

At **YORK** College | **CU**
ASSESSMENT MAKES AN
IMPACT



- **Integrated**
- **Meaningful**
- **Proactive**
- **Actionable**
- **Collaborative**
- **Transformational**

Institutional Effectiveness Plan

Created: February 2019

Last Updated: October 2025

Contents

Introduction	3
Updates to the Institutional Effectiveness Plan: 2019 - 2025	3
2019 - 2020.....	3
2020 - 2021.....	3
2021 - 2022.....	4
2023 - 2024.....	4
2024 - 2025.....	4
Next Steps: 2025 - 2026	5
Institutional Effectiveness Framework	5
Institutional Effectiveness Process	6
Institutional Effectiveness Structure (Revised)	7
Assessment Cycle	8
Academic Program and Department Assessment.....	9
Academic Assessment Committee (AAC).....	9
Guiding Framework	10
Capacity Building and Supports.....	11
Annual and Five-Year Timelines	12
Assessment Tools.....	14
General Education Assessment.....	14
General Education Assessment Committee (GEAC)	14
Guiding Framework	15
Capacity Building and Supports.....	15
Annual and Six-Year Timelines	17
Assessment Tools.....	19
Administrative, Educational, and Student Support Unit Assessment	19
Administrative, Educational, and Student Support Assessment Committee.....	19
Guiding Framework	20
Capacity Building and Supports.....	21
Annual and Seven-Year Timelines	23
Assessment Tools.....	26
Strategic Planning and Assessment.....	26
Guiding Framework	26

Capacity Building and Supports	27
Assessment Tools.....	31
Communication	31
Internal Communication at Institutional Level.....	31
External Communication at Institutional Level	32
Internal and External Communication at Program and Unit Level.....	32
Appendices.....	33
Appendix A Schools, Department and Academic Programs	33
Appendix B Curriculum Map	35
Appendix C Annual Program Assessment Plan Template	36
Appendix D Annual Program Assessment Report	37
Appendix E Program Assessment Rubric	39
Appendix F General Education Assessment Report Template	44
Appendix G. SLO Improvement Plan Template	45
Appendix H. Life and Physical Science Rubric SLO 4.....	46
Appendix I. U.S. Experience in its Diversity Rubric SLO 2.....	47
Appendix J. Information Literacy Test	49
Appendix K. Redefining AESS Units to Ensure the Sustainability of Assessment: 2020-2026.....	51
Appendix L. AESS Unit Annual Assessment Plan Template	55
Appendix M. AESS Unit Annual Assessment Report Template	56
Appendix N. Administrative, Educational, and Support Assessment Plan & Reports Evaluation Rubric	58
Appendix O. AESS Unit Periodic Review Phases and Timeline	62
Appendix P. York College 2022-2023 Annual Operational Plan & Year-End Report	64
Appendix Q. York College 2024-2025 Annual Operational Plan & Year-End Report.....	65

Introduction

The Institutional Effectiveness Plan is a blueprint to guide assessment activities and ensure that these activities are 1) aligned with strategic planning, 2) conducted within the Institutional Effectiveness Framework (**Figure A**) supported by institutional effectiveness structure and process (**Figure B**), and 3) leading to sustainable and meaningful improvement in teaching, learning and student support system. To this end, the plan includes guiding frameworks, assessment capacity building practices, annual and five-year timelines, and assessment tools for academic programs, general education program, administrative, educational and student support units, and strategic planning. The plan also stipulates the means of communicating assessment activities, results and data-driven changes with stakeholders.

Updates to the Institutional Effectiveness Plan: 2019 - 2025

The College's Institutional Effectiveness Plan was originally created in 2019. Since then, the plan has been updated to reflect the following changes that reflect the "assessment of assessment" that has taken place since the Plan's implementation:

2019 - 2020

- In Fall 2019, the College created and implemented the York Assessment Management System (YAMS). Initially created for the collection and storage of annual assessment plans and year-end reports for all academic programs and AESS units, the system has evolved to include the following functionalities:
 - Serves as a repository for curriculum maps, five-year academic program reviews/reports, accredited program reviews/reports, and AESS periodic unit reviews/reports.
 - Provides OIESP with reporting capabilities.
 - With the shift to YAMS, the three assessment committees used the time to review and revise templates for annual assessment/reporting. (The IE Plan has been updated to reflect the most current templates (as of 2024-2025).
- In Fall 2020, the General Education Assessment at York shifted from assessment of Pathways SLOs to assessment of General Education Competencies that are mapped to Pathways SLOs.
- To streamline and sustain AESS unit assessment at York, the method for identifying what constitutes a unit was revised, resulting in a change from 61 AESS units to 39 as of the end of AY 2024-25. The original 61 did not accurately reflect the scope and size of the institution ([Appendix K](#)).
- The College's new strategic plan, *One York, 2020-2023* was launched in Spring 2020. Due to COVID, the Plan was extended to 2025. (A college-wide strategic planning process will take place in 2025-2026.)
- To ensure the ongoing systematic process for assessment, an institutional survey schedule was created (Table 11).

2020 - 2021

- The Institutional Effectiveness Accountability Structure was revised in 2020. The ultimate responsibility for institutional effectiveness lies with the President and Cabinet, supported by the Office of Institutional Effectiveness and Strategic Planning.
 - To reflect the streamlined processes of planning and assessment associated with the new strategic plan, the institutional effectiveness accountability structure included the Vacancy Control Committee and the College Cabinet. (Since spring 2025, the Institutional Effectiveness Accountability structure no longer includes the Vacancy Control Committee as recognized with prior leadership; the IE Plan has been updated accordingly.)

- The President reconstitutes the College’s Strategic Planning Committee, which she co-chairs, to initiate a new strategic planning process. When not actively engaged in developing a strategic plan, the Strategic Planning Committee goes offline.
- The College shifted from 5-year assessment plans to an annual planning and reporting process. Annual planning and reporting for academic programs support the 5-year Academic Program Review (APR) process and 7-year Periodic Unit Review (PUR) process for AESS units.
- In addition to professional development workshops, the College implemented the Annual Celebrating Assessment event in Spring 2021 (virtually) hybrid in Spring 2022, and then in-person since 2023.

2021 - 2022

- The College no longer requires accredited academic programs to engage in the Academic Program Review process. Accredited programs must upload accreditation reports and external findings along with the action plan to the College’s York Assessment Management System (YAMS).
- The College implemented the 7-year Program Review Process (PUR) for AESS units (guidelines and template added to the IE Plan).

2023 - 2024

- In spring 2024, York’s new Assessment Moniker, **IMPACT**, was introduced at the College’s fourth assessment celebration event. Assessment at York makes an IMPACT:
 - Integrated
 - Institutional Effectiveness Framework
 - College-wide Strategic Planning
 - General Education
 - Academic Programs
 - Administrative, Educational, and Student Support (AESS) Units
 - Institutional Effectiveness
 - Meaningful
 - Driven by the College’s mission and goals
 - Proactive
 - Supported by the Institutional Effectiveness Process, and Accountability Structure
 - Actionable
 - Data drive operational planning
 - Collaborative
 - Communication, feedback
 - Transformation
 - Demonstrating continuous improvement

2024 - 2025

- In an effort to demonstrate two mature rounds of assessment every eight years, the College shifted its assessment timeline so that one complete round of assessment is conducted every four years instead of every five years as originally identified. (GEAC is on a 3-year cycle.)
- A faculty taskforce evaluated all facets of the Academic Program Review process. In 2025-2026, two departments will engage in a pilot using the revised guidelines.
- The College introduced awards that recognize faculty and staff achievement in assessment.

- The Institutional Effectiveness Committee created a process map that details the timeline and alignment of strategic planning, assessment, and budgeting.

Next Steps: 2025 - 2026

- While college-wide strategic initiatives are articulated in the annual operational plan/The City University of New York Performance Management Process (PMP), the College added division plans in June 2025, effective AY 2025-26. This is intended to strengthen the connection between AESS unit initiatives that support strategic priorities at the highest level, and elevate the importance of assessment at all levels of the institution.
- Review the strategic planning, assessment, and budgeting process map for adherence to timeline.
- There are two additional AESS units identified for AY 2025-26 as AESS units that are to participate in annual assessment and seven-year periodic unit review.
- The AESS unit periodic unit review process will be extended from one-year (fall-spring) to 18 months (fall, spring, fall). The PUR guidelines and template will be updated to reflect this change in summer 2025. To support the PUR process, OIESP will conduct an annual orientation with units scheduled for that academic year, and will continue to conduct the monthly check-in meetings currently in place.
- The General Education Assessment Committee will implement a General Education Symposium to reflect on the assessment of general education. Geared to faculty, the symposium includes a discussion of assessment findings, highlights the implementation of outcome improvement plans, and addresses next steps. Going forward, this reflection process will take place after two complete rounds of assessment (i.e., every six years).
- Update YAMS to include a module for GEAC; while currently using SharePoint, GEAC will use YAMS for the collection and storage of annual reports and outcome improvement plans (roll-out is expected in Spring 2026).
- Revise the academic assessment plan template to include updated general education nomenclature.
- Earth and Physical Sciences, and Mathematics and Computer Science will engage in APR using the revised guidelines; the Chairs will provide feedback to the faculty taskforce.
- A college-wide strategic planning process will take place. Following the strategic planning process, a new Institutional Effectiveness Plan will be created.

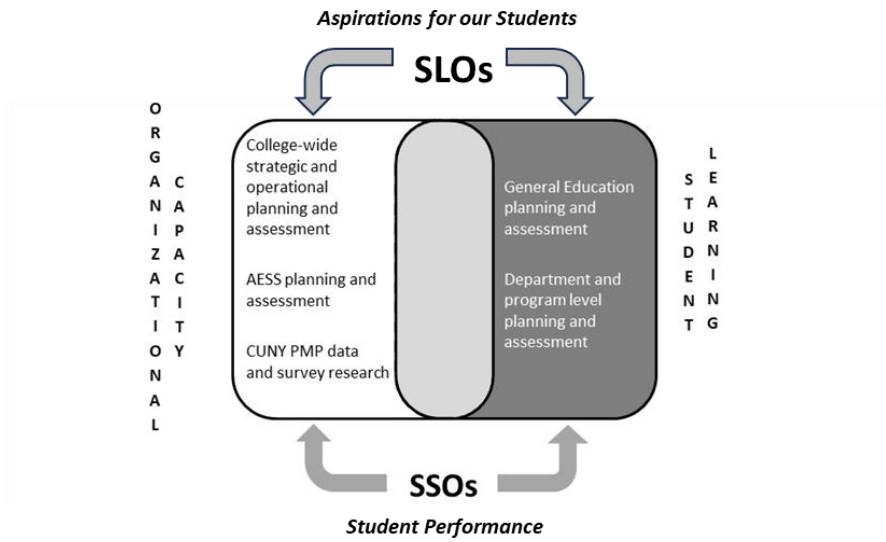
Institutional Effectiveness Framework

The York College Institutional Effectiveness Framework (**Figure A**) encompasses two overlapping areas of planning and assessment:

- *organizational capacity* – i.e., York College’s ability to assess the extent to which it fulfills its mission through sound management and strong operational processes; and
- *student learning* – i.e., York College’s ability to assess the extent to which it is helping students achieve learning outcomes

Student learning outcomes (SLOs) and student success outcomes (SSOs) (e.g., graduation rates, retention rates, completion rates) act as driving forces for assessment in both the organizational capacity and student learning areas, so that the College can more effectively conduct evidence-based decision-making to improve student achievement.

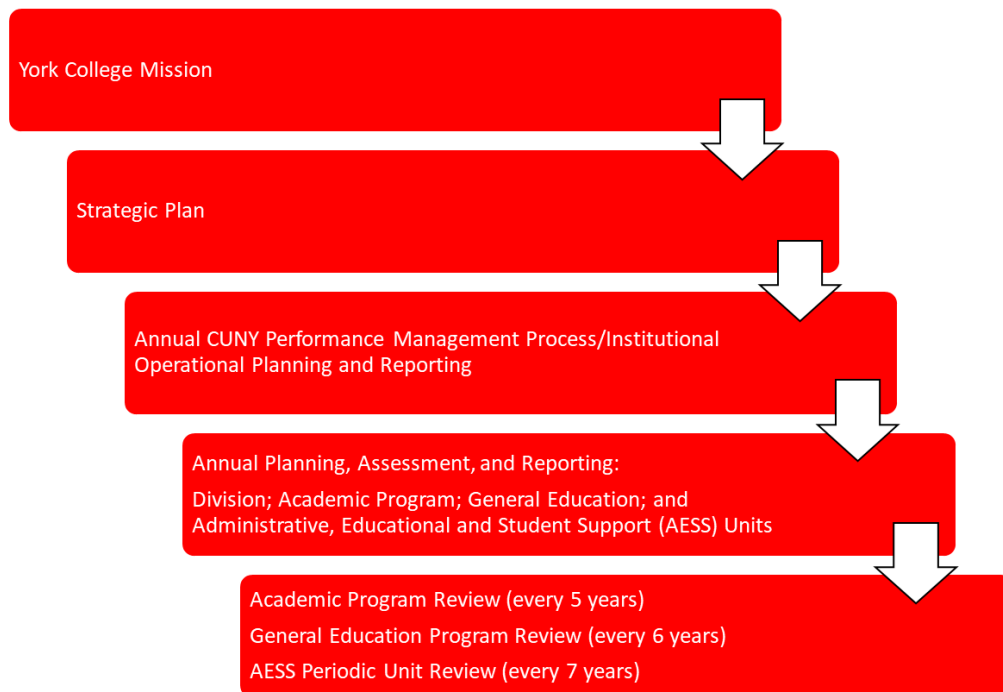
Figure A. Institutional Effectiveness Framework



Institutional Effectiveness Process

The Institutional Effectiveness Process (Figure B) shows that all academic programs, including General Education, and Administrative, Educational, Student Support (AESS) units engage in annual assessments, five-year assessments (academic programs), six-year (general education) and seven-year assessments (AESS units). These assessments inform strategic planning and institutional effectiveness assessment to provide action plans back for the programs and units. These assessments are used to inform budget and planning at all levels of the institution.

