



*One*  
**YORK**

2023-2027  
**STRATEGIC ENROLLMENT  
MANAGEMENT PLAN**

**YORK** College | **CUNY**

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# SEMP TASK FORCE MEMBERS

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**Kennybel Pena**, Director of Student Support, Advisement and Scholarship  
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Special support and assistance from **Truett Vagneur**, CUNY LEADS Specialist,  
and **Ivy M. Sanchez**, Disability Specialist





# PRESIDENT'S LETTER

Dear York College Community,

For the past several months, representatives from across the campus community have been engaged in very important work under the guidance of nationally-recognized higher education enrollment expert Dr. Donta Truss to address the enrollment—and retention—challenges we are experiencing here at York College-CUNY.

York College is not unique in the experience of declining enrollment. While the “COVID effect” is real, enrollment decline at York College began years prior to the Coronavirus Pandemic. There is a documented trend; some would say crisis, of waning enrollment in higher education nation-wide.

Through the efforts of the SEMP Task Force, we have seen that we have a shared belief that we can successfully mitigate this decline, and a shared enthusiasm for the work that we must do, together, in order to strategically and methodically increase enrollment and support student success programs.

Ultimately, putting the Strategic Enrollment Plan into practice will help propel York students along their academic journey from admission to completion of their degree.

I want to express my appreciation to Provost Dr. Derrick Brazill and Vice President of Student Affairs and Enrollment Management Dr. Karen Williams for their leadership of the Strategic Enrollment Management Plan Task Force and their commitment to student success at York College, and I want to thank every member of the Task Force for their dedication to looking for solutions and challenging the status quo to address the question of declining enrollment at York College-CUNY.

Consultation is an ongoing and fluid process. And while this report is in its final stage, the work, the new concepts and ideas that each of us may bring to the table in our day to day, and the constant need for innovation so that we succeed in the ultimate goal—to grow the student body of York College and graduate successful students—is ongoing! We will continually work to ensure we are communicating plans and strategies around enrollment management efforts, and we will always welcome feedback from and engagement of the campus community.

I hope that you find this report helpful, but more importantly I trust that you will see where your own work fits into the plan as a vital piece of the enrollment management puzzle, and that you will take pride in what you do to support, encourage, challenge and grow each student your work touches.

With gratitude,



**Berenecea Johnson Eanes**  
President

# LETTER TO THE CAMPUS COMMUNITY

Dear Cardinal Community:

It is with great pride that we present the Strategic Enrollment Management Plan, created by the York College Strategic Enrollment Management Task Force. The Plan was created by a broad cross-section of deeply committed faculty, staff, students, and administrators who engaged in a year-long series of discussions meant to carry on the work of the campus-wide Strategic Enrollment Management group, charged by President Eanes in May 2021.

The Strategic Enrollment Management group concluded its work in May 2022, documenting enrollment losses dating back to 2013, connecting tuition revenue to the College's budget, and determining the baseline enrollment required for the College to break even. The Strategic Enrollment Management group developed a series of recommendations, including the development of a data-driven, five-year strategic enrollment plan focused on improving new student enrollment and retention of continuing students. The Strategic Enrollment Management group met with Enrollment Consultant Dr. Donta Truss in June 2022 and, in January 2023, the Strategic Enrollment Task Force initiated its work with some of the members who previously served on the SEM group, and new faculty, staff, students, alumni and Cabinet members recruited from across the College.

The group approached the process with passion, radical candor and a strong focus on data as they developed vision, mission, and goals for the work. Guided by the extraordinary 69-page environmental scan developed by the Task Force's Data Team, and broad consultation with campus stakeholder groups, the Task Force reviewed York's demographic and academic data and the structures that exist to support our student-scholars.

We are proud of this Plan and profoundly grateful for the work of the Task Force. They identified the best attributes in York College while also reimagining a student-ready campus willing to allocate its resources to meet students at their level of need, at every point along their academic trajectory from inquiry to graduation.

We are also thankful to the participants who helped develop the recruitment and retention initiatives for our student-scholars, with special attention directed to the subpopulations considered the most vulnerable at the College. This is a living document which will be revised over the next five years as data emerge. Changes will be made that best serve the institution rather than York conforming to a document written at this moment in time. We are extraordinarily grateful to Dr. Donta Truss, his administrative executive Patrice Pierre, faculty, staff, students, and alumni who participated and consulted regarding the Plan. Finally, we thank President Eanes for inspiring bold and transformative thinking among the Task Force members.

We look forward to continued campus-wide discussion as we work toward implementing the plan and achieving our intended outcomes. Thank you for your commitment to supporting the College's enrollment plans.

With deep gratitude, One York.



**Karen A. Williams**

Vice President of Student Affairs & Enrollment Management



**Derrick Brazill**

Provost





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**NY**

# ONE YORK STRATEGIC ENROLLMENT MANAGEMENT PLAN

## Mission

The One York Strategic Enrollment Management Task Force values serving student scholars and fostering a sense of belonging and connectedness through a culture of empowerment of incoming and continuing student scholars as active partners in their educational and professional pursuits, in a resource-rich environment of personalized and holistic support. We create a space that fosters scholars' growth to achieve personal enrichment as well as academic and professional success.

## Vision

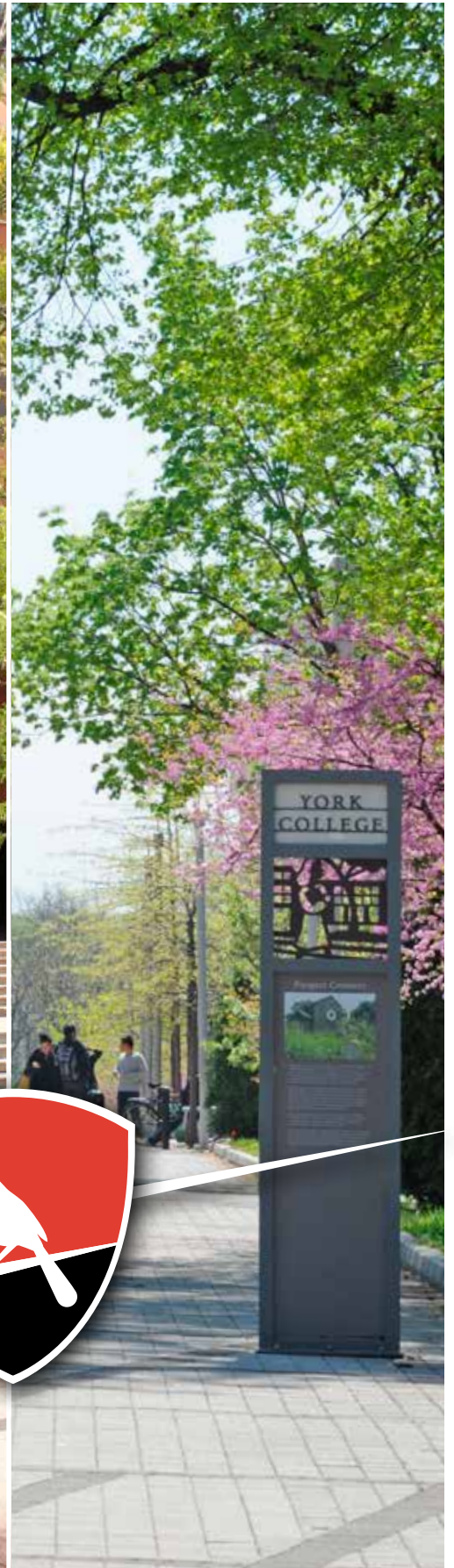
York College will be a recognized leader for strategic enrollment management practices on par with institutions focused on student success and an engine for transformation and social mobility that will lead to York College being the most creative institution of higher education in CUNY. We will work interdependently with the college community to innovate practices and services that exceed enrollment and retention goals and most importantly accomplish the graduation goals of our student scholars. York College graduates will stand out among their peers from other colleges/universities. Our data-driven approach will allow us to measure our performance objectively and make improvements as needed to keep our students engaged and successful. We believe everyone in the college community has a role to play and will contribute to ensuring our students have a seamless journey from enrollment to graduation.

## Guiding Principles

1. Recruiting, admitting, retaining, and graduating a diverse learner population with equitable outcomes
2. Involving cross-divisional stakeholders from across the institution to think through a lens of transformation to ensure optimal results
3. Utilizing asset-based, abundance thinking about our student scholars and the varied gifts and talents they bring
4. Supporting all student scholars in ways that honor and respect their diverse and multiple social identities
5. Delivering intrusive, inclusive, and intentional education and experiences

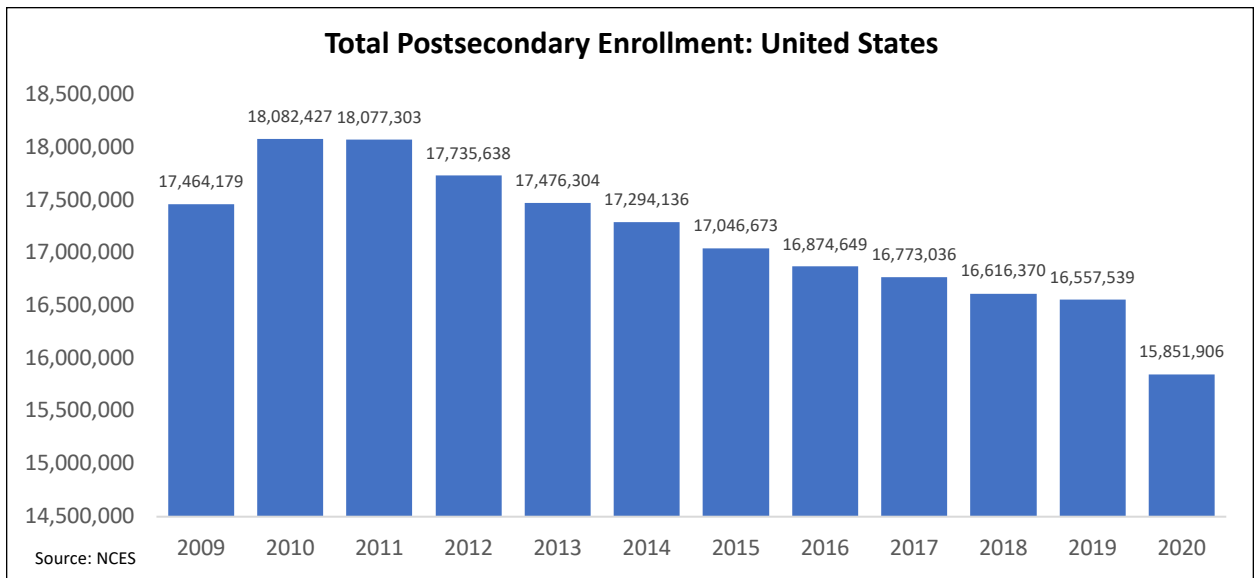
6. Investing in the ongoing learning and development of faculty and staff as they seek to serve student scholars, recognizing their invaluable influence and working to be a student scholar-ready institution, recognizing and acknowledging our faculty and staff's role in understanding and supporting these scholars.
7. Providing comprehensive and high-quality academic advising and coaching in a supportive learning environment
8. Designing course sequencing and course availability within our curriculum to meet the needs of all populations of student scholars
9. Using systemically gathered data to inform our decision making



