environment where rumor and misinformation can spread. To enhance communication, beginning in 2007-08, the Provost has increased the number of meetings he holds directly with faculty to foster greater dialogue about issues of concern. In addition, beginning in Spring 2008, the Provost has designated several mornings a month as a time when individual faculty are welcome to drop in to make suggestions or discuss areas of concern. The President has also through "informal teas" met with students, faculty and staff to discuss issues of concern at the College.

Administrative Changes

All administrative leaders at The City College have been appointed since the last Middle States accreditation review in 1998. All bring strong credentials to their posts and were appointed after national searches, conducted according to affirmative action guidelines.

During the past two years, President Williams made several changes in the College's administrative structure to enhance organizational effectiveness. In 2001, he appointed a Chief Operating Officer (COO), reporting to him, to oversee all non-academic areas. While much was accomplished, in 2006 the COO post was split into two senior vice president posts, for finance and facilities respectively, to address important initiatives in these areas. Other recent structural changes include the creation and staffing of the posts of Comptroller, Assistant Vice President for Enrollment Management, and Assistant Vice President of Information Technology/Chief Information Officer.

Administrative Challenges

In 2005, the University Faculty Senate conducted a University-wide survey designed to measure faculty satisfaction in several areas. CCNY ranked lowest among all the CUNY colleges in the area of "Satisfaction with Level of Respect Shown by College Administrators to Faculty, with 73% of respondents indicating they were either somewhat or very dissatisfied in this area. A 2005 Faculty Senate survey raised similar concerns, particularly about communication and respect. However, participant response on these surveys is low, raising questions about the usefulness of the findings.

To provide additional insight into these areas, in Spring 2007, the President commissioned the firm of RF Binder to conduct a series of focus groups with Deans, faculty, staff and students. Findings revealed that leaders of the Faculty Senate and some department Chairs were the most critical of the administration, while tenured faculty tended to be less negative. Untenured faculty felt "out of the loop," with little support or two-way communication from their senior colleagues or the administration as they compete for resources and work toward tenure. A Faculty Survey, directed by the Middle

States Committee, provided additional insight into perceptions about all areas of College life. To gain regular feedback on faculty perceptions relating to all administrative areas, faculty will be surveyed every spring to gauge administrative effectiveness and monitor on-going issues.

Administrative leaders have responded to these issues by scheduling more frequent meetings with faculty and staff, including Presidential teas and more frequent Provostial lunch meetings with faculty, and the enhancement of the Academic Affairs web site to include key documents, such as Review Committee minutes, academic planning documents, budget information, policy manuals, and handbooks, all designed to increase transparency throughout the College. Vice Presidents also have held discussions with faculty and staff to create a more meaningful dialogue and sharing of information.

Additional efforts to ensure that important information is distributed to faculty and staff include regular e-mail newsletters, containing news about the achievements of members of the College community, events and other matters of interest. In addition, in Spring 2008, a redesigned web portal will facilitate access content specifically directed to students, faculty, or staff.

Recommendations

1. Maximize the role of the Cabinet as an administrative body in establishing measurable collegewide benchmarks and goals, assessing the achievement of performance of goals and targets, and communicating changes based on findings of the assessments.
2. Create an administrative structure that involves the Cabinet and Review Committee in a comprehensive budget monitoring process in order to prioritize the use of resources and to ensure that all academic and non-academic areas are appropriately considered.
3. The College administration should continue its efforts to improve communication with the rest of the College community.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Dissemination of Institutional Information

Information regarding significant changes related to the College's mission, goals, sites, programs, operations, and related matters is made available in a timely manner by various means through press releases, web postings, email announcements and memos as well as presentations at faculty, staff and student meetings. Such information is also published in the Undergraduate and Graduate Bulletins, which are updated every two years.

Respect for Diversity and Prevention of Sexual Harassment

The College is committed to creating a diverse and inclusive work and educational environment that values and nurtures diversity, pluralism and the uniqueness of each individual in the College community. The College in its orientation to students and staff includes sessions on diversity and on its discrimination and sexual harassment complaint process. The College also enforces the University's policies against discrimination and sexual harassment by aggressively investigating all complaints of discrimination. The Director of Affirmative Action in collaboration with the College's Sexual Harassment Awareness and Intake Committee have taken a proactive approach to prevent harassment by significantly increasing the number of sexual harassment prevention workshops it conducts to students and staff.

Issues of Integrity Particularly Affecting Students

Academic Integrity

The CUNY policy on Academic Integrity is published on the CCNY website. All instructors are encouraged to include a statement on academic integrity on their syllabi. The Office of Academic Standards (OAS) provides guidance to instructors with respect to classroom practices designed to promote academic integrity and minimize opportunities for violations. A brochure on the subject has been developed for students. All policy violations are reported to the Academic Integrity Official in OAS.

Student Academic Appeals

A student may appeal all academic decisions to the divisional Committee on Course and Standing, which will carefully review the issue and deliver a written response. Matters commonly addressed by these faculty committees include core and general education requirement substitutions, grade appeals, extensions of time to complete incomplete grades, integrity issues, late withdrawals, and reinstatement to the College.

Student Conduct

CCNY offers a variety of avenues to resolve conduct issues. To encourage and foster academic excellence, the College expects students to conduct themselves in accordance with generally accepted norms of ethical behavior and scholarship. Expectations for

student conduct, and the sanctions for misconduct, are outlined in the CCNY Student Handbook, the CUNY “Henderson Rules,” and the CUNY Bylaws. Disciplinary procedures outlined in the CUNY Bylaws provide three options for dealing with conduct issues: 1) an informal meeting; 2) a conciliation conference; 3) or a Faculty Student Disciplinary Committee Hearing. Each option offers the appropriate due process and is educational and developmental in nature.

Student Records

Students have the right under the Family Educational Rights and Privacy Act (FERPA) to challenge information included in their educational record and may file an appeal through the Office of the Registrar. The policy is published on the Registrar’s web site and is on file for student review in the Office of the Registrar. Procedures for appeal are outlined in the College’s Bulletin and the CCNY Student Handbook.

Student Grievances

Procedures for resolving grievances that students may have with faculty in the classroom or other academic settings are available. The University has established a Student Complaint Procedure Regarding Faculty Conduct in Academic Settings. Students have access to the services of a Faculty Ombudsperson and a Student Ombudsperson who act as independent, confidential, and impartial sources to provide assistance with complaints and conflicts when the usual procedures have not worked to the student’s satisfaction.

Issues of Integrity Particularly Affecting City College Faculty and Staff

Fair Hiring Practices

To ensure that all employment decisions are based on the principles of equal employment opportunity, job function, and performance criteria, the College engages in a vigorous and continuous program of affirmative action. The Director of Affirmative Action reports directly to the President and is chiefly responsible for the development and overall coordination of the Affirmative Action program, supplying the necessary leadership and administrative direction for the program, ensuring the implementation of the Plan and the audit of its effectiveness.

Fair Working Conditions

The Professional Staff Congress (PSC-CUNY) represents more than 20,000 faculty and staff at The City University of New York (CUNY), including all tenure-track faculty, adjunct faculty, Higher Education Officer series administrators (HEOs), and College Laboratory Technicians (CLTs). The union negotiates, administers, and enforces collective bargaining agreements and advocates for the interests of the instructional staff in its various forums. Many articles of the Collective Bargaining Agreement (CBA) are dedicated to ensuring that fair practices are in place to protect union members, including:

- procedures for fair evaluation of work including for tenure and promotion.
- procedures for resolving disputes.

- procedures for fair treatment of faculty members during financial exigency or program elimination.

Responsible Conduct of Research

The records of the College's Institutional Review Board (IRB), which oversees research involving human subjects, demonstrate ethical practices and respect for individuals in scholarship and research.

City College adheres to the University policy on Responsible Conduct of Research and Similar Educational Activities, and responds promptly with any allegations or evidence of possible misconduct. It is the University's expectation that all research conducted by members of the CUNY community will adhere to the highest ethical and moral standards.

Institutional Representation and Governance

Institutional governance follows policies and practices outlined in the Bylaws of the University. The Faculty Senate and faculty councils are representative, policy-making bodies, which provide opportunities for faculty debate and democratic participation.

Recommendations

1. All members of the community must perceive themselves as responsible for integrity in the academic environment; workshops and training should be included whenever possible in orientation activities for faculty and staff members.
2. Rigorous and consistent transmission of the academic integrity policy to the student population should occur during the New Student Seminar; students should be made aware that academic dishonesty compromises the validity and worth of the institution's degree for every student.
3. Information on policies and procedures relating to integrity should be maintained and updated in the all College print and electronic publications. The College should ensure that this information is easily accessible.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Institutional Assessment at City College is a dynamic and ongoing process, driven by administrative leaders and involving all administrative and academic officers. The process is based on three fundamental documents: the City College Mission Statement, the CUNY Master Plan, and the College's Strategic Plan for the 21st Century.

In 2001-02, President Williams initiated a robust collegewide strategic planning process led by the then-Chief Operating Officer. Committee members comprised faculty, governance leaders, administrators, students and staff, who participated in collegewide forums designed to identify administrative and academic priorities. The Strategic Plan, which includes a revised Mission Statement, was the result.

A preliminary assessment of the Strategic Plan, was conducted in 2005-06. The findings, documented in a preliminary report indicated that many of the core elements had been accomplished.

Since then, remaining elements in the Strategic Plan have been reprioritized to coincide with CUNY Master Plan initiatives, from which the College's annual Goals and Targets are derived. The Master Plan currently serves as the primary tool by which City College measures effectiveness and continued improvement.

The Master Plan identifies eight strategic areas for development and investment at The City College:

1. Creating a flagship environment in engineering, science and architecture.
2. Cluster hiring in the areas of photonics, engineering, and science.
3. Fostering a research environment, including a plan for CCNY and CUNY science buildings at City College.
4. Review of doctoral programs in science and engineering.
5. Expanding the use of technology in on-line education and other instructional technology tools.
6. Coordinated Undergraduate Education: strengthening undergraduate education by consolidating initiatives in Writing Across the Curriculum (WAC), summer immersion programs, and academic support programs.
7. General Education project: strengthening undergraduate curriculum with emphasis on effective pedagogy, faculty development, and transfer-articulation with community colleges.
8. Expansion of College Now programs and early college high schools.

These coincide with three University-wide priorities.

1. Raise Academic Quality.
2. Improve Student Performance.
3. Enhance Financial and Management Effectiveness.

The University establishes objectives for each goal with quantitative indicators when applicable, to measure and monitor trends and performance. Quantitative indicators are provided in a separate annual Performance Measurement Process (PMP) report. The 2007-08 Goals and Targets template is shown below with PMP indicators identified in parentheses.

Table 7.1 CUNY Goals and Targets with PMP Indicators, AY 2007-08

Goal	Objective	Target (Indicator)
Raise Academic Quality	1. Strengthen Flagship Programs and Priority Programs; update curricula	1.1 Identify resources to be shifted to flagship and priority programs
		1.2 Demonstrate greater recognition/validation of academic quality from external sources
		1.3 Program reviews, with analysis of enrollment and financial data
		1.4 Use technology to enrich courses (report on courses with significant technology component)
	2. Attract and nurture a strong faculty that is recognized for excellence in teaching, scholarship and creative activity	2.1 Upgrade faculty, report on hiring and investment in faculty development
		2.2 Faculty research/scholarship activity report
		2.3 Instruction by FT faculty (% of courses taught by FT faculty)
		2.4 More underrepresented faculty and staff (diversity report)
Improve Student Success	3. Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study	3.1 Implement CUE plans, and Campaign for Success (use outcome indicators such as % passing gateway courses, % freshman taking summer courses; average number of credits earned in first year, % lower division courses taught by FT faculty, % students declaring major by 70 credits)
		3.2 Use ACE to improve basic skills and ESL outcomes (% of SEEK students passing skills test in 1 year, % of ESL students passing in 2 years)
		3.3 Pass rates on the CUNY Proficiency Examination
		3.4 Improve high school student readiness through College Now

Enhance Financial & Management Effectiveness	4. Increase retention and graduation rates	4.1 Retention rates will progressively increase (one-year and two-year retention rates)
		4.2 Graduation rates will progressively increase (six-year BA/BS; four-year BA/BS; four-year MA/MS rates)
	5. Improve postgraduate outcomes	5.1 Professional preparation programs will improve high performance of their students on certification/licensing exams (pass rates on licensure/certification exams)
		5.2 Report on graduate exams (performance on standardized exams required for entry to graduate/professional programs)
		5.3 Job and education placement rates for graduates will rise (survey of BA/BS graduates one year after leaving college)
	6. Improve quality of student academic support services	6.1 Student satisfaction with academic support services, student services, academic advising and use of technology to strengthen instruction will rise (use student experience survey results)
	7. Meet enrollment goals	7.1 College must meet enrollment targets for degree and ACE students; mean SAT/CAA of baccalaureate will rise
		7.2 Increase the percentage of TIPPS equivalency evaluation
	8. Increase revenues and decrease expenses	8.1 Alumni-corporate fundraising will increase 10%
		8.2 Achieve productivity savings target and apply funds to student instruction-related activities
		8.3 Lower or hold constant the percentage of its tax-levy budget spent on administrative services
		8.4 Implement financial plans with balanced budgets
		8.5 Contract/grant awards will rise 5%
		8.6 Indirect cost recovery ratios will improve
	9. Improve administrative services	9.1 Complete restructuring of philanthropic foundations to comply with guidelines
		9.2 Student satisfaction with administrative services will rise (survey of student satisfaction)
		9.3 The % of instruction delivered on Fridays, nights, weekends will rise
		9.4 Develop chemical inventory and hazardous waste management system
		9.5 Make timely progress of ERP implementation

Each spring, the University issues its Goals and Targets for the next academic year. The College then develops its targets that support the University targets and submits them to the Central Office in late June. The template remains largely the same from year to year although there are sometimes modifications. (This document does not include unique City College targets that are not covered by the Master Plan; these are monitored separately by the College.)

At the end of the academic year, the University issues its PMP report, which provides quantitative indicators measuring progress in meeting the past year's Goals and Targets. The report is distributed to Vice Presidents, Deans and other unit heads, who are each then required to report outcomes for the College targets set the previous year, including supporting documentation. The outcomes report is submitted to the University in mid-June.

Institutional Planning at The City College

In addition to the University's annual review of Goals and Targets, the College has developed its own annual Institutional Assessment process for all units reporting to the Provost and the Vice Presidents. Quantitative indicators for each area are tracked using a template that provides benchmarks on staffing, enrollment, budget, equipment, and related data. These help monitor changes and trends in key indicators of the College's mission.