Figure B. Institutional Effectiveness Process

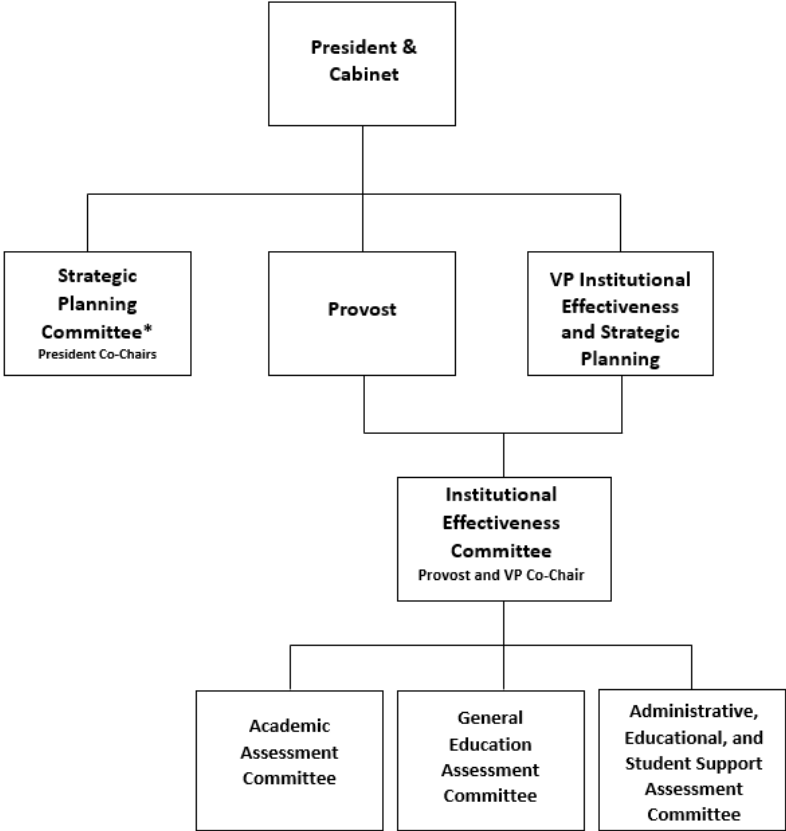


In addition to program/unit annual planning and assessment, the College employs a five-year Academic Program Review and seven-year Periodic Unit Review for AESS units. Annual assessment feeds information into the reviews for programs and units, which then feed information back into action plans. The College continues to conduct Academic Program Reviews, as required for all CUNY institutions. In sum, both the annual and five-year reviews feed into strategic planning via the annual operational planning process/CUNY Performance Management Process (where strategic priorities are identified).

Institutional Effectiveness Structure (Revised)

York College employs a clear organizational structure where ultimate responsibility for institutional effectiveness lies with the President and Cabinet (added in 2025), with the IEC co-chaired by Provost, and VP for Institutional Effectiveness and Strategic Planning. The Office of Institutional Effectiveness and Strategic Planning provides support. In 2020, the accountability structure (Figure C) included the Vacancy Control Committee, but that changed in 2024; the accountability structure was updated to reflect those changes.

Figure C: Institutional Effectiveness Accountability Structure (Revised 2025)



*Offline when not engaged in the strategic planning process

Updated July 2025

The following details the role of each entity within the institutional effectiveness accountability structure:

- The President reconstitutes the College’s Strategic Planning Committee, which she chairs, to initiate a new strategic plan. When not actively engaged in developing a strategic plan, the Strategic Planning Committee goes offline.

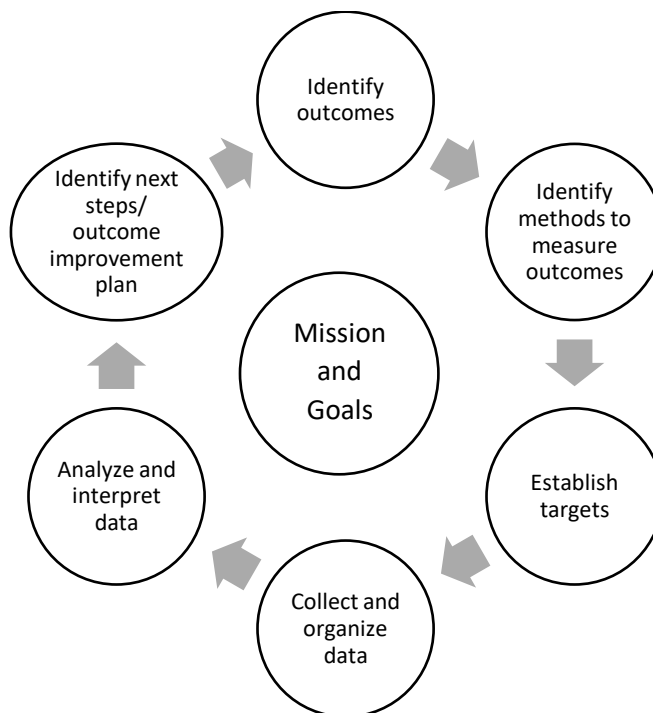
- The Institutional Effectiveness Committee (IEC) oversees the three assessment committees: The General Education Assessment Committee (GEAC); the Academic Assessment Committee (AAC); and the Administrative, Educational, and Student Support Assessment Committee (AESSAC). The Chairs of each committee serve on the IEC.
- The Academic Assessment Committee (AAC) oversees the annual assessment activities for all academic programs
- The General Education Assessment Committee (GEAC) oversees the annual assessment of the Pathways General Education Program
- The Administrative, Educational, and Student Support Assessment Committee (AESSAC) oversees the annual assessment of administrative and support services units

Assessment Cycle

All assessment is cyclical, and activities reoccur to ensure data is used for continuous and sustained improvement of measurable outcomes. The Assessment Cycle (Figure D) below illustrates that in connection with program or unit mission and goals, there are six critical activities that programs/units undertake in the assessment process:

1. Identify outcomes
2. Identify methods to measure each outcome
3. Establish targets
4. Collect and organize data
5. Analyze and interpret data
6. Identify next steps/outcome improvement plan to make improvements

Figure D. Assessment Cycle (Revised 2025)



These specific activities unify assessment practice across York's programs/units and establish standards for engaging in continuous improvement.

Each area of assessment described below (academic, general education, administrative, and strategic plan) includes its:

1. committee charge and structure (mission, goals, membership, activities, and reporting and communication)
2. guiding framework
3. capacity building and supports
4. annual and five to seven-year review timeline
5. assessment tools

The plan concludes with an overall discussion of communication as an integral part of York's assessment process.

Academic Program and Department Assessment

Academic Assessment Committee (AAC)

Mission

The Mission of the Academic Assessment Committee is to oversee ongoing and meaningful academic assessment for all academic programs across the three schools at York College: The School of Art and Sciences, The School of Health Sciences and Professional Programs, and The School of Business and Information Systems.

Goals

1. To provide college-wide leadership for academic assessment at the institutional, department and program levels;
2. To build and maintain a culture of assessment by:
 - Developing and maintaining a systematic approach to assessment planning, implementation, use of assessment results and evaluation of assessment
 - Monitoring assessment planning, implementation and evaluation on a 4-year cycle
 - Promoting development of assessment practices with respective department colleagues

Membership

The structure of the AAC is as follows:

- There are 20 members of the AAC. There are currently 18 academic departments represented (including the library). A representative from each academic department is designated to serve on the AAC. Members serve at their departments' discretion/election. Some departments have more than one program.
- A representative from the Office of Institutional Effectiveness & Strategic Planning
- A faculty member serves as Chair and will have a term of three years.
- A faculty member in the role of Secretary is being piloted for 2025-2026 and will be evaluated at the end of the academic year.

Activities

- The members of the AAC collaborate with their departments to support and develop assessment activities for each academic program, in order to ensure compliance, and to support student learning.
- The AAC committee provides a framework of criteria for program assessment.
- The members of the AAC review and provide recommendations on AAC assessment plans and reports.
- The members of the AAC provide assessment-related support to programs and departments as needed.
- The members of the AAC assist academic programs in assessing student learning outcomes.
- The AAC maintains records of annual program assessment submissions via Program Assessment Plans and Assessment Reports.
- The AAC meets monthly throughout the academic year.
- The AAC collaborates with OIESP in offering assessment workshops.

Reporting and Communication

1. The AAC reports to the Institutional Effectiveness Committee, co-chaired by the Provost and Vice President for Academic Affairs, and the Vice President for Institutional Effectiveness and Strategic Planning.
2. The AAC Chair reports the academic assessment plans and results to the Committee on Institutional Effectiveness at meetings, and provides updates on AAC activities.
3. The AAC Chair submits a written end of year annual report to the IEC.
4. The AAC Chair presents to the Senate each academic year.
5. The AAC Chair presents to the Faculty Caucus as requested.
6. Members of the AAC submit annual program assessment plans and reports to the committee using the York Assessment Management System (YAMS).
7. AAC representatives upload Academic Program Review report, external reviewers' report, and outcome improvement plan to YAMS (non-accredited programs).
8. AAC representatives must upload all accreditation reports to YAMS.
9. Members of the AAC provide professional development workshops on assessment to the faculty college wide.

Guiding Framework

York College's academic programs are housed among 18 academic departments, which are administratively structured into the School of Arts and Sciences, the School of Business and Information Systems and the School of Health Sciences and Professional Programs (see appendix A). All programs (and departments) conduct annual (formative) assessment activities. All non-accredited programs engage in 5-year Academic Program Review (APR) (summative) assessment activities.

Academic program assessment ranges across a continuum of assessment opportunities consisting of both direct and indirect measures. Program-level assessment is a holistic view of students' mastery of program level student learning outcomes. Program assessment addresses the following questions:

1. What do we want our students to learn in our program?
2. How are we helping them learn?
3. How do we know that our students are learning what we want them to learn?
4. What have we learned about student learning to further improve student learning/program?
5. Did the changes made improve student learning?

Capacity Building and Supports

Academic assessment is supported by a dedicated Academic Assessment Committee, which provides College-wide leadership for academic assessment at the institutional, department and program levels. The AAC is staffed with representatives from 18 departments, including the library, and is supported by the OIESP and the Office of Academic Affairs (OAA). AAC provides feedback on assessment and promotes best practices to individual programs on an ongoing basis. AAC reports to the IEC. The academic assessment milestones (Table 1) describe activities and support allocated to enhance and sustain a culture of ongoing assessment and improvement.

Table 1. Academic Assessment Status Milestones: Building Capacity and Demonstrating Sustainability

Activity	Date of Completion
2018-2019	
Established Academic Assessment Committee (AAC)	August
Created meta-assessment tool: Program Assessment Rubric	October
Six Professional Development workshops	September 2018– March 2019
Update Academic Assessment website	Ongoing
Meta-analysis of program Mission, Goals, PSLO, Curriculum Maps, Annual Assessment plans and Annual Assessment reports	November – December
Align Program Goals to ILOs	February
AAC Template revisions/updates	June
Annual Assessment Report to IEC 2018-19	May
Research on assessment management information systems	March-June
2019-2020	
Three Professional Development Assessment Workshops	Fall & Spring
AAC template revisions	September-December
Launch York Assessment Management System (YAMS); Mission and Goal Added; Created Program Annual Assessment Plan in YAMS (2019-20)	October
Six ILOs: Alignment to upper division/capstone courses by program	October-November
2020-2021	
AAC Annual Assessment Report to IEC 2019-20	November
Three Professional Development Assessment Workshops	Fall and Spring
ILO Pilot Diversity	Spring 2021
2021-2022	
AAC Annual Assessment Report to IEC 2020-21	October 2021
ILO Pilot: Integrity	Fall 2021
One Professional Development Assessment Workshop	Fall 2021
Reconsidering ILOs: AAC Presentation to Faculty Caucus, Senate, P&B	Spring 2022
Faculty and Staff Forum on Reconsidering ILOs	Spring 2022
Academic Assessment Committee Charge Reviewed & Updated	May 2022
2022-2023	
AAC Annual Assessment Report to IEC 2021-22	November 2022
ILO Reconsideration Project Presented to the Cabinet and Directors	Fall 2022
Reconsider ILO Survey” was administered to full-time faculty and staff; Map ILOs to curriculum	Fall 2022
One Professional Development Workshop	Fall 2022

Activity	Date of Completion
Reconsider ILOs' presentation to York College Curriculum Committee and Faculty Caucus (2 nd time), Cabinet, and P&B	Spring 2023
Three ILOs adapted: Critical Thinking, Diversity, and Civic Engagement	Spring 2023
Academic Assessment Committee Member Guide Created	May 2023
2023-2024	
AAC Annual Assessment Report to IEC 2022-23	November 2023
2024-2025	
One Professional Development Assessment Workshop	Fall 2024
AAC Annual Assessment Report to IEC 2023-24	December 2024
Program Revised Program Student Learning Outcomes (eliminated program learning goals)	Fall 24-Spring 2025
York Assessment Management System updated to include the field program student learning outcomes	Spring 2025
Programs updated curriculum maps based on revised PSLO followed by submission in YAMS	Spring 2025
Programs mapped curriculum to general education competencies/ILOs; submission in YAMS	Spring 2025
Programs reconsidered ILOs based on mapping activity and completed survey to provide feedback on ILOs prevalence in curriculum	Spring 2025
AAC review of charge, annual process, website, etc.	Spring 2025

Annual and Five-Year Timelines

Academic assessment at York College is implemented as 1) annual assessment process (Table 2) and 2) a comprehensive five-year assessment process, also known as the Academic Program Review (APR), by department for non-accredited programs (Table 3). Each program is responsible for developing its annual assessment plans and reports which feeds into the five-year program review. While accredited programs are exempt from this process, AAC department representatives must upload the most recent accreditation report and findings to the York Assessment Management System.