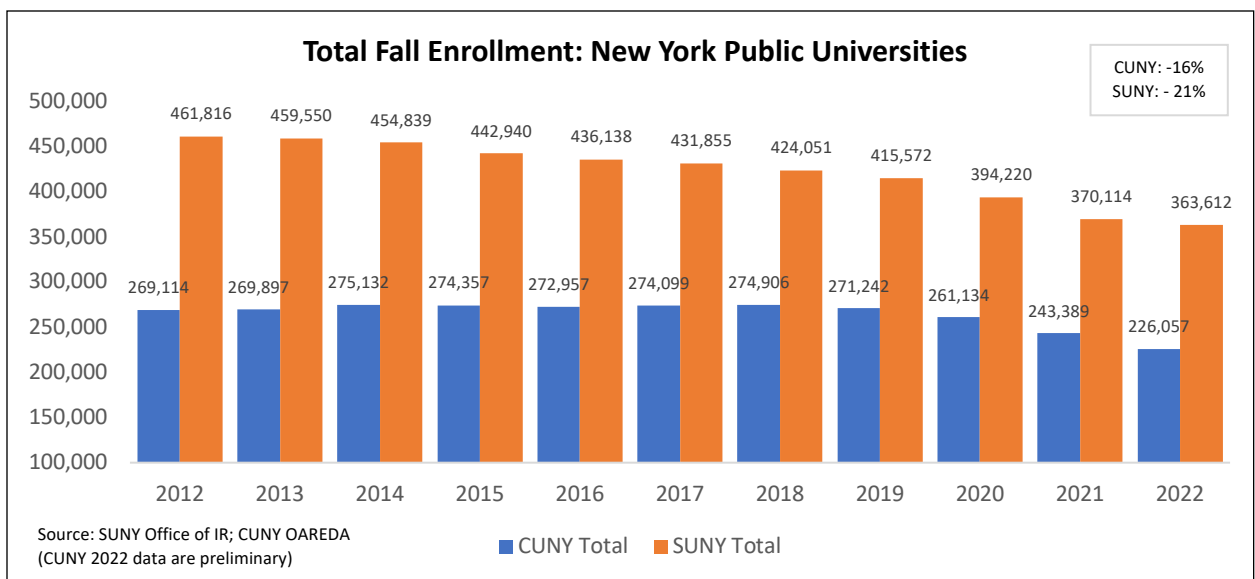




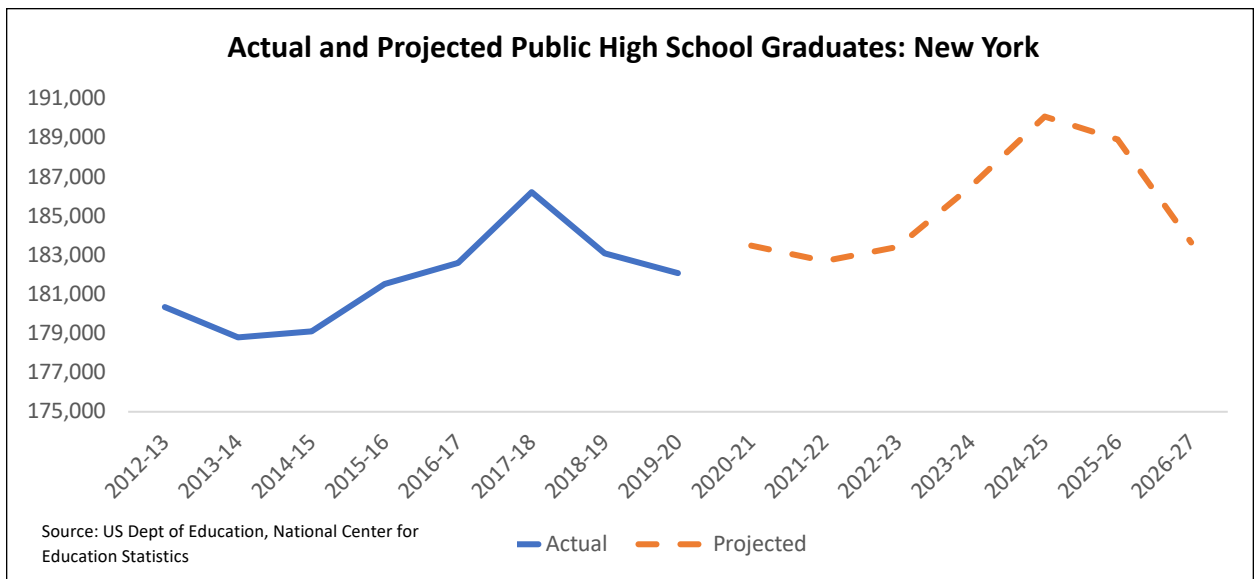
# ENVIRONMENTAL SCAN



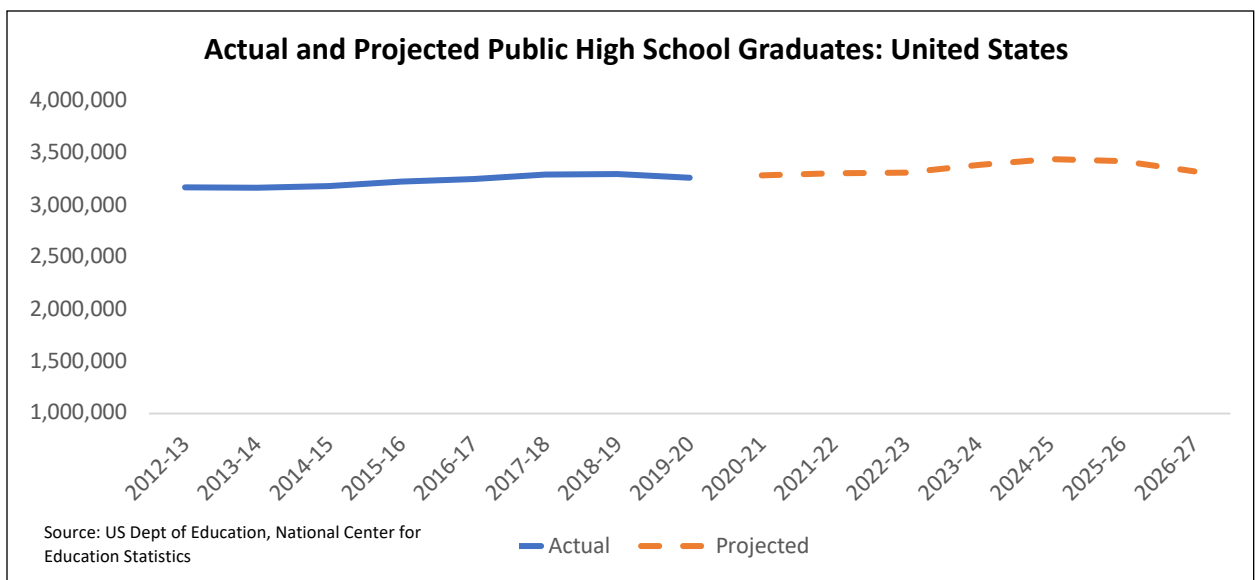
**FIGURE 1**



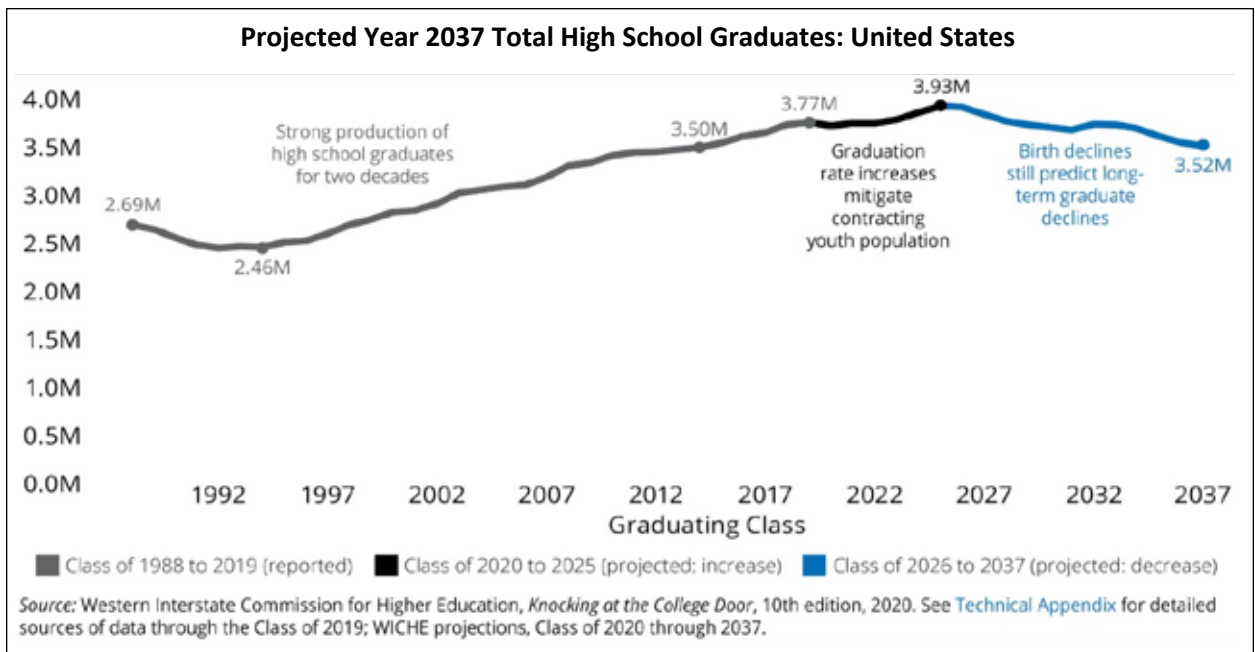
**FIGURE 2**



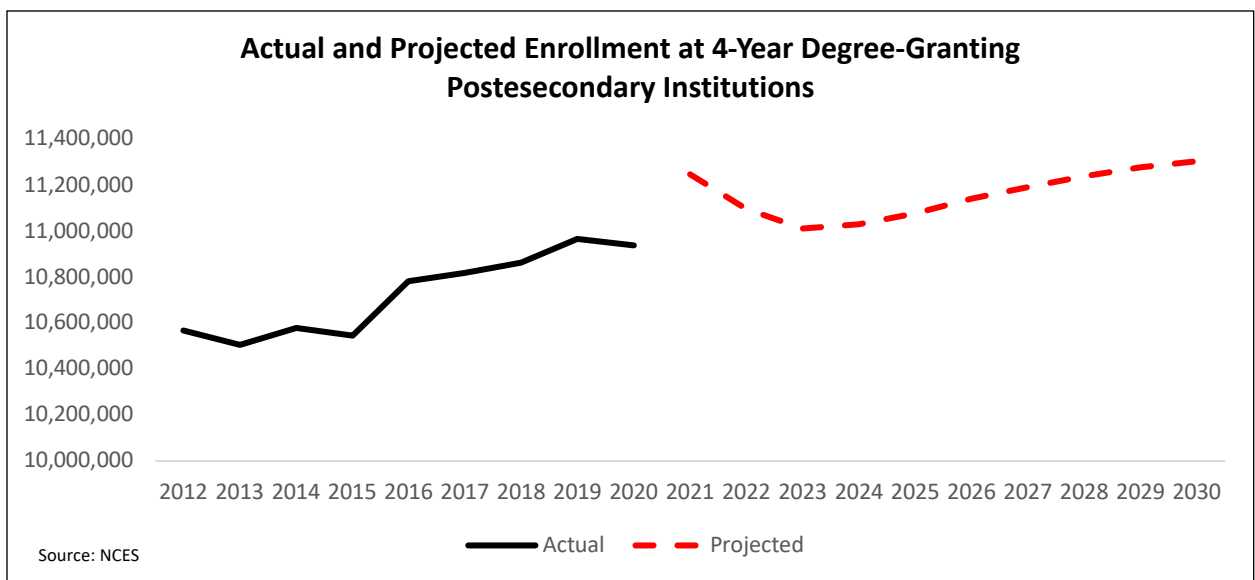
**FIGURE 3**



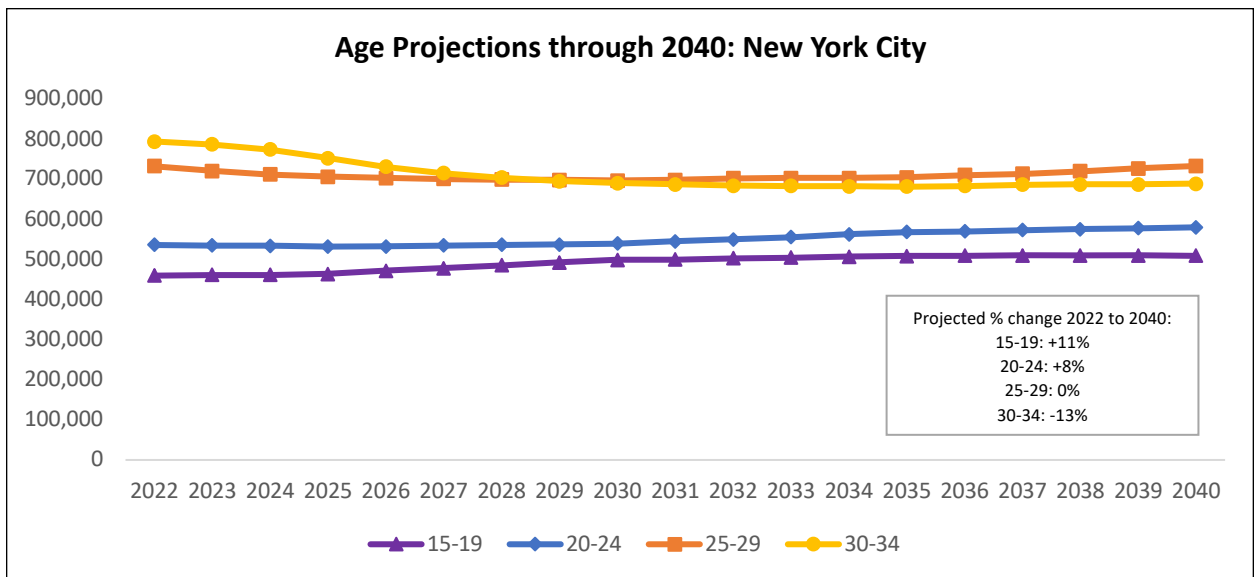
**FIGURE 4**



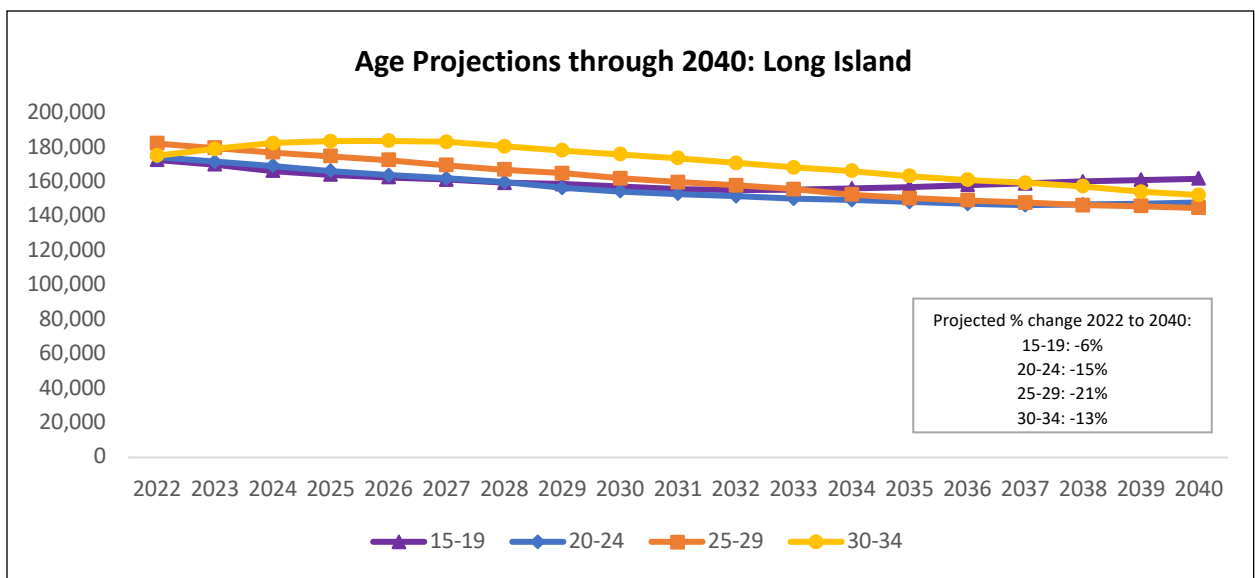
**FIGURE 5**



**FIGURE 6**

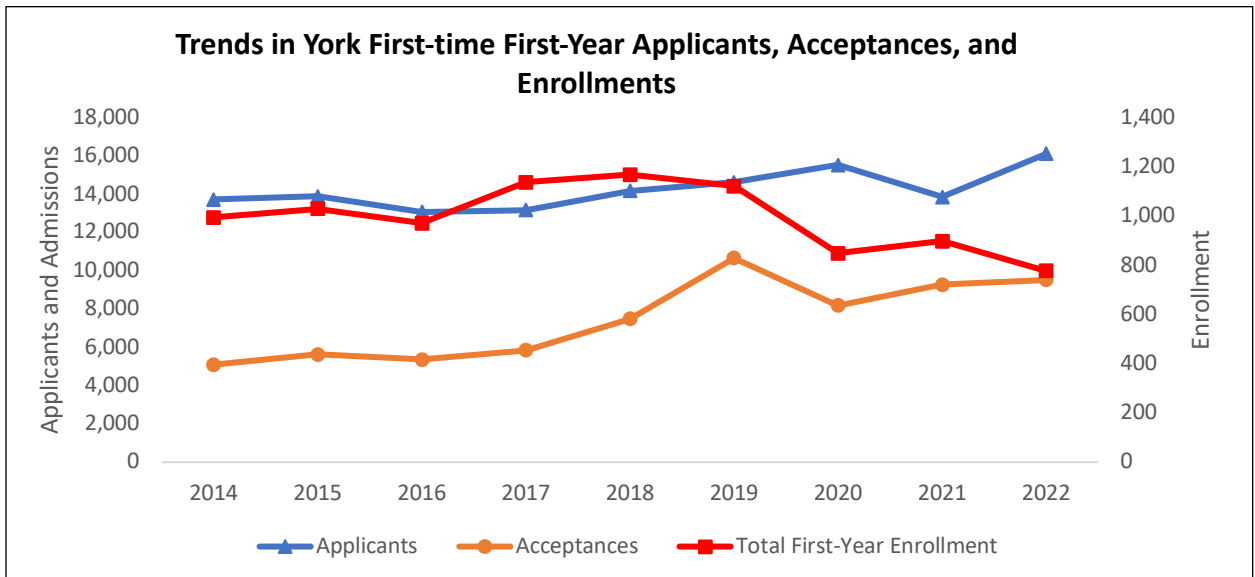


**FIGURE 7** (Source for data: Cornell Program on Applied Demographics)

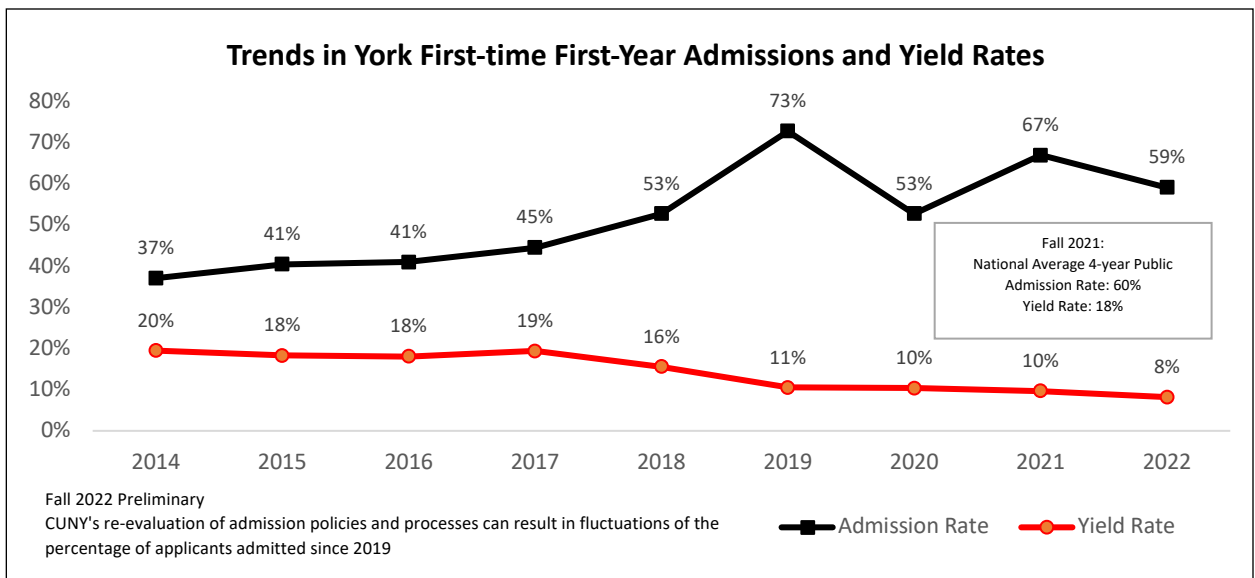


**FIGURE 8** (Source for data: Cornell Program on Applied Demographics)

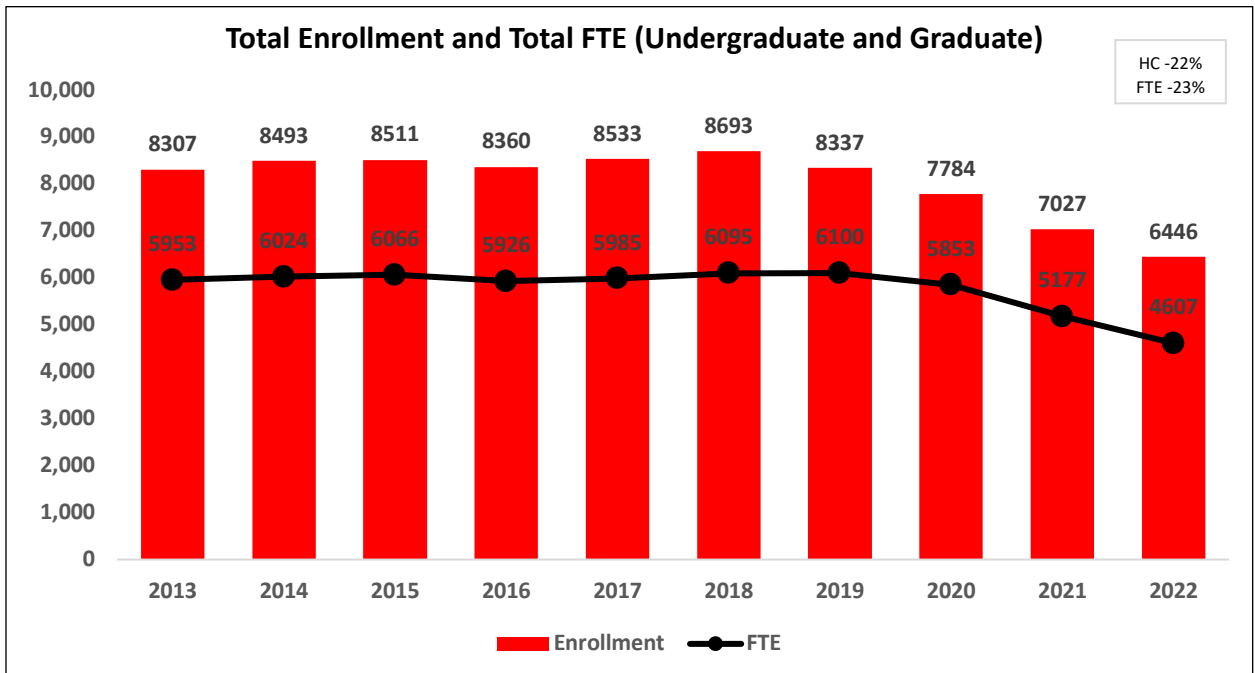




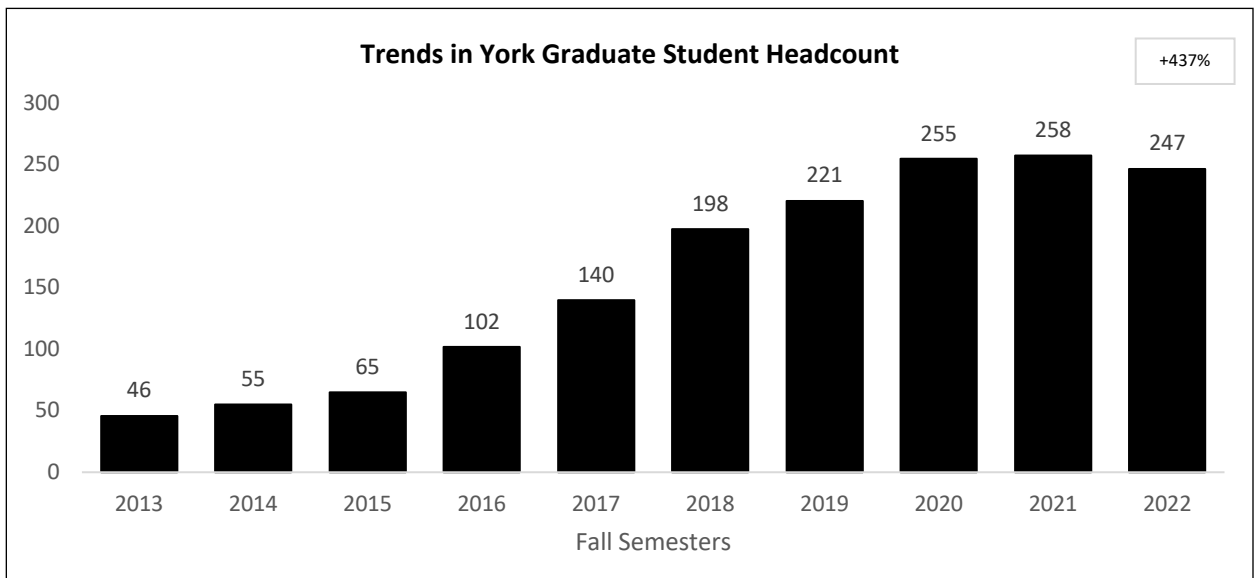
**FIGURE 9**



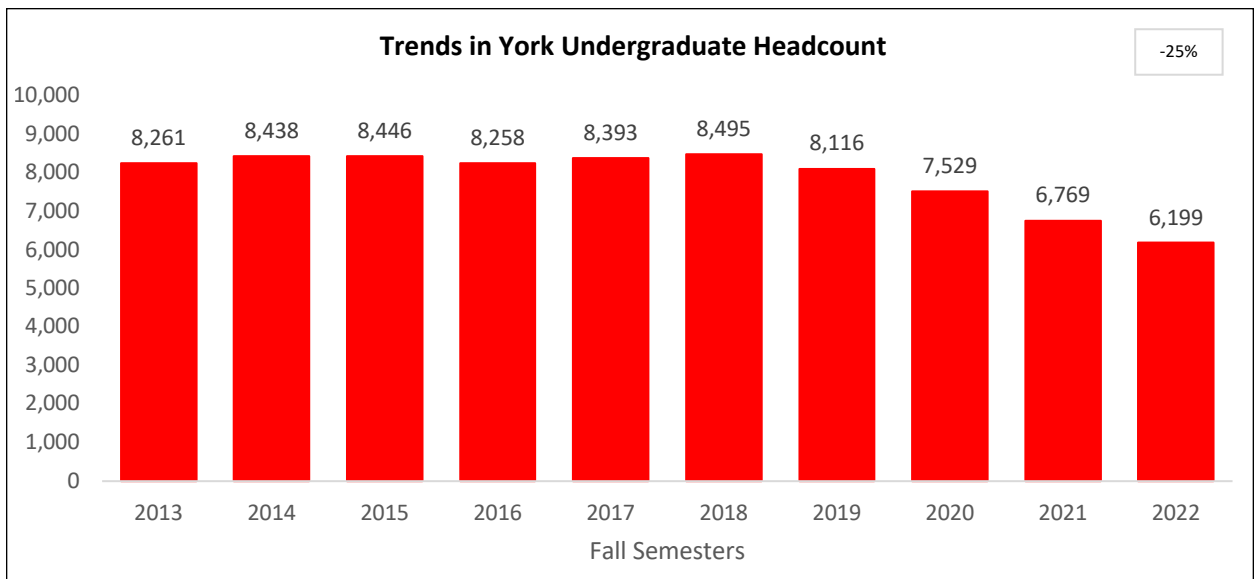
**FIGURE 10**



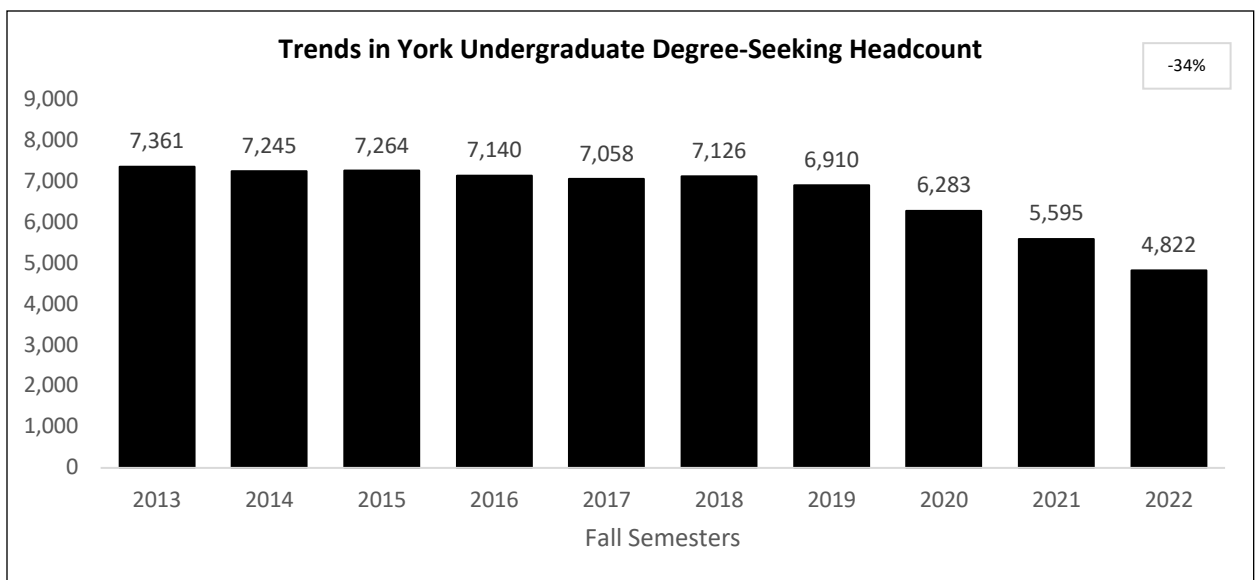
**FIGURE 11** (At least 6,820 undergraduate FTE is the required for York College to be in good financial standing, including non-degree students.)



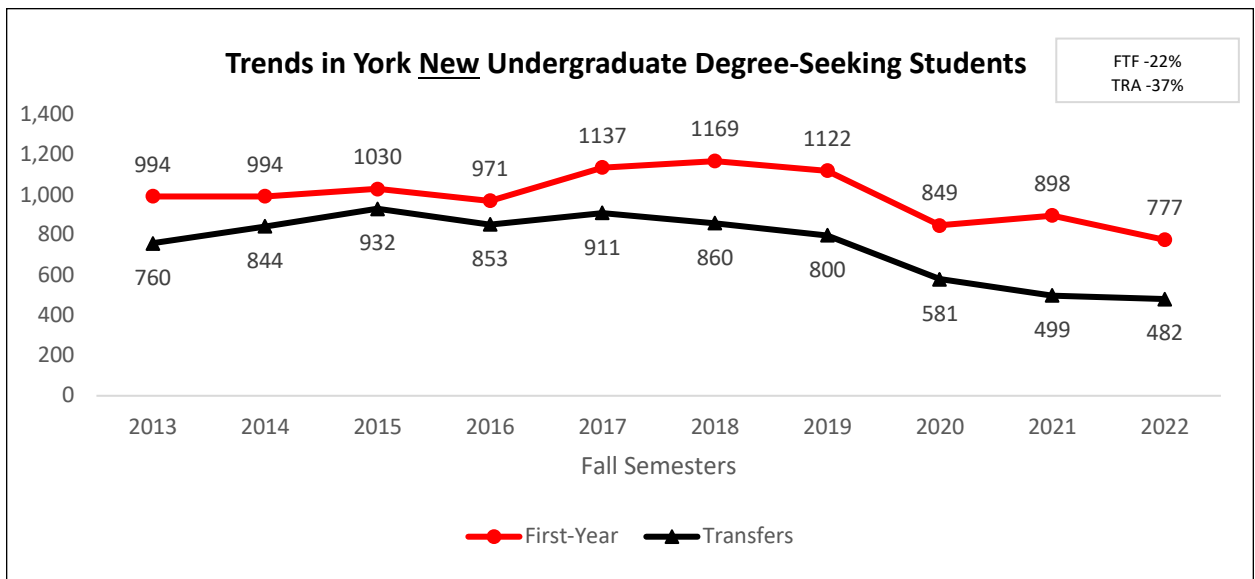
**FIGURE 12**



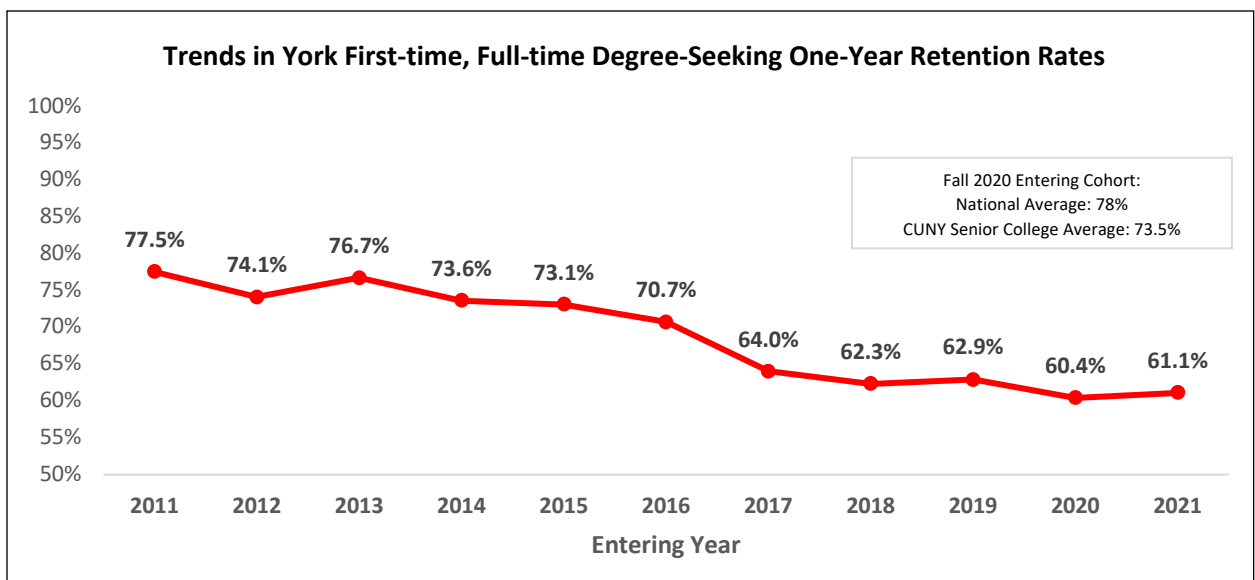
**FIGURE 13** (At least 8,600 undergraduate headcount is required for York College to be in good financial standing, including non-degree students.)



