

The City College
of New York

Periodic Review Report
to the
Middle States Commission on Higher Education

May 31, 2013

The City College of New York
The City University of New York
160 Convent Avenue
New York, NY 10031

Dr. Lisa S. Coico
Chief Executive Officer and President

Most Recent Decennial Evaluation Team Visit: 13-16 April 2013

Progress Reports: 25 March 2010, 1 October 2011





**Certification Statement:
 Compliance with MSCHE Requirements of Affiliation and
 Federal Title IV Requirements
 Effective October 19, 2012**

City College of New York _____
 (Name of Institution)

is seeking (Check one): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (Check if applicable)

Lea Snow
 (Chief Executive Officer)

5/14/13
 (Date)

Ben Schmitt
 (Chair, Board of Trustees or Directors)

5/17/13
 (Date)



Acknowledgements

This report is the product of extensive work by administrators, faculty, staff, and students, who spent considerable time reviewing the 2008 Middle States Self-Study, the report of the MSCHE Evaluation Team, internal reports, and institutional data to assess the College's progress since 2008. The contributions of each person, office, department, division, and school were critical in the preparation of the review and this document.

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1. Executive Summary

1.1 Overview of the College

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

For more than 165 years, CCNY graduates have proven the wisdom of Townsend Harris’s vision. They include nine Nobel laureates—an achievement that no other public institution has surpassed—and numerous nationally recognized leaders in diverse academic, cultural, social, political, scientific, and commercial fields. Among its distinguished alumni are former United States Secretary of State General Colin L. Powell ‘58, who founded the [Colin L. Powell Center for Leadership and Service](#) at CCNY; and former Chairman and CEO of Intel Corporation Andrew Grove ‘60, for whom the College’s Grove School of Engineering is named. CCNY is equally proud of its rôle in transforming the lives of its less well-known alumni who live honorable, satisfying, productive lives across the nation and the world.

Today, CCNY—one of twenty-four colleges and institutions in the [City University of New York](#) (CUNY) system—continues “to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for...all ethnic and racial groups from both sexes.” Offering numerous undergraduate and graduate [areas of study](#), including master-level, dual-degree, and doctoral programs, CCNY consists of the College of Liberal Arts and Science (CLAS), comprising the Divisions of [Humanities and the Arts](#), [Interdisciplinary Studies](#), [Science](#), and the [Colin L. Powell School for Civic and Global Leadership](#) (formerly [Social Sciences](#)), and four professional schools in architecture, engineering, biomedical education, and education. The [Bernard and Anne Spitzer School of Architecture](#) and the [Grove School of Engineering](#) are the only public programs of their kind in New York City; the [Sophie Davis School of Biomedical Education](#)’s unique integrated curriculum leads to BS and MD degrees; and the [School of Education](#) is a national leader in preparing teachers of mathematics. CCNY also participates actively in consortial doctoral programs at the [CUNY Graduate Center](#) in science, and in August 2008, New York State Department of Education granted authority to CCNY to offer [doctoral degrees in engineering](#).

In fall 2012, CCNY enrolled 16,160 students (undergraduate, graduate), its highest achieving student body in recent history. The average SAT Critical Reading and Math scores for first-time, non-SEEK¹, non-ESL freshmen increased from 1026 in fall 2008 to 1125 in fall 2012. Of the 13,113 undergraduates

¹ **SEEK** is an acronym for Search for Education, Elevation, and Knowledge. This program supports undergraduates who are both economically disadvantaged and academically under-prepared. SEEK features an intensive summer program, tutoring, and counseling. SEEK students may earn baccalaureate degrees from all schools and divisions within CCNY. See [appendix J.20](#).

registered, 72.6 percent attended full-time and 27.4 percent, part-time. Graduate students accounted for 18.9 percent of the total student body, with 15.6 percent enrolled full-time and 84.4 percent, part-time. Student diversity remains one of CCNY's hallmarks: Hispanic, Black, and Asian students comprise 77 percent of those enrolled; over 150 nationalities are represented, and more than 90 languages other than English are spoken on campus. CCNY continues to be recognized by *The Princeton Review*, *US News & World Report*, *Forbes*, and *Washington Monthly* as one of the nation's "Best Colleges"—and a [Green College](#) notably committed to sustainability. Most recently, *Military Times* identified CCNY as the highest-rated public college in New York State and #33 among four-year colleges in the nation for veterans.

Across the disciplines, CCNY faculty continue to distinguish themselves nationally and internationally, garnering awards and grants from major foundations and agencies, most notably the National Science Foundation, National Institute for Health, National Endowment for the Humanities, and the US Department of Education, totaling over \$60 million in fiscal year 2012. Eight active CCNY faculty hold memberships in one of the [National Academies: Engineering, Medicine, and Science](#); and CUNY Distinguished Research Professor and Distinguished Professor Emeritus of Biomedical Engineering Sheldon Weinbaum is one of only 13 living individuals who have been elected to all three branches of the National Academies.

CCNY's [main campus](#) is located on thirty-five acres along Convent Avenue from 130th Street to 141st Street on a park-like hill overlooking the vibrant community of Harlem. Bounded by St. Nicholas Terrace and St. Nicholas Park on the east and by Amsterdam Avenue on the west, the [neo-Gothic buildings](#) were designed principally by George Browne Post (1837-1913), and its original five buildings have [landmark status](#). In 2014, the [CUNY Advanced Research Center](#) and the [CCNY Science Research Building](#)—situated near the residence hall, [The Towers](#), and the [New York State Structural Biology Center](#)—will open, the result of a \$740 million investment. The CCNY's Division of Interdisciplinary Studies at the [Center for Worker Education \(CWE\)](#) is located in the Wall Street area at 25 Broadway.

1.2 Preparation of the Periodic Review Report

When planning for the 2013 PRR in 2011, the Provost convened a PRR Steering Committee, drawn largely from senior administrators, faculty, staff, and students. This committee met throughout the 2011-2012 academic year, but a series of key administrative changes in the Office of the Provost, including the departure of the Provost in July 2012, modified the process. Under the leadership of the newly appointed Senior Associate Provost for Academic Affairs, Accreditation, and Assessment, work with steering committee members continued and expanded to involve as many CCNY units and members of the campus community as possible. Pertinent materials, e.g., *Handbook for Periodic Review Reports*, were distributed and discussed, and several steering committee members attended conferences and workshops sponsored by the Middle States Commission on Higher Education (MSCHE). Additional guidance was sought from CUNY's [Office of the Executive Vice Chancellor and University Provost](#).

Following the collection and review of relevant documents, including the 2008 [Self-study Report](#),²

² This online PDF document has a case-sensitive password (PW): final08.

[Progress Report \(March 2010\)](#), [Progress Report \(October 2011\)](#), and CUNY and CCNY planning and assessment documents, the Senior Associate Provost's staff compiled a digital PRR Toolkit containing documents essential to the PRR, e.g., a [PRR Overview Matrix](#), cross-listing Standards 1 through 14 with information from the 2008 [Self-study Report](#) (PW: final08). Conscious of the chance to promote important conversations and positive changes at CCNY and mindful of the "recommendation" and numerous "suggestions" offered by MSCHE in 2008, the Senior Associate Provost distributed the PRR Toolkit to the President, vice presidents, deans, administrators, faculty, and offices during individual meetings. The Senior Associate Provost's staff also gave presentations to entire units, e.g., Student Affairs, and engaged in follow-up discussions. At these sessions and meetings, the Senior Associate Provost emphasized that the PRR "is a retrospective, current, and prospective analysis of the institution"—an opportunity to reflect, adjust, and refocus prior to the next decennial review (*Handbook for Periodic Review Reports*).

Narratives and documentation from contributing academic and administrative units formed the basis of a rough draft, which was submitted to the Provost and senior administrators for comments and revisions. The resulting version was sent for final approval to the President before its submission.

Concurrent with the work of the PRR, CCNY also began a process for developing a new CCNY strategic plan, led by the President, the Senior Leaders Advisory Committee, and the Strategic Plan Steering Committee, which includes internal and external stakeholders who can provide guidance to the project and actively support the resulting changes. The Strategic Plan Steering Committee is cognizant of the need to establish linkages among budget, planning, and strategic goals that can be clearly documented and assessed. *Details about the committees and the process are presented in [appendix C.3](#).*

1.3 Summary of Major Institutional Changes and Developments since the Decennial Report

At the time of its last decennial review in 2008, CCNY reported "sweeping changes," such as the designation of the Spitzer School of Architecture, Grove School of Engineering, and Division of Science as CUNY "flagship" programs"; identification of "premier" CCNY programs in [Film](#), [Sonic Arts](#), and [Electronic Design and Multimedia](#); implementation of a revised General Education curriculum ([Progress Report, March 2010](#)); introduction of CUNY's centrally managed assessment through the creation of the [CUNY Master Plan \(2008-2012\)](#) and the CUNY Goals and Targets, i.e., [Performance Management Process \(PMP\)](#); and development of a strategic plan, [Promoting Research, Scholarship, and Creativity \(2009-2013\)](#).

Since then, more "sweeping changes"—administrative, academic, fiscal, and physical—have occurred at CCNY. In August 2010, Dr. [Lisa S. Coico](#) became CCNY's twelfth president and the first CUNY alumna to serve as its president. A nationally prominent educator and researcher in microbiology and immunology, Dr. Coico exemplifies the research direction of CCNY and celebrates its liberal arts. To secure CCNY's future, she has sought to effect positive change by engaging all constituencies and by reframing institutional discussions and plans. Her open forums, academic roundtables, meetings, and regular communications have fostered greater transparency and collaboration. The major institutional changes and developments during the first three years of her presidency are considerable, and they have contributed to a rejuvenated institution and the beginning of a new CCNY strategic plan initiative.

During the period of August 2010 through May 2013, CCNY made a significant number of major appointments, which are discussed in [section 2](#). These individuals have made significant changes in their respective units, which are addressed throughout this report.

Beginning in fall 2013, CCNY will launch the CUNY-wide [Pathways to Degree Completion Initiative](#) (Pathways), designed to facilitate undergraduate transfer among the CUNY colleges and degree completion. This new academic plan, described in [section 2](#), will identify “core” courses within CCNY’s current [General Education curriculum](#), which was introduced in 2007. Many features of that curriculum, such as a linked freshman seminar and composition course ([FIQWS](#)), will be retained or modified, as will the associated support and assessment structures. Details about assessment of the current General Education curriculum, academic departments and programs ([Progress Report, March 2010](#)), and the doctoral programs in engineering ([Progress Report, October 2011](#)) are presented in [section 5](#).

Reflecting its commitment to teaching and research, CCNY has created and filled 26 new full-time faculty positions since 2011, and has defined a process—in coordination with the Offices of the Provost, Finance and Administration, Human Resources, and Campus Planning and Facilities Management—for start-up packages for new faculty. Other changes and developments, such as changes in governance, workload policies, formal orientations, and professional development workshops for full- and part-time faculty, are outlined in [section 2](#).

The CCNY budget has faced severe pressure in the past few years, resulting in reductions in hiring and (OTPS) spending. However, in 2011, New York State approved CUNY’s request for modest incremental tuition increases over five years, coupled with a commitment to fund mandatory services. This and the appointment of a new Finance team have contributed to increased transparency and intentional linkages, e.g., resource allocations, on-line budgets, which are explained in [section 4](#) and [section 6](#).

Since launching a major campaign in 2008, CCNY has realized almost \$460 million. Recent gifts and pledges include the second largest gift in the College’s history from Bernard Spitzer ’43 (\$25 million); a gift and pledge from General Colin Powell ’58 (\$6 million), a gift to establish a pre-law program from Skadden Arps Slate Meager & [Joseph] Flom ’48 (\$10 million), a gift to enhance programs and to endow a deanship in the Division of Science from Michelle and Martin Cohen ’70 (\$10 million); a gift for the founding and naming of a Center for Jewish Studies from Michael Ross ’39 (\$10 million). See [section 4.2](#) for further details.

1.4 Highlights of the Periodic Review Report

In its 2008 [Self-study Report](#) (PW: final08), CCNY identified over forty recommendations, and substantial advances on these are reported in [section 2](#). Examples include the assessment and amending of the [CCNY Governance Plan](#); the appointment of a Senior Faculty Advisor for General Education, who is charged with monitoring and assessing General Education; the renovation and repurposing of campus spaces, which have resulted in the state-of-the-art [ciTy Tech Center](#), “smart” classrooms and lecture halls, art galleries, cafés, and other types of enhanced student areas.

Described in [section 3](#) and enumerated here are the challenges and opportunities that CCNY will

address in the next five years. The College will confirm a [new strategic plan](#); relocate interdisciplinary researchers to the new [CCNY Science Research Building](#) on the South Campus in August 2014; establish the [Colin L. Powell School for Civic and Global Leadership](#); develop curriculum standards that guide the transformation of the Sophie Davis School of Biomedical Education to a four-year medical school³; balance the budget without damaging fundamental services to faculty and students; increase fundraising to \$46 million annually, with additional gifts in support of the [Powell School](#) and the proposed medical school; convert to the [CUNYfirst](#) business system, designed to improve transparency, interaction, and data accessibility; replace all interim senior-level positions with full-time appointees; increase the four- and six-year graduation rates annually through coordinated student support initiatives; hire one hundred new full-time faculty by 2017; implement the recommendations presented in the [Report of the President's Council on Inclusion and Excellence](#); ensure that new researchers have lab space, equipment, and offices upon hire; and transition to the CUNY-wide [Pathways](#) curriculum. CUNY, institutional, and external funding will support numerous [capital projects](#), such as renovations and improvements to Alumni House, Aaron Davis Hall, Firehouse Gallery, and the North Academic Center (NAC).

[Section 4](#) details the budget challenges faced by CCNY and the actions taken to ameliorate them, as well as the budget outlook for the next five years. The [CUNY Compact](#), an innovative financing strategy established in fiscal year 2007, has funded both faculty and staff hires and important new programs. Enrollment trends also are presented in this section, with total enrollment projected to remain relatively consistent with recent figures.

[Section 5](#) describes CCNY's planning, reporting, and use of assessment results. In brief, assessment takes place at all levels and in all units, with each performing an annual assessment that aligns with multi-year assessment plans. Results are used to inform curricular, funding, and hiring decisions. In addition, academic units complete self-studies ([Academic Program Review](#)), although the professional schools adhere to external schedules defined by their accrediting organizations. All efforts are monitored and discussed not only by the individual areas but also by the [Office of the Provost](#). CCNY's current strategic plan is based on measurable goals that are evaluated annually at the College and by CUNY. At the CUNY level, the [Performance Management Process \(PMP\)](#) sets goals for numerous key indicators, such as retention and graduation rate. Other measures of institutional effectiveness include [CUNY Student Experience Survey](#), the [Collegiate Learning Assessment \(CLA\)](#), and the [Noël-Levitz Student Satisfaction Inventory \(SSI\)](#), which is replacing CUNY's use of the National Survey of Student Engagement (NSSE).

[Section 6](#) addresses the linkages between the strategic planning process and budget planning. The intent is that all budgetary requests are matched with goals defined by the strategic plan. Revised budget processes also have been introduced by the new Finance team to foster accountability and transparency, with all unit heads involved in detailed budget development.

³ After the CUNY Board of Trustees approves this "transformation," CCNY will file a substantive change request with MSCHE.

2. Responses to Recommendation and Suggestions

In 2008, MSCHE’s “recommendation” was that CCNY continue to refine its assessment plan and methods. Subsequently, the CCNY submitted two reports—[Progress Report \(March 2010\)](#), [Progress Report \(October 2011\)](#)—presenting evidence of compliance, which were accepted, and developments in these areas are presented in detail in [section 5](#). The MSCHE evaluation team also offered numerous “suggestions” that are addressed throughout this PRR, as are the significant “recommendations” that CCNY self-identified in its 2008 [Self-study Report](#) (PW: final08). President Coico’s priorities—mission, resources, administrative operations, admissions and retention, student success, faculty, diversity, research, and education—offer a convenient framework for documenting institutional accomplishments that aligns with the MSCHE standards.

2.1 Standard 1: Mission, Goals, and Objectives

In its 2008 report, the MSCHE evaluation team cited two significant “accomplishments”: CUNY’s designation of Architecture, Engineering, and Science as “flagship” programs; and CCNY’s establishment of the [Colin L. Powell Center for Leadership and Service](#) and the [Charles B. Rangel Center for Public Service](#). Progress has continued, with successful reaccreditations earned by the Bernard and Anne Spitzer School of Architecture, Grove School of Engineering, Sophie Davis School of Biomedical Education, and the School of Education; approval to rename and revision the Division of Social Sciences as the [Colin L. Powell School for Civic and Global Leadership](#), and to accept a gift of papers and memorabilia from the Washington, DC, and New York City offices of the Honorable Congressman Charles B. Rangel.

The 2013 edition of *Best Colleges, US News & World Report* ranks the CCNY #1 in “Campus Ethnic Diversity,” #16 among public institutions, and #61 among Best Universities-Master’s (North). Yet another point of pride is CCNY’s affordability: [undergraduate tuition and fees](#) for a New York State resident are currently \$2,715 per semester. In recognition of such reasonable “Access to Excellence,” *The Princeton Review* selected CCNY as one of the nation’s “Best Value” colleges and universities in its 2013 edition, which profiles 75 public and 75 private institutions, as well as a [Green College](#). Most recently, *Military Times* identified CCNY as the highest-rated public college in New York State and #33 among four-year colleges in the nation for veterans. CCNY also ranks among the leading schools granting bachelor’s degrees to African-Americans and to minority engineers, as well as conferring graduate degrees to under-represented minorities.

To enhance its relationships with the Harlem and greater New York communities, CCNY has invested in its [Office of Government and Community Affairs](#), supporting community events and forming partnerships with diverse civic organizations. The office is comprised of five areas: Government and Community Affairs, Grant-Funded Programs, Events Management, Arts and Cultural Activities, and Aaron Davis Hall. For example, \$1 million was raised to make improvements to [Aaron Davis Hall](#), which is the only cultural facility of its kind between Lincoln Center and Harlem, and the building now serves as a venue for lectures, forums, and performances, e.g., Dance Theatre of Harlem. See [appendix J.38](#) (Government and Community Affairs Summary Report).

