

# Formative Assessment Report 2017-18

New York City College of Technology  
Strategic Plan 2014-2019





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## *2014-2019 Strategic Plan*

### *FORMATIVE ASSESSMENT REPORT*

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#### **OVERVIEW**

This report highlights the progress that the College has made in attaining its strategic goals. Utilizing the 2014-2019 Strategic Goal Implementation Plan (see Appendix A), the Office of Assessment and Institutional Research collected data from the designated leads for each of the Strategic Goals and sub-goals. Seventy-two individuals were contacted from throughout the College representing Academic Affairs, Administration and Finance, Enrollment Management, and the President's office to report on the 112 sub-goals. The report is organized as follows:

- Overview of College's progress of the four strategic goals
- Statements of progress and recommendations from individuals throughout the college arranged by Goal/Sub-Goal
- Supporting documentation

This report will serve as the foundation for the formal summative evaluation that will be conducted beginning in the fall 2018. A strategic plan evaluation team will be identified with representation across the College. Using the data provided by the individuals contributing to this report, a research plan will be documented, surveys will be developed and administered to appropriate constituencies, focus groups will be conducted by the AIR office, and a formal qualitative and quantitative analysis of the data will be reported in a final report presented to the senior administration.

#### **PROGRESS OF ATTAINMENT OF STRATEGIC GOALS**

The data obtained through the formative assessment was reviewed and a summary is provided for each of the four major goals of the strategic plan.

##### **I. Pursue changing opportunities in City Tech's areas of expertise**

City Tech has made substantial and well-documented progress on this comprehensive strategic goal. In consultation and partnership with advisory committees, industry councils, and local business and professional groups, the design and delivery of new programs and new courses has continued. With substantial support from grant funding, the new general education, high impact pedagogical practices, and interdisciplinary courses and projects have been implemented and are becoming well-integrated into life at the college. We pursue varied opportunities to support faculty and undergraduate research. The college's relationships with the Brooklyn Navy Yard and Industry City continue to grow. In a development not anticipated when the Strategic Plan was written, the college has undertaken a partnership with Cold Spring Harbor, a premier research center for genomic testing, which will open a New York City facility in City Tech's Pearl Building to foster understanding of genomics among teachers and students in city schools.

## **II. Increase Student Success and Enhance Students' Academic and Co-curricular Experience**

While the college has made considerable progress on almost all of the constituent sub-goals, we have lacked the resources to achieve an institution-wide comprehensive effort because of substantial cuts in the college's funding. The self-study just completed for Middle States reaccreditation establishes improvement of student success and the student experience as the college's first priority. At the same time, CUNY's new Strategic Framework and the associated Academic Momentum Campaign not only create impetus but also offer financial and technical support. These, plus the growth and success of CUNY ASAP and SEEK, will enable the full development of the kind of effort envisioned in the Strategic Plan.

## **III. Strengthen Coordination and Collaboration across the college to advance both personnel and programs**

Strategic Goal III represents an important although challenging recognition on the part of the Strategic Planning Committee that the administrative and operations of the college had not kept pace with the growth in students, faculty, and programs. Although budgetary cuts have prevented the hiring of additional staff or in some cases filling vacancies, we can nevertheless point to many successes achieved through improved communication and collaboration across administrative units and judicious use of available resources. Visible and welcome improvements to the website signal the development of effective cross-institutional relationships. The planning for the new building and the succession of space utilization projects have required well integrated teamwork and will continue to do so. Several key processes, notably advisement, are being streamlined and regularized through coordination across the provost's office, academic departments, and enrollment management. Although many tasks remain, we now have good models for collaborative work.

## **IV. Develop a strong, shared institutional identity that will guide decision making internally and present a distinctive, readily identifiable face to the world outside the College**

The transformation of City Tech over the past fourteen years has been observed incrementally by its constituents, many of whom arrived midway through the process. Consequently, although dramatic in retrospect, the change has not always garnered full recognition even from those in its midst. The Middle States self-study process was planned deliberately to focus the college community's awareness on how far the institution has come and on the new opportunities that exist for City Tech to utilize in fulfilling its mission as a cutting-edge urban college of technology that also has a commitment to access. Although it is clear that fully engaging people across the institution will require further and extended efforts, the writing and sharing of the self-study has been a good start. Coming soon after that, the opening of the new building in spring 2018 after many delays, will be a powerful symbol both to the college faculty, staff and students, and to external constituencies and partners of the progress and promise of the college. We believe this will generate momentum for the achievement of the sub-goals and the overall goal and we anticipate measurable progress in 2018-2019.

## STATEMENTS OF PROGRESS OF ATTAINMENT AND RECOMMENDATIONS FOR THE STRATEGIC GOALS

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

The data received from throughout the college for Goal I are presented by sub-goals, provided below.

#### **1A. Expand and continuously update program offerings of each of City Tech's three Schools and Division of Continuing Education, while exploring and promoting collaboration across disciplinary boundaries and enhancing interdisciplinary work.**

*IA-1: Develop inquiry-based learning in all first-year biology and chemistry labs to provide students direct experience in observation and measurement of the natural world and introduction to scientific methods and understanding*

An authentic research based component was integrated into General Chemistry 2 labs, where students used the East River to address a number of environmental science questions. The first year Environmental Science courses also integrate an inquiry-based learning perspective to address questions relating to environmental science

*IA-3: Implement new degree programs in Professional and Technical Writing, Biomedical Informatics, and Mathematics Education, while continuing to expand Applied Math*

The English Department began enrolling students in spring 2015 and had its first graduates in 2017. The early cohort came to the PTW BS degree program with associate degrees and were able to complete the additional 60 credits needed for the degree in two years.

*IA-4: Design and introduce new baccalaureate programs leveraging Chemical and Biological Technologies and Computational Physics, and explore collaborations with the School of Technology & Design*

New degrees launched in Applied Chemistry, Applied Computational Physics, Biomedical Informatics. Degree in biomedical engineering technology by the School of Technology and Design under review.

*IA-5: Complement the increased offerings in the arts, humanities, foreign languages, and social sciences with a rich array of interdisciplinary courses.*

The Founding Chair of the College's Interdisciplinary Committee (IDC) aided in the IDC gaining official status at the College as its "Interdisciplinary Committee and Course Approvals" proposal was approved by College Council on November 5, 2013. The following month, IDC members approved its Membership Policy. As of Fall 2013, all students graduating with a bachelor's degree are required to take an interdisciplinary course as part of City Tech's

General Education College Option. Since approval of the proposal for interdisciplinary course designation, the IDC has evaluated and recommended 27 unique general education interdisciplinary courses, including five special topics courses, (see <https://openlab.citytech.cuny.edu/ids/current-courses/>), and several more sections.

Early on, the IDC used funds from *The City Tech I<sup>3</sup> (Innovation through Institutional Integration) Incubator: Interdisciplinary Partnerships for Laboratory Integration* to support the Interdisciplinary course requirement through the development of the following Special Topics Interdisciplinary team-taught courses: Healing the Body: The Visual Culture of Medicine (housed in the Department of Humanities); Energy Resources (housed in the Department of Chemistry); Science in the Kitchen (housed in the Departments of Physics); Learning Places (housed in the Department of Architectural Technology and the Ursula C. Schwerin Library); and The Evolving Face of Race, Class and Gender Identity (housed in the Department of Human Services). These courses are structured in such a way to allow faculty from different departments to team-teach them (see <https://openlab.citytech.cuny.edu/ids/current-courses/special-topics-courses/>).

Interdisciplinary courses have helped to foster an emerging culture of interdisciplinarity within City Tech. The increasing number of interdisciplinary course options that bring together themes connecting the arts and sciences, humanities, professional studies and technology and design, can provide students the motivation and foundation to discover new areas of interest. The increasing nature of interdisciplinarity in program design can also serve as a strong motivation for students' exploring interests in a new field of study upon completion of their two-year degree program. While not a requirement for the LAA or LAS degree, completion of an interdisciplinary course is required for students in four-year degree programs

Interdisciplinary courses are housed within the School of Arts and Sciences, and many are housed in Social Science, an inherently interdisciplinary department. These courses have creatively made connections across the humanities, the sciences, social science, technology and design and professional studies, exploring themes and questions from an interdisciplinary perspective.

*IA-6: Make all programs communications-intensive, developing students' oral and written communications skills in English and also in other languages.*

All students are required to take designated Writing Intensive (WI) courses, two at the associate level and two more at the bachelor's level. At each level one course must be in Gen Ed and the other in the major. The faculty-led WAC (Writing Across the Curriculum) effort offers workshops to faculty in the disciplines and has developed an online certification program.

The Business Department has identified a faculty member as the department's W I expert, and a significant amount of support is provided to students and faculty who teach Writing Intensive courses. At this point, the department does *not* offer any training in languages

other than English. From Russian, Italian and Chinese to French, Persian, and Yiddish, the department has a large range of language expertise but providing instruction in these languages would probably require major curriculum changes and College Council approval.

There are four writing intensive courses in the Nursing department. RN-BS program utilize many assignments that enhance oral and written communication skills.

In the Human Service Department communication skills are supported by the following: COM 1330 or higher is a required course to improve skills in design and presentation. In all HUS/HEA courses students are required to communicate and participate in regular class exercises. Courses require essay exams, term paper/project, all which require oral and written communication. Rubrics for papers are used for assessment and expectations of writing for students. Presentation Rubrics are used for assessment and expectations of design and oral communication English 1101 and 1121 are required courses for composition Learning Communities matching HUS faculty and ENG faculty focus on specific projects of oral and written communication American Psychological Association Style is taught and required for all HUS course/term paper assignments.

The foreign language program, located in the Humanities Department, has developed new courses and is working on career-focused courses, for heritage speakers of Spanish.

*IA-7: Maintain cutting-edge practice by establishing cycles for evaluating/ replacing technology and by nurturing strong relationships with industry and professional partners.*

The launch of the Professional Development Center (PDC) was an important step for this initiative. The PDC serves City Tech students and alumni by helping them to cultivate essential competencies necessary to make informed decisions and take the necessary steps to achieve their career goals. Working closely with the Office of Public Relations, PDC facilitates interaction among undergraduate students, graduate students, alumni, employers, and organizations to create access and opportunities that help students pursue their personal and professional objectives by maintaining important connections with industry and professional partners.

The Business Department does not use any specific technology other than software; however, they plan to acquire/develop textiles laboratories. The marketing discipline has been reaching out to industry experts and integrating their expertise into their course offerings.

In Nursing, a systematic evaluation plan is used for program evaluation. Each year the department hosts an Advisory Commission Meeting. The nursing department enjoys strong support from clinical partners. Advisory Commission members have input into the future of the department. They work with clinical partners on important projects, such as a collaboration with Maimonides Hospital on their Research Day and the development of a new nursing orientation program at the medical center.

The HUS department Advisory Board t meets annually for feedback. HUS delivery of curriculum has little technology, as the field is more person-centered. A number of faculty are trained to offer online/hybrid courses. SPSS program is taught in HUS 3610/Research Methods to students. HUS Department places approximately 200 students in internship each semester in social service agencies with vulnerable populations across the lifespan. Establishment of educational contracts, on-going evaluation of student work as well as agency offerings.

*IA-8: Expand the context for professional practice by integrating the humanities and social sciences more deeply into the curriculum, creating opportunities for inter-professional study and practice, and establishing cross-disciplinary research opportunities for both faculty and students.*

A newly hired professor of Marketing holds a Master's Degree in 18th Century British Literature and a PhD in Gender Studies. Going forward, the Business Department hopes to hire more faculty with expertise in the humanities and in social science. Once the expertise in in place, they can consider revising course outlines to integrate "the humanities and social sciences more deeply into the curriculum." However, it should be noted, interdisciplinary (ID) coursework is coordinated by a college-wide committee. ID designation is not assigned at the department level and requires the explicit collaboration of a member department in the School of Arts and Sciences.

Nursing works collaboratively with the Human Services Department on the SBIRT grant. One faculty member is currently teaching an interdisciplinary course. The chair participated in the Maimonides Hospital Research Committee. An international interdisciplinary smoking cessation conference was held at NYCCT. The Nursing Department has also been working with the Mayor's *Early Education Initiative at First Steps* in Brownsville for several years. As a result, the Nursing department faculty are now working with Architecture department to construct a building in Brownsville with an on-site health clinic/gym to combat childhood diabetes and asthma.

The HUS curriculum goes beyond the basic social science curriculum, as it evaluated and uses applied techniques with society's vulnerable populations. The HUS curriculum has specific sections in each course that integrates humanities through each cultural diversity segment. A number of courses (12 credits) are required by the HUS Major which are social sciences: PSY 1101; Developmental Psychology or higher; Any Sociology; Government. COM 1330 or higher is required from the Humanities Dept.

*IA-9: Design and implement new baccalaureate programs in Fashion Management and Dental Hygiene and continue to explore potential collaborations with the other two Schools.*

The BS in the Business and Technology of Fashion is now available to City Tech students, and the Dental Hygiene program is under development.

*IA-10: Build on the well-established Service Learning initiatives to foster students' civic engagement and increase opportunities for real-world practice.*

The Experiential Learning Survey results (see Appendix B) includes baseline data on service learning initiatives – please see row 15 for the number of students engaged in service learning in 2014-2015. Activities range from work in soup kitchens (HGMT) to eye exams (VCT) to tutoring of homeless high school students (BMI) to a variety of Service Corps positions.

The Business Department is currently engaged in an effort to reinvigorate its Volunteer Income Tax Assistance (VITA) program, which offers free tax assistance to low-income individuals, to persons with disabilities, and to individuals with limited English-speaking ability who need assistance in preparing their tax returns.

In Nursing, there is a requirement for community service in the associate degree program. Service learning is incorporated in the Community Health Course in the RN-BS program.

Both the associate and the bachelor's programs in Human Services require two Field Internship courses, where students are placed in social service agencies throughout the 5 boroughs. These include substance abuse agencies, nursing homes, senior centers, hospitals, rehabilitation centers, behavioral health inpatient and outpatient units, child welfare agencies, schools, family centers, recreational centers, developmental disability schools and centers, shelters, domestic violence and trauma centers. Associate degree students complete 125 hours per semester, and Bachelor's students 150, a total of 550 hours. In these settings students learn real-world skills such as assessment, intake, biopsychosocial reports, treatment/service plans, process recordings and reports, case management, counseling techniques-individual, family and group counseling, gap in a service project, professionalism, ethics, policies and procedures, cultural competency, etc. Students have a course that coincides with each internship experience. Students complete a course on Volunteerism, which focuses on leadership and designing a volunteer portfolio. In addition, students are to volunteer 20 hours, over the course of the semester, through NYCARES-a volunteer database. Here students gain knowledge of a volunteer setting, practice participation and the ability to learn management skills, so they may be ready for a leadership role with other volunteers/staff.

*IA-11 Formalize the institutionalized, rigorous scheduled review of technical course curricula to guarantee its relevance and timeliness.*

In the school of Technology and Design, professional accreditation (through organizations such as ABET (9-degree programs), NAAB, NASAD) require rigorous, scheduled review cycles. These organizations require self-studies that are reviewed by evaluators that are in the discipline. Programs that do not have accreditation are required by the college to have program reviews every seven years.

The integral approach to assessment established at City Tech has merged efforts for accreditation of the College and its Academic Programs. Both programs in the CET

Department are accredited by their corresponding accreditation board ETAC/ABET. The rigorous accreditation process is based on a continuous improvement model where revision of curricula and measurement of outcomes is key. CET programs' curricula keep their relevance with industry with help and advice of an Industry Advisory Board (IAB), which formed by representatives of the main employer companies. Annual meetings with the IAB provide feedback that is discussed in our semi-annual curriculum review meetings.