**FIGURE 14**

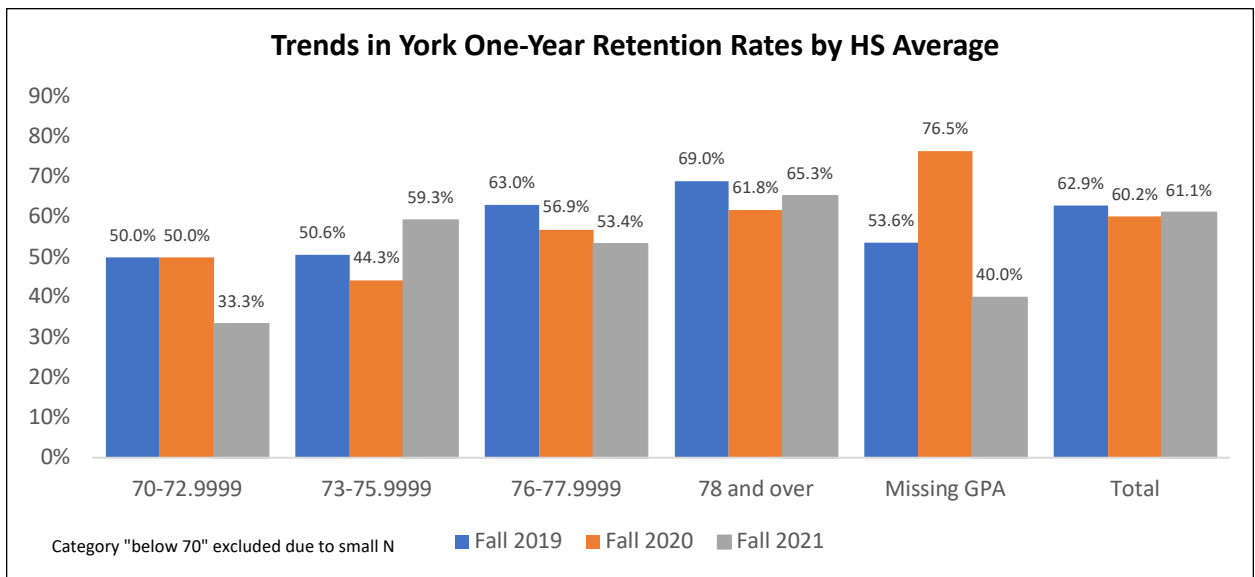


**FIGURE 15**

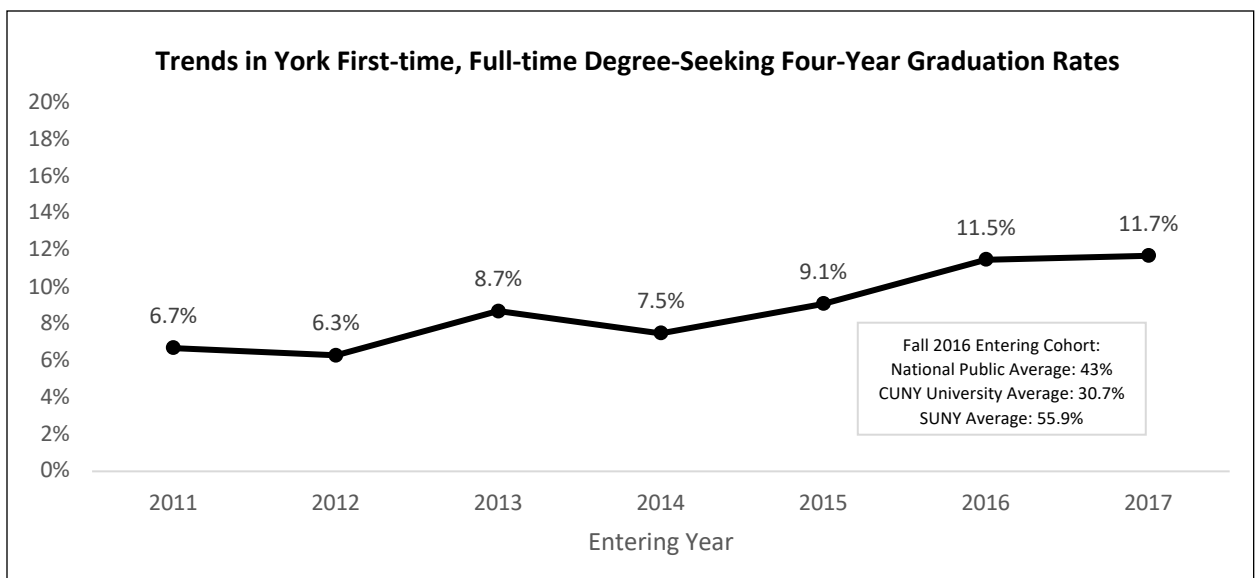


**FIGURE 16**

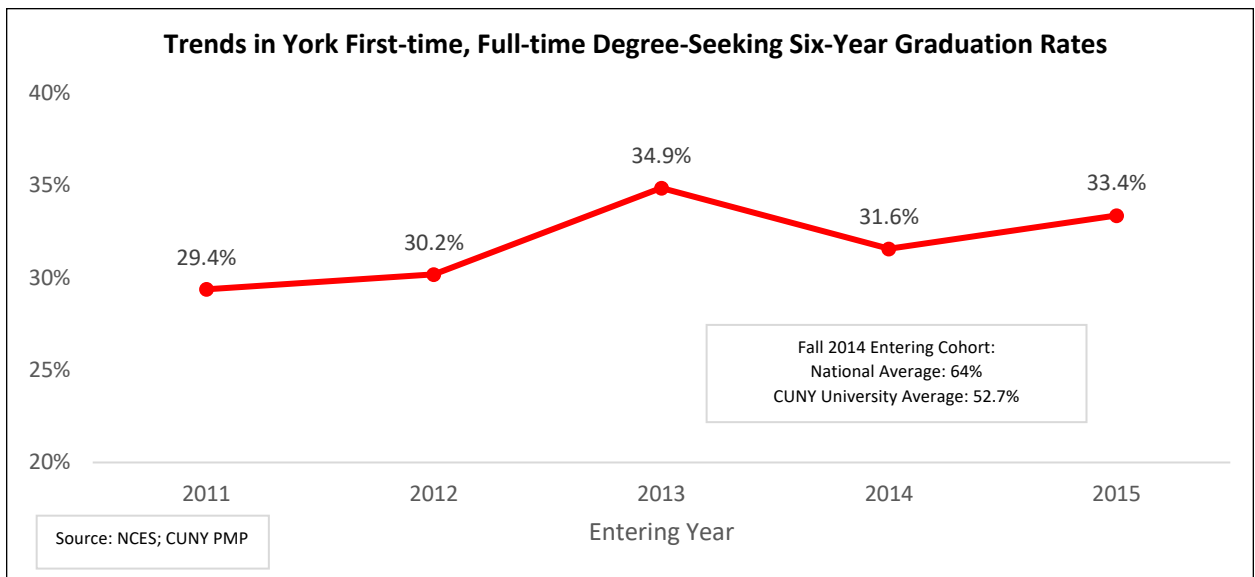




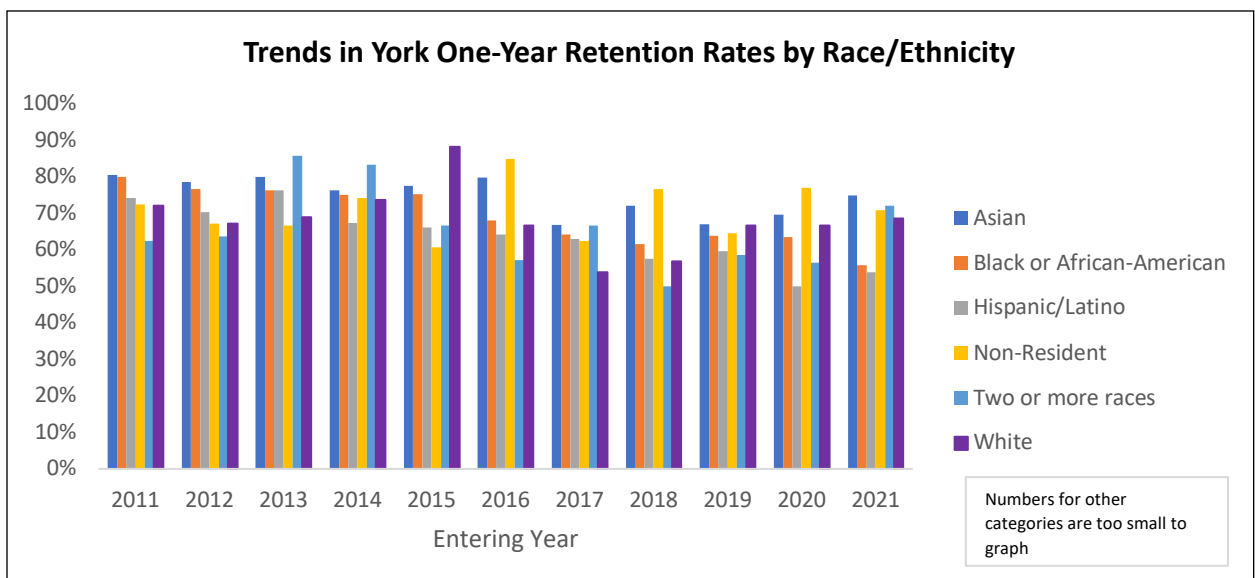
**FIGURE 17**



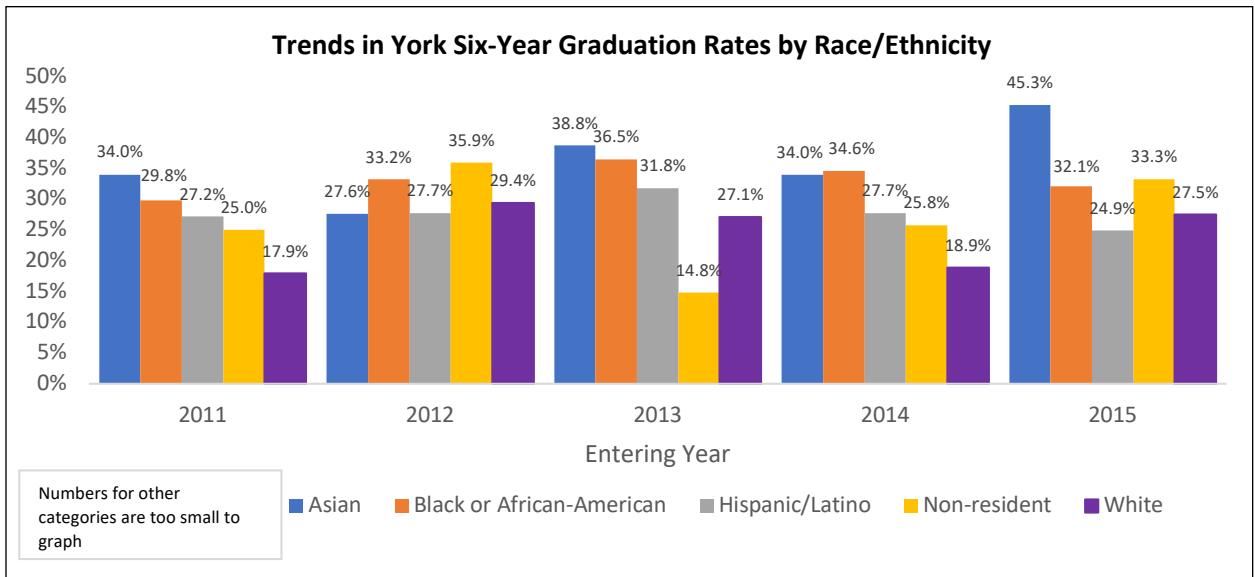
**FIGURE 18**



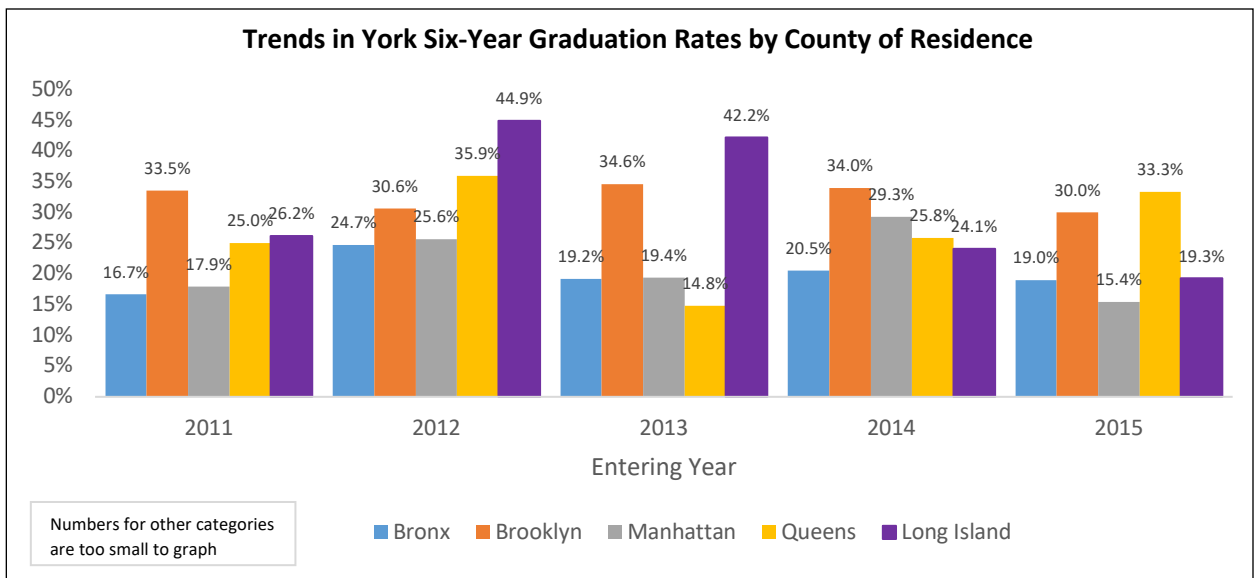
**FIGURE 19**



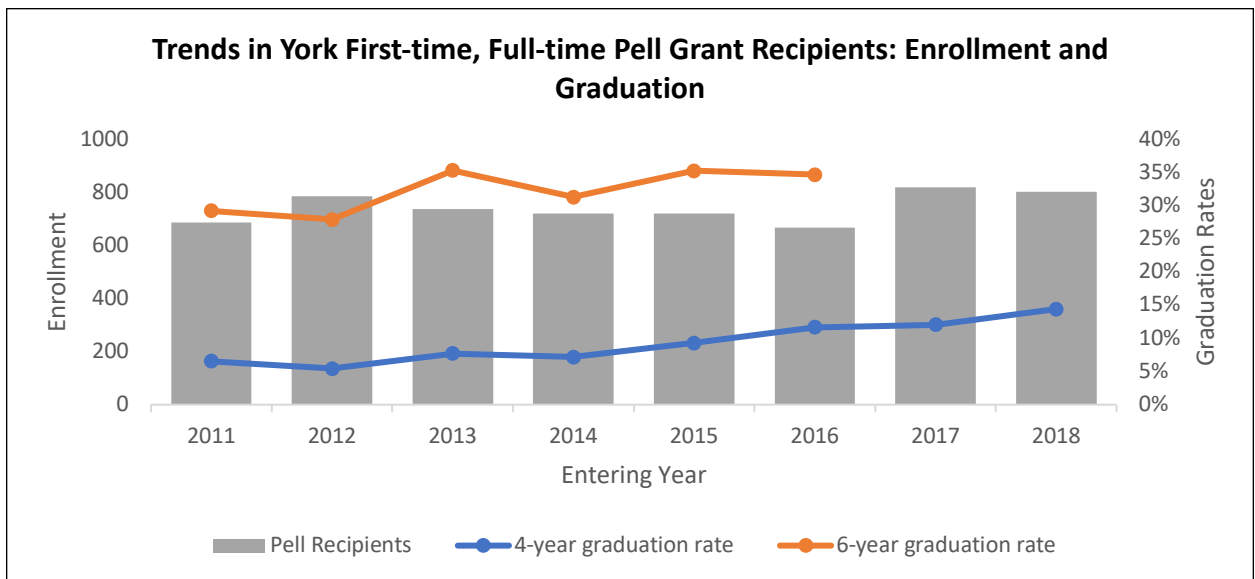
**FIGURE 20**



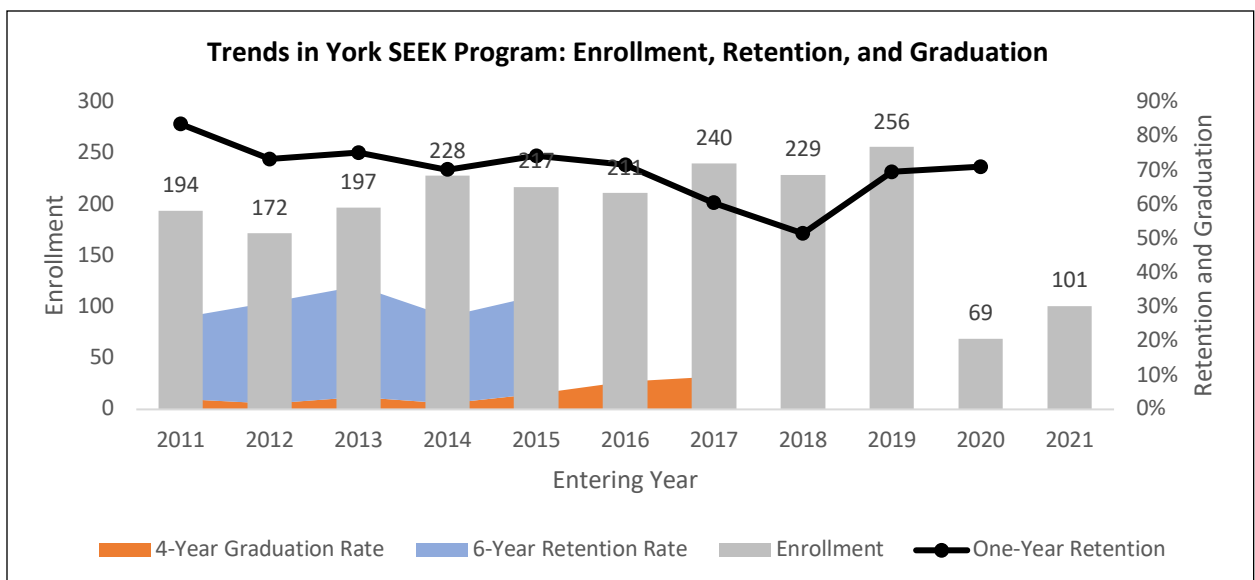
**FIGURE 21**



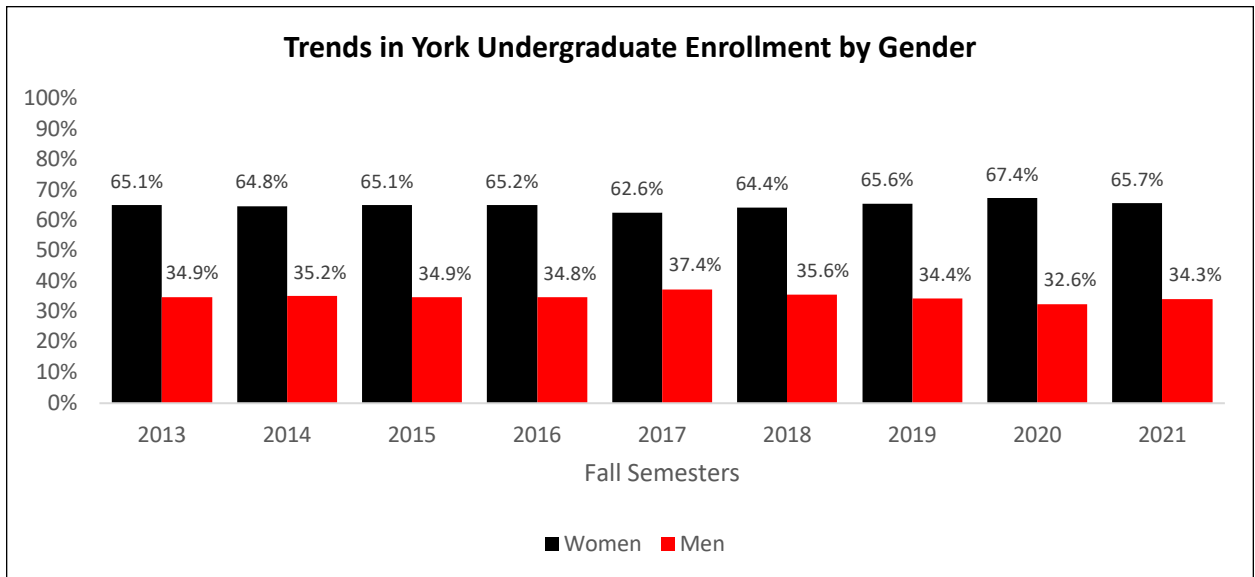
**FIGURE 22**



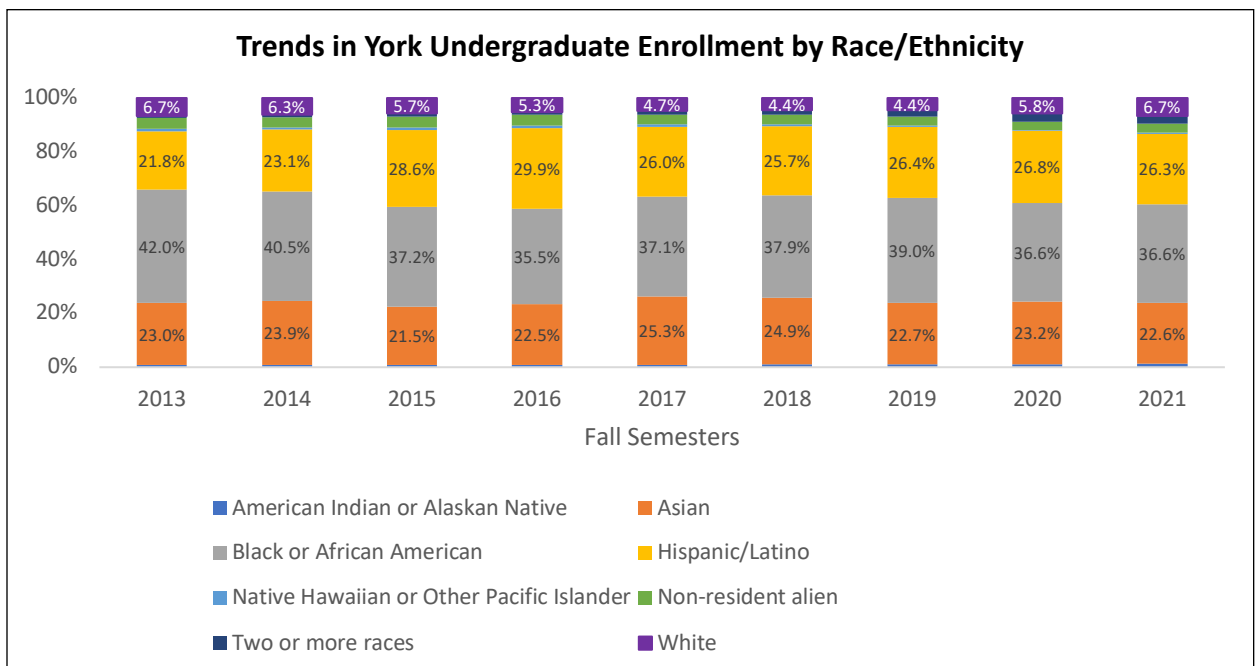
**FIGURE 23**



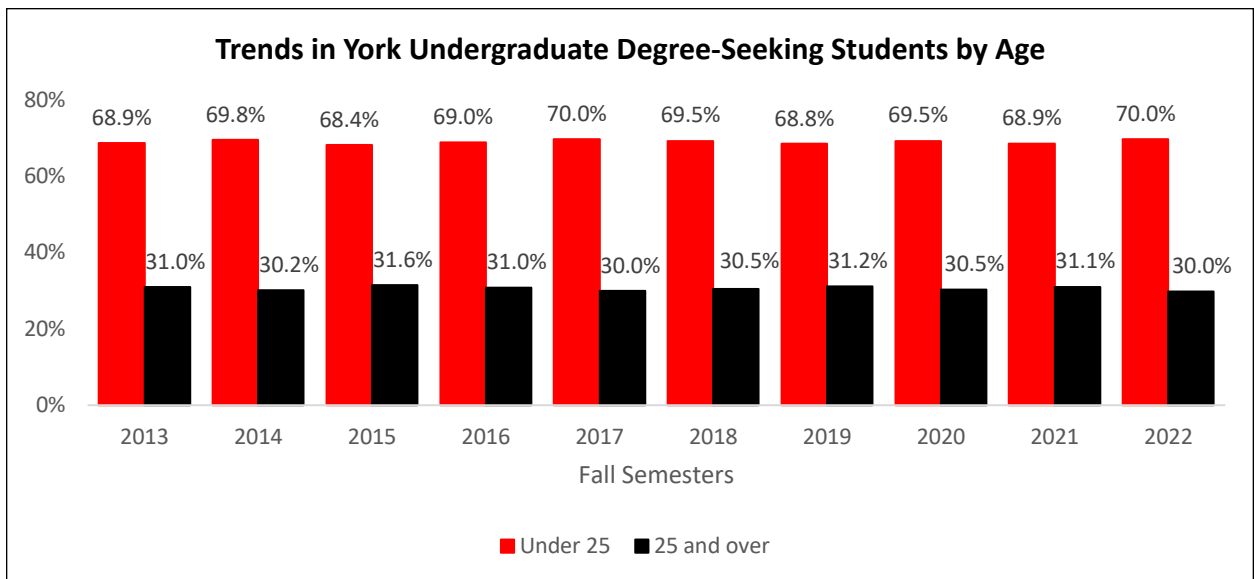
**FIGURE 24**



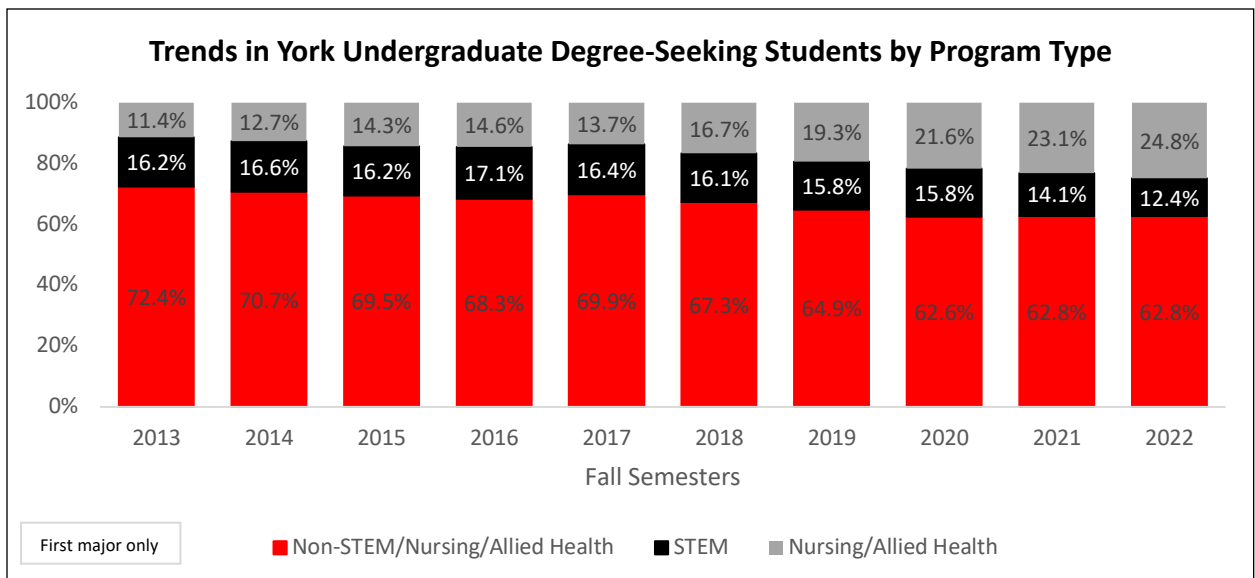
**FIGURE 25**



**FIGURE 26**

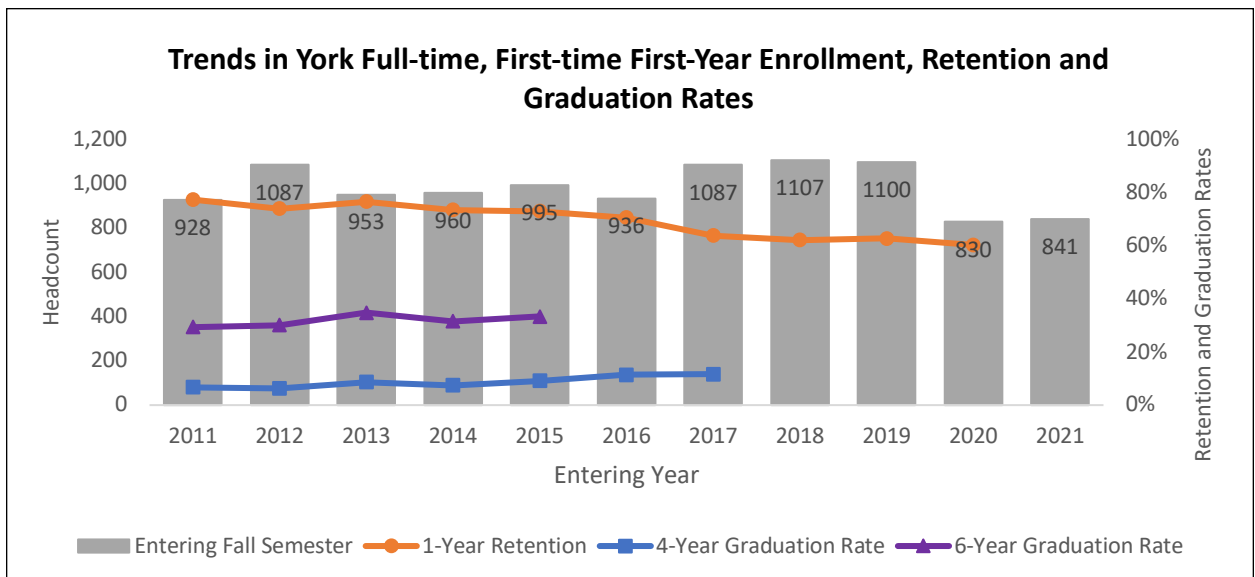