In 2024-2025, a Faculty Taskforce evaluated all aspects of the Academic Program Review process. The programs engaging in APR in 2025-2026 will be asked to provide feedback/recommendations on the revised process to the Faculty Taskforce at the end of the academic year.

Table 2: Academic Program Annual Process (September through June)

Month	Task	Responsible Party
September -October	Working groups evaluate and provide feedback for Assessment Reports from the previous academic year and Assessment Plans for the upcoming year using Program Assessment Rubric	AAC
	Verbal updates from departments at AAC meeting on status of assessment activities	Department assessment coordinators
October	Begin implementing Program Assessment Plans (collecting artifacts and data)	Department and program faculty
November	Prepare and submit annual AAC Report to Institutional Effectiveness Committee (IEC)	ACC

Month	Task	Responsible Party
	Verbal updates from departments at AAC meeting on status of assessment activities	Department assessment coordinators
	Provide feedback on updates received at AAC meeting on assessment activities and next steps	ACC
	Continue implementing the Annual Assessment Plan	Department and program faculty
December-January	Continue implementation of Annual Program Assessment Plan	Department and program faculty
February	Receive updates from departments at AAC meeting on status of assessment activities and next steps	Department assessment coordinators
March	Receive updates from departments at AAC meeting on status of assessment activities and next steps	Department assessment coordinators
	Continue to provide feedback on updates received at AAC meeting on assessment activities and next steps	AAC
April	Analyze data and prepare to write-year end reports	Department and program faculty
May	Submit Annual Program Assessment Report for current academic year in YAMS	Department and program faculty
	Departments review and update Mission, Program Student Learning Outcomes, and Curriculum Maps, (as needed)	Department and program faculty
June	Submit Annual Program Plan for next academic year in YAMS	Department and program faculty

Table 3: Schedule for Academic Program Review: Non-Accredited Programs

Academic Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
School of Arts and Sciences		Behavioral Sciences		Biology; carryover from 2024-25	English		Behavioral Sciences	
	Performing & Fine Arts	World Languages, Literatures & Humanities		Mathematics and Computer Science		Performing & Fine Arts		World Languages, Literatures & Humanities
	History, Philosophy & Anthropology		Chemistry with Pharmaceutical Science (MS)	Earth & Physical Sciences			History, Philosophy & Anthropology	Chemistry with Pharmaceutical Science (MS)
School of Business and Information Systems			Accounting & Finance					Accounting & Finance
School of Health Sciences and Professional Programs					Health Professions	Health & Human Performance		
Academic Affairs						Library		

Schedule subject to change; last revised August 2025; see website for current schedule

Assessment Tools

Annually, academic programs utilize the annual program assessment plan (Appendix C) and report template (Appendix D) in YAMS to document assessment activities annually. The mission and program student learning outcomes are updated in YAMS as needed. The curriculum map template (Appendix B) is available to update and revise maps as appropriate and submit within YAMS. In addition, the academic assessment committee utilized the program assessment rubric (Appendix E) to review reports and plans submitted by programs.

General Education Assessment

General Education Assessment Committee (GEAC)

The General Education Assessment Committee (GEAC) comprises faculty from departments within the General Education program as well as representatives from the Office of Academic Affairs (OAA) and the Office of Institutional Effectiveness and Strategic Planning (OIESP). The Committee, as with the other two college-wide assessment committees, reports to the overarching Institutional Effectiveness Committee (IEC). It is charged with coordinating assessment for the General Education program, collecting artifacts to be used for General Education assessment, organizing data analysis, writing reports on the state of student learning and making recommendations to departments and programs for improvement in the General Education program.

Mission

The mission of GEAC at York College is to oversee a systematic and comprehensive assessment of the College's General Education program.

Goals

- Systematically assess student learning outcomes for each General Education competency
- Effectively communicate assessment results to stakeholders
- Foster broad and sustainable faculty participation in General Education assessment activities
- Support department/program's efforts to assess the General Education program
- Support department/program's efforts to make changes for improvement

Membership

GEAC has ten members drawn from full-time faculty and staff as follows:

- A chair, elected by the members of the committee, to serve a three-year term
- A representative from the OIESP
- At least one representative from OAA
- Faculty drawn from across the programs included in the General Education curriculum

Members serve three years on a rotating basis to ensure continuity. Nominations for membership are requested by the GEAC Chair. The GEAC Chair and the co-Chairs of the IEC review and approve nominations.

Activities

- Maintain a schedule of assessment so that during a six-year period, each competency will be evaluated twice
- Establish General Education assessment procedures and methods of analysis for each competency and continually reassess those initiatives to develop effective and sustainable assessment practices

- Collect, evaluate, and analyze relevant student work for assessment of General Education student learning outcomes
- Assist faculty in developing initiatives to improve student success in General Education courses
- Write reports on the state of student learning outcomes of general education as a whole, the assessment findings, the use of the results for improvement, and recommendations for policy/procedural change(s) indicated by the assessment results
- Work with the OIESP to create a body of evidence that demonstrates ongoing, systematic and comprehensive assessment with findings trended over time
- Conduct periodic reviews of the committee's processes, activities, and applications
- Foster college-wide reflection on the General Education program, through workshops and symposia designed to share assessment applications.

Reporting and Communication

- Communicate procedures and findings to the College community and outside accrediting agencies
- Distribute reports to the relevant stake holders and post on the College's assessment website
- Present results and recommendations to standing committees including but not limited to the IEC, the Personnel and Budget Committee (P&B), the Senate, etc.

Guiding Framework

CUNY-wide, the General Education program is Pathways. Pathways defines SLOs, which are measurable statements about the expected knowledge, skills, and values that students are expected to attain as a result of the General Education learning experience. At York, these Pathways SLOs are mapped to General Education competencies for the purposes of assessment.

In order to ensure that the intended goals of York's Pathways Program are being met, SLOs specific to the aims of General Education need to be codified and continuously evaluated. This not only acts as an internal check on the General Education programming but provides a systematic means for continual improvement of student learning. This work is led by the College's General Education Assessment Committee (GEAC).

Capacity Building and Supports

All aspects of General Education Assessment at the college, coordination, data collection, tool development, analysis, scheduling, reporting, and guidance to departments, are the responsibility of the General Education Assessment Committee (GEAC). This body began meeting formally in Summer 2018, and its first assessment activities, based on Spring and Fall 2018 data, were performed in Fall 2018. The GEAC reports annually to the Institutional Effectiveness Committee, in addition to working closely with the departments offering the courses under assessment to foster SLO improvement plans each semester. A webpage dedicated to GEA reports publicly on the GEAC activities and results, as well as on the implementation of discipline-level outcomes improvement plans (OIP)s.

Over the course of many years, with the engagement of academic departments and many faculty in GEAC-hosted workshops-a number of milestone activities have been completed, and the supporting systems and processes have become institutionalized, as summarized in the following tables. The Committee initially concentrated on several targeted domain assessments, while providing the tools and practices needed to

execute assessment projects in upcoming semesters, thus assuring sustained activity towards improvement of student learning.

Beginning with the work done in fall 2019, the General Education Assessment Committee gradually shifted to assessment of the general education curriculum by competencies (below). These competencies are assessed by measuring achievement of student learning outcomes (SLOs) aligned with each and drawn, in part, from the SLOs of the CUNY Pathways curriculum as well as from AAC&U best practice.

1. Critical thinking
2. Information literacy
3. Oral communication
4. Quantitative reasoning
5. Scientific reasoning
6. Technological competency
7. Written communication

Table 4: General Education Assessment Status Milestones: Capacity Building

Activity	Date of Completion
2018-2019	
Develop and implement GEA website	Fall 2018
Draft York GE mission illustrating our distinct local implementation of Pathways, and disseminate to the college at large for input	Fall 2018
Fall 2018 several Pathways pilots: L&PS, Info Lit, Flex Core; Summarize the activities, results, and plans for the Monitoring Report	Fall 2018
Develop a five-year GEA Plan	Fall 2018
Organize a retreat for all of the assessment participants from Year 1 to share their experiences and update Year 2 of the GEA Plan, as well as Years 3-5 and the mission, as needed.	May 2019
Templates for reports and other tools developed and disseminated	May 2019
2019-2020	
Committee charge updated	Summer 2019
GEAC Annual Assessment Report to IEC (2018-19)	Fall 2019
Quantitative Reasoning assessment (artifacts chosen, rubrics designed, scheme agreed on, assessment undertaken and analyzed, GEAC report)	Dec 2019
Mathematical & Quantitative Reasoning Assessment	Fall 2019
GEAC analysis of results	Fall 2019
Assessment of World Cultures & Global Issues Flexible Core	Spring 2020
Two General Education Assessment Workshops	Fall 2019 and Spring 2020
2020-2021	
GEAC Annual Assessment Report to IEC (2019-20)	Fall 2020
3-Year Assessment Plan for York College General Education (shifted from assessment of Pathways SLOs to competency-based assessment) <ol style="list-style-type: none"> 1. Critical thinking 2. Information literacy 3. Oral communication 4. Quantitative reasoning 	Fall 2020

Activity	Date of Completion
5. Scientific reasoning 6. Technological competency 7. Written communication	
Domain to Competency Mapping	Fall 2020
Two General Education Assessment Workshops	Fall 2020 and Spring 2021
Oral Communications Assessment	Fall 2020
Information Literacy Technological Competency Assessment	Spring 2021
Student Learning Outcomes Improvement Plan for Mathematical & Quantitative Reasoning Assessment	Spring 2021
2021-2022	
GEAC Annual Assessment Report to IEC (2020-21)	Fall 2021
Critical Thinking Assessment	Fall 2021
Scientific Reasoning Assessment	Spring 2022
Three General Education Assessment Workshops	Fall and Spring
2022-2023	
GEAC Annual Assessment Report to IEC (2021-22)	Fall 2022
Student Learning Outcomes Improvement Plan Critical Thinking: History; Philosophy; Sociology	Fall 2022
Written Communication Assessment	Fall 2022
Student Learning Outcomes Improvement Plan Written Communications: English; Economics/Business and Economics	Spring 2023
Quantitative Reasoning Assessment	Spring 2023
A new Five-year GEA Plan for Fall 2022-Spring 2026, assessment by competencies, created and published	Fall 2022-Spring 2023
Research Brief: Assessment of General Education after Four years: An Analysis of Direct Measures	November 2022
2023-2024	
GEAC Annual Assessment Report to IEC (2022-23)	Fall 2023
Three General Education Assessment Workshops	Fall and Spring
Oral Communication Assessment; OIP	Fall 2023
Information Literacy Assessment; OIPs from English & Library	Spring 2024
Technological Competency Assessment; OIPs from Chemistry & Physics	Spring 2024
2024-2025	
GEAC Annual Report to IEC (2023-24)	Fall 2024
Critical Thinking Assessment	Fall 2024
One General Education Assessment Workshop	Fall 2024

Annual and Six-Year Timelines

GEAC regulates the annual process for assessing General Education competencies and reporting the results. This is to ensure sustainable and meaningful assessment as well as improvement in our General Education Program, which lead to the assessment culture building. The first month of each semester, we decide which SLOs for the scheduled competency will be assessed and then work with the departments to choose courses/student artifacts. The committee reviews rubric design and does training and norming before evaluation. At the end of

the semester, the departments receive the assessment results to make improvement plans, due the following semester.

In spring 2025-fall 2025, GEAC will initiate a comprehensive review and reflection process; going forward, this process will take place after two complete rounds of assessment (i.e., every six years).

Table 5: General Education Annual Assessment Process

Month	Task	Responsible Party
Sep	Choose SLOs for competency being measured; gather evidence	GEAC
Sep	Work with dept.(s). from previous term's assessment to help set SLO improvement goals Work with dept.(s). with previous SLO improvement plans for follow-up implementation	GEAC and department(s) offering the course(s)
Oct	Coordinate with the Office of Institutional Effectiveness and Strategic Planning (OIESP) to support workshops towards improvement of General Education SLOs	GEAC and OIESP
Oct	Develop rubric(s) and hold norming session	GEAC
Nov	Perform assessment and compile data	
Dec	Finalize report of results; share with relevant departments/programs	GEAC
Feb	Choose SLOs for competency being measured; gather evidence	GEAC
Feb	Work with dept.(s). from previous term's assessment to help set SLO improvement goals Work with dept.(s). with previous SLO improvement plans for follow-up implementation	GEAC and department(s) offering the course(s)
Mar	Develop rubric(s) and hold norming session	GEAC and department(s) offering the course(s)
Apr	Conduct assessment and compile data	GEAC
May	Finalize report of results; share with relevant departments/programs	GEAC
May	Draft annual GEA reports for IEC and departments	GEAC chair

Table 6. General Education Assessment Schedule

Semester	Competencies	Mapped domain(s)	Potential course(s)
Fall 2022	Written communication	English Composition, Creative Expression, Individual & Society, WC&GI, USE&D	ENG 125,126, 286 ECON 102 CLDV 101 HUM 221, HIST 204
Spring 2023 (Round 2)	Quantitative reasoning	Math & QR, L&PS	MATH 111, 120, 121 ASTR 141, BIO 201
Fall 2023	Oral communication	Creative Expression, Scientific World, Creative Expression	SPCH 101, 160 BIO 201, FA 101
Spring 2024	Information literacy & technological competence	L&PS	PHYS 113 EHS 140
Fall 2024	Critical thinking	Individual & Society, USE&D	POL 103, 268 SOC 101, 235 HIST 202, PHIL 202
Spring 2025	Comprehensive General Education review: planning	– ALL –	
Fall 2025	Comprehensive General Education review: implementation	– ALL –	
Spring 2026	Scientific reasoning	Scientific World, L&PS	PSY 102, ASTR 101, 102, BIO 140, CHEM 106, 107, EHS 140, GEOL 140
Spring 2026 (End Round 2)	Written Communication	English composition, Creative Expression, Individual and Society, WC&GI, USE&D	ENG 125, 126, 272 JOUR 284, CLDV 210, HUM 245, 250, 253, FA 297, PRST 241, TA 110

Assessment Tools

Creation of assessment tools has included the development of the General Education Assessment Report Template and the Outcomes Improvement Plan [OIP] Template. An additional template to follow-up on the OIPs was developed in Spring 2025 to formalize the reporting structure. Rubrics for assessing SLOs in the competencies have been and continue to be developed. These resources developed by the GEAC are listed in the Appendix (F-J).