The Environmental Control Technology Department includes curriculum development as part of Department meetings. Coursework is updated continually with formal review taking place every three years for Theory and design classes. Laboratory classes are reviewed every 18 months as these are more appropriate to incorporate latest advances in the field.

In addition to the College's institutional accreditation by Middle State, 26 programs in 13 departments hold professional accreditation status. To meet the accreditation, the programs ensure their curricula meet technical standard which guarantees technical relevance. Although Schools (Tech & Design or Professional Study) has established procedure of curriculum review of technical courses, many departments have been updating courses to adopt new technology even more frequent than the procedure requires. See the curriculum modification proposals.

Industry Advisory Committees are an important resource. Once or twice a year each department in the School of Technology and Design hold meetings of Industry Advisory Committee to review curriculum and new technology used in industry.

The Architectural Technology Department is undergoing a rigorous curriculum rewrite to ensure courses are in alignment with NAAB (architecture program accreditation agency) standards. Faculty are organizing into subject matter teams to make comprehensive review of curriculum from YR1 through YR4 + a proposed YR5 leading to a BArch. Assessment mechanisms are developed to comply with college and accreditation agency requirements.

*IA-12: Increase success in technology programs by implementing appropriate prerequisites, strengthening pedagogy, and providing integrated academic support.*

The college has embarked over the past two years on "Project Wayfinding" which has developed standardized advisement materials for every program. These materials have been integrated into the college catalog, are in an accessible format (for TTY), and are utilized by academic advisers during student advisement. These materials include information on proper pre-requisites and a recommended course sequencing to complete the degree in the appropriate time frame (ex: 2 or 4 years).

Open Lab is a powerful digital platform where faculty, students meet, learn and share ideas. The Faculty Commons offers a series of workshops.

The School of Technology and Design has had many pedagogical innovations. The integration of Gen Ed, Critical Course, and Program level assessment across the curricula has opened opportunities for innovative pedagogical approaches to incorporate the latest technical skills and on-demand soft skills. For example, in the course EMT2370 Computer Hardware, the

learning of technical skills related computers and systems repair, troubleshooting, and maintenance is integrated with the learning of industry required soft skills such professionalism, communication, intercultural knowledge, and teamwork.

The Environmental Control Technology department updates pre-requisites where and when appropriate to meet the needs of students in our program. Faculty attend workshops to stay current such as the Department of Energy BEST Center workshops. Further examples of strengthening pedagogy include incorporation of authentic research experiences into the CMCE, EMT, ETET, MECH curriculum, also leading to TestOut PC certification in EMT; development of an online Writing Across the Curriculum certification for instructors; READ; Peer Led Team Learning, and First Year Programs.

The Architectural Technology Department has engaged in a curriculum rewrite including an examination of pre and co requisites. Peer mentorship program (Perkins funded and volunteer program) has demonstrated success for in-classroom and individual student support. A comprehensive system of workshops (software+ hardware) are implemented to support course content in technical & design course curriculum.

The full list of curricular changes is available

at: <https://openlab.citytech.cuny.edu/collegecouncil/past-proposals/>

Proposals under review can be found

at: <https://openlab.citytech.cuny.edu/collegecouncil/current-proposals/>

Integrated academic support includes development of a comprehensive tutoring schedule: <http://www.citytech.cuny.edu/current-student/tutoring-schedule.aspx>

*IA-13: Explore the utilization of online instruction to reach larger student populations who currently do not have access to a technological education.*

The number and percentage of online and partially online courses is tracked in the annual PMP. Dr. Karen Lundstrem oversees OLAC, a faculty committee charged with training and certification of online instructors.

*IA-14: Develop courses and programs of study utilizing the curricula of multiple departments, thereby responding to new areas of commerce and research and development.*

Examples of new programs include Applied Chemistry, Applied Computational Physics, Biomedical Informatics, Business and Technology of Fashion, etc. and a growing list of interdisciplinary courses, identified as ID in the catalog. Multidisciplinary programs in development include Biomedical Engineering, Health Sciences, and Health Sciences Administration.

*IA-16: Build an infrastructure that will support technological innovation and research at a pace commensurate with industry; Improve the ease of implementation of new technologies at all levels*

The new academic building will offer state-of the-art facilities., including research space for faculty and undergraduate research. Annually faculty can compete for GRTI funds for research equipment. The Student Tech Fee supports classroom improvements. See undergraduate research page for opportunities and outcomes of students working with faculty mentors: <http://www.citytech.cuny.edu/research/>

## **1B. Strengthen the foundations of academic achievement and success**

*IB-1: Integrate into all degree programs City Tech's new general education common core, which richly and explicitly connects the liberal arts and sciences to technical and professional majors.*

Beginning in the Fall 2013 semester, new General Education curriculum requirements were implemented, effectively connecting the liberal arts and sciences to professional and technical degree programs. These requirements defined a set of specific learning outcomes for all students enrolled in two and four-year degree programs at City Tech. City Tech's General Education curriculum aligns with and incorporates the new CUNY Pathways Common Core requirements. A principal benefit is the increased transferability of graduates with AA and AS degrees into four-year degree programs at other CUNY campuses.

The General Education curriculum is designed to introduce students to a broad interdisciplinary perspective. This curriculum defined a General Education Core of 30 credits in a required and flexible core for all students in AA and AS two-year degree programs. In addition, all students starting in or transferring into (with fewer than 30 credits) Bachelor of Science and Bachelor of Technology degree programs at City Tech, are required to fulfill the College Option requirement of 12 credits, which specifies completion of at least one course in speech/oral communication, one interdisciplinary course, two courses in another discipline or two closely related disciplines.

Provost August has administered a survey to each department about how well their program is incorporating the new general education requirements.

*IB-2: Drawing on tools and practices gained from the Title V Living Lab and NSF I-Cubed grants, Inform, engage, and support not only current faculty, but also new faculty and part-time faculty in the work of infusing general education and implementing high-impact practices in instruction.*

The Title V Living Lab grant concluded in Fall 2016. Beginning in Spring 2016, the Living Lab Gen Ed Seminar was institutionalized as a key component of the College's faculty development efforts, with approximately 18 full-time and part-time faculty participating in the program annually. The Seminar continues to focus on infusing general education and high impact practices into instruction, and has been integrated with the assessment cycle for Gen Ed student learning outcomes. As in the Title V grant, Seminar Fellows are supported by the Brooklyn Waterfront Research Center in their use of place-based learning, and by the OpenLab team in open digital pedagogy.

In the final year of the grant, the Living Lab Learning Library (L4), was created to document and share the high-impact activities designed by participants in the Living Lab Gen Ed Seminar. L4 has also been institutionalized under the auspices of the Gen Ed Committee as a freely-available resource for best practice activities; faculty at City Tech and beyond can both use and contribute to the site.

The best practices for faculty development established in the Living Lab grant were also documented and shared via a suite of train-the-trainer workshops (materials are available here: <https://openlab.citytech.cuny.edu/livinglab/general-education-seminar/>), and informed the design of the College's current Title V grant, Opening Gateways (see below for details). Built on the City Tech's online platform, OpenLab, L4 is open to everyone within and outside our college and CUNY, and it has the potential for growth as a site connecting educators nationally and internationally.

From novice to experienced faculty, L4 connects educators interested in learning and adopting innovative pedagogies from each other. A thorough review of general education outcomes and high-impact educational practices, supplemented by links to leading educational organizations such as AAC&U and National Institute for Learning Outcomes Assessment, as well as City Tech's AIR, Faculty Commons, and Library, assists L4 visitors in learning more about general education and best assessment practices. Connections to various City Tech's initiatives such as Open Educational Resources (OER) and GenEdge – annual City Tech general education theme, and committees including Interdisciplinary, Academic Integrity, and College Council, allow educators to explore the city Tech's network of interrelated activities and initiatives.

Activities shared on L4 are categorized in multiple ways, most importantly by the general education outcomes targeted by the assignment or activity and high-impact educational practices utilized in achieving the SLOs. Review of activities includes methods of their assessment and offers ways to share examples of student works. Contributors to L4 are encouraged to provide a reflection of the activity effectiveness and whether any modifications could improve the outcomes and enhance learning experience for students. Exchange of these teaching innovations on L4, facilitates in-depth understanding of the general education and encourages inclusion of high-impact educational practices in learning activities in different disciplines.

As a successful outcome of the Living Lab, L4 has the potential to become a leading force of educational innovation, highlighting achievements of City Tech's faculty and connecting educators around the world in sharing their best educational practices and experiences.

The College has also institutionalized support for faculty members to receive instruction in use of the OpenLab; stipends are provided for part-time faculty members to participate in workshops and open pedagogy events led by the OpenLab team; additionally, office hours and ad-hoc support are available year-round.

*IB-3: Through College-wide themes and activities, as well as department-focused projects and improved materials, foster students' understanding of the College's General Education Common Core as the grounding of their education*

Starting with a pilot program in the 2014-2015 academic year, the Gen Ed committee has sponsored an annual academic theme each year. Faculty and students from all three schools participate each year, exploring the theme from the unique perspective of their

discipline. The first theme “What Does Freedom Mean?” was initiated by the African American Studies department and encouraged students and faculty across the campus to answer this question as it related to their personal, academic, or professional lives. The 2015-2016 theme, Knowing Brooklyn, was inspired by the work of the Brooklyn Waterfront Research Center exploring the history and current conditions of the borough that houses our college. The 2016-2017 theme, Brooklyn Bridges, explored the many ways (both literal and figurative) that Brooklyn is connected to the rest of the city, state, country, and world. The 2017-2018 theme, What is True?, has people across the campus examining how we know what we know, and what sources of information we can trust. These activities have enabled students and faculty from across the college to participate in a shared intellectual experience. The theme has also demonstrated on a large scale how valuable a solid general education is. By examining the same question from many angles, and seeing how the modes of thought, research methods, and thinking skills are universally applicable across Gen Ed and discipline courses, students and faculty alike learn to value general education.

L4: Living Lab Learning Library institutionalized the tools and practices gained from the Title V Living Lab by providing a venue that supports the design and sharing of active and high-impact learning practices, including place-based learning, writing intensive courses, shared experiences, service learning, and collaborative projects. It supports current, new, and part-time faculty by serving as a repository of deliverables for First-Year Learning Communities and General Education Seminars. It is open to all instructors, both within and beyond City Tech, and its system of categorization allows all faculty to access the posted activities relevant to their field. It features the annual GenEdge Theme and serves as a location for sharing and searching for theme-based activities. It encourages a culture of assessment by including a venue for describing assessment practices in the submission template, highlighting those assessment practices in the posted activities, and providing links to assessment resources housed by the Office of Assessment and Institutional Research.

*IB4. Make assessment an integral part of how the faculty think about teaching and make improvements, both in the integration of general education outcomes across curricula and in each department's critical courses and program outcomes.*

City Tech has come a long way in terms of assessment in general education, critical course and programs. Assessment and continuous improvement have been the culture of the college since 2009 when the college began working on general education assessment. This culture was extended to critical courses and program outcomes within departments if it hadn't already been the practice within those departments (through professional accreditation).

In the tech industry, professional skills such as communication, problem-solving, and teamwork are critical for success. Even during job interviews, employers will ask candidates to prove their technical skills through activities that require thinking aloud or working with an engineer to solve a narrowed problem on the spot. This gives employers the opportunity to observe the thought process, communication skills, and critical

thinking ability of each candidate. Thus, employers can determine whether a candidate would be able to contribute to the team and to the organization as a whole. The integral approach for general education assessment at City Tech provides opportunities for curricular innovation for measuring, stilling, and reinforcing the students' competency on those skills, across different courses, in addition to the technical skills.

*IB-5: Continue to expand City Tech's diverse and accomplished faculty and support its advancement as teachers and researchers*

After a period of significant hiring, hiring has slowed down, mostly focused on replacement or areas where new programs have been launched. The Faculty Commons offers a year-long orientation to support new faculty and a year-long publication program to support mid-career faculty.

*IB-6: Draw on the faculty's diversity and its unique mix of accomplished academics, creative designers, and seasoned professionals to multiply opportunities for interdisciplinary collaboration*

In 2017-2018, in the interest of further expanding our offerings of existing Gen Ed interdisciplinary special topics courses, full-time faculty are invited to propose and develop a new syllabus to teach an existing special topics ID course. The courses will be designed to be co-taught by two (or more) faculty members and the use of open educational resources is encouraged. A stipend will be offered to faculty who propose new course syllabi and who make a one-year commitment to co-teach the course in the Spring 2019 and Fall 2019 semesters.

Starting in fall 2018, faculty will receive one workload hour credit for every six guest lectures during the academic year. This compensation will undoubtedly encourage interdisciplinary collaboration and help increase the number of ID course sections.

The IDC has conducted information sessions, offered workshops, a symposium entitled "ID Matters: Connecting Service, Scholarship, Teaching, and Learning," co-sponsored workshops, and participated in other related campus-wide events. Moving forward, to promote an interdisciplinary campus culture, we will run a year-long 2018-19 ID Workshop Series that will connect interdisciplinary studies to different high-impact practices such as place-based learning. This series will have a writing component and offer faculty the opportunity to disseminate their good work by contributing to an edited book project focused on pedagogical strategies that support interdisciplinary studies.

City Tech's Interdisciplinary Courses have provided our students with **integrative learning experiences**. These courses are thematic and address complex topics. Our interdisciplinary courses further our **overarching goals related to General Education** and support the various **high-impact learning** practices the college has embraced. However, the College could benefit from greater documentation and dissemination (and support) of current efforts related to **informal interdisciplinary teaching and learning** that occurs outside of ID courses. We know this is occurring, but we haven't necessarily captured what we are doing. This is very similar to our OER efforts: faculty

have been creating and/or teaching with OER-type objects outside of officially OER courses for many years.

*IB-10: As professors advance to mid-career, ensure their sustained engagement and vitality by continuing to support their research and new opportunities for professional growth.*

The Department of Instructional Technology & the Technology Enhancement Centers offers workshops and seminars to all faculty members in the current technologies used by the students and the City University of New York. Since technology is constantly evolving and being upgraded, mid-career professors are learning some pedagogical approaches to enhancing their teaching with technology for the first time. For example, many new professors have taken an online course during their undergraduate and graduate programs. However, mid-career professionals often are being exposed to online courses for the first time. iTEC ran over 65 workshops in 2016-17 covering software including Blackboard, Blackboard Collaborate (the online teleconferencing tool), Grade Center, Turnitin and SafeAssign (Plagiarism tools), TK20 (assessment software), ePortfolios on OpenLab, instructional videos using Adobe editing software and YouTube for uploading, Jing (for video and application editing and capture), Websupport1 for academic Web sites, Prezi for presentations, Microsoft Excel, Word, and PowerPoint.

The shared offices of the Faculty Commons, AIR and the grants office make access to workshops, training, support for assessment responsibilities, research and grants available to faculty of all ranks. The college's undergraduate research program also engages faculty of all ranks to participate in research and mentoring.

The college has initiated a mid-career seminar series for mid-career professors. Faculty in the department were notified of several grants (PSC-CUNY), seminars (mid-career among others) and conferences to support their professional growth.

The College librarian responsible for Scholarly Communications collaborates with the Associate Provost to support the mid-career faculty publishing series.

#### Department Examples

The ENVC Department encourages research and professional growth of its faculty by supporting participation in conferences, student research projects, and grant applications.

Members of the English, Physics, Mathematics, Computer Systems, Biological Sciences, Business, and Construction Management and Civil Engineering have appointments in the doctoral programs at the CUNY Graduate Center.