Each unit has also developed an Institutional Planning and Assessment Document, identifying major planning activities, individuals responsible for implementation, assessment methodology, and results and recommendations. In addition, PMP indicators have been developed for all academic and administrative units. These indicators are used to assess and monitor progress in critical planning areas. Other critical documents used in the process are:

1. **City Facts:** an annual collegewide data book generated by the Office Institutional Research showing trends in undergraduate and graduate enrollment, admissions of freshman and transfer students, staffing and financial information.
2. **Course and Teacher Survey:** a questionnaire administered electronically each semester for all courses rating student interest in the course, the instructor, the level of the course, the delivery of instruction and other related issues.
3. **CUNY Student Satisfaction Survey:** this biennial survey addresses a variety of issues, including the profile of undergraduate students, socio-economic status, family composition, use of time, use of technology, availability of courses, satisfaction with academic quality, support services, and computer services.
4. **Collegewide Faculty Surveys:** surveys have included those conducted by the University Faculty Senate, the CCNY Faculty Senate, the President's Office and by the Middle States Steering Committee.
5. **Research Administration Report:** the report provides information about external funding for research for all faculty members by academic area.

The College's institutional assessment and planning process is shown in Table 7.2. It begins each Fall semester with orientation meetings at the Review Committee and

general meeting with department chairs. The meeting includes review of planning documents, Goals & Targets, PMP reports, budget, Compact funding, and academic initiatives such as Coordinated Undergraduate Education, General Education, and Campaign for Success.

In the Spring semester, the Review Committee conducts its collegewide assessment review. Deans, Vice Presidents or office heads present activities, progress and assessment of each unit for discussion by the Review Committee members. Initial recommendations for the President are developed through these discussions. This year these meetings have been expanded to include department chairs when their dean makes their division/school presentation. The review culminates in a retreat where recommendations to the President are finalized for his consideration and ultimate inclusion in the annual CUNY Goals and Targets and other relevant documents.

Resource Allocation Assessment

Since initiating annual institutional assessment processes, the administration has worked to improve transparency and accountability in its budgeting process. In 2005, the former COO posted additional budget information on the College intranet to enhance budget planning at the request of administrative heads. In 2005-06, the Provost held a series of meetings with department chairs to elicit opinions about the budget process. Many of the chairs expressed dissatisfaction with the process, particularly with the lack of flexibility to allocate resources to meet department needs. A 2006 survey by the Middle States Committee on Planning, Resource Allocation, and Institutional Renewal indicated that many chairs and program directors continued to express some dissatisfaction with the budget process. In response, the Provost is in preliminary discussions with deans and chairs about decentralizing some of the budget processes.

The new CUNY Enterprise Resource Planning (ERP) project will provide more accessible and detailed budget information in 2008. The ERP functions are being phased in over several years. With the appointment of a new Vice President of Finance and Administration in 2007, the College has continued to improve its monitoring of resource allocation. To assess the College's annual institutional outcomes, a retreat is held late in May, with administration and department chairs to review annual progress and recommendations, with a final summary of recommendations presented to the President. The retreat is also used to solicit comments from the participants about the assessment process and effectiveness.

Annual resource allocations are affected by several CUNY initiatives that have allowed the College to direct its investment toward areas that support its mission and program priorities. These include Cluster hiring, Coordinated Undergraduate Education; the Compact; Graduate Education Investment Program; and Graduate Research and Technology Investment. These initiatives are discussed in detail in Standard 2 & 3.

Learning Assessment

The annual assessment process also focuses on learning assessment as discussed in Standard 14. Learning assessment is an integral part of the regular mechanisms that

ensure proper implementation and continuous improvement of the curriculum, and the timelines for assessment are dictated by these mechanisms.

The cyclical process is driven by CUNY Goals and Targets areas relating to student achievement, in which course learning outcomes serve as instructional goals, appropriate assessments are applied both formatively and summatively to provide feedback on student performance, and analyses of assessment results are used to refine and adjust classroom approaches, departmental course offerings, and the curriculum. The overall process is the same for every academic unit in the College, including General Education. Changes in courses and the curriculum not only require the approval at the institutional (CCNY) level, but also at the CUNY level.

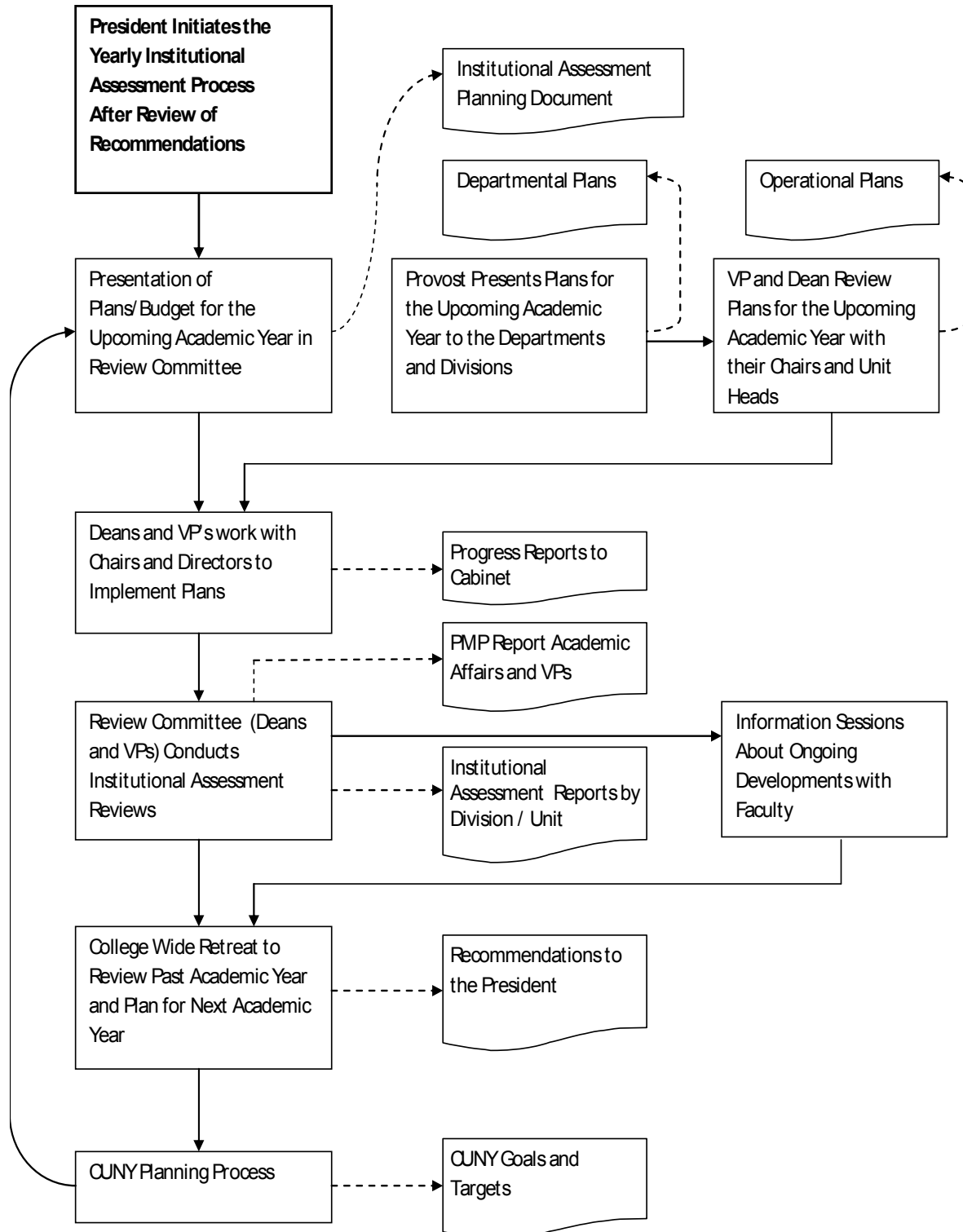
The departmental processes vary from department to department, e.g., the assessment panel and curriculum committee may correspond in small departments, while some departments may have executive committees that take on part of the Chair's role, such as working with an instructor to improve a course. Measures for improvement might include improving resources, changing instructional approaches, and changing prerequisites. The outcomes of each departmental process are documented in updated syllabi, assessment instruments, reports and plans.

To strengthen the institutionalization of learning assessment as an integral part of continuous improvement, the Provost requires academic assessment in new curriculum and course proposals, and requires the Divisional Deans to report on learning outcomes assessment, including funding needs, in the Review Committee. Standard 14, Learning Outcomes Assessment, discusses in more detail the history and current state of assessment-based curriculum improvement at CCNY, the challenges that still remain, and the recommendations for improvement.

Recommendations

1. The assessment process should be expanded to include greater participation by faculty and staff to institutionalize a culture of assessment.
2. Goals, benchmarks, strategies and an assessment timeline should be developed and incorporated into all departmental and divisional plans.
3. The ongoing nature of institutional assessment should be emphasized by discussion at collegewide meetings.
4. The budget and resource allocation process should be integrated with the institutional assessment process at all levels.

Table 7.2: CCNY Institutional Assessment Process



Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interest, goals and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

As City College experiences its highest student enrollment in a decade, one of the most pressing challenges it faces is the relatively low retention and graduation rate of students in its baccalaureate programs. According to recent statistics, fewer than 40% of the College's full-time first-time freshmen graduate within six years.

Although a variety of external issues affect students' ability to remain in school, CCNY's retention and graduation rates nonetheless lag behind four of six other CUNY senior colleges.

Table 8.1: CUNY Senior College 6-year Graduation Rates of Full-time, First-time Freshmen (based on Fall 2000 freshman class)*

6-Year Graduation Rate	Baruch	Brooklyn	City	Hunter	Lehman	Queens	York
	61.5	51.3	37.6	45.4	33.4	56.0	34.1

*source: CUNY Office of Institutional Research: www.oira.cuny.edu

In recent years, CCNY has begun to vigorously address internal factors that may impede student success, including level of preparedness upon admission, the effectiveness and availability of advising, the ability to connect with an academic program or major, teaching and classroom experiences.

A major new CUNY initiative in this effort, beginning in 2009, will enable College admissions officers to set admission criteria, access applicant files, and screen completed applications. This will give the College significantly more control of incoming students. Currently, all CUNY undergraduate admission applications are collected, processed, and acknowledged centrally by the University Application Processing Center (UAPC), which puts City College at a disadvantage in seeking out the most qualified applicants for its programs. The new procedures will provide the College with the ability to set and better monitor recruitment and admission initiatives and are expected to enhance student retention.

Impact of the End of Remediation

Prior to 1999, CUNY senior colleges provided remedial programs for admitted students who did not meet basic skills requirements as determined by standardized tests in reading, writing, and mathematics. Remedial courses began to be phased out at the senior colleges in 1999, replaced by non-credit immersion workshops offered prior to the students' enrollment. Students needing remediation must now successfully complete these workshops through the University Skills Immersion Program (USIP) and pass the corresponding skills tests in order to enroll at a senior college.

Because City College had concerns about maintaining enrollments, it postponed eliminating remediation until 2001. However, contrary to the expectation that enrollment would decrease with the end of remediation, it significantly increased, and the College began to attract more and better academically prepared students, especially among freshmen. The improved reputation of the College, coupled with a substantial increase in the availability of scholarships and the introduction of highly selective honors programs, contributed to these successes.

Table 8.2 Total Enrollment Since 2000 with End of Remediation in 2001

Year	Undergraduate	Graduate	Total
2000	8,231	2,904	11,135
2001*	8,067	2,416	10,483
2002	8,638	3,428	12,006
2003	8,936	3,614	12,550
2004	9,117	2,991	12,108
2005	9,494	2,946	12,440
2006	10,314	2,930	13,244
2007	11,181	3,211	14,392

* End of remediation

As the data show in Table 8.2, undergraduate enrollment, especially among freshmen, has been increasing steadily since 2002. In 2002 and 2003, the total enrollment increased primarily due to the large graduate enrollment in the Teaching Fellows program in the School of Education. A more significant increase in undergraduate enrollment (820 students) occurred in Fall 2006, bringing the total enrollment above 13,000 for the first time in a decade. Importantly, new student enrollment also increased and has risen steadily beginning in 2002 (Table 8.3).

Table 8.3: New Student Enrollment 2000-07

Year	Regular Freshman	SEEK	Transfer
2000	648	280	798
2001*	578	157	859
2002	811	200	1,070
2003	944	230	1,219
2004	988	227	1,169
2005	1,040	286	1,141
2006	1,275	289	1,153
2007	1,599	196	1,181

* End of remediation

New Admissions Standards for 2008-09

Admitting students who are well prepared to succeed and graduate in City College's rigorous programs is essential for the institution to achieve its mission. Therefore, setting appropriate admissions criteria is crucial. While the College's general admissions criteria have not changed since 2000, Engineering and Architecture, two of the College's Flagship programs, have increased their entry requirements. The Division of Science has recently adopted admissions standards similar to those of the School of Engineering. For the remainder of the College's divisions, the Office of Admissions will increase its efforts to recruit, admit, and enroll students with the skills to succeed and graduate in a challenging academic environment, without sacrificing diversity and with a minimal loss in overall numbers.

New CCNY admissions criteria, based on data analysis and supported by CUNY, have been developed. These new criteria divide students into categories based on high school average. Each category is associated with a minimum SAT (combined critical reading and math) score and a high school unit requirement. For example, for programs in the liberal arts and education, students with high school averages between 78 and 89.9 must have a minimum SAT score of 850 in order to be admitted, while students with high school averages between 75 and 77.9 must have an SAT of 950 or higher. Those with high school averages of 90-100 may be admitted with SAT scores as low as 700. This methodology places more emphasis on achievement in the classroom than on standardized test scores, allowing higher performing students who may not do well on standardized tests to be admitted. On the other hand, students with SAT scores of 1100 or higher may be admitted with a high school average as low as 70. This ensures that students with high school averages that may not reflect their true potential are also admitted. The new admission criteria for the SEEK program uses a similar methodology, although with considerably less emphasis placed on SAT scores. There are two other sets of criteria, one for engineering and science programs and another for architecture. These criteria are similar to those for liberal arts and education, but are somewhat more selective, based on the level of preparedness necessary to be successful in these programs. Analysis indicates the new criteria might deny eligibility to up to 27.8% of freshman students who enrolled under current standards. However, admissions applications for Fall 2008 indicate that the number of students affected is more likely to be 12-13%.