**FIGURE 27**

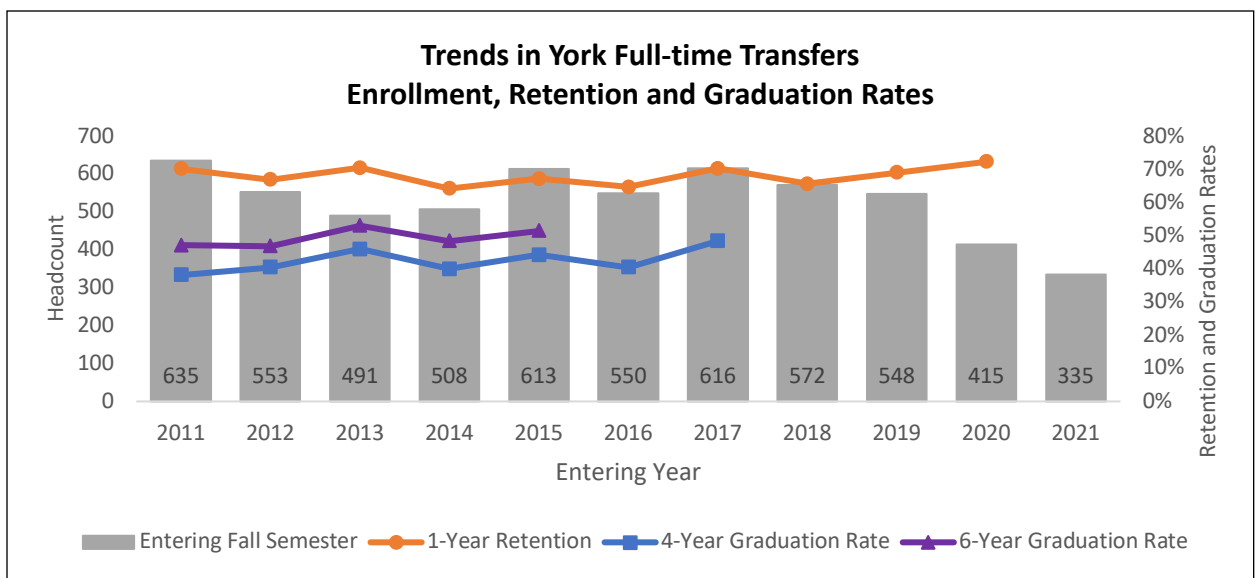


**FIGURE 28**

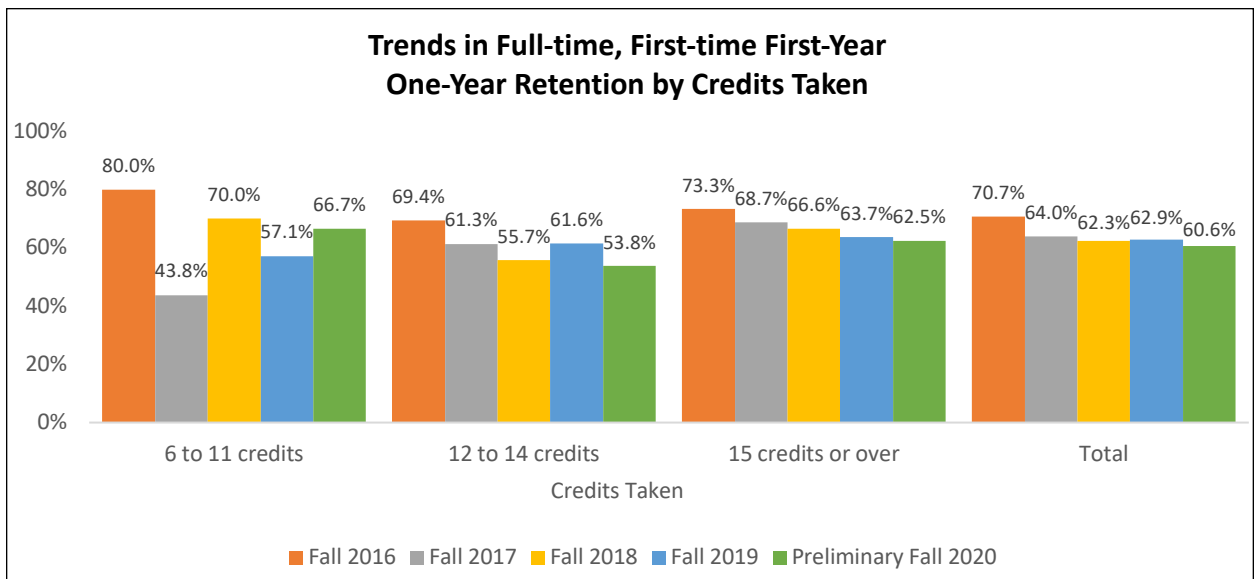




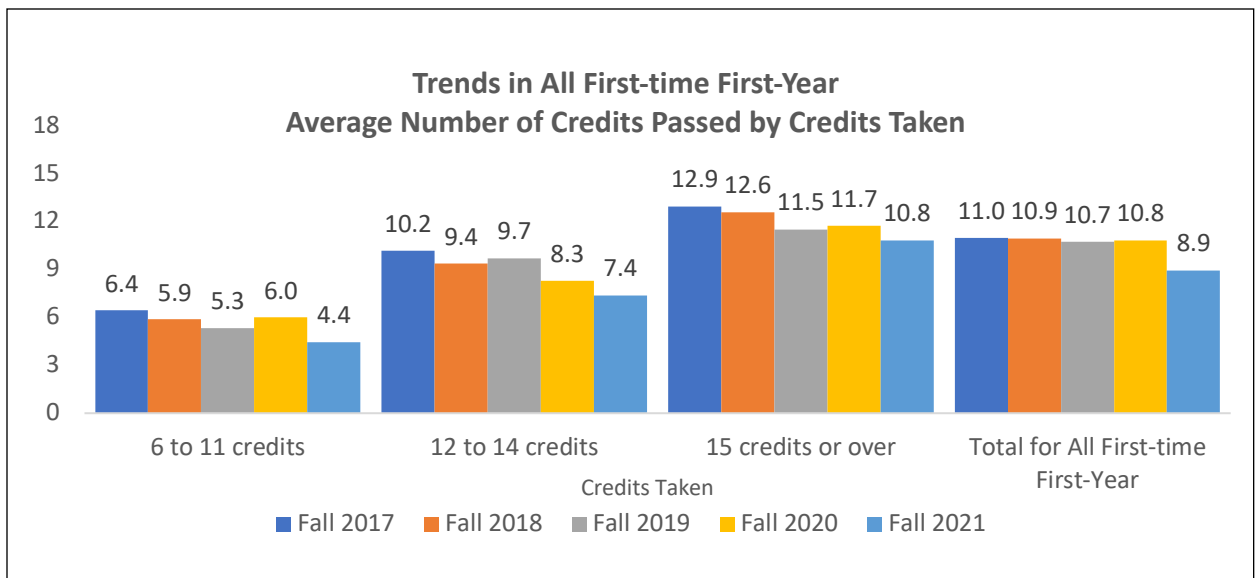
**FIGURE 29**



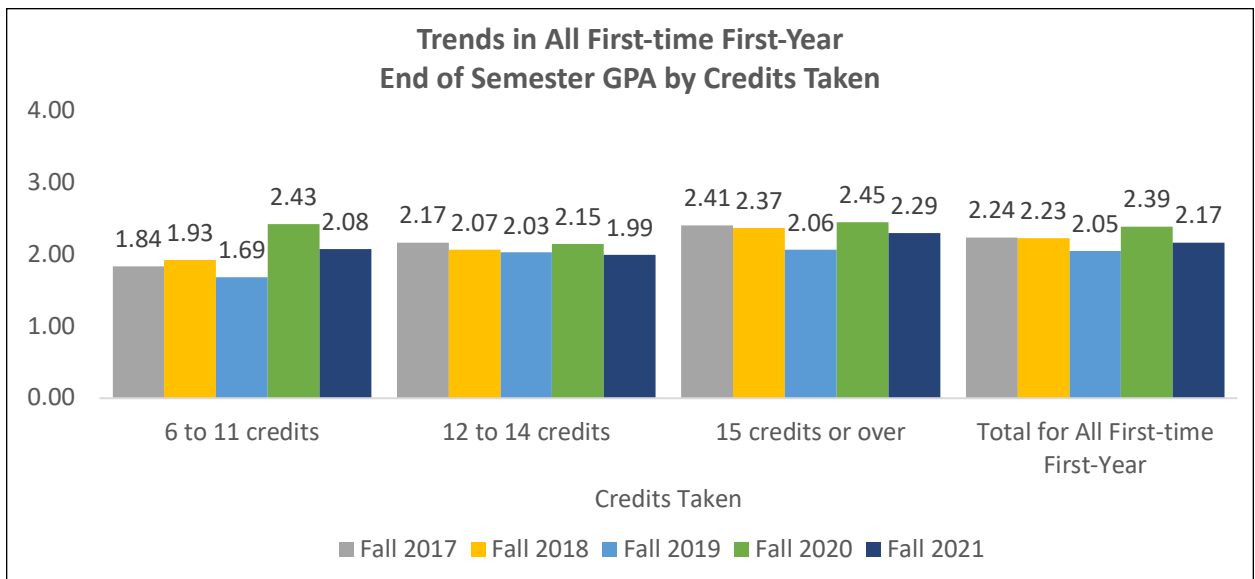
**FIGURE 30**



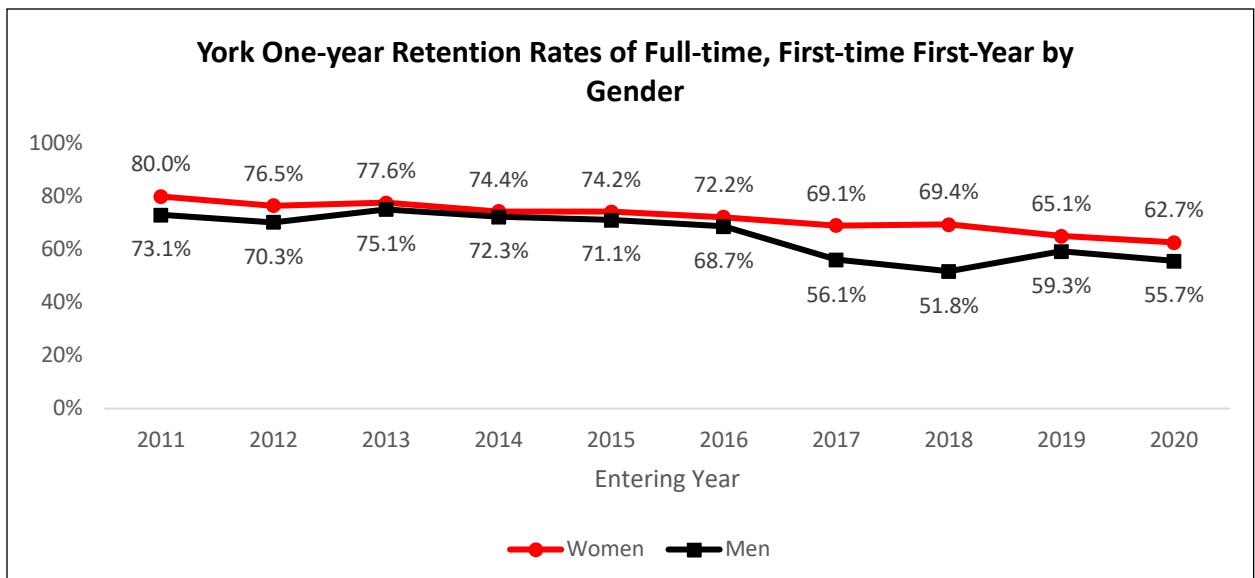
**FIGURE 31**



**FIGURE 32**



**FIGURE 33**



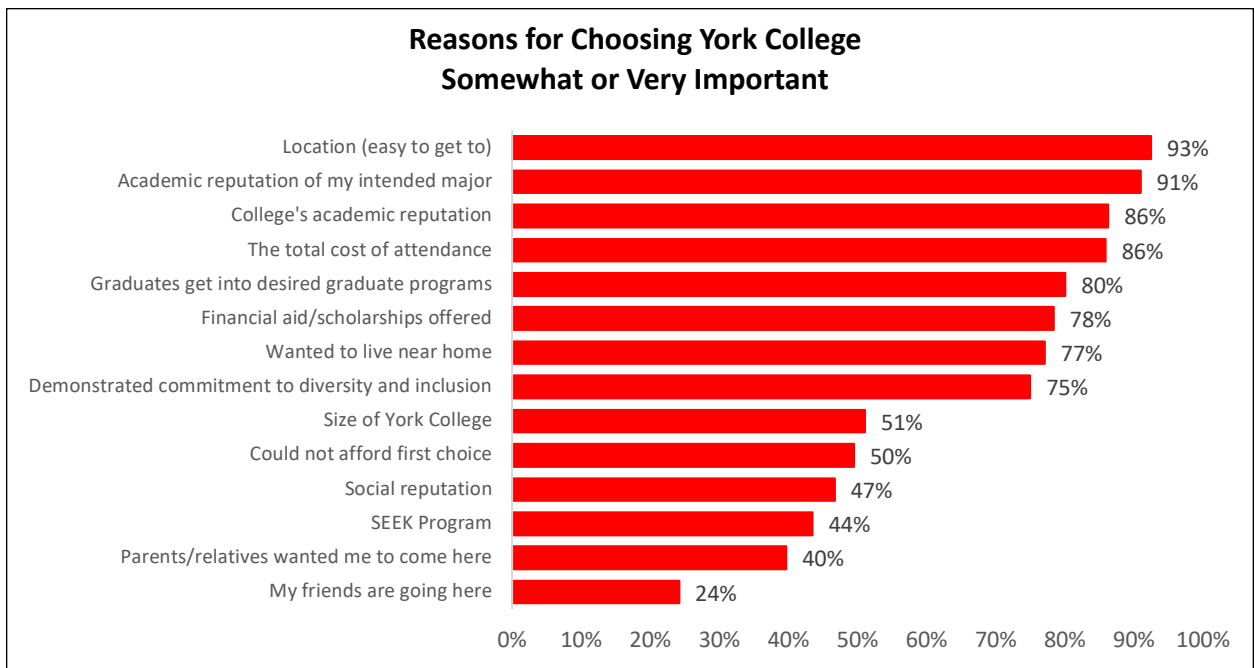
**FIGURE 34**

### Accepted, Not Enrolled First-time Students

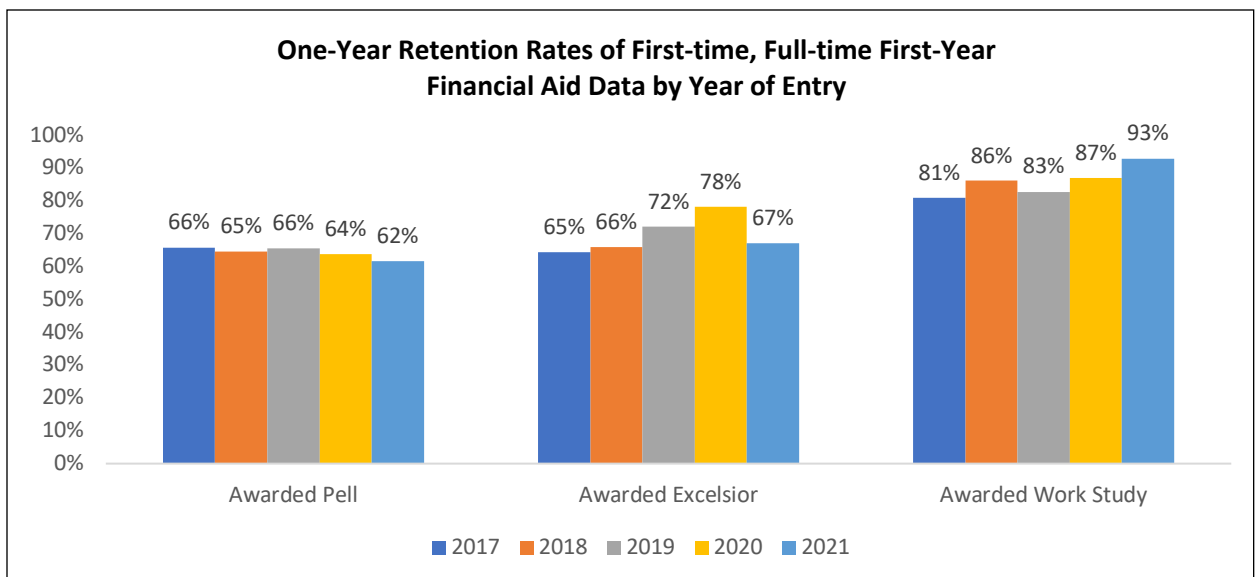
	Fall 2019		Fall 2020		Fall 2021	
<b>Record Found</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
No Record Found	1606	16.9%	790	10.8%	1203	14.3%
Record Found	7925	83.1%	6548	89.2%	7181	85.7%
<b>Total</b>	<b>9531</b>	<b>100.0%</b>	<b>7338</b>	<b>100.0%</b>	<b>8384</b>	<b>100.0%</b>