The nursing department supports research efforts. One faculty member completed her doctorate after conducting her research with a clinical partner. The research resulted in an article on patient safety, published in the American Nurse this month. Another faculty member is currently investigating the role of mathematical competency and program completion in nursing.

The English Department has seen a number of associate professors apply for and receive fellowship leaves. Fellowship leave gives them a chance to continue their research.

The Architectural Technology Department Chair and Peer committee are proactively meeting with faculty to align teaching schedules with expertise and to better understand the specialized interests of faculty.

Within the HUS Department, a mid-career faculty member is finishing up a 3-year grant on SBIRT (Screening Brief Intervention Referral to Treatment) on substance disorder screenings. Another mid-career faculty is editing a book, with support of a higher-ranking colleague in the department. The faculty meet regularly to discuss and support each other's research endeavors.

*IB-12: Expand the Library's role in support of faculty research and scholarship, including both discipline-specific study and the scholarship of teaching and learning*

Library faculty offer 25-30 workshops per year for the City Tech community, engaging faculty in expanding their knowledge of best practices in research and scholarship using library and other information resources, as well as numerous individual consultations. Our librarian responsible for Scholarly Communications coordinates City Tech's outreach and education in using the CUNY institutional repository, Academic Works, to extend the reach of faculty research and scholarship. Our Open Educational Resources Librarian leads the college's efforts to support faculty in developing OER for their courses as well as research on the impact of OER.

*IB-14: Support full-time and part-time faculty and ensure consistent instruction by strengthening the role of departmental course coordinators/course leaders, as well as continuing to develop orientations, online support, and professional development.*

In an effort to more consistently incorporate general education learning objectives into the curriculum across the college, general education course coordinator liaisons have been designated, for each department, to support the coordination and implementation of general education learning objectives into courses in their respective departments.

iTEC offers professional development and provides walk-in support, as well as email and phone support. Course coordinators were trained in the TK20 system, which is the college's assessment software.

#### Department Example

In the Department of Architectural Technology, the role of the course coordinator has become increasingly more important as the department institutes a Bachelor of Architecture degree for which they must meet national learning objectives. They will be expected to demonstrate that all passing students, in all sections, have met these objectives. The department is committed to this effort and understands the importance of the role of the course coordinator in receiving, and ultimately maintaining, our accreditation.

*IB-15: As new instructional modalities and tools become available at an ever more rapid rate, expand technical support and training opportunities for faculty and staff.*

The City Tech Online Professional Development seminar provides faculty members with a fully online experience to learn the pedagogies and technologies necessary to teach online. The seminar runs online for nearly two months, so faculty have the opportunity to work with a cohort of other professors from the college community. Unlike workshops, the seminar provides continual online support for faculty learning to design and deliver their hybrid and online courses. iTEC also provides online learning for Blackboard users. The hybrid Blackboard course runs online for several weeks at the beginning of each semester. Professors have the opportunity to learn at their own pace, receive online support, and take a face-to-face Blackboard workshop to complement the online training (hybrid modality includes face-to-face and online).

**1C. Program Development and Updating through Collaboration: Through reconfigured advisory committees, partnerships, and professional organizations, keep pace with the many industries and professions for which City Tech currently trains students**

*IC-3: Academic Affairs and college governance will collaborate to implement a revised program development and review process that is well informed but supple and efficient*

The development and review process at City Tech is a product of collaboration among faculty, staff, and administration. Curriculum items, programs, and policies are a product of this process and are initiated, developed, reviewed, and ultimately implemented as a result of this process. A diverse array of members of the college community including faculty and staff at-large representatives, department chairs, department delegates, and college administrators collaborate and deliberate in the process of developing college curriculum as well as programs and policies. This is both a matter of practice and a requirement stemming from our college governance plan and system-wide CUNY policy. CUNY has simplified the process for the development of new degree programs. Curriculum Committee made its website more informative.

*IC-4: Revise degree requirements where possible to encourage greater flexibility for cross-disciplinary and inter-professional study.*

CUNY implemented the Pathways initiative across its undergraduate colleges in 2013. This new initiative created new general education requirements and eased mobility amongst transfer students across the University. In addition, this new initiative supports the Universities mission to achieve educational excellence for all students. More detailed information regarding the pathways initiative can be found on the Universities website at:

<http://www2.cuny.edu/about/administration/offices/undergraduate-studies/pathways/>

## **1D. Continue to evolve as a center of excellence in teaching STEM to a diverse, urban population.**

*ID-2: Plan and develop a Center that will strengthen our Architecture, Construction, and Environmental Programs by promoting new technology, sustainability, unified instruction across related disciplines, and collaborative research.*

A committee, convened by Dean Hom, known as the Built Environment Committee was tasked beginning fall 2017 to consider the feasibility of a common first year experience for all three disciplines and collaboration for research, resources and facilities. Specifically, the Environmental Control Technology department participates in planning meetings with the Dean of SOTD toward developing core competencies in drawing and building systems. VP Cairol has indicated that this objective is on track and will likely be located in the Voorhees Building within the timeframe of the Strategic Plan.

Discussions are underway with CMCE + ENVC to define opportunities for shared instruction / elective courses that may be opened to students in each department.

*ID-4: Implement demonstrated high impact practices in STEM education throughout the curriculum*

The ASAP model's individualized advisement approach, removal of barriers such as ability to register for needed classes rather than getting kicked out, providing financial support, and advocacy on the student's behalf to get them through campus red tape has been highly successful and reflected in significantly higher graduation rates. The ASAP high impact practices focus on outside of the classroom (an attempt at "freshmen seminar" type activities through an 8 session workshop series for first semester students; intrusive advisement). We try to get at ASAP students into at least one section that has at least 7 other ASAP students in it but because we're not allow to reserve more than 3 seats in any section this is done in a "backdoor" way and so we have no control over who the instructors are and so are not really able to do anything different with those sections. One experiment conducted during the fall 2017 semester was linking the lab and lecture sections of two EMT 1150 courses and imbedding Peer Led Team Learning (PLTL) into it. ASAP provided the financial resources to pay the PLTL students. The results did not seem to significantly increase retention or success in the course, but it was a very small number of ASAP students that were actually part of the class (7 in one section and 4 in another). However, the College is considering other methods to institutionalize the ASAP model in an innovative and cost-effective manner.

*ID-5: Support the integration of high-impact practices introduced through the I3 and Title V grants into all STEM areas*

I<sup>3</sup> self-study encouraged OER in biology and chemistry, and redesign of some labs. City Tech also has a Title V grant with BMCC and has redesigned Mathematics courses 1275

with OER and will continue to expand with an additional course per year for the next three years.

*ID-6: Continue to expand undergraduate research opportunities into a sequence of increasingly challenging experiences that address interests of students at all levels including those going on to graduate/ professional study*

A number of Undergraduate Research programs have been started (or continued) since 2014 at City Tech. The Emerging Scholars Program (ESP) has engaged students in research projects since 2006. Students in this program (about 70 students each semester) work with a faculty mentor for about 10 weeks on a research projects and present their findings at a semi-annual City Tech wide students poster event. Additionally, students attend several professional development workshops and research seminars each semester. Another program is the CUNY Research Scholars Program (CRSP) that is a CUNY-wide initiative started in 2015. Each year, 30 associate level students from City Tech join students from other campuses and get involved in different STEM research projects for one year (fall, spring and summer) under supervision of faculty mentor. Funding limits some expansion; however, the *Emerging Scholars Program* supports 100+ students per year, CRSP supports approximately 35 students. Reggie Blake supports about 12 through an NSF REU grant. NIH BTB supports 15 students. According to the Undergraduate Research Director of the College, more than 220 students are engaged in some kind of formal research programs each semester. In general, the culture of Undergraduate Research has been evolved and improved among students and more faculty are eager to mentor undergraduate students in their research efforts. Many of students also have continued their education to pursue a graduate degree after leaving the City Tech.

Additionally, City Tech has continued to increase number of undergraduate research opportunities through grant-funded projects. Some of these programs with high impact in increasing students' participations include *NSF Research Experience for Undergraduates (REU)*, *Louis Stokes Alliances for Minority Participation (LSAMP)*, *NSF Advanced Technological Education (ATE)*, *NSF Improving Undergraduate STEM Education (NSF-IUSE)*, *Internships supported by National Institute of Health (NIH)*, *NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)*, *NASA Minority University Research and Education Project (MUREP)*, and *NSF Minority Science Engineering Improvement Program (MSEIP)*. City Tech faculty have also received number of research grants (from agencies such as *Department of Defense*, *National Oceanic Atmospheric Administration*, *NASA* and etc.) that helped them to recruit students and provide a research experience for them.

The Professional Development Center enables students to sign up for one-on-one counseling seasons using CityTechConnect, where they provide an opportunity to discuss the individual career goals. If the conversation includes exploration of field that requires a graduate degree – for example teaching or social work, an individual development plan for the student is established.

*ID-8: Become known for scholarship and success in broadening participation in STEM.*

Education research on broadening participation can be mined from the annual Faculty Scholarship reports, found on the Faculty Commons website.

## II. INCREASE STUDENT SUCCESS AND Enhance Students' Academic and Co-curricular Experience

The data received from throughout the college for Goal 2 are presented by sub-goals, provided below.

### **2A. Orientation and First Year Experience. Tailor an engaging orientation/ first year experience that provides new students with the skills, information, and relationships needed for success.**

*IIA-2: Scale up learning communities and expand options to tailor them to individual majors.*

Through partnership and collaboration with the expanding ASAP program at City Tech, the College will strategically plan to offer additional learning communities for ASAP students in STEM and health related majors. We will be offering 2 learning communities in each of the following majors for Fall 2018: COMD, CST, and HMGT. A new learning community for ARCH is also being offered in Fall 2018. A learning community for Mechanical Engineering will be added to the FYLC faculty development training cycle in 2018-19.

*IIA-3: Expand the use of peer mentors, peer-led team learning, and other strategies that engage students in supporting the orientation and learning of first-year students.*

Supported through Perkins and CUE. Has expanded in math and now also includes chemistry and CMCE

*IIA-4: Support departments to design activities for first-year and transfer students that engage new students from entrance to the college to full integration in the major.*

The College continues to enhance its CUE offerings. A new orientation program was initiated in 2015 and has been continually enhanced based upon the parent and student orientation survey data collected each fall. Students now meet with faculty from their individual departments of their intended plan of student to engage them from the time they enter City Tech through the orientation process.

*IIA-5: Develop a comprehensive strategy for effective communication with students, utilizing a full range of media including CUNYfirst and Hobson's/Retain.*

In 2013, the college developed a comprehensive communication plan for enrollment management. This plan was developed based on a shared vision between the various offices within the division and carried out by each specific office. The communication plan included sequential outreach which consisting of both email, and telephone communication efforts. For recruitment, the college use Hobsons to attract perspective students with college facts and to engage and inform applicants of the admissions and financial aid process.

This is an on-going process. The Office of CIS and Enrollment Management have worked together to ensure Hobsons Connect can be utilized in a more effective manner to

organize communications with incoming or potential students. The Hobsons Retain or a tool to manage student success is needed to facilitate and organize communications and track the progress of existing students. The College has not moved forward with this effort due to multiple factors including funding and the possible acquisition of similar software through University Central.

In the past several years, to facilitate email communications to students, OCIS has implemented the E-Campaign system will allows for mass communications to different population. This is primarily used by administrative offices to communicate with different cohorts of students for a variety of purposes. Administrative Offices often will request from OCIS for the email addresses and OCIS will thereafter send the requested messages. The E-Campaign system was expanded through the course of the years to allow for the administrative offices to send the messages themselves. OCIS still will provide the email addresses or create a repository of different cohorts for the users to send messages to themselves.

**2B. Advisement: Create an integrated, systematic process for the effective delivery of academic advising from the New Student Center to department advisement for majors addressing key transition points and ensuring consistent, accurate, and supportive guidance**

IIB-4: Establish a Center for Professional and Career Development as a central resource for access to internship, career, and graduate/ professional school opportunities

Created to support the career needs of City Tech's growing student population, the Professional Development Center (PDC) affords access to internships and job opportunities. The PDC has created partnerships between the College and local businesses to expand internships, employment, and professional opportunities for students. Services include professional development assistance; a job and internship database, CityTechConnect, to link students with employers recruiting at City Tech; and graduate school exploration. The PDC supports and promotes career and graduate school related events on and off campus. It is committed to building meaningful relationships with employers in and outside of New York City area. All services for students, alumni, and employers as well as annual events – including new programming – are made available on the College's PDC webpage:

<http://www.citytech.cuny.edu/pdc/>.

As the PDC continues to enhance its services, it has developed internal as well as external partnerships, working with department chairs, faculty, and support staff to create collaborative activities that will maximize support of all students both in and outside the classroom.

*IIB-5: Develop a web-based map on the Open Lab to guide students to resources.*

This is currently in development by the Faculty Commons design team, under the leadership of the Director of the Faculty Commons. A project site is being created on the OpenLab called "Project Wayfinding" (<https://openlab.citytech.cuny.edu/groups/project-wayfinding/>) that will provide students, faculty, and staff with tools and resources to help students plan their academic careers from their first day at City Tech through graduation.

**2C. Academic support. Expand collaboration among academic support services such as the Library, Learning Centers, Instructional Technology/Technology Enhancement Centers, and the departments to enhance student academic progress.**

*IIC-1: Use the Library to foster individual and group work by students, and enhance academic and instructional support appropriate for a baccalaureate-granting college serving a large student population.*

Library faculty teach more than 300 information literacy sessions each academic year in a range of courses from the required English Composition I to specialized and research-based courses in the degree programs. The Library also offers multiple sections each semester of two 3-credit courses: a course on research and documentation required by several degree programs, and a course co-taught with the Department of Architectural Technology that fulfills the interdisciplinary requirement for baccalaureate students.

*IIC -2 Make academic support more available and more tailored to program needs, by strategically de-centering face-to-face tutorial services, engaging departments to plan and implement academic support, increasing e-tutoring, and making other services available electronically.*

For the past three to four academic years, the Atrium Learning Center (ALC) experienced budget delays and cuts which affected the services provided for students. More specifically, the Center's base budget was cut approximately 50%. That being said, the operation was greatly scaled down. The center was open for two days for a period of time and then would expand its operation when resources permitted. This situation made it very difficult to plan for anything new because the level of funding was unpredictable. In 2013-14 and 2015-16, the ALC offered e-tutoring as part of its English 1101 tutorials. The staff spent a lot of time setting up the program. A student manual was created along with flyers and a Power Point presentation which was placed on the college's plasma screen. Tutors received training on how to use BlackBoard Collaborate, and a workstation was set up for City Tech students to learn how the e-tutoring program worked. Additionally, a scheduling system was devised to sign students up for this new program.

For two academic years, the English 1101 writing consultants and English faculty promoted the program. Despite these efforts, only one student inquired about it. And for that student, the time of the program did not match her/his scheduling needs. Since the ALC's full-time English coordinator retired soon after, the center has had intermittent part-time English faculty members, who were paid on a course release, help out. As a result, this promising initiative has been re-evaluated and the decision was made to put this initiative on hold.

*IIC-3: Ensure students' ability to access and make full use of technology-enhanced instruction, software required for their programs, and online learning.*

Software is kept up to date through Tech Fee at the college. Departments are responsible for offering online or hybrid courses and technology enhanced instruction. The college offers training in Blackboard, OpenLab and online instruction for faculty. The CET department update software in its computer-based laboratories. As new or better teaching technology becomes available, these are incorporated into coursework, as soon as budgets allow.

iTEC was originally established as a support unit for faculty development; however, both professors and students requested that student workshops be offered in the technologies that the professors were learning. The department now offers the hybrid Blackboard training for students, as well as workshops in ePortfolios, basic Blackboard, Blackboard Collaborate, and Microsoft Office applications. During the 2016-17 academic year, iTEC ran 41 student workshops. Professors also requested that the department run ePortfolio workshops for entire classes with the instructor present. As a result of these workshops and class instruction offered by iTEC, there are now over 5,000 student ePortfolios.