Administrative, Educational, and Student Support Unit Assessment

Administrative, Educational, and Student Support Assessment Committee

Mission

The mission of the Administrative, Educational, and Student Support Assessment Committee (AESSAC) at York College is to oversee a systematic and continuous process of assessment aimed at improving the functions, roles, and services of York’s AESS units (non-academic units).

Goals

1. Support the sustainability of assessment efforts by establishing assessment processes and cycles
2. Cultivate the use of assessment results for improvement among AESS units
3. Promote best practices in AESS unit assessment with the College community by sharing and documenting assessment activities
4. Initiate college-wide discussions, provide opportunities for professional development, and offer other related efforts that cultivate best practices in AESS assessment

Membership

- Eight to ten full-time staff members, preferably with representation from each division: Academic Affairs, Administrative Affairs, Enrollment and Retention Management, President's division, and Student Affairs
- The Committee Chair and/or Co-Chair who is/are appointed by the Vice President for Institutional Effectiveness and Strategic Planning, in consultation with the Institutional Effectiveness Committee
- The Director of Assessment from the Office of Institutional Effectiveness and Strategic Planning

Members will serve three years on a rotating basis to ensure continuity with year three serving as the transition year. Nominations for membership will be requested by the end of the spring semester with the anticipated start date in summer.

Activities

- Review and provide recommendations on AESS unit assessment plans and reports
- Provide assessment consultation to units as needed
- Maintain records on AESS unit annual assessment submissions
- Meet every four weeks throughout the academic year
- Collaborate with OIESP in offering professional development workshops
- Conduct direct assessment of student learning outcomes as requested

Reporting and Communication

- Communicate with unit directors/heads and VPs as needed
- Communicate annual processes, procedures, and deadlines to the College community
- Distribute a committee report to IEC and post it on the College's assessment website as requested
- Present results and recommendations to the Institutional Effectiveness Committee

Guiding Framework

York College had 61 AESS units located in five divisions at the time of creation of this plan. Since then, the College's Administrative, Educational, and Student Support Assessment Committee (AESSAC) engaged in a detailed review of what constitutes an AESS unit, thereby reducing the number of units to 39 ([Appendix K](#)). This change was made to address multiple concerns of new leadership, including:

- Sixty-one units are disproportionate to the relative size (medium) and type (no residence halls) of institution.
- “Units” as originally defined, included functions within a larger unit (e.g., Information Technology; Business Office; Facilities). Concerns with this structure pertained to assessment becoming too laser-focused, thus losing the “big picture,” and spreading already limited unit resources too thin.
- The original 61 included divisions (e.g., Academic Affairs; Enrollment Management; Institutional Advancement) as units, whereas the work at the division level is different than that at the unit level and thus, should not be reviewed in parallel.
- The number of units has shifted over time as new units were created (e.g., Welcome Center; Ombudsperson) and Legal Affairs and Labor Relations was added back.

AESS units play a critical role in supporting the teaching and learning experience at York. These units provide diverse services that directly and indirectly enhance student success and help the College achieve its mission and strategic goals.

Administrative offices support student learning by providing functions and services to maintain daily institutional operations. Educational units offer programming and services that directly affect student learning, and student support units offer an array of services supporting departments that directly impact student learning. As a result of the breadth and depth of AESS’ impact on student success, the College has been deliberate in its efforts to systematically integrate sustainable assessment and periodic comprehensive review practices for these units.

Assessment for AESS units is a systematic continuous process of collecting, analyzing and using information to improve unit functions, roles and services as defined by the unit mission, goals and outcomes. AESS units engage in an annual process to identify and examine ways to improve the overall student experience by assessing support outcomes and/or student learning outcomes. The AESS assessment process at York is internally driven and designed to:

- be meaningful
- lead to data-driven decision-making
- maximize the effective use of institutional resources
- ensure continuous improvement
- be relevant to the unit

Capacity Building and Supports

AESS unit assessment activities and reviews are overseen and supported by the Administrative, Educational, and Student Support Assessment Committee (AESSAC). The AESSAC is staffed with a diverse group of stakeholders charged with developing, facilitating and coordinating AESS assessment and periodic unit review processes, cycles, and activities. The committee also develops and provides tools and resources to build and sustain meaningful assessment practice among unit. AESSAC is supported by the OIESP. It is also overseen and supported by the IEC. To support annual assessment activities, AESSAC offers workshops in coordination with OIESP and to support with PUR efforts, OIESP holds meeting every other month to discuss status and assistance needed.

Table 7: Administrative, Educational, and Student Support Demonstrating Sustainability

Activity	Date of Completion
2018-2019	
Created AESS webpages	June–July 2018
Update and maintain AESS webpages	Ongoing
Established 7 Year AESS Periodic Unit Review Cycle	2019
Developed 5-Year Annual Assessment plan template	August 2018
Host four AESS assessment workshops	August–November 2018
Assessment Consultation Meetings	Ongoing AY 2018-19
Established AESS annual assessment process	September 2018
Developed Annual Assessment Findings Report template	October 2018
Host two AESS Unit Professional Development Assessment workshops assessment workshops	February-June 2019
Revised Annual Assessment Findings Report template	March 2019
2019-2020	
AESSAC Annual Assessment Report to IEC (2018-19)	Fall 2019
Reviewed and Revised AESSAC Charge	November 2019
Draft created AESS Handbook	Fall 2019
Draft Annual Assessment Findings Report Rubric	July 2019
Host four AESS Unit Professional Development Assessment workshops	September-October 2019
Launch York Assessment Management System (YAMS); Mission and Goals Added; Created AESS Unit Annual Assessment Plan in YAMS (2019-20)	October 2019
Created an account on <i>Qualtrics</i> to facilitate the review of annual reports using rubric and analysis of the data	December 2019
Redefine AESS Units, Streamline from 61 to 37 AESS Units	Spring 2020
2020-2021	
AESSAC Annual Assessment Report to IEC (2019-20)	Fall 2020
Host two AESS Unit Professional Development Assessment workshops	Spring 2021
Designed and shared rubric to evaluate unit mission, goals, outcomes, assessment plans, and reports	Spring 2021
AESSAC met with VPs to discuss AESS Assessment	Spring 2021
Meta-analysis AESS Unit Reports	Summer 2021
2021-2022	
Draft AESS Periodic Unit Review Guidelines for Pilot	Summer 2021
AESSAC Annual Assessment Report to IEC (2020-21)	Fall 2021
Host two AESS Unit Professional Development Assessment workshops	Fall 2021 and Spring 2022
Meta-assessment of AESS Unit Plans and Reports	Spring 2022
One Unit Participated in AESS PUR Pilot	Spring 2022
2022-2023	
AESSAC Annual Assessment Report to IEC (2021-22)	Fall 2022
Two Units Participated in AESS PUR Pilot	Spring 2023
Host two AESS Unit Professional Development Assessment workshops	Spring 2023
2023-2024	
AESSAC Annual Assessment Report to IEC (2022-23)	
Two Professional Development Assessment Workshops	Fall and Spring
2024-2025	
AESSAC Annual Assessment Report to IEC (2023-24)	

Activity	Date of Completion
One Professional Development Assessment Workshop	Spring 2025

Annual and Seven-Year Timelines

All units are required to engage in ongoing annual assessment that feeds into a seven-year comprehensive periodic unit review or self-study.

The AESS unit assessment cycle is also governed by a timeline that requires units to engage in specific assessment activities throughout every year (Table 8). Units submit Annual Assessment Plan and Annual Assessment Report to their respective divisional vice president. These documents are then approved by the divisional VP and sent to OIESP/AESSAC for internal publication. AESSAC engages in a review of some randomly selected assessment plans and reports once they are approved by VP and published for assessment quality check using the Administrative, Educational, and Support Assessment Plan & Reports Evaluation Rubric. The feedback from this review is shared by AESSAC with the unit director and their respective VPs.

The Annual Assessment Report requires units to communicate information about assessment activities completed for the previous year. Units describe in detail outcomes assessed, assessment method used to collect data, target of success, and how data was analyzed and interpreted. Units also explain how findings will be used to identify next steps/action plan and make improvements. Further, the report provides units with the opportunity to discuss factors that may have impeded assessment efforts, celebrate assessment accomplishments and concisely communicate outcomes for the upcoming year.

Table 8: AESS Annual Assessment Process (September through August) Updated

Month	Task	Responsible Party
September	Provide Feedback on Randomly selected Annual Assessment Plans and Reports as needed	AESSAC
	Begin implementing Annual Assessment Plan	Divisions and Units
October	Continue implementing annual assessment plans	Divisions and Units
	Provide feedback and consultations as needed/requested	AESSAC
Sep-Nov	AESSAC submits report to IEC	AESSAC
November-January	Continue implementing Annual Assessment Plans	Divisions and Units
	Provide assistance/consultations as requested/needed	AESSAC
February-March	Continue Implementing the Annual Assessment Plan	Division and Units
	Provide assistance/consultations as requested/needed	AESSAC
April	Begin drafting Annual Assessment Report for current year and Annual Assessment Plan for next year	Divisions and Units
	Provide assistance/consultations as requested/needed	AESSAC
May	Units Submit Annual Assessment Reports for current year	Divisions and Units
	AESSAC offers at least one workshop to support with year-end reporting and planning for next year	AESSAC
June	Units Submit Annual Assessment Plans for Next Year	Divisions and Units
August	Units prepare to implement the Annual Assessment Plan	Divisions and Units
	Provide assistance/consultations as requested/needed	AESSAC
	AESSAC identifies and begins review of randomly selected plans/report using committee developed rubric	AESSAC

All AESS units are also required to engage in periodic unit review every seven years (previously noted as five). The purpose of periodic unit review is to:

- demonstrate transparency and accountability
- foster excellence in the quality and efficiency of service delivery and operational functions
- promote continuous improvement and the use of best practices
- engage in strategic planning and innovation

The review provides units with the opportunity to reflect on variables that impact their existence like history, resources, and various trends.

York College’s 39 AESS units engage in periodic review based on a seven-year cycle (Table 9). The objectives of the PUR process are:

- Assess the quality/effectiveness of AESS units in relation to its mission, goals, curriculum/services provided
- Inform unit planning and improvement
- Provide reference to the College’s planning and budgeting process as it relates to unit performance and its impact on the support services provided by the College
- Respond systematically and efficiently to requirements for self-assessment (i.e., Middle States Commission on Higher Education Standard IV, V, and VI).

The process of periodic unit review consists of two parts: 1. a unit self-study and 2. an on-site review by external professionals in the same field followed by 3. creation and implementation of an action plan. Information from annual assessment activities informs the unit self-study. Moreover, the review involves all employees within the unit. The components of the periodic unit review process are:

- data collection
- unit evaluation
- external review
- data analysis and action plan development
- use of results for continuous improvement

The expectation has been that the unit self-study process will begin in September and be completed in its entirety, including submission of the final report, by the end of August of the next calendar year (Appendix O). In fall 2025, the timeline will be extended to an 18-month process. Table 9 shows the AESS Unit Periodic Review Timeline and corresponding tasks. In 2025-2026, the Division of Student Affairs and Enrollment Management will be split into two divisions; the calendar will be updated in the next IE Plan to reflect that change.

**Table 9: Administrative, Educational, and Student Support (AESS) Units
Periodic Unit Review (PUR) Schedule: 2021-2030**

AESS Periodic Unit Review: Schedule 2021-2022 through 2029-2030										
Division	Unit	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Academic Affairs	Accelerate, Complete, Engage (ACE) program						x			
	Center for Teaching, Learning and Educational Technologies (CTLET)					x				

AESS Periodic Unit Review: Schedule 2021-2022 through 2029-2030

Division	Unit	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Collaborative Learning Center					x				
	College Now		Completed							x
	CUNY Language Immersion Program (CLIP)						x			
	Office of Student Academic Services							x		
	Office of the Registrar							x		
	University Skills Immersion Program	Completed							x	
	York Early College Academy				In progress			x		
Enrollment Management and Student Affairs	Academic Advisement Center (incl Scholarship)				In progress					
	Admissions		Incomplete			x				
	Athletics						x			
	Career Services		Incomplete				x			
	Center for Students with Disabilities				In progress					
	Counseling Center				In progress					
	Financial Aid Office	Incomplete	Incomplete	Incomplete	Incomplete	x				
	First-Year Experience/Mentoring				In progress					
	Male Initiative Program							x		
	Office of Veterans Affairs						x			
	Percy E. Sutton SEEK Program					x				
	Student Activities							x		
	Student Health Services Center							x		
	Testing Center									x
	Welcome Center									x
Women's Center							x			
Finance & Administrative Affairs	Bursar		Incomplete	Incomplete	Incomplete	x				
	Facilities				Incomplete				x	
	Information Technology	Incomplete	Incomplete	Incomplete	In progress					
	Human Resources			Incomplete	In progress					
	Planning and Budget					x				
	Public Safety							x		
	Research and Sponsored Programs			Incomplete	Incomplete			x		
Institutional Advancement	Marketing and Communications						x			
	Institutional Advancement								x	
President's Division	Diversity and Compliance							x		
	Government Relations								x	

AESS Periodic Unit Review: Schedule 2021-2022 through 2029-2030										
Division	Unit	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Legal Affairs and Labor Relations								x	
	Institutional Effectiveness and Strategic Planning		Completed							x

Note: The Division of Student Affairs and Enrollment Management will split in 2025-2026. Units will be reallocated to the appropriate division after 2025-2026, when the new Institutional Effectiveness Plan is published. PUR schedule is subject to change.

In 2025-2026, the AESS PUR process will shift from a one-year process (fall–spring) to an 18-month process (fall-spring- fall).