Records based on National Student Clearinghouse and CUNY IRDB

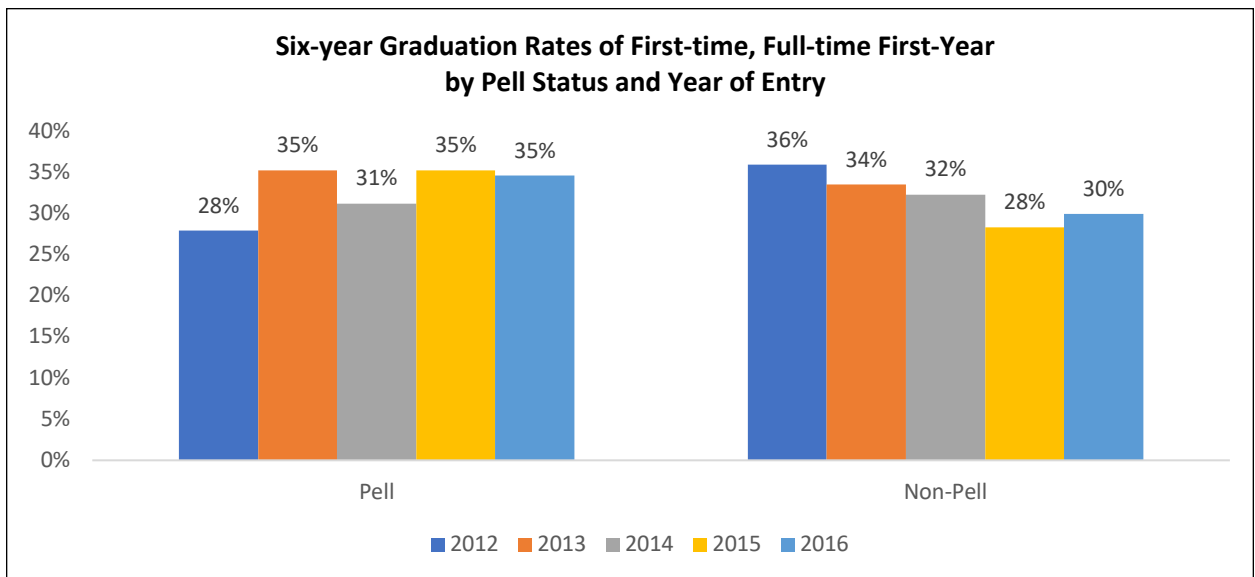
<b>Colleges Most Often Chosen (Top 25 Identified)</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
CUNY QUEENS COLLEGE	647	654	599
CUNY HUNTER COLLEGE	413	395	657
CUNY NEW YORK CITY COLLEGE OF TECHNOLOGY	642	391	418
CUNY CITY COLLEGE	372	380	484
CUNY BOROUGH OF MANHATTAN COMMUNITY COLLEGE	536	295	290
CUNY LEHMAN COLLEGE	191	376	375
CUNY QUEENSBOROUGH COMMUNITY COLLEGE	424	236	262
CUNY JOHN JAY COLLEGE	347	312	231
CUNY BROOKLYN COLLEGE	302	347	228
CUNY BARUCH COLLEGE	292	232	333
CUNY LAGUARDIA COMMUNITY COLLEGE	301	126	206
SAINT JOHN'S UNIVERSITY	160	95	180
CUNY STATEN ISLAND COLLEGE	122	153	152
SUNY UNIVERSITY AT ALBANY	134	126	159
SUNY UNIVERSITY AT BUFFALO	112	126	103
MERCY COLLEGE	97	105	99
SUNY STONY BROOK UNIVERSITY	99	94	103
CUNY MEDGAR EVERS COLLEGE	127	77	76
THE STATE UNIVERSITY OF NEW YORK COLLEGE @ BUFFALO	134	68	78
CUNY KINGSBOROUGH COMMUNITY COLLEGE	112	66	82
ST FRANCIS COLLEGE	78	106	41
ADELPHI UNIVERSITY	55	59	105
CUNY BRONX COMMUNITY COLLEGE	103	38	59
SUNY COLLEGE - OLD WESTBURY	67	47	49
SUNY OSWEGO	50	65	38



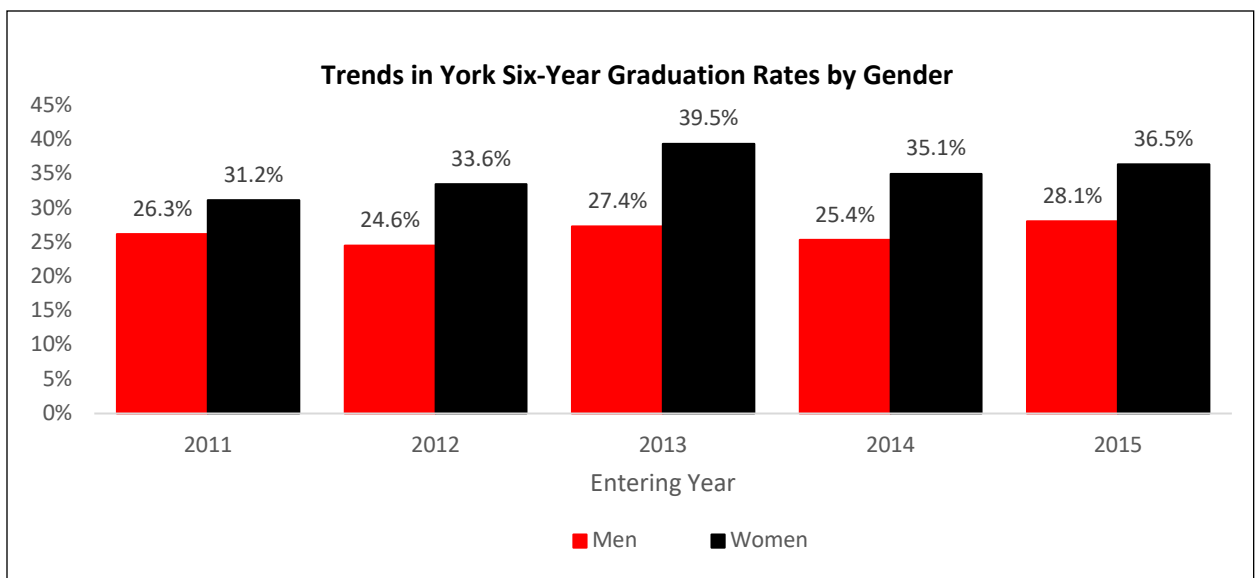
**FIGURE 35** (Source: OIESP Assessmant of Student Support Services Survey, Spring 2020)



**FIGURE 36** Number of students awarded work study is small



**FIGURE 37**



**FIGURE 38**

## Last School Attended by Transfer Students at York College

Source: York Office of Information Technology

<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
No Information	189	204	367	116	499	45	1420
QUEENSBOROUGH CC/CUNY	112	100	67	80	0	68	427
LAGUARDIA CC/CUNY	109	92	48	59	0	45	353
BMCC/CUNY	72	57	29	39	0	51	248
UNITED STATES ENGLISH COLLEGE	0	14	48	67	0	51	180
KINGSBOROUGH CC/CUNY	50	30	13	18	0	19	130
QUEENS COLLEGE/CUNY	34	24	20	23	0	17	118
YORK COLLEGE/CUNY	16	32	13	8	0	14	83
NYC COLLEGE OF TECHNOLOGY/CUNY	20	16	9	16	0	10	71
SUNY NASSAU CC	14	21	20	7	0	7	69
HUNTER COLLEGE/CUNY	15	11	8	19	0	13	66
BRONX COMMUNITY COLLEGE/CUNY	15	11	11	13	0	7	57
BROOKLYN COLLEGE/CUNY	18	11	7	5	0	4	45
CITY COLLEGE/CUNY	9	17	4	3	0	9	42
MEDGAR EVERS COLLEGE/CUNY	16	6	5	5	0	7	39
JOHN JAY COLLEGE/CUNY	8	6	7	8	0	6	35
COLLEGE OF STATEN ISLAND/CUNY	6	7	7	5	0	8	33
HOSTOS CC/CUNY	7	10	3	6	0	3	29
NASSAU COMMUNITY COLLEGE	26	2	0	0	0	0	28
OUT OF STATE HS	14	13	0	0	0	0	27
COLLEGES ATTENDED	0	24	1	0	0	0	25
ST. JOHN'S UNIVERSITY	6	6	3	2	0	3	20
LONG ISLAND UNIVERSITY	10	3	2	2	0	1	18
ADELPHI UNIVERSITY	6	3	6	0	0	0	15
SUNY OLD WESTBURY	2	1	6	1	0	3	13
SUNY STONY BROOK UNIVERSITY	2	5	1	2	0	3	13
BARUCH COLLEGE/CUNY	2	5	2	2	0	1	12
SUNY UNIV AT BUFFALO	4	4	3	0	0	1	12
MONROE COLLEGE	4	2	3	1	0	1	11
ASA INSTITUTE/ASA COLLEGE	3	2	3	0	0	1	9
FOREIGN ADVANCED STANDING ENG	2	7	0	0	0	0	9
LEHMAN COLLEGE	2	7	0	0	0	0	9
MERCY COLLEGE	2	5	0	2	0	0	9
SUNY BUFFALO STATE COLLEGE	2	3	2	1	0	1	9
LEHMAN COLLEGE/CUNY	0	2	1	1	0	4	8
SUNY UNIVERSITY AT ALBANY	1	0	3	2	0	2	8
LONG ISLAND UNIVERSITY POST	2	4	0	1	0	0	7
NEW YORK INSTITUTE TECHNOLOGY	3	1	2	1	0	0	7
GUTTMAN COMMUNITY COLLEGE/CUNY	1	2	0	1	0	2	6
HOFSTRA UNIVERSITY	2	3	0	1	0	0	6
NIGERIA COLLEGE	0	0	2	4	0	0	6
NEPAL COLLEGE	0	0	3	0	0	2	5
SUNY POTSDAM	1	2	1	0	0	1	5
SUNY SUFFOLK CCC SELDEN	0	1	3	1	0	0	5
SUNY WESTCHESTER CC	1	0	1	3	0	0	5

(continued)



<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
JAMAICA COLLEGE	0	0	1	2	0	1	4
NEW YORK UNIVERSITY NYU	1	1	1	0	0	1	4
PACE UNIVERSITY	1	0	3	0	0	0	4
POSSE FOUNDATION INC	3	1	0	0	0	0	4
ST FRANCIS COLLEGE NY	0	1	1	1	0	1	4
SUNY CANTON	3	1	0	0	0	0	4
SUNY COLLEGE AT CORTLAND	2	0	1	0	0	1	4
SUNY DUTCHESS CC	0	1	1	1	0	1	4
SUNY OSWEGO	1	3	0	0	0	0	4
SUNY ROCKLAND CC	0	2	0	1	0	1	4
BARD COLLEGE	3	0	0	0	0	0	3
BERKELEY COLLEGE	2	1	0	0	0	0	3
BRAMSON ORT COLLEGE	3	0	0	0	0	0	3
BROWARD COMMUNITY COLLEGE	2	1	0	0	0	0	3
DREXEL UNIVERSITY	1	1	1	0	0	0	3
ESSEX COUNTY COLLEGE	0	1	1	0	0	1	3
FORDHAM UNIVERSITY	2	1	0	0	0	0	3
GUYANA COLLEGE	0	0	0	3	0	0	3
GUYANA ENGLISH HS - UNK	0	0	0	1	0	2	3
LINCOLN UNIVERSITY	1	0	1	0	0	1	3
NEW YORK CITY TECH COLLEGE	3	0	0	0	0	0	3
PLAZA COLLEGE	1	2	0	0	0	0	3
SUNY BINGHAMTON UNIVERSITY	1	1	1	0	0	0	3
SUNY BROOME CC	0	1	0	0	0	2	3
SUNY COLLEGE AT BROCKPORT	2	0	0	0	0	1	3
SUNY FARMINGDALE	0	0	0	1	0	2	3
SUNY FASHION INSTITUTE OF TECH	1	1	0	0	0	1	3
SUNY NEW PALTZ	2	0	0	1	0	0	3
TECHNICAL CAREER INSTITUTE/TCI	0	2	1	0	0	0	3
THE COLLEGE OF NEW ROCHELLE	1	1	1	0	0	0	3
TOURO COLLEGE	1	0	0	0	0	2	3
VAUGHN COLL AERONAUTICS & TECH	1	0	0	2	0	0	3
A PHILIP RANDOLPH CAMPUS HS	0	1	0	1	0	0	2
BANGLADESH COLLEGE	0	2	0	0	0	0	2
BARBADOS COLLEGE	0	0	1	0	0	1	2
BOSTON UNIVERSITY	1	0	0	1	0	0	2
BRIARCLIFFE COLLEGE BETHPAGE	0	1	0	1	0	0	2
DELAWARE STATE UNIVERSITY	0	0	1	0	0	1	2
GIRTON COLLEGE	1	1	0	0	0	0	2
HILLCREST HS	0	1	0	1	0	0	2
HOWARD UNIVERSITY	2	0	0	0	0	0	2
INDIA COLLEGE	0	0	2	0	0	0	2
INST FOR HEALTH PROFESSIONS	0	1	0	0	0	1	2
KOREA REPUBLIC OF COLLEGE	0	0	0	2	0	0	2
MOLLOY COLLEGE	1	0	1	0	0	0	2
NORTHERN VIRGINIA CC	0	1	0	0	0	1	2
QUEENSBOROUGH COMMUNITY COLL	2	0	0	0	0	0	2

(continued)

<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
ST JOHNS UNIV COL OF INSURANCE	0	1	1	0	0	0	2
ST. JOSEPH'S COLLEGE	1	1	0	0	0	0	2
SUFFOLK COUNTY CMTY COLL AMMER	2	0	0	0	0	0	2
SUNY COBLESKILL	0	0	2	0	0	0	2
SUNY GENESEO	2	0	0	0	0	0	2
SUNY HERKIMER COUNTY CC	0	0	1	0	0	1	2
SUNY HUDSON VALLEY CC	0	1	0	1	0	0	2
SUNY ONEONTA	0	1	0	1	0	0	2
SUNY PLATTSBURGH	0	1	0	1	0	0	2
SUNY PURCHASE COLLEGE	1	0	0	1	0	0	2
SUNY SCHENECTADY CO CC	0	1	0	0	0	1	2
THE ART INSTITUTE OF NYC	1	1	0	0	0	0	2
THOMAS A EDISON CTE HS	1	0	0	1	0	0	2
UNIV OF MARYLAND UNIV COL	0	1	1	0	0	0	2
UNIV WISC MADISON SCH BUSINESS	1	1	0	0	0	0	2
UNIVERSITY OF GUYANA	0	0	1	1	0	0	2
WOOD TOBE-COBURN SCHOOL	0	1	1	0	0	0	2
YORK EARLY COLLEGE ACADEMY	1	0	0	0	0	1	2
ACADEMY FOR LANGUAGE AND TECH	0	0	0	1	0	0	1
ALBANIA NE COLLEGE	0	0	0	0	0	1	1
ALLEGHENY COLLEGE	0	0	0	0	0	1	1
ALLEN SCHOOL OF HEALTH SCI	0	0	0	1	0	0	1
AMERICAN INTERNATIONAL UNIV BA	0	0	0	1	0	0	1
ARCHBISHOP MOLLOY HS	0	0	0	1	0	0	1
AVIATION HS	0	0	0	1	0	0	1
BALTIMORE CITY COLLEGE	1	0	0	0	0	0	1
BANGLADESH ENGLISH HS - UNK	0	0	1	0	0	0	1
BARBADOS CMTY COLLEGE	0	1	0	0	0	0	1
BARTON COLLEGE	1	0	0	0	0	0	1
BAUDER COLLEGE	1	0	0	0	0	0	1
BECKER COLLEGE	0	0	0	0	0	1	1
BENJAMIN BANNEKER ACADEMY	0	0	0	0	0	1	1
BETHLEHEM MORAVIAN COLLEGE	0	0	0	1	0	0	1
BETHUNE-COOKMAN UNIVERSITY	1	0	0	0	0	0	1
BKLN SCHL MATH AND RESEARCH	0	1	0	0	0	0	1
BLOOMFIELD COLLEGE	1	0	0	0	0	0	1
BRAZIL NE COLLEGE	0	0	0	1	0	0	1
BUCKS COUNTY CC	0	1	0	0	0	0	1
BULGARIA COLLEGE	0	0	0	0	0	1	1
CAMPUS MAGNET HS	0	1	0	0	0	0	1
CATHERINE MCAULEY HS	0	1	0	0	0	0	1
CAYUGA COMMUNITY COLLEGE	1	0	0	0	0	0	1
CHATTAHOOCHEE TECH COLLEGE	0	0	0	1	0	0	1
CHEYNEY UNIVERSITY OF PA	1	0	0	0	0	0	1
CHINA COLLEGE	0	0	1	0	0	0	1
CLARENCE FITZROY BRYANT COLLEG	0	0	0	1	0	0	1
CLARK ATLANTA UNIVERSITY	0	0	0	0	0	1	1

(continued)

<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
COLLEGE OF SAINT ELIZABETH	0	1	0	0	0	0	1
COLLEGE OF SAINT MARY	1	0	0	0	0	0	1
COLOMBIA NE COLLEGE	0	0	1	0	0	0	1
COLUMBIA UNION COLLEGE	0	1	0	0	0	0	1
COLUMBIA UNIV SCH GEN STUDIES	0	0	1	0	0	0	1
COMMUNITY COLLEGE ALLEGHENY PA	0	1	0	0	0	0	1
COMMUNITY COLLEGE PHILADELPHIA	0	0	0	0	0	1	1
CONCORD UNIVERSITY	0	1	0	0	0	0	1
CORAL SPRINGS HIGH SCHOOL	0	0	0	1	0	0	1
CUYAHOGA CC WESTERN	0	1	0	0	0	0	1
DAEMEN COLLEGE	0	1	0	0	0	0	1
DE LA SALLE HEALTH SCIENCES IN	0	0	0	0	0	1	1
DEVRY COLLEGE OF NEW YORK	0	0	0	0	0	1	1
DOMINICA STATE COLLEGE	0	0	0	0	0	1	1
DOMINICAN COLLEGE OF BLAUVELT	0	0	0	1	0	0	1
DUTCHESS COMMUNITY COLLEGE	0	1	0	0	0	0	1
FAIRLEIGH DICKINSON UNIVERSITY	0	1	0	0	0	0	1
FIVE TOWNS COLLEGE	0	0	1	0	0	0	1
FLEISCHMANN CHUCK	0	1	0	0	0	0	1
GEORGETOWN UNIVERSITY	1	0	0	0	0	0	1
GEORGIA STATE UNIVERSITY	0	1	0	0	0	0	1
GOVERNMENT TECHNICAL INSTITUTE	0	0	0	1	0	0	1
GREATER NEW YORK ACADEMY	0	0	0	0	0	1	1
GULF COAST STATE COLLEGE	0	0	0	0	0	1	1
GUYANA NE COLLEGE	1	0	0	0	0	0	1
HAITI NON-ENGLISH HS - UNK	0	0	0	0	0	1	1
HELENE FULD SCHOOL OF NURSING	1	0	0	0	0	0	1
HERKIMER COUNTY COMMUNITY COLL	1	0	0	0	0	0	1
HOSTOS COMMUNITY COLLEGE	1	0	0	0	0	0	1
HOUSATONIC COMMUNITY-TECH COLL	0	0	0	1	0	0	1
HS FOR LANGUAGE AND DIPLOMACY	0	0	0	0	0	1	1
HS OF FASHION INDUSTR	0	0	0	1	0	0	1
HUNTER COLLEGE HS	1	0	0	0	0	0	1
INDIA HS	0	0	1	0	0	0	1
INDIA NE COLLEGE	1	0	0	0	0	0	1
INDIANA UNIV PENNSYLVANIA	0	0	0	1	0	0	1
INFORMATION TECHNOLOGY HS	0	0	0	0	0	1	1
INTERNATIONAL ISLAMIC UNIV	0	0	1	0	0	0	1
IOWA CENTRAL CC EAGLE GROVE	0	1	0	0	0	0	1
ITHACA COLLEGE	1	0	0	0	0	0	1
IVY TECH COMMUNITY COLLEGE	0	1	0	0	0	0	1
JOHN DEWEY HS	0	1	0	0	0	0	1
JOHNSON & WALES UNIVERSITY	0	0	1	0	0	0	1
JOHNSON C SMITH UNIVERSITY	0	0	0	0	0	1	1
KEISER UNIVERSITY	0	0	0	0	0	1	1
KINGSBOROUGH COMMUNITY COLLEGE	1	0	0	0	0	0	1
LAGOS STATE POLYTECHNIC	0	0	0	0	0	1	1