The Library offers online academic support for City Tech students in a variety of ways, from nearly 50 research guides and interactive tutorials on the Library website, to access to 24/7 online chat reference service. Library faculty have led the college's efforts to encourage faculty to adopt and develop open educational resources (OER) to provide cost-free curricular materials for students, hosted on the City Tech OpenLab, that are perpetually available for student access.

### Department Examples

The Business department faculty have spearheaded the incorporation of AIMS-360 fashion software and gained access to the renowned WGSN Stylesight fashion database.

Each department has a liaison who works with the College's Open lab each semester to ensure all software are made available in open labs for students to access beyond classrooms. Some programs/class specific applications are accessible from program specific labs or servers, for example, the CST has server has an Oracle database and other applications software. Students can access them using remote desktop connection from any computers on campus. With limited server capacity, we offer a few class activities to create Virtual Machine on the server. With increase of network bandwidth and server capacity, we will increase accessibility of virtual machines.

Workshops for blackboard and open lab were given in prior semesters (2015-2016) to familiarize faculty with instructional tools. A comprehensive system of workshops (software+ hardware) are implemented to support course content in technical & design course curriculum.

Associate degree nursing program has moved entirely to online testing in Blackboard. The program has revitalized and enhanced the use of standardized benchmarked testing

to the program. The program added Prep-U, HESI, Kaplan and U World to the testing programs. Faculty has increased the use of the NYSIM center located at Bellevue Hospital. Faculty are also using virtual SIM in some classes. RN-BS program uses many online resources in coursework (e. g., CDC website).

In the Human Services department, Blackboard is a regular feature in use within the curriculum as well as Open-Lab. Students learn SPSS software in HUS 3610/Research Methods to practice research analysis skills. A number of faculty are certified for online/hybrid instruction and courses have been on going.

**2D. Student experience. Support student persistence and success through the effective delivery of administrative services, readily available guidance, and engagement in the rich array of co-curricular and extra-curricular activities.**

*IID-1: Create a student experiences steering committee*

The Faculty/Student Library Advisory Committee was formed in Fall 2016, with two faculty representatives from each school at the college as well as two library faculty members. To date the committee has revised the responsibilities for department library liaisons and propagated those to all departments, and is in the process of reviewing the results of a series of focus groups held with students in Spring 2018 to solicit their feedback on library resources, services, and facilities.

*IID-4: Enhance welcoming, user-friendly guideposts, maps, and signage*

VP Cairol has indicated that this has been completed for Voorhees and will be implemented with the opening of the new building. The new designs will then be displayed in the remainder of the campus locations.

*IID-5: Build on the features of the Open Lab to maximize its potential for student-student, faculty-student, and college-student.*

Since its launch in Fall 2011, the OpenLab has become a vital hub of intellectual activity: over 24,000 students, faculty, and staff have used the site, which has proved a powerful tool for communication and collaboration across the college. In Summer 2015, the OpenLab team implemented a major upgrade of the OpenLab, which introduced a sleek, modern, and mobile-friendly design that improved the site's usability and accessibility; this was especially important for students, who frequently use the OpenLab via mobile devices.

The OpenLab is used by hundreds of courses each semester across the disciplines; it hosts over 5,700 student ePortfolios, and students have created thousands of projects for their coursework; it is also used to support student peer mentoring activities, and is increasingly being used by both official and unofficial student clubs. Additionally, the OpenLab team encourages student engagement with the platform through the work of its student blogging team and their site, The Buzz (<https://openlab.citytech.cuny.edu/the-buzz>).

Given the strong usage of the OpenLab by students, faculty, and staff across the College, there is still enormous untapped potential for using the site for communications. The OpenLab team continuously enhances the site based on member requests, and one such request is to redesign the home page to better showcase and provide access to activity and resources. In the upcoming year, the OpenLab team will also be working with the Library's Open Educational Resources (OERs) initiative to make the OERs, which are hosted on the OpenLab, more easily findable among the wealth of content on the platform. The OpenLab team is also exploring the use of the OpenLab for outreach to new students during orientation and for student support services.

*IID-6: Design activity calendars that encourage posting well in advance, that are searchable by topic and area of interest, and that can be adapted to support faculty planning, student engagement.*

There is much more active use of the calendar on the home page. In particular, student organizations and service offices make extensive use of the on-line calendar. The Professional Development Center is always working with the OCIS to ensure that activities are searchable and available for students.

*IID-8: Continue to build students' sense of belonging to professional communities and increase readiness for workforce and post-baccalaureate experiences by inviting industry and professional speakers, such as the "Meet the Pros" series sponsored by Advertising Design and Graphic Arts.*

The CET department fosters several students' chapters from different professional organizations (ACM, IEEE). These chapters organize student-led activities that nurture learning and promote professionalism. In addition, the **Robotics Club** organizes seminars inviting recognized speakers during the semester. The **WiTNY (Women in Technology NY)** is promoting STEM education and opportunities for female students. This program provides workshops, seminars, and informal gathers that promote community and increase readiness for the workforce. Additionally, several students work on multidisciplinary projects with the **Mechatronics Lab**. These multidisciplinary teams have developed projects that have caught the eye of national media and organizations in conferences and competitions. **The Peer-led advisor program** recruits and trains upper-level students to become advisors of freshman and sophomore students. The Peer-led approach is a model that not only helps in the academic aspect but also in the integration and adaptation from high school to college.

The CMCE department has three professional clubs (American Society of Civil Engineers, American Concrete Institute and Associated General Contractors). These clubs offer professional lectures, field trips, regional/national student competitions and conferences and professional development workshops. These organizations are national/international and promote a sense of community for our students both at the college and in the industry.

The Environmental Control and Facility Management program have student clubs that invite speakers from industry to meet with students. We also maintain a LinkedIn group where alumni and current students can network.

The CST degree programs have credit bearing internships, some required and some elective in degree requirements. Students go through the process of preparing resume, interviewing and then work at real workplace under supervision of employer and advisement of faculty member.

Nursing has worked closely with the Professional Development Center. All job and other opportunities are forwarded to the center for posting. Nursing students are informed of opportunities for internships and job fairs.

The Chemistry Department's student club under guidance by faculty (Chair) invites speakers from a variety of organizations --- graduate schools, medical, public health and professional schools to speak to students. The Graduate Student Fair also help in this effort to build on a student sense of belonging. Student clubs and tutoring workshops have been effective strategies to meet these goals.

The Architectural Technology Department offers regular lunchtime series by visiting professionals/ former graduates/ licensing advisor – to build student understanding of options upon graduation. SINY Sponsored lecture series brings well known practitioners into the department to speak and meet directly with the students.

Each year the HUS Department has workshops inviting professionals to discuss their career path and the work they have experienced in the field of human services. Students are encouraged and have attended the Mid Atlantic Consortium for Human Services Annual conference Students are invited to join the Human Service Club, where current issues are discussed; topics are presented; higher education workshops are provided and HUS faculty attend.

### III. Strengthen Coordination and Collaboration across the college to advance both personnel and programs

The data received from throughout the college for Goal 3 are presented by sub-goals, provided below.

#### **3A. Advisement: Create an integrated, systematic process for the effective delivery of academic advising from the New Student Center to department advisement for majors addressing key transition points and ensuring consistent, accurate, and supportive guidance**

##### *IIIA-3. Use technology effectively to enhance communication and collaboration.*

The CIS vision for this was to implement a document collaboration application that will allow for flexible collaboration for all College constituents. There is a CIS Strategic Plan that documents this effort. Part of this strategy included migration to a new network architecture – Novell to Microsoft. This new system would allow us to implement more flexible technology. Novell was holding us back as the technology didn't allow us to move forward with new applications and methods.

The College website was redesigned to allow for more effective communication. Numerous screens across the College provide better means of communication to students and for emergency notification.

The OpenLab is specifically designed to support collaboration across the college. In addition to the student-focused uses described above, it has also proved invaluable for faculty and staff working on projects of all kinds, as they collaborate and share their work with the college community; examples include college-wide committees, grant-funded initiatives, departmental working groups, course coordination, and more.

One of these projects is the College's current Title V grant, "Opening Gateways to Completion: Open Digital Pedagogies for Student Success in STEM," a \$3.2 million five-year cross-campus collaboration with Borough of Manhattan Community College, CUNY (BMCC) that is focused on improving student outcomes in mathematics gateway courses (<https://openlab.citytech.cuny.edu/openinggateways/>). The Opening Gateways team is using the OpenLab to manage the project, for its faculty development seminar, and to host open educational resources.

In addition, the team has integrated the OpenLab with WeBWorK, an open source online math homework system sponsored by the Math Association of America. The WeBWorK-OpenLab integration project addresses the limitations of the traditional one-on-one student-faculty dynamic for homework support by providing a community space on the OpenLab where students can ask homework questions, view existing questions, and engage with their classmates and instructors about the work (<https://openlab.citytech.cuny.edu/ol-webwork/>). The code will be released publicly as a plugin for WordPress, the OpenLab's underlying software, benefiting the mathematics education community worldwide.

### **3B. Standardize and establish effective practices through improved business processes**

*IIIB-3: Identify and refine multi-departmental processes within and across the academic, student affairs, and administrative areas to ensure maximum efficiency, minimize duplication and streamline the hand-offs from one department to the next (CUNYfirst enhancements).*

Academic affairs and Enrollment Management have developed routing slips for students. The purpose of these slips is to assist departments within academic affairs and enrollment management with student services across the college.

*IIIB-4: Develop exemplary models for training on institutional processes.*

Faculty orientation was developed as a result of this aspect of the Strategic Plan. Within the orientation, a technology services component was added. Karen Lundstrem's area provides numerous training for faculty and staff in utilizing resources. I believe there have been numerous training sessions on other processes necessary for business; i.e. Legal, HR, IT, etc.

The Living Lab Title V project has documented and shared its faculty development model; this model informed the design of the Opening Gateways faculty seminar, and can be leveraged for other initiatives that are focused on implementing change in the classroom and the college more broadly.

An emerging best practice is the use of the OpenLab for course coordination; departments are using the OpenLab to develop shared resources to promote consistency in instruction across sections and to integrate part-time faculty into departments' pedagogical approaches more effectively.

The City Tech Online seminar is a model for training faculty to teach online and to use Open Educational Resources. The seminar goes through formative evaluations each year and is reviewed by the Online Learning Advisory Council. Currently, a new module on OERs taught by the Library has been added to the seminar. Faculty find the online training modules convenient for their schedules, but rigorous in terms of homework and effort needed to complete the activities. Rather than offering all workshops, other college processes should consider online seminars led by instructors.

### 3C. Implement a strong and valued college-wide governance system

*III C-1: Promote involvement, awareness and transparency of governance activities with all constituents.*

College-wide governance activities reflect the value of transparency. The college council calendar which sets all college council general and standing committee meetings is set at the beginning of the academic year through a collaborative process between the college governance leadership and administration and every attempt is made to accommodate the needs of all stakeholders. College-wide general council meetings as well as standing committee meetings are announced in this calendar to the college community as well as through email communications made on a regular basis throughout the academic year and through the Council's Openlab website. Open hearings on macro-level issues such as the development of new programs, extensive changes to personnel processes, or changes to the governance plan are also held on a regular basis to gather additional information and input. These meetings are open to all members of the college community and indeed all members of the public as required by the state.

Governance at the College is required by New York State Law to follow the Open Meetings Law ([http://www1.cuny.edu/mu/vc\\_la/2006/01/02/requirements-of-the-open-meetings-law/](http://www1.cuny.edu/mu/vc_la/2006/01/02/requirements-of-the-open-meetings-law/)). In order to comply with the Open Meetings Law, every Standing Committee meeting, Executive meeting, and full College Council meeting must be open not just to every member of the college community, but also open to the general public. Any individual wanting to attend a particular meeting can find all Standing, Executive, and Full meeting dates, times, and locations on the College Council Website (<https://openlab.citytech.cuny.edu/collegecouncil/>). In addition to information regarding meeting dates, times, and locations, anyone can also find the current and past College Council Agendas, past minutes of full Council Meetings, passed and proposed resolutions and changes submitted by Standing Committees, and copies of the CUNY and City Tech Governance Plans. Moreover, approximately one week before each full Council Meeting, Steve Soiffer sends out a meeting reminder to the College Community.

Is the website perfect? No. Given the limitations of space and the need for someone to maintain the website there are improvements that could be made. For example, not all subcommittee minutes can be found on the site, and past minutes that are currently only available in hardcopy are not located in the College Council Office, which was moved to a much smaller space.

Given the amount of space needed on the website for curriculum matters, some choices needed to be made in terms of what was presented on the site. From what I understand, the current Secretary of Council is trying to work with OpenLab to get more space and to bring more of the information up to date. In fact, both the Secretary and Chair have done yeoman's work in trying to keep the site as up to date as possible, but as I've noted, this really needs to be the work of a single individual (a College Council Webmaster was suggested, and in the past we have tried to get a member of Council to serve in this capacity, but with no luck).

*IIIC-2 Develop a cycle of assessment of college-wide governance efficiency, structures, and procedures.*

Attention is focused on matters of efficiency on a regular basis by the college governance leadership team. The college council is always seeking to, and indeed must, seek new efficiencies to council operations given increasingly limited resources. The council has considered the consolidation of some committees as one possible avenue of reform to improve college council efficiency.

### **3D. Continue to implement and enhance a programmatically oriented Institutional IT strategy**

*IIID-1. Improve existing IT infrastructure to keep up with the latest hardware and software consistent with best practice.*

The faculty have responded that they need IT to keep up with the needs, demands, and security of the users and the institution. As a best practice, OCIS consults with its users. This is an ongoing strategy and OCIS has upgraded throughout the course of the years the entire network wired and wireless infrastructure. A lot of this is demonstrated on the projects and initiatives implemented. Campus wireless network was expanded; wired network was upgraded; network infrastructure was restructured to incorporate better security, flexibility, research network, etc.

*IIID-2. Address the pressing need for an improved infrastructure for the Library, Instructional Technology/Technology Enhancement Centers, and the Learning Centers, which are critically dependent on it.*

The Learning Center staff has upgraded almost everything over the past decade. There are newer tables, chairs, computers, printers, print management system, data management system, and upgraded software. As a matter of fact, the IT staff are in the process of creating a schedule for an upgrade of the lab. They will be installing new computers, printers, and software. Coupled with this, the main center, room AG- 18, along with its other tutorials rooms, were painted and ceiling tiles were replaced. Despite this, there is still work yet to be done. However, the ALC environment provides students with a clean and inviting place to study.

Library and OCIS have been working together to ensure better methods to allow for University constituents (faculty and students from other CUNY schools) to be able to better use CityTech IT facilities; wireless or printing. While the construction of the new building has occupied much of the facilities work on campus in recent years, small improvements have been made in the Library including increased Wi-Fi access points, additional electrical outlets available for students, and additional technology for student use including scanners, as well as tablet computers for students to borrow. The Library infrastructure was improved with respect to the wiring infrastructure and additional wireless hotspots.

*IIID-3. Enhance professional development of IT end users*

The faculty indicated that professional development in this context would be for IT professionals. The end-users are trained in the tools they need. OCIS training for end users was increased in all respects through the course of the years.

*IIID-4: Continue to optimize usability of IT by minimizing barriers while maintaining a secure environment*

On-going battle. Much of the projects implemented all consider these – this is part of OCIS mission.