Assessment Tools

AESS units submit the assessment plan (appendix L) and report (appendix M) in YAMS to document assessment activities annually. The mission and goals are updated in YAMS as needed, prior to creation of the plan for the upcoming year. In addition, the AESS unit assessment committee use a rubric (appendix N) to review reports and plans submitted by programs.

Strategic Planning and Assessment

Guiding Framework

Strategic planning and assessment are York’s key processes by which it sets college-wide goals, priorities, and outcomes to strengthen organizational capacity and student learning. York establishes multi-year strategic plans and then executes them via an annual action planning process by which all areas of the college determine what can be done for that year and then reflect on progress toward what they’ve accomplished toward the multi-year plan.

In 2019, the College reconstituted the Strategic Planning Committee to develop the College’s 2020-2023 strategic plan. York’s new strategic plan includes aspirational goals, actionable objectives, and measurable key performance indicators (KPIs). The plan addresses several key areas of focus: student success, academic program excellence, employee success, and morale. Goal 1 seeks to improve the College’s graduation rates, ensuring that students who choose York receive support through graduation. Goal 2 focuses on strengthening academic programs, ensuring that all programs, whether liberal arts, accredited/professional, or business, are of the highest quality. Goal 3 pertains to college employees, strengthening support and opportunities for research and professional development. Goal 4 focuses on creating a vibrant campus and community spirit through improved facilities and welcoming spaces, increased community engagement, and engaged alumni. Given COVID, the plan was extended to 2023, and then extended to 2025 as an interim president was in place in 2024.

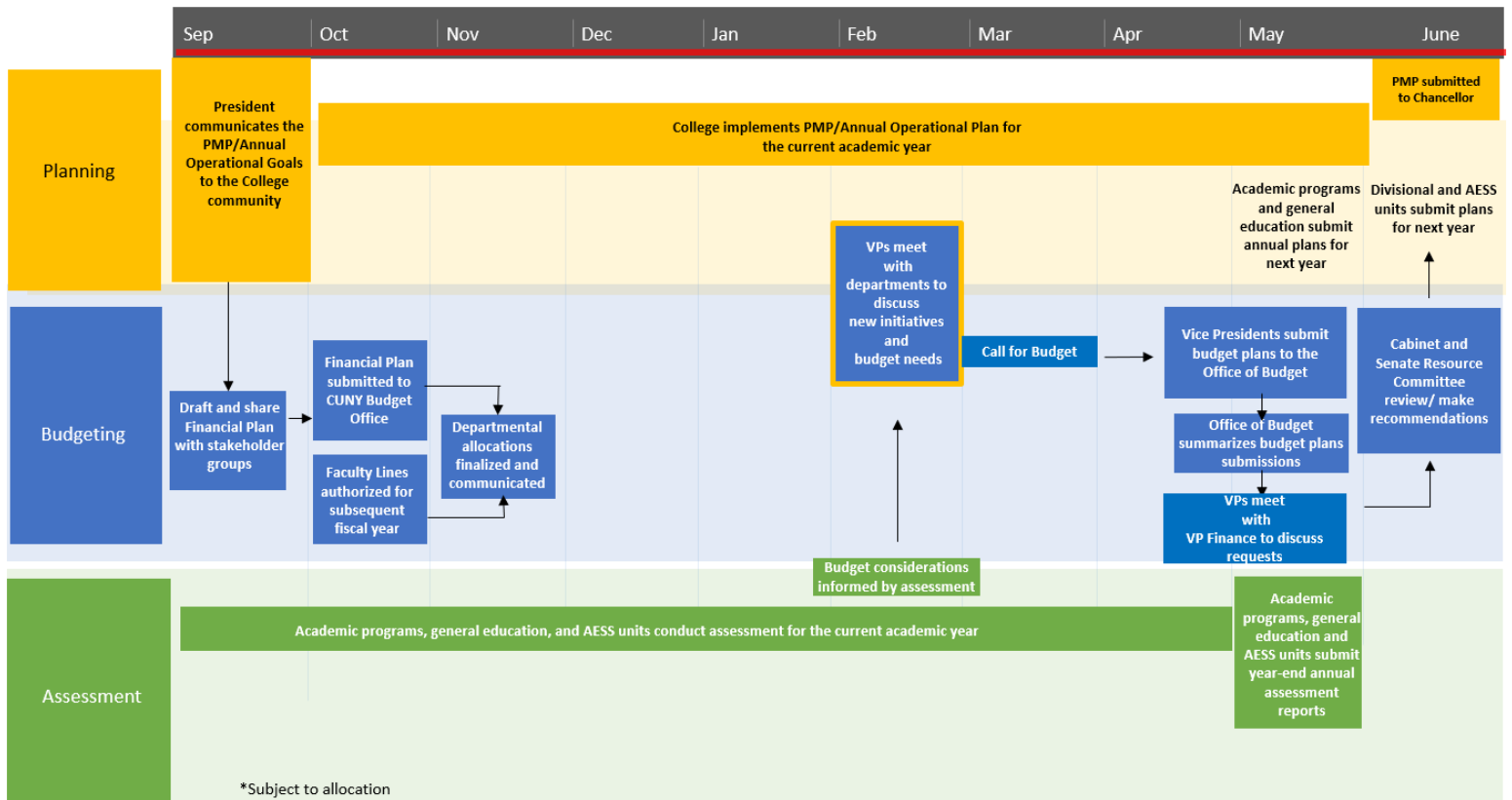
Since the development of York’s 2020-2025 strategic plan, the College has produced annual plans and assessment reports to operationalize and reflect on strategic plan progress. These have taken the form of reports required by the City University of New York in its annual Performance Management Process (PMP).

York has used the CUNY PMP as its way of operationalizing its strategic plan, as well as demonstrating its commitment to university-wide goals. The CUNY PMP links planning and goal setting by the University with its

colleges and professional schools. Each year, CUNY’s Chancellor states the University’s performance goals for the upcoming academic year, guided by the University’s strategic roadmap. CUNY identifies annual and long-range (2030) targets on a key metrics including but not limited to enrollment, retention, graduation rates, and first-year student performance. At the end of each academic year, each college’s progress on university goals is assessed, and strengths and opportunities are identified. CUNY’s executive leadership meets with each President and up to five members of the President’s cabinet every other year to review institutional performance, recognize successful performance, and identify future priorities; feedback is then used to guide each college’s efforts to achieve both institutional and CUNY goals.

The integration of college-wide strategic and operational planning, along with assessment and budgeting, is essential to continuous improvement and demonstrates ultimate sustainability. Table 10 demonstrates the alignment of the three processes: strategic planning, budgeting, and outcomes assessment.

Table 10: Alignment of Strategic Planning, Budgeting and Assessment Processes
Aligning Strategic Planning, Budgeting, and Assessment Processes: FY2026 and Onward



Capacity Building and Supports

For the 2020-2025 strategic plan York identified KPIs that are monitored and updated annually. At the conclusion of the plan, a close-out report the details the College’s progress in achieving the goals and objectives identified in the plan will be prepared for distribution as the College engages in new strategic planning process.

The College developed an institutional survey schedule to obtain feedback from various stakeholder groups to assess the strategic plan, as well as other institution-level initiatives.

Table 11. Institutional Survey Schedule

Name	Purpose	Administered by	Frequency	Semester	Target Population	Level of Assessment
Currently Enrolled Students						
Assessment of Student Support Services	The information gathered from the survey will be used for planning and improving the student experience at the College. Some metrics are <i>One York</i> KPIs	OIESP	Every year	Spring	All degree-seeking undergraduates	Institution; MSCHE Accreditation (Standard I; IV)
Graduate Student Experience Survey	To assess the satisfaction of graduate students as it pertains to academic programs, experience, future plans, etc.	OIESP	Every other year	Spring	All degree-seeking graduate students	Academic programs; Institution; MSCHE Accreditation (Standard IV)
Undergraduate Student Experience Survey	System-wide survey that provides data on socio-economic status, work experiences, course availability and offerings, taking courses across the university (permit), experiential learning opportunities and reasons for transfer	CUNY	Every other year	Mid-March through early May	All degree-seeking undergraduates	Institution; University; MSCHE Accreditation (Standard IV)
Graduates/Recent Graduates						
Cap and Gown Survey	This survey aims to gather information on employment status, educational plans, experiential learning, career preparation and skills. The purpose is to take use helps inform decision-making throughout the university and enhance the experiences of future CUNY graduates. The survey is administered in CUNYFirst.	CUNY	Every spring	Spring	Graduating Seniors	Academic programs; Institution; University; MSCHE Accreditation (Standard I; IV)
Recent Graduate Survey (one-year after graduation)	The survey intends to measure the progress and success of graduates one year after graduation	OIESP	Annual	Spring	Graduates (one-year after graduation)	Academic programs; Institution; MSCHE Accreditation

Name	Purpose	Administered by	Frequency	Semester	Target Population	Level of Assessment
						(Standard I; IV)
Commencement Survey	This survey seeks feedback from students, faculty, and staff about their experience at commencement	OIESP	Every spring	Spring	Graduating Seniors; Staff Volunteers; Faculty on Platform	Institution
Non-returning Students						
Non-returning Student Survey	Administered every fall and spring semester to students who were enrolled in the prior semester, did not graduate, were not dismissed, but did not enroll in the current semester	OIESP	Every semester	Fall Spring	Non-returning students	Institution; MSCHE Accreditation (Standard I; IV)
Entire Campus Community						
Campus Climate Survey	"New York State's Enough is Enough law requires colleges and universities in the state to conduct biannual campus climate surveys to measure the prevalence of sexual assault on campus, assess students' attitudes and awareness about sexual misconduct and how to report it on campus, and help schools identify ways to address the problem" (CUNY).	CUNY	Every other year	February through early March	Randomly selected enrolled students	Institution; University; MSCHE Accreditation (Standard II)
Library User Satisfaction Survey	The purpose of this survey is to evaluate satisfaction with York College Library services. Assessment findings should contribute to improvement in programs and services.	OIESP/Library	Every three years	Flexible	All students, faculty, and staff	Library; Institution; MSCHE Accreditation (Standard III; IV)
Faculty and Staff						

Name	Purpose	Administered by	Frequency	Semester	Target Population	Level of Assessment
Collaborative on Academic Careers in Higher Education (COACHE)	Faculty Job Satisfaction Survey provides information on faculty experience as related to teaching, service and research, tenure and promotion, departmental engagement and collegiality. The information gathered can be utilized to make evidence-based decisions that would improve faculty experience.	CUNY/OIESP	Every four years	Spring	Full-time faculty	Institution; University; MSCHE Accreditation (Standard II)
Culture of Assessment	The survey measures the assessment culture in York's programs and units as it pertains to engagement, processes, use of findings, communication, accountability and professional development needs. The findings will be used to identify areas of improvement to further enhance the assessment processes and culture.	OIESP	Every five years	Spring	Full-time faculty and staff	Departments; Institution; MSCHE Accreditation (All Standards)
Employee Engagement and Satisfaction Survey	The purpose of this survey is to assess the engagement and satisfaction of full-time non-instructional staff. The information gleaned from this survey will be used to help the College better serve its employees.	OIESP/Human Resources	Every four years	Fall	Full-time staff	Institution; MSCHE Accreditation (Standard II)
Employee Exit Survey	The purpose of this survey is to gather feedback on the employment experience of employees that leave the college including those that resign and retire. The feedback provides insights into employee retention and turnover rates, and helps to identify areas for improvement.	OIESP/Human Resources	Ongoing	Summer/F all	Faculty and Staff	Departments; Institution
Employee Onboarding Survey	The survey aims to gather feedback on the new employee on-boarding process and experience. The survey is distributed by the Office of Human Resources,	OIESP/Human Resources	Ongoing	Summer/F all	New Hire: Faculty and Staff	Departments; Institution

Name	Purpose	Administered by	Frequency	Semester	Target Population	Level of Assessment
	while the instrument and reporting is done by OIESP.					
Faculty Survey on Sponsored Research	As part of the College’s strategic plan initiative to support faculty research, the survey measures awareness and usage about the grant application process as well as the satisfaction with the services provided by the Office of Research and Sponsored Programs.	OIESP	Every two years	Spring	Full-time faculty	Departments; Institution; MSCHE Accreditation (Standard I)
Strategic Plan: Key Performance Indicator Survey for Faculty	Metrics from this survey serve as <i>One York</i> key performance indicators to assess objectives identified in the strategic plan	OIESP	Every year	Spring	Full-time faculty	Departments; Institution; MSCHE Accreditation (Standard I)
Strategic Plan: Key Performance Indicator Survey for Staff	Metrics from this survey serve as <i>One York</i> key performance indicators to assess objectives identified in the strategic plan	OIESP	Every year	Spring	Full-time staff	Departments; Institution; MSCHE Accreditation (Standard I)

Note: Other surveys may be administered as needed/appropriate.

Assessment Tools

York’s revised strategic annual operational planning and reporting template for 2022-2023 (see appendix P) and adapted the CUNY Performance Management Process/Annual Planning and Reporting Template in 2024 (appendix Q) which more clearly aligns university goals and initiatives with campus initiatives. It also standardizes reporting on progress toward outcomes identified.

Communication

York College’s Institutional Effectiveness Framework and the Institutional Effectiveness Process together show how the college engages in assessment for institutional effectiveness as well as how communication flows between different administrative divisions, committees, departments and other leading bodies. Communication flow about student achievement includes the following: assessment of program and general education learning outcomes that stem from the College mission statement, results of annual planning and assessment conducted at the college-wide level (via strategic action/PMP planning) and unit level (via AESS action planning), and Student Success Outcomes (e.g., retention and graduation rates).

Internal Communication at Institutional Level

The Institutional Effectiveness Committee (IEC) is composed of AAC, GEAC and AESSAC, which submit annual assessment reports summarizing activities from the three areas: academic programs, General Education Program, and Administrative, Educational, and Student Service units. The IEC then communicates the information (assessment activities and data) college-wide; the annual report is posted on the OIESP intranet site.

Formal meetings are held among members of the senior administration and it is worthy to note that continual communication on assessment and improvement among divisional leaders occurs. Cabinet meetings are a starting point for the dissemination of information about current assessment goals and new initiatives. The President will call in the needed experts on campus to discuss a particular issue when necessary.