Both to honor its heritage and promote its future, CCNY planned and implemented a total rebranding (“We’re the Original—and We’re Still Meeting the Need”) that reinvigorates its message of “Access to Excellence.” CCNY has implemented these changes in new materials and a major overhaul of the [CCNY website](#), which recently earned the Silver Award at the [28th Annual Educational Advertising Awards](#).

2.2 Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

The MSCHE evaluation team offered three “suggestions” under Standards 2 and 3: (1) make the links between the planning and budget process more transparent for faculty and staff, and more clearly define the internal (non-CUNY) budget process; (2) link enrollment and fiscal management; and (3) develop multi-year enrollment and management projections for planning purposes both at the institutional level and for recruitment. To fulfill its mission and future potential, as well as to achieve current CUNY- and CCNY-defined goals and targets, CCNY’s senior administrators have revised the process for allocating available resources in support of annual and long-term plans, with decisions based upon on-going assessments and discussions with all campus constituencies. Examples include progress towards the full implementation of [CUNYfirst](#), CUNY’s plan to integrate financial accounting, human capital management, and campus solutions; completion of an inventory of space and establishment of a space committee—comprised of the Provost, the Vice President for Campus Planning and Facilities Management, and the deans of the Division of Science, the Grove School of Engineering, and the Colin L. Powell School for Civic and Global Leadership (formerly Social Sciences)—to develop comprehensive and transparent procedures for space allocation of classrooms, labs, and offices; and more deliberate enrollment planning by the Office of the Provost and the Office of Finance and Administration.

[Section 4](#) and [section 6](#) of this report present a detailed overview of the CCNY budgeting process and progress in establishing productive linkages and transparency. Assessments of other resources are underway.

2.3 Standard 4: Leadership and Governance

The [CUNY Board of Trustees](#) (BoT) delegates to each college the responsibility for its governance plan, which first must be adopted by the BoT. In February 2012, the College amended the [CCNY Governance Plan](#) for the first time since 1999, providing that all tenured faculty members of a department—instead of its department executive committee—will review and vote on tenure candidates ([Article IX, CCNY Governance Plan](#)). A second amendment, approved by the CUNY Board of Trustees in April 2012, changes the constitution of departmental promotion committees, thus ensuring more involvement from all faculty members. *For other initiatives affecting faculty, see [section 2.11](#).*

The President, whose powers and obligations are defined in the [CUNY Bylaws](#), has general responsibility to develop, implement, and administer CCNY’s educational and fiscal priorities. To “facilitate better communication regarding governance, decision making, tenure and promotion processes, and mission,” the President continues to inform and solicit recommendations from the Faculty Senate.

The [Faculty Senate](#), “the authentic voice of the Faculty of the [College],” maintains standing committees on Administration, College-wide Resources, Educational Policy, and Personnel Matters, with *ad hoc* committees convened as necessary. Since 2008, the Faculty Senate has approved voting privileges to the two non-voting members of the College [Review Committee](#); passed a resolution to install an Army ROTC⁴ program at the College; endorsed a resolution on the [Report of the President’s Council on Inclusion and Excellence](#); approved the renaming and reorganization of the Division of Social Sciences as the [Colin L. Powell School for Civic and Global Leadership](#); and accepted the new description of the [Graduate Student Council](#)’s charter.

Student participation in campus governance has increased through coordination between various campus governing bodies, representation on Faculty Senate committees, and the [Division of Student Affairs](#), as well as from scheduled town hall meetings, academic roundtables, and an online voting system for student elections.

2.4 Standard 5: Administration

Definitive administrative authority resides with the [CUNY Board of Trustees](#) (BoT). Its delegate is the [Chancellor](#), who extends executive power to CCNY’s president. Since 2008, CCNY has made the following major appointments: President, Senior Vice President for Academic Affairs and Provost, Vice President for Development and Institutional Advancement, Vice President for Finance and Administration, Vice President for Government and Community Affairs, Vice President for Information Technology and Chief Information Officer, Vice President for Student Affairs, Assistant Vice President for Human Resources, Senior Associate Provost for Academic Affairs, Accreditation, and Assessment, Assistant Vice President for Research, Dean for Humanities and the Arts, Dean of the School of Education, and Dean of the Sophie Davis School of Biomedical Education. National searches for the Dean of Engineering, Dean of Science, Dean of Social Sciences, and Vice President for Communications and Marketing are in progress.

To maximize its rôle as an administrative body, the Cabinet was expanded temporarily by the President to include members of the College [Review Committee](#). The President also hosts monthly academic roundtables with faculty, undergraduate and graduate students, and staff, at which concerns are identified, studied, and resolved ([appendix J.10](#)). The other administrative appointments have made significant changes in their respective units that align with President Coico’s institutional vision, with many of their modifications and initiatives noted throughout this report.

2.5 Standard 6: Integrity

Since 2008, CCNY has continued to implement and adhere to acceptable principles of integrity. The [CUNY Policy on Academic Integrity](#), which is available online on the CUNY and CCNY websites, is discussed during new student orientations, and all instructors are encouraged to reference the policy on their syllabi. CUNY also provides guidelines for Verification of Student Identity for those enrolled in

⁴ The Reserve Officers’ Training Corps (ROTC) is a college-based program for training commissioned officers of the United States armed forces. CCNY will serve as the site of an Army ROTC program.

hybrid/online courses ([appendix D.2](#)). The [Office of Academic Standards](#) (OAS) offers guidance to instructors and processes student academic appeals. In 2012, the position of director of OAS was changed from an administrative to a faculty position.

Supervising employment and searches is the [Office of Affirmative Action, Compliance, and Diversity](#) (AACD), in collaboration with the [Office of Human Resources](#) (HR). AACD is responsible for ensuring that the College complies with CCNY, CUNY, local, state, and federal laws pertaining to affirmative action and equal employment opportunity. The director of the [AccessAbility Center](#), *i.e.*, student disability services, serves as the AACD's compliance officer for issues governed by the Americans with Disabilities Act (ADA).

Since 2010, CCNY has stressed the importance of diversity in hiring to the deans, search committees, and external search firms. In 2012, the President convened a Council on Inclusion and Excellence, charged with conducting a campus survey and reviewing best practices in academia. The [Report of the President's Council on Inclusion and Excellence](#)—which identified eight principal goals, including the improvement of the psychological and behavioral climate for inclusion; reduction of inequities; promotion of fairness in faculty personnel actions; increases in the compositional diversity of the faculty and departmental administrations; institutionalization of a culture of inclusion; and creation of an organizational structure to support and sustain all goals—was accepted, and the President approved the formation of a Committee on Inclusive Excellence, comprised of representatives from each school and division. In addition, CCNY recently created the position of Dean for Diversity, Compliance, and Faculty Relations. During the same year, President Coico served on the CUNY *ad hoc* [Committee on Strengthening Faculty Diversity](#), which developed a new [CUNY Diversity Action Plan](#).

CCNY adheres to the [CUNY Policy on Responsible Conduct of Research and Similar Educational Activities](#), and its [Human Research Protection Program \(HRPP\)](#) office, formerly the Institutional Review Board (IRB), manages the CUNY IRB process for CCNY researchers. Two CCNY faculty serve as the Research Integrity Officer and the Conflict of Interest Officer.

The [CUNY and CCNY policies](#) affecting students, faculty, and staff are available online, and the CUNY Verification of Student Identity policy statement is presented in [appendix D.2](#). Both CUNY and CCNY periodically review and update the policies and guidelines, which are circulated and discussed at faculty and student orientations, meetings of the Faculty Senate, and in academic courses.

2.6 Standard 7: Institutional Assessment

In 2008, the MSCHE evaluation team offered several “suggestions,” such as the need to establish linkages among budget, planning, and strategic goals that can be clearly documented and assessed. Progress in achieving this “suggestion” is presented in [section 4](#) and [section 6](#). Other complementary actions are the achievement of the annual CUNY Goals and Targets, *i.e.*, [Performance Management Process](#); release of the annual CCNY data book ([CityFacts](#)); administration of the [Course and Teacher Survey](#) each semester, the [Collegiate Learning Assessment \(CLA\)](#) annually, the [CUNY Student Experience Survey](#) biennially, and faculty and student surveys periodically.

The [Council for Aid to Education's Collegiate Learning Assessment \(CLA\)](#), a nationally known

instrument, assesses the quality of institutional curricula and instruction, e.g., “value added,” by evaluating and comparing first-semester freshmen and graduating seniors. CCNY was one of four colleges selected by CUNY to pilot the CLA in spring 2012, and the CLA was administered across CUNY beginning in fall 2012. Preliminary results from the two CLA cycles in spring 2012 and fall 2012 suggest that the CLA tasks align with the defined learning outcomes for General Education and academic majors. CCNY is confident that the CLA will prove a valuable tool not only for evaluating student learning but also for driving curricular enhancements. (See [appendix F.44](#) and [appendix F.45](#) to CCNY’s CLA reports.) Additionally, in spring 2013, the College will participate in the CUNY-wide [Noel-Levitz Student Satisfaction Inventory](#) (SSI).

The intention of these initiatives is the collection and thoughtful analysis of national, CUNY, and College data that will guide the development of more effective and integrated, multi-tiered assessment system for CCNY. This endeavor is being coordinated by the senior administration.

As previously mentioned, CCNY is developing a new strategic plan, under the direction of the President, the Senior Leaders Advisory Committee, and the Strategic Plan Steering Committee. *Details are presented in [appendix C.3](#).*

2.7 Standard 8: Student Admissions and Retention

CCNY remains faithful to its mission of “Access to Excellence,” beginning with its recruitment of students through to its engagement with alumni. Since 2008, CCNY has engaged in an annual assessment of its admission criteria, with the Office of Admissions proposing several criteria models that increase standards without sacrificing enrollment targets and diversity goals. After assessing the potential effects on the composition of the student body and college finances, admission requirements are defined ([appendix J.13](#), Admission Criteria, Fall 2008-Fall 2012). Approval and review are obtained from the [Faculty Senate](#), in accordance with the CCNY Governance Plan, and from the [CUNY Office of Academic Affairs](#). Both the University Application Processing Center (UAPC) and CCNY’s [Office of Admissions](#) apply the criteria to the received applications.

A direct result of the gradual increases in freshman criteria—high school averages, number of subject units, averages in individual subjects, and SAT scores—has been an improvement in the mean SAT score for non-SEEK, non-ESL freshmen. Currently, Admissions is tracking (e.g., CCNY grade-point average, credits earned, retention in the major) the fall 2011 freshman cohort to identify correlations between high school and CCNY performance. As part of its strategy to raise the academic profile of CCNY, the [Macaulay Honors College at CCNY](#) has increased the size of its entering class dramatically since fall 2011.

Table 2.1: Mean SAT Scores for Entering Freshman Cohorts

Entering Class	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Non-SEEK, non-ESL Freshmen Enrolled	1,537	1,516	1,589	1,209	1,287	1,140
Non-SEEK, non-ESL Mean SAT	1000	1028	1043	1071	1081	1114
Macaulay Freshman Enrolled	33	50	41	40	88	92
Macaulay Mean SAT	1313	1302	1370	1363	1382	1394

The CUNY Board of Trustees eliminated conditional admissions at the senior colleges, effective fall 2011, and all non-SEEK, non-ESL freshmen and transfers must meet specific scores in reading, writing, and mathematics. In brief, applicants can satisfy admissions requirements based on SAT (Critical Reading and Mathematics *only*) scores, [New York State Regents](#) test scores, or ACT test scores. The [CUNY Assessment Tests](#) (CAT) in reading, writing, and mathematics offer an alternative route for admission to the CCNY.⁵ Effective fall 2010, the [Faculty Senate](#) voted to raise the minimum grade-point average (GPA) for transfer students to 2.5 (2.7 for engineering).

In fall 2010, the Office of the President coordinated campus-wide meetings of faculty and senior staff, led by [The Learning Alliance for Higher Education](#). Following the retreat and establishment of “cross-functional teams” comprised of administrators, faculty, staff, and students, Learning Alliance specialists, over a period of months, organized student focus groups, conducted faculty and staff interviews, and mined institutional data to explore the reasons behind CCNY’s low six-year graduation rate. (See [appendix J.7. The Learning Alliance for Higher Education Report](#) and [appendix J.8. Cross-functional Team Report](#)). The following year, CCNY engaged [Scannell and Kurz](#) to examine the use of institutional financial aid in support of enrollment goals, analyze freshman and transfer retention, and provide thoughtful recommendations. (See [appendix J.9. Scannell & Kurz Report](#).) Based upon the combined findings, CCNY has pursued multiple admission initiatives ([appendix J.14](#)) and retention initiatives ([appendix J.15](#)) for its students. Among those are several that evaluate and address issues related to the “high attrition among pre-engineering/pre-science cohorts...advised by the [Gateway \[Academic Center\]](#),” a “suggestion” offered by the MSCHE evaluation team. They include an immersion program; mandatory homework labs; sequential academic skills workshops; peer-led tutoring; a dedicated data base to track Gateway students; periodic interventions; and intentional advising for at-risk pre-engineering and pre-science students. (See [appendix J.19. Gateway Academic Center](#) and [appendix E.43. 2011-2012 CUE Report](#)).

In fall 2009, master-level enrollment was 3,282 students, or 20.1 percent of the total enrollment; but by 2012, it had declined to 2,870, or 17.8 percent of the total enrollment. However, CCNY was granted authority to grant doctoral degrees in engineering in 2008, and doctoral enrollment has grown consistently. In fall 2009, doctoral-level enrollment was 66, or 0.4 percent of the total enrollment; and by fall 2012, it had increased to 178, or 1.1 percent of the total enrollment.

2.8 Standard 9: Student Support Services

Following her appointment in August 2010, President Coico identified several priorities, of which student success was primary. With a six-year graduation rate of 35 percent in June 2009, CCNY fell short of rates within CUNY and at other urban public institutions, and the President set a six-year graduation rate goal of 50 percent for the fall 2010 freshmen cohort. Since then, CCNY administrators and faculty have committed themselves to diverse student success initiatives:

⁵ Historical CUNY CAT performance data for CCNY is presented in [CityFacts](#).

Academic

- used an array of software ([Hobsons' Connect™](#), [Retain™](#), and [Apply Yourself™](#); [DegreeWorks™](#)) to monitor and enhance student engagement from application through graduation; implemented of an online scholarship application (NextGen™) ([appendix J.14](#) and [appendix J.15](#))
- established a campus-wide [advising](#) network ([appendix J.16](#))
- posted an online [directory of campus tutoring services](#)
- developed [four-year graduation plans](#) for degree completion, which inform updates to DegreeWorks™ and complement one-on-one academic advising
- released detailed, confidential outcome reports about the [Course and Teacher Survey](#) to departments, where they are used to review and revise course offerings and instruction

Facilities and Related Services

- created the state-of-the-art [cTy Tech Center](#)⁶ and curriculum-specific computer labs; expanded wireless service; increased the number of “smart” classrooms; and launched a next generation student email system (CityMail), in collaboration with Microsoft™ ([appendix J.17](#))
- invested in classroom and lecture hall renovations; and created cafés, art galleries, [hydration stations](#), and the Campus Connection Trail ([appendix J.25](#) and [appendix J.27](#))
- launched [NextBus™](#), a GPS-based information system that tracks and displays the locations of the City College shuttle buses
- reorganized the Testing Lab to meet National Council of Testing Association standards

Student Affairs (For details about Student Affairs initiatives, see [appendix J.45](#).)

- improved the [AccessAbility Center](#) (i.e., student disability services), which experienced a 47 percent increase in activity in fall 2012, as compared to fall 2011, through the solicitation of student feedback by online surveys
- enhanced [Health Services](#) by creating a Peer Health Advisor/Educator program, administering survey instruments⁷, improving the processing of student immunization records, and hiring a nurse practitioner
- introduced the [CityONECard](#), a combined ID, library, and cash card
- piloted a new first-year orientation and a peer mentors (“GPS Navigators”)
- established a Student Affairs presence at the Center for Worker Education
- introduced [CollegeCentral®](#), a national online internship and job search tool, ePortfolios for career exploration, and restructured career services
- enhanced the [Office of International Student and Scholar Services](#)

⁶ The Student Technology Fee partially funded the creation of the [cTy Tech Center](#) in 2011.

⁷ Over 760 students responded to the College Health Needs Assessment Survey in 2012, and the data revealed that 71.9 percent could not afford medical care, 39.9 percent did not use birth control, and 63.8 percent do not have annual gynecological examinations. As a result of these findings, [Student Health Services](#) has contracted with a nurse practitioner, who will provide examinations and STD testing to CCNY students.

With CCNY's active involvement, several CCNY students designed a social networking platform, inyourclass.com, through which students can build connections over time and develop an extended academic community, share information, engage in asynchronous class discussions, participate in informal tutoring, exchange books, art, and music. [InYourClass™](http://InYourClass.com) is the first of its kind and was selected as a semifinalist in the NYC Next Idea International Business Competition, sponsored by Mayor Michael Bloomberg. Now in beta testing at four other CUNY colleges and at Stanford University, the site is appealing to both commuter and residential student populations.

2.9 Standard 10: Faculty

Requisite to building a culture of student success is a faculty who experience a high degree of satisfaction in fulfilling the CCNY mission. To cultivate an environment that promotes genuine pride in teaching, scholarship, service, and affiliation, the College must honor its promises, observe all policies and procedures, and accept guidance from CUNY and external evaluators. Therefore, CCNY has responded thoughtfully and actively to the MSCHE evaluation team's suggestions "...to integrate new faculty and adjuncts more effectively into all aspects of college life...[and] to assure that all new part-time faculty demonstrate the same excellence in teaching as their full-time peers." In addition, the College has accepted the challenge of building a faculty who more closely reflect the diversity of the student body.