To minimize the impact, the College will engage in a variety of activities involving recruitment of freshmen, transfers, graduate and international students, as follows:

- Aggressively recruit applicants this year using the new CUNY "CARS" database that allows the College to recruit applicants directly, prior to admissions decisions being made.
- Use scholarships as an incentive in recruitment through an easy-to-use web site and on-line application supervised by a new manager of scholarships.
- Develop an alumni interview program to enhance yield rates by bringing applicants to tour the campus and meet current and former students.
- Strategically market the Towers in a wider geographic area to attract students from outside New York, including internationally.

- Increase on and off campus events and advertising, especially those aimed at new geographic markets, including internationally.
- Focus recruitment efforts to attract additional transfer students, especially by improving credit transfer efficiency and maintaining TIPPS, a CUNY database for cross-campus transfer evaluations.

Reorganization of Enrollment Services

As recommended in the College's Strategic Plan, the Office of Enrollment Management under the leadership of an Assistant Vice President was established in 2004 to provide strategic leadership for a comprehensive set of processes that support student success. In addition, an Associate Director for Client Services position was created to serve as an advocate for students with complex problems.

In 1999, the College converted its legacy student information system to the centrally managed CUNY Student Information Management System (SIMS), which provided the Office of Enrollment Management with the capacity to implement telephone and web registration. In 2002, online grading was introduced, and the College experienced an increase in timely grade submissions from 70% to approximately 95% through the use of web grading. (This has had the added benefit of encouraging students to use their College e-mail addresses, which is the quickest and easiest way to retrieve their grades.)

In 2006, the Office of Enrollment Management began implementation of Degreeworks, a degree audit and advising system able to define complex degree requirements and provide real time academic advising capabilities, such as unlimited capability to make notes regarding advising sessions, web-based exception processing, a powerful "what if" planning mode, and reporting tools for research and analysis. This program is a valuable addition that allows students and advisors to see completed and remaining degree requirements at a glance, simplifying the process of course selection. Under the direction of a dedicated project manager, the first phase of implementation took place in Spring 2007 in the Grove School of Engineering, the School of Architecture, and the Sophie Davis School of Bio-Medical Education. (Degreeworks has the added advantage of replacing manual graduation audits, which require significant processing time, and result in delays in distributing diplomas.)

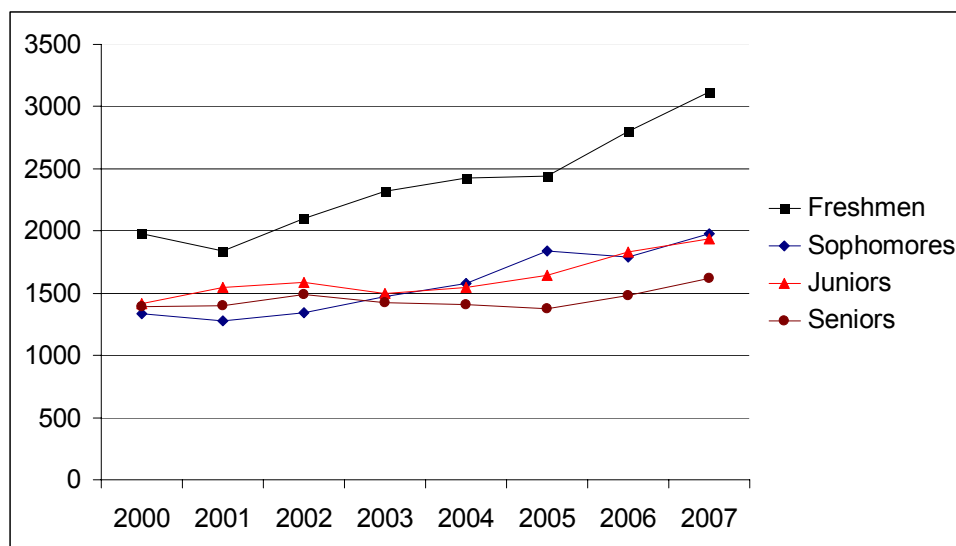
Retention Analysis and Initiatives

Over the past four years the College's retention rates have lagged behind those of other CUNY colleges, and have remained relatively flat. To improve its retention and graduation rates, the College set specific goals to increase one and two-year retention rates by 2-3 % over the next three to five years in alignment with CUNY goals.

A critical element in this effort is the Gateway Academy, established in 2005. This advising office provides coordinated services for incoming freshmen and continuing students who have not yet declared a major: advisors assist students in selecting and registering for courses; workshops focus on career and academic literacy topics; cultural events bring students together on and off campus; and social activities contribute to new students' sense of community and connection to one another and the institution. The

Center has emerged as an important hub, both for lower division students and for College staff who serve them.

Table 8.4: Undergraduate FTE Enrollment by Level, Fall 2000-2006



The City College retention plan outlines an array of retention strategies, including:

Retention Tracking: A powerful new tool in understanding patterns of student retention is a series of Retention Tracking graphs (Table 8.6) developed by the Director of Assessment. These graphs show the academic progress of every student in an annual cohort, including a student's major at the time of graduation or separation from the College, as well as any previous majors he or she may have had. The graphs also show the time to graduation or separation as well as any stop-out periods. These graphs are a dramatic and accessible tool that allows us to truly follow the academic paths of our students and to identify patterns that may positively or negatively impact student success. The graphs may also prove to be a corrective to misperceptions about our students and their needs. One immediate finding is that most students who drop out are undeclared at the time they leave. Two important findings are 1) significant attrition takes place in science and engineering courses as students attempt to complete gateway math and science courses, and 2) students who do not declare a major within the first two years are unlikely to graduate.

Major Drive: In Fall 2006, a review of data indicated that 1,744 students had not declared a major. At that time, the College embarked on an aggressive campaign to reduce the number of undeclared majors, contacting students by e-mail and post, and encouraging them to declare majors or select an area of interest. As a result of these and follow-up measures, the percentage of baccalaureate students who had declared a major

by the 70th credit was 80.4% at the end of the Fall semester, compared to 57.8 percent for the same time in 2005.

Benchmarks Math: A critical component of the College's effort to improve student success in the first year has been a systematic review and revision of basic math courses. The College focused on two major math courses, Pre-calculus (Math 19500), and Calculus 1 (Math 20100), required of most engineering and science students. The pass rates in these courses since 1999 have been consistently below 50%, with pass rates in Math 19500 at times as low as 30%.

These low pass rates led the Department of Mathematics to examine student preparation and placement practices, course content and quality of instruction. Consequently, placement into lower level courses through the placement examination has been adjusted, the quality of instruction has been monitored through a series of observations and discussions of learning and teaching methodologies, and a newly established math-tutoring center has been equipped with computers and appropriate software.

In Fall 2006, the pass rates in both Math 19500 and Math 20100 improved dramatically. In Math 19500 the pass rate improved to 51.6% and in Math 20100 to 55%. Although it is too early to suggest that this demonstrates a new trend in these courses, the initial results are very encouraging.

This effort has been expanded to chemistry and physics, and will include a faculty development component directed at math and science pedagogy. This initiative is especially important because the College recruits large numbers of students who have an interest in science and engineering, where retention and graduation rates are among the lowest.

New Mid-term Intervention: CCNY is taking aggressive steps to monitor students' academic progress by mid-semester to help at risk students and reduce the number of failing grades at the end of each semester. This initiative was piloted in two mathematics courses and introductory science courses in Fall 2007, and required instructors to give students a mid-term performance evaluation. Students whose performance was marginal or failing were contacted directly by academic advisors to develop strategies for improvement. Twenty-six percent (26%) of those at risk in the pilot courses passed the course in question, 26% earned a non-punitive grade of "W", 4% earned a "WU" (GPA negatively impacted), 43% failed the course and 1% earned an Incomplete or Absence. This initiative will be expanded in the Spring 2008 semester and assessment conducted against this baseline.

End of Semester Grade Review: Beginning in Fall 2006, the College began more aggressively tracking students who were performing poorly academically. Students who do not receive passing grades (A, B, or C) at the end of each semester are contacted by academic advisors to determine the reasons for poor performance and offer them guidance for improved performance. Data are not yet available to assess the impact of this initiative.

Table 8.5: Students with Declared Major by 70th Credit, Fall 2003-Fall 2006

<u>Senior College</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Baruch	73.7	82.7	85.9	84.5
Brooklyn	75.1	81.9	84.6	87.0
City	55.2	58.8	57.8	80.4
Hunter	49.5	59.6	68.8	61.4
Lehman	82.5	85.2	84.7	79.6
Queens	70.3	67.9	68.5	68.5
York	95.6	96.5	96.2	96.4
Senior Subtotal	68.6	73.9	76.7	77.0
<u>Comprehensive College</u>				
John Jay	100.0	100.0	100.0	100.0
Medgar Evers	96.9	98.3	97.1	98.2
NYCCT	97.9	98.1	100.0	100.0
Staten Island	97.7	97.3	96.0	96.5
Comprehensive Subtotal	88.7	98.8	98.8	98.1
University Total	76.2	79.6	81.5	81.8

New Student Orientation: Several indicators suggest that for most students the transition from high school to college is difficult and unclear. Data show that only one third of new freshmen complete freshman year requirements and move to the sophomore level in their second year. The first year retention rate is below 80% and the two-year retention rate is about 60%. While Freshman Orientation provides a general introduction to CCNY, assessment measures indicate that it needs to be more effective in building community, creating more interaction between students, generating intellectual excitement, and in preparing students for the New Student Seminar. These elements will be built into the mandatory New Student Orientation program to be implemented in 2008. To increase new students' sense of connection to the College, faculty will advise new students in addition to a staff advisor.

New Student Seminar: Prior to Fall 2007 the New Student Seminar (NSS) ran for 14 weeks, and began one to two weeks after the first day of classes. This fall, a revised version comprising two seven week sessions (with an online Blackboard component) will allow first year students to take the course in the first or last seven weeks of a term. The New Student Seminar will include greater emphasis on the academic transition from high school to college requirements, time management, and study habits.

Increasing Enrollment of Stop-outs: CCNY continues to take aggressive steps to ensure that currently enrolled students re-enroll in subsequent semesters. The College has reached out to students in good standing who have stopped out for at least one semester, and has encouraged them to seek readmission. Beginning in Fall 2006,

eligible students who had not registered within approximately five weeks of their assigned appointments were contacted and encouraged to register, increasing registration by 800 students.

Graduate Admissions Issues

One noteworthy trend is the growth in new graduate student enrollment over the past two years. In Fall 2005, 722 first-time degree graduate students enrolled, compared with 848 in Fall 2006. The number for Fall 2007 is 927. Much of this growth occurred in education and engineering programs.

The creation of new graduate programs slated to be available in the 2008-09 academic year, coupled with new graduate recruitment initiatives, will require an investment in marketing and advertising and the full participation of the academic departments involved. Over the past two years, a limited amount of funding has been made available in the College's budget to address graduate recruitment issues. A Graduate Education Investment Program (GEIP) Committee has been convened to address issues related to recruitment.

To further enhance recruitment, a series of on-campus events aimed at attracting prospective graduate students will be held, including one aimed at CCNY students and recent alumni. Admissions counselors (previously exclusively undergraduate) will be trained to recruit and counsel prospective graduate students. Off-campus activities will be expanded, as will our direct mail/communication plan. To be successful, these initiatives will require significant resources, expertise and time.

Recommendations

1. The College should continue and expand its efforts to help students to select and declare a major early in their College career.
2. As the College implements its new general admissions criteria, departments should also consider instituting requirements for admission to the major, consonant with the background needed to succeed in the major.
3. The College should continue and expand its efforts to recruit aggressively transfer and graduate students, supported by adequate funding for advertising, travel and other recruitment activities.
4. The College should continue the Benchmark Math Initiative, while assessing the impact of curriculum revision and new teaching strategies. Similarly, gateway science courses should be assessed and revised to maximize opportunities for student success.
5. An assessment plan to evaluate the services offered by the Gateway Academy should be initiated.

Table 8.6: Student Tracking Sheets, Cohort Entering Fall 2000, Showing Each Student who either Graduated or Separated from the College as a Social Science Major

SOCIAL SCIENCE IN LAST SEMESTER / FIRST-TIME FRESHMEN DEGREE, ENTERING FALL 2000																								
Case	Last_Div	First_Div	Fa00	Sp01	Fa01	Sp02	Fa02	Sp03	Fa03	Sp04	Fa04	Sp05	Fa05	Sp06	Fa06	Sp07	Fa07	Grad_Date	Last_Major	ID_Code	Seek	Regular	Full_Time	
1	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	psy	544			
2	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	psy	739			
3	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200509	psy	261	Yes		
4	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci		200509	psy	677			
5	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	200409	psy	98				
6	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	200506	prel	646				
7	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	200502	psy	663				
8	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	200502	psy	360				
9	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	200502	psy	86				
10	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sci	sosc	sosc	sosc	sosc	sosc	200706	soc	168	Yes			
11	sosc	sci	sci	sci	sci	sci	sci	sci	sci	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	200602	psy	491		No		
12	sosc	sci	sci	sci	sci	sci	sci	sci	sci	und	und	und	und	und	und	und	und	200706	psy	717				
13	sosc	sci	sci	sci	sci	sci	sci	sci	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		inst	59				
14	sosc	sci	sci	sci	sci	sci	sci	sci	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	200706	psy	771				
15	sosc	sci	sci	sci	sci	sci	sci	sci	und	und	und	und	und	und	und	und	und		inst	56				
16	sosc	hums	hums	hums	hums	hums	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	psy	489		No	
17	sosc	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	econ	381			
18	sosc	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	econ	111			
19	sosc	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	econ	821			
20	sosc	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200502	econ	38			
21	sosc	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	econ	676			
22	sosc	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	econ	800			
23	sosc	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	psy	894	Yes		
24	sosc	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	econ	46			
25	sosc	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	psy	733			
26	sosc	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	psy	810			
27	sosc	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	psy	482			
28	sosc	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200509	econ	115			
29	sosc	engr	engr	engr	engr	engr	engr	sosc	hums	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	psy	567	Yes		
30	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr		200509	econ	508			
31	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr		200506	econ	359			
32	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr		200506	psy	839	Yes		
33	sosc	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200602	econ	841	Yes		
34	sosc	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	hums	sosc	sosc	sosc	sosc	sosc		200602	psy	280		No	
35	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	hums	soc	sosc	sosc	sosc		200602	econ	732			
36	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc		200606	econ	702	Yes		
37	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc		200606	econ	458			
38	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc		200606	econ	394			
39	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc		200606	econ	842	Yes		
40	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	soc	sosc	sosc	sosc	sosc	200706	econ	695				
41	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	227			
42	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	psy	200		
43	sosc	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	engr	sosc	sosc	sosc	sosc	sosc	423	
44	sosc	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch		200406	psy	578			
45	sosc	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch		200606	econ	469	Yes		
46	sosc	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch	arch		200606	psy	688			
47	sosc	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed		200502	psy	838			
48	sosc	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed		200506	psy	142			
49	sosc	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed	bmed		200602	psc	650			
50	sosc	edu	edu	edu	edu	edu	edu	edu	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	soc	538	Yes		
51	sosc	edu	edu	edu	edu	edu	edu	edu	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	soc	553	Yes		
52	sosc	edu	edu	edu	edu	edu	edu	edu	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200506	soc	660			
53	sosc	edu	edu	edu	edu	edu	edu	edu	edu	edu	edu	edu	sosc	sosc	sosc	sosc	sosc		200509	psy	600	Yes		
54	sosc	edu	edu	edu	edu	edu	edu	edu	edu	edu	edu	sosc	sosc	sosc	sosc	sosc	sosc		200509	psy	146	Yes		
55	sosc	dwe	dwe	dwe	dwe	dwe	dwe	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200406	psy	234		No	No
56	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200406	soc	344		No	
57	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200409	psc	212			
58	sosc	und	und	und	und	und	und	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200409	psy	804			
59	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200406	psy	682			
60	sosc	und	und	und	und	und	und	und	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200409	econ	160			
61	sosc	und	und	und	und	und	und	und	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200409	soc	726			
62	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200409	psy	340	Yes		
63	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200406	psy	161			
64	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200406	prel	49			
65	sosc	und	und	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc	sosc		200406	econ	404	Yes		
66	sosc	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und	und		200502					

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Support services that complement and enhance students' instructional experiences are central to the College's fulfillment of its mission, vision and goals. These services play a critical role in student success, beginning with first inquiries about the College.