Faculty, staff and students communicate formally through the York College Senate. Information is shared with, and feedback is received from, these internal stakeholders not only in these formal ways but also through some informal channels that contribute to clarifying of vital information. Academic assessment workshops are another place to share assessment activities and discuss best assessment practices.

External Communication at Institutional Level

Annual PMP results are shared with CUNY Central and as part of Central's annual reporting with its Board of Trustees-CUNY. Data are also shared with Middle States for purposes of accreditation.

Internal and External Communication at Program and Unit Level

The academic department assessment coordinators and department chairs are responsible for communicating assessment processes, activities and results at the appropriate department and college-wide meetings. Department and program assessment discussions are to be documented in meeting minutes. Each academic year, programs complete an annual assessment report to record their assessment activities which are submitted to the AAC. The department assessment coordinators also report out their department assessment activities at the AAC meetings. The AAC summarizes and communicates this information to the IEC.

The General Education Assessment Committee has established the lines of communications to General Education stakeholders, primarily from the GEAC to department chairs. The assessment results are also shared with faculty through written and oral reports by GEAC faculty at department meetings, in presentations to various constituencies (e.g., Senate), and at professional development workshops. GEAC has also produced research briefs detailing the assessment results from its first round of assessment.

The AESS unit heads are responsible for communicating with appropriate stakeholders throughout the assessment and periodic unit review processes. (Stakeholders include students, staff, faculty, administrators and external constituents.) This includes engaging in meaningful discussions about activities and use of results, as well as action plan development and implementation. All communication efforts are clearly documented (e.g., meeting minutes, reports). Units share information with different stakeholder groups using various means (e.g., reports, college-wide announcements). AESS units annually complete assessment plans and reports which are submitted to the AESSAC and then to the IEC.

Appendices

Appendix A Schools, Department and Academic Programs

School	Department	Program
Arts and Sciences	Behavioral Sciences	Political Science (BA)
		Psychology (BA)
		Sociology (BA)
	Biology	Biology (BA)
		Biology (BS)
		Biotechnology (BS)
		Clinical Trial Management (MS)
	Chemistry	Chemistry (BS)
		Pharmaceutical Science (BS)
		Pharmaceutical Science and Business (MS)
	Earth and Physical Sciences	Environmental Health Science (BS)
		Geology (BS)
		Physics (BS)
	English	English (BA)
		Journalism (BA)
	History, Philosophy and Anthropology	Anthropology (BA)
		Black Studies (BA)
		History (BA)
		Interdisciplinary Studies (BA)
		Philosophy (BA)
	Mathematics and Computer Science	Computer Science (BS)
		Mathematics (BA)
		Mathematics (BS)
	Performing and Fine Arts	Art History (BA)
		Communications Technology (BS)
		Music (BA)
		Speech Communication and Theatre Arts (BA)
Studio Art (BA)		
World Languages, Literatures and Humanities	French (BA)	
	Spanish (BA)	
Business & Information Systems	Accounting & Finance	Accounting BS
		Finance BS
	Business and Economics	Aviation Management BS
		Aviation Management MS
		Business Administration BS
		Economics BA
		Human Resource Management BS
		Information Systems Management BS
Marketing BS		
Health Sciences &	Health and Human Performance	Community Health Education BS

School	Department	Program
Professional Programs		Gerontological Studies and Services BS
		Health Education pK-12
		Health Promotion Management BS
		Exercise Science BS
		Physical Education Pre-K-12
		Public Health BS
	Health Professions	Clinical Lab Sciences
		Health Science
		Physician Assistant
	Nursing	Nursing (BS)
		Nursing Generic (BS)
		Nursing Education (MS)
	Occupational Therapy	Occupational Therapy (MS)
	Social Work	Social Work (BS)
		Social Work (MS)
Teacher Education	Teacher Education	
OAA	Library	Library

Appendix B Curriculum Map

[PROGRAM NAME]

Instructions: Enter program name in the first row. List the Program Student Learning Outcomes (PSLOs) expected from program majors. Under the required courses, add course name and number, e.g. Eco Bio 101 and add column as needed. If a major has two different paths a student can take, identify the courses under each option. If there aren't different major paths, delete the "option A or B requirement heading" and add electives offered. Adding elective courses would help the program identify if future proposed elective courses meet any PSLOs and/or are identical to the existing elective courses. In the second column, indicate under the appropriate course column heading if the outcome is I-Introduced; R-Reinforced; or M-Mastered. See example in table below. Add rows/columns as appropriate. Bio example is provided for reference only, please remove when completing template for your program. Please add courses offered by your program as appropriate.

Enter PSLO and for each PSLO indicate if the expected learning outcome is I: Introduced; R: Reinforced; M: Mastered

		Required Courses of all majors (enter course name and number, e.g. Bio 201)						Electives OR Option A Requirements in a Major			Electives OR Option B Requirements in a Major		
Insert Program Student Learning Outcomes (PSLOs)	Add I=Introduced, R=Reinforced, M=Mastered	BIO 201	BIO 230	BIO 300	BIO 400								
PSLO 1. Students will apply the fundamental principles and concepts upon which modern biology is founded.	Insert I, R, M	I	I	R	M								
PSLO 2	Insert I, R, M												
PSLO 3	Insert I, R, M												
PSLO 4	Insert I, R, M												
PSLO 5	Insert I, R, M												
PSLO 6	Insert I, R, M												
PSLO 7	Insert I, R, M												

Appendix C Annual Program Assessment Plan Template

Complete the following for each program student learning outcome that will be measured this academic year:

Program Goals What goal you will assess this year?

Program Student Learning Outcomes What specific measurable outcome you will assess this year to measure the above stated goal? Please do not number the Outcome. One Outcome per field.

Alignment with York's Institutional Learning Outcomes (ILOs)

Alignment with MSCHE Standard III Competencies

Activity What steps (strategies, tasks, initiatives) will you take to achieve the program student learning outcome?

From which course(s) and total number of section(s) will you collect student artifacts? Identify the course and which level (scale) is this course at in your curriculum map (Introduced, Reinforced, Mastered)

Assessment Method What type of student work will be evaluated (i.e., essays, final papers, specific exam questions, research projects, presentations, etc.)? What tools will be used to evaluate each outcome? (e.g., , rubrics, test blueprint, etc.)

Measure Type Is the above method direct or indirect? Direct measures provide evidence as per the actual student performance (exams, quizzes, etc.) whereas, indirect measures provide evidence based on perceptions and opinions about student performance (surveys, focus groups, etc.)

Target What level of achievement/criteria/rate defines success for this outcome? (e.g. 75% of artifacts will score a 3 [Proficient] on the four-point rubric.)

Appendix D Annual Program Assessment Report

Report on each outcome identified in the assessment plan:

Program Goals What goal you will assess this year?

Program Student Learning Outcomes What specific measurable outcome you will assess this year to measure the above stated goal? Please do not number the Outcome. One Outcome per field.

Alignment with York's Institutional Learning Outcomes (ILOs)

Alignment with MSCHE Standard III Competencies

Activity What steps (strategies, tasks, initiatives) will you take to achieve the program student learning outcome?

From which course(s) and total number of section(s) will you collect student artifacts? Identify the course and which level (scale) is this course at in your curriculum map (Introduced, Reinforced, Mastered)

Assessment Method What type of student work will be evaluated (i.e., essays, final papers, specific exam questions, research projects, presentations, etc.)? What tools will be used to evaluate each outcome? (e.g., , rubrics, test blueprint, etc.)

Measure Type Is the above method direct or indirect? Direct measures provide evidence as per the actual student performance (exams, quizzes, etc.) whereas, indirect measures provide evidence based on perceptions and opinions about student performance (surveys, focus groups, etc.)

Target What level of achievement/criteria/rate defines success for this outcome? (e.g. 75% of artifacts will score a 3 [Proficient] on the four-point rubric.)

Target Met Select if the target established in the assessment plan is met or not met.

Findings and Progress Briefly summarize the results, and progress made. Indicate if the expected target was met. State what these result mean from the program's perspective as it relates to the expected outcome.

Use of Results: Changes Change(s) Needed, Check all that apply

Recommended Changes and Next Steps If the findings suggest the target was met, describe how these targets will be sustained. If the target was not met, explain the recommended change(s) and actions that will be implemented to improve outcome. Explain the next steps, identify when the changes will be implemented and who is responsible.

Budgetary Consideration Select yes or no if there are any budgetary considerations that are the direct result of the assessment findings.

Assessment Communication Identify to whom the assessment findings will be communicated: check all that apply

Methods of Communication Identify how the results were shared: check all that apply

Attachments: Upload Attachments (if applicable)- Please do not disclose any document that includes personal or identifiable information. Attach summary table, rubrics, assignment tasks, etc.

Changes Implemented: Reflecting on last year's annual assessment report findings, identify the current status on the actions implemented to sustain or improve outcomes, or changes that have been made in the program, when they were implemented, and when they will be reassessed.

PROGRAM GOAL(S)	PROGRAM LEVEL STUDENT LEARNING OUTCOMES (PSLOS)	FINDINGS AND PROGRESS	USE OF RESULTS: CHANGE(S) NEEDED	RECOMMENDED CHANGES AND NEXT STEPS	CHANGES IMPLEMENTED	CURRENT STATUS	STATUS ON BUDGETARY CONSIDERATION
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Appendix E Program Assessment Rubric

Program Name: _____

Academic Year: _____

Mark one category per row and include evidence for each element referenced.

Source Document	Capacity Criteria	Initial	Emerging	Developed
Program webpage/ YAMS ¹	Program Mission	<input type="checkbox"/> Program mission fails to identify three or more elements (program name, purpose, key functions, stakeholders and alignment with the college mission)	<input type="checkbox"/> Program mission identifies program name, purpose, key functions but lack clarity of stakeholders and alignment to the college mission	<input type="checkbox"/> Program mission clearly identifies program name, purpose, key functions, stakeholders and evidence alignment with the college mission
	Program Goals	<input type="checkbox"/> Program learning goals are not aligned to the program mission and do not address knowledge, skills, and/or values	<input type="checkbox"/> Program learning goals appear to be aligned to the program mission and one or more learning domains are not addressed, i.e., knowledge, skills, and/or values	<input type="checkbox"/> Program learning goals are aligned to the program mission and are stated in broad terms of knowledge, skills, and/or values
YAMS	Curriculum Map For externally accredited programs, see the relevant accreditation documents.	<input type="checkbox"/> Not all program student learning outcomes are listed and/or only a subset of required courses are mapped to the program SLOs ² ; progress of each outcome in the curriculum	<input type="checkbox"/> All program student learning outcomes are listed and most of the major required/elective courses are mapped to the program SLOs; progress of each outcome in the curriculum (I, R, M) is somewhat clear	<input type="checkbox"/> All program student learning outcomes are listed, and all of the major required/elective courses (regularly offered) are mapped to the program SLOs; progress of each outcome in the curriculum (I, R, M) is clearly identified

¹ YAMS =York Assessment Management System

² SLOs = Student Learning Outcomes

Source Document	Capacity Criteria	Initial	Emerging	Developed
		(I, R, M) ³ is not identified/clear		
ANNUAL PLAN	Program Student Learning Outcomes (PSLOs) assessed	<input type="checkbox"/> Program student learning outcomes lack alignment with the program goals and are not observable, measurable and student centered	<input type="checkbox"/> Program student learning outcomes are inconsistently aligned with the program goals, and not each PSLO is observable, measurable and student centered	<input type="checkbox"/> Each program student learning outcomes is aligned with the program goals, is observable, measurable and is student centered
	Alignment with York's Institutional Learning Outcomes (ILOs)	<input type="checkbox"/> None of the PSLOs are aligned to a York Institutional Learning Outcome	<input type="checkbox"/> Some PSLOs are aligned to a York Institutional Learning Outcome	<input type="checkbox"/> All PSLOs are aligned to a York Institutional Learning Outcome
	Alignment with MSCHE Standard III Competencies	<input type="checkbox"/> None of the PSLOs are aligned to a MSCHE Standard III Competencies	<input type="checkbox"/> Some PSLOs are aligned to a MSCHE Standard III Competencies	<input type="checkbox"/> All PSLOs are aligned to a MSCHE Standard III Competencies
	From which course(s), section(s) or other sources will you collect student artifacts?	<input type="checkbox"/> None of the plan outcomes identify courses/sections in which student artifacts will be collected	<input type="checkbox"/> Some of the plan outcomes identify courses/sections in which student artifacts will be collected	<input type="checkbox"/> All of the plan outcomes identify courses/sections in which student artifacts will be collected

³ I=Introduced, R=Reinforced, M=Mastered

Source Document	Capacity Criteria	Initial	Emerging	Developed
	Assessment Method	<input type="checkbox"/> Has not yet developed (or identified) direct assessment measures	<input type="checkbox"/> Has developed (or identified) direct assessment measures for at least one PSLO	<input type="checkbox"/> Has developed (or identified) direct assessment measures for all PSLOs
Annual Report	Sample size	<input type="checkbox"/> Does not identify the sample size and/or courses used to collect data for any of the program student learning outcomes	<input type="checkbox"/> Has identified the sample size and courses used to collect data for at least program student learning outcome	<input type="checkbox"/> Has identified the sample size and courses used to collect data for program student learning outcomes currently being assessed. Has indicated why the sample size is appropriate and representative of the program's student population
	Target ⁴	<input type="checkbox"/> Target is not defined for any of the program student learning outcomes	<input type="checkbox"/> Target is defined (identifies a percentage) for at least one of the program student learning outcomes	<input type="checkbox"/> Target is defined (identifies a percentage) for the assessed program student learning outcomes
	Findings and Progress	<input type="checkbox"/> Findings are incomplete for one or more of the PSLOs assessed	<input type="checkbox"/> Findings are described but are unclear or don't tie back to the PSLOs assessed	<input type="checkbox"/> Findings are clearly described and tie back to the PSLOs assessed
	Use of Results	<input type="checkbox"/> Program did not indicate how results will be used for one or more of the PSLOs assessed	<input type="checkbox"/> Program indicated a change that does not align with the assessment findings for one or more of the PSLOs	<input type="checkbox"/> Program indicated a change that aligns with the assessment findings for all PSLOs assessed

⁴ Target = the percentage of the artifacts meeting the anticipated proficiency on the rubric.