Table 2.2: CCNY Faculty by Title, Gender, and Ethnicity/Race (Fall 2012)

Faculty by Title, Gender, and Ethnicity		Ethnicity					Total	
		Amer Ind	Asian	Black	Hispanic	Pacific Is		White
F/T Tenured Teaching Title	F		19	24	22		106	171
	M	1	44	22	19		206	292
Instructor	F		1				2	3
	M						1	1
Lecturer	F		1	5	2		21	29
	M		2	2	3		18	25
F/T Visiting Title	F						3	3
	M		1				2	3
P/T Teaching Title	F	4	80	118	75		405	682
	M	5	101	98	80	3	517	804
F/T Medical Series Title	F		2	2	2		11	17
	M	1	4	1	3		8	17
Medical Adjunct	F	1	3	3	1		9	17
	M	1	5	3	1		17	27
Continuing Education Teacher	F		2	21	9		11	43
	M		2	14	4		9	29
Total		13	267	313	221	3	1,346	2,163

source: CUNYfirst 1856 data base (Office of Human Resources)

For example, through a grant from the National Research Center in Minority Institutions (RCMI) program at the National Institutes of Health, City College supports the Center for the Study of the Cellular and Molecular Basis of Development, a center of research excellence designed to increase the number and rôle of underrepresented scientists in cutting edge research in the fields of molecular biology, biochemistry,

and biophysics. Now in its twenty-fifth year, the CCNY Center recruits established and promising scholars and researchers, fosters competitive research, and funds core research facilities. CCNY is especially committed to recruiting women and under-represented minorities for the positions at the new [CCNY Science Research Building](#) on the South Campus.

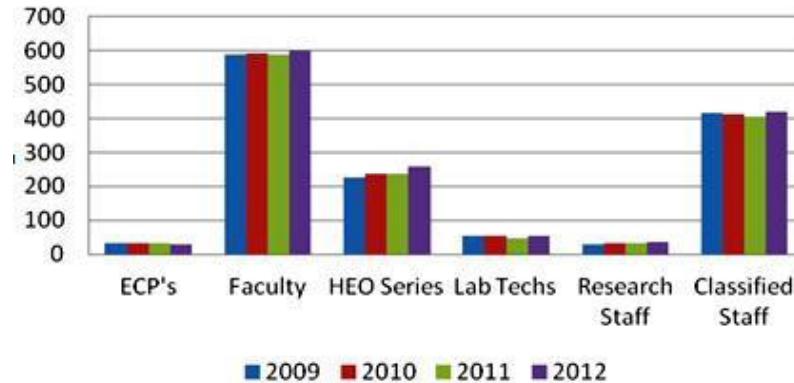
At CCNY, both veteran and newly hired women faculty have earned distinguished honors. In 2012, [Ruth Stark](#), CCNY's former Acting Dean of the Division of Science and Professor of Chemistry, received the [Sloan Public Service Award](#), regarded as "the Noble Prize of [New York City] government." In the same year, newly hired Associate Professor of Biomedical Engineering [Debra Auguste](#) earned the National Institutes of Health Director's New Innovators Award—and \$1.5 million to support her investigation of breast cancer therapies. In addition, Associate Professor of History [Barbara Ann Naddeo](#) won the prestigious [Jacques Barzun Prize](#) for her book, *Vico and Naples: The Urban Origins of Modern Social Theory*.

Stimulated by both the MSCHE evaluation team and a new administration, CCNY has identified several major aims, including a determination to address disparities in the professional experiences of individual faculty members, assurance of consistency in the application of tenure and promotion guidelines, and promotion of mentoring between senior and junior faculty. Since 2010, multiple faculty initiatives have been introduced in response to faculty requests and suggestions, such as:

- distributed the [CCNY Faculty Handbook](#) and the [CCNY Handbook for Chairs](#)
- updated workload guidelines, which now acknowledge the mentoring of students
- created and offered the departmental chair training program; new full- and part-time faculty training and development programs; workshops on tenure and promotion policies; and over 100 professional development workshops annually through the Center for Excellence in Teaching and Learning (CETL) ([appendix J.18](#))
- amended the [CCNY Governance Plan](#) to extend voting privileges to all full-time faculty in the department on the review of tenure and promotion cases
- introduced a new Human Resources classification of research faculty
- fostered cross-disciplinary collaborations by offering seed monies to departments sponsoring inter- and intra-departmental seminars
- subsidized a few apartments for new faculty who relocated to New York City
- established and awarded the [City SEEDS Grants](#), [Outstanding Teaching Award](#), [Mentoring Award \(faculty and students\) in Education, Humanities and the Arts, Interdisciplinary Arts, and Social Sciences](#), [Mentoring Award \(faculty and students\) for Architecture, Biomedical Education, Engineering, and Science](#), President's Award for Outstanding Service, President's Award for Excellence in Scholarship, Teaching, and Student Success, and the [Provost's Prize for Pedagogical and Curricular Innovation](#)
- negotiated an extension of the paid-parental leave agreement

Despite the CUNY-mandated hiring “pause,” the College has attempted to fulfill MSCHE’s suggestion to “[s]eek a creative solution to the insufficient numbers of administrative assistants and technical staff for academic departments and programs.”

Chart 2.1: CCNY Employee Growth by Title



2.10 Standard 11: Educational Offerings

In response the “suggestions” offered by the MSCHE evaluation team, CCNY has revised its schedule for academic program reviews and sought to “explore new and additional programs and educational offerings.”

Since 2008, CCNY has received approvals for many new and re-registered academic programs, such as [Branding and Integrated Communications](#) (MPS); [Water Resources and Environmental Engineering](#) (MS); [Study of the Americas](#) (MA); [Educational Theatre](#) (MS); and [Sustainability in the Urban Environment](#) (MS), a collaboration of the Grove School of Engineering, the Bernard and Anne Spitzer School of Architecture, and the Division of Science. Additionally, the College has expanded its traditional evening and weekend courses, as well as its non-credit programs ([Continuing and Professional Studies](#)). Information about increases in hybrid/online courses is provided in [appendix J.18](#) (CETL) and [appendix F.43](#) (CUE).

Current and archived [class schedules](#) are hosted online by CUNY, with access through the [CCNY Registrar](#) website.

2.11 Standard 12: General Education

In response to MSCHE’s 2008 “recommendation,” CCNY submitted a [Progress Report](#) (March 2010). Updated information about General Education and the transition to [Pathways](#) is presented in [section 3](#).

2.12 Standard 13: Related Educational Activities

Since 2008, CCNY has continued to initiate and support various initiatives that contribute to student success. In response to MSCHE evaluation team’s “suggestion” that CCNY “consider the models of the various academic and student support programs on campus that are successful to refocus student retention strategies and activities.” Among the College’s “model” programs are the [Student Support Services Program](#) (SSSP. This federally funded program for low-income, first-generation undergraduates serves

over five hundred students. In addition to financial support, SSSP provides academic advising, tutoring, mentoring, and co-curricular activities. Both its organization and comprehensive assessment plan have contributed to discussions across campus about best practices. *For SSSP details, see [appendix J.21](#).*

Other “models” include:

- [City College Academy for Professional Preparation \(CCAPP\)](#) provides students majoring in science, architecture, and the pre-medical and allied health professions with a supportive community, intentional advising, co-curricular activities, and mentoring. Although the total number of Division of Science applicants to medical, dental, veterinary, and osteopathic schools has declined, the acceptance rate has increased. Medical schools include Harvard Medical School, Boston University School of Medicine, Brown University School of Medicine, Einstein Medical School, Harvard Medical School, Mt. Sinai Medical School, SUNY Downstate Medical Center, and SUNY Upstate Medical University. The Division’s acceptance rates to dental and veterinary schools continue to be 100 percent.

Table 2.3: Medical School Acceptance Rates for Division of Science Graduates⁸

Year	Applicants	Acceptances	Acceptance Rate
2010	59	35	59.32%
2011	47	33	70.21%
2012	44	33	75.00%

- [Colin L. Powell Center for Leadership and Service](#), established in 1997, is committed to preparing new generations of publicly engaged leaders from populations previously under-represented in public service and policy circles, to building a strong culture of civic engagement at City College, and to mobilizing campus resources to meet pressing community needs and serve the public good. The Center focuses its academic, advising, and mentoring efforts in areas of community and economic development, education, health care, environmental concerns, international development, and global security issues. *See brief biographies of current [Powell Fellows](#).*
- [Peer-led Team Learning \(PLTL\)](#) is CCNY’s nationally recognized model that features “peer-leaders” who facilitate debate and discussion of scientific ideas and problem solving. In fall 2013, CCNY will launch a CUNY-funded pilot that applies the PLTL model in chemistry to introductory courses in biology, calculus, computer science, and physics. In keeping with the [CUNY Master Plan](#)’s commitment to integrated assessment, this proposal contains a rigorous research design. *See [appendix J.22](#) for the PLTL pilot proposal and research plan.*
- The [Skadden, Arps Honors Program in Legal Studies](#) is a unique partnership between [Skadden, Arps, Slate, Meagher & Flom LLP](#)—one of the pre-eminent law firms in the world—and CCNY. The program prepares students from low-income and under-represented groups for successful legal

⁸ For information about the number of medical school placements through the Sophie Davis School of Biomedical Education, see [appendix F.30](#).

careers, while enriching and diversifying the legal profession. Rising juniors receive merit scholarships; mentoring; summer internships and stipends at law firms or non-profit legal services; a legal studies curriculum that complements a wide range of majors; and LSAT preparation and tutoring. See [Skadden, Arps Biographies \(2009-2012\)](#).

The [Division of Student Affairs](#) and its three “clusters”—Professional Development, Campus Engagement, and Student Support Resources—supervise numerous complementary programs and activities in support of the CCNY’s mission. *A more detailed overview of the Division of Student Affairs is presented in [appendix J.45](#).*

- The [Counseling Center](#) administers two American Psychological Association (APA) training programs: the Psychology Fellowship, offered in collaboration with CCNY’s [Psychological Center](#), trains doctoral students in the joint CUNY-CCNY [Clinical Psychology](#) program; and the [Psychology Externship Program](#) provides doctoral candidates in the clinical counseling program with practical experiences. The Center also coordinates internships for graduate students enrolled in social work and mental health counseling programs.
- In 2009, [Student Health Services](#) introduced a peer education program to promote healthy living. The following year, this opportunity was extended to master-level interns from [Mailman School of Public Health of Columbia University](#) and the [CUNY School of Public Health at Hunter College](#). From 2009 to 2012, peer-led workshops have increased by 33 percent.
- The [AccessAbility Center](#) now supervises internships for undergraduate and graduate students who are pursuing degrees in the helping professions. Fieldwork opportunities for CCNY students also are available at the [Child Development Center](#).
- The [Auxiliary Enterprises Corporation](#) (AEC) manages CCNY’s dining, catering, and vending businesses. Revenues are used to support student engagement programming. During the 2012-2013 academic year, the AEC provided \$359,000 for student co- and extra-curricular activities. *For financial details about the AEC, see [appendix J.47](#).*

2.13 Standard 14: Assessment of Student Learning

In March 2010, the College presented the [Progress Report \(March 2010\)](#) “documenting implementation of an organized, sustained process for the assessment of institutional program-level, and general education student learning goals, including evidence that student learning assessment results are used to improve teaching and learning (Standard 14).” The College provided a second [Progress Report \(October 2011\)](#) “...documenting (1) the use of appropriate assessments of the attainment of learning goals at the institutional and course levels for the doctoral programs, and (2) evidence that student learning assessment information is used to improve teaching and learning in the doctoral programs (Standard 14).” This work has continued, under the direction of key personnel in the Office of the Provost and the Grove School of Engineering, and is described in detail in [section 5](#).

3. Major Challenges and Opportunities

3.1 Overview

Described in [section 3](#) and enumerated here are the challenges and opportunities that CCNY will address in the next five years. The College will confirm a new strategic plan; relocate interdisciplinary researchers to the new [CCNY Science Research Center](#) on the South Campus in August 2014; establish the [Colin L. Powell School for Civic and Global Leadership](#)⁹; develop curriculum standards that guide the transformation of the Sophie Davis School of Biomedical Education to a medical school¹⁰; balance the budget without damaging fundamental services to faculty and students; increase fundraising to \$46 million annually, with additional gifts in support of the [Powell School](#) and the proposed medical school; convert to the [CUNYfirst](#) business system, designed to improve transparency, interaction, and data accessibility; replace interim senior-level positions with full-time appointees; increase the four- and six-year graduation rates annually through coordinated student support initiatives¹¹; hire one hundred full-time faculty during the 2012 through 2017 period; implement the recommendations of the Committee on Inclusive Excellence; ensure that new researchers have lab space, equipment, and offices upon hire; and transition to the CUNY-wide [Pathways](#) curriculum, intended to ease undergraduate transfers among CUNY colleges. CUNY, institutional, and external funding will support numerous [capital projects](#), such as renovations and improvements to Alumni House, North Academic Center, and Shepard Hall, as well as technology and research initiatives.

The College is aware of the extraordinary challenges and opportunities that the next five years present, such as the implementation of new curricula, the development of a new strategic plan, the opening of the new research facilities on the South Campus, and budgetary pressures.

Beginning in 2007, a new General Education curriculum was introduced at the College, as described in [section 3.2](#), and major components, such as the Freshman Inquiry Writing Seminar ([FIQWS](#)) and Perspectives, have been in place since 2008, as have their assessments plans. In 2011, CUNY introduced the [Pathways to Degree Completion Initiative](#) (“Pathways”), a common core approach to General Education that supports ease of transfer between all CUNY institutions. This academic mandate has necessitated a new curriculum that blends the key features of CCNY’s current General Education requirement with that of the system-wide Pathways curriculum, which must be implemented by fall 2013. [Pathways](#) is described in [section 3.3](#).

CCNY’s most recent strategic plan will expire this year, and the development of a new ten-year strategic plan commenced in 2012. An overview of the strategic planning process at CCNY is presented in [section 3.4](#) and [appendix C.3](#).

Budget challenges and strategies, such as procedural revisions and approved tuition increases, are referenced in [section 3.5](#) and described in detail in [section 4](#) and [section 6](#). Directly linked to budget

⁹ The CUNY Board of Trustees approved the renaming of the Division of Social Sciences on 29 April 2013.

¹⁰ After the CUNY Board of Trustees approves this “transformation,” CCNY will file a substantive change request with MSCHE.

¹¹ CCNY’s goal is to achieve a 50 percent graduation rate for the fall 2010 freshman cohort.

matters is enrollment management, the admissions and retention of students, which is presented in [section 3.6](#). Similarly, budget constraints have affected human resources, with hiring issues and successes presented in [section 3.7](#). The success of the CCNY's research initiatives is presented in [section 3.8](#).

In 2009, CUNY began the phased overhaul of its business systems through the implementation of [CUNYfirst](#), described in [section 3.9](#). Because it is scheduled to adopt [CUNYfirst](#) during CUNY's last implementation phase, CCNY intends to learn from the experiences of its sister institutions and, thereby, avoid most of the substantial challenges associated with this conversion.

Finally, [section 3.10](#) offers an overview of campus planning and facilities, which are supporting the CCNY's mission and contributing to the success of its student and faculty.

3.2 General Education Initiative

CCNY approved its current General Education curriculum in 2006, and it was partially achieved in fall 2007 (BA, BFA) and fully realized in fall 2008 (BS, BArch, BE, BS, BSEd). In fall 2013, a new General Education curriculum will be implemented across all CUNY institutions, including CCNY. The new [Pathways](#) curriculum will ensure ease of transfer across the CUNY system. Although Pathways and the current curriculum differ on some minor points, they both focus on the same core skills, values, and knowledge, which are aligned with the mission of the College. The goal is that CCNY students will graduate not only with essential reading, 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. The educational mission of the CCNY is to provide a diverse student body with opportunities to achieve academically, creatively, and professionally in their chosen fields. In particular, the mission statement provides that:

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;*
- *skills necessary for quantitative reasoning and analysis, evaluation, and synthesis that will enable them to integrate new information and become lifelong learners;*
- *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; and*
- *creativity, flexibility, and problem solving ability needed to succeed in the ever changing work and educational environment of the 21st century.*

The current General Education curriculum requires 45-59 credits, depending upon the major pursued. Under Pathways, undergraduates will complete 42 credits of General Education, regardless of major. "[Is Pathways for You?](#)"—a table of requirements for both and a comparison are available online. (N.B. *The current Math and Science core requirements for BS degrees, which formerly accounted for the high*

numbers of required General Education credits for those degrees, are being incorporated at the departmental level as “allied Science foundations.”)

The curriculum comprises introductory coursework designed to provide students with the fundamental skills and foundation necessary for advanced work in the major or upper-level elective work, and to instill in them a habit of mind that sees all areas of knowledge as interrelated. Undergraduates may choose from a selection of courses that build fundamental skills, such as writing, research, critical thinking, and quantitative reasoning, while exploring different categories of knowledge.

Across a wide range of courses, students develop their ethical self-awareness and are required to demonstrate an understanding and appreciation of the diverse philosophical and cultural perspectives and practices that inform individual and group values and ethical choices. Courses in Global History and Culture, as well as those in the Self and Society and Logical-Philosophical categories, especially engage this dimension of undergraduate education. Beginning with the [Freshman Inquiry Writing Seminar \(FIQWS\)](#) course in their first semester of study at CCNY and continuing through a range of writing intensive General Education and upper-level major courses, students develop and improve their communication and critical thinking skills. Math and science courses require students to demonstrate scientific and quantitative reasoning ability, as well as technological competency.

General Education requirements are clearly and accurately described in official publications of the College: the [CCNY Undergraduate Bulletin](#) (293) and the [CCNY website](#), which contains an overview of the requirements, semester updates for General Education course offerings, and curriculum checklists for students. In addition, sections of the website are directed towards faculty and academic advisors. Checklists are sent by email every semester to advisors for their use during advising conferences with students. The website has recently been updated to provide information about the new [Pathways at CCNY](#) curriculum, and a [FIQWS](#) brochure and [FIQWS Faculty Handbook](#) have been developed for distribution. Supplemental materials, e.g., brochures, for students also are being developed for [Pathways at CCNY](#).