As CCNY strives to be a more student-centered institution, the College's support services have become increasingly responsive to the institution's complex and diverse student body. The shared, overarching goal among the discrete support units is to provide a system of integrated services, activities, and experiences that support classroom instruction, enhance learning, promote retention and academic success, strengthen institutional identification, and foster personal and professional development.

Student support is increasingly a priority for all administrative offices at the College in addition to the Division of Student Affairs. The Strategic Plan and CUNY Goals and Targets include student support improvement as priorities, since these services are directly linked to overall student success, retention and graduation. The College provides two types of support: academic support services and non-academic support services, emphasizing students' personal and social development.

Professional staff members in all student support service offices are hired through a search process overseen by the Office of Affirmative Action, which ensures that individuals have appropriate credentials and experience. In addition, staff members are expected to participate in ongoing professional development and training activities.

Academic Support Services

Academic Advising

Recognizing the positive impact that timely and accurate advising by knowledgeable professionals can have on retention, graduation, and overall student satisfaction, CCNY has implemented several important changes in academic advising services since its last accreditation, based on feedback from students, faculty and advising staff.

As discussed in Standard 8, the centerpiece of the reorganization was the establishment in 2005 of the Gateway Academy, an advisement center for newly admitted freshmen, transfers and continuing students who have not declared a major. Advisement by Gateway staff continues until students declare a major, at which point advisement responsibility is transferred to major departments.

Freshmen and transfer students admitted to the professional schools of Architecture, Engineering, and Education are advised by faculty and professional staff and are monitored in the division. Similarly, students enrolled in the Sophie Davis School of Biomedical Education and the Division of Worker Education are advised by faculty and staff in these areas.

Academic departments vary considerably in the extent of faculty involvement in the advisement process, advisor training, and the availability of resources such as staff, computer equipment, and space. A 2007 survey of academic advisors revealed that some departments/programs have well-structured, advisement programs with maximum faculty involvement, written advising procedures, and ongoing training; others are less well-organized. However, more than 80% reported that their units provide an adequate and appropriate level of advising services despite a perceived lack of sufficient manpower and financial resources.

Approximately 2,200 undergraduate students in target populations that have particular needs receive additional academic advising and support, both before and after declaring a major, through special programs including SEEK (Search for Education Elevation, and Knowledge), a New York state-funded educational opportunity program; the Macaulay Honors College and City College Honors Program; SSSP (Student Support Services Program), a federally funded program; CCAPP (City College Academy for Professional Preparation); and PRES (Program for the Retention of Engineering Students).

The 2006 CUNY Student Satisfaction Survey indicated that 71% of CCNY respondents were either very satisfied or satisfied with advising services. This figure represented a higher satisfaction rating than that reported in the 2004 survey and a higher average rating than other CUNY senior colleges. However, a less positive assessment of advising services resulted from feedback provided by lower and upper-division students who participated in focus groups conducted by the College in 2007. Students indicated a level of dissatisfaction with advising services and identified areas of concern such as a lack of assigned advisors, inconsistent advisement, and limited availability of advisors.

Tutoring and Academic Workshops

Although most tutoring is program or department-based, the Writing Center and the Math Lab provide assistance to students across courses and disciplines. The Writing Center, which moved into a newly renovated space in 2005, also offers writing-related academic workshops and test preparation workshops for the mandatory CUNY Proficiency Exam (CPE). In 2006, the Writing Center provided individual tutoring to more than 1,100 students. That same year, the CPE show and pass rates of 81% and 84%, respectively, exceeded the averages of other CUNY senior colleges for the first time. However, as the demand for these services grows, there are added funding, staffing and space challenges. One way in which the increased demand is being addressed is through the increased use of instructional software and related technology, which allows students to work more independently from any location.

Collegewide math tutoring is available in the Math Lab for selected courses, particularly pre-calculus and calculus, which are gateway courses to many of the College's popular science and engineering majors.

Additional tutoring is available from many of the special programs that offer academic advising above.

Non-Academic Services

Non-academic student support services are largely provided through the Division of Student Affairs (DSA). The Division partners with academic units to provide a comprehensive student experience that promotes success. A broad array of programs and activities are offered that strengthen academic, social and leadership skills, enhance career development, and generally contribute to students' overall academic, personal, social, and professional growth.

Athletics and Intramural/Recreational Sports

The College complies with the Equity in Athletics Disclosure Act 1194. As an NCAA Division III athletic program, City College has 15 men's and women's varsity teams. In addition to varsity sports, there is an extensive Recreation and Intramural program with approximately 5,000 participants each semester. A staff of six full-time professionals and 30 part-time coaches oversees the daily operation.

Career Center

To help students and recent alumni prepare for professional careers, the Career Center offers a range of career assessment, planning and professional development services and programs. The Center also assists students with cooperative education and internship placements, experiential programs, and community service learning opportunities, which help students make the connection between classroom learning and the demands of the professional workplace. In 2006-07, 330 students were enrolled in the experiential education program component. Of this number, 260 students were placed in internships, cooperative education programs, and service learning settings.

The Center also organizes campus-wide career fairs and other special events at the request of participating employers. In 2006-07, there was a 12% increase in participating companies and a 15% increase in employer representatives at the College's career fairs over the previous year. The Center also had a 35% increase in on-campus interviews during that same period.

The Office of Career Services conducts on-going student assessment of front-desk service, professional workshops, career preparation sessions, and Career Fairs in addition to alumni surveys.

Wellness and Counseling

The Wellness and Counseling Center (WCC), administered by a full-time director and associate director, is an on-campus, general health care center that offers free physical health and psychological services. A recently hired, full-time nurse provides and coordinates the health services. In 2006-07, the WCC reached even more students, serving 8,983 registered students, 71% of the total student population that year.

The College has made considerable progress in the area of counseling services since the last Middle States visit, when it was noted that such services were not available for the general student population. Now, two full-time counselors and one-part time psychologist provide crisis intervention, suicide prevention, and short-term psychological counseling. Students are referred to community-based health care clinics

for more comprehensive treatment and services. In addition, the WCC has a strong affiliation with the College's Department of Psychology, where clinical psychology doctoral students provide additional counseling services through the department's Psychological Center.

Office of Student Life and Leadership Development

Research shows that more students are retained and have greater academic success if they are involved in co-curricular activities. Furthermore, student engagement in academic, cultural, social, recreational, religious and civic activities is the cornerstone of a vibrant campus life and full educational experience. The Office of Student Life and Leadership Development, principally through the Finley Student Activity Center, fulfills this mission by providing many programs and activities that support in-class learning and the development of the whole person. In 2006-07, the Center provided oversight for activities and programs of 145 student clubs and organizations and sponsored 40 collegewide activities. Students completed assessment surveys on a variety of social, cultural, service and community-based activities and programs sponsored by the Office of Student Life and Leadership Development.

Financial Aid

To better accommodate students' financial needs, the Office of Financial Aid has undertaken a new initiative to disperse aid to students much earlier than before to facilitate bill payment and enrollment. This labor-intensive undertaking differs from the standard procedure of other CUNY colleges, which disburse funds later in the semester. However, the benefits have justified the investment, since more students are able to register earlier and pay their bills on time, aiding retention efforts. The College's approach is now viewed as being a model for the rest of the university.

For the 2006-07 academic year, approximately \$49 million was dispersed to over 65% of the College's student population in federal, state, and city student aid funds. There were, moreover, 33,690 face-to-face contacts, in which financial aid counselors provided a wide range of services to students in need of financial assistance.

Towers Residence Hall

In Fall 2006, the College took a major step forward in addressing the problem of accessible housing for students when it opened its 600-bed Towers Residence Hall. The availability of campus housing transformed the College from a strictly commuter institution to one that provides a residential experience. The College, represented by the Vice-Presidents of Finance and Management and Student Affairs, partners with a private management company to run the facility. While the price of rooms is pegged to market rates, it is still expensive for some of our students. Nevertheless, the number of City College student residents continues to increase, from about 300 in 2006-07 to 450, approximately 75% of the current total residents.

To insure that students have the best residential experience, students are given the Resident Handbook, which contains comprehensive policies governing occupancy, facility maintenance and care, security, as well as other relevant information. With the benefits of an on-campus residence hall, new challenges such as security and student

disciplinary issues have emerged. In response, the Towers offers a comprehensive range of services, including social and educational programming, roommate mediation, peer counseling, and other activities that focus on residential life. Approximately, 52 such programs were offered in Fall 2007.

The Towers evaluated its first cohort of residents in Spring 2007 and results revealed that 63% of all residents expressed overall satisfaction with their experience; 54% would very likely or likely repurchase their housing plans next year; and 55% would very likely or likely recommend The Towers to others.

Other Support Services include:

The Office of International Students and Scholar Services: assists students, research scholars, and visiting faculty who are not permanent residents of the U.S. by providing academic and personal support services to enhance the transition, adjustment and retention of students living outside their home countries.

The Office of Student Services (OSS): serves as a clearinghouse for the Division of Student Affairs and assists students with housing, short-term emergency loans, and scholarship and awards.

The Office of Student Disability Services: provides a supportive environment for students with disabilities to ensure that they receive mandated accommodations to which they are entitled. This office has recently expanded its hours of service and significantly upgraded facilities and added staff to better address student needs. Students were asked to rate assistive technology and facilities, counseling, tutoring and other service areas, which were used to address deficiencies, such as concerns related to adequate equipment, space and staffing.

The Child Development Center: provides year-round day care services for young children of students. With openings for forty-five children, the Center is currently underutilized; CUNY has approved the expansion of services to children of faculty and staff. The Center also serves as a field placement site for undergraduates majoring in education, psychology, sociology, and biomedical education.

Assessment of Student Support Services

A variety of methods are used to assess support services ranging from CUNY-mandated assessments to local campus assessment, including CUNY Goals and Targets, bi-annual CUNY Student Experience Survey and focus groups. For example, the 2006 CUNY Experience Survey (CES) revealed an overall positive rating on a range of academic and support areas (i.e., student commitment to the College – 77% of students would chose to attend the College again) and in areas of College expectations (80% perceived the College had high academic standards, i.e., 95% of the respondents perceived that the College expects them to write well). However, results clearly indicated less than positive satisfaction in several areas of student support (registration procedures, admissions process, career planning and placement, disabled student services, and personal counseling).

The College also commissioned focus groups, conducted in Summer 2007, with lower and upper-division students and graduate students to assess perceptions of their experiences at the College. Upperclassmen and graduate students report an overall positive level of satisfaction and express very positive responses about faculty. However, there were several overarching concerns that emerged across the focus groups, which related to the inadequacy of academic advising systems, new student orientation, the financial aid office, and lack of knowledge about College resources.

College Policies and Procedures

Students are informed of the College's policies and procedures through a variety of materials: the City College Undergraduate and Graduate Bulletins, the CCNY Student Handbook, a handbook on Academic Policies, a variety of brochures, flyers, and letters developed by divisions, departments, programs, as well as the Information ("I") Desk, and the College's website and e-mail broadcast system. Additionally, faculty and other advisors periodically discuss relevant academic policies with students as a part of the advising process.

The College adheres to the "Henderson Rules" and Section 15 of the CUNY Board of Trustees Bylaws, which set forth CUNY policy governing conduct and behavior and the penalties for violating those rules. This policy is available in print and on the College's website. The Code of Student Conduct, described in the Student Handbook, provides for a Faculty/Student Disciplinary Committee, comprising faculty members and students, to hear student appeals involving code violations.

Student Records

All faculty and staff of the College share the responsibility for safeguarding students' privacy. To protect students' right to privacy regarding the release of records, the College fully complies with FERPA (Federal Education Right to Privacy Act).

Recommendations

1. Develop a consistent, uniform assessment plan for measuring the effectiveness of student support services including advising based on stated goals and objectives.
2. The College should consider the benefit of administering the National Survey of Student Engagement (NSSE), every two years to provide external benchmarks with which to compare the effectiveness of support services programs/activities.
3. Assessment results of student support services programs and activities should be widely shared among units to promote collaborative planning, implementation, and assessment.
4. To better assure student success, the College should better integrate the planning and activities of the Offices of Academic Affairs and Student Affairs.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

The faculty of City College today is a vibrant committed group of scholars and teachers who combine extraordinary dedication to the College's diverse student body with distinguished engagement in the scholarly, scientific, and professional worlds.