Source Document	Capacity Criteria	Initial	Emerging	Developed
	Recommended Change(s) and Next Steps	<input type="checkbox"/> Program does not explain the recommended change or provides an explanation of why there is no change for any PSLOs assessed Program does not yet have plans for next steps and there is no understanding on what action is needed	<input type="checkbox"/> Program provides little or no explanation of the recommended change or provides limited explanation of why there is no change for some of the PSLOs assessed Program has plans for next steps including the required action, but they are not yet clear or feasible	<input type="checkbox"/> Program explains the recommended change and/or provides an explanation of why there is no change for all PSLOs assessed Program has concrete plans for next steps with goals, roles, timelines and required actions
	Assessment Communication	<input type="checkbox"/> Program did not share findings with anyone for any PSLOs assessed	<input type="checkbox"/> Program indicated findings were shared with two or more groups for at least one or more PSLOs assessed	<input type="checkbox"/> Program indicated findings were shared with two or more groups for all PSLOs assessed
	Attachment: Rubrics <input type="checkbox"/> Does not have a rubric <input type="checkbox"/> Check if N/A	<input type="checkbox"/> Has rubric that does not evidence alignment with PGs and PSLOs and lacks criteria and descriptors that are mutually exclusive	<input type="checkbox"/> Has rubric that aligns with PGs and PSLOs, evidence scale, and has one or more criteria and descriptors that are not mutually exclusive	<input type="checkbox"/> Has rubric that aligns with PGs and PSLOs, evidence scale and includes criteria and descriptors that are mutually exclusive
	Changes Implemented: Current Status	<input type="checkbox"/> Program does not demonstrate <i>closing the loop</i> , i.e., having implemented changes as per last year's assessment action plan	<input type="checkbox"/> Program partially demonstrates <i>closing the loop</i> , i.e., implemented some changes as per last year's assessment action plan but is missing at least one of these components, e.g., time of implementation and/or	<input type="checkbox"/> Program has demonstrated <i>closing the loop</i> , i.e., implemented all changes as per last year's assessment action plan and identifies the time of implementation including when the change will be reassessed

Source Document	Capacity Criteria	Initial	Emerging	Developed
			when the change will be reassessed	

Source Documents: _____

For externally-accredited programs, see the relevant accreditation documents.

Consider for Assessment Spotlight (*OIESP summarizes and writes about the assessment activity and shares it College-wide*)? Yes No

Program Assessment Summary Sheet: Attached Not attached

Comments/Recommendations:

Completed by: Working Group Leader and Members: _____ Date _____

Academic Assessment Committee Chair: _____ Date _____

Date Feedback sent to Department Coordinator and Chair: _____

Please contact AAC Chair for further discussion/questions.

Appendix F General Education Assessment Report Template

General Education Assessment Committee

Assessment Report

[DATE]

Competency: _____

Mapped to Pathways SLOs:

See mapping at GEAC resources web page

The General Education Assessment Committee (GEAC) is responsible for all aspects of General Education assessment at the college. The GEAC is comprised of faculty members from departments with long associations with this vital part of the curriculum. Although faculty remain at the helm of York's General Education assessment, the GEAC faculty, not individual faculty or departments, are responsible for General Education assessment coordination, data collection, analysis, reporting, and providing guidance to departments, and the GEAC has annual and multi-year plans to assess student achievement across the general curriculum. Working beyond course-based, department-initiated assessment ensures a comprehensive assessment of Gen Ed Student Learning Outcomes (SLOs) using objective assessment practices. GEAC formally reports annually to the Office of Institutional Effectiveness and Strategic Planning and to the Institutional Effectiveness Committee, in addition to working closely with departments. This structure affords opportunities to address improvements to institutional outcomes across the curriculum linked to General Education.

Study

The GEAC would like to thank the faculty of the [DEPT(S)] for participating in the assessment of this competency. We look forward to working with the discipline faculty through the [FOLLOWING SEMESTER] to develop together a plan to improve student achievement of the SLO(s) above.

[Artifacts assessed and contextual support materials provided]

The committee held a norming session on [DATE] ... [Rubric information]

Results

Recommendations

The GEAC looks forward to working with the discipline to develop a plan to respond to these findings. Some questions to consider may be: [...]?

A response is requested from the discipline before the end of the [UPCOMING SEMESTER] semester on how this assessment will be utilized towards improvement of student achievement. An SLO Improvement Plan template is provided. A follow-up report describing the implementation and the

effects on student achievement of the SLO(s) is requested by the end of the [UPCOMING SEMESTER + 1 Year] semester.

Appendix G. SLO Improvement Plan Template

York College General Education Assessment Committee

Student Learning Outcome Improvement Plan

[DISCIPLINE/DEPT]

[DATE]

Competency:

[Competency]

Mapped to Pathways SLOs:

[Domain SLO#] [DOMAIN]

Summary of GEAC findings and recommendations

Outcomes Improvement Plan

Implementation schedule

Follow-up assessment plan

Person(s) responsible from discipline/dept.

Appendix H. Life and Physical Science Rubric SLO 4

General Education Assessment Committee

Pathways domain:

Required Core - Life & Physical Sciences

Rubric

SLO	Highly proficient	Proficient	Partly proficient	Minimally proficient
Gather, analyze, and interpret data and present it in an effective written laboratory fieldwork report	Makes logical inferences citing the data, analysis is soundly based and properly executed using the data	Properly and logically judges strength of hypothesis generally referencing the findings for support	Attempts scientific inferences but with poor reference to findings	Misjudges or neglects to judge outcome of experiment with little reference to data
	Tables/figures are well made and informative	Tables/figures are mostly complete and/or clear	Tables/figures are partly incomplete and/or unclear	Figure/tables missing or badly made
	Report is well written with all expected elements and formatting	Acceptably written with nearly all expected report elements	Writing may require considerable revision, some report elements missing	Writing is poor Numerous report elements omitted

Notes

Each member was asked to look at the criteria within each column and make an overall assessment. This decision grew out of extensive discussion about how to separate out the SLO into its non-overlapping but comprehensive components. For the sake of expediency in the Fall 2018 pilot, we chose to give a holistic score.

Appendix I. U.S. Experience in its Diversity Rubric SLO 2

General Education Assessment Committee

Pathways domain:

Flexible Core - U.S. Experience in its Diversity

Rubric

SLO	Highly proficient	Proficient	Partly proficient	Minimally proficient
Evaluate evidence and arguments critically and analytically				
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

Notes:

The committee used this provisional rubric based on the AAC&U VALUE rubric for Critical Thinking: Explanation of issues and Evidence.

Appendix J. Information Literacy Test

Date: _____

Information Literacy Pretest 1st Year 2nd Year 3rd Year 4th Year Graduate

Your Status (Please circle)

Course Number: _____

Instructor's Name: _____

Please circle your answers

1. To find books owned by the York College Library, you should use

- a. Google b. an article database c. a catalog d. amazon.com

2. Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 62, 465-480. This citation is for a

- a. book b. newspaper article c. journal article d. website

3. When searching in a research database, the use of Boolean operators "AND", "OR" and "NOT" can be useful in narrowing or widening your search results. Which operator would you use to increase the number of the items you will retrieve?

- a. AND b. OR c. NOT d. All of them

4. Books are arranged on shelves in the library by what?

- a. Title b. Author c. ISBN d. Call number

5. Failure to give credit to your sources of information is called

- a. plagiarism b. copyright c. partial citation d. abstracting

2. An abstract is a

- a. quote from a book b. full text article c. citation d. summary of a source

3. If you need a book which the York College Library does not have, you can

- a. request it from the author b. order it via interlibrary loan c. buy it from the library d. forget about it

4. Which is the best place to find research published by scholars, experts or professionals?

- a. On amazon.com b. In the newspapers c. In magazines d. In scholarly journals

5. APA and MLA style both refer to

- a. classification systems b. formats for documenting sources c. call numbers d. article indexes

6. A bibliography is a

- a. summary of the article b. person's life c. list of sources d. citation of the article

This quiz is partially adapted from online quizzes at Madonna University Library, MI. 10/18/2018

Appendix K. Redefining AESS Units to Ensure the Sustainability of Assessment: 2020-2026

Overview:

As a result of the warning issued by MSCHE in June 2018 on Standard V and Requirements of Affiliation 8 and 10, York College engaged in assessment efforts across the College. One of the areas of focus included the assessment of non-academic units also referred to as Administrative, Educational, and Student Support (AESS) unit assessment. In 2018, under the direction of the President and Vice Presidents, approximately 61 AESS units were identified for assessment. Assessment of the AESS units was demonstrated in the first and second monitoring reports submitted to MSCHE.

Since engaging in AESS assessment with 61 units, sustainability has been an area of concern.

- Sixty-one units are disproportionate to the relative size (medium) and type (no residence halls) of institution.
- “Units” as originally defined, included functions within a larger unit. Concerns with this structure pertain to assessment becoming too laser-focused, thus losing the “big picture,” and spreading already limited unit resources too thin.
- The original 61 included divisions (e.g., Academic Affairs, Enrollment Management) as units, whereas the work at the division level is different than that at the unit level and thus, should not be reviewed in parallel.

In an effort to ensure sustainability, OIESP, in conjunction with the co-chairs of Administrative, Educational, and Student Support Assessment Committee (AESSAC), operationalized an AESS unit for purposes of assessment.

Definition:

Any non-academic unit is considered an Administrative, Educational, and Student Support (AESS) unit. The rationale behind this definition is to capture those units that directly or indirectly serve York students, potential students, or faculty/staff conduct assessment. Note there are some units within AESS that are excluded based on the criteria defined in the next section below.

Units and Divisions excluded from original list of 61 units:

A unit that is externally accredited or has licensure requirements to operate are omitted, as well as those that don't involve direct interaction with students, teaching/learning AND are governed by the legal entities of CUNY, New York City, the State of New York, and Federal government. As stated previously, vice presidential areas are no longer considered a unit. The following were removed from the original 61 units:

- Units:
 - York Child and Family Center (licensed)
 - Legal Affairs and Labor Relations (works with senior administration, operates under CUNY, city, state laws, and Federal regulations)-added back in June 2025
 - CUNY Explorers (serves middle school students)
 - Queens Educational Opportunity Center (reports to SUNY)

- New York Small Business Development Center (NYSBDC) (focuses on business/economic development in the Jamaica area)
 - Enrollment Management (previously a department overseeing two units, now at the division level)
- Divisions are no longer considered units and thus vice presidents are not required to produce a separate annual assessment plan as part of this process:
 - Academic Affairs
 - Administrative Affairs
 - Enrollment Management and Student Affairs (previously known as Student Development only)
 - Institutional Advancement and Communications (previously known as Institutional Advancement only)
 - Office of the President

Units consolidated from original list of 61 units:

- Information Technology reduced from 5 to 1 (Service Delivery; Network Services; Applications Support and IT Services; Information Technology; Web Systems)
- Budget and Planning reduced from 3 to 1 (Business Office; Purchasing; and Budget Planning)
- Facilities from 4 to 1 (Buildings and Grounds; Custodial Services; Facilities Planning Office; Environmental Health and Safety)
- Institutional Advancement from 4 to 1 (Alumni Affairs; Donor Relations; Annual Fund; Institutional Advancement)
- Government Relations and Strategic Initiatives from 4 to 1. (Previously called Government and Community Relations will now include York College Learning Center; Performing Arts Center; Continuing and Professional Education Center (Adult and Continuing Ed-Org chart))

Update AY 2021-22

- Government Relations and Strategic Initiatives now includes (York College Learning Center and Continuing and Professional Education Center)
- Performing Arts Center moved from Government Relations to Admin Affairs under facilities;
- Facilities thus now includes: (Facilities Planning, Buildings and Grounds, Custodial Services, Environmental Health and Safety, Special Events, and Performing Arts Center)
- TRIO not a unit AY 2021-22

Update AY 2022-23

- First-Year Experience and Mentoring, a new program at York was added as an AESS unit
- Accelerate, Complete, Engage (ACE), a new program at York was added as an AESS unit
- Welcome Center, a new program at York was also added to the AESS unit structure
- Testing Center remained offline between 2021-22 to 2024-25

Update AY 2024-25

- Some units were moved from one division to another such as Athletics, Office of Sponsored Research and Programs, and Information Technology. The latest list that shows units by division is listed in the section below.
- At the conclusion of the AY 2024-25, there are 39 AESS units identified to engage in assessment effective 2025-26.

AESS Assessment Sites (Divisions and Units)

Division	Unit
Academic Affairs	Accelerate, Complete, Engage (ACE)
	Center for Teaching, Learning and Educational Technologies (CTLET)
	Collaborative Learning Center
	College Now
	CUNY Language Immersion Program (CLIP)
	Office of Student Academic Services
	Office of the Registrar
	University Skills Immersion Program
	York Early College Academy (YECA)
Finance & Administrative Affairs	Office of Research and Sponsored Programs
	Office of Planning and Budget
	Office of the Bursar
	Facilities (custodial, B&G, planning, environment health & safety)
	Office of Human Resources
	Information Technology
	Public Safety
Enrollment Management & Student Affairs	Academic Advisement Center
	Admissions
	Career Services
	Center for Students with Disabilities
	Counseling Center

Division	Unit
	Financial Aid Office
	First-Year Experience and Mentoring
	Male Initiative Program
	Office of Veterans Affairs
	Percy E. Sutton SEEK Program
	Scholarship Center
	Student Activities
	Student Health Services Center
	Testing Center
	Welcome Center
	Women's Center
	Athletics
Institutional Advancement & Communications	Institutional Advancement
	Marketing and Communications
President's Division	Diversity and Compliance
	Government Relations and Strategic Initiatives
	Institutional Effectiveness and Strategic Planning
	Legal Affairs and Labor Relations

Appendix L. AESS Unit Annual Assessment Plan Template

Complete the following for each outcome:

Unit Goal: What goal you will assess this year?