Future Goals (2013-2017)

The primary focus of the General Education office in the next five years will be a successful transition to the new [Pathways](#) curriculum. As mentioned previously, the current and the new curricula are very similar, enabling a smooth adoption and the retention of most current General Education courses in Pathways. Most significantly, the key proficiencies and learning outcomes of the two curricula are parallel, thus allowing for a simple continuation of existing learning assessment instruments, e.g., scoring rubrics. Within the next five years, CCNY will develop a graduated curriculum (first-year and second-year General Education courses), which will allow the College to establish clearer benchmarks for student learning within the curriculum and more deliberate instruction in the areas of key proficiencies. CCNY has a benchmark in [FIQWS](#), but student progress is difficult to track in the absence of either a suggested or prescribed path. With the implementation of Pathways, a second-semester composition course will partially address this need, but designation of other General Education courses as introductory and later-stage courses will enhance delivery and improve assessment.

Another goal is to strengthen the [Freshman Quantitative Analysis \(FQUAN\)](#) course, which seeks to teach quantitative and technology skills through exploration of a topic. Although numerous [FIQWS](#) courses have been developed, only two versions of FQUAN have been developed to date, one of which is being actively offered. In response, an individual in the Department of Mathematics has been tasked with development of FQUANs. In addition, CCNY intends to strengthen quantitative skills assessment in the curriculum. The College had focused on the writing intensive courses first, and now that the mechanisms for assessments in those have been well developed, attention has turned to quantitative skills assessment. A [quantitative skills rubric](#) was approved in spring 2012, and the first assessments of General Education quantitative courses took place in fall 2012.

Finally, and perhaps most importantly, in formulating its Pathways implementation plan, the College of Liberal Arts and Science (CLAS) Faculty Council emphasized the desirability of developing further “language-intensive/content-rich” learning communities following the completion of [FIQWS](#). CCNY initiated a small-scale pilot, involving ten pairings, in spring 2013, and the plan is to create more learning communities, with the necessary support for collaboration between instructors, on a wider-scale. This is, of course, dependent upon CCNY’s ability underwrite the cost of such an expansion.

3.3 Transfer Students and the CUNY Pathways Initiative

On June 27, 2011, following the report of the CUNY Working Group on Transfer and Articulation, the CUNY Board of Trustees approved a resolution establishing the [Pathways to Degree Completion Initiative](#) (“Pathways”). The initiative is designed to facilitate a smooth transition between CUNY institutions—particularly involving transfer from a community college to a senior college—and to assure that students can graduate within 120 credits. In December 2011, a CUNY-wide steering committee, in consultation with the campuses, issued a report describing a 42-credit General Education core, consisting of a 30-credit [common CUNY core](#) at its colleges and an additional 12-credit local college option. CUNY asked all colleges to respond by April 2012 with their implementation plans, and CCNY complied.

The Pathways curriculum establishes common courses and requirements for the largest transfer majors in CUNY. Working groups, consisting primarily of faculty from within CUNY, are examining majors, such as English and education. This aspect of the initiative supports ease of student transfer, but it may require curricular revisions in some majors.

3.4 Strategic Plan

Development of the CCNY’s current strategic plan—[Promoting Research, Scholarship, and Creativity, 2009-2013](#)—began with a college-wide retreat shortly after the MSCHE evaluation team’s visit in April 2008. The resulting campus plan complemented the [CUNY Master Plan](#), which addressed such broad initiatives as the [Decade of Science](#). The CCNY plan identified three critical areas: “improving the quality of academic programs, increasing student success, and enhancing financial effectiveness”; and outlined five priorities: “increase faculty scholarship and research, improve retention and graduation rates, plan academic programs in high growth areas, create an atmosphere in academic excitement, and strengthen

ties with the community.” Following her appointment in August 2010 as CCNY’s twelfth president, Dr. Coico, reaffirmed the College’s commitment and defined her three principal priorities:

- Provide a world-class education to all CCNY **students**, raising graduation and retention rates.
- Support the heart of CCNY—the **faculty**—in their research, scholarship and teaching, to attract and retain excellence.
- Raise the visibility of the College in the **community** and expand the substantive collaboration with important community organizations.

Accomplishments of the expiring [2009-2013 Strategic Plan](#) include:

- In 2010, the CCNY created and filled the position of Assistant Vice President for Research and established a research caucus of faculty and administrators who advise and assist in setting and achieving the College’s research goals.
- CCNY increased faculty scholarship and research grants to over \$60 million and engaged in aggressive recruitment of PhD students.
- To transform CCNY from a master’s to a doctoral institution and to achieve its research goals, the College has focused on the following areas: Biomedical Science and Engineering; Environmental Science; Climate Change; Remote Sensing; Macromolecular Assemblies; Structural Biology; Materials Science and Nanotechnology; Neuroscience; Photonics; and Sustainable Energy. Other areas of strength include transportation and infrastructure, computer networks and communications, robotics, computational and theoretical physics, and cellular and molecular biology.
- The [School of Education](#) has promoted a culture of grant-supported work, especially in mathematics and science education, special education, bilingual education, and literacy education.
- Although the College decided to postpone the separation of the [Division of Humanities and the Arts](#) into two distinct units, its departments and centers have flourished. Several new academic programs have been introduced, including [Electronic and Digital Media](#) (BFA) and [Branding and Integrated Communications](#) (MPS).
- Significant support for the [Colin L. Powell Center for Leadership and Service](#) and the recently renamed [Colin L. Powell School for Civic and Global Leadership](#); the [Charles B. Rangel Center for Public Service](#); and the [Skadden, Arps Honors Program in Legal Studies](#) is enriching the intellectual environment.

Concurrent with the work of the 2013 PRR, the President, the Senior Leaders Advisory Committee, and the Strategic Plan Steering Committee are guiding the development of the next strategic plan. Members include internal and external stakeholders who can provide guidance to the project and actively support the resulting changes. *Details about the process are presented in [appendix C.3](#).*

3.5 Budget Challenges

Financial pressures have been increasingly severe over the past five years, but it should be noted that

a new [budget agreement](#) with New York State should provide stability in coming years. Details are presented in [section 4](#) and [section 6](#).

3.6 Enrollment Management Initiatives

Five-year enrollment and full-time enrolled (FTE) trends, from fall 2008 to fall 2012, reveal that total enrollment increased modestly from 15,402 to 16,161, while FTEs increased from 11,047 in fall 2008 to 11,878 in fall 2012.

Table 3.1: Total Undergraduate and Graduate Enrollment by Class Level (Fall 2008-Fall 2012)

Level	2008		2009		Year 2010		2011		2012	
	N	%	N	%	N	%	N	%	N	%
Freshman	4,258	27.6	4,226	25.9	3,582	23.0	3,786	23.5	3,658	22.6
Sophomore	2,853	18.5	3,171	19.4	2,901	18.7	2,701	16.8	2,611	16.2
Junior	2,679	17.4	3,058	18.8	3,136	20.2	3,094	19.2	3,439	21.3
Senior	2,276	14.8	2,505	15.4	2,705	17.8	3,357	20.9	3,405	21.1
Master	3,336	21.7	3,282	20.1	3,053	19.6	3,001	18.7	2,870	17.8
PhD			66	0.4	116	0.7	150	0.9	178	1.1
Total	15,402	100	16,308	100	15,493	100	16,089	100	16,161	100.1

source: [CityFacts](#)

Table 3.2: Total Undergraduate and Graduate FTEs (Fall 2008-Fall 2012)

Year	Total FTEs	Undergraduate		Graduate	
		N	%	N	%
2008	11,047	9,351	84.6	1,696	15.4
2009	11,868	10,082	85.0	1,786	15.0
2010	11,639	9,809	84.3	1,830	15.7
2011	11,875	10,089	85.0	1,786	15.0
2012	11,878	10,145	85.4	1,733	14.6

source: [CityFacts](#)

This increase in enrollment coincides with a period when CCNY's admission standards were steadily rising: the average SAT (Critical Reading and Math) score of incoming non-SEEK, non-ESL freshmen has grown from 1000 in fall 2007 to 1125 in fall 2012.

Table 3.3: Total SAT Scores for First-, Full-time Freshmen by School/Division (Fall 2008-Fall 2012)

School/Division	Year				
	2008	2009	2010	2011	2012
Architecture	1157	1181	1113	1148	1197
Biomedical Education	1294	1316	1328	1332	1315
Education	920	970	970	994	985
Engineering	1080	1127	1131	1170	1197
Gateway	957	986	1024	1009	1056
Humanities & Arts	998	1005	1035	1040	1050
Interdisciplinary Studies	-	1040	-	-	-
Science	1023	1018	1046	1055	1068
Social Sciences	970	973	1068	1022	993

source: [CityFacts](#)

CUNY also permitted CCNY to increase the size of its Macaulay Honors College (MHC) cohort from 40 freshmen in fall 2010 to 92 freshmen in fall 2012. This highly competitive program now awards MHC

students full four-year scholarships, enrichment stipends (Opportunity Fund), electronic tablets, and housing scholarships. *An overview of Admissions initiatives is presented in [appendix J.14](#). [CityFacts](#), CCNY's online data book, provides historical enrollment data, as does [CUNY OIRA](#).*

Since 2011, traditional enrollment management (EM) functions and planning have been a collaborative endeavor between the Office of the Provost and the Office of the Vice President for Finance and Administration. For example, Admissions and Retention Services report directly to the Office of the Provost, but its annual enrollment targets and recruitment plan are reviewed and adjusted by both the Office of the Provost and the Office of Finance and Administration. Other EM units under the supervision the Provost are Class Scheduling and [Registrar](#). Those under Finance, include Client Services and [Bursar](#). Retention Services guides various retention initiatives and manages the College's degree-audit program, DegreeWorks™; Client Services advocates for students confronting complex enrollment situations. These changes, initiated by the President, were effected to promote greater linkages between enrollment and budget.

3.7 Faculty Hiring

By fall 2012, the number of full-time faculty at CCNY, including the full-time medical series title, was 497, of which 188 were female and 309 were male. The total number of CCNY faculty—full-time, full-time medical series, full-time visiting, instructor, lecturer, part-time (adjunct), graduate assistant, and continuing education teacher titles—was 2,163 in fall 2012. In 2010-2011, 21 new full-time faculty positions were created and filled. Recent hires have been of exceptional quality, as demonstrated by the receipt of twelve National Science Foundation (NSF) Early Career awards since 2008. See [Table 2.2: CCNY Faculty by Title, Gender, and Ethnicity/Race \(Fall 2012\)](#).

[Common Data Set 2012-2013 \(Faculty\)](#)

[Common Data Set 2011-2012 \(Faculty\)](#)

[Common Data Set 2010-2011 \(Faculty\)](#)

3.8 Building Research Programs

Since FY 2008, CCNY has received almost \$300 million in external awards ([appendix I.6](#)). Among the [CCNY Research Resources](#) are:

- [Office of Research Administration](#) (ORA), an administrative unit of the Office of the Provost that is responsible for providing the campus with professional guidance and administrative support for all sponsored research activities. Pre-award services include identifying potential external funding sources; providing advice and assistance on proposal development; preparing budgets and other sponsor forms; coordinating online proposal submission; and interpreting sponsor guidelines and CUNY and CCNY policies. Post-award services include providing guidance on Research Foundation account management; assisting with sponsor agency requirements and documentation; disseminating fiscal information; and preparing annual reports.

- Office of Research Compliance, comprising [Human Research Protections Program](#) (HRPP), [Animal Research](#), [Responsible Conduct of Research](#) (RCR), [Conflicts of Interest](#), and [Export Control](#).
- [Research Foundation of CUNY](#) (RF CUNY) is a private, not-for-profit educational corporation chartered by the State of New York in 1963. The RF supports CUNY faculty and staff in identifying and obtaining external support (pre-award) from government and private sponsors and is responsible for the administration of all such funded programs (post-award).

Significant CCNY “building research” initiatives are:

- [City SEEDS](#) provides internal funding for the initial stages of new interdisciplinary and collaborative work. The purpose is to generate data that supports grant applications to external agencies and foundations and to facilitate the development of creative work and scholarship.
- [Bridge Funding Program](#) offers support to CCNY researchers who will encounter a break in established external research funding.
- [Faculty Travel Program](#) distributes funds for conference travel and/or travel to visit program managers at funding agencies or foundations. This program was created in response to the many faculty members who have expressed frustration with limited Other Than Personnel Services (OTPS) travel budgets and with the tax-levy reimbursement process.

In spring 2012, CCNY hosted the CUNY-wide workshop “Institutionalizing Undergraduate Research for State Systems and Consortia,” a partnership between CUNY’s [Office of the Vice Chancellor for Research](#) and the [Council on Undergraduate Research](#) (CUR). CCNY also will serve as the site for the follow-up workshop in fall 2013. The intent of the intensive three-day events is to strengthen undergraduate research by examining current activities, best practices, and strategies for future success.

3.9 CUNYfirst Initiative

The CUNY fully integrated resources and services tool ([CUNYfirst](#)) is an Oracle/PeopleSoft enterprise resources planning (ERP) system that will combine records and business processes across the University. CCNY appointed the Vice President for Finance and Administration and the Assistant Vice President for Enrollment Management as the CUNYfirst campus executives for the conversion of the student enrollment modules—admissions, bursar, financial aid, and registrar—and their implementation in fall 2014. Other system components, such as general ledger and human resources (HR), have been in use by all CUNY campuses since 2008.

In recent years, HR has implemented a mass reappointment process in [CUNYfirst](#) for all Higher Education Officers (HEOs) and adjuncts; participated in scheduled [CUNYfirst](#) trainings; and tested new product functionalities. The office also provided input on Talent Acquisition Management (TAM) issues and contributed to the drafting and rolling-out of new faculty templates for job postings. Collectively, these activities have improved the integrity of data in CCNY’s audit reports. During the next five years, HR will continue to expand [CUNYfirst](#)’s functionalities, to include:

- mass reappointments to all classified and hourly employees, which will reduce the amount of manual entries while increasing data integrity
- enhanced employee data that reflect accurate reporting structures, such as reports to departments and divisions, which will prepare for the launch of manager self-service
- Employee Self-Service (ESS, which will guarantee that paychecks and W-2 statements contain accurate personal information
- Manager Self-Service (MSS), which will allow authorized administrators, *e.g.*, deans, to access and update basic demographic and/or work data about their employees. In addition, the MSS feature allows for management of vacancies used in position management and talent acquisition management.

Replacing several antiquated, independent software products poses some conversion challenges. For example, thousands of student and employee records must be corrected and updated to guarantee the future accuracy of information and report generation in [CUNYfirst](#). At CCNY, the data cleansing phase is currently in progress. As a further precaution, the College is consulting with those CUNY colleges that were in the vanguard, thus learning about unexpected challenges and opportunities.

3.10 Facilities

For the [Office of Campus Planning and Facilities Management](#), the years since 2008 have presented exciting challenges and opportunities. In 2009, the School of Architecture, Urban Design, and Landscape Architecture (SAUDLA) vacated its spaces in Shepard Hall and moved to the renovated and renamed Bernard and Anne Spitzer School of Architecture facility. The new CCNY Science Research Building—and the [CUNY Advanced Science Research Center \(ASRC\)](#)—on the South Campus will be completed in summer 2014, providing research labs and offices for interdisciplinary research teams that are currently occupying spaces in the Marshak Science Building, Steinman Hall (Engineering), Harris Hall (Biomedical Education), and the North Academic Center (Psychology). In both instances, the vacated spaces present opportunities to repurpose or reallocate areas on a programmatic basis. For example, the relocation of Architecture not only enhanced existing academic programs but also provided space for the [J. Max Bond Center for the Just City](#), which offers design and planning services to the community. Architecture's relinquished rooms in Shepard Hall were reassigned and renovated to accommodate graduate programs in the Departments of Art and Media and Communications Arts, as well as expanded spaces for the [Colin L. Powell Center for Leadership and Service](#) and the [Charles B. Rangel Center for Public Service](#). In addition, the ongoing restoration of Shepard Hall's historic neo-Gothic exterior—including the reopening of two significant lower-level entrances—also will enhance its viability as a distinctive conference space in the near future. Private funding will support renovations to CCNY's Alumni House (West 141st Street) that will provide new spaces for the Powell Center.

Since 2008, Campus Planning and Facilities staff have designed and completed approximately 175 “in-house” renovation projects ([appendix J.25](#)), including the state-of-the-art [cITy Tech Center](#); the [Sign](#)

[Shop](#) executed approximately 25,000 graphic design projects and installations for CCNY ([appendix J.26](#)); and over 35,000 work orders for routine maintenance were initiated and fulfilled. Noted for its commitment to [sustainability](#), CCNY has proactively entered into an agreement with the NYC Department of Environmental Protection that will provide over 800 low-flow water fixtures to the College in anticipation of the planned reduction of water during a period of transition from an old to new water tunnel ([appendix J.30](#)).

The next five years afford CCNY numerous opportunities to build upon its successes, notwithstanding financial challenges and increasing demands.

4. Analysis of Enrollment and Finance Projections

Several funding sources support CCNY. New York State and the City of New York make appropriations to the City University of New York (CUNY), which in turn distributes monies to the colleges within the CUNY system. Funding for the senior colleges, including CCNY, is provided by the State. CCNY also receives revenue from external research grants administered through the [Research Foundation of CUNY](#) (RF-CUNY) and from alumni and donors through the Alumni Association, the City College Fund, the City College Twenty-First Century Foundation, and CUNY's Trusts and Gifts Program.

The CCNY budget can be ordered into four major categories: **operating**, **research**, **philanthropic**, and **capital**. Since 2008 the College has improved its process for applying resources to the programmatic goals and objectives.

4.1 Operating Budget

CCNY's operating budget, comprised primarily of a combination of State support and tuition revenue, is allocated by CUNY at the beginning of the fiscal year. CCNY's fiscal year begins on July 1 and terminates on the ensuing June 30. See [appendix I.1](#) for the *CCNY Budget Calendar*.