In 2000, in an initiative designed to raise academic quality, CUNY identified three flagship programs at City College: Architecture, Engineering, and Science. A sustained effort to highlight and enhance the quality of these programs has been accompanied by significant investment in "cluster" hiring. The City College enhanced hiring in its three premier programs as well: Sonic Arts, Electronic Design and Multimedia, and Film and Video. Faculty hiring has also supported other high demand programs such as Psychology, International Relations, Economics, Creative Writing, Foreign Languages and Literatures, and Teacher Education.

The total faculty head count at the College for the last 5 years is shown in Table 10.1.

Table 10.1: Faculty Size by Division, 2003-07

<u>School/Division</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Architecture	18	21	22	21	20
Biomedical	36	34	34	34	29
Education	39	41	42	42	42
Engineering	100	100	102	103	102
DWE*				7	8
Humanities & Arts	121	127	124	128	138
Science	110	115	114	107	107
Social Science	74	72	72	73	72
SEEK	6	6	7	9	6
Library	17	19	18	17	18
Total	517	537	535	541	542

*Until 2006, DWE drew its faculty from the various departments of the College

The chart shows the relatively stable faculty size at the College during a period of growing enrollment. During this time many senior faculty members retired; the stable faculty size has been largely maintained by aggressive hiring of new faculty and addition of CUNY cluster lines during the last five years. About 50% of the faculty has been hired in the last 7 years, which has had a transformational effect on the campus. Some increase in faculty size has been realized in areas of high instructional demand, particularly the Humanities, by converting professorial lines to lecturer lines (professorial lines approximately equaling the cost of two lecturer lines).

The composition of the full-time faculty of the College is about 62% male and 38% female. The ethnic composition is 9.4% African American, 7.3% Hispanic, 11% Asian, and 68.2% white. By rank, approximately 41.8% are Professors, 25.8% are Associate

Professors, and 25.4% are Assistant Professors. This top-heavy distribution reflects the low hiring capacity of the College before 2001; an energetic trend in hiring new young professors is now incrementally changing this profile. The College also employs regularly over 600 part-time adjunct faculty and graduate assistants, who are typically assigned to lower division courses.

Faculty recruitment in CUNY is loosely governed by the Instructional Staffing Model (ISM) designed to determine appropriate faculty size for specific programs based on enrollment in lower division, upper division and graduate courses. Unfortunately, the ISM does not take into account the involvement of CCNY faculty in the Ph.D. programs offered at the CUNY Graduate Center, the limited instructional contribution of chairs, the faculty status of professional counselors and library faculty, and the low student/faculty ratio required in some courses in science, engineering, architecture and some arts programs. The College also has identified additional needs in areas of potential growth related to the CUNY Master Plan and the College's Strategic Plan.

For undergraduate programs in the College of Liberal Arts and Science, cluster lines have been particularly important in the Department of Foreign Languages and Literatures, the Division of Science, and the Department of Media and Communication Arts. Cluster lines in Engineering, Education and Architecture have enhanced the general prestige and scholarly environment in the College as a whole, and aided in the recruitment of top-rated faculty in the College of Liberal Arts and Sciences.

More recently, with the implementation of CUNY's Compact funding initiative, the College has approved the hiring of 26 additional faculty allocated to areas of need. Both Cluster and Compact hiring are shown in the table below.

Table 10.2: Faculty Hiring through CUNY Cluster and Compact Funds

Department/Area	Positions	Allocated	Hired	Compact 2008
Architecture	Visiting Faculty	2	2	
Education	Faculty	6	6	4
Photonics	Research Associate	6	2	
	Faculty	3	3	
Sciences	Faculty	6	6	3
	Research Associate	3	3	
Engineering	Faculty	14	13	4
	Research Associates	3	3	
Humanities & Arts	Faculty	3	3	7
Social Science	Faculty	1	1	5
Sophie Davis	Medical Faculty	3	1	1
DWE				1
Library				1

CCNY follows standard practices in hiring for full-time faculty positions. Departments are led by elected chairs and elected executive committees that undertake searches under the direction of the appropriate Dean. Advertising and final slates of candidates are reviewed and approved through the appropriate administrative units, including the

Affirmative Action Office. Negotiations with potential candidates are conducted by the Academic Deans subject to approval by the Provost.

The City University of New York faculty is represented in collective bargaining by its union, the PSC-CUNY. The union consists of elected representatives from the faculty. According to the contract, CUNY faculty members teach 21 hours per year (27 hours for Lecturers). Reassigned or released time for junior faculty for research has been contractually increased to 24 hours in their first five reappointment years (before tenure); this change has been helpful in faculty recruitment and retention. After tenure, the College continues to provide released time to support scholarship and research. Last year, CUNY and the PSC-CUNY also agreed to extend the tenure clock to national norms of seven years from five years. Faculty performance and achievements are evaluated according to a CUNY policy requiring excellence in teaching, research and scholarship, and service to the College and the community.

Adjunct staff members teaching two courses per term are eligible for compensation for an additional instructional hour, and health benefits in their third term. In a new initiative, some are also eligible for small research grants. The PSC-CUNY contract negotiation also resulted in the creation of “adjunct conversion lines” whereby long-serving adjuncts were appointed to full-time lecturer lines; City College received six of these lines.

Teaching is evaluated by peer observations and student surveys. Teaching observations are conducted by a senior faculty member assigned by the department chair, who submits a written report summarizing the evaluation, meets with the observed faculty member, and offers guidance if needed. Three years ago, the College instituted an electronic Course & Teacher Survey for students in all its courses. This was a departure from previous practice, when a paper survey was administered in-class only for untenured faculty members or those seeking promotion. This change increased the number of courses evaluated per semester from about 200 to 2200 courses. Since the electronic survey is now voluntary, the response rates has decreased to about 30%, but the survey is a welcome additional tool that is expected to improve over time. The Faculty Senate is considering ways to improve the survey as well as strategies for increasing student response to electronic assessment tools. Adjuncts are observed and evaluated in the same manner as full-time faculty.

To encourage new faculty to develop their teaching skills and introduce relevant technology into the classroom, the College established the Center for Teaching and Learning (CETL). The CETL offers teaching workshops to all faculty, workshops for new faculty including adjuncts, workshops geared to the needs of faculty in different schools and divisions, a Master Teacher workshop, and workshops to introduce faculty to teaching and assessment technologies like Blackboard and e-portfolio. Workshop topics were identified based on a Needs Assessment Survey that was administered to newly hired and other faculty. CETL also runs workshops to aid in the teaching of General Education courses and those aimed at helping faculty develop interdisciplinary collaborations. Perhaps most importantly, each unit at CCNY is now fully engaged in assessment of all courses with support from CETL.

The College now ensures that all faculty members are provided with a computer and the software they need to teach and conduct research. A new Assistant Vice President for Technology now assures that the College's technology-based facilities and services are functioning and up to date, and that faculty members have recourse to technical help and repairs that have been slow in coming in the past. The College has also invested significant funds in technology for teaching including the use of Blackboard and clickers, and it has coordinated with the CETL to provide workshops to introduce faculty to the use of these technologies.

In support of faculty scholarship and research, the College deploys a number of strategies. Faculty in science and engineering require a significant start-up investment for laboratory-based research. In recent years, the College has increased its average start-up package for new hires in these areas to about \$300,000. Additional investments include renovating laboratory spaces and improving science core facilities and technical support staff. In other areas, the College offers more modest support for technology, travel, and publication expenses. Modest funding for faculty travel to academic conferences and for research support is also available within departments. The President has used discretionary funds to increase travel and research funds to support the scholarly work for faculty in the departments of the Humanities and Arts. The PSC-CUNY contract also provides a modest Research Fund and grants for which all eligible full-time faculty members can apply in a peer-reviewed process. In 2006-07, faculty could apply to one of about 40 disciplinary award panels for up to \$6,000 in support of their research projects. Those tenured faculty members without sponsored research who publish regularly can receive released time in support of their scholarship.

Many faculty members participate in doctoral education through the CUNY Graduate Center, teaching Ph.D. courses and mentoring Ph.D. students. The Graduate Center provides the College with financial support equivalent to a faculty position for the equivalent of 6 courses per year. Approximately fifty faculty positions at City College are fully funded by the Graduate Center in recognition of the contribution of CCNY Faculty.

The College encourages faculty and staff to participate in professional conferences for development of faculty and chairs, including the American Council on Education Department Chair Workshop; Wye Faculty Seminar; Association of American Colleges and Universities: Conference on Degrees of Values; The Learning Community Network Retreat and Tri-State Consortium of Opportunity Programs in Higher Education: Creating the Next Generation of Scholars. Additionally, individual faculty members participate in the CUNY Faculty Development Program. The Program is designed to encourage and promote innovation in teaching and learning.

In recent years, the College has increased its support for its libraries, placing it ahead of all CUNY colleges in its annual budget and total collection. Still, faculty must depend on the libraries of the entire CUNY system for their research and the mainstay for high-level research is the New York Public Library. This puts faculty at a significant disadvantage in comparison to scholars at other large public universities with circulating research libraries and those with centralized collections.

Reappointment, promotion, and tenure at City College are governed by the Statement of Board of Higher Education on Academic Personnel Practices and the Governance Plan of City College. Teaching, scholarship, and service are all important components for tenure at City College. By contract, faculty members are evaluated for teaching performance through observations carried out by senior faculty in their unit; these also yield written reports with both the observed and observer participating in the process. Annual conferences with chairs yield progress reports that build a faculty member's file for tenure and promotion. The processes for promotion and tenure are initiated at the department level, where candidates are evaluated first by the Executive Committee of the department. They are then considered by the divisional or school P&B Committee followed by the College-wide P&B Committee, which submits its recommendation to the President for a final decision. At each step of this process, a candidate can appeal a negative decision to the next highest decision-making body, ultimately up to the President.

The increasing investment in support for faculty has generated significant achievements. City College has increased its external funding for research and scholarship from about \$30 million in 2000 to \$43 million last year. Fourteen new faculty members have received the prestigious NSF CAREER Award: seven in science, five in engineering, and two in science education. Despite recent retirements of senior distinguished faculty, five of whom were members of the National Academy of Engineering and/or Science, the College has 19 CUNY Distinguished Professors and an Einstein Professor, with four members in the National Academy of Science or Engineering. Seven of the Distinguished Professors are in the School of Engineering, five in the Division of Science, three in the Humanities & Arts, two in Social Science, and two are in Architecture. Additionally, faculty members at City College hold its fifteen named chairs and professorships.

For the last three years, the College has produced an annual publication of Faculty Awards & Achievements. The publication is disseminated collegewide and in promoting our faculty to alumni and external groups. Typically, faculty members publish over 1,000 works of scholarship per year, including journal publications, books, book chapters, professional projects and creative works.

Despite recent progress, surveys by the University Faculty Senate in 2005, and by the City College Faculty Senate in 2006, indicate the perception of poor communication between the Administration and many faculty at City College, and this lag in communications has eroded trust between many groups on campus. Although the response rate was only about 30%, in the category "maintains regular effective communication with faculty" City's administration rated: 21% agree, 64% disagree, and 16% unsure. In one survey, City earned an overall 17% in faculty satisfaction.

In response to these surveys, the President and his team took a number of steps to improve communication and to open up to avenues of interaction.

- The President commissioned a survey by RF Binder and Associates to determine the aspirations of faculty and to pinpoint the particular causes of concern and dissatisfaction.
- The President instituted a series of teas, dedicated to hearing concerns of faculty groups across the College.
- The Provost has initiated a series of annual faculty meetings, and has invited individual faculty members to present their concerns directly to him in private meetings.

Recommendations

1. The voluntary student Course and Teaching Survey resulted in a response rate of about 30% collegewide. The Faculty Senate should evaluate the quality of the survey as well how it is administered and recommend improvements to produce more valid and useful results.
2. The College should continue to support and expand faculty development opportunities to assist faculty in bringing the most advanced pedagogical and technical tools to their teaching.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Overview of Educational Mission

City College offers a broad range of baccalaureate degrees in the arts and humanities, natural and social sciences, architecture, education, engineering, and biomedical science. Distinguished graduate programs at the master's and doctoral levels, supported by well-documented dedication to scholarly research, complement the College's commitment to excellence in undergraduate education.

A national and international model of excellence in public higher education, CCNY is the CUNY flagship campus in the sciences, engineering, and architecture. In addition, City College is proud of its premier programs in the creative arts and humanities; its prominence in doctoral programs in clinical psychology, engineering, and the sciences; its role as CUNY's lead institution in externally sponsored research; its world-renowned research centers; its dedication to public and community service programs with emphasis on urban areas; and its commitment to the interdisciplinary teamwork that enhances its distinguished programs through innovative scholarship.

Program Integrity, External Review and Professional Accreditation

Undergraduate and Graduate Bulletins provide a comprehensive overview of all academic offerings. Published every two years, they also provide students with prevailing academic and policies and with other information relevant to their academic careers. Bulletins are available to students as books, through the College's website and on CD-ROM.

CCNY demonstrates educational excellence and adherence to high standards through accreditation for professional school programs and external peer review for liberal arts and science programs. CLAS departments follow a five-year cycle of comprehensive, external program review conducted by external peers and professionals. Each department prepares a self-study report following standard guidelines that allows flexibility to present the department's individual mission, strengths and concerns. Reviews include curriculum, teaching, resource allocation, research and scholarship, evidence of learning outcomes, and student achievement. The Provost and the Dean may ask reviewers to evaluate additional relevant aspects. The review report becomes an important element in department and program assessment and planning.

Criteria for accreditation are set by the accrediting agency. All eligible professional programs have been re-accredited in the past five years: Architecture was accredited in 2006 by the National Architecture Accrediting Board (NAAB); Education in 2004 by the National Council for Accreditation of Teacher Education (NCATE); Engineering in 2005 by the Accreditation Board for Engineering and Technology (ABET); and the Physician's Assistant Programs (ARC-PA).

Course Scheduling

City College employs a semester system that consists of two 15-week semesters; a summer session of one 8-week and two 4-week sessions; and a recently introduced 3-week winter session. Each semester, the class schedule is available in advance to students for timely program planning. With the exception of those offered by the School of Education, which are mostly in the evening, the majority of classes are held Monday through Friday between 8 a.m. to 6 p.m.