*IIID-5: Eliminate redundancies and inefficiencies in computing in academic departments*

This is something that the OCIS envisioned the college needs to work towards. There are numerous inefficiencies due to redundant implementations in IT within academic areas. The governance structure of the college as it relates to Academic Computing requires an overhaul. Currently IT services is provided to users through too many different areas: Media Services, Instructional Tech, Department CLTs, OCIS. There are certain functionalities that need to be consolidated and some functionality that can remain within the academic purview but require oversight from a larger IT umbrella. I believe the College has been working towards that through the creation of a CIO position. OCIS manages and provides oversight and direction now more than ever before. However, in academic departments, there are redundant implementations within schools that could be looked at. There are CLTs in one department that have good IT skills while other departments don't have CLTs or those don't have IT skills. Some departments are implementing similar IT things as other departments – a consolidated implementation could be more efficient and less costly. There are labs scattered across the campus that are managed by different areas causing confusion in support.

### **3E. Ensure a positive student experience with the college's business processes and practices**

*IIIE-1: Move towards a more improved student experience through a virtual identity that affords access to open labs and other campus system resources, unifying and simplifying certain systems and IT (For example, one system login for access to specific non-specialized software in all general purpose labs).*

A recent Tech Fee project was approved as an initial phase to this: Virtual Desktop; OCIS is attempting to implement this project and is currently in the initial procurement phase. Relating to this is also efforts from CUNY Central. College CIOs work with University Central to facilitate and implement a lot of the strategic initiatives where some of these initiatives should be implemented from a University perspective and not local campuses.

Across the years all classrooms have been converted to presentation rooms.

*IIIE-3: Utilize technology to enhance student service experiences.*

There are numerous methods in achieving this. The redesign of the college website is related to this strategy. Academic and Administrative departments are utilizing different technology solutions to ensure student experiences are more efficient. Implementation of applications that allow automating of business processes is also related to this initiative; CUNYfirst, Degreeworks, student email, etc.

Enrollment Management particularly the Registrar's office has taken several measures to enhance the student experience using technology. All of our forms are now online and can be submitted to us via email, which streamlined our front desk operations tremendously. This includes forms only that are used by Deans and Departmental Chairs. These new efforts minimized issues surrounding processing students for graduation. The online registration process for our continuing student population improves the student experience and gives students more autonomy over their registration activities. In conjunction with academic affairs, degree works has been updated to ensure that it reflects the most recent departmental curriculum. This aids in ensuring that students and academic advisors can rely on the information reflected in Degree Works and can be used towards successful degree completion.

### **3F. Establish a Sustainable Funding Plan including strategic grant-seeking and efficient grants' management**

*IIIF-1: Continue to develop financial plans that strengthen City Tech's capacity to build a strong financial base, and distributes budget responsibility to the divisions and schools*

The schools and divisions must continue to prioritize the budget needs of their constituent departments within the context of the college's financial plan so that any contingent budget larger or smaller than expected can as well be implemented without delay. This must be prepared remembering historic post-election State budget reductions and University reallocations for new collective bargaining contracts.

*IIIF-2: Strive for the earliest possible notification on annual State and City allocations to support planning.*

The University deals with the operating and capital budgets from the State in advance of their making them available to the college for distribution at a point each year in June or July. Nevertheless, the college and its units must continue to proceed expediently with their implementation. City allocations are earmarks from individual elected officials or from the City Council as a whole under no predictable schedule. However, they and their specific purposes are always known and planned for in advance of their arrival.

#### **IV. Develop a strong, shared institutional identity that will guide decision making internally and present a distinctive, readily identifiable face to the world outside the College**

The data received from throughout the college for Goal 4 are presented by sub-goals, provided below.

#### **4C. Nurture City Tech's enhanced college reputation, fundraising and market position**

*IVC-1: Institutionalize a fund-raising culture that augments the concept of public college, and engages the larger institution.*

The College has not made as much progress in this area. Faculty and staff participation in the CUNY Campaign for charitable Giving, Giving Tuesday, Best of New York, etc. is extremely low. It is disappointing that there was no discernable uptick after the raises issued. We have not succeeded in developing a culture of philanthropy.

*IVC-2: Continue to expand and reinvigorate the College's Foundation Board.*

More than half of the Foundation Board were elected during the past five years. There are still not a sufficient number of donors capable of making major gifts, but we are perhaps at the point to begin to recruit such members.

*IVC-3: Target fundraising to specific initiatives and discretionary themes.*

Giving Tuesday and other recent activities have allowed the funding of areas that might previously have been beyond the ability (and the focus) of the Foundation. Promising, but not enough. We will soon revive our attempt to launch a College crowdfunding platform, the ideal approach to raising funds for activities or objectives beyond our normal purview.

*IVC-4: Develop an institutional branding strategy that celebrates the College's unique educational mission*

The City Tech brand is gaining traction. Advertising has continued to emphasize technology, STEM, hands-on and success. The College is much more recognizable today than it was even a few years ago. We have been aided in this by a record of public recognition for economic mobility among graduates.

*IVC-5: More fully engage alumni to promote mutually beneficial collaborations.*

Limited progress. Annual giving is still quite low. A career mentoring network has been established but is quite small. Staffing has been an issue during the past year.

*IVC-6: Enhance communication and outreach with alumni, and external partners.*

The College has extremely active use of social media on a range of platforms. Numbers of followers have steadily increased (Facebook is now approaching 10,000; Instagram posts bring some responses). Engagement rate has been slowly developing. Among measures of the recognition by external partners are the Brooklyn Navy Yard looking almost entirely to City Tech as a source of interns and the expectation by the Petrie Foundation that the College would play a leading role in proposing programs that address food insecurity among students.

# Appendix A

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# Implementation

New York City College of Technology

Strategic Plan 2014-2019

4/24/14

<b>STRATEGIC GOAL I: PURSUE CHANGING OPPORTUNITIES IN CITY TECH'S AREAS OF EXPERTISE</b>					
<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>A. Expand and continuously update program offerings of each of City Tech's three Schools and Division of Continuing Education, while exploring and promoting collaborations across disciplinary boundaries and enhancing interdisciplinary work</b>	<b>1. The School of Arts &amp; Sciences</b> will deepen instruction in General Education for all students, while also creating distinctive baccalaureate degree programs that leverage the College's strengths in applications, technology, and hands-on learning.	a. Develop inquiry-based learning in all first-year biology and chemistry labs and then extend to advanced labs, to provide students direct experience in observation and measurement of the natural world and introduction to scientific methods and understanding	<b>Coordinator</b> Dean STEM Center Director Dept. Chairs  <b>Participants</b> Faculty CLTs Faculty Commons	1000 level Sp14/ F14  2000 level Sp15  3000 level+ F15	compliance  SLO gains, measured by tests, rubrics  Student/faculty satisfaction surveys
		b. Expand the College's newly organized program in Environmental Science, with emphasis on the subject's multi-disciplinarity and on Brooklyn's post-industrial, development-intensive, storm-sensitive, densely populated waterfront location.	<b>Coordinator</b> Chair, Chemistry <b>Participants</b> Faculty team, including Math, Physics, Biology, Chemistry, technology depts; BWRC	Complete plan F15  Course devel. S14-F15	Plan circulated  Courses run
		c. Implement new degree programs in Professional and Technical Writing, Biomedical Informatics, and Mathematics Education, while continuing to expand Applied Math	<b>Coordinator</b> -Dean, A&S <b>Participants</b> Program directors, faculty	Annual	Enrollment targets  Retention, graduation, employment or further education
		d. Design and introduce new baccalaureate programs in Chemical Technology and Computational Physics, and explore collaborations with the School of Technology & Design.	<b>Coordinator</b> -Dean A&S <b>Participants</b> Chairs-Chem, Physics Faculty  <b>Coordinators</b>	Physics S14-F14 Begin F15  Chem Tech S14-S15	Degrees approved and registered

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
			Deans A&S, T&D <b>Participants</b> Chairs Bio, CET, MET (Bio-Medical, Env. Health & Safety, etc.) faculty	Begin S-F16  Env. Health/ Safety F14-S15 Begin S-F16  Bio-Medical or other F14-F15 Begin F16	Enrollment
		<b>e.</b> Complement the increased offerings in the arts, humanities, foreign languages, and social sciences with a rich array of interdisciplinary courses.	<b>Coordinator</b> -Dean A&S Interdisciplinary Comm.		Courses approved, offered, enrolled
	<b>2. The School of Professional Studies</b> will respond to the continuously increasing integration of technology into health and professional fields and to the expectation that these professions will be practiced in cross-	<b>a.</b> Make all programs communications-intensive, including communication in other languages.	<b>Coordinator</b> -Dean SPS Comm. Committee Chair <b>Participants</b> Dept. Reps School Assessment Comm.	Form Committees S14 Develop Plan F14-S15 Implement plan F15-S16	Plan in place  SLO gains as measured by exam items, rubrics
		<b>b.</b> Maintain cutting-edge practice by establishing cycles for evaluating/ replacing technology and by nurturing strong relationships with industry and professional partners.	<b>Coordinator</b> - Dean SPS Chair, Tech. Committee Chair, External Partnerships Comm. <b>Participants</b> Dept. Reps.	Form Tech. Comm S14 Develop Cycle F14 Faculty PD Plan S15  Form Partnership Comm-S14	Cycle in place Annual review Assess PD  Implement and assess plan S15-S16

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	disciplinary settings and teams.			Develop Plan F14	
		c. Design and implement new degree programs in Fashion Management and Dental Hygiene and continue to explore potential collaborations with the other two Schools.	<b>Coordinator</b> -Dean SPS Chair, Business Chair, Dental Hygiene	Fashion approved S15 DH approved F15	Degrees approved and registered Enrollment
		d. Expand the context for professional practice by integrating the humanities and social sciences more deeply into the curriculum, creating opportunities for inter-professional study and practice, and establishing cross-disciplinary research opportunities for both faculty and students.	<b>Coordinator</b> -Dean SPS Chairs Dept. Gen Ed Committee members School Assessment Comm. Members Inter-professional Comm. Research Committee	Convene committees F14 Implementation plans	SLO gains as measured by course assignments, rubrics. # of research opportunities
		e. Build on the well-established Service Learning initiatives to foster students' civic engagement and increase opportunities for real-world practice.	<b>Coordinator</b> Chair, Service Learning Committee <b>Participants</b> Faculty Faculty Commons	Form Comm. F14 Develop plan/sites F14- S15 Implement F15-F18	Increased # of opportunities / placements SLO gains as measured by surveys
	<b>3. The School of Technology &amp; Design</b> will situate itself at the intersection of academic theory and	a. Formalize the institutionalized, rigorous scheduled review of technical course curricula to guarantee its relevance and timeliness.	<b>Coordinator</b> -Dean, T&D <b>Participants</b> T&D Curriculum Comm. Faculty Advisory Committees	Establish cycle S14 Implement cycle F14 and annually Advisory Comm. review F15 and annually	Employer surveys

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	hands-on applications, while implementing processes that ensure a nimble response to the challenges of delivering programs based on rapidly evolving technologies and demand.	b. Increase success in technology programs by addressing students' college readiness needs, strengthening pedagogy, and providing integrated academic support.	<b>Coordinator-</b> Dean T&D <b>Participants</b> -Chairs, faculty First Year programs, STEM Center, Faculty Commons	Data review F14 Academic support-F14-F18 Plan F14-S15 Implement F15	Improved retention, graduation
		c. Explore the utilization of online instruction to reach larger student populations who currently do not have the access to a technological education.	<b>Coordinator</b> Dean T&D <b>Participants</b> Online committee	Form online committee F16 Feasibility study F16-S17 Submit plan F17	Committee report Implementation of plan
		d. Develop programs of study utilizing the curricula of multiple departments, thereby responding to new areas of commerce and research and development.	<b>Coordinator-</b> Dean T&D <b>Participants</b> Faculty	Form task force F16 Present report F17 Begin development S18	Task force report New programs
		e. Improve the awareness of global opportunities for students and faculty alike by encouraging cooperation in articulation agreements with international programs, fostering meaningful learning and internship programs overseas, and developing articulation agreements and joint research with similar overseas institutions.	<b>Coordinator</b> -Dean T&D Chairs Faculty Associate Provost	Development-S14-S15 Implementation-F15-F18	# of agreements, partnerships; surveys
		f. Build an infrastructure that will support technological innovation and research at a pace commensurate with industry; Improve the ease of implementation of new technologies at all levels.	<b>Coordinator</b> -Dean, T&D T&D Technology Committee CIS	Form Committee S14 Research/ Plan F14-S15 Prof. Devel. F14	Meet targets; Assess PD

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		g. Develop a five-year facilities master plan that will address changing departmental needs and increased and shifting enrollment.	<b>Coordinator</b> -Dean T&D Facilities Comm. Campus Facilities	F14-S15 Devel. Plan F15 begin implementation	Plan in place; implemented on schedule
		h. Explore incubator opportunities for technology departments and faculty.	<b>Coordinator</b> -Dean T&D Dept. Chairs Continuing Ed.	F16-F18	# identified/outcomes
	<b>4. The Division of Continuing, entrepreneurial and flexible, will supplement, enrich and leverage resources to support the College's degree programs by serving diverse populations outside of traditional degree-seeking groups, by addressing workforce needs for trained entry level workers and for upgrading</b>	a. Systematically monitor the local environment to identify current and future opportunities/needs for shorter term training that can be met by certificate courses in technology, manufacturing, fabrication, information technology and its applications, architecture, healthcare, and engineering as the workplace evolves and population grows.	<b>Coordinator</b> -Dean, Cont. Ed. Program Directors	F14-develop indicators, strategies	Assess semi-annually
		b. Build and continuously refresh relationships with such entities as the Brooklyn Navy Yard, Industry City, MTA, SEIU 1199, NYC HHC and other mayoral agencies.	<b>Coordinator</b> - Dean, Cont. Ed. Program Directors Advisory Comm.	S14 and annually, set targets	Assess semi-annually
		c. Extend and develop outreach to community-based groups to support broad-based access to education and training.	<b>Coordinator</b> - Dean, Cont. Ed. Program Directors	F14 Review current partners, develop indicators; S15 Identify new partners; F15-S17 Develop new partners	Annual assessment using indicators
		d. Follow new legislation, advances in sustainability practice and new local laws in construction safety in order to launch new programs in a timely manner. Follow the cyclical events in construction, sustainability and safety.	<b>Coordinator</b> - Director, Academy for Occ/ Const. Safety Deans, T&D, Cont. Ed. Dept. Chairs Industry partners	F14 begin semi-annual reporting/ planning cycle	Semi-annual rev. of enrollment, new programs, satisfaction

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
	incumbent workers' skills, and by providing an incubator for potential certificate and degree programs.	e. Develop strong, customized training programs with business and industry, as well as customized degrees paid for by companies, unions and the non-profit sector.	<b>Coordinator-</b> Dean, Cont. Ed. Program Directors Dept. Chairs Advisory Comm.	F14 Develop / update protocols for training, degrees; review staffing	Annual review of current, developing programs
		f. Ensure continued and consistent excellence in program delivery through nurturing a culture of assessment, implementing continuing quality improvement, and instituting strategic succession planning.	<b>Coordinator-</b> Dean, Cont. Ed. Program Directors All staff	S14-F14 Complete assessment plan; S15-F18 Implement plan. S14 Develop staff/succession plan	Annual Report includes findings, decisions.
<b>B. Strengthen the foundations of academic achievement and success.</b>	<b>1. General Education and Assessment.</b> Firmly establish the College's signature general education as the foundation and context for all programs.	a. Integrate into all programs City Tech's new general education common core, which richly and explicitly connects the liberal arts and sciences to technical and professional majors.	<b>Coordinator-</b> Provost Gen Ed Comm. Deans Chairs	F14-S15 complete mapping of outcomes;	Gen ed outcomes for all programs, courses; all depts. map outcomes
		b. Drawing on tools and practices gained from the Title V Living Lab and NSF I-Cubed grants, Inform, engage, and support not only current faculty, but also new faculty and part-time faculty in the work of infusing general education.	<b>Coordinator-</b> Provost Associate Provost Grant leaders Gen Ed Committee Faculty Commons Chairs and faculty	Ongoing from 2013-14	Gen Ed assessment cycle
		c. Through College-wide themes and activities, as well as department-focused projects and improved materials, foster students' understanding of the College's General Education Common Core as the grounding of their education	<b>Coordinator-</b> Provost Gen Ed Committee Dept. Gen Ed reps	S15 launch first activities S15 pilot student material	Surveys; gen ed outcomes