Certain expenditures, such as fringe benefits and facility rentals, are met by CUNY using State funds. They are not included in CCNY's yearly budget allocation. Using a centrally developed budgeting model, CUNY determines CCNY's share of State funding and its tuition revenue target; this forms the basis of the College's tax levy budget allocation.

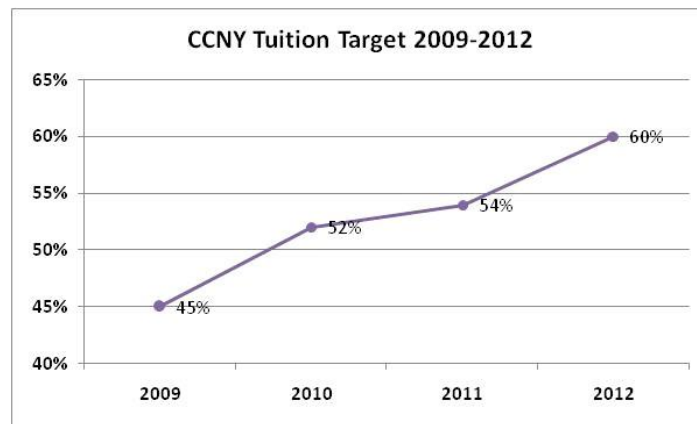
The [CUNY Budget Office](#) issues a series of budget certifications over the course of the fiscal year that adjust the College's budget to reflect additional allocations and expenses. That office also provides year-end reports based on CUNY and CCNY data. The College's financial data are included in CUNY's financial statements, which are audited by CUNY. CCNY does not perform an independent budget audit of its tax-levy budget. CUNY performs this activity for the twenty-four institutions under its purview.

Tuition

Tuition is billed and collected by CCNY, and then sent to CUNY, which sends it to the State to meet the College's tuition revenue target. CCNY can retain any funds collected over the target. These funds, referred to as the City University Tuition Reimbursable Account (CUTRA), can be used as a resource. CUTRA funds

under 3 percent of CCNY’s operating budget may be carried over to the next fiscal year; all other funds must be spent during the year in which the funds are allocated. At the beginning of the fiscal year, the CCNY submits a financial plan to the CUNY Budget Office with quarterly updates. CCNY tuition revenues, as a percent of total resources, have increased from 45 percent to 60 percent from FY2009 to FY2012; and CCNY anticipates that this trend will continue.

Chart 4.1: CCNY Tuition Targets 2009-2012



In the past, low tuition targets resulted in over-collections, which allowed CCNY to rely on these monies as an additional source of funds to address recurring budget deficits.

Table 4.1: Resources, Targets, Expenditures, Deficits, Over-Collections, and CUTRA (\$ in millions)

Fiscal Year Ending	2009	2010	2011	2012
Total Resources	\$129.4	\$140.0	\$136.2	\$137.2
Tuition Target	\$58.2	\$72.4	\$73.0	\$80.7
Expenditures	\$134.3	\$141.3	\$139.8	\$142.1
Deficit	-\$4.9	-\$1.3	-\$3.6	-\$4.9
Over Collection	\$5.1	\$1.2	\$4.1	\$3.4
CUTRA*	\$0.6	\$0.9	\$1.0	\$2.7
Surplus	\$0.8	\$0.8	\$1.5	\$1.2

* City University Tuition Reserve Account (CUTRA) represents tuition surplus carried from prior year.

The higher tuition targets, and the potential for lower CUTRA funds, have created a greater urgency to improve CCNY’s financial planning. In April 2011, the President appointed a new Vice President of Finance and Administration—a former Senior Vice President for Administrative Affairs at CUNY’s York College. He was charged with creating long-term financial stability and greater transparency and responsiveness within CCNY and to CUNY. Under his leadership and a new management team, CCNY is undergoing a budget process redesign.

Budget Redesign and Financial Planning

The new Finance team defined several goals. The first was to address the College’s structural deficit and to develop department-based budgets, which rolled up to the allocation provided by CUNY. The other

goal was to develop a budget at the beginning of the academic year. In the past, CCNY released a centralized budget several months into the academic year, following notification of funding from CUNY. By estimating annual funding, CCNY was able to provide departments with their budgets by the start of the academic year, thus improving financial planning within the units.

In brief, reductions in State funding were assessed and estimates of total revenues, including tuition, were made. Spending projections were determined based upon CCNY priorities and data derived from unit-specific strategic planning. As an additional assessment, a review of historical revenues and expenses was conducted across a number of categories before developing the FY2013 College budget. Upon comparing the estimated revenue with the last full year of expenses, the Finance team determined that CCNY had an \$8 million budget shortfall. Reductions, with minimal impact on pedagogical activities, were taken.

CCNY's tax levy budget has four categories: PS-Regular (full-time staff); Temporary Services (hourly staff with a 30-hour maximum work week); Teaching Adjuncts; and Other Than Personnel Services (OTPS). In order to "right-size" the 2013 budget, a number of actions were taken and will serve as baseline references in subsequent budgets: Temporary Services were reduced by 25 percent; Teaching Adjuncts were reduced by 10 percent; and OTPS levels were reduced by 6 percent, as compared to 2011 levels.

All full-time personnel were to remain fully-funded. However, vacancies created during the prior year were eliminated by the College, and administrative hires were to remain fixed. CCNY instituted a process whereby all administrative hires require the approval of the President, and all academic hires require the approval of both the President and the Provost. Such approvals contribute to the strategic hiring of personnel, using available budget dollars.

Funding reductions for Temporary Services, Teaching Adjuncts, and OTPS allowed departments to review their operations critically. Analyses of teaching loads for full-time faculty are being performed to determine the appropriate levels of adjuncts. Functional reviews of temporary staff and full-time staff by department are also forthcoming and should be completed in mid-2013. This functional analysis will review all staff functions by department and identify duplication of effort, as well as opportunities for automation.

CUNY Compact

Included in CUNY's FY 2013 allocation to CCNY was \$4.37 million in [CUNY Compact](#) funding, an initiative developed by CUNY and the State that is geared towards programmatic funding. These funds were used to hire twenty-six faculty; five staff related to student engagement, e.g., career coaches, athletics staff; and adjuncts for additional course sections strategically selected to improve graduation rates. Monies also were allocated for students, e.g., tuition waivers, textbooks. CCNY assumes future Compact awards in the same amount will be provided by CUNY because of expected tuition increases passed by the CUNY Board of Trustees. In November 2011, the Board passed a [five-year plan to raise tuition](#) at CUNY, effective fall 2012. Under the plan, in-state, undergraduate tuition will increase by \$150 per semester. Previous tuition increases have been used to offset New York State's budget reductions. Assuming the State does not further reduce funding and honors its agreement to keep appropriations leveled, for the first time, the

increased tuition revenue will go directly to CCNY. This revenue will provide more resources to hire full-time faculty—a total of 100 faculty by 2017—after five years of targeted tuition increases.

Budget Monitoring

In addition to providing departments with annual budgets at the beginning of the year, Finance met monthly with each dean and vice president to discuss the financial needs of their units and to review progress against their budgets. Finance also distributed a monthly budget planning template to all deans and vice presidents. This instrument helped them to plan expenses and to allow Finance to anticipate and plan for unfunded expenses.

Budget briefings were held with the President's executive team, deans, and vice presidents. In some cases, deans requested that Finance conduct briefings with their department chairs. A budget briefing, which was open to the entire campus, also was presented at a Faculty Senate meeting ([appendix I.2](#)).

Looking Forward: Fiscal Year 2013 Budget and Projections for Fiscal Years 2014-2016

One of the lessons learned from the monitoring and management of the FY2013 budget was that budgets released in July, were already too late for departments to plan for the second half of the fiscal year. Therefore, CCNY will release its FY2014 budget in April 2013, three months before the start of the next academic year. The early release will provide time for departments to plan their spending for the year. Budgets for OTPS, Temporary Services, and Teaching Adjuncts will be consolidated, and each dean will assess the unit's strategic objectives and allocate the budgets across departments and spending categories accordingly.

The objective has been to decentralize budgets at the department level, which are tied to the estimated resources provided by CUNY. These budgets were completed by July 1, 2012 and deans, as well as vice presidents, were briefed in July regarding their budgets.

Table 4.2: Fiscal Year 2013 Budget and Projections for Fiscal Years 2014-2016

Resources and Expenditures	FY 2013 Balanced Budget	Projection		
		FY 2014	FY 2015	FY 2016
Tax Levy Allocation	133,836	137,836	141,836	145,836
All Other	12,906	12,906	12,906	12,906
Total Resources	146,741	150,741	\$ 154,741	\$ 158,741
PS Regular	108,409	111,409	114,409	117,409
Adjuncts	11,706	11,706	11,706	11,706
Temporary Service	7,063	7,063	7,063	7,063
OTPS	19,564	20,564	21,564	22,564
Total Expenditures	146,741	150,741	154,741	\$ 158,741
Resources over/(under) Expenditures	-	-	-	-
CUTRA	1,281	1,281	1,281	1,281
Total	1,281	1,281	1,281	1,281

Note: FY 2014, FY 2015, and FY 2016 budgets are projections based on FY 2013 balanced budget condition as of 7/1/12. The preliminary FY 2014 budget will be finalized in April 2013. Tax Levy Allocation increases of \$4 million represent additional CUNY Compact funds, which will be spent in PS Regular (\$3 million) and OTPS (\$1 million).

4.2 Research and Philanthropic Funding

Recognizing the need to complement the College's state funding, CCNY is continuing its focus on raising funds from other sources. These sources include research funds and philanthropic funds.

External Research Grants

Research is at the core of CCNY's mission and goals. As a result, the College has an extensive and robust research budget. Funding for research is generated through external grants. In 2011-2012, CCNY received new and continuing awards totaling \$60,340,368. The value of these awards, during a time of increased competitiveness for external funding, is especially encouraging. The College's ability to maintain this level of external support is testimony to the high quality of the work being performed by faculty and research staff. Even more impressive, research expenditures at CCNY have totaled \$62,936,886 during this fiscal year. This is an increase of 1.8 percent from the previous fiscal year's total of \$61,813,080.

External research funds generate two additional funding streams for the College: Indirect Costs (IDC) and Release Time (RT) recoveries. Indirect Costs (IDC) are recouped from individual grants for infrastructure support for research. Release-time funds also are included in many research budgets to provide partial release time for faculty members engaged in research activities. CCNY has used these recovered funds to provide start-up packages to newly recruited faculty, especially those with appointments in Engineering and Science who require more specialized equipment and spaces. In the 2012-2013 academic year, CCNY planned to commit \$7.4 million in faculty start-ups. This investment in research is in keeping with the College's commitment to "establishing a culture in which a significant research agenda is intrinsic to the mission of all departments and programs" (2009-2013 *Strategic Plan* 11).

Twenty-First Century Foundation

The President has continued to lead CCNY in a significant campaign to increase gifts that support institutional programs and ensure their long-term financial health. Previous fundraising campaigns in 2002 and 2004 raised over \$230 million. Building on that success, CCNY, in 2009, inaugurated an ambitious fundraising campaign with a goal of \$500 million. To date, the College has raised \$446 million.

CCNY's [Office of Development and Institutional Advancement](#) carries out fundraising priorities for the President with a focus on major gifts.

- A \$10 million transformational gift to the College's [Division of Science](#) by Michele and Martin Cohen '70 to enhance the institution's support for exceptional science faculty and students.
- A gift of \$25 million—the second largest gift in CCNY's history—from Bernard Spitzer '43 to name the College's [School of Architecture](#). This new facility provides 118,000 square feet of usable space, including studios, offices, classrooms, computer labs, a model shop, a library, and an exhibit area. The gift also supports several initiatives that benefit the school's faculty and students: undergraduate scholarships, graduate fellowships, study abroad opportunities, supplemental stipends, and support for faculty research, publication, and exhibitions.

- A gift of \$9.6 million over ten years from the law firm, Skadden, Arps, Slate, Meagher & [Joseph] Flom '48 for the creation of [The Skadden, Arps Honors Program in Legal Studies](#). The goal of this program is to increase diversity in law schools and the legal profession. The program will provide talented students from diverse backgrounds with the education, foundation, and experience necessary to gain admission to, and succeed in, competitive law schools.
- A gift of \$3 million from Harvey Kaylie '60 to endow the [Kaylie Prize for Entrepreneurship at the City College of New York](#). This award provides financial support and housing for winners while they work over the summer to turn their ideas into successful business start-ups.
- Anonymous gift of \$2.5 million to endow the [Edward I. Koch Scholarship Program](#) for students committed to public service. Every year the program provides support to twenty students, who commit to a minimum of 200 hours a year in community service.

In 2012, the College also developed a budget process, approved by the Foundation's Board, for this fund. Philanthropic awards and their associated funding were categorized as unrestricted, temporarily restricted, and permanently restricted. During the beginning of the year, CCNY developed a high-level budget for all three funds and across four programmatic areas.

Unrestricted funds were based on a model, which yielded a 20 percent spend rate of the available balances. Temporarily restricted or spend-down accounts were based on a spend rate of 16.5 percent of the available balance. Permanently restricted or endowed funds were based on 4.9 percent of principal. The unrestricted funds are closely monitored and are not allowed to exceed the annual budget. Budgets for temporarily restricted funds can change based on budget agreements made with individual donors. Permanently restricted accounts may change if there is an increase in investment revenue, if the program has identified a need for funds, and if it complies with the wishes of the donor. While Finance determines if additional funding is available, [Development and Institutional Advancement](#) decides if the change complies with the donor agreement.

At the beginning of the 2012-2013 academic year, Finance gave the deans their tax levy budget and a list of their philanthropic awards and budgets for the academic year. The tax levy budgets and the philanthropic budgets were presented together to provide departments with an overall view of their total available funding and opportunities, which enabled more effective institutional planning.

Each quarter, Finance meets with the Foundation Board to review financial performance (budget versus actual) and to explain any variances in the budget. Throughout the year, Finance and administering departments review financial activity. Monthly meetings are held with deans and their staffs to discuss issues related to these funds. On a daily basis, Finance staff prepares reports that provide details on expenditures and available balances. Because access to the CCNY's philanthropic financial management system is limited to Finance staff, CCNY administrators have had to wait for printed periodic reports or to request a query from Finance staff.

The current monitoring process is labor and paper intensive, and the Finance staff is developing a method that will deliver the reports electronically and automatically. This new module will allow email

delivery of reports to managers, based on their preferred frequency. This improvement should lessen the need for managers to contact Finance staff for reports, thus freeing the small Finance staff to work on more analytical projects. More importantly, this change will facilitate better planning and decision-making.

4.3 Enrollment Trends (2008-2012) and Projections (2013-2016)

Since fall 2008, total enrollment and total FTEs have increased modestly, although the “mix” of undergraduate and graduate students has changed. In **fall 2008**, CCNY enrolled 1,776 first-time freshmen; 1,212 new transfers; 8,433 continuing and readmitted undergraduates; and 2,924 graduate students, for a total enrollment of 15,306 (11,047 FTEs), whereas in **fall 2012**, the College registered 1,397 ▼ first-time freshman; 1,398 ▲ new transfers; and 9,377 ▲ continuing and readmitted undergraduates; and 2,707 ▼ graduate students, for a total enrollment of 16,023 ▲ (11,994 ▲ FTEs). CCNY attributes these changes to increases in admission criteria; declining numbers of eligible New York City high school graduates; and improving undergraduate retention rates. Five-year enrollment trends are detailed in the table below.

Table 4.3: Five-Year Trends in Total Fall Enrollment (2008-2012)

	Five-Year Trends in Total Fall Enrollment City College					% Change 2011/ 2012	% Change 2008/2012
	2008	2009	2010	2011	2012		
Regularly Admitted First-time Freshmen	1,548	1,609	1,230	1,303	1,156	-11.3	-25.3
SEEK/CD First-time Freshmen	228	164	159	214	241	12.6	5.7
Total First-time Freshmen	1,776	1,773	1,389	1,517	1,397	-7.9	-21.3
Transfers from Outside CUNY	565	745	346	553	550	-0.5	-2.7
Transfers from CUNY Colleges	647	772	624	797	848	6.4	31.1
Total Advanced Standing Transfers	1,212	1,517	970	1,350	1,398	3.6	15.3
Total New Students	2,988	3,290	2,359	2,867	2,795	-2.5	-6.5
Undergraduate Readmits	514	617	478	615	561	-8.8	9.1
Continuing Undergraduate Degree Enrollment	7,919	8,366	8,845	8,731	8,816	1.0	11.3
Nondegree Undergraduate Enrollment	556	605	581	650	811	24.8	45.9
Total Undergraduate Enrollment	11,977	12,878	12,263	12,863	12,983	0.9	8.4
New Graduate Enrollment	885	838	806	757	753	-0.5	-14.9
Continuing Graduate Degree Enrollment	2,039	2,116	2,050	2,001	1,954	-2.3	-4.2
Nondegree Graduate Enrollment	405	380	297	384	333	-13.3	-17.8
Total Graduate Enrollment	3,329	3,334	3,153	3,142	3,040	-3.2	-8.7
Total Enrollment	15,306	16,212	15,416	16,005	16,023	0.1	4.7
Undergraduate FTEs	9,351	10,082	9,809	10,089	10,189	1.0	9.0
Graduate FTEs	1,696	1,787	1,838	1,805	1,805	0.0	6.4
Total FTEs	11,047	11,869	11,647	11,894	11,994	0.8	8.6

source: [CUNY OIRA \(http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0011_5YR_FA_TRND_COL-CC.pdf\)](http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0011_5YR_FA_TRND_COL-CC.pdf)

CCNY anticipates flat enrollment in the next three fiscal years, although increases in the applications for new academic programs, the number of “Pathways” transfers from CCNY’s feeder community colleges, and positive results from diverse retention initiatives ([appendix J.15](#)) may alter this assessment. The University’s rôle in setting enrollment targets for CCNY also must be acknowledged.