(continued)

<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
LAGOS STATE UNIVERSITY	0	0	1	0	0	0	1
LAKE SUMTER CC	0	0	0	0	0	1	1
LE MOYNE COLLEGE	0	0	1	0	0	0	1
LEHIGH UNIVERSITY	0	0	0	1	0	0	1
LINDENWOOD UNIVERSITY	1	0	0	0	0	0	1
MANCHESTER CC	1	0	0	0	0	0	1
MANHATTANVILLE COLLEGE	1	0	0	0	0	0	1
MARIA COLLEGE	0	0	1	0	0	0	1
MARIST COLLEGE	0	1	0	0	0	0	1
MEDGAR EVERS COLL PREPARATORY	0	1	0	0	0	0	1
MESA CC	1	0	0	0	0	0	1
METROPOLITAN COLLEGE	1	0	0	0	0	0	1
MICO UNIVERSITY COLLEGE	0	0	0	1	0	0	1
MIDDLESEX CC	0	0	0	1	0	0	1
MOHAWK VALLEY COMMUNITY COLL	1	0	0	0	0	0	1
MONTCLAIR STATE UNIVERSITY	0	0	0	0	0	1	1
MORENO VALLEY COLLEGE	0	0	0	0	0	1	1
MORGAN STATE UNIVERSITY	0	0	1	0	0	0	1
MOUNT SAN JACINTO COLLEGE	0	1	0	0	0	0	1
MYANMAR COLLEGE	0	0	1	0	0	0	1
NATIONAL GEM CONSORTIUM	1	0	0	0	0	0	1
NATIONAL UNIV COMP EMERG SCIS	0	0	1	0	0	0	1
NAZARETH REGIONAL HS	0	1	0	0	0	0	1
NEW ENGLAND COLLEGE	0	0	1	0	0	0	1
NEW JERSEY CITY UNIVERSITY	0	0	0	1	0	0	1
NEW SCHOOL/EUGENE LANG COLLEGE	0	1	0	0	0	0	1
NEW YORK INST OF TECH MANHATTA	1	0	0	0	0	0	1
NIGHTINGALE COLLEGE	0	0	0	0	0	1	1
NORTH CAROLINA A&T ST U UPWRD	1	0	0	0	0	0	1
NORTHAMPTON CO AREA CMTY COLL	0	0	1	0	0	0	1
NORTHERN VIRGINIA CMTY COLLEGE	1	0	0	0	0	0	1
NOVA SOUTHEASTERN UNIV	0	0	1	0	0	0	1
OBERLIN COLLEGE	0	0	0	0	0	1	1
OREGON STATE UNIVERSITY	0	0	0	0	0	1	1
PAKISTAN COLLEGE	0	0	1	0	0	0	1
PALM BEACH STATE COLLEGE	0	0	1	0	0	0	1
PHILIPPINES ENGLISH COLLEGE	0	0	0	0	0	1	1
PLAZA COLLEGE / NY CAREER INST	0	0	1	0	0	0	1
POLK STATE COLLEGE	0	0	0	0	0	1	1
PONTIFICAL CATHOLIC UNIVERSITY	1	0	0	0	0	0	1
PROVIDENCE COLLEGE	0	0	1	0	0	0	1
QUEENS COLLEGIATE HIGH SCHOOL	0	0	0	0	0	1	1
QUEENS HS INFORMATION RESEARCH	1	0	0	0	0	0	1
QUEENS HS TEACH LIB ARTS SCI	0	1	0	0	0	0	1
QUINCY COLLEGE	0	1	0	0	0	0	1
RAJIV GANDHI UNIV OF SCI &TECH	0	0	0	0	0	1	1
RICHMOND HILL HS	1	0	0	0	0	0	1

(continued)

<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
ROCKLAND COMMUNITY COLLEGE	1	0	0	0	0	0	1
RUSSELL SAGE COLLEGE	1	0	0	0	0	0	1
SALEM CC	0	0	0	0	0	1	1
SAMARKAND STATE INST OF FOREIG	0	0	1	0	0	0	1
SAMUEL GOMPERS VOC-TECH HS	0	0	1	0	0	0	1
SAN ANTONIO COLLEGE	0	0	0	0	0	1	1
SANTA BARBARA CITY COLLEGE	0	0	1	0	0	0	1
SCHOLARS ACADEMY	1	0	0	0	0	0	1
SCHOOL OF PROF STUDIES/CUNY	1	0	0	0	0	0	1
SEWANHAKA HS	0	0	0	1	0	0	1
SHAHJALAL UNIV OF SCI/TECH	0	0	1	0	0	0	1
SIENA COLLEGE	0	0	1	0	0	0	1
SMITH COLLEGE	0	0	1	0	0	0	1
SOUTH DAKOTA STATE UNIVERSITY	0	1	0	0	0	0	1
SOUTH MOUNTAIN CMTY COLLEGE	0	0	0	1	0	0	1
SOUTHWEST MINNESOTA STATE UNIV	1	0	0	0	0	0	1
SPELMAN COLLEGE	0	0	0	0	0	1	1
ST THOMAS AQUINAS COLLEGE	0	0	0	0	0	1	1
STONY BROOK SCHOOL	1	0	0	0	0	0	1
SUNY COLLEGE AT FREDONIA	0	1	0	0	0	0	1
SUNY DELHI	0	1	0	0	0	0	1
SUNY DOWNSTATE MEDICAL CENTER	0	0	0	1	0	0	1
SUNY EMPIRE STATE COLLEGE	1	0	0	0	0	0	1
SUNY JAMESTOWN CC	1	0	0	0	0	0	1
SUNY MONROE CC	0	1	0	0	0	0	1
SUNY MORRISVILLE STATE COLLEGE	0	1	0	0	0	0	1
SUNY ORANGE COUNTY CC	0	0	0	1	0	0	1
SUNY POLYTECHNIC INSTITUTE	0	1	0	0	0	0	1
SUNY SUFFOLK CC RIVERHEAD	0	0	1	0	0	0	1
SUNY TOMPKINS CORTLAND CC	0	0	1	0	0	0	1
SYRACUSE UNIVERSITY	0	1	0	0	0	0	1
TASHKENT INSTITUTE OF PHARMACY	0	0	0	0	0	1	1
TECHNICAL CAREER INSTITUTE	0	1	0	0	0	0	1
TEMPLE UNIVERSITY	0	0	0	0	0	1	1
TENNESSEE STATE UNIVERSITY	0	1	0	0	0	0	1
TEXAS A&M UNIVERSITY	0	0	0	0	0	1	1
TOURO COLL SCH HEALTH SCIENCES	0	0	0	1	0	0	1
TOWSON UNIVERSITY	1	0	0	0	0	0	1
TRINIDAD AND TOBAGO COLLEGE	0	0	1	0	0	0	1
UFT CHARTER SCHOOL	0	1	0	0	0	0	1
UNACCREDITED INSTITUTION	1	0	0	0	0	0	1
UNITED KINGDOM COLLEGE	0	0	1	0	0	0	1
UNIV HARTFORD	0	0	1	0	0	0	1
UNIV MARYLAND BALTIMORE CO	0	0	0	0	0	1	1
UNIV NACIONAL DE UCAYALI	0	0	0	0	0	1	1
UNIV PHOENIX	1	0	0	0	0	0	1
UNIV SCRANTON	0	0	0	0	0	1	1

(continued)

<b>Last School Attended</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
UNIV SOUTHERN MISSISSIPPI	0	0	0	1	0	0	1
UNIV TECNOLO DE SANTIAGO UTESA	0	0	1	0	0	0	1
UNIV TEXAS DALLAS	0	0	0	0	0	1	1
UNIVERSIDAD DE CUENCA	0	0	0	0	0	1	1
UNIVERSIDAD DE SAN BUENAVENTUR	0	0	0	0	0	1	1
UNIVERSIDAD IBEROAMERICANA	0	0	0	1	0	0	1
UNIVERSIDAD OF GUAYAQUIL	0	0	0	0	0	1	1
UNIVERSITY GAMAL ABDEL NASSER	0	0	1	0	0	0	1
UNIVERSITY OF BRIDGEPORT	0	0	0	0	0	1	1
UNIVERSITY OF COLORADO	0	0	0	0	0	1	1
UNIVERSITY OF CONNECTICUT	0	0	0	0	0	1	1
UNIVERSITY OF LOME	0	0	0	1	0	0	1
UNIVERSITY OF MARYLAND	1	0	0	0	0	0	1
UNIVERSITY OF MASSACHUSETTS	1	0	0	0	0	0	1
UNIVERSITY OF SHKODRA LUIGJ G	0	0	1	0	0	0	1
UNIVERSITY OF TIRANA	0	0	1	0	0	0	1
UPPER IOWA UNIVERSITY	0	0	0	1	0	0	1
UTICA COLLEGE	0	0	1	0	0	0	1
VALENCIA COLLEGE	0	0	1	0	0	0	1
VAUGHN COLL OF AERO AND TECH	1	0	0	0	0	0	1
VEEB NASSAU PRACTICAL NURSING	0	0	0	1	0	0	1
VERITAS ACADEMY	0	0	0	0	0	1	1
VICTORY COLLEGIATE HS	0	1	0	0	0	0	1
VILLANOVA UNIVERSITY	0	0	1	0	0	0	1
VINCENNES UNIVERSITY	0	1	0	0	0	0	1
VIRGINIA COMMONWEALTH UNIV	0	0	0	1	0	0	1
VIRGINIA STATE UNIVERSITY	0	1	0	0	0	0	1
VIRGINIA UNION UNIVERSITY	0	1	0	0	0	0	1
WALDEN UNIVERSITY	0	0	1	0	0	0	1
WASHINGTON STATE UNIV	0	0	0	0	0	1	1
WELLS COLLEGE	1	0	0	0	0	0	1
WEST VIRGINIA BUSINESS COLL	0	1	0	0	0	0	1
WESTCHESTER COMMUNITY COLLEGE	0	1	0	0	0	0	1
WESTRN STATE U COLL LAW SN DGO	1	0	0	0	0	0	1
WILKES UNIVERSITY	0	1	0	0	0	0	1
WILMINGTON UNIVERSITY	0	1	0	0	0	0	1
XAVIER UNIVERSITY LA	1	0	0	0	0	0	1
YEAR UP	0	0	0	1	0	0	1
YESHIVA UNIVERSITY NEW YORK	1	0	0	0	0	0	1
<b>Total</b>	<b>911</b>	<b>860</b>	<b>800</b>	<b>581</b>	<b>499</b>	<b>482</b>	<b>4133</b>

### DFW Rates of Undergraduate Courses by Race/Ethnicity: Fall Semesters 2017-2021

	2017		2018		2019		2020		2021	
	DFW		DFW		DFW		DFW		DFW	
<b>Undergraduate Degree-Seeking</b>	N	%	N	%	N	%	N	%	N	%
American Indian or Alaskan Native	55	18%	67	21%	72	22%	40	12%	96	28%
Asian	1129	17%	1109	18%	1066	18%	655	12%	914	19%
Black or African American	2092	22%	2131	21%	2445	24%	1653	18%	2239	28%
Hispanic/Latino	1552	22%	1699	23%	1753	24%	1355	19%	1650	28%
Native Hawaiian or Other Pacific Islander	33	15%	34	20%	32	23%	5	5%	32	35%
Nonresident alien	184	16%	150	14%	170	17%	102	12%	148	17%
Two or more races	78	16%	124	22%	177	21%	184	20%	176	24%
White	190	14%	209	16%	191	15%	105	9%	176	18%
<b>Total</b>	<b>5313</b>	<b>20%</b>	<b>5523</b>	<b>20%</b>	<b>5906</b>	<b>22%</b>	<b>4099</b>	<b>16%</b>	<b>5431</b>	<b>25%</b>
<b>First-time Freshmen</b>	N	%	N	%	N	%	N	%	N	%
American Indian or Alaskan Native	6	18%	16	30%	27	39%	4	8%	38	36%
Asian	274	22%	245	21%	225	26%	130	15%	226	28%
Black or African American	561	30%	601	31%	816	38%	387	30%	796	50%
Hispanic/Latino	495	30%	577	34%	658	38%	512	34%	564	49%
Native Hawaiian or Other Pacific Islander	1	25%	5	56%	17	57%	0	0%	10	44%
Nonresident alien	40	26%	18	12%	45	30%	32	26%	25	23%
Two or more races	33	20%	47	31%	45	22%	53	28%	43	36%
White	40	21%	70	25%	37	20%	22	20%	47	28%
<b>Total</b>	<b>1450</b>	<b>27%</b>	<b>1579</b>	<b>29%</b>	<b>1870</b>	<b>35%</b>	<b>1140</b>	<b>28%</b>	<b>1749</b>	<b>43%</b>

Excludes: Message Courses

**DFW:** D+, D, F, W, WA, WN, WU

### First-time, First-Year Students Accepted to but not Enrolled at York College: Where Did They Go?

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Total	
	N	%	N	%	N	%	N	%	N	%
<b>Record Found</b>										
No Record Found	1606	16.9%	790	10.8%	1203	14.3%	1346	15.4%	4945	14.5%
Record Found	7925	83.1%	6548	89.2%	7181	85.7%	7397	84.6%	29051	85.5%
<b>Total</b>	<b>9531</b>	<b>100.0%</b>	<b>7338</b>	<b>100.0%</b>	<b>8384</b>	<b>100.0%</b>	<b>8743</b>	<b>100.0%</b>	<b>33996</b>	<b>100.0%</b>

Record based on National Student Clearinghouse and CUNY IRDB

<b>College Name</b> (Colleges identified 100 or more times)	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
No Record Found	1606	790	1203	1346	4945
CUNY Queens College	647	654	599	699	2599
CUNY Hunter College	413	395	657	604	2069
CUNY New York City College of Technology	642	391	418	458	1909
CUNY City College	372	380	484	464	1700
CUNY Borough of Manhattan Community College	536	295	290	261	1382
CUNY Baruch College	292	232	333	392	1249

(continued)



<b>College Name</b> (Colleges identified 100 or more times)	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Total</b>
CUNY Lehman College	191	376	375	301	1243
CUNY Queensborough Community College	424	236	262	274	1196
CUNY John Jay College	347	312	231	280	1170
CUNY Brooklyn College	302	347	228	244	1121
CUNY LaGuardia Community College	301	126	206	182	815
Saint John's University	160	95	180	204	639
SUNY University at Albany	134	126	159	160	579
CUNY Staten Island College	122	153	152	98	525
SUNY University at Buffalo	112	126	103	100	441
SUNY Stony Brook University	99	94	103	141	437
Mercy College	97	105	99	93	394
CUNY Medgar Evers College	127	77	76	78	358
The State University of New York College at Buffalo	134	68	78	71	351
CUNY Kingsborough Community College	112	66	82	80	340
Adelphi University	55	59	105	68	287
St Francis College	78	106	41	62	287
CUNY Bronx Community College	103	38	59	68	268
SUNY Oswego	50	65	38	68	221
Long Island University	58	48	44	66	216
SUNY College - Old Westbury	67	47	49	51	214
SUNY Farmingdale	40	31	64	66	201
Pennsylvania Public Senior and Community Colleges	29	48	58	64	199
State University of New York New Paltz	56	42	46	55	199
New York Institute of Technology- Old Westbury	42	36	40	61	179
College of Mount Saint Vincent	36	40	43	53	172
SUNY College Plattsburgh	41	46	36	48	171
SUNY Binghamton	40	40	40	46	166
New York University	34	31	45	51	161
Maryland Public Senior and Community Colleges	26	23	51	55	155
SUNY Fashion Institute of Technology	42	45	36	28	151
Fordham University	33	28	51	38	150
Nassau Community College	56	20	32	40	148
CUNY Guttman Community College	55	30	30	22	137
Hofstra University	26	23	35	44	128
Vaughn College of Aeronautics and Technology	46	33	25	22	126
CUNY Hostos Community College	51	17	21	33	122
Monroe College	64	12	21	17	114
Pace University	22	25	34	21	102



# BASELINES AND GOALS

## Fall Recruitment Targets to 2027: Full-Time Enrollees

### First-Time, First-Year Students

(High Total N=1,107: Fall 2018)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	744		
2023	780	5%	
2024	820	5%	206
2025	860	5%	
2026	900	5%	
2027	950	6%	

### First-Time, First-Year Students: First Generation

(High Total N=526: Fall 2018)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	374		
2023	390	4%	
2024	405	4%	81
2025	420	4%	
2026	435	4%	
2027	455	5%	

### First-Time, First-Year Students: Black or African-American

(High Total N=442: Fall 2019)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	290		
2023	305	5%	
2024	320	5%	85
2025	335	5%	
2026	355	6%	
2027	375	6%	

### First-Time, First-Year Students: Pell Grant Recipients

(High Total N=804: Fall 2019)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	521		
2023	545	5%	
2024	570	5%	144
2025	600	5%	
2026	630	5%	
2027	665	6%	

### First-Time, First-Year Students: Hispanic-American/Latinx

(High Total N=352: Fall 2019)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	201		
2023	212	5%	
2024	222	5%	59
2025	232	5%	
2026	245	6%	
2027	260	6%	

### First-Time, First-Year Students: International Students

(High Total N=32: Fall 2022)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	32		
2023	34	6%	
2024	36	6%	10
2025	38	6%	
2026	40	5%	
2027	42	5%	

## LGBTQIA+ (All)

	N	% Increase YoY	HC increase by 2027
Baseline 2022			
2023			
2024			
2025			
2026			
2027			

## New Transfer Students

(High Total N=527: Fall 2018)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	333		
2023	350	5%	
2024	370	6%	97
2025	390	5%	
2026	410	5%	
2027	430	5%	

## New Transfer Students: 25 or Over

(High Total N=207: Fall 2019)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	111		
2023	115	4%	
2024	120	4%	24
2025	125	4%	
2026	130	4%	
2027	135	4%	

## New Graduate Students

(High Total N=72: Fall 2022)

	N	% Increase YoY	HC increase by 2027
Baseline 2022	72		
2023	75	4%	
2024	80	7%	23
2025	85	6%	
2026	90	6%	
2027	95	6%	





**YORK** College | **CUNY**

# SEMP RETENTION TARGETS

## Retention and Graduation Rate Targets: Full-Time Enrollees

### First-Time, First-Year Students

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	744	61%	455	52%	386	42%	314	8%	56	32%	235
2023 Cohort	780	64%	499	54%	421	50%	390	18%	140	36%	281
2024 Cohort	820	67%	549	57%	467	53%	435	21%	172	39%	320
2025 Cohort	860	70%	602	60%	516	56%	482	24%	206	42%	361
2026 Cohort	900	73%	657	63%	567	59%	531	27%	243	45%	405
2027 Cohort	950	76%	722	66%	627	62%	589	30%	285	48%	456

### First-Time, First-Year Students: Black or African-American

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	290	56%	162	56%	162	46%	134	8%	23	35%	100
2023 Cohort	305	59%	180	49%	149	45%	137	18%	55	36%	110
2024 Cohort	320	62%	198	52%	166	48%	154	21%	67	39%	125
2025 Cohort	335	65%	218	55%	184	51%	171	24%	80	42%	141
2026 Cohort	355	68%	241	58%	206	54%	192	27%	96	45%	160
2027 Cohort	375	71%	266	61%	229	57%	214	30%	113	48%	180

### First-Time, First-Year Students: Hispanic-American/Latinx

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	201	54%	108	44%	89	38%	77	7%	15	28%	56
2023 Cohort	212	57%	121	47%	100	41%	87	18%	38	36%	76
2024 Cohort	222	60%	133	50%	111	44%	98	21%	47	39%	87
2025 Cohort	232	63%	146	53%	123	47%	109	24%	56	42%	97
2026 Cohort	245	66%	162	56%	137	50%	123	27%	66	45%	110
2027 Cohort	260	69%	179	59%	153	53%	138	30%	78	48%	125



## First-Time, First-Year Students: First Generation

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	374	61%	226	53%	197	41%	152	8%	31	33%	122
2023 Cohort	390	64%	250	56%	218	44%	172	11%	43	36%	140
2024 Cohort	405	67%	271	59%	239	47%	190	14%	57	39%	158
2025 Cohort	420	70%	294	62%	260	50%	210	17%	71	42%	176
2026 Cohort	435	73%	318	65%	283	53%	231	20%	87	45%	196
2027 Cohort	455	76%	346	68%	309	56%	255	23%	105	48%	218

## First-Time, First-Year Students: Pell Grant Recipients

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	521	62%	321	51%	265	41%	214	7%	37	31%	162
2023 Cohort	545	65%	354	54%	294	44%	240	10%	55	34%	185
2024 Cohort	570	68%	388	57%	325	47%	268	13%	74	37%	211
2025 Cohort	600	71%	426	60%	360	50%	300	16%	96	40%	240
2026 Cohort	630	74%	466	63%	397	53%	334	19%	120	43%	271
2027 Cohort	665	77%	512	66%	439	56%	372	22%	146	46%	306

## First-Time, First-Year Students: International Students

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	32	71%	23	58%	19	45%	14	10%	3	26%	8
2023 Cohort	34	74%	25	61%	21	48%	16	13%	4	29%	10
2024 Cohort	36	77%	28	64%	23	51%	18	16%	6	32%	12
2025 Cohort	38	80%	30	67%	25	54%	21	19%	7	35%	13
2026 Cohort	40	83%	33	70%	28	57%	23	22%	9	38%	15
2027 Cohort	42	86%	36	73%	31	60%	25	25%	11	41%	17

## LGBTQIA+ (All)

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021											
2023 Cohort											
2024 Cohort											
2025 Cohort											
2026 Cohort											
2027 Cohort											

## New Transfer Students

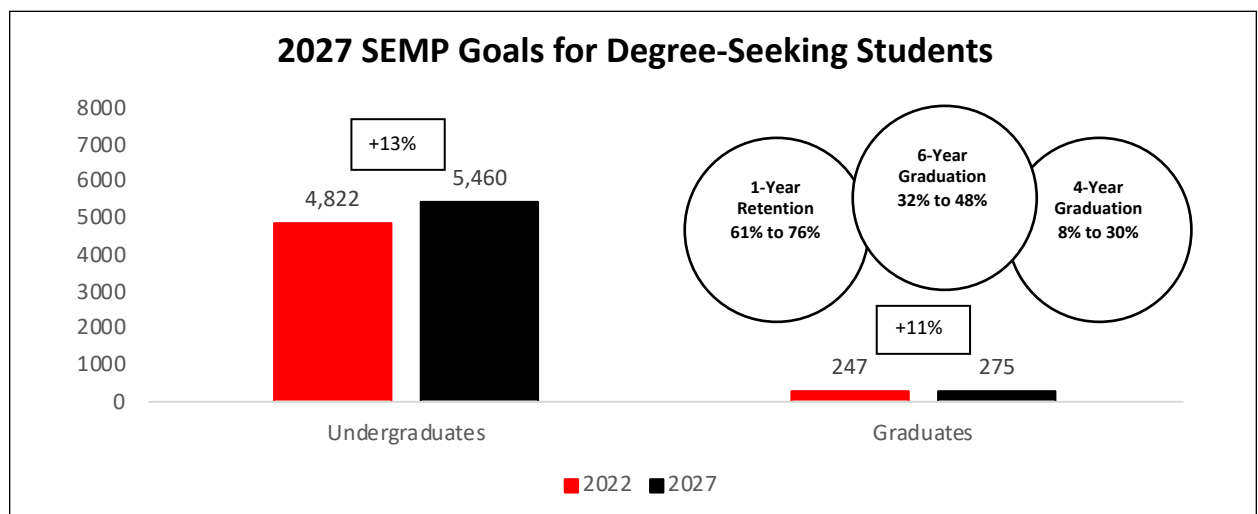
	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	333	78%	258	56%	186	51%	168	50%	167	50%	167
2023 Cohort	350	81%	284	59%	207	54%	189	53%	186	53%	186
2024 Cohort	370	84%	311	62%	229	57%	211	56%	207	56%	207
2025 Cohort	390	87%	339	65%	254	60%	234	59%	230	59%	230
2026 Cohort	410	90%	369	68%	279	63%	258	62%	254	62%	254
2027 Cohort	430	93%	400	71%	305	66%	284	65%	280	65%	280

## New Transfer Students: 25 or Over

	Entering Cohort	1st Year Retention		2nd Year Retention		3rd Year Retention		4-year Graduation Rate		6-year Graduation Rate	
	N	%	#	%	#	%	#	%	#	%	#
Baseline 2021	111	77%	86	51%	57	46%	51	45%	50	45%	50
2023 Cohort	115	80%	92	54%	62	49%	56	48%	55	48%	55
2024 Cohort	120	83%	100	57%	68	52%	62	51%	61	51%	61
2025 Cohort	125	86%	108	60%	75	55%	69	54%	68	54%	68
2026 Cohort	130	89%	116	63%	82	58%	75	57%	74	57%	74
2027 Cohort	135	92%	124	66%	89	61%	82	60%	81	60%	81

## New Graduate Students

	Entering Cohort	1st Year Retention/Persistence		2nd Year Retention/Persistence		3rd Year Retention/Persistence	
	N	%	#	%	#	%	#
Baseline	72	91%	65	97%	70	97%	70
2023 Cohort	75	94%	71	98%	74	98%	74
2024 Cohort	80	97%	78	98%	78	98%	78
2025 Cohort	85	98%	83	98%	83	98%	83
2026 Cohort	90	98%	88	98%	88	98%	88
2027 Cohort	95	98%	93	98%	93	98%	93





# RECRUITMENT AND RETENTION STRATEGIES/INITIATIVES

The recruitment and retention initiatives will begin in Fall 2023. They will be led by the Change Agent and supported by the Transformation Team members for each identified scholar group.