Unit Outcome: What specific measurable outcome you will assess this year to measure the above stated goal?

Alignment with York's Strategic Objectives: Align/map the selected unit goal to Strategic Objective

Activity: What steps will you take to achieve the unit outcome?

Assessment Method: What type of data will be collected to measure the outcome (e.g., timeliness report, unit usage activities, compliance reports, survey, pre-post questions, etc.) What tools (if any) will be used to evaluate the outcome? (e.g. rubric).

Target: What is the target? (What level of achievement/criteria/rate defines success for this outcome)

Appendix M. AESS Unit Annual Assessment Report Template

Complete the following for each outcome:

Unit Goal: What goal you will assess this year?

Unit Outcome: What specific measurable outcome you will assess this year to measure the above stated goal?

Alignment with York's Strategic Objectives: Align/map the selected unit goal to Strategic Objectives

Activity: What steps will you take to achieve the unit outcome?

Assessment Method: What type of data will be collected to measure the outcome (e.g., timeliness report, unit usage activities, compliance reports, survey, pre-post questions, etc.) What tools (if any) will be used to evaluate the outcome? (e.g. rubric).

Target: What is the target? (What level of achievement/criteria/rate defines success for this outcome)

Target Met/Not Met

Findings and Progress: Briefly summarize the results and progress made. Indicate if the expected target was met. State what these result mean from the unit's perspective as it relates to the expected outcome.

Recommended Changes and Next Steps: If the target was met, describe how these targets will be sustained. If the target was not met or partially met, explain the recommended change(s) and actions that will be implemented to improve the outcome. Explain the next steps, identify when the changes will be implemented and who is responsible.

Budgetary Consideration Select yes or no if there are any budgetary considerations that are the direct result of the assessment findings.

Assessment Communication Identify to whom the assessment findings will be communicated: check all that apply

Methods of Communication Identify how the results were shared: check all that apply

Attachments Upload Attachments (if applicable)- Please do not disclose any document that includes personal or identifiable information.

Changes Implemented: Reflecting on last year's annual assessment report findings, identify the current status of the actions implemented to sustain or improve outcomes, or changes that have been made in the unit, when they were implemented, and when they will be reassessed.

UNIT GOAL(S)	UNIT OUTCOME(S)	FINDINGS AND PROGRESS	USE OF RESULTS: CHANGE(S) NEEDED	RECOMMENDED CHANGES AND NEXT STEPS	CHANGES IMPLEMENTED	CURRENT STATUS	ST BU CON
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Appendix N. Administrative, Educational, and Support Assessment Plan & Reports Evaluation Rubric

Unit Assessment Rubric

Unit Name: Click or tap here to enter text.

Year: Click or tap here to enter text.

Mark one category per row

Source/Element	Capacity Criteria	Initial (1)	Emerging (2)	Developed (3)
York Assessment Management System and Unit webpage	Mission	<input type="checkbox"/> Unit mission is not clear; it fails to identify two or more elements (unit name, their purpose, key functions, who they serve, alignment with the college mission)	<input type="checkbox"/> Unit mission is somewhat clear, and identifies the unit, name, their purpose, key functions, but fails to identify who they serve or does not align with the college mission	<input type="checkbox"/> Unit mission is clear and concise, identifies the unit name, their purpose, key functions, who they serve, and aligns with the college mission
	Goals	<input type="checkbox"/> Goals are not clear, do not align with the unit mission and/or describe what the unit hopes to achieve	<input type="checkbox"/> Goals partially describe how the unit mission will be accomplished and what the unit hopes to achieve	<input type="checkbox"/> Goals clearly describe how the unit mission will be accomplished and what they hope to achieve
Annual Assessment Plan	Outcomes	<input type="checkbox"/> Outcomes are very broad, not measurable, and fail to describe the intended result of an activity, service, transaction, etc. and do not align with the unit mission and goals	<input type="checkbox"/> Outcomes are somewhat vague and/or not measurable, and partially describe the intended result of an activity, service, transaction, etc. in alignment with the unit mission and goals	<input type="checkbox"/> Outcomes use active verbs, are clear, measurable and describe the intended result of an activity, service, transaction, etc. in alignment with the unit mission and goals
	Alignment with Strategic Initiatives	<input type="checkbox"/> Plan outcomes do not align with the college’s strategic initiatives	<input type="checkbox"/> Plan outcomes somewhat align with the college’s strategic initiatives	<input type="checkbox"/> Plan outcomes clearly align with the college’s strategic initiatives
	Alignment with Institutional Learning Outcomes (ILO) <input type="checkbox"/> Check if N/A (does not have SLOs)	<input type="checkbox"/> Plan fails to align student learning outcomes with institutional learning outcomes	<input type="checkbox"/> Plan aligns only one of the student learning outcomes with institutional learning outcomes or aligns it incorrectly	<input type="checkbox"/> Plan accurately aligns student learning outcomes with institutional learning outcomes

Source/Element	Capacity Criteria	Initial (1)	Emerging (2)	Developed (3)
	Activity	<input type="checkbox"/> Plan fails to describe the activities that the unit will engage in to achieve any of its outcomes	<input type="checkbox"/> Plan partially identifies the activities that the unit will engage in to achieve one or more identified outcomes	<input type="checkbox"/> Plan clearly describes the activities that the unit will engage in to achieve all of the pan outcomes
	Measure and Measure Type <i>(Direct: measure actual performance; Indirect: perception/opinions)</i>	<input type="checkbox"/> Has not yet developed (or identified) measures for any of the outcomes or those that are identified are unclear and do not tie back to the outcome(s)	<input type="checkbox"/> Has developed (or identified) appropriate measures for some of the outcomes but at least some measures are unclear	<input type="checkbox"/> Has developed (or identified) appropriate measures for all outcomes; the measures are clear and tie back to the outcome
	Target	<input type="checkbox"/> Target is not defined and/or does not align with any of the outcomes	<input type="checkbox"/> Target is identified and partially aligns with some of the outcomes	<input type="checkbox"/> Target clearly identifies a baseline or standard of success that aligns for all outcomes
Year-End Annual Assessment Report	Target Met	<input type="checkbox"/> The target met or not met selection is incorrect based on the results described in the findings section and the target set in the plan	<input type="checkbox"/> The target met or not met selection is accurate for some but not all outcome(s) based on the results described in the findings section and the target set in the plan	<input type="checkbox"/> The target met or not met selection is accurate for all outcomes and reflect the results described in the findings section and the target set in the plan
	Findings and Progress	<input type="checkbox"/> The findings are incomplete, unclear and fail to tie back to any of the outcome(s)	<input type="checkbox"/> The findings are partially described and do not clearly tie back to one or more outcomes(s)	<input type="checkbox"/> The findings for all outcomes clearly tie back to the outcome(s). The progress made is also described as appropriate
	Use of Results <input type="checkbox"/> Check if there are no changes	<input type="checkbox"/> Type of changes (if any) do not align with the assessment findings for any outcome(s)	<input type="checkbox"/> Type of changes (if any) align with the assessment findings for some but not all outcome(s)	<input type="checkbox"/> Type of changes (if any) clearly align with the assessment findings for all outcome(s)

Source/Element	Capacity Criteria	Initial (1)	Emerging (2)	Developed (3)
	Recommended Change(s)	<input type="checkbox"/> Recommended changes are partially mentioned but not clearly identified and/or not explained for any of the outcomes	<input type="checkbox"/> Recommended changes are identified and explained for some outcome(s), and/or only partial explanation is provided of why there is no change(s)	<input type="checkbox"/> Recommended changes are thoroughly explained and/or explanation is provided of why there is no change(s) for all outcome assessed
	Action Plan/Next Steps	<input type="checkbox"/> The action plan and next steps are unclear and fail to identify when and how the changes will be implemented, and who is responsible for any of the outcomes	<input type="checkbox"/> The action plan and next steps are partially described but fail to identify when or how the changes will be implemented and/or who is responsible for some of the outcomes	<input type="checkbox"/> Concrete action plan and next steps are described including when and how the changes will be implemented and who is responsible for all outcomes
	<i>Overall: Evidence of systematized continuous improvement using assessment findings</i>	<input type="checkbox"/> <i>No evidence of systematized continuous improvement using assessment findings</i>	<input type="checkbox"/> <i>Some evidence of systematized continuous improvement using assessment findings</i>	<input type="checkbox"/> <i>Clear evidence of systematized continuous improvement using assessment findings</i>
	Assessment Communication and Method of Communication	<input type="checkbox"/> The findings will be shared with only one stakeholder via only one method (email, meeting, report etc.)	<input type="checkbox"/> The findings will be shared with more than one stakeholders via one or more methods (email, meeting, report, etc.)	<input type="checkbox"/> The findings will be shared with all stakeholder involved including the department head and divisional VP via one or more methods (email, meeting, report, etc.)
	Attachments: <input type="checkbox"/> Not applicable	<input type="checkbox"/> If applicable, are not attached and thus does not support assessment findings	<input type="checkbox"/> If applicable, are partially attached and thus does not support assessment findings	<input type="checkbox"/> If applicable, are attached and clearly support assessment findings

Source/Element	Capacity Criteria	Initial (1)	Emerging (2)	Developed (3)
	Changes Implemented from last year's annual assessment report	<input type="checkbox"/> The current status on the identified changes/action plan (if any) from last year's assessment report is not identified	<input type="checkbox"/> The current status on the identified changes/action plan (if any) from last year's assessment report is partially identified, and/or lacks the time when the changes were implemented, and when they will be reassessed.	<input type="checkbox"/> The current status on the identified changes/action plan (if any) from last year's assessment report is identified, indicates time when the changes were implemented, and when they will be reassessed.

Source Documents: [Click or tap here to enter text.](#)

Next Steps: No revisions/Publish

Return for revisions

Consider for Assessment Spotlight (*OIESP summarizes and writes about the assessment activity and shares it College-wide*)? Yes

No

Comments/Recommendations: [Click or tap here to enter text.](#)

Completed by AESSAC Members: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

AESSAC Chair/Co-Chairs: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Feedback Shared with Unit Director/Executive Director: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Please contact AESSAC Chairs for questions/concerns.

Appendix O. AESS Unit Periodic Review Phases and Timeline

(updated 2023)

Phase	Task & Responsible Party ⁵	When
Initiation: Planning Phase	Divisional VP to inform the unit that it will be undergoing the PUR and identify the committee chair. The committee chair and VP will collaborate to identify the internal committee and plan the PUR.	July of the semester before
Self-Study	Internal Committee to review PUR guidelines and template and creates a detailed plan. Unit Director/Head to begin gathering documentation. Complete the self-study report as per the directives and structure outlined.	August-February
Self-Study	<p>Submit the draft report to the Divisional VP. External reviewers are to be selected and approved by late fall. The writer of the report is generally the unit director or designee, the internal committee members are to serve as support.</p> <p>The Divisional VP will review the draft report and provide feedback on the report and potential changes. Internal committee chair and VP to oversee logistics for external reviewers, report submission date, and visit. While the document is in draft, the unit undergoing the review may also share the document with the Office of Institutional Effectiveness for feedback.</p> <p>— Once the self-study periodic unit review report is revised, completed and approved by the divisional VP, it is to be submitted to the external reviewers. A copy should be submitted to the divisional VP and uploaded to the York Assessment Management System for the year of the PUR.</p>	March
External Review	<p>The committee chair or unit director sends the PUR report to the reviewers and the site visit occurs as arranged by the internal committee chair and VP.</p> <p>The external review team provides findings, recommendations, and suggestions to internal review committee in a form of an external reviewer's report. Once the external review report is sent to the unit, the director should reply, thanking them and also informing that they may reach out to the reviewers if any clarifications are</p>	April-May

⁵ Detailed responsibilities are listed in the Committee section of this document

Phase	Task & Responsible Party ⁵	When
	<p>needed. The unit can ask questions for clarification as needed however, the report given by the reviewers should not be modified.</p> <ul style="list-style-type: none"> — A copy of the external reviewer’s report is to be submitted to the divisional VP and uploaded in the York Assessment Management System for the year of the PUR. 	
Action Plan	<p>Internal review committee review and discuss the evaluator’s report. Informed by the external reviewer’s report, the internal committee chair identifies an action plan and individuals responsible for implementing the next steps along with a timeline. The action plan should be made in consultation with the divisional VP.</p> <ul style="list-style-type: none"> — The completed and approved final action plan is to be submitted to VP and uploaded in the York Assessment Management System for the year of the PUR. 	June
Implementation	<p>Implementation of the action plan, including any progress made each year, should be documented in the annual assessment reports as appropriate including the section of <i>other highlights</i> labeled as optional.</p>	<p>Next five years; outcomes and actions should be articulated in annual assessment and planning process</p>

Appendix P. York College 2022-2023 Annual Operational Plan & Year-End Report

York College Annual Operational Plan & Year-End Report 2022-2023						
Strategic Goal & Objective	Outcomes	Latest Actuals	Activities	Area Responsible	Year-End Summary	Next Steps

Appendix Q. York College 2024-2025 Annual Operational Plan & Year-End Report

CUNY Goal 1.			
Initiative	Campus initiative lead per last year's submission (please adjust if necessary)	Looking Back (AY24-25)	Looking Forward (AY25-26)
CUNY Goal 2.			
Initiative	Campus initiative lead per last year's submission (please adjust if necessary)	Looking Back (AY24-25)	Looking Forward (AY25-26)
CUNY Goal 3.			
Initiative	Campus initiative lead per last year's submission (please adjust if necessary)	Looking Back (AY24-25)	Looking Forward (AY25-26)
CUNY Goal 4.			
Initiative	Campus initiative lead per last year's submission (please adjust if necessary)	Looking Back (AY24-25)	Looking Forward (AY25-26)

CUNY Deep Dive Questions	College Response(s)