4.4 Capital Budget (2008-2012)

Capital Budget and Projects

CUNY continues to invest in CCNY through three categories of capital funding ([appendix I.3](#)): capital projects ([appendix I.4](#)); critical maintenance, *i.e.*, “State of Good Repair,” projects; and minor capital repair allocations. Recent, current, and planned projects include the new CCNY Science Research Building on the South Campus; campus-wide HVAC infrastructure upgrades and repairs; historic preservation of the neo-Gothic buildings on the North Campus; new and renovated research and instructional labs ([appendix J.24](#)); replacement of elevators in the Marshak Science Building; installation of new elevators in Shepard Hall and Steinman Hall (*design phase*); new exterior curtain wall for Marshak, roof repairs, Lexan® replacement, and upgraded lecture halls in the North Academic Center (NAC). Other capital funds have been allocated for the transformation of a decommissioned firehouse (West 140th Street) into art studios and a community art gallery; and renovations to CCNY’s existing day care center at Schiff House, the former official residence of CCNY presidents on the South Campus. The University’s total investment in CCNY will exceed \$1 billion over a ten-year period. *Detailed information about projects is presented in [appendix I.3](#), [appendix I.4](#), and [appendix J.25](#)* (CCNY In-house Projects).

5. Assessment of Institutional Effectiveness and Student Learning

5.1 Overview

Subsequent to the College’s 2008 decennial review, MSCHE made two requests regarding the “...*implementation of an organized, sustained process for the assessment of institutional, program-level, and general education student learning goals, including evidence that student learning assessment results are used to improve teaching and learning (Standard 14)*” in undergraduate, graduate, and doctoral programs. The Progress Report (March 2010) also documented evidence that student learning assessment results were used to improve teaching and learning.

Additionally, CCNY submitted a substantive change request to include doctoral programs within the scope of the College’s accreditation. MSCHE asked the College to document the use of appropriate assessment in the attainment of learning goals at the institutional and course levels for the doctoral programs. The Progress Report (October 2011) included evidence that student learning assessment was used to improve teaching and learning. MSCHE accepted this report and requested that this Periodic Review Report (June 2013) document the Grove School of Engineering (GSoE)’s use of student learning at the program level and its use of student learning assessment information to improve teaching and learning. GSoE’s detailed material is presented in [section 5.7](#) and [appendix F.40](#).

Since then, CCNY has maintained a strong organizational structure in support of sustained and logical learning outcomes process for the assessment of institutional, program-level, and general education learning goals. Indeed, CUNY’s and CCNY’s commitment to assessment and accountability have intensified. The Performance Management Process (PMP) at the CUNY level establishes goals for primary indicators of institutional and student success ([section 5.2](#)). The vice presidents manage assessment in

their divisions or offices. Largely based upon the annual PMP and the CCNY Strategic Plan reviews, these assessments are supplemented by other evaluation activities, such as the President's academic roundtables ([appendix J.10](#)).

The [CUNY Office of Institutional Research and Assessment](#) (CUNY OIRA) and the [CCNY Office of Institutional Research](#) (CCNY IR) periodically administer national, University, and College surveys, e.g., [Faculty Survey of Student Engagement \(FSSE\)](#), [CUNY Student Experience Survey](#), [CCNY Course and Teacher Survey](#). Beginning in fall 2012, CCNY¹² and its sister colleges have employed the [Council for Aid to Education's Collegiate Learning Assessment \(CLA\)](#) to evaluate the quality of curricula and teaching, i.e., "value added," by assessing representative freshman and senior cohorts ([appendix F.45](#) and [appendix F.44](#)).

At CCNY, assessments are now performed and employed in all institutional units. Each unit completes a self-study, which influence funding decisions and resource allocations, at prescribed intervals as part of the formal Academic Program Review process ([section 5.3](#)).

An overview of General Education assessment is presented in [section 5.5](#). Additional assessment activities in academic and support areas, including those funded in part by CUNY's Coordinated Undergraduate Education (CUE) program, are described throughout [section 5](#) and [appendix F.43](#).

Independent of preparations for its 2008 [Self-study Report](#) (PW: final08), CCNY had committed earlier to intentional assessment of student learning by establishing a position of Assessment Director. Currently, the Assessment Director works with divisional, department, and program assessment directors and coordinators in the College of Liberal Arts and Sciences (CLAS), as well as with the coordinator of General Education. Excellent progress has been made across the institution, with activities monitored by the Office of the Provost. Assessment documents are archived in the MSCHE Resource Room and on the [CCNY MSCHE Standard 14 webpage](#) and the [General Education website](#).

CCNY's professional schools—Spitzer School of Architecture, Sophie Davis School of Biomedical Education, School of Education, Grove School of Engineering—are accredited by external boards, commissions, and councils. However, the subject of CCNY's [Progress Report \(October 2011\)](#) was learning outcomes assessment in the doctoral programs in the Grove School of Engineering, and updates about the School's assessment plans and progress are presented in [section 5.7](#).

Within the next five years, CCNY will continue to build an integrated, college-wide assessment structure that includes all units, including the professional schools, centers, and non-academic divisions.

5.2 The Performance Management Process (PMP)

The [CUNY Office of Institutional Research and Assessment](#) (CUNY OIRA) manages the [Performance Management Process \(PMP\)](#), which CUNY uses to present university-wide targets and to evaluate the annual performance of its colleges. Within the PMP framework, CUNY establishes [university-wide goals](#)

¹² CCNY was one of four CUNY colleges that participated in a pilot of the CLA in spring 2012. See CLA results from the spring 2012 (seniors) and fall 2012 (freshmen) in [appendix F.45](#) and [appendix F.44](#). The evaluation report for the entire 2012-2013 year will not be available until July 2013.

[and targets](#), while CCNY annually defines [college-specific goals and targets](#). The detailed PMP documents offer measurable and specific goals and targets that address key performance indicators, such as the percentage of instructional FTEs delivered by full-time faculty; percentage of instruction delivered on Fridays, evenings, and weekends; percentage of students passing freshman composition with a grade of C or better; one-year retention rate; six-year graduation rate; total enrollment; mean SAT score of first-time freshmen; and grants and contracts awarded.

In 2008, CUNY expanded the PMP to include an annual evaluation and conference with the president of each college. The College's performance is tied to a funding supplement and increases in salaries for members of the executive compensation plan are based on the institution's achievement of its PMP goals and targets. Each year, all College units report progress on the established PMP goals and define specific goals for the next academic year, guided by CUNY ([appendix E](#)).

The PMP has provided additional support for one of President Coico's three top priorities: student success. At the time of her appointment in 2010, CCNY's six-year graduation rate—a PMP key indicator—was 35 percent. She drove campus-wide initiatives responsible for the current six-year graduation rate of 42 percent, with a goal of 50 percent for the fall 2010 freshman cohort.

5.3 National and University Assessment Surveys

The College has uses national, CUNY, and CCNY instruments to monitor student and faculty opinion. This year, CUNY will administer a [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#), rather than the National Survey of Student Engagement (NSSE), and the outcomes will become an indicator included in the CCNY's annual Performance Management Process (PMP). Across the College, survey outcomes are reviewed and discussed by diverse groups, who draw upon the information when revising or creating policies, procedures, and programs. Survey instruments include:

- **National Survey of Student Engagement (NSSE)**

CUNY last administered the NSSE in 2009, and a comparison of the [NSSE](#) results to those of the 2008 CUNY Student Experience Survey is available on the [CUNY Office of Institutional Research and Assessment \(OIRA\)](#) website.

- **CUNY Student Experience Survey**

The [CUNY Student Experience Survey](#) is administered biennially. Links to the results of the administrations in 2002, 2004, 2006, 2008, 2010, and 2012 are available online at the [OIRA website](#).

- **Faculty Survey of Student Experience (FSSE)**

The results of the 2010 CUNY-wide administration of the [FSSE](#) are available at the OIRA website.

- **Collegiate Learning Assessment (CLA)**

Until 2010, the University required all CUNY undergraduates to sit for the CUNY Proficiency Examination (CPE) before attaining junior status. This assessment instrument consisted of

sophisticated questions designed to measure analytical and written skills, and completed CPEs were reviewed by trained University staff. However, following a rigorous appraisal, the [Report of the CUNY Task Force on System-wide Assessment of Undergraduate Learning Gains](#) was issued, which recommended the adoption of the [Council for Aid to Education's Collegiate Learning Assessment \(CLA\)](#). This nationally known instrument assesses the quality of institutional curricula and instruction, e.g., "value added," by evaluating and comparing first-semester freshmen and graduating seniors. CCNY was one of four CUNY colleges selected by the University to pilot the CLA in spring 2012, and the Office of the Provost created an imaginative recruitment campaign to ensure full participation, and initial outcomes have been encouraging.

The College is confident that the CLA will prove a valuable tool not only for evaluating student learning but also for driving curricular enhancements. The CLA results for the spring 2012 (seniors) and fall 2012 (freshmen) assessments are provided in [appendix F.44](#) and [appendix F.45](#).

5.4 Academic Program Review (APR)

The Senior Associate Provost for Academic Affairs, Accreditation, and Assessment is revising the process for academic program reviews to integrate outcomes assessment. At present, she and her staff are studying best practices at other institutions. In brief, CCNY's Academic Program Review (APR) process will consist of the following:

- The Senior Associate Provost and the dean meet with the department, program, or center to discuss the principal issues, a formal assessment plan, and the means of involving all members of the unit. Depending upon the type of unit, other subjects may include faculty recruitment and development, the rôle of adjuncts, graduate and/or doctoral programs, teaching, student and alumni surveys.
- The Senior Associate Provost and the dean review the preliminary self-study, making suggestions for improvement.
- The revised version of the self-study is provided to external reviewers, who visit the campus to meet with faculty, staff, and students in the unit, as well as with appropriate administrators.
- The unit responds to the report of the external evaluators.
- Representatives from the unit meet with the Senior Associate Provost and the dean to produce a five-year action plan that is based upon the unit's self-study and recommendations from the external evaluators.

Conversations related to the APR process have affected those associated with the annual Performance Management Process (PMP), the development of the new strategic plan, and recruitment and hires. See *the [CUNY Policy on Academic Program Review](#) and CCNY's current APR Schedule ([appendix F.17](#))*.

5.5 Assessment of General Education

Following its 2008 [Self-study Report](#) (PW: final08), CCNY submitted a [Progress Report \(March 2010\)](#) to document the implementation of an organized, sustained process for the assessment of institutional,

program-level, and General Education learning goals. Since then, intentional, periodic assessment of General Education has progressed. CCNY has continued to issue midterm progress reports, improving their effectiveness through computerization and active interventions for “flagged” students. The Office of the Provost reviews all General Education syllabi and conducts an end-of-semester student survey. Most importantly, the College has made great strides in direct assessment of student learning. More precise learning outcomes have been developed for writing, critical thinking, information literacy, and CCNY has developed—inspired by the [Association of American Colleges and Universities \(AACU\)](#)—quantitative skills and scoring rubrics for each. The initial assessment plan has been revised and enhanced, and direct assessment of student knowledge takes place every semester, following the approval of the rubrics. Assessment data have been used to improve instructor training, develop guidelines for instructors, alter course content, modify classroom delivery methods, strengthen tutoring, develop support services for students, inform assessment in the majors, and refine assessment in both General Education and majors. The data are shared with all stakeholders, including the General Education Implementation Committee, faculty, academic advisors, and pertinent administrators. The [General Education website](#) presents important assessment information.

Analysis and Evidence

In 2006, the Core Study Committee developed the rationale for the current [General Education curriculum](#). All instructors teaching General Education courses are asked every semester to include a statement in their syllabi pertaining to General Education objectives. The following is a sample statement that is communicated to all students taking a Logical-Philosophical perspective:

General Education and Logical-Philosophical Proficiencies

As part of the College’s [General Education curriculum](#), this course is designed to enhance your understanding of analytic and philosophical reasoning. Students successfully completing this course will develop the following proficiencies:

- ***Oral and Written Communication Skills (CS)***

You will have had multiple experiences in communicating ideas in writing and speaking. You will complete assignments totaling at least 3,500 words of writing.

- ***Logical-Philosophical (LP) and Critical Analysis (CA)***

You will have had experiences that emphasize analytic and/or philosophical reasoning, sometimes in conjunction with case studies, to critically examine fundamental questions of ethics, justice, and epistemology.

- ***Information Literacy (IL)***

You will have had multiple experiences in finding information in the library, on the Internet, and in other places, and in evaluating the reliability of this information.

In addition, CCNY introduces students to the value of General Education during the new student orientations, at which either an academic advisor or a trained [FIQWS](#) instructor explains the importance and goals of General Education offerings.

The College clearly articulates expectations for the current [General Education curriculum](#) and for the new [Pathways](#) curriculum, which are available on both the [CCNY](#) and [CUNY](#) websites.

The [Course and Teacher Survey](#) is administered regularly to [FIQWS](#) students to evaluate their understanding of course goals, *i.e.*, learning outcomes. Open-ended responses to “list three things learned” matched the prescribed learning outcomes of the course: writing a thesis statement, organizing a paper, conducting research, etc. Things that students “appreciated about the class” corresponded to the goals of [FIQWS](#), such as forming a learning community, improving time management skills. *More information about this survey assessment is available online.*

The initial incentives that CCNY provided to [FIQWS](#) faculty (one course release for every three [FIQWS](#) taught) have been phased out. Currently, the only incentives are time release for coordinators of large General Education courses and time release or compensation for participation in assessment. College funding and a portion of the CUNY [Coordinated Undergraduate Education \(CUE\)](#) budget support General Education at CCNY ([appendix F.43](#)).

At the time of the 2008 [Self-study Report](#) (PW: final08), the College’s new [General Education curriculum](#) had been partially implemented, and the only assessments in place were midterm progress reports, syllabi review, and end-of-semester student surveys. Since 2008, CCNY has improved the system further through automation and intentional interventions for flagged students. The system now allows CCNY to (1) identify first-year students who are not meeting minimum academic requirements and provide appropriate supports; and (2) to analyze summative data that identifies key areas of weakness and develop effective intervention strategies for them. In coordination with the Writing Center, General Education ensures that students requiring tutoring and/or ESL support receive it, while academic advisors contact and counsel those students in danger of failing. Workshops also are offered for those students who struggle with college readiness skills. More detailed information on midterm reports and interventions is available at [fall 2010 midterm report](#) and [fall 2011 midterm report](#). Review of syllabi also continues (in [FIQWS](#) and [Perspectives](#)), as do end-of-semester [student surveys](#).

Most notably, CCNY has made great strides in the direct assessment of student learning. At the time of the 2008 [Self-study Report](#) (PW: final08), the College had identified key proficiencies and learning outcomes and developed a course matrix for them. Since then, more precise [learning outcomes](#) have been developed for [writing](#), [critical thinking](#), [information literacy](#) and [quantitative skills](#), and scoring rubrics for each have been developed (or adapted from AACU materials) and approved by CCNY’s General Education Committee. The [General Education webpage](#) presents pertinent information to the campus community.

In recent years, General Education’s initial assessment plan has been revised and refined. The original assessment plan was dependent upon ePortfolios and the CUNY Proficiency Examination (CPE) for direct assessment. A modest portion of a grant from the Fund for the Improvement of Postsecondary Education

(FIPSE), which was awarded to CUNY's LaGuardia Community College, made it possible for selected CCNY faculty and staff to participate in a two-year ePortfolio training program, along with several other CUNY and non-CUNY institutions. Following the development and adoption of scoring rubrics in 2008-2009, ePortfolios were piloted at the College in fall 2009. General Education staff collected and assessed student papers from the freshman seminar ([FIQWS](#)). Although the process worked as intended, it was concluded—based on student surveys, faculty discussions, and the experiences of the General Education Coordinator—that ePortfolios were too demanding on both instructors' and students' time, too dependent on their computer skills, and too difficult to implement and coordinate across a wide range of courses. Since additional financial and human resources needed for successful implementation of ePortfolios across a range of courses were not available, the General Education Implementation Committee decided that, instead of collecting materials through ePortfolios, instructors would be asked to send by email [FIQWS](#) papers to the Coordinator of General Education and other General Education papers to a designated faculty/staff member in the appropriate academic department. This process, which has been in place since fall 2010, works well, and is described in detail in the [new assessment plan](#). The assessment in [FIQWS](#) and some high enrollment Perspectives courses has been ongoing in some ([fall 2011 FIQWS](#), [Art 100](#), [World Humanities 101/102](#) and [Psychology 102](#) reports) and initiated in others ([US Society 101](#), [Western Civilization 101/102](#), [Political Science 101](#), [Philosophy 102](#) reports). The College is assessing both learning outcomes related to writing, critical thinking and information literacy, as well as area-specific learning outcomes, e.g., artistic, literary, and logical-philosophical. As described in [section 3.2](#), and as part of their comprehensive assessment activities described in [section 5.4](#), many departments also have evaluated the courses they sponsor in the [General Education curriculum](#).

“Closing the Loop”

To date, both direct and indirect assessment data has been used to improve instructor training ([FIQWS](#), Art, Philosophy, Western Civilization, US Society/USSO, Psychology), develop guidelines for instructors ([FIQWS](#), Art, Philosophy), change course content ([FIQWS](#), Art, World Humanities), modify classroom delivery methods ([FIQWS](#), Art, Philosophy, Western Civilization, US Society/USSO, Humanities, Psychology), strengthen tutoring ([FIQWS](#), Art, Psychology), develop support services for students (new student workshops as midterm interventions), inform assessment in the majors (Art, Philosophy, History, Psychology, Political Science), and refine assessment in both General Education and majors. Enhanced faculty training and support have contributed to improvements in student scores.