## First-Time, First-Year Student Scholars

**CHANGE AGENT** Ramzees Kennedy, Interim Administrative Coordinator

### TRANSFORMATION TEAM MEMBERS

**Tony Davis**, Admissions Director

**Johnathon Hoyte**, Senior Academic Advisor

**Maria Jean**, Senior Academic Advisor

**Leslie Keiler**, Professor & Chair of the Department for Teacher Education

**Shayla Pruitt**, Director of First Year Experience and Mentoring

**Tiffany Ford**, Academic Coordinator

**Satrohan Tribhowan**, College Assistant

**Sean White**, Senior Academic Advisor

**GOAL:** Increase enrollment, retention and graduation rates for First-Time, First-Year Student Scholars

**Objective 1:** By 2027, increase recruitment of first-time, first-year student scholars by 27.7%

**Objective 2:** By 2027, increase the one-year retention of first-time, first-year student scholars by 15%

**Objective 3:** By 2027, increase the four-year graduation rate of first-time, first-year student scholars by 23%

**Objective 4:** By 2027, increase the six-year graduation rate of first-time, first-year student scholars by 16%

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Actively involve departments, staff, faculty, and students in marketing materials/promotions/ social media.
4. Feature a diverse body of students in promotional materials, including different majors, ethnicities, and backgrounds.
5. Identify and incorporate a group of student volunteers who accompany staff & faculty at recruitment events.
6. Actively reach out to high school advisory groups that can help in recruiting and engaging students.
7. Invite accepted & potential students to campus for events & programs.



8. Promote and build upon our new Summer Bridge program to ensure a seamless transition into college.
9. Revamp our virtual tour platform or create a virtual video experience so potential students can see what it's like to be a York College student.
10. Allow potential students to "shadow" a staff or faculty member for a day, to experience York and to make connections.
11. Integrate faculty into events, including, but not limited to, the accepted student reception. Supply York apparel that invites conversation (buttons, stickers, etc).
12. Use promotional materials to shed light on "less popular" majors & minors to capture the interest of a wider student body.

## **RETENTION**

1. Create more community lounge spaces to encourage community-building, belonging and connectedness.
2. Build marketing and promotional catalog that highlights underrepresented majors to attract a diverse student major population.
3. Explore the introduction of faculty fellows to build rapport & develop relationships outside the classroom with students.
4. Bring back departmental open houses and promote open houses widely so students can attend and become exposed to the full range of majors/programs York offers, rather than solely the majors/programs for which we are known.
5. Build a student ambassador team that is present at events, actively promoting the college, and greeting students on eventful days of the semester.
6. Explore partnerships to create job pipelines to in-demand industries.
7. Introduce micro-scholarships that are funded by local businesses to help and reward students.
8. Increase exposure of on-campus student success programs and initiatives students might not know about (ACE, CLC, Career Services, Food Pantry).
9. Continue to expand early alert efforts through NAVIGATE and support the early intervention team.
10. Intervene when a student requests a transcript, which is the #1 indicator that they are considering transferring out of York.
11. Actively create new programs and student groups so that students can connect and engage with the campus community.
12. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
13. Onboard students and review advising tools to support retention with students. Increase focus on "the safety net".
14. Rebrand support programs related to intrusive advising ensuring rising seniors meet graduation requirements.
15. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
16. Extend library hours year-round: open earlier and close later.
17. Update/repair equipment in the gym and extend hours for longer than two hours.
18. Create more flexibility in dates and times for course offerings.

# First-Time, First-Year Black or African-American Student Scholars

**CHANGE AGENT** George White, Interim Dean School of Arts and Sciences

## TRANSFORMATION TEAM MEMBERS

**Hopeton Allen**, SEEK Program Director

**Lindamichelle Baron**, Associate Professor for Teacher Education

**Tracey Ellis**, SEEK Counselor & Adjunct Lecturer for Behavioral Sciences

**Wayne Forrester**, Lecturer for Business and Economics Department

**Dawn Hewitt**, Director of Research and Sponsored Programs

**Tamika Hudson**, Assistant Director of Student Support and Advisement

**Kalis Jones**, Welcome Center Coordinator

**Vincent Jones**, Director of the Health Promotion Center & Assistant Professor for Health & Human Performance

**Reginald Madden**, Academic Affairs Manager

**Vica Mars**, Academic Affairs Manager

**GOAL: Increase enrollment, retention and graduation rates for First-Time, First-Year Black or African-American Student Scholars**

**Objective 1:** By 2027, increase recruitment of first-time, first-year Black or African-American student scholars by 29.3%

**Objective 2:** By 2027, increase the one-year retention of first-time, first-year Black or African-American student scholars by 15%

**Objective 3:** By 2027, increase the four-year graduation rate of first-time, first-year Black or African-American student scholars by 22%

**Objective 4:** By 2027, increase the six-year graduation rate of first-time, first-year Black or African-American student scholars by 13%

## RECRUITMENT

1. Develop “EdBHM” programming. We can stage 2-3 programs a semester around this theme BUT they don’t have to be lectures; these can be interactive discussions in which we present students with a real-life scenario and ask them “What would you do?” and “What does that say about you?” The scenarios could be about anything, like the Haitian Revolution, the Tulsa Race Riot of 1921, the murder of Jordan Neely, or non-violent Civil Disobedience, etc. Perhaps one event could be like a Quiz Show on Black History, where the winners get small prizes. We could stage these events on our campus OR the campuses of some of our feeder schools, like LaGuardia, Queensboro, and BMCC, with like-minded colleagues there. And also stage some of these programs with YECA and Hempstead High.
2. **Create a “York Alumni Think Tank.”** Stage a program for parents who are alums to try and overcome some of the negative experiences the parents had while at York (Think Tank/focus group on Free Speech, DEI, or other hot button issues that exist BUT also include discussion of issues/barriers unique to the College). We want to be up-front about our weaknesses and how we are addressing them!
3. **Establish “Building Bridges I.”** Stage an interfaith breakfast with religious leaders in the community. This could be a welcome to York and broach the idea of partnerships [i.e., a package of Financial Aid support



that could include church/community-based scholarships] OR just an opportunity to “educate” them about the College.

4. **Establish “Building Bridges II.”** Invite a rotating group of community partners to attend major events like Fall Convocation and Undergraduate Research Day as special guests. Reverse the belief that we are a community college and reinforce the idea that we are a College for the community. We would include outreach to State Senator Leroy Comrie’s office.
5. **Establish “Building Bridges III.”** Build connections with school leadership in NYC Board of Education Districts 28 and 29. Natasha Eastman and Dr. Josephine Van Ness are potential targets for D28. And we will be hosting D29 leadership later this month as they work on the new African American Studies Curriculum for NYC schools on our campus. Outreach to State Sen. Leroy Comrie’s office would also be part of the plan.
6. **Showcase that York is a “PBI to HBCU.”** Link up with community organizations in the five Boroughs and Long Island who do HBCU tours and have them start here!
7. **Launch “Check Out the Big Brains!”** Use the Honda Campus All-Stars Challenge as a recruiting/retention tool! Have the students take a class to prepare them for the competition and give a faculty member RT to teach the course and mentor the team. The idea is to create multiple teams and the best internal team represents the College at the event; the winning team travels but the rest become the “practice squad” who could reach out to high schoolers.
8. **“Get Free Agents on the Team.”** Invite the Assistant Principal Dr. Amina Gordon at YECA to be part of the Africana Resource Center’s Advisory Board.
9. **Launch “The Road Show.”** Take a York class/special lecture (featuring a very strong Instructor) to area high schools.
10. **Engage in “Political Outreach.”** Reconnect with State Sen. James Sanders about doing outreach with high schools in his Far Rockaway district.
11. **Zero in on the “Bullseye.”** We should target the specialty schools with programming that connects to those subject areas (if those specialty areas are legitimate).
12. **Convene “Y.C. TED Talks.”** This can be a carryover from the Micro-Lecture initiative that the Provost started in 2021. It could include faculty and high-achieving students talking about various areas of research taking place on campus. We can invite students from our feeder high schools to attend, based on the content area of the Talk.
13. **Hold a “How Are We Doing?” Town Hall.”** Invite a local elected official and friend of York (like City Council Speaker Adrienne Adams) to join a Cabinet Member in a moderated discussion about what is happening at York, including the good and the bad. The elected official can invite their constituents, who can ask questions and make comments or suggestions for future initiatives at the College (alongside current students). The event should cultivate ideas from the high-level perspective of people connected to emerging trends in the City as well as ideas from the grassroots level. We can keep an internal “York Report Card” to measure our success over time.
14. **Build on the “Be All You Can Be” campaign slogan.** Reach out to each of the military recruiters in the area to persuade them to see York as a viable option for service members to use York for education and promotion for active-duty military and/or Reservists.
15. **Bring York College into the community through a “Future Cardinals” branding effort.** Based on the other D28 and D29 outreach, encourage the Elementary and Middle Schools to name a classroom after our College.

16. **Create a “Junior Carvers” Campaign.** Reexamine the selection criteria for Junior Science and Humanities Symposium (“JSHS”) to target STEM-focused students in under-served schools in the area. We should emphasize the search to find “the next George Washington Carver.”

## RETENTION

1. Create more community lounge spaces to encourage community-building, belonging, and connectedness.
2. **Develop “EdBHM” programming.** We can stage 2-3 programs a semester around this theme BUT they don’t have to be lectures; these can be interactive discussions in which we present students with a real-life scenario and ask them “What would you do?” and “What does that say about you?” The scenarios could be about anything, like the Haitian Revolution, the Tulsa Race Riot of 1921, the murder of Jordan Neely, or non-violent Civil Disobedience, etc. Perhaps one event could be like a Quiz Show on Black History, where the winners get small prizes.
3. **“We Gon’ Be Alright.”** One event might be an artistic event in which students write poetry, or short stories, sing songs, or perform a dance inspired by Black historical figures or events.
4. **Feature “A Beautiful Disaster: The Collision of Art and History, featuring David Mills.”** The aforementioned student-led event could lead up to a poetry reading by the actor/poet David Mills. Use the Africana Resource Center for retention events, including with guest speakers like Mills or Dr. Shango Blake, the nation’s Hip Hop Principal.
5. **Create a “York Alumni Think Tank.”** Stage a program for parents who are alums to try and overcome some of the negative experiences the parents had while at York (Think Tank/focus group on Free Speech, DEI, or other hot button issues exist BUT also include discussion of issues/barriers unique to the College) Be up-front about our weaknesses and how we are addressing them!
6. **Establish “Building Bridges II.”** Invite a rotating group of community partners to attend major events like Fall Convocation and Undergraduate Research Day as special guests. Overturn the notion that we are a community college and reinforce the idea that we are a College for the community.
7. **Ensure “Skin in the Game.”** Reshape Fall Convocation so that students participate in it and get to know what it is and why we do it (and invite parents of students who participate)!
8. **Launch “Check Out the Big Brains!”** Use the Honda Campus All-Stars Challenge as a recruiting/retention tool! Have the students take a class to prepare them for the competition and give a faculty member RT to teach the course and mentor the team. Create multiple teams and the best internal team represents the College at the event; the winning team travels but the rest are the “practice squad” who could reach out to high schoolers.
9. **Convene “Y.C. TED Talks.”** This can be a carryover from the Micro-Lecture initiative that the Provost started in 2021. It could include faculty and high-achieving students talking about various areas of research taking place on campus.
10. **Establish “Y.C. Learning Communities.”** Using the Cardinal App to create discipline-centric “learning communities” moderated by a faculty member to either engage students in a discussion of the discipline or answer difficult content questions in specific courses.
11. **Employ “Sankofa.”** Recruit our current students to participate in Elementary and Middle School events in both D28 and D29 schools, like “District 29 History Day.”

12. **Hold “Dinner with the Provost.”** Contact parents of the First-Year students who attended NSO to come to attend a mixer and dinner with the Provost and other Cabinet members to find out about their students’ experiences. We could ask the following: How helpful was NSO? How was your academic experience? How about your experience with admin staff? This might prove to be a way to navigate around the low responses to surveys and keep parents engaged and invested in their child succeeding at York. We can also encourage new faculty or department Chairs to attend and mix with the parents!
13. **Ensure “Relationship Rich Professional Development.”** Convene professional development workshops to provide faculty with exercises they can use in class to encourage deeper faculty-to-students and student-to-student conversations. This also could include training on how to have difficult conversations with students (students who are struggling in class, disengaged, disruptive, etc).
14. **Initiate “Updating/Reimagining our Curriculum.”** Rename or develop and promote new classes that tackle some of the concepts and issues that current students find interesting, like “branding,” “social media creation/analysis,” “music production,” and “Legal Cannabis distribution.”
15. **Convene “Grow Up and Show Up.”** A Tik Tok or “Learning Communities” video series that is a fast-paced tutorial on navigating the various bureaucratic thresholds that are a normal part of the College AND cultivating survival skills that can transfer to the working world. Concepts for the videos could include things like “When do I get my registration appointment?” “What is the Add/Drop period and how do I effectively change my classes?” “How do I contact my Instructor?” “Who do I talk to if I am interested in a research opportunity?” “How do I talk to or communicate with my professor?” “Who do I turn to when I have a complaint about my class?” or “What do I do if I have a ‘Malcolm X’ moment?”
16. **Diversify the Faculty.** Despite the diversity of our student body, the number of Black academics who are full time, tenure-track or tenured faculty appears to be sub-optimal. Some departments lack a Black male who is tenured or on the tenure track.
17. **Create Tubman Grants.** Offer small “grants/awards” to a small group of incoming students (not necessarily based on above-average high school GPA). We could consider awarding them through a lottery system.
18. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
19. Extend library hours year-round; open earlier and close later.

# First-Time, First-Year Hispanic-American/Latinx Student Scholars

**CHANGE AGENT** **Alejandro Lopez**, Interim Manager of Operations for Student Affairs & Enrollment Management

## TRANSFORMATION TEAM MEMBERS

**Zena Cooper**, Clinical Professor for Teacher Education

**Miosotys Hernandez**, Academic SEEK Student Support

**Cindy Rodriguez**, Welcome Center Coordinator

**GOAL: Increase enrollment, retention and graduation rates for First-Time, First-Year Hispanic-American/Latinx Student Scholars**

**Objective 1:** *By 2027, increase recruitment of first-time, first-year Hispanic-American/Latinx student scholars by 29.4%*

**Objective 2:** *By 2027, increase the one-year retention of first-time, first-year Hispanic-American/Latinx student scholars by 15%*

**Objective 3:** *By 2027, increase the four-year graduation rate of first-time, first-year Hispanic-American/Latinx student scholars by 23%*

**Objective 4:** *By 2027, increase the six-year graduation rate of first-time, first-year Hispanic-American/Latinx student scholars by 20%*

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Develop York-specific recruitment materials in multiple languages.
4. Purchase names of students of Latinx descent.
5. Target families for recruitment through current students via former high schools, alumni and Advancement Office contacts.
6. Host specific events on campus for Latinx students and invite prospective students to department activities.
7. Bring current Latinx students to recruitment activities and local events.
8. Develop HS to college to career pipelines through Continuing Education—Summer pre-college before 11th grade.
9. Promote/elevate our Federal designation as a Hispanic serving institution on our materials and in our communications.
10. Extend invitations to incoming student-scholars from campus committees and professional Latinx organizations.
11. Create a Latinx Student Association and include them in our recruitment activities.
12. Advertise at atypical events and locations like Latinx/Hispanic local groceries, Spanish language newspapers, local sporting and cultural events.

## RETENTION

1. Create more community lounge spaces to encourage community-building, belonging and connectedness.
2. Hire Spanish-speaking Welcome Center staff.
3. Beautify and clean the campus and offer food.
4. Improve student services and respectful treatment by faculty and staff remembering that York students were hard hit by Covid-19.
5. Provide better academic and personal safety nets.
6. Create a “Calandria Institute” style organization for Latinx/ Hispanic culture as a base of support and belonging for students.
7. Offer honor societies, Latinx speaker series, and engagements that offer students the chance to explore NY historical sites of significance to Latinx student scholars. Offer and make available subscriptions to Latinx magazines or celebrating Latinx achievement.
8. Use student success funding for dues to professional organizations and to send students to professional conferences.
9. Publish a Latinx publication where students, faculty and staff can contribute annually or host an annual showcase of student work.
10. Participate in local parades to increase visibility.
11. Add more activities for Latinx student-scholars to make friends in the evening.
12. Create/heighten student lounge space to create more of a student union feel with tabling activities and games.
13. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
14. Onboard students and review advising tools to support retention with students. Increased focus on “the safety net.”
15. Rebrand support programs related to intrusive advising/ensuring rising seniors meet graduation requirements.
16. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
17. Extend library hours year-round: open earlier and close later.

# First-Time, First-Year First Generation Student Scholars

**CHANGE AGENT** Savitrie Rampersaud, Assistant Director Student Affairs, Ombudsperson

## TRANSFORMATION TEAM MEMBERS

**Charles Bozian**, Former Interim Vice President for Finance and Administration

**Barbara Orlowski**, Lecturer Health Professions

**Valerie Kubanick**, Assistant Professor Nursing

**Silvia Nava**, Interim Administrative Coordinator

**GOAL: Increase enrollment, retention and graduation rates for First-Time, First-Year First Generation Student Scholars**

**Objective 1:** By 2027, increase recruitment of first-time, first-year first generation student scholars by 21.7%

**Objective 2:** By 2027, increase the one-year retention of first-time, first-year first-generation student scholars by 16%

**Objective 3:** By 2027, increase the four-year graduation rate of first-time, first-year first-generation student scholars by 15%

**Objective 4:** By 2027, increase the six-year graduation rate of first-time, first-year first-generation student scholars by 15%

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Connect with families and siblings.
4. Ensure marketing materials are created in a variety of languages.
5. Target recruitment population and use geographic targeting in high schools to demonstrate that the College knows the community.
6. Reach out to Nassau County and make connections with the community colleges.
7. Provide easily-accessed basic information on college processes and terminology during the recruitment process.
8. Focus on services available in addition to education.
9. Invite specific high schools to tour the college.
10. Create opportunities to shadow or sit in a class.
11. Create a College life video.
12. Create promotional items that show the affordability and value of a York degree.
13. Connect students in college with students from the high school they are coming from.
14. Showcase transportation highlights to demonstrate the College’s accessibility via mass transit.
15. Create more flexibility in dates and times for course offerings.

## RETENTION

1. Create more community lounge spaces to encourage community-building, belonging and connectedness.
2. Stay connected with students.
3. Hold a Resource/Service Opportunity fair.
4. Establish a First-Generation Club.
5. Explain the processes and expectations of different programs, including (SAP, CAP, INC).
6. Hold workshop and mixers for students and include friends and family.
7. Help students communicate with their parents to help them understand the process in order to bridge the information gap.
8. Host “Parent Information Nights” to help showcase highlights and manage expectations.
9. Provide a calendar with important college dates and deadlines.
10. Ensure FERPA forms are available as part of the initial package.
11. Create advisement check-ins for first generation students.
12. Provide students with clearly-worded policies important to their academic success (Satisfactory Academic Progress, Academic Integrity, Probation).
13. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
14. Onboard students and review advising tools to support retention with students. Increased focus on “the safety net.”
15. Rebrand support programs related to intrusive advising ensuring rising seniors meet graduation requirements.
16. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
17. Extend library hours year-round: open earlier and close later.
18. Create more flexibility in dates and times for course offerings.



# First-Time, First-Year Pell Grant Recipients

**CHANGE AGENT** **Kennybel Pena**, Director of Student Support, Advisement and Scholarship

## TRANSFORMATION TEAM MEMBERS

**Sheridan Bisram**, Senior Academic Advisor

**Beverly Brown**, Director of Financial Aid

**Richard France**, Program Director, NYC Men Teach

**Jackie Rousseau**, ACE Program Director

**Yvette Williamson**, Bursar Director

**GOAL: Increase enrollment, retention and graduation rates for First-Time, First-Year Pell Grant Student Scholars**

**Objective 1:** By 2027, increase recruitment of first-time, first-year Pell grant recipients by 27.6%

**Objective 2:** By 2027, increase the one-year retention of first-time, first-year Pell Grant recipients by 15%

**Objective 3:** By 2027, increase the four-year graduation rate of first-time, first-year Pell Grant recipients by 15%

**Objective 4:** By 2027, increase the six-year graduation rate of first-time, first-year Pell Grant recipients by 15%

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Publicize FAFSA workshops and offer in-person/online/at high school.
4. Host workshops for parents and students about funding college.
5. Make a “Work-study Options” online hub that is also searchable.
6. Encourage departments and units to have multiple work-study positions. Identify creative ways for departments to use work-study students as mentors and ambassadors.
7. Hold workshops to educate people about scholarships.
8. Encourage early FAFSA submission and course registration with York SWAG as prizes.
9. Launch a social media campaign around affording college and how York can assist.
10. Expand and publicize opportunities for summer internships.
11. Increase the number and presence of cohort programs (ACE, SEEK, STEM, CLS, Teacher Ed).
12. Create a cheat sheet/hub of all funding opportunities that is shared with admissions, advising, financial aid.
13. Launch a communications campaign about FAFSA deadlines.
14. Fund discounted MTA cards.
15. Establish a financial aid text hotline.
16. Pair admissions and financial aid personnel in recruitment presentations.