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		d. Make assessment an integral part of how the faculty think about teaching and make improvements, both in the integration of general education outcomes across curricula and in each department's critical courses and program outcomes.	<b>Coordinator</b> -Director, AIR Deans, School Assessment Committees Faculty	F14 Complete first critical course cycle; begin 2 <sup>nd</sup> . S15 Complete first gen ed assessment cycle; begin 2 <sup>nd</sup> .	Annual reports on critical courses, gen ed findings, decisions.
	<b>2. Faculty.</b> Continue to expand City Tech's diverse and accomplished faculty and support their advancement as teachers and researchers.	a. To expand the full-time faculty and in response to a teaching load reduction that achieves parity with other CUNY senior colleges hire up to forty additional full-time faculty for 2014-15 with continuing modest increases thereafter.	<b>Coordinator</b> -Provost ISR Director Deans Chairs, Appts. Comms.	F13-S14 Complete hiring for AY14-15; F14 assess needs continue cycle	Meet targets
		b. Draw on the faculty's diversity and its unique mix of accomplished academics, creative designers, and seasoned professionals to multiply opportunities for interdisciplinary collaboration.	<b>Coordinators</b> -Provost, Deans, OSP, Faculty Commons, Interdisciplinary Committee	AY 14-15 Pilot Annual ID events; Continue yearly	Meet targets for projects, participation . COACHE
		c. Offer new faculty informed mentoring and ample resources to support their teaching, research, and	<b>Coordinators</b> -Faculty Commons, Orientation TF; Chairs; Personnel Comm.	AY 14-15 expand orientation; create mentoring comm.	College surveys; COACHE
		d. creative work.			
		e. Ensure a supportive, nurturing workplace for faculty.			COACHE survey.
		f. As professors advance to mid-career, ensure their sustained engagement and vitality by continuing to support research and identifying new opportunities for professional growth.	<b>Coordinator</b> - Provost Deans, OSP, iTEC,	AY 14-15 pilot grant program;	Faculty Scholarship Rpt., COACHE
		g. Expand the Library's role in support of faculty research and scholarship, including both discipline-specific study and the scholarship of teaching and learning.	<b>Coordinator</b> -Chief Librarian Strategic Planning Comm.	AY 13-14 Library completes strategic plan;	Submit plan, implement.

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				F14-F18 implement and assess plan	COACHE and Noel-Levitz surveys
		h. As new instructional modalities and tools become available at an ever more rapid rate, expand technical support and training opportunities for faculty and staff.	<b>Coordinator</b> -Director, iTEC; OLAC, CIS	AY14-15 initiate annual review.	Report annually.
		i. Intensify the pursuit and coordinated management of grant funding that furthers faculty research and creative goals as well as institutional objectives.	<b>Coordinator</b> -Provost Director OSP; Grants Advisory Committee	F14 form Adv. Comm.; develop needs assessment, plan.	Meet targets: applications, funding;
		j. Support full-time and part-time faculty and ensure consistent instruction by strengthening the role of departmental course coordinators/course leaders, as well as continuing to develop orientations, online support, and professional development.	<b>Coordinator</b> -Provost Gen ED Committee, Faculty Commons, STEM Center, Deans, Dept. Chairs	AY 14-15 1 <sup>st</sup> group AY 15-16 2 <sup>nd</sup> group AY 16-17 3 <sup>rd</sup> group	Dept. plans, resources in place; grade distributions , surveys,
	<b>3. Infrastructure</b> Use the new academic building and space made available in the older college buildings to expand and improve the college's infrastructure for scientific and technical instruction.	a. Create cross-departmental, cross-School collaborative workspaces in the Namm Complex and at Voorhees for faculty and student research and projects (See IA.3.g)	<b>Coordinators</b> -College Facilities, Deans Department reps	AY 15-16 plan AY 16-17 design AY17-18 implement	Meet targets
		b. Design and implement a STEM Center to be the locus of interdisciplinary work in STEM, undergraduate research, and STEM education (See I.D.1)	<b>Coordinator</b> -Campus Facilities, Provost, STEM Center Director, faculty	AY 15-16 Plan AY 16-17 Design AY17-18 implement	Meet targets
		c. Expand the library to foster individual and group work by students, enhance academic and instructional support for students, and facilitate faculty research	<b>Coordinator</b> -Chief Librarian Strategic Planning Comm.	AY 13-14 Library completes strategic plan;	Submit plan, implement.

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		and scholarship appropriate for a baccalaureate-granting college.		F14-F18 implement and assess plan	COACHE and Noel-Levitz surveys
<b>C. Program development and updating</b>	<b>1. Collaboration</b> Through reconfigured advisory committees, partnerships, and professional organizations, keep pace with the many industries for which City Tech educates students.	a. Identify new fields where program development would be advantageous. (See School goals I.A.1,2,3,4)	<b>Coordinator</b> -Provost, Associate Provost, Deans, Curriculum Committee, external partners	AY 14-15 Form committee; meet semi-annually	New programs developed.
		b. To address trends in the professions and industry, create opportunities for inter-professional and interdisciplinary study.	<b>Coordinator</b> -Provost Deans, Interdisciplinary Committee, OSP, Director Undergraduate Research, faculty	AY 14-15 institute semi-annual meetings; review resources and opportunities	Meet targets for increase of opportunities, participants
		c. Ensure that baccalaureate programs address emerging technologies, apply advanced tools to the solution of problems, and support essential economic development.	<b>Coordinator</b> -Provost, Associate Provost, Deans, Curriculum Committee, external partners	AY 14-15 Form committee; meet semi-annually	Annual review.
	<b>2. Process</b> Shorten the development time for new and updated programs.	d. Academic Affairs and college governance will collaborate to implement a program development and review process that is well informed but supple and efficient.	<b>Coordinator</b> -Provost Associate provost, Curriculum Committee	AY 13-14 new forms and electronic access AY14-15 PD for proposers	Shortened development /review time; clear calendar

<b>STRATEGIC GOAL I: PURSUE CHANGING OPPORTUNITIES IN CITY TECH'S AREAS OF EXPERTISE</b>					
<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>D. Become a center of excellence in teaching STEM to a diverse, urban population.</b>	<b>1. Coordination:</b> Create a STEM Center to support faculty and students in all aspects of STEM, providing spaces for group study, collaborative research, and hands-on practice.	a. Plan, identify existing and potential resources, and implement a STEM Center, that will bring together efforts focused on improved instruction, an enriched experience for students, and the creation of a body of scholarship. (See I.B.3.b)	<b>Coordinator</b> -Provost, STEM Center Director, Associate Provost, Deans, Chairs, BMI, Director Honors Scholars, Director OSP, Director Faculty Commons, Director Undergraduate Research	FY14-15 Use Perkins funds to initiate program and develop strategic plan FY15-16 Seek grant funds to develop plan; expand PD and research FY 16-17 Expand program; construct space	Expanding portfolio; meet targets for participation, retention, graduation, post-graduate outcomes; meet targets for research.
	<b>2. Practice:</b> Implement demonstrated high impact practices in STEM education throughout the curriculum.	a. Support the full integration of high-impact practices introduced through the I <sup>3</sup> and Title V grants into all STEM areas.	<b>Coordinator</b> -STEM Center Director, Title V PD, CUE Director, Course coord.	FY 14-15	
		b. Continue to expand undergraduate research opportunities into a sequence of increasingly challenging experiences that address the needs of students at all levels, including those going on to graduate/ professional study.	<b>Coordinator</b> -Director UGR, UGR Committee, Associate Provost, STEM Center Director	AY14-15 design entry experience; hold REU/ intern expo	Meet targets at all levels
		c. Cultivate a mathematics rich context for STEM degree programs.			
		d. Work with City Tech's two early college high schools, as well as through College Now, and other high school partners to prepare students to excel on college-level STEM programs.	<b>Coordinator</b> -Provost Faculty Liaisons, HS faculty, Liaisons, CUNY Early College	S14 Math sub-comm. Formed AY14-15 PD and coord. work	Meet Math targets; retention/gr aduation

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	<b>3. Research:</b> Become known for scholarship and success in broadening participation in STEM.	a. Support faculty scholarship on teaching and learning in STEM to find funding, collaborators, and mentors.	STEM CENTER Director Director of Sponsored Programs, Deans of A&S and T&D Faculty Commons	FY14-15 workshop series; create partnerships FY15-16 add pre-sabbatical scholars program FY17-18 add post sabbatical	Meet targets for publication, conferences, invited talks

<b>STRATEGIC GOAL II: INCREASE STUDENT SUCCESS AND ENHANCE STUDENTS' ACADEMIC AND CO-CURRICULAR EXPERIENCE.</b>					
<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>A. Orientation and First Year Experience.</b> Tailor an engaging orientation/ First Year experience that provides new students with the skills, information, and relationships needed for success.	<b>1. Orientation.</b> Redesign orientation to make it a more immersive introduction to college life and to the major for all new students, and address specific needs of different groups of students	a. Form an Orientation Task Force to design and implement a more comprehensive introduction to college life, as well as an expanded introduction to general education and the majors for first-year students.	Director, Student Life Provost's Executive Associate Representatives from Academic Affairs, Student Life	Task Force F14  Implement Su15	Meet targets for participation  Satisfaction and longitudinal targets
		b. Continue to expand the orientation component of the First Year Summer Program for students with developmental needs.	CUE Director Director, Student Life	Su14-17	Pre-post surveys, longitudinal targets
		c. Respond to the specific needs of transfer students.	Director, New Student Center Admissions School Deans Department Chairs, program directors	Pilot Su 14  Implement Su15	Follow-up surveys; progress and completion
		d. Welcome and support the transition of those coming from City Tech's early college high schools. Pre-college seminar Expanded summer bridge Fall study groups	Provost Early College Liaisons Participating departments	Spring 14-F14	Attendance, retention, graduation
	<b>2. First Year Experience.</b> Use First Year experience to connect students to networks and communities.	a. Design department-based activities for first-year and transfer students that engage new students from entrance to the college to full integration in the major.	School Deans Department chairs, Program Directors, Faculty	Planning AY 14-15  Implement AY15-16	Y2 retention Xfer to bacc. Programs Completion
		b. Scale up learning communities and expand options to tailor them to individual majors.	CUE Director Registrar School Deans Department chairs	Plan AY 14-15  Implement F15	Increased #, success, retention

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		c. Expand the use of peer mentors, peer-led team learning, and other strategies that engage more advanced students in supporting the orientation and learning of first-year students.	CUE Director Honors Scholars Director Department Chairs	AY 14-15 Assess current AY 15-16 Expand stage 1 AY 16-17 Expand stage 2	Meet targets for #s, retention
		d. Develop a comprehensive strategy for effective communication with students, utilizing a full range of media.	Dean of Student Affairs Communications Director Student Affairs staff Faculty reps CIS Student government	F14 Plan, establish content areas S15 Implementation plan F15 Implement	Monitor use
		e. Increase active participation in clubs and extracurricular activities.	Student Life  Department Chairs, Program Directors, Faculty	AY14-15 Dept. clubs, Student Life implement strategies	Meet participation targets, retention, graduation
<b>B. Advisement.</b> Create a systematic process for the effective delivery of academic advising from the New Student Center to department	1. Establish effective coordination of goals and procedures for all facets of advisement: academic/ financial aid	a. Form a standing advisement oversight committee to map, coordinate, and assess advising at City Tech: <ul style="list-style-type: none"> <li>▪ Map Current activities</li> <li>▪ Develop detailed implementation plan (materials, personnel, processes)</li> <li>▪ Schools/ departments set targets</li> <li>▪ Develop assessment plan</li> <li>▪ Maintain a schedule for review/ updating</li> </ul>	Chairs, of Oversight Committee Reps from Academic Affairs (both faculty and staff), Student Affairs, and Financial Aid Student government	F14	Noel-Levitz, Student experience survey, NSC Audits, Department audits for incidences of errors, Faculty/ staff satisfaction with process/resources

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advisement for majors to a Next Steps Center addressing key transition points and ensuring consistent, accurate, and supportive guidance.	2. Ensure that Information is consistent and accurate; reduce errors, disallowances	a. Improve existing resources such as DegreeWorks and advisement manuals and create new ones as needed, that support faculty and staff to effectively and efficiently support students.	VP for Enrollment, Registrar, Provost's Office School Deans	S14	Maintain schedule for content updates; reduced errors, disallowance
	3. Provide levels of guidance appropriate to student need.	a. Provide professional development and resources for academic advising to orient new faculty and staff, and systematically update the information and processes for experienced advisors; offer training for more specialized roles. (transfer advising, program director, department chair)	Faculty Commons, New Student Center Director, Registrar	F14	Meet targets for increased satisfaction, reduced errors
		b. Create a Next Steps Center, as a central resource for access to internship, career, transfer, and graduate/ professional school opportunities	Center Director BMI/ Honors CUNY Service Corps Dept. internship coords.	F14	Meet targets for use, success.
	4. Make advisement and information about programs and progress readily accessible and develop incentives for students to use advisement tools.	a. Develop a web-based map on the Open Lab to guide students to resources at each stage of their academic careers.	Directors, NSC and Next Step Center, School Deans	F14	Noel-Levitz, Student Experience survey # registering early
		b. Use technology to make the advisement process more consistent, efficient, and accessible.	CIS	F14	
		c. Create a campaign to engage students.	Student Affairs, student government	S15	
	<b>C. Retention/ degree completion.</b> Improve student persistence	<b>1. Academic support.</b> To ensure that academic support is comprehensive, effective and readily available, expand	a. Departments will identify academic obstacles in the curriculum and other hurdles at each level and work with academic and student support service areas to provide effective interventions and supports.	Provost  School Deans  Department Chairs	Associate AY 14-15 Data anal. AY 15-16 Implement Bacc.