Each semester the College faces significant challenges in locating sufficient class space, despite the University's assertion that CCNY has significantly more space than its other colleges. The College also faces challenges in accommodating pedagogical needs: some classrooms are too small to accommodate enrolled students; many lack projectors, screens and smart technology; and noise from proximity to public spaces and renovation projects can be disruptive. Several factors contribute to scheduling challenges, including antiquated scheduling software, limited personnel to implement new planning programs, and a comprehensive inventory of room availability. To address these issues, in Fall 2007, a space inventory was completed and is under review. The College also plans to hire experienced professional staff to implement and monitor new scheduling systems.

The College has taken steps to maximize use of class space and address student scheduling needs with a modestly expanded course schedule that includes more early morning, evening and weekend courses. However, this has been a challenge to implement more broadly since the traditional scheduling approach is to accommodate faculty requests, which results in preponderance of late morning and afternoon weekday classes. The Provost has long advocated a mostly fixed schedule, particularly in the lower division, which will distribute classes over a broader time based on student need and classroom availability rather than faculty schedules.

Curricular Innovation and Renewal

The City College has well established, if somewhat arcane, systems for assessing and renewing curricula and establishing new programs in response to student interest and societal needs. Since its last review, the College has implemented significant changes in its undergraduate and graduate curricula. College faculty bodies are wholly responsible for proposing curricular changes, and proposals pass through faculty groups (departmental, divisional, school/division and, for interdisciplinary matters, Collegewide) for approval. Since 2006, the Office of Academic Affairs has required that proposed curriculum changes be justified by including learning outcomes assessment data. Final approval of all curriculum initiatives rests with the CUNY Board of Trustees.

Although procedures for curricular review are available to all administrative bodies involved, curriculum changes are sometimes delayed or misdirected, causing frustration and confusion at all levels.

Undergraduate Majors

City College offers a rich and extensive array of undergraduate majors. Students complete a curriculum of 120 credits for B.A. and B.S. degrees. A total of 160 credits are required for the B.Arch., 129-134 for the B.E. degree, and 158 for the B.S./MD degree. All programs are designed as four-year programs except for the five-year B.Arch and the seven-year B.S./M.D. The College also offers one undergraduate certificate program, in Publishing.

Core and General Education Curricula

A strong General Education program lies at the heart of the College's undergraduate experience. It is the vehicle through which the values and culture of the academy are transmitted, creating citizens capable of lifelong learning. When introduced in 1986-1987, City College's interdisciplinary Core Curriculum was considered a national model. However, over time this Core did not adapt to student needs and, in particular, was inflexible for the significant number of transfer students. In response, in Spring 2006, the CLAS Faculty Council) approved a new General Education curriculum for B.A. students. B.F.A. students were soon added, and the curriculum for B.S. students is scheduled for adoption by the end of Spring 2008. The old Core and new General Education curricula are discussed in Standard 12.

Flagship and Premier Programs

In 1999, Chancellor Matthew Goldstein announced his plan to bolster CUNY'S national prominence by identifying each campus's unique strengths and investing significant resources to build them into outstanding "flagship" programs. At City College, the flagship programs are Engineering, the Sciences and Architecture. The College's Schools of Engineering and Architecture are unique in the CUNY system, and programs in the sciences (Biology, Chemistry, Earth and Atmospheric Sciences, Mathematics and Physics) while not unique in CUNY, have traditionally been as strong or stronger than sister programs and have the unique benefit of synergy with engineering.

In recognition of their excellence and national visibility as well as their attractiveness to students, City College also has designated programs in Film and Video, Electronic Design and Multi-Media, and Sonic Arts as "premier" programs deserving of increased resources. The Biomedical Engineering program, a highly competitive program established in 2001, recently received a five-year, \$2.5 million grant from the National Institutes of Health to create a "national urban model for minority biomedical engineering education." In addition, the Sophie Davis School of Biomedical Education, the College's unique seven-year B.A./M.D. program, continues its founding mission of attracting and graduating an excellent, diverse student body.

The Macaulay Honors College/City College Honors Program and the Teacher Academy

One significant factor contributing to the improvement of the College's student academic quality is the Chancellor's establishment of the CUNY Macaulay Honors College and the College's own Honors Program. Student enrollment in these programs has steadily risen from 173 in 2001 to 299 in 2007.

Up to 40 first-time freshmen are admitted to City College annually through the Macaulay Honors College. Students participate in Honors College seminars, cross-campus common events and cultural activities, receive full tuition grants, \$7,500 study grants, and laptop computers. For successful completion of the program, students must have a cumulative GPA of 3.5, have studied abroad or interned, and done 30 hours of community service.

The City College Honors Program provides approximately thirty-five entering students with tuition assistance, a computer, and grants for study abroad and internships; in 2006 it admitted thirty-six new students. The mean SAT score for Honors College students has steadily risen since the program's inception in 2001, a mean score of 1383 in 2007.

In addition, the recently established Teacher Academy is designed to prepare a new generation of exceptional teachers who will produce high levels of student achievement and inspire middle and high school students' interest in mathematics and science.

Programs to Support Undergraduate Research in the Sciences

The City College has one of the largest undergraduate research programs in New York State, offering students, especially in engineering and science, hands-on research experiences to enhance their knowledge and skills and develop more diverse career options. These experiences often culminate in student researchers written and/or oral presentations that highlight their progress toward making an intellectual or creative contribution to their field of study. Students present frequently to both local and national audiences through conferences such as the College's Division of Science CCAPP (City College Academy for Professional Preparation) Annual Poster Session and the CUNY/NSF Louis Stokes Alliance for Minority Participation (AMP) Annual Urban University Conference. The College's undergraduate research programs also facilitate stronger relationships with faculty, graduate students and undergraduate peers, creating a community of scholars that can help to motivate participants toward graduate study and rewarding careers. Students can participate in research experiences as early as their sophomore year through the College's engineering and science Centers and Institutes, other grant-funded initiatives, and a broad base of external university programs.

A new Research Methods course for engineering and science undergraduates will be offered introducing students to lab work preparation, research ethics, safety, literature study, computer simulation and additional broad topic areas needed for students to better understand this experience.

The Grove School of Engineering has hired a dedicated full-time staff person to coordinate undergraduate research activities and the production of a scholarly research journal.

In 2005, City College organized and hosted “Einstein in the City.” an international student research conference, with over 200 participants in poster presentations in areas such as Bioengineering, Biological Systems, Computer Science, Material Science and Condensed Matter, Environmental Science, Transport Phenomena, Economics, Mathematics, Photonics and Remote Sensing. The Conference also included a panel discussion by four CCNY Nobel Laureates: Herbert Hauptman and Jerome Karle (Chemistry, 1985), Arthur Kornberg (Chemistry, 1959), and Leon Lederman (Physics, 1988). This year, the College hosted Einstein in the City 2, focusing on the theme of Research and Society. More than 130 students, representing 20 institutions from New York, Texas, Illinois, Puerto Rico, and Vienna attended and 22 presented research findings.

Online/Blackboard Courses

City College offers a limited number of online courses; however, the College has been slow in integrating these into the curriculum. Current online course components include Freshman Composition, Writing for Social Sciences, Microeconomics, and Experimental Psychology, and online-only sections of a Practicum in Spanish as well as World Civilizations. In addition, nearly 400 courses use Blackboard technology, enrolling 6,800 student users. In Spring 2007, Blogs and Wikis were added to the Blackboard Management System.

Master’s Programs

City College offers an array of traditional graduate programs in the liberal arts and a variety of master’s degrees in the professional schools. In the liberal arts, most graduate programs were originally conceived as pre-doctoral preparation for students planning to complete the Ph.D. Enrollment in these programs has remained low and many are only marginally viable. Notable exceptions are M.F.A. programs in Art and Creative Writing.

This is in contrast to the national explosion of student interest in new graduate programs that provide credentials in employment-related fields, such as human resources, real estate, business and technology. To bolster CUNY graduate programs, Chancellor Goldstein allocates funds through the Graduate Education Investment Program (GEIP). In recent years, City College has invested over \$500,000 in GEIP funding in the following areas: recruitment of new graduate students to existing programs; development of new applied graduate programs; enhancement of teaching facilities, research and graduate laboratories in the professional schools; expansion of library services for graduate students; and adjunct supplements with the overall objective of increasing our graduate enrollment (particularly outside of Education, which accounts for over half of the College’s graduate students).

The College has also developed new graduate programs in Architecture, Theatre Education, and Mental Health Counseling, and will develop programs in Sustainable

Design, Public Service, Information Systems, and Humanities over the next 3-5 years. Progress in recruiting graduate students remains a challenge.

Reorganization of the Ph.D. Program in Sciences and Engineering

Ph.D. Programs in engineering and science disciplines have operated under a consortial arrangement since the establishment of The City University in 1962; the degree is awarded by the CUNY Graduate Center even though doctoral research work is conducted at CCNY. As a result, CCNY has been ranked as a master's degree granting university, not a research university, because it did not officially grant the Ph.D. degree. This has severely hampered many departments' ability to attract graduate students, faculty, and federal funding.

As a significant step forward, starting in Fall 2008, CCNY will begin granting the Ph.D. in engineering disciplines and awarding joint degrees with the Graduate Center in Biology, Chemistry, Biochemistry and Physics, allowing CCNY to be finally recognized as a Ph.D. granting institution.

Student Achievement

The goal of the College's educational offerings is to help students attain their optimal potential and take leadership roles in their communities and across the nation. The success of CCNY graduates can be assessed by the quality of the graduate programs they enter, published papers, awards and honors, and employment. Recent CCNY graduates have received Rhodes, Goldwater, Truman and Fulbright Scholarships as well as grants and scholarships from the National Science Foundation, the National Institutes of Health, and the Department of Defense among others. They have entered graduate schools at MIT, Stanford, Columbia, Yale, Oxford and other major national and international universities; and have gone to work for major industrial concerns such as IBM, AT&T, Lucent, Intel as well as governmental agencies such as NASA, Army Research Office, and the U.S. Patent Office, among others.

Information Technology

Until recently, the College has lagged behind many major universities in its educational technology due to limited resources and insufficient personnel. However, the past two years, the Office of Information Technology has dramatically expanded and improved technology applications for classroom instruction and curriculum development. In addition to utilizing more than 900 "clickers" in courses in Psychology and Biology, Smart Classrooms have been built in Marshak, Harris, and NAC buildings that include interactive whiteboards with multimedia support, large projection screens with high intensity projectors, and wireless support for laptops, PDAs and other devices. Plans include converting 50 classrooms, and improving iMedia services through deployment of A/V, teleconferencing, and other classroom technologies throughout the campus. The College is also exploring the integration of video iPods, Tablet PCs and implementing the use of e-portfolios in academic programs.

Collegewide technology infrastructure has been upgraded to include new servers, desktop maintenance, wireless capacity in all libraries, renewed software licenses, and subscriptions to *Act Discovery*, *Medical Media Systems*, and *ArtStor*. Outdated

equipment for computer labs, classrooms and departments has been replaced, and specialized equipment to support student access to learning resources and services has been installed.

Over the next several years, the College will: expand wireless coverage for an additional 20-30% of the campus; complete the centralization of email systems for the School of Engineering and the Division of Science; implement a network anti-viral scanning tools; deploy kiosk-based systems in the lobbies of buildings for internet and email usage; and improve printing services throughout the campus, with the deployment of an AD/LDAP authentication system.

Computer Labs

Major renovation, including deployment and expansion of the main student computer lab to house more computers, was completed in Fall 2006. In Fall 2007, computer labs were also renovated and outfitted with new computers in: the Economics/Psychology areas and the in the Humanities Division. Additionally, computers and labs in the Music and Art departments, Science Division and School of Engineering have been upgraded in the past two years.

Future plans include the complete renovation of computer labs in the School of Engineering, the Division of Science, and the Division of the Humanities and Arts. Plans are also in progress for the further expansion of the main computer lab to support 100 additional computers for students. The implementation of *RightAnswers*, an online knowledgebase, a self-help system, will be completed this academic year.

The City College Library

The CCNY library is comprises six library facilities: the Morris Raphael Cohen Library, the Ruderman Architecture Library, the Science/Engineering Library, the Music Library, the Art and Visual Resource Library and the Architecture Visual Resources Library. The total area of the libraries is 172,671 square feet. Weekly hours range from 88-94 hours (main library) to 30-71 hours (smaller libraries). Librarians in the CUNY system hold faculty rank; CCNY is above average in the number of professional and support Library staff (though below Hunter and Baruch Colleges in total faculty).

The College holds the largest book collection in CUNY. To augment the collection, CLICS, a CUNY initiative to maximize book collections, was instituted in Fall 2006. This system allows students to request books from any CUNY library and have them delivered to City College.

The Library has the largest materials budget in CUNY (FY 2006, \$1,241,744). It spends \$142 per FTE student per year, more than any other CUNY College other than the Graduate Center; of that amount, \$85 went for online resources. In the last year, the Library has added over 10,000 new books, 11,000 additional e-journals, and 32,000 more e-books. Also in the last year, the Library had a net gain of 71 computers bringing the total to 244 for public use.

The libraries' mission reflects that of the institution, emphasizing "education of the whole person" and "equity of access for diverse constituencies," which are fundamental to the College's instructional and research mission. Library faculty provide information literacy through first semester activities in the New Student Seminar offered by the Gateway Academy, and through Chemical Information, one of the Ph.D. level courses taught on campus. Information literacy is one of the required proficiencies in the new General Education curriculum and this requirement will create new partnerships between the library and departments, who will now seek to revise course goals to include IL proficiencies.

In 2004, the College participated in LibQual, a nation-wide survey designed to measure user perceptions about library service quality. Resulting recommendations included the need for a significantly larger OTPS budget to enable growth in book collections; the need for information literacy skills to be integrated into the curriculum; improved customer service training; and an institutional investment in the cleanliness and comfort of patrons.

In addition to LibQual, the library engages in a 5-year self-study process and external review to assess its services and identify areas in need of growth. This study showed that the greatest challenges faced by the Library are balancing the needs of a growing student population with facilities that are approaching maximum capacity and the rising cost of materials. The new library facility in the new Architecture building (10,000 square feet) is a welcome addition. The introduction of CUNY offsite storage for older materials may also prove beneficial. In addition to these steps, a larger investment in online resources and web-based delivery of ILP services is being undertaken.

The Library faculty is invested in recreating new ways of delivering materials to both students and faculty. ILP services are available via podcasts, and PowerPoint presentations are accessible campus-wide via the library's open e-reserve pages.