## RETENTION

1. Contact Summer Pell-eligible students to alert them and encourage them to take courses.
2. Publicize and expand assistance with SAP Appeal process through workshops and videos.
3. Identify funding for Summer coursework.

4. Identify students at risk of failing SAP (especially first semester) and provide intervention.
5. Identify temporary external funding for students who fail SAP.
6. Explore flexibility around funding first-year students who fail SAP (Freshman Forgiveness).
7. Revive and revamp the Financial Literacy Workshop (part of freshman orientation).
8. Publicize and expand textbook book bank.
9. Encourage departments to do more OER for their large courses.
10. Create better use of Navigate to connect student performance with financial aid (Early warning).
11. Have Financial Aid Q&As at department meetings to discuss the connection between student performance and financial support.
12. Expand and publicize opportunities for summer internships.
13. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
14. Onboard students and review advising tools to support retention with students. Increased focus on “the safety net.”
15. Rebrand support programs related to intrusive advising ensuring rising seniors meet graduation requirements.
16. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
17. Extend library hours year-round: open earlier and close later.
18. Create more flexibility in dates and times for courses offerings

# First-Time, First-Year International Student Scholars

**CHANGE AGENT** **Chris Hsu**, Professor and Chair of Accounting and Finance

## **TRANSFORMATION TEAM MEMBERS**

**Xin Bai**, Professor of Educational Technology

**Carlton Barnes**, Professor of Accounting and Finance

**Deb Chakravarti**, Director, York College FDA Partnership & Chemistry Professor

**Safiya Faustin**, Senior Academic Advisor

**Grace- Ann Prescod**, International Student Admissions Counselor

**Chaitanand Radhamohan**, Professor of Accounting and Finance

**Dawn Roberts-Semple**, Assistant Professor Earth and Physical Sciences

**Dana Trimboli**, Chief of Staff Office of the President

**GOAL: Increase enrollment, retention and graduation rates for First-Time, First-Year International Student Scholars**

**Objective 1:** By 2027, increase recruitment of first-time, first-year international student scholars by 31.3%

**Objective 2:** By 2027, increase the one-year retention of first-time, first-year international student scholars by 15%

**Objective 3:** By 2027, increase the four-year graduation rate of first-time, first-year international student scholars by 15%

**Objective 4:** By 2027, increase the six-year graduation rate of first-time, first-year international student scholars by 15%

## **RECRUITMENT**

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Establish an International Student Office dedicated to effectively targeting, engaging, and supporting the recruitment and retention of international students.
4. Develop a comprehensive summer bridge program designed for incoming international students to provide them with the necessary skills, resources, and support to navigate the challenges they may encounter during their academic journey.
5. Utilize the resources and networks available through the American Association of State Colleges and Universities (AASCU) to establish joint programs, partnerships, and collaborative initiatives that attract and appeal to international students.
6. Collaborate with reputable third-party organizations specializing in international student recruitment to leverage their expertise, networks, and marketing strategies to reach a wider pool of prospective students, similar to the successful model employed by Queens College.
7. Offer scholarships, even if moderate, targeted at international students to demonstrate recognition, support, and a commitment to their educational aspirations.
8. Create part-time off-campus employment opportunities for international students, enabling them to gain valuable practical work experience and contribute to their financial support.

9. Provide on-campus work opportunities that accommodate international students' unique circumstances and visa restrictions, ensuring they have access to meaningful employment options within the campus community.
10. Develop specialized programs that cater to the needs and interests of students from countries like China, India, the Caribbean, Africa, and South America, such as B.S. or M.S. nursing programs, Pharmaceutical Science programs, and TESOL, to attract and engage students from these regions.
11. Assist international students with housing arrangements, offer guidance, resources, and support to ensure a smooth transition and a sense of security and belonging in their new environment.
12. Allocate a dedicated budget specifically for recruiting efforts in countries and regions like China and India, the Caribbean, Africa, and South America, which may include hosting campus visits, participating in recruitment fairs, and sending relevant school officials to visit prospective partners in those areas.
13. Streamline application procedures; waive unnecessary standardized exams; and provide multiple enrollment periods to accommodate international students' unique circumstances and timeline constraints.
14. "Highlight" international and foreign students on the College's website, such as in one of the homepage slides. For example, the Chemistry Department had a student from Singapore who graduated with a B.S. in Pharmaceutical Sciences with a GPA of 3.937, Summa Cum Laude.

## RETENTION

1. Establish a parents' forum and parent support groups to provide resources and information to parents, helping them understand their children's status and support them throughout their academic journey.
2. Implement a mentorship program where every new international student is assigned a mentor who can provide guidance, support, and help them navigate campus resources.
3. Assist seniors in securing jobs and internships, especially those eligible for Optional Practical Training (OPT), to gain valuable work experience in the U.S. relevant to their career goals.
4. Foster cultural education and inclusivity on campus to ensure international students feel welcomed, respected, and connected to the campus community. Organize events, workshops, and initiatives celebrating diverse cultures and encouraging cross-cultural interactions.
5. Develop and administer exit surveys for international students who have left York before graduating and for those who successfully graduate. Collect feedback from these students to identify areas for improvement and address any challenges or concerns.
6. Maintain an open study abroad policy that allows flexibility in choice for international students interested in pursuing study abroad opportunities. Provide guidance and support throughout the study abroad process to ensure a smooth transition and successful experience.
7. Facilitate off-campus employment opportunities during the school year, such as Curricular Practical Training (CPT) for international students and employment options compliant with legal requirements for undocumented students. These opportunities can provide valuable work experience aligned with students' fields of study.
8. Offer on-campus job opportunities that accommodate the schedules and needs of international students. These positions can provide them with employment options within the campus community, fostering a sense of belonging and financial support.

9. Enhance access to academic and career counseling services specifically tailored to the needs of international students. Guide their course selection, academic planning, career exploration, and job search strategies to support their academic and professional success.
10. Establish support programs and workshops focused on the unique challenges of international students such as immigration concerns, language barriers, and cultural adjustment. These programs can provide a safe space for students to seek guidance, share experiences, and build a supportive network on campus.
11. Examine course schedules to determine which course are needed each semester based on student needs for persistence and graduation.

# LGBTQIA+ Student Scholars

**CHANGE AGENT** Ebonie Jackson, Director Women's Center for Gender Justice

## TRANSFORMATION TEAM MEMBERS

**William Ashton**, Associate Professor Behavioral Sciences

**Tania Levey**, Professor Behavioral Sciences

**Ojuolape Mayungbo**, Academic SEEK Student Support

**Cindy Rodriguez**, Welcome Center Coordinator

**GOAL: Increase enrollment, retention and graduation rates for First-Time, First-Year LGBTQIA+ Student Scholars**

*Demographic data is not collected on students who identify as members of the LGBTQIA+ community. Recruitment and retention strategies will address concerns shared during the SEMP Student Focus Group session and collected by the Campus Ombudsperson, housed in the Office of Student Affairs.*

## RECRUITMENT

1. Assess whether we are "student ready" as a campus.
2. Align curriculum with what students are looking for.
3. Form a steering committee to organize efforts.
4. Create a confidential and anonymous survey of current York LGBTQIA+ to learn more about the needs and experiences of the community. Interview a few respondents first to set survey.
5. Establish trainings for the York community about LGBTQIA+, including special needs in disciplines (e.g. history, languages) for faculty and "the issue with content warnings" (i.e. John Haidt) for students, for example.
6. Create and communicate guidelines for York community use of pronouns, gender-related terms, identity (for syllabi, webpages).
7. Address and meet the special economic needs of LGBTQIA+ students.
8. Establish an LGBTQIA+ program (major/minor/certificate/courses/cultural development course).
9. Review what other campuses do to recruit/retain LGBTQIA+ students.
10. Investigate CUNY data requirements for preferred name changes. Investigate adding pronouns to local databases. Investigate the ability to add preferred names on York IDs.
11. Engage in conversations with faculty who may not welcome LGBTQIA+ students/lifestyles to help educate them and create more awareness.
12. Build in specific support at York's Counseling Center for LGBTQIA+ students. Increase and augment local counselor training. Create 1-800 counseling for LGBTQIA+ students and promote special trainings.
13. Partner with LGBTQIA+ groups for recruitment and retention, including high schools (e.g. feed schools).
14. Participate as a York College group at the CUNY and NYC Pride Parade.
15. Establish an LGBTQIA+ support center/safe place outside of the Woman's Center.
16. Increase LGBTQIA+ visibility on campus.
17. Produce quality events and programs that highlight/ showcase the LGBTQIA+ community.

## RETENTION

1. Create more community lounge spaces to encourage community-building, belonging and connectedness, particularly for LGBTQIA+ scholars.
2. Address issues occurring with gender-neutral restrooms being vandalized.
3. Form a steering committee to organize efforts.
4. Create a confidential and anonymous survey of current York LGBTQIA+ to learn more about the needs and experiences of the community. Interview a few respondents first to set survey.
5. Establish trainings for the York community about LGBTQIA+, including special needs in disciplines (e.g. history, languages) for faculty and “the issue with content warnings” (i.e. John Haidt) for students, for example.
6. Create and communicate guidelines for York community use of pronouns, gender-related terms, identity (for syllabi, webpages).
7. Address and meet the special economic needs of LGBTQIA+ students.
8. Establish an LGBTQ+ program (major/minor/certificate/courses/cultural development course).
9. Review what other campuses do to recruit/retain LGBTQIA+ students.
10. Investigate CUNY data requirements for name changing. Investigate adding pronouns to local database. Investigate names on York IDs.
11. Investigate CUNY data requirements for name changing. Investigate adding pronouns to local database.
12. Engage in conversations with faculty who many not welcome LGBTQIA+ students/lifestyles to help educate them and create more awareness.
13. Build in specific support at York’s Counseling Center for LGBTQIA+ students. Increase and augment local counselor training. Create 1-800 counseling for LGBTQIA+ students and promote special trainings.
14. Partner with LGBTQIA+ groups for recruitment and retention, including high schools (e.g. feed schools).
15. Participate as a York College group at the CUNY and NYC Pride Parade.
16. Establish an LGBTQIA+ support center/safe place outside of the Woman’s Center.
17. Increase LGBTQIA+ visibility on campus. Produce quality events and programs that highlight/showcase the LGBTQIA+ community.
18. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
19. Onboard students and review advising tools to support retention with students. Increased focus on “the safety net.”
20. Rebrand support programs related to intrusive advising ensuring rising seniors meet graduation requirements.
21. Promote broad communications of existing services.
22. Increase understanding of Intersectionality and Sexuality and social justice.
23. Increase studies/courses offerings on Human rights & Intersectionality and social justice.
24. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
25. Extend library hours year-round; open earlier and close later.



# New Transfer Student Scholars

**CHANGE AGENT** Sharon Davidson, Registrar

## TRANSFORMATION TEAM MEMBERS

**Kara Hudon**, Lecturer for Teacher Education Department

**Kim Melendez**, Director of Student Counseling Center

**Tim Paglione**, Professor and Chair for the Department of Earth and Physical Sciences

**Paul Park**, Enrollment Registrar Specialist

**Nona Reece**, Assistant Registrar

**Satrohan Tribhawan**, College Assistant

**Amy Wolfe**, Senior Academic Advisor

**GOAL: Increase enrollment, retention and graduation rates for New Transfer Student Scholars**

**Objective 1:** By 2027, increase recruitment of new transfer student scholars by 29.1%

**Objective 2:** By 2027, increase the one-year retention of new transfer student scholars by 15%

**Objective 3:** By 2027, increase the four-year graduation rate of new transfer student scholars by 15%

**Objective 4:** By 2027, increase the six-year graduation rate of new transfer student scholars by 15%

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Community college (CC) students should be recruited to at least tour—but better yet work—in our labs, so they can connect with faculty person-to-person.
4. Make articulation agreements living effective things.
5. Encourage CC students to get e-permits for York to get ahead in their intended major.
6. Ensure participation and attendance at CC transfer fairs including not just admissions, but also the registrar and faculty.
7. Make the credit evaluations more efficient, faster, easier (for students), better communication; get them the information they need to get them in the door quicker.
8. Hold joint events between matched departments at CCs and YC: Feature guest speakers, alumni panels about careers, field trips, service projects, student events, etc.
9. Help transfer students pursue scholarships, or recruit them for extant scholarships.
10. Improve connections between faculty and prospective students earlier in the process.
11. Employ better use of social media and technology to connect students and faculty.
12. Create pamphlets for major programs with a uniform format, including something like an informal articulation agreement.
13. Assign a single adviser who cuts off all the individual handoffs (ASAP model: ACE) —admittance to enroll in courses has to be more direct.
14. Create more flexibility in the dates and times that courses are offered.

## RETENTION

1. Create more community lounge spaces to encourage community-building, belonging, and connectedness.
2. Improve the hand-off from undeclared major advisement to declared major with consistent, quality advising across majors.
3. Create campus engagement activities specifically targeting transfer students (e.g., clubs/affinity groups specifically for transfer students).
4. Create a transfer calendar of events.
5. Develop programming similar to FYE – TSE (transfer student experience), which includes a resource guide.
6. Integrate workforce development programming in the major (collaborative with Career Services; faculty; and alumni in that discipline)
7. Consider cohort model by discipline, where appropriate (or expand Peer Mentor Collective for transfers).
8. Explore additional Financial Aid strategies to address the financial needs of all transfers (including scholarships).
9. Expand Welcome Center to a One Stop Center and increase the number of individuals with access to student records, as appropriate.
10. Initiate marketing redesign initiatives dedicated to transfers.
11. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
12. Onboard students and review advising tools to support the retention of students. Increased focus on “the safety net.”
13. Rebrand support programs related to intrusive advising/ ensuring rising seniors meet graduation requirements.
14. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.
15. Extend library hours year-round: open earlier and close later.
16. Update/repair equipment in the gym and extend hours for longer than two hours.
17. Create more flexibility in dates and times for course offerings.

# New Transfer Student Scholars Ages 25 and Over

**CHANGE AGENT** **Claudio Lindow**, Interim Vice President for Finance and Administration & CIO

## TRANSFORMATION TEAM MEMBERS

**Carlton Barnes**, Doctoral Lecturer Accounting and Finance Department

**Vanessa Corley**, Senior Academic Advisor

**Richard France**, Program Director, NYC Men Teach

**Sharika Hariraj**, Administrative Assistant Intake Specilaist

**Kallis Jones**, Welcome Center Coordinator

**Robin Mayers-Anselm**, Lead SEEK Academic Student Support Counselor

**Chaitanand Radhamohan**, Lecturer Accounting and Finance Department

**Cindy Rodriguez**, Welcome Center Coordinator

**Serena Taggart**, Senior Academic Adviosr

**GOAL: Increase enrollment, retention and graduation rates for New Transfer Student Scholars Ages 25 and Over**

**Objective 1:** By 2027, increase recruitment of new transfer student scholars ages 25 and over by 21.6%

**Objective 2:** By 2027, increase the one-year retention of new transfer student scholars ages 25 or over by 15%

**Objective 3:** By 2027, increase the four-year graduation rate of new transfer student scholars ages 25 and over by 15%

**Objective 4:** By 2027, increase the six-year graduation rate of new transfer student scholars ages 25 and over by 15%

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Create targeted marketing campaigns: York College can design marketing materials that specifically appeal to the interests and needs of adult learners. For example, ads could highlight the flexibility of class schedules, the ability to balance work and school (Evening Classes and Weekends), or the career benefits of a degree.
4. Offer information sessions for adult learners: Hosting information sessions for prospective adult students can be an effective way to showcase the benefits of attending York College. These sessions can provide an opportunity for attendees to ask questions and learn more about the school’s programs and services.
5. Provide credit for prior learning: Many adult learners have professional experience that can be used to earn college credit. York College could offer credit for prior learning assessments, allowing students to demonstrate their knowledge and potentially earn college credit for it.
6. Create programs and services that meet the needs of adult learners: Adult learners often have unique needs and challenges, such as childcare, transportation, or scheduling conflicts. York College could create programs and services that address these needs, such as extended hours for on-campus childcare, evening and weekend classes, and expanded online learning options.
7. Foster a sense of community: Adult learners often appreciate the opportunity to connect with their peers and form a community. York College could create social events, support groups, or other opportunities for adult learners to connect with each other and build a sense of community on campus.

8. Ensure that tutoring services are available and targeted to adult learner students.
9. Develop partnerships with businesses in the area to become the best choice and referral for employees' professional development needs.
10. Implement these initiatives to make the College more attractive to adult learners and increase its enrollment of this important demographic.
11. Develop and promote an evening accelerated program. Programs that condense coursework into a shorter timeframe would allow for faster completion of a degree.
12. Create more flexibility in dates and times for course offerings.

## **RETENTION**

1. Create more community lounge spaces to encourage community-building, belonging, and connectedness.
2. Create a supportive and inclusive campus environment for non-traditional students by organizing social events, clubs, and organizations specifically tailored to their interests and needs.
3. Offer flexible class schedules and course formats to accommodate the busy lives of adult students, including evening, weekend, and online classes.
4. Provide academic and career counseling services specifically targeted to non-traditional students, helping them navigate their educational journey and plan for future employment opportunities.
5. Develop a mentorship program that pairs older students with successful alumni or current professionals in their desired fields, providing guidance, networking opportunities, and real-world insights.
6. Offer financial assistance and scholarships specifically for non-traditional students, recognizing the unique financial challenges they may face while pursuing higher education.
7. Establish dedicated study spaces or resource centers for older students, where they can connect with peers, access specialized resources, and receive academic support.
8. Develop partnerships with local businesses, organizations, and community colleges to create pathways for non-traditional students to transfer credits, gain work experience, or access internship opportunities.
9. Provide workshops and seminars focused on time management, study skills, and academic success strategies tailored to the needs of adult learners.
10. Conduct regular surveys and assessments to gather feedback from non-traditional students, allowing the college to continuously improve its programs, services, and support mechanisms.
11. Celebrate the achievements and successes of non-traditional students through recognition events, awards, and showcases to foster a sense of pride, motivation, and community among this specific student population.
12. Examine course schedules to determine which courses are needed per semester based on student needs for persistence and graduation.
13. Onboard students and review advising tools to support retention with students. Increased focus on "the safety net."
14. Rebrand support programs related to intrusive advising ensuring rising seniors meet graduation requirements.
15. Assess and address the services of the Tutoring Center to increase availability, recruit better tutors, ensure more diversity, and create technical changes so the online platform program becomes less complicated and more navigable for students with disabilities and ESL learners.

16. Extend library hours year-round: open earlier and close later.
17. Create more flexibility in dates and times for course offerings.

# New Graduate Student Scholars

**CHANGE AGENT** **Maureen Becker/Selena T. Rodgers**, Interim Dean School of Business and Information Systems & Dean of the School of Health Sciences and Professional Programs / Program Chief Administrator and Founding Director, Master of Social Work Program

## TRANSFORMATION TEAM MEMBERS

**Alexander Birk**, Assistant Professor Biology

**Jennifer Chin**, DegreeWorks Specialist

**Larry Eaton**, Director of Veteran Affairs

**Charmaine Townsell**, Senior Director of Student Wellness & Resources

**Truett Vaigneur**, CUNY LEADS Specialist

**Renée Wright**, Chair and Associate Professor of Nursing

## GOAL: Increase enrollment, retention and graduation rates for New Graduate Student Scholars

**Objective 1:** By 2027, increase recruitment of new graduate student scholars by 31.9%

**Objective 2:** By 2027, increase the one-year persistence of new graduate student scholars by 7%

**Objective 3:** By 2027, increase the two-year persistence rate of new graduate student scholars by 1%

**Objective 4:** By 2027, increase the three-year persistence rate of new graduate student scholars by 1%

## RECRUITMENT

1. Assess whether we are “student ready” as a campus.
2. Align curriculum with what students are looking for.
3. Create “Where Are They Now?” Alumni Survey with targeted questions asking for career updates and educational endeavors. Leverage information obtained to promote disciplines/college.
4. Increase marketing quality to ensure promotional items such as banners are visible and large enough to be seen from highway. Post on buses and at train stations as well
5. Post on the College’s LinkedIn as a way for Graduate Scholars seeking professional platforms to network and explore career opportunities. Post important facts about graduate programs on the College’s large plasma screens (e.g., total number of scholars who have graduated since the inception of the program).
6. Host monthly “Fly Your Flag Student Scholar Panels” in the atrium, which provides the perfect communal space for scholars and alumni to engage in discussions and to share experiences.
7. Expand program and course offerings to include evenings and Sunday alternatives, as it would be an excellent opportunity to recruit scholars who work and desire evening classes (CUNY Reconnect Initiative) and/or come from communities who are seeking Sunday courses offerings (for Saturday Religious Observance (e.g., Seven Day Adventists, Jehovah Witness, Judaism).
8. Launch Google ads to promote graduate program campaigns.
9. Initiate more personal touches, such as handwritten welcome messages, “Chat N Chew with Department Chairs/Directors,” and other more personal outreach as a way to create more opportunities to host intimate discussions with scholars and families.
10. Create more flexibility in dates and times for course offerings.



## RETENTION

1. Designate/embed advisors particularly in those Majors that are not Cohort Programs.
2. Increase Graduate Career Services opportunities to promote employers and employment opportunities (online portal/directory. Employer Fairs).
3. Increase availability of all “regular” services so they are available when Graduate Scholars are on campus (weeknights and weekends).
4. Provide useful giveaways and/or swag that display York College branding (lab coats, T-shirts, stethoscopes, blood pressure cuffs).
5. Develop a “Mentor Match” Program that assigns current learners to be the mentors of an entering new scholar.
6. Leverage financial incentives/support by creating Graduate Scholarships and Completion Grants.
7. Establish an Annual Graduate Research and Scholarship Event to bring all Graduate Programs together to highlight ongoing work. Use a combination of oral and poster presentations.
8. Enhance campus safety by increasing security presence during non-peak hours (evenings and weekends), including escort services.
9. Increase research opportunities and support discipline and cross-discipline grant workshops and resources.
10. Promote intellectual growth and exchange by holding a fall and spring half-day semester event with a keynote speaker, followed by concurrent sessions where scholars could attend tract of their interest. There could be a Planning Committee comprised of Faculty and Scholar representatives from each program.
11. Create more community lounge spaces to encourage community-building, belonging and connectedness.
12. Extend library hours year-round: open earlier and close later.
13. Designate lounge spaces to foster engagement and connections among graduate students.



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