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(retention) within the first-year and beyond with targeted interventions at all levels.	collaboration among academic support services such as the Library, Learning Centers, Instructional Technology/Technology Enhancement Centers, and the departments to enhance student academic progress		Faculty	AY 16-17 Implement AY 17-18	
		b. Identify students in academic difficulty and intervene early, by developing a series of steps and referral materials.	School Deans Department Chairs, faculty Counselors, Academic Support	Ay14-15 Assess AY 15-16	Meet targets for course completion, grades.
		c. Expand the Library to foster individual and group work by students, and enhance academic and instructional support for students, appropriate for a baccalaureate-granting college serving a large student population.	Chief Librarian Librarians Faculty Advisory Committee	S14 Complete Library Strategic Plan AY 14-15-17-18 Implement	Usage, Student surveys, Faculty survey.
		d. Make academic support more available and more tailored to program needs, by strategically de-centering face-to-face tutorial services, increasing e-tutoring, and making other services available electronically.	Provost Department reps Director Learning Center Director iTEC CIS	AY 14-15 use Perkins funds to redesign; AY 15-17 Implement Stage 1	Usage, Student surveys, faculty survey,
		e. Ensure students' ability to access and make full use of software required for their programs, as well as technology-enhanced instruction, and online learning.	Director iTEC OLAC Council Tech. Comm. CIS Departments	AY 14-15 Set targets AY15-16 Map course-specific software; increase use of course management software;	Use of Blackboard, Open Lab; Retention /success rate in online classes; Readiness for course software

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	<b>2. Internal Resources.</b> Establish active collaboration between departments and administrative areas such as the Registrar and Financial Aid, as well as with internal resources-Counseling, Student Support, Veterans Services, Wellness etc.	a. Make every department a hub for faculty and students to increase awareness of and access to the College's many services for students. (Full-time faculty, Part-time faculty awareness and contacts) by creating a central distribution point and service information kiosks.  Open Lab sites.  Chairs meetings and faculty meetings	Associate Provost Registrar Financial Aid Dir. Dir. Of Counseling, Student Support Veterans Services, Wellness	AY15-16 create central distribution point for information/ access to services; Open Lab site  AY 16-17 Implement Department service kiosks	Meet targets for awareness and use of services
	<b>3. Take advantage of External resources-</b> CUNY, BEOC, CBOS	a. Explore resources such as CUNY START and ASAP, as well as partnership with the BEOC, to support retention and readiness.  b. Expand and deepen ties to CBOs that offer services to students in their communities.	Provost  VP for Enrollment/	AY14-15 Schedule exploratory meetings  Implement Pinkerton Foundation grant with CBOs	Meet retention and success targets
<b>D. Student experience.</b> Support student persistence and	1. Make administrative services more efficient and more student-friendly	a. Create a student experiences steering committee	Dean of Students Reps: Student Affairs Reps from Academic Affairs, Registrar, Bursar, Business Office,	AY 14-15	Noel-Levitz Student Experience Survey
		b. Implement an assessment plan to monitor student satisfaction with college services		AY 15-16	

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success through the removal of obstacles and effective delivery of administrative services and through engagement in the rich array of co-curricular and extra-curricular activities.		c. Develop standard operating procedures for department services and processes.	Council Comm. on Students	AY15-16	
		d. Create welcoming, user-friendly guideposts, maps, and signage	Facilities	AY 15-16	
	2. Increase the range, appeal, and awareness of College activities	a. Build on the features of the Open Lab to maximize its potential for student-student, faculty-student, and college-student communication.	Open Lab team, consulting with Academic Affairs, Student Affairs, Administration and Finance, Council, Student government	AY 14-15 Create a "Commons" area on the Open Lab and re-organize the structure to accommodate service areas.	Noel-Levitz and Student Experience surveys
		b. Fully implement event calendars so that members of the College Community can easily see what is happening today and this week, as well as do longer-range planning.  Use multiple strategies to deliver the information	Assistant to president Director of Communications Faculty Commons Director of Student Life	AY 14-15	# of users; increased participation
		c. Expand and publicize activities that meaningfully support and address the needs of the College's diverse student population and highlight and celebrate the college's many cultures.	Director of Student Life, Student clubs, faculty	AY14-15 Gather information re current events. AY 15-17 Expand roster	Satisfaction surveys, participation
		d. Build students' sense of belonging to professional communities and increase readiness for workforce and post-baccalaureate experiences by inviting industry and professional speakers, such as the "Meet the Pros" series sponsored by Advertising	School Deans Department Chairs/ Program Directors Faculty Director of Communications	AY14-15 Gather information about existing events	All depts. participate;

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		Design and Graphic Arts, the Emerge Lecture Series, and other School-wide and departmental efforts.	Director of Student Life BMI. Women in STEM	AY15-17 Design coordination support for new events	Increased opportunity for faculty, students
		e. Hold regular Graduate/ Professional School fairs and develop a calendar of events geared toward next steps	Director, Next Steps Center, BMI, Honors Scholars, Associate Provost	AY 13-14 1 <sup>st</sup> fair held AY 14-17 Annual fair held; Expanding series of workshops	# of participating institutions, students;  successful applications
<b>D. Space for students.</b> Create new physical and virtual spaces to connect the students to the College and one another	1. Engage a broad-based planning group for the space to be vacated in Pearl when the new building is completed.	a. Use space for co-curricular and extra-curricular activities creatively, to invite participation and encourage collaboration.	Planning team: faculty, student government, Director of Student Life, campus architect, ARCH faculty	AY 15-17	Plan in place
		b. Design appealing social spaces, informed by student choices, to stimulate informal gatherings and encourage increased student engagement	Planning team: faculty, student government, Director of Student Life, campus architect, ARCH faculty	AY 15-17	Plan in place
	2. Make Open Lab a reliable and available vehicle for intra-college communication.	a. Build on the features of the Open Lab to maximize its potential for student-student, faculty-student, and college-student communication	Open Lab team CIS	AY 15-18	Satisfaction surveys

<b>STRATEGIC GOAL III: STRENGTHEN COORDINATION AND COLLABORATION ACROSS THE COLLEGE TO ADVANCE PERSONNEL AND PROGRAMS</b>					
<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>A. Nurture a culture characterized by a sense of shared responsibility, courtesy, recognition of exemplary performance and efficient use of time and resources.</b>	1. Achieve a mutually supportive, engaged, and caring environment to make the college a user friendly and less challenging place to study and work.	a. Promote such an environment through staff training, collaboration and communication.	College Leadership	S14-F18	COACHE, Noel-Levitz; additional recognition of accomplishments and contributions
		b. Expand current practices (such as the Service Awards, annual faculty poster session, and Scholar on Campus) to enhance collegiality and recognize the accomplishment and contributions of colleagues.			Pre-post surveys, e.g. COACHE, Student Experience Survey
	2. Increase transparency of administrative information and decision flow.	a. Make campus-wide organizational charts that contain easily accessible college contact information for financial procedures, information technology, student help and learning resources, and administrative structures	VPs	S14: Collect/ update org. charts	Organizational charts and contact information posted on college website.
			Deans		
		Area directors	2014-2018: Post and update org.charts	Evidence that information is updated regularly	
	b. All areas, including academic depts, have current staff, hours, etc. posted and online	Departmental/area leadership			
		c. Telephone protocol implemented in all offices			
	3. Ensure easy access to accurate and useful information with respect to the college	a. All departments/areas will continue to post relevant information on their websites.	President, VPs, Department Chairs, area Directors.	Ongoing	80% or more of departments update their websites annually

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	for members of the college community.			2015-2018 website updates implemented	100% of the college website is reviewed and updated as needed over a 5 year cycle
		c. Use Email and newsletters to highlight recent and upcoming events			
		d. AIR will review websites at other campuses and add information as needed; particularly with respect to articulation agreements and transfer.			
		a. Re-assess and expand implementation of LCD announcement system for campus-wide information dissemination for students, faculty and staff	Media Services, Communications, CIS	Ongoing	Assess increasing number of daily activities, deadlines, etc. presented;
		b. Identify other means of college communication such as the College Council website, OpenLab and Email.	College Council, CIS, Communications, AIR	2013-2014: college council moves website	Pre and post faculty/staff surveys;
		c. Implement a document management tool for efficient and ease of administration project collaboration		2014 pre surveys administered	College council website moved to Open Lab;
		d. Utilize Listservs or OpenLab for group information dissemination and collaboration		2015 evaluation of surveys and plans for web site improvement	*Email system upgraded to increase memory and off-site utility;  80% of faculty use their college email

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				2013-2018 Campaign to promote 100% College email use by faculty	at least once a week.
	5. Ensure exemplary service in all academic and service areas	a. Areas responsible for interdepartmental processes will meet regularly to create workflow charts and develop strategies to streamline processes and promote seamless hand-offs. b. Create exemplary models for training on institutional processes. c. Implement service training. d. Create service training liaison positions as needed.	Vice Presidents Area heads	Ongoing	Improvements in pre-post faculty, staff and student surveys
<b>B. Create and Communicate Clear Institutional Planning Processes</b>	1. Design transparent channels for input into planning processes.	a. Identify critical institutional planning processes, with cycles, and key and affected participants. b. Create and implement channels for input from all identified participants. c. Post draft plans and invite comment from the college community.	President  Vice Presidents  Area heads	Ongoing	Develop a Rubric for Institutional Development and Capacity Building Based upon Inclusion, Integration, and Community Interface

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	2. Align departmental and area goals and assessment with institutional goals.	a. Key and affected participants are identified in implementation and assessment sections of plans. b. Area annual reports indicate contributions to and impact of major planning processes	Area heads, deans	annual	Annual Goals & Targets reports
<b>C. Standardize and ensure effective practices through improved business processes</b>	1. Evaluate business processes to eliminate barriers and modify practices that are unnecessarily rigid, redundant, inconvenient and/or inefficient	a. Implement cycles of continuous improvement for business practices including assessment, evaluation, improvement and reassessment	Vice Presidents Area directors	Ongoing	Evidence of workflow charts with fewer steps.  Assessment cycle implemented
	2. Assess ways to enhance the faculty and staff professional experience by minimizing bureaucratic obstacles and focusing on achieving excellent administrative service in all areas	a. Survey faculty and relevant offices	ISR/ HR Provost's Office	S 15	Survey findings
		b. Incorporate information from survey into processes for improving services in all areas.	Vice Presidents Area heads		Assessment cycle implemented.
3. Identify and refine multi-department processes to ensure maximum efficiency, minimize duplication,	a. Identify critical specific relationships between areas, e.g., depts/ registrar/ Financial Aid/ Purchasing	Vice Presidents Area directors Deans	F15	Maps and workflow charts	

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	and streamline the hand-offs between departments.	b. Map workflow and analyze to increase efficiency.	Dept. Chairs		Assessment cycle implemented
		c. Incorporate improved processes.			
	4. Develop exemplary models for training on institutional processes	a. Identify or design examples of such processes—e.g., PAFs, CF, purchasing,	Vice presidents Area heads	AY-14-15 Areas identify needs and set schedule/ review cycle  AY17-18 first cycle completed	Models developed, piloted, implemented
		b. Develop and pilot training models, e.g., handbooks, powerpoints, podcasts, workshops.			
	5. Develop administrative succession plans for smooth transitions	a. Ensure that all position descriptions and org. charts are updated regularly.	President  Vice Presidents  ISR/ HR  Area heads	AY 14-15 update descriptions and org charts; provide training in evaluation and mentoring for supervisors.  AY15-16  Institute training opportunities on specific functions and on leadership	Data on length/ outcome of searches.
		b. To facilitate searches, analyze position interactions and Identify relevant candidates for search committees.			
		c. Emphasize development in evaluating staff.			
		d. Develop a culture of mentoring and create leadership training opportunities.			

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<b>D. Implement a strong and valued college-wide governance system</b>	1. Promote involvement, awareness and transparency of governance activities with all constituents	a. Strengthen working relationship between College Council and the College Community through developing, implementing and evaluating strategies that will promote and enhance College Council collaboration and participation among Council, SGA and new faculty	College Council Executive Committee/Office of Student Life and Development/Faculty Commons	2013-2014: CC Exec Comm develops strategies  2014-2015: Implementation of strategies  2015: evaluation of strategies  2015-2018: continued implementation of successful strategies and modifications to unsuccessful strategies.	College Council and Student Government surveys.  Increased student participation with College Council.  Increased guest participation at College Council.  Majority participation by members of College Council in completion of surveys.
	2. Develop a cycle of assessment of college-wide governance efficiency, structures and procedures	a. Establish a cycle of assessment of College Council	College Council Executive Committee	2013-2014: Develop an assessment strategy for College Council. 2015-2018: continued implementation successful strategies and modifications to	College Council and Student Government surveys;  Increased student participation with College Council  Majority participation by members of

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				unsuccessful strategies.	College Council in completion of surveys  Agenda items will address major concerns of Council members;  Development of subcommittees to address specific needs
<b>E. Establish a programmatically oriented Institutional IT strategy</b>	1. Engage IT constituents College wide for needs assessment and general input	Gather input from the college council technology committee as representative academic users	CIS, College Council Tech Committee	Ongoing	Assessment cycle including end user satisfaction implemented
	2. Improve existing infrastructure to keep up with the latest hardware and software consistent with standards for a college of technology	Upgrade existing core routers and switches to enable greater throughput and security	CIS	Ongoing	CIS assessment cycle
	3. Optimize usability for constituents and minimize barriers while maintaining a secure environment.	Assess current system policies and address inefficiencies, deficiencies and methods in which to maximize end user usability	CIS	Ongoing	Annual report to Council and College

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					community on actions.
	4. Eliminate redundancies and inefficiencies in computing in academic departments	Assess needs and deficiencies in support structure of academic computing in specific departments	President, VPs, Deans, Chairs, CIS, iTec	Ongoing	Incorporate into annual reporting structure for both departments and CIS
		Address how deficiencies can be eliminated or mitigated through committees and/or collaboration with executive administration			School or cluster committees meet semi-annually with CIS, iTec
	5. Address the specific pressing need for an improved infrastructure for the Library, Instructional Technology/iTEC, and the Learning Centers, which are critically dependent on it.	Assess needs and deficiencies in support structure of computing in specific areas	President, VPs, Deans, Chairs, CIS, iTEC	Ongoing	Incorporate into annual reporting structure for both area and CIS
		Address how deficiencies can be eliminated or mitigated through committees and/or collaboration with executive administration			Area or cluster committees meet semi-annually with CIS.
	6. Enhanced professional development of IT users.	Continue to and expand professional development training for end users in technology use	CIS, iTec	Ongoing	Annual assessment cycle including end user input.
<b>F. Establish a positive student experience with</b>	1. Create a more personalized and improved student	Investigate and implement. ** High Priority action	CIS, iTec	AY 14-15 and Ongoing	Student satisfaction

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>the college's business processes and practices</b>	experience through a virtual identity that affords access to open labs and other campus system resources. (For example, one system login for access to specific non-specialized software in all general purpose labs)				measures (NSSE, SES, Noel-Levitz)
	2. Enhance student service experience through use of seamless multiple-department processes that reduce "bouncing around." Assess existing campus real estate to address inefficiencies in student traffic "flow" for obtaining assistance through the Student Helpdesk, Registrar, Admissions, etc. Utilize technology to enhance such experiences.	<p>a. Design the proper alignment of policies and procedures where the organizational structure is intended to provide collaboration across all units to enhance the experience for the student.</p> <p>b. Evaluate and enhance coordination between the New Student Center, Student Affairs and Academic Departments to ensure that academic advisement and support are effective, easily available, valued and well publicized.</p> <p>c. This framework must have continuing dialogue with administrative and student support units to ensure future success for the student customer service experience.</p>	<p>Student affairs, enrollment management, budget/finance,</p> <p>Academic departments</p>	AY 14-15 and Ongoing	Student satisfaction measures (NSSE, SES, Noel-Levitz)

<b>STRATEGIC GOAL III: STRENGTHEN COORDINATION AND COLLABORATION ACROSS THE COLLEGE TO ADVANCE PERSONNEL AND PROGRAMS</b>					
<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>G. Establish a Sustainable Funding Plan</b>	1. Implement a financial plan that strengthens City Tech’s capacity to build a strong financial base, and develop a budget model that distributes budget responsibility to the divisions and schools, and makes the budget widely available and understandable throughout the College community	a. Enhance the College’s infrastructure and support systems to facilitate recruitment, retention, and graduation of students.	Student affairs, enrollment management, academic affairs and budget/finance	AY14-15 address communication strategies  AY15-16 Budget model implemented	Report on efforts and satisfaction.
		b. Broaden and diversify the College’s financial base by maintaining high tuition collection rates and expanding faculty	Special Assistant to the President		
		c. Develop comprehensive and strategic marketing programs, including both print and electronic communications. Expand upon the visibility of press releases, advertising, publications, the College’s website content and social media. The focus being on the production of internal and external communications			
	2. Ensure the earliest possible notification on annual allocations	a. Notify departments of annual allocations based upon the University’s prior fiscal year’s ending report and the current fiscal year’s enrollment figures.	Budget/ finance/ administration	Continuous throughout the Fall semester	Schedule maintained  Area heads report on phasing.
		b. Incremental budgeting is phased appropriately.			
<b>H. Design and implement a strategic and</b>	1. Create a plan that aligns institutional priorities with	a. Identify priorities that can be addressed with external funding and create committees to identify potential funding (e.g. faculty research,	Provost, Associate Provost VP for Enrollment/Student	F14 Convene Executive	Annual Goals & Targets report: funding by

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<b>effective grant-seeking process that supports institutional priorities, including individual faculty research, ensuring both depth and continuity</b>	potential opportunities.	academic support, student support, institutional transformation).	Affairs, Special Assistant to President, Director OSP, Director Faculty Commons, Deans, AIR	Committee and form committees  Ongoing	categories and overall; strategic outcomes.  Annual goal-setting document.
		b. Invest in productive support for grant seeking (consultants, RT, travel to funders); utilize CUNY supports; provide training to potential applicants.			
		c. Create and update standardized institutional profiles and statements of priorities, accomplishments, and needs, as well as supporting data sets and assessment plan templates to streamline process and reduce duplicative efforts.			
		d. Develop supports, incentives for faculty research (e.g., returning a percentage of ICR funds to departments), facilitating research assistance, etc.			
		e. Invest in continued development of GIDS database or another tool that illustrates current and recent awards, aligns outcomes, and helps identify gaps/ needs.			
	2. Put in place a process for post-award management that ensures essential compliance and the best use of resources.	a. Develop guidelines, training, and tools for new PIs.	Provost, Associate provost, Director OSP, Director Faculty Commons, AIR	AY14-15	Progress on compliance measures
		b. Maintain a central calendar of implementation and reporting deadlines.			
c. Publicize grant outcomes.					