Recommendations

1. Faculty bodies should review and streamline processes for approval of new curricula to allow for more efficient and timely implementation.
2. The College should continue its efforts to boost graduate enrollment by developing new, attractive programs as well as increasing recruiting to its traditional programs.
3. The College must continue to seek additional resources to ensure that information technology and library services keep pace with the improvement and expansion of the College's educational offerings.
4. The Library should expand library collections to increase support for research and study in all graduate programs through the acquisition of advanced-level materials.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

General Education is at the heart of the City College mission; the City College faculty intend for students to graduate not only with essential writing and quantitative skills, 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.

For several years, the CUNY Goals and Targets have put particular emphasis on General Education as a key factor in the retention and success of a diverse student body. However, it had become clear to the College's faculty that the Core Curriculum, which had been introduced in 1987, no longer met student needs. Although there was some degree of flexibility, students took common, interdisciplinary courses with the intention that they would gain a shared body of knowledge and skills on which to build in more advanced courses. Over time, however, the Core had become unwieldy, and had lost its excitement and intellectual vigor. The number of required credits was quite large, students had too few choices in courses, and it was perceived as an impediment to retention. Also, as the Core was composed of courses designed uniquely to serve the Core, it had become ossified and disconnected from the departments, and courses were increasingly taught by adjuncts. The result was an academic experience that did not connect students with the faculty in a meaningful way.

The failure of students to elect a major in a timely manner, and thus to create an intellectual bond with the institution, was in part connected to the percentage of time they spent in Core courses. There was little opportunity for students to choose courses that interested them, thereby undermining their natural curiosity and motivation to learn. That further undermined exploration in different departments of the type that allowed a student to create meaningful departmental connections of the sort that support early major selection.

Summative assessment of General Education was developed and implemented in all CUNY colleges in 2000-01. The assessment was developed in an effort to guarantee that students who complete their general education requirements in all CUNY colleges, and especially in the community colleges, are prepared for upper division work. The assessment examination, called the CUNY Proficiency Examination (CPE), is required for all CUNY students before they complete 60 credits and for students transferring into the upper division of a CUNY senior college.

The CPE requires students to demonstrate their competence in aspects of academic literacy necessary for successful work in upper division courses. It has been designed to resemble typical college assignments where writing is produced in response to reading material, data, or observations. The test emphasizes reading and interpreting academic text, understanding ideas and arguments, presenting opinions and concepts,

understanding material presented in charts and graphs, and presenting one's ideas and clearly and effectively in writing. Students are allowed three attempts (including absences) to pass the test. Specifically, the CPE consists of two Tasks: Task I :Analytical Reading and Writing, and Task II: Analyzing and Integrating information from Graphs and Text.

In response to CUNY Goals & Targets, the CPE requirements, and the limited enthusiasm for the existing Core Curriculum, the faculty of the College of Liberal Arts and Science began a review of existing Core requirements in 2003. The first significant revision was implemented in 2003 by adding a Quantitative Reasoning course (Math 150). A more thorough review was initiated in 2005 resulting in the development of a new General Education requirement that will provide students with opportunities to:

- Acquire proficiencies that are necessary for success as students and in their personal and professional lives.
- Have active experience in exploring human knowledge from a variety of disciplinary perspectives.
- Have an in-depth experience in a discipline outside of their major, and
- Demonstrate proficiency in a foreign language.

The new General Education Requirement is intended to provide each student the opportunity to structure a program in which general education and major program studies are experienced as an integrated whole, rather than as separate, unrelated elements. The faculty identified oral and written communication skills; quantitative reasoning ability; critical analysis; technological competency; and information literacy as the proficiencies to be embedded into the courses that satisfy the General Education Curriculum. These are to be achieved through 36 credits. In contrast to the Old Core, the new requirements extend across the entire undergraduate career.

The major innovation of the new core is the six-credit Freshman Inquiry Writing Seminar (FIQWS). Here incoming freshman meet the basic writing requirement through an inquiry into one of a variety of topics they are offered. Incentives are in place to guarantee that regular faculty, not adjuncts, conduct the three credit based inquiry part of the class which is then closely coordinated with a writing instructor who handles the three credit part focused on developing basic writing skills. Additional writing is then embedded into other general education courses to build on these skills.

A similar arrangement develops a quantitative reasoning ability, first through an FQUAN course that may be offered in various departments and then further developed by a quantitative reasoning component in other general education courses.

The 36 credits include:

- a six-credit Freshman Inquiry Writing Seminar (FIQWS).
- a three-credit FQUAN course in mathematics or in another discipline that focuses on quantitative skills, taken before the completion of 60 credits.

- 24 credits of “Perspective” courses, which are distributed in categories such as U.S. History and Society; Global History and Culture; Self and Society; Artistic; Literary; Logical-Philosophical; and Natural Scientific.

Finally, students are required to complete an upper division course in a department or program other than their major, pass a speech requirement and complete the foreign language requirements (four semesters of a language at CCNY or four years of a foreign language in secondary school).

Assessment

In the Old Core, full-time faculty taught fewer than half of the basic courses. The satisfaction rate for students was 3.8 (out of 5). In the New General Education requirements, full-time faculty taught 100% of subject seminars offered. These received a 4.7 satisfaction rating from students.

Also, 72% of students felt they profited from the personal interaction with their professor in the FIQWS; 87% said they felt some measure of excitement about college study because of taking a FIQWS, and 82% felt that learning a subject together with writing was helpful.

The Faculty Council fully implemented the new curriculum in Fall 2007, after piloting courses in the 2006-07. Because of the complexities in coordinating that implementation, the position of Senior Faculty Advisor to the Provost was created. The Senior Faculty Advisor began to investigate innovative assessment measures to track the first cohorts closely; so far, the College received a grant to study and institute e-portfolios; and the use of clickers to aid in large-scale, immediate student assessment of General Education courses is being studied.

In addition, students are required to pass the CPE and demonstrate adequate preparation before taking upper division courses. The CPE results are now used by the College as one of the local PMP indicators to assess student performance in each academic school and division. It is important to note that students in the professional schools (Architecture, Education, Engineering, and Sophie Davis) must also pass the CPE despite the fact that their general education requirements are different than those in the College of Liberal Arts and Science.

Collegewide CPE results are tabulated in Table 12.1. It compares City College pass rate with those of the other Senior Colleges in CUNY, the Baccalaureate degree programs offered both in the Senior Colleges and the Comprehensive Colleges (which offer also associate degrees), and the overall CUNY pass rate. In earlier years the comparison had not been available in all categories.

Table 12.1: CPE Pass Rates

Semester	Pass Rate (%)			
	City College	Senior Colleges	Baccalaureate Programs	Total CUNY
Fall 06	80.8	81.8	80.4	76.8
Spring 06	80.6	84.4	83.6	79.9
Fall 05	84.8	88.4	87.7	84.7
Spring 05	80.9	84.2		79.7
Fall 04	79.1	83.3		79.5
Spring 04	77.9	80.3		75.7
Fall 03	66.3			

The data demonstrate that the College made significant improvement in the pass rate especially after adding the Quantitative Reasoning course. In recent years, the pass rate has remained stable at above 80%, but is slightly below the average pass rate of other Senior Colleges. CUNY also offers data by various characteristics such as the number of times the examination is taken, admissions type, ethnicity, gender, and credit accumulation. Results clearly demonstrate that the pass rate drops drastically for students who fail the exam, and CUNY transfer students score lower than non-CUNY transfer students.

Recommendations

1. Expedite the full implementation of the new general education requirements.
2. Complete a comprehensive evaluation of general education courses.
3. Examine correlation between completion of general education courses and progress toward the degree.

Standard 13: Related Educational Offerings

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards.

City College provides a range of academic and professional course offerings for non-traditional students through its Division of Worker Education, Adult and Continuing Education, and Certificate Programs. High school and middle school preparatory classes further support the College's engagement with New York City. The College has also increased its global reach through Study Abroad programs. Beyond fulfilling the College's academic mission of access, these programs underscore its commitment to serve the people of the City of New York.

The Division for Worker Education

The Division for Worker Education (DWE) contributes to the College's mission of access and excellence by providing a liberal arts and science education to working adults. Founded in 1983, nearly 90% of its students, most of whom are 25 or older, enroll with transfer credit. Most are female (85%) and have been out of college for more than two years, have families and work full time. Consequently, the Center offers only evening and Saturday classes.

DWE also serves its students through intensive advising, curricular innovation, and by working with labor unions, employers, and civic and community organizations whose constituents benefit from the Division's educational offerings.

In January 2007, DWE moved to 25 Broadway near the City's Financial District, more conveniently situated to its working adult student population. Enhanced facilities and resources include a library and professional staff, and a larger computer lab with access to more new computers. These amenities complement the 14 classrooms, a dedicated Writing Center, an auditorium and conference room.

Recent administrative changes have enabled DWE to enhance its Liberal Arts and Sciences and Early Childhood Education programs. Until September 2006, DWE was an autonomous College entity, known as the Center for Worker Education (CWE). In Fall 2006, it became a full Division within CLAS, and now houses the Department of Interdisciplinary Arts and Sciences (IAS). This change better integrates DWE into the College's other educational programs and governance structure. As a consequence of full departmental status, faculty, formerly on loan to CWE from other College departments, can now be assigned to IAS. The department currently has seven full-time faculty members.

The Division is fully functional, with voting representation in the Faculty Council and Faculty Senate, membership in the General Education Committee of the Faculty Council, a Dean, Department Chair, and departmental committees.

The Department of Interdisciplinary Arts and Sciences offers degree programs: an interdisciplinary B.A. program and a B.S. program in Early Childhood Education. In the

past two years, DWE has strengthened its Liberal Arts and Sciences curriculum and has brought its Early Childhood Education Program into compliance with State accreditation standards. The Humanities and Social Science core programs were revised with upgraded interdisciplinary curricula and clear learning goals. Since most students enter with 60 or more credits, a required intermediate class to improve writing and interdisciplinary research skills was piloted during the 2006-07 academic year.

A new BA/MA program in the Humanities is currently under development and is expected to draw significant student interest for those who plan to continue with graduate study.

Recognizing that many adult students have attained competency through professional work and life experience, DWE offers credit for life knowledge through two rigorous programs. The Autobiography and Life Experience Program awards up to 28 credits towards a bachelor's degree for previous knowledge. This upper-level program involves a two-semester Seminar in Autobiography and a semester devoted to a Life Experience Portfolio. The Prior Learning Assessment plan, which adheres to the Council for Adult and Experiential Learning guidelines, enables adults to earn credit through work, training, volunteer and life experiences. DWE requires that outside class learning equate with subjects offered by accredited four-year US colleges. Admission standards are rigorous and require that students have a strong academic track record.

The Division is a full participant in the College's on-going institutional and learning assessment efforts. The Early Childhood Education program is also accredited by the National Council for the Accreditation of Teacher Education (NCATE) along with the College's other education programs.

Adult and Continuing Education

The Adult and Continuing Education program (ACE) was created in 1997 to increase College enrollment, pilot new programs, increase revenue, and serve the Harlem community. Through programs that range from adult literacy to continuing education credits for seasoned professionals, ACE continues to help adults fulfill their educational and professional goals while bringing together the College and community.

ACE's course offerings fall into three categories: remedial (pre-GED, GED and ESL), recreational (health and fitness, foreign languages), and vocational, as part of CUNY's citywide workforce development efforts. ACE's vocational offerings, which comprise the largest part of its program, include computer courses and certificate programs for community residents and City College students to secure entry-level jobs or to advance in their chosen fields. Many programs are closely tied to industry-approved certifications such as Pharmacy Technician, Teacher's Assistant, and the Certified Alcohol Substance Abuse Counselor (CASAC) certificate programs. ACE provides free job placement to students who complete the programs, thereby creating a strong link between programs and employers.

Most remedial education offerings are provided through state, city or federal grant funded programs. Recreational and most vocational courses are considered tuition

courses and are paid by individuals or employers. Included in the tuition category are customized courses offered under contract, such as *Introduction to the New Building Code of the City of New York* for Con Edison, 2007; *CASAC Training* for Metropolitan Hospital, 2004-07; *Family Literacy* for Metropolitan Hospital/Generations Plus, 2007-08; and Pharmacy Technician Certificate training for Duane Reade, 2008.

Recently, ACE enhanced its connection with the College's academic units to pilot new programs. The Chinese Language Teacher Training Program, a non-credit program developed with the Asian Cultural Center of New York and the College's Department of Foreign Languages and Literatures, graduated 20 students in 2006. Additionally, through a partnership with the College's School of Architecture, ACE has successfully offered seminars for architects seeking Continuing Education Units for license renewal.

ACE's partner programs extend beyond the College to provide education for some of the City's major industries. Since 2006, for example, ACE has partnered in a hospitality industry training initiative with Kingsborough Community College and Lehman College. Programs have also enhanced workforce development in the allied health, construction and education fields. In the Spring 2008, a new program with Borough of Manhattan Community College will provide educational programs for direct care counseling and construction schedulers in Harlem.

ACE's tuition courses are assessed regularly. Each semester students complete course/instructor evaluations. Classroom observations are conducted, though irregularly. In 2005-06 ACE updated its student evaluation form and standardized all syllabi formats making them a requirement for all instructors.

ACE's Certificate program courses must meet industry requirements, and student expectations. Since FY 2005-06, ACE has assessed these courses by the percentage of students who complete the programs and pass industry certification, and by those who are successfully placed in training-related positions. Data are collected through monthly and annual reports and informal employer feedback. In FY 2006-07 there was a 67% completion rate for certificate programs. In addition, course content and learning objectives are adjusted based on feedback from employers, associations, and industry instructors.

Contract training courses have their own assessments based on employer needs and requirements. Pre- and a post-completion assessments of the employees' skills set are conducted, along with student feedback through a written evaluation.

Although ACE maintains communication with active students and stop-outs, the program plans to conduct a student survey in Summer 2008. The goal is to assess the progress of certificate program graduates from the past two years and those who completed the GED, ACT, and GRE test preparation courses. Through this survey ACE will further document to what extent the skills they acquired helped its students achieve educational and professional goals.

The Publishing Certificate Program

City College's Publishing Certificate Program (PCP) has experienced significant growth and success since it began in 1997 with the mission of increasing diversity in the publishing industry. The professional program offers different tracks in editorial, design, marketing and advertising, coupled with strong professional ties to the publishing industry. Upon completing course work, students take seminars on interviewing strategies and workplace preparedness before taking a paid internship at a publishing house. Professional mentors also meet with students on an informal basis to guide them in the workplace.

Enrollment has risen to about 150 students. In 2006-07 21 students earned their Certificates. Of the program's 125 graduates, 63 secured full-time employment either in publishing or ancillary literary organizations upon graduation.