Assessment of quantitative reasoning skills has been initiated, and the College will strengthen it in the next five years. CCNY had focused on the writing intensive courses first, and now that the mechanisms for assessments in those have been well developed, attention has turned to quantitative skills assessment. A quantitative skills rubric, based upon the [Association of American Colleges and Universities \(AACU\)](#) rubric, was approved in spring 2012, and first assessments took place in General Education's quantitative courses, Freshman Quantitative ([FQUAN](#)) and Earth and Atmospheric Sciences ([EAS 104](#)) in fall 2012.

Assessment data is shared with all stakeholders, including the General Education Implementation Committee, faculty, advisors, and pertinent administrators via presentations, email, and the [General Education website](#).

The use of the CUNY Proficiency Examination (CPE) was discontinued CUNY-wide in November 2010, and the [Collegiate Learning Assessment \(CLA\)](#) test was piloted at CCNY in spring 2012, with CUNY-wide adoption in fall 2012. The CLA, in relation to General Education's assessment efforts, is described in more detail in the [new assessment plan](#). *More information about the CLA at CCNY is presented in [section 5.6](#).*

The primary focus of the General Education office in the next five years will be a successful transition to the new [Pathways](#) curriculum which, described in [section 3.2](#) and [section 3.3](#), will go into effect in fall 2013. Since the current and the new curricula are very similar, the transition should be a smooth one. Almost all of the current General Education courses will have their place in the new curriculum. Significantly, the key proficiencies and learning outcomes between the two, are very similar and will allow for easy continuation of learning assessment. Scoring rubrics that have been developed for the current curriculum will remain in place. An important goal will be to develop a somewhat graduated curriculum (first-year General Education courses vs. second-year General Education courses). This will enable CCNY to establish clearer benchmarks for student learning within the curriculum and more deliberate instruction in the areas of key proficiencies. Finally, CUNY has initiated discussions on assessment of General Education with the intention of providing guidelines for colleges to consider.

In summary, the [General Education curriculum](#) provides an effective means for CCNY's diverse student body to succeed academically, creatively, and professionally in their chosen fields. Through this curriculum, students acquire: *"knowledge in their chosen fields... demonstrate critical thinking...communication...and quantitative reasoning skills...an appreciation of arts, humanities, sciences, and social sciences...and an awareness of values, cultures, languages, religions, and histories other than their own."* (See [General Education assessment](#)).

5.6 Department and Program Assessment Efforts

Following its 2008 [Self-study Report](#) (PW: final08), CCNY submitted a [Progress Report \(March 2010\)](#) to document the implementation of an organized, sustained process for the assessment of institutional, program-level, and General Education learning goals. Since then, CCNY has maintained a strong organizational structure that supports its defined learning outcomes process, overseen by the Senior Associate Provost for Academic Affairs, Accreditation, and Assessment and the Assessment Director, who convenes monthly meetings with the divisional coordinators, *i.e.*, IDEAS, in the College of Liberal Arts and Sciences (CLAS).

CLAS's undergraduate and graduate departments, including General Education, have continued to make progress in formulating, updating, and implementing multi-year assessment plans; collecting and analyzing direct and indirect assessment data; reporting assessment findings and recommendations; and using those recommendations to improve teaching and learning. Significantly, the graduate programs in CLAS are engaged in the active assessment of student learning, and many of the departments with both

undergraduate and graduate programs have appointed additional faculty to coordinate the assessment of master-level programs. This was in response to the MSCHE evaluation team's observation that "the institution has witnessed sustained and substantive progress with the assessment of student learning in the majors...much better demonstrated in the undergraduate majors than the graduate programs." Since the [Progress Report \(March 2010\)](#), CCNY has ensured that assessment is occurring in all of CLAS's eighteen master-level programs.

Current Status of Student Learning Outcomes Assessment

Under the leadership of the Provost; Senior Associate Provost for Academic Affairs, Accreditation, and Assessment; four CLAS deans (Divisions of Humanities and the Arts, Interdisciplinary Studies, Science, and Social Sciences); Assessment Director, and Senior Faculty Advisor for General Education, assessment of student learning in CLAS and General Education continues to be organized and sustained.

CCNY's Office of Assessment (CCNY OA) has three divisional coordinators and a Coordinator for General Education, and each academic department and program has a minimum of one assessment coordinator for a total of thirty-five in CLAS. These individuals are responsible for planning assessment activities, collecting assessment data, collaborating with a faculty team to analyze assessment data, and reporting assessment findings to the department, program, and CCNY. In addition, the Offices of [Institutional Research \(CCNY IR\)](#) and [Evaluation and Testing](#) provide valuable support by gathering and distributing data that are relevant to learning outcomes assessment, e.g., [Course and Teacher Survey](#), Collegiate Learning Assessment (CLA), [CUNY Assessment Tests \(CATs\)](#); and CCNY's Center for Excellence in Teaching and Learning (CETL) offers critical support as a venue for professional development workshops.

Assessment Progress Rubric

In 2010, the Office of Assessment developed and piloted a process of planning, summarizing, and providing feedback to all academic departments and programs. The Assessment Progress Rubric ([appendix F.19](#)) addresses the nine traits recommended by MSCHE for organizing Standard 14 documentation: (A) Assessment Plans, (B) Policies and Guidelines, (C) Recognition and Rewards, (D) Learning Outcomes, (E) Syllabi, (F) Professional Development, (G) Assessment Tools, (H) Use of Assessment Results, and (I) [Course and Teacher Surveys](#). To ensure for continuity, these nine areas are also used to organize the evidence for learning outcomes assessment on CCNY's MSCHE website and in the CCNY MSCHE Resource Room. The scores provide an immediate snapshot of the strength and weakness of assessment activities at various levels, i.e., department or program, division, institution. On a scale ranging from 1 = Initial/Needs Work to 4 = Highly Developed/Good Practice, the majority of departments and programs scored on average a 3 = Developed. Institutionally, the element that needs the most work is (I) [Course and Teaching Survey](#), which only recently returned to paper, allowing all

departments and programs to begin to make use of those results.¹³ See [appendix F.18](#) for *CLAS Assessment Summary Report*.

Use of Assessment Results

Progress also has been made since 2010 on CCNY's use of assessment results, with the majority of departments and programs completing multiple assessment cycles, which have yielded assessment recommendations and opportunities to "close the loop." An analysis of the use of assessment results shows that at the undergraduate level recommendations were used as follows: (1) make changes to course content; (2) include in discussions at faculty meetings, curriculum committee meetings, and faculty retreats; (3) make changes in course delivery/pedagogy; (4) develop and/or implement guidelines for adjuncts, teaching assistants, and other contingent faculty; (5) justify past curriculum changes and show program improvement results from those changes; and (6) refine assessment methods of implement new methods.

The emphasis in the use of assessment results at the graduate level varies from that at the undergraduate, with assessment findings used most often to: (1) make changes in course delivery/pedagogy; (2) add or delete courses; (3) make changes in course content; (4) make changes in advising processes; (5) develop program-based web sites to provide students with academic and program information; (6) refine assessment methods of implement new methods; and (7) develop and/or implement guidelines for adjuncts, teaching assistants, and other contingent faculty.

Additionally, assessment findings are utilized on an institutional level. CCNY is continuing to review and adjust admission requirements; advising, tutoring, and student support service areas are evaluating the success of their programs and are beginning to coordinate their assessment efforts college-wide; and faculty governance bodies are reviewing policies and guidelines, e.g., "F-policy."¹⁴ Finally, grant proposals, i.e., Title V, NSF-Step, HSI-STEM, must include both institutional indicators (retention, graduation, course pass rates) as well as student learning outcomes assessment information.

Exchange of Assessment Best Practices

The assessment initiatives on the CCNY campus are being shared as best practices among the CUNY campuses. The Assessment Progress Rubric ([appendix F.19](#)) was presented and shared at a joint retreat of the CUNY-wide Testing, Institutional Research, and Assessment Councils. Faculty, who are assessment coordinators, from the Chemistry, English, Foreign Languages and Literatures, and Physics departments have been invited to give a presentation about their disciplinary-based assessment practices at CUNY-wide seminars held at the [CUNY Graduate Center](#) and hosted by the CUNY-wide Assessment Council. CCNY's

¹³ In spring 2012, a web-based version was attempted, but the response rate was only 15.4 percent, whereas the return to a paper version in fall 2012 realized a return of 80 percent.

¹⁴ The "F-policy" was approved by the CUNY Board of Trustees on April 23, 1990, effective September 1, 1990 at all CUNY colleges. The policy allows for the non-inclusion of a grade of *F*, or any administrative failing grade, such as a *WU*, *WF*, or *FAB*, in the calculation of the student GPA. The following procedures apply: (1) re-take the failing course(s); (2) receive a grade of *C*, or better in the course(s), (3) file the appropriate "F-policy" form in the Office of the Registrar. A student may use this policy for no more than 16 credits of undergraduate work at any CUNY colleges. There is no retroactive application of this policy prior to 1990.

faculty and accreditation staff also have been asked to discuss their assessment practices for hybrid/online learning and the integration of outcomes assessment with Academic Program Review ([section 5.4](#)).

Examples of recent assessment activities in various academic departments include:

- The Division of Humanities and the Arts is a model for outcomes assessment at CCNY, with the assessment of student learning in all departments and programs at the undergraduate and graduate levels. The Divisional Assessment Coördinator not only participates in the CCNY IDEA meetings but also has shared best practices in assessment at the Center for Excellence in Teaching and Learning (CETL) ([appendix J.18](#)) and the [CUNY Graduate Center](#).

Among the most commendable models at CCNY is the [Department of Foreign Languages and Literatures \(FLL\)](#), which evaluates undergraduate and graduate programs. Recognizing that the foreign language service courses were outside the scope of assessment for the major, FLL formed a departmental committee to assess the courses, with the ultimate goal of linking to the General Education assessment the foreign language requirement.

The [Advertising and Public Relations Program \(Ad/PR\)](#) ([Department of Media and Communication Arts](#)) also pursues innovative assessment initiatives. For its foundational courses, faculty meet regularly to review student work, refine rubrics, and strive for consistency across multi-section courses. The assessment of student work in senior capstone courses not only determines the proficiencies of graduating students but also identifies gaps in Ad/PR's carefully designed curriculum. *For details, see [appendix F.18](#)* (CLAS Assessment Summary Report).

- The [Division of Interdisciplinary Studies](#) maintains a rigorous and high academic standard for its students and engages in a careful assessment process. In fall 2012, the division created a curriculum grid to identify courses that incorporate research skills in their learning outcomes and assignments, and a new faculty team has partnered with the Divisional Coördinator to ensure the implementation of [Pathways](#). The Dean also convened a faculty committee to develop and execute a multi-year assessment plan for the new [Master of Arts in the Study of the Americas](#). *Details about the Division of Interdisciplinary Studies's assessment initiatives and other activities are available in [appendix F.21](#)* (Division of Science) and [appendix F.18](#) (CLAS Assessment Summary Report).
- The [Division of Science](#)—Biology, Chemistry, Earth and Atmospheric Sciences, Mathematics, and Physics—is dedicated to maintaining high-level research and to advancing teaching and learning, which are both complementary and co-dependent. Since 2008, the Division has launched numerous teaching and learning activities with the understanding that it must preserve the research-education balance. Through the defined assessment process, each department has identified opportunities and challenges in conveying essential course learning and program outcomes, and has determined the measures that contribute to student success.

The Division's Deputy Dean for Accreditation and Graduate Programs oversees the assessment process and facilitates professional development within the unit. To date, the Division's assessment findings have contributed to multiple institutional initiatives, including the

development of hybrid courses, online homework modules, and a summer bridge program in math. *Details and examples are presented in [appendix F.21](#) (Division of Science) and [appendix F.18](#) (CLAS Assessment Summary Report).*

- Until 2010, the [Division of Social Sciences](#), now the [Colin L. School for Civic and Global Leadership](#), lagged behind other academic units in developing and implementing assessment plans. Since then, a new divisional coördinator has worked diligently with the Assessment Director, as well as with individual department and program assessment coördinators. Periodic planning, outcomes reporting, and usage of assessment findings in most departments and programs within the Division have been achieved. To date, “most programs have completed at least one cycle of assessment.” Most importantly, the data obtained and analyzed indicates that the departments are serving students well in terms of both learning outcomes and program objectives; that the data collection schemes are sustainable, which ensures the inclusion of assessment in departmental culture; and that results are shared with the expectation that curricula and teaching are improved.

Exemplary assessment models include the undergraduate programs in [International Studies](#) and [Political Science](#) and the graduate program in [Public Service Management](#). In addition, CCNY’s International Studies Program completed a rigorous application and review process to earn consultative NGO status from the [United Nations-Department of Public Information](#) for the College—the first institution within CUNY to achieve this distinction. *Details and examples are presented in [appendix F.22](#) (Division of Social Sciences) and [appendix F.18](#) (CLAS Assessment Summary Report).*

5.7 Professional School and Program Assessment Efforts

CCNY has four professional schools: the Bernard and Anne Spitzer School of Architecture, Sophie Davis School of Biomedical Education, Grove School of Engineering, and the School of Education, which also earn [external accreditations](#).

Bernard and Anne School of Architecture

The [Bernard and Anne Spitzer School of Architecture](#) is the only public school of architecture in New York City. Its emphasis on the urban environment as the most important generator of ideas about the appropriateness of programs and forms makes it unique among the constellation of architecture schools in New York and the surrounding region. The Spitzer faculty, who are licensed “working” architects, critics, and scholars, are committed to the education of the School’s approximately 350 US and international students who are pursuing either professional undergraduate degrees in Architecture or graduate degrees in Architecture, Urban Landscape Architecture, Urban Design, and Sustainability in the Urban Environment. In 2011, [National Architecture Accrediting Board](#) (NAAB) reaccredited the School, and [accreditation](#) materials, including the [2011 Architecture Program Report](#), are available online at <http://ssa1.ccny.cuny.edu/welcome/accreditation.html>.

Sophie Davis School of Biomedical Education

The [Sophie Davis School of Biomedical Education](#) (SBE) offers a unique integrated academic program leading to BS and MD degrees and a similarly structured 29-month Physician Assistant program. Founded in 1973, SBE's mission is to educate students of diverse ethnic backgrounds and financial need to become primary care physicians and physician assistants in medically underserved communities. See [appendix F.30](#) (SBE Summary Report), [appendix F.31](#) (SBE MSCHE Progress Report), and [appendix E.32](#) (SBE ARC-PA Certificate of Accreditation) for details about SBE.

School of Education

The School of Education (SoE) is subject to review by the [National Council for Accreditation of Teacher Education \(NCATE\)](#), as well as by CCNY. Through NCATE's performance-based system of accreditation, the quality of teaching and teacher preparation at the College is assessed and confirmed. In 2009, SoE earned reaccreditation, and almost all individual programs have earned national accreditation from their respective professional associations. NCATE has combined with the [Teacher Education Accreditation Council \(TEAC\)](#) to create a new accreditation unit, the [Council for the Accreditation of Educator Preparation \(CAEP\)](#). (*CAEP standards, and its status with respect to NYS certification, are currently pending review.*) Currently, SoE faculty are preparing specialized professional association (SPA) reports—due in September 2013—for its next accreditation visit. As part of accreditation requirements, course and student evaluations are collected from all SoE courses. In addition, peer evaluations are completed for all full-time faculty and a rotating number of adjunct instructors. Evaluation information is reviewed annually by SoE's dean and chairs, and is included as part of all dossiers for any personnel action.

SoE uses a variety of assessment data to make curricular, pedagogic, and fiscal decisions. The range of assessment data employed includes, but is not limited to, enrollment data; admission application and yield data; the Course and Teacher Survey completed by students; survey data completed by students relative to their student teaching experience; assessment forms used by faculty and supervisory staff to document and improve clinical experiences; admission test data; data on national assessments from all program completers that are reported to the state and federal government under Title II; and data from employers, *i.e.*, primarily the NYC Department of Education (DoE), about the initial placements of students, the schools served by our pre-service and in-service students, and the evaluation outcomes of our graduates using the current DoE teacher evaluation system. These data are used for decision making in several ways. Recent examples include the following:

- Admissions and enrollment data indicate that while we have fewer students in some areas, *e.g.*, [Transformative Literacy \(MSEd\)](#), the demand for SoE's programs in New York State shortage areas, *e.g.*, [Bilingual Education and TESOL](#), is growing. SoE has used this information to develop extension certificates that provide opportunities for student with certification in other areas to extend their professional competencies, increasing their employment potential while meeting a local need.

- Information from student teaching and surveys of clinical experiences have resulted in a systematic pedagogical/curricular change in the terminal clinical experience, now effected across programs in the school. A stand-alone student teaching experience has been changed to a clinical experience that occurs simultaneously with a student teaching seminar. Where possible, SoE also has clustered clinical placements so that the seminar can be delivered on-site in the school.
- SoE is working with the DoE to review placement data for graduates and to adjust the clinical placements so that they correspond to some of the highest need areas—ones where CCNY students are most likely to be offered permanent employment. As a result, SoE is reviewing its field supervision model, and the School is piloting a plan that allocates teams that are responsible for multiple students who are clustered at fewer sites. From a financial standpoint, SoE also is seeking support for an induction program that supports novice graduates whose first positions are in high-needs schools.

Currently, New York State is piloting “report cards” that assess the performance of graduates in their first years of teaching. Title II and the [American Association of Colleges for Teacher Education \(AACTE\)](#) reporting now have similar requirements. Therefore, the SoE is developing the means to follow its graduates on a regular basis and to access information about their effectiveness as teachers, which is collected by the DoE and New York State. See [appendix F.34](#) (SoE Summary Report) and [appendix F.36](#) (SoE NCATE Accreditation Action Report) for details about SoE.

Grove School of Engineering

In August 2008, Governor David A. Paterson authorized CCNY to grant doctoral (PhD) degrees in five engineering programs, effective fall 2008. This resolution had been approved by the Faculty Senate of CCNY in May 2007, followed by the CUNY Board of Trustees, the New York State Board of Regents, and the State Education Department. The affected doctoral programs are Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering, and CCNY oversees their assessment.