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
		d. Consider adding staff to OSP/ AIR to address needs.			
<b>I. Assess how existing and new facility infrastructure will support expanded collaboration and coordination for students, faculty and staff as recommended in sections I and II.</b>	1. Actively engage constituents and planning professionals in the consideration of institutional needs and opportunities in planning for the use of existing space after completion of the new building.	a. Create a broad-based task force to work with professional planners to identify and prioritize current and future needs.	President VP for Administration/ Finance Vice Presidents Deans Task Force members Consultants	AY 14-15 needs assessment	Report with recommendations presented, reviewed, and shared with College community.
	2. Balance the needs for student spaces, both academic and recreational, for research spaces, for meeting spaces, and for additional laboratories.	a. Identify overlaps, criteria to be considered, and potential resources and recommend priorities.	President VP for Administration/ Finance Vice Presidents Deans Consultants	AY 15-16	Recommendations presented, reviewed, and shared with College community.
		b. Develop plan.			

<b>STRATEGIC GOAL IV. DEVELOP A STRONG, SHARED INSTITUTIONAL IDENTITY THAT WILL GUIDE DECISION MAKING INTERNALLY AND PRESENT A DISTINCTIVE, READILY IDENTIFIABLE FACE TO THE WORLD OUTSIDE THE COLLEGE</b>					
<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
<b>A. Engender a shared identity for the College that affirms City Tech's enduring commitments and integrates them into an inclusive institutional culture, embracing diversity, innovation, creativity, and civic and global responsibility.</b>	1. Actively affirm and celebrate the foundational institutional commitment to provide a diverse, urban student population with access to a high quality, career-focused education.	a. Set clear goals and identify values Use College Council, SGA, and other forums for broadly based discussions of institutional goals. Post institutional goals prominently. Regularly report on progress toward meeting goals, including retention and graduation goals.  b. Conduct support activities Annually identify a relevant shared reading or theme and invite speakers who can challenge the college community to achieve its goals and help it explore its commitments and assess its progress.  c. Identify these institutional values in the curriculum and assess them.	President Vice-presidents	AY 14-15 Goal setting and baseline report	Goals and baseline report completed  Annual report including data from COACHE, NSSE, SES, Noel-Levitz, and College measures of activity and success.
	2. Ensure that policies and procedures support full institutional citizenship and engagement of all faculty, staff, and students.	a. Systematically review procedures and policies and relevant data and address issues.		AY 15-16 And annually	
	3. Foster innovation, creativity, and a problem-solving approach both in academic programs and institutional operations.	a. Celebrate student, faculty, and staff achievements and make the campus a showcase for their work. Institute an award program for City Tech Innovators that acknowledges demonstrably successful strategies, new programs, or products.			
	4. Identify and promulgate values of				

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
	civic and global responsibility and actively pursue them as an institution.				
<b>B. Develop a profile as an adventurous, innovative, technologically agile institution, firmly anchored in Downtown Brooklyn but deeply engaged in the city, the region, and beyond.</b>	<b>1. Take advantage of City Tech 's location as place-based but not place-bound:</b> Use the College's location and its new and renewed facilities to create an expanded role for the College in cultural, intellectual, and civic collaborations, both in the surrounding communities and in broader contexts.	a. Continue to develop place-based activities through the Brooklyn Waterfront Research Center, collaborations with local cultural institutions, and with national projects such as NEH Summer Seminars and the CREST Center collaboration with City College that gather and use local data for historical and scientific investigation.	Provost Academic Deans Faculty Sponsored Programs	S14-18	Annual Goals & Targets report-#, participation, evaluation
		b. Establish a position for coordinating public events and series.	President	AY15-16	Position filled
		c. Use the new building and revitalized Voorhees to develop an initiative focusing on service and service learning, expanding on the dental, vision care, immigration, and tax advisement clinics currently offered.	Provost Academic Deans Faculty	AY 16-17-planning; AY17-18 -implement	Plan in place Calendar in place, annual evaluation
		d. Plan for cultural and artistic ventures that will maximize the impact of the new public spaces.	Provost Academic Deans Faculty	AY 16-17-planning; AY17-18 -implement	Plan in place Calendar in place, annual evaluation
	<b>2. Lay the groundwork for fertile industry partnerships:</b> Expand relationships and develop industry support and for City Tech as a workforce	a. Make the Voorhees complex a center for local, regional, and potentially national/ international activities in key areas such as sustainable practice, environmental stewardship, and cross-disciplinary collaboration.	Dean T&D, Dean, Cont. Ed., Dept. Chairs	AY 14-15 Sustainability website; AY 15-16 Implement W2Cities course; AY 16-17, 17-18 community resources center	Annual Goals & Targets Report  Offer course  Secure funding and begin services

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
	partner and an incubator of ideas.	b. Identify key industry and civic organizations and support faculty and staff to assume leadership positions.	School Deans, Dept. Chairs, faculty	AY 14-15 and annually AY 15-16 offer leadership training.	Annual G&T report on numbers and outcomes.
		c. Seek grant funding that includes industry partners.	Deans, faculty, Sponsored Programs	AY 14-15 identify opportunities; Review annually	Funds awarded; outcomes
	<b>3. Deepen engagement with the world beyond the campus by aggressively expanding relationships with institutions of higher education within and outside CUNY, non-profits and community based organizations, professional organizations, and potential funders to create opportunities for institutional, faculty, and student involvement.</b>	a. Continue to develop internship and service opportunities to enable students to link classroom and real-world learning.	Director, Career Center; CUNY Service Corps Manager, Deans, Dept. Chairs, internship coordinators	S14-S18	Annual Goals& Targets report (#s, expansion, outcomes)
		b. Cultivate relationships with CBOs to expand resources for students and give City Tech a presence in the City's communities.	Dean, Cont. Ed; Campus CBO coordinator (funding pending)	S14-S18	Annual Goals& Targets report (#s, expansion, outcomes)
		c. Seek grant and other funding to enable students to travel, study, do research and engage in service abroad, and participate in professional meetings and conferences.	Sponsored Programs, Director Undergraduate Research, faculty	AY14-15 research opportunities and publicize AY15-16 Seek new opportunities	Annual Goals & Targets report (Information posted; support activities conducted; # of students, increased opportunities)
		d. Expand opportunities for faculty and programs to engage and establish collaborations with	Associate provost, Director Faculty	AY-14-15	Survey conducted; resources posted

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
		professional colleagues at CUNY, nationally, and internationally.	Commons, Sponsored Programs, School Deans, faculty	Survey current collaborations; identify resources; AY 15-16 and annually expand	Annual Goals & Targets report (#s, outcomes)
<b>C. Achieve an enhanced college reputation and market position through an integrated, college-wide communications and marketing strategy</b>	1. Establish an institutional branding strategy that celebrates City Tech's diversity and educational offerings based on experiential learning and opportunities for creativity.	a. Hire a Director of Institutional Advancement	President	S14	Position filled
		b. Engage the College Community in crafting a key message for the College (e.g. "John Jay-Educating for justice")	Director Institutional Advancement	AY 14-15	Message selected
		c. Develop and implement a marketing strategy	Director Institutional Advancement	S15 -S18	Recognition increases
	2. Develop efficient and effective communication systems with the college community, alumni, and external partners	a. Establish a position or assign current staff to deal with social media related to the college.	President, Special Assistant to President, Director Public Relations	F14	All sections updated
		b. Complete updating of website and maintain an updating cycle for information and effectiveness.	Special Assistant to President, webmaster	F14 Complete design update AY14-15 implement content update cycle	Meet assessment targets
		c. Develop OpenLab components directed at expanded internal and external audiences (Alumni, Advisory Commissions, external partners, general public)	Title V leaders, OpenLab staff	S14 plan AY14-15	Components implemented, usage

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<b>Major Goals</b>	<b>Sub Goals</b>	<b>Major actions</b>	<b>Leadership</b>	<b>Time Frame</b>	<b>Assessment</b>
					and satisfaction targets met.
	3. Initiate and institutionalize a fund-raising culture that addresses the value and promise concept of a public college.	a. Implement a successful campaign to support the new building.	President Director of Institutional Advancement. Special Assistant to the President	AY13-14 and annually	Meet targets
		b. Develop fund raising for specific initiatives and discretionary themes.	Director of Institutional Advancement. Executive Director of City Tech Foundation, Special Assistant to the President	AY 14-15 and thereafter, establish guidelines, offer workshops to faculty and staff; provide resources for approved efforts.	Increase overall fundraising for all purposes.
		c. More fully engage alumni to promote mutually beneficial collaborations. Enlist alumni ambassadors to talk to students considering enrolling in City Tech programs, and build on alumni networks for program development, internships, and employment.	Director of Institutional Advancement, President of Alumni Association, Chairs	AY14-15 and thereafter	Annual Goals & Targets report (# of participating alumni, depts., fundraising, in kind services)



# Appendix B

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Experiential Learning Opportunities (ELO) Survey: 2014-2015	School of Arts and Science							
	African American Studies	Biological Sciences	Chemistry	English	Humanities	Math	Physics	Social Sciences
Formal Internship - paid	0	0	0	0	0	0	0	0
Formal Internship - unpaid	0	5	0	0	0	21	0	0
Independent Internship - paid	0	0	0	0	0	0	0	0
Independent Internship - unpaid	0	0	0	0	0	5	0	0
Cooperative Education - paid:	0	0	0	0	0	0	0	0
Service Learning/Community Service	0	0	2	0	0	0	0	1
Clinical Preparation/Practicum	0	0	0	0	0	0	0	0
Research/Field Study	0	56	7	13	0	20	29	60
Campus- or University-Based Work and/or Leadership:	0	0	3		0	0	0	0
Civic Engagement:	500	2	0	0	0	0	0	0
International Applied Learning Opportunities:	0	0	0	0	0	0	0	0
<b>Total</b>	500	63	12	13	0	46	29	61

Experiential Learning Opportunities (ELO) Survey: 2014-2015	School of Professional Studies									
	Business	Dental Hygiene	Health and Human Services	Hospitality Management	Law and Paralegal Studies	Nursing	Radiological Technology and Medical Imaging	Restorative Dentistry	Teacher Technology Education	Vision Care
Formal Internship - paid		6						1		
Formal Internship - unpaid			356	195	120			45	4	40
Independent Internship - paid				18						
Independent Internship - unpaid										
Cooperative Education - paid:		6								
Service Learning/Community Service		56	60	185		100	61			40
Clinical Preparation/Practicum		56	350			1174	113	98	18	75
Research/Field Study								5		
Campus- or University-Based Work and/or Leadership:	40				30					30
Civic Engagement:			385	1244			61			18
International Applied Learning Opportunities:				24						
<b>Total</b>	<b>40</b>	<b>124</b>	<b>1151</b>	<b>1666</b>	<b>150</b>	<b>1274</b>	<b>235</b>	<b>149</b>	<b>22</b>	<b>203</b>

Experiential Learning Opportunities (ELO) Survey: 2014-2015	School of Technology and Design								
	Architectural Technology	Computer Engineering Technology	CMCE	Communication Design	Computer Systems Technology	ETET	Entertainment Technology	Environmental Control Technology	Mechanical Engineering Technology
Formal Internship - paid	0	10	44	120	30	4	3		
Formal Internship - unpaid	30	5		51	70	2	1	36	
Independent Internship - paid	12	3			10	0	6		
Independent Internship - unpaid	30	2			25	0	28		
Cooperative Education - paid:	0			0		0	1		
Service Learning/Community Service	27			0	10	6	1		25
Clinical Preparation/Practicum	0	5		130		0	0		
Research/Field Study	40	15		0		2	0		25
Campus- or University-Based Work and/or Leadership:	8	6		60		6	1		
Civic Engagement:	20	5		0		14	0		36
International Applied Learning Opportunities:	0	3		0		0	0		
<b>Total</b>	<b>167</b>	<b>54</b>	<b>44</b>	<b>361</b>	<b>145</b>	<b>34</b>	<b>41</b>	<b>36</b>	<b>86</b>

Experiential Learning Opportunities (ELO) Survey: 2014-2015	Student Support Initiatives								
	CUNY Service Corps	FYP	Honors Scholars/BMI	Learning Center	Professional Development Center	SEEK	Strive4Success	Student Life and Development	Undergraduate Research (CRSP, ESP, AMP)
Formal Internship - paid			10		104				
Formal Internship - unpaid			20		0				
Independent Internship - paid			36		80				
Independent Internship - unpaid			12		21				
Cooperative Education - paid:			0						
Service Learning/Community Service	108		48					730	
Clinical Preparation/Practicum			34						
Research/Field Study			110						292
Campus- or University-Based Work and/or Leadership:		14	52	30		15	7	880	
Civic Engagement:			65					450	
International Applied Learning Opportunities:			2						
<b>Total</b>	<b>108</b>	<b>14</b>	<b>389</b>	<b>30</b>	<b>205</b>	<b>15</b>	<b>7</b>	<b>2060</b>	<b>292</b>

<b>Experiential Learning Opportunities (ELO) Survey: 2014-2015</b>	<b>Total</b>
<b>Formal Internship - paid</b>	332
<b>Formal Internship - unpaid</b>	1001
<b>Independent Internship - paid</b>	165
<b>Independent Internship - unpaid</b>	123
<b>Cooperative Education - paid:</b>	7
<b>Service Learning/Community Service</b>	1460
<b>Clinical Preparation/Practicum</b>	2053
<b>Research/Field Study</b>	674
<b>Campus- or University-Based Work and/or Leadership:</b>	1182
<b>Civic Engagement:</b>	2800
<b>International Applied Learning Opportunities:</b>	29
<b>Total</b>	<b>9826</b>