PCP plans to build in its successes by enlarging course offerings and focusing on the Internet and print-on-demand related issues.

Study Abroad

City College's Study Abroad program offers an additional dimension to students' experiences through a high quality, high impact service-learning internship experience. Among CUNY colleges, City College is seen as the specialist in service-learning programs, which allows students to intern in developing countries that need human resources. These programs, currently in Rwanda, Sierra Leone, Tanzania, and the Dominican Republic, are held during the Summer Session.

The first program was launched in Rwanda in 2001, with Economics, Psychology and International Study majors working with the Ministries of Finance and Health and the Rwandan government on health and education initiatives. The program expanded in 2005 to El Salvador, and in 2007 to Sierra Leone. Two new service-learning programs are under development: teaching science at a secondary school in Tanzania, and teaching English to Haitian migrants in the Dominican Republic. Both initiatives are made possible by outside funding.

In addition to the summer programs, the College sponsors a three-week program in Rabat, Morocco, in the month of January. The experience includes courses such as Introduction to Modern Standard Arabic and Seminar on Culture, Class and Gender in Morocco, held in conjunction with field trips and cultural performances and activities. Students are housed in family homes for part of the time.

In 2006, the College offered a new language immersion program in La Rioja, Spain, which grew from 15 to 60 students in 2007. Additionally, the School of Architecture has participated in disciplined-based studies in Berlin and Barcelona for small groups of students.

Beyond the College's distinct programs, the CUNY STOCS initiative allows City College students to study abroad for academic credit. While the program is small, participation has increased from 34 students in 2002 to 40 students in 2006. A few students take

study abroad programs through non-CUNY colleges, but participation is limited for most students due to the high cost.

In recent years, competitive academic fellowships have made it possible for high achieving students to compete for study abroad funding. On average, 10 to 20 International Studies majors receive Winston Fellowships per year. In 2007, the College secured gifts allowing 13 students to go to developing countries.

Since 2005, the College has increased support for space and personnel, which has strengthened the program. The addition of a full-time Program Coordinator to assist the Director will allow for better implementation and monitoring of all program aspects. New office space, coupled with a stronger undergraduate International Studies Program, graduate International Relations Program and the Study Abroad program, is allowing this area to expand its offerings.

In another international student initiative, City College was the U.S. sponsor of the Junior Scientist Research Conference, one of the initiatives developed between CCNY and Austrian education authorities. This conference, at which President Williams received the Austrian Cross of Honor for Science and Art-1st Class, one of Austria's highest civilian honors, was held at the Vienna University of Technology. One hundred and sixty students from nine countries, including 26 graduate-level and Ph.D. candidates from the Division of Science and the Grove School of Engineering, participated.

High School and Middle School Initiatives

City College further fulfills its mission to the City of New York through its participation in several CUNY initiatives that prepare high school and middle school students for college. A Director in the School of Education coordinates all four programs.

To help identify and cultivate talented high school students, City College is one of four CUNY colleges that participate in College Now. Begun at CCNY in 2000, high school students take college classes for credit on the City College campus after school, on Saturdays, and during a 6-week summer session. College Now also partners with select high schools to offer high school course credit and other bridge courses to prepare students for college. Enrollment has grown continually, and as of Spring 2008, 420 students are enrolled in the program, the highest to date.

The College's Early College Initiative is a partnership that started in 2005 with the City College Academy of the Arts (CCAA), at Broadway and 192nd Street. The secondary school for grades 6 through 12 prepares sixth to eighth graders to take college credit courses. The goal is to help talented students graduate high school with 60 college credits. Beginning in Fall 2008, City College will partner with its first ninth grade class for college credit.

The Middle Grade Initiative /Gear Up Program helps middle school students understand the value of a college education and exposes students early on to a college

track. City College partners with Frederick Douglas Academies I and II and Thurgood Marshall High School to provide academic tutoring and mentoring.

Through the Affiliated Schools Initiative, created in 2002, City College provides space and resources for partner high schools. The High School for Math, Science and Engineering (HSMSE), housed on the campus of City College, attracts some of the city's best students. HSMSE emphasizes practical applications of science, not just theory. Students take City College courses at no cost and since 2004, the approximately 15 HSMSE students have collaborated with students and faculty from the Grove School of Engineering has been participating in the Robotics First competition, designed to help high-school-aged young people discover how interesting and rewarding the life of engineers and researchers can be.

Recommendations

1. The Division of Worker Education should explore programs to make use of its space during the day and on the weekends. In particular, it should explore developing a graduate program.
2. The Adult and Continuing Education should seek to develop additional contract programs to ensure reliable funding.
3. The College should review ways to expand Study Abroad opportunities for its students.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals

Assessment of student learning has evolved significantly since the last Middle States review. The College has traditionally used a variety of indicators to assess student learning, including pass rates on the College Proficiency Exam (CPE), a CUNY-sponsored rising junior exam, and pass rates of students in benchmark English and math courses. In addition, the College's professionally accredited programs in Engineering, Architecture and Education, all demonstrate fully implemented programs of student outcomes assessment. The more recent challenge has been to develop and implement a comprehensive assessment process for the programs of the College of Liberal Arts and Sciences (CLAS). While all CLAS departments now conduct learning assessment, there is still room for improvement in the extent and quality of implementation. The full integration of learning assessment as an ongoing, institutionally supported process by 2010 is one of the institutions critical priorities.

Background of Assessment at CCNY

City College has made good progress on learning assessment initiatives in a brief period of time. In the 1998 Middle States Self-Study, the College did not address learning assessment as a specific topic, but reported on department and program assessment through a variety of instruments that measured student course satisfaction. While these were useful measures of attitudes, they did not provide evidence of learning.

In Fall 1999, CUNY instituted the CPE, which students must pass to progress beyond 60 credits. The exam measures reading, writing and reasoning skills, and is considered a good evaluator of skills learned in general education. Students have three opportunities to register and take the test; registering for but failing to take the test is recorded as a failure. The pass rate for City College has risen from 84.4 % in 2002 to 92.2 in 2006 for those who took the test. Table 12.1 shows the pass rate for all eligible students including no-shows.

To enhance assessment, the College embarked on the more comprehensive plan described in the Middle States Periodic Review Report of June 2003. The Provost established an Assessment Committee to evaluate methods of using formative and summative assessment. The committee focused on opinion surveys and on measuring retention or graduation rates as part of CUNY's Goals and Targets evaluation.

In response to the Middle States Commission Follow-up Report requesting a more comprehensive learning assessment plan, the College submitted a progress report that demonstrated engagement at the Faculty Senate, Faculty Council, Cabinet and department chair levels. However, a collegewide effort had yet to be established.

Creating a Culture of Assessment

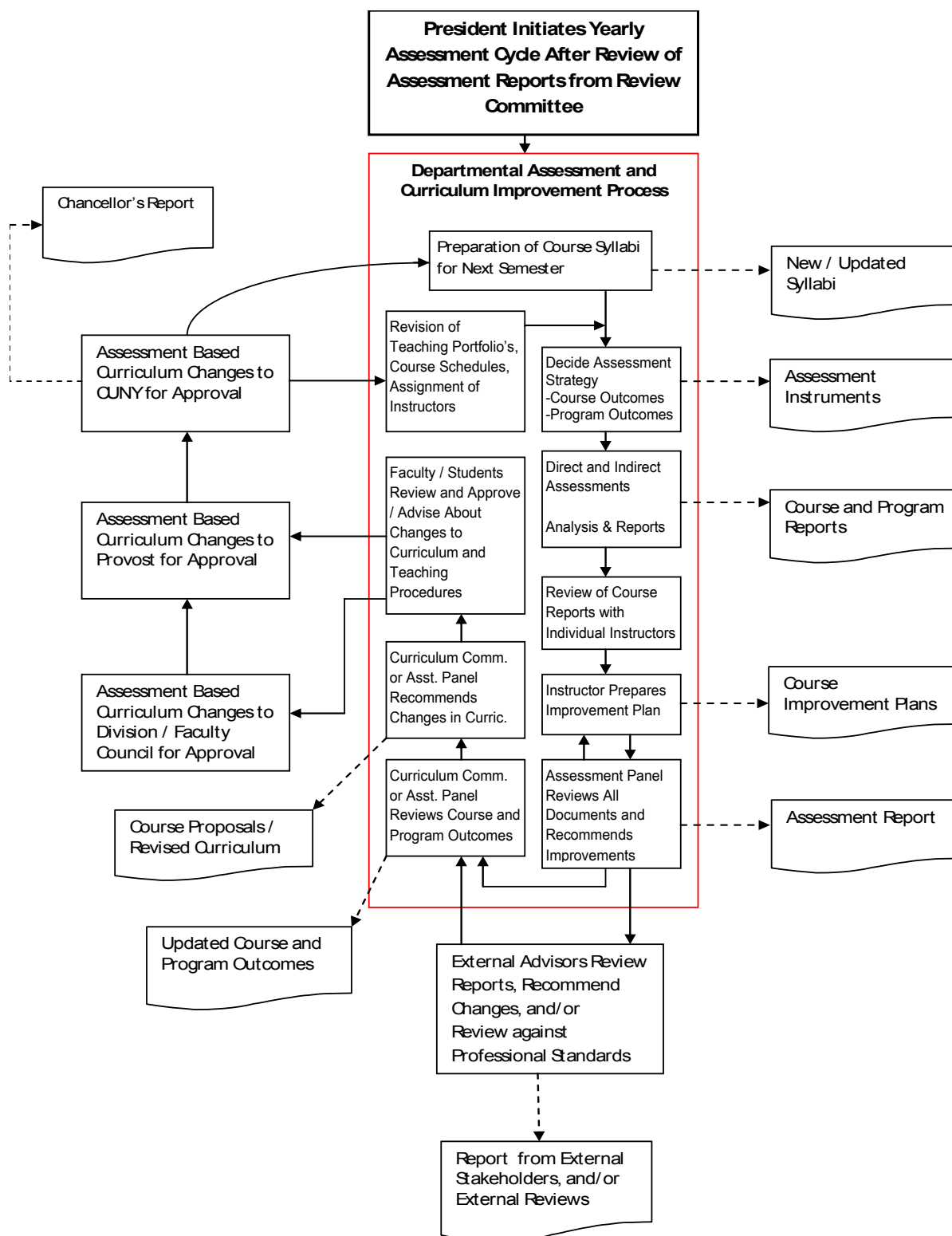
Beginning in 2003, City College increased resources and personnel directed toward building an environment that values and supports learning assessment. A new full-time Director of Assessment, reporting to the Provost, guides the collegewide process, and is particularly pro-active in seeking out external experts and sources of information to assist in developing meaningful instruments and efficient processes. The College also created an assessment structure in all CLAS divisions and departments through newly appointed Divisional Assessment Coordinators (DIVCOs) and Department Assessment Coordinators (DOCs). Appointed by the Provost on the divisional level and by chairs on the department level, they plan, implement and monitor on-going assessment activities, and meet regularly with the Director of Assessment.

The College devotes considerable resources to educating faculty about assessment in a variety of ways: workshops and seminars offered through the Center for Excellence in Teaching and Learning (CETL); college-sponsored travel to Middle States workshops and programs; and bringing experts to campus to speak to and work with faculty. Directed by a faculty member who is also an assessment expert, CETL has trained many faculty members to create department and program mission statements, to set learning objectives, and use appropriate assessment instruments.

Beginning in Fall 2005, the College implemented a cyclical assessment process as recommended by Middle States. To underscore institutional support for and to build awareness of this initiative, the Provost continuously met with department chairs and program heads.

All CLAS departments devised mission statements, established learning outcomes, linked curricular offerings to learning outcomes, and aligned course syllabi with departmental goals. Beginning in Spring 2007, faculty have routinely incorporated learning outcomes into all course syllabi, conducted formative and summative learning assessments, and analyzed assessment results to improve teaching, course offerings, and curriculum. At present, nearly all CLAS undergraduate departments and programs actively assess courses using direct and indirect measurement on a sustained basis. Working on a semester cycle, faculty assess learning outcomes, report findings and make recommendations for changes in the curriculum. Figure 14.1 depicts the institution-wide process.

Figure 14.1: Academic Assessment and Curriculum Improvement Process



Significant progress has already been made in integrating learning assessment into existing institutional processes. For example, as part of on-going institutional assessment in the College-wide Personnel and Budget Committee (Review Committee), Deans now report on academic assessment progress in their divisions. On the department and division levels, academic assessment criteria are now required in all course proposals. Faculty and Chair handbooks are being updated to include information on assessment-based curriculum improvement. To further encourage faculty participation, the Provost allocates stipends to faculty (\$25,000 in Spring 2007) to develop assessment skills and to sponsor assessment-related activities. These measures have helped to reinforce faculty involvement in evidence-based curriculum improvement.

Short term plans for departments include a comprehensive review of the first assessment cycles in Spring 2008 to determine the implications of assessment data on course and curricular design, and to make the process more efficient and user-friendly.

Faculty Involvement

The use of assessment by faculty has been mixed. In areas where faculty members were engaged with the process, they addressed substantive issues, such as the need for curriculum changes or adjustments in course content. Other departments reported the need to train faculty better to conduct effective assessments.

In March 2007, science faculty indicated that most full-time and adjunct professors participated in measurable course and program learning outcomes. One positive result is the increased intra- and interdepartmental discussions about administering common exams for courses with multiple sections and ways to improve course assessments using final exams and projects.

Conclusions and Perspectives

In less than three years, City College has made significant strides in creating a comprehensive and effective organizational structure to implement and assess learning outcomes. Progress is already demonstrable through the inclusion of learning outcomes in all curricula, and by ongoing monitoring of student learning in all programs. Analysis of data collected from Fall 2006 through Fall 2007 is being reviewed by Department committees. While departments differed significantly in Fall 2006 in their level of assessment readiness, in spring and Fall 2007 compliance with assessment increased considerably. The College has substantially shifted its academic assessment and curriculum improvement culture and is committed to enhancing its learning assessment process.

Recommendations

1. The College needs to build on its substantial gains in learning assessment by ensuring all faculties have the expertise with student learning outcomes methodologies to conduct meaningful assessment.

2. The Center of Teaching and Learning should provide on-going training and support for faculty, supported by the administrative assessment structure and should make “Best Practices” easily accessible to all faculty members.
3. Departments and programs must “close the loop” by using assessment results to make meaningful change at the course and program levels.

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Standard 13: Related Educational Offerings

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