The change formalized what had been the *de facto* organization of engineering doctoral education at CCNY and CUNY since 1963. Although the [CUNY Graduate Center](#) follows a consortial model for its doctoral education, which involves active participation by doctoral faculty from across the CUNY colleges, the engineering program has been, from its inception, located *only* at CCNY.

Governor Paterson also authorized CCNY and the [CUNY Graduate Center](#) to grant *jointly* doctoral (PhD) degrees in four science programs—Biology, Biochemistry, Chemistry, and Physics—in August 2008. This resolution, too, was approved by the Faculty Senate of CCNY, the CUNY Board of Trustees, the New York State Board of Regents, and the State Education Department.

In contrast to engineering, *joint* CUNY and CCNY degree-granting authority for doctoral education in the sciences does follow the traditional consortial model, with active participation by doctoral faculty from across the CUNY colleges. However, CCNY is the only college to be granted the authority to offer joint PhD

degrees in the sciences with the CUNY's Graduate School in recognition of CCNY's unique strengths in doctoral education in the sciences. Assessments of the doctoral programs in Science are conducted by the [CUNY Graduate Center](#), *not* by CCNY.

In response to a request from MSCHE, CCNY submitted a [Progress Report \(March 2011\)](#) describing the changes and significant developments; the relevance of the two models of doctoral education in learning outcomes assessment at CCNY; and progress, as of spring 2011. This report was accepted, and MSCHE asked that CCNY "document evidence that all doctoral programs in engineering (1) make appropriate use of direct methods of assessment of student learning at the program level, and (2) use student learning assessment information to improve teaching and learning (Standard 14)" in its PRR (June 2013).

Since then, the Grove School of Engineering (GSoE) has engaged in a continuous and rigorous process of program review, including academic assessment of its eight undergraduate programs in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Earth Systems Science, and Environmental Engineering, and Mechanical Engineering. All undergraduate programs underwent ABET accreditation in fall 2010, obtaining full accreditation until the next visit in fall 2016. Therefore, in this report, CCNY focuses on the academic assessment of its graduate programs in engineering: master-level programs in Biomedical, Chemical, Civil, Electrical, and Mechanical Engineering; Computer Science and Information Systems; doctoral-level programs in Biomedical, Chemical, Civil, Electrical, and Mechanical Engineering. In spring 2013, there is also a small number of students enrolled in advanced certificate programs in Chemical Engineering (2 students), Civil Engineering (1 student) and Engineering Management (1 student).

All doctoral- and master-level programs in GSoE have Program Learning Outcomes (PLOs) aligned with their departmental missions, as well as the missions of GSoE and CCNY. They completed curriculum grids in which courses and other learning activities are aligned with the PLOs. Since the spring of 2011, all PhD students, whether enrolled at the [CUNY Graduate Center](#) or at CCNY, were assessed continuously when they took the second exam (proposal) and third exam (thesis and defense), by a panel of three to seven experts, including external evaluators, in the field. Some of the programs also assessed the Qualifying Exam.

Electrical Engineering has implemented a progress review similar to a personnel evaluation each semester for their doctoral students, to determine achievement of goals and to collect feedback from students. In fall 2013, Biomedical Engineering also plans to implement a progress review using the learning outcomes assessment tools, e.g., "Exam Forms," as guidelines to focus the discussion.

The new (*acting*) Dean of the Office of Graduate Studies is reviewing admissions, advising and funding policies with the department chairs and coordinators for the graduate programs (doctoral and master). The data are collected, analyzed, and reported by the GSoE Office of Assessment and Institutional Studies and the GSoE Office of Graduate Studies.

The master-level PLOs are assessed with course-embedded assessments, by aligning assignments, projects, and exam questions with the course learning outcomes (CLOs), which in turn are aligned with the PLOs. These programs have begun this activity and at present, have assessed two to six courses each. The plan is to assess a number of courses each semester such that after two to three years all courses have been assessed and a complete program assessment can be performed by aggregating the data.

The faculty who assessed their courses have made thoughtful changes where appropriate, e.g., change emphasis on topics in class and homework assignments. This is a crucial endeavor in that the master-level programs also provide the coursework for the first phase of the PhD program. However, because many doctoral students transfer their master-level coursework to GSoE, the PhD program outcomes are assessed through the exams in the doctoral phase.

Indirect measures currently used are retention and graduation rates in all PhD programs and selected master-level programs (BME and CSc); student surveys on achievement of CLOs (CE); academic standing in the master-level program (ChE); and study progress, including student reflections in the progress reviews with students (EE).

The detailed activities and findings for the master- and doctoral-level programs are presented in the GSoE ABET Institutional Report ([appendix F.39](#)) and in assessment reports and plans for Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering ([appendix F.40](#)). It should be noted that the doctoral program in [Computer Science \(CSc\)](#) is administered through the [CUNY Graduate Center](#) and falls under MSCHE's accreditation of the Center. MSHCE reviewers are welcome to request any additional information they may need.

5.8 Other Assessment Activities

Funding from both CUNY and CCNY contribute to the support of other student-centered activities, which yield invaluable student learning outcomes assessment data for the University, College, and individual offices and centers.

Evaluation and Testing

Effective fall 2012, the Office of [Evaluation and Testing](#) replaced the [CUNY Assessment Test in Mathematics](#) with the new [CUNY Elementary Algebra Final Examination](#) to determine proficiency and placement; and participated in the phasing out of the CUNY Proficiency Examination (CPE) and the adoption of the [Collegiate Learning Assessment \(CLA\)](#), beginning with a pilot in spring 2012. In association with colleagues in the Office of the Provost, Evaluation and Testing is analyzing available CLA data to identify specific academic disciplines and strategies for enhancing curricula and teaching. See [appendix F.44](#) (CLA Report Spring 2012, *pilot*) and [appendix F.45](#) (CLA Preliminary Report Fall 2012) *for details about the CLA at CCNY*.

At CCNY, Evaluation and Testing supervises the CUNY Assessment Tests in reading ([CATR](#)), writing ([CATW](#)), and mathematics ([CATM](#)). Historical data—2003 through 2012—for results for regular freshmen, SEEK, and transfer students are available in [CityFacts](#). Applicants who fail to satisfy the CAT requirements

are not admitted to CCNY. However, they may enroll at a CUNY community college.

The office also collaborates with the College's [Office of Institutional Research](#) in the administration of a paper version of the [Course and Teacher Survey](#). The results, including hand-written comments, are prepared and delivered to academic units. In spring 2012, a web-based version was attempted, but the response rate was only 15.4 percent, whereas the return to a paper version in fall 2012 realized a return of 80 percent.

Within the next five years, Evaluation and Testing will facilitate a smooth conversion of all testing data to [CUNYfirst](#); streamline the English-as-a-Second Language (ESL) process; improve the [Course and Teacher Survey](#) procedure; continue to support the CLA initiative; and reorganize the College's Testing Lab to meet the standards established by the [National College Testing Association \(NCTA\)](#).

Coordinated Undergraduate Education (CUE)

The CUNY-funded [Coordinated Undergraduate Education \(CUE\)](#) program partially supports various initiatives, such as academic advising; immersion programs, and the Center for Excellence in Teaching and Learning (CETL), and their assessments. CUNY provides supplemental funding to CUE programs based on detailed annual CUE reports. The complete *2011-2012 CUE Report for CCNY* is presented in [appendix 43](#). A brief overview of assessment activities funded through CUE, as well as other institutional initiatives, follow.

Gateway Academic Center (GAC)

The mission of the [Gateway Academic Center \(GAC\)](#) is to equip the undecided students with all of the resources that contribute to academic success by coordinating developmental, supplemental, and bridge coursework; mandating attendance at academic skills workshops for at-risk undergraduates; monitoring undergraduates throughout their first two years; advising students in their selection of courses and majors; sustaining an environment that stimulates intellectual curiosity among students; and providing an exceptional academic foundation to support and inspire students during their remaining undergraduate years. These goals are realized through several integrated initiatives, which are periodically assessed and detailed in [appendix J.19](#).

Search for Education, Elevation, and Knowledge (SEEK) Program

Established in the 1960s through legislation proposed by then State Assemblyman Charles Rangel, State Senator Basil Patterson, and Manhattan Borough President Percy Sutton, [SEEK](#) became the first program of its kind in the nation and has remained the model for Higher Education Opportunity programs across the country. As specified in the [CUNY SEEK Guidelines](#), SEEK's mission, "which is central to the University's mission, is to assist in providing equality of higher educational opportunity to students who otherwise would not have access." To be eligible for SEEK, students must demonstrate that they are both "academically and financially disadvantaged." Although the definition of financial need is set by New York State, academic unpreparedness is determined by CCNY. In addition to financial assistance, SEEK features an intensive summer program, tutoring, and counseling. SEEK

students may earn baccalaureate degrees from all schools and divisions within CCNY. *More details about CCNY's SEEK Program are in the [appendix J.20](#).*

One of SEEK's primary assessment challenges is to identify specific learning outcomes that accurately reflect program goals. Nevertheless, assessment, both formative and summative, plays a critical rôle in evaluating the effect of interventions and services and developing future plans and programmatic strategies. Data from a variety of sources are collected and analyzed, using a multiple-evidence approach. These data include student demographic and enrollment information, e.g., SAT scores; academic performance, e.g., GPA distribution by class standing, enrollment status, basic skills completion rates; grades in critical gateway and General Education courses; probation and dismissal rates; student progress, e.g., credits attempted and earned, one- and two-year retention rates, graduation rates; and student satisfaction surveys. SEEK uses multi-year comparisons to identify changes and discern trends, which are then used to inform revised and new program initiatives.

In addition, SEEK collects student feedback from the SEEK Counseling Survey, distributed annually near the end of the spring semester. The survey assesses student satisfaction with counseling services and their counselors, as well as their understanding of their rôle as students. In spring 2012, 93 percent of the students expressed either "strong agreement" (48 percent) or "agreement" (45 percent) with the latter. SEEK launched an electronic version of the counseling survey in spring 2011. The response rate increased from 31.3 percent in 2011 to 45 percent in 2012. Other assessment instruments are the SEEK New Student Seminar course evaluations and an academic support services survey.

Improvements in student performance parallel improved fall-to-fall retention and graduation rates. The fall 2011 cohort's retention rate is 85 percent, an increase of almost 5 percent over that of the fall 2010 cohort.

Student Support Services Program (SSSP)

A federally funded program for low-income, first-generation undergraduates, the [Student Support Services Program \(SSSP\)](#) is committed to increasing retention and graduation rates through its five integrated components: academic advising, extra-curricular activities, financial aid, mentoring, and tutoring. Accepting approximately 125 students annually, SSSP currently serves over 500 undergraduates in all major academic disciplines, of which 95.8 percent are in good academic standing. The freshman retention rate for the fall 2011 cohort was 92.7 percent, and the six-year graduation rate of the fall 2006 cohort is 72.5 percent. *A detailed overview of the program is presented in [appendix J.21](#).*

Center for Excellence in Teaching and Learning (CETL)

Since the 2008 [Self-study Report](#) (PW: final08), the [Center for Excellence in Teaching and Learning](#) (CETL) has expanded its outreach to faculty by over 200 percent in terms of program series, number of events and attendance. Several new program series were started, including Hybrid/Online,

Hands-on Technology, CETL Core, [CETL webinars](#), and Special Events. For example, the number of events offered per academic year has increased from 52 in 2008 to 109 in 2012, with concomitant increases in attendance by faculty.

CETL offered focused training to part-time faculty during the 2012-2013 academic year, and is funding stipends for part-time faculty to attend specific CETL workshops and a new part-time faculty orientation, co-sponsored by the [Personnel Staff Congress \(PSC\)-CUNY](#). Approximately 200 part-time faculty have taken advantage of these programs, with generally positive feedback reported.

In the last few years, more faculty have incorporated technology into their courses. [CUNY Blackboard](#)[™] usage has increased significantly over this period, going from approximately 20 percent of courses using Bb to nearly 42 percent of faculty. CCNY also was awarded a US Department of Education Title V grant, with a portion dedicated to the hybrid/online course initiative. In the past two years, over sixty faculty have been given training and support in converting their courses, and the total courses in these modes have increased over 400 percent, from 20 in 2010-2011, to 83 projected in 2012-2013. *A detailed overview of CETL is presented in [appendix J.18](#).*

6. Linked Institutional Planning and Budgeting Processes

6.1 Overview

CCNY launched its current strategic plan, [Promoting Research, Scholarship, and Creativity](#), in fall 2009, and it has directed resource allocations since then. Details about its goals and achievements are presented in [section 3.4](#). All capital and operating resource allocations are guided by the expiring strategic plan and by the College's new strategic plan. The [CUNY Performance Management Process \(PMP\)](#), described in [section 5.2](#), establishes and measures annual goals and targets for CCNY. *Copies of recent CCNY PMPs are in [appendix E.7](#) (Year-End CCNY Report Final 2011-2012), [appendix E.8](#) (Year-End CCNY Report Final 2010-2011), and [appendix E.9](#) (Year-End CCNY Report Final 2009-2010).*

6.2 Budget Planning and Strategic Plan Implementation

As described in [section 4](#), CCNY usually funds capital projects from City and State awards, with rare exceptions. The first step in the operating budget process is the development of the CUNY's budget request. The [University Budget Office](#) (UBO) assesses college baseline budgets needs for succeeding years, based on projected costs, and develops detailed budget schedules, which are transmitted to the New York City and New York State Budget Offices in accordance with their instructions. These documents, referred to as the technical budget request, are supplemented by detailed summaries of programmatic initiatives that represent the CUNY's priorities for the next year. Upon adoption of the budget request by the CUNY Board of Trustees, UBO transmits the official budget request book to the Governor and State Legislature and to the Mayor and City Council. (See *the [CUNY budget requests for FY2013 and FY2014](#)*.)

When the City and State issue their respective budget and financial plans, UBO analyzes the recommendations and assesses the impact of these budgets on CUNY.

CCNY's budget planning commences in January, before the start of the next fiscal year on July 1 ([appendix I.1](#). CCNY Budget Calendar). The process begins with the Deans and Vice Presidents, who evaluate their resource needs for the upcoming year. Concurrently, the Finance staff refines revenue and expense budgets based on current year funding and expense projections. Revenue projections incorporate tuition targets and planned spending of non-tax levy funds, which reimburse tax levy operations. Expenditure projections include analyzing fixed expenditures, active staff, searches in progress, and authorized budget requests.

Based on the availability of resources, the new requests and on-going needs are reviewed and authorized by the President and Provost. As previously mentioned in [section 4](#), FY 2013 was the first year the College implemented a budget process that resulted in departmental budgets. The preliminary FY 2014 budget currently is in development, using baseline budgeting. As CCNY improves its institutional research capabilities, enrollment trends and other student/faculty data will drive resource allocation.

The [CUNY Compact](#)¹⁵ has enabled the College to invest in its priorities. The funding for these programs has been base-lined. In FY 2013 these funds were used to hire twenty-six faculty and five staff dedicated to student engagement, e.g., career coaches, athletics staff. Of the twenty-six academic hires, fourteen were in STEM disciplines. The new faculty have enhanced the College's profile as a research institution, as evidenced by the awarding of twelve NSF Early Career grants in recent years. (*Since 2008, over seventy current STEM faculty have earned new NSF grants, and almost fifty faculty have been awarded continuing ones.*)

The College is assuming \$4 million a year in [CUNY Compact](#) funding until FY 2017. Every year, these funds will provide for new faculty (\$3 million per year) and for OTPS (\$1 million). It is expected that approximately twenty-five additional faculty will join City College every year with these funds. OTPS funding will be made available for technology initiatives and other campus improvements.

6.3 Non-Tax Levy Funds and the Strategic Plan

The College has used its non-tax levy funds to support the following initiatives: Student Support, Faculty Development and Academic Innovation, Campus Improvements, and External Affairs. During FY 2013, the College had an available budget of \$13.8 million. Most of the funds have designated purposes, e.g., temporarily restricted funds, permanent endowments. The President uses \$1.2 million in support of the College's goals. In May, a budget is developed for all funds using financial data from March 31. Once the budget is developed, the President is briefed by the Vice President of Finance and Administration and the Assistant Vice President of Finance and Administration regarding available funding for the next year. These discussions determine which institutional initiatives will be pursued.

6.4 Other Strategic Plan Initiatives

As per the CUNY Goals and Targets, *i.e.*, Performance Management Process (PMP), each college

¹⁵ CUNY's approach to financing its operations is a multi-year partnership—the [CUNY Compact](#)—to ensure that sufficient funds are invested in the University, according to the goals and objectives outlined in the CUNY Master Plan. See [section 4](#).

“should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan.” CCNY’s sustainability council, the [CCNY Green Taskforce](#), is comprised of eight working groups of students, faculty, and staff who monitor energy, water, transportation, recycling, procurement, nutrition, and community outreach. The College pledged to decrease its greenhouse gas emissions, and the College has exceeded expectations. To achieve “green” targets, CCNY has allocated tax-levy and capital resources, and has required its capital projects and vendors to conform to environmentally responsible guidelines. *For details about CCNY Green initiatives, see [appendix J.27](#) (CCNY Green), [appendix J.28](#) (Sustainable CUNY at CCNY), [appendix J.29](#) (CCNY Campus Connections Health Trail), [appendix J.30](#) (NYC DEP Water Meter Project), [appendix J.31](#) (CCNY Greenhouse Gas Emissions), and [appendix J.32](#) (CCNY Campus Energy Assessment).*

The [CUNY Performance Management Process \(PMP\)](#) establishes and measures University-wide and college-specific goals and targets annually, as described in [section 5.2](#). At both the system and college level, the PMPs ensure that their respective strategic plans will be achieved.

Planning for CCNY’s next strategic plan is in progress, with regular meetings of the Strategic Plan Steering Committee and its subcommittees. In consultation with CCNY’s Finance team and the Senior Leaders Advisory Committee, the Strategic Plan Steering Committee will prioritize goals and present recommendations to the President and her Cabinet. Depending upon funding from all sources, including grants and donor contributions, these priorities will be supported. See [appendix C.3](#).

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This index is not intended to be exhaustive.

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