

**2014-15**

# **Division of Student Development Comprehensive End of Year Report**

Dr. Vincent Banrey, Interim Dean  
Student Development

**YORK COLLEGE**

The City University of New York

**DIVISION OF STUDENT DEVELOPMENT  
COMPREHENSIVE END OF YEAR REPORT  
2014-15**

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## **Division of Student Development Comprehensive End of Year Report for 2014-15**

### **EXECUTIVE SUMMARY**

The Division of Student Development (SD) experienced an organizational management change mid-year based on the departure of Dr. Geneva Walker-Johnson, who had been serving as the Vice President since the fall of 2011. On January 2, 2015, Dr. Vincent Banrey, Associate Dean for Student Development assumed the role of Interim Dean and became responsible for providing management oversight for the Division. In addition, Ms. Paola Veras, Director for the Center for Students with Disabilities and Mr. Randolph Punter, a long standing staff member at the college working in the Career Services Office both assumed the role of Interim Assistant Deans to assist in providing overall management for the Division. These changes allowed for an interim leadership team to be created for the division.

The Division of Student Development is comprised of the following departments and programs: Career Services, Center for Students with Disabilities, Child and Family Center, Counseling Center, Educational Opportunity Center (EOC), Health Services, Men's Center, Percy E. Sutton SEEK Program, ROTC Program, Student Activities and associated Development Programs (Game Room, JumpStart, National Society for Student Leadership, Project Change and Radio Station), TRIO Programs (SSS/YES), Veteran's Affairs and Women's Center.

The aim of this report is to present extensive information and data to highlight how implemented programs, activities and services can be correlated with improving student retention and graduation rates at York College. This report focuses on areas where the Division is collaborating with other units within the College to improve the delivery of services as well as student outcomes.

The Comprehensive End of Year Report for 2014-15 highlights each department/program by including their mission statements, goals and objectives for the past year, amount of students using services, types of services provided, amount of events staged and number of students attending each event, status of strategic plan implementation (objective and status), current challenges and goals for 2015-16. In addition, the report also provides information on how programs, activities and events contribute toward integrating, engaging, involving, validating and supporting students at the College.

Lastly, the report provides baseline information and data which can be used to assess the delivery of services to students and provide the basis to compare progress in key areas as it relates to achieving institutional goals.

## **DIVISION OF STUDENT DEVELOPMENT**

### **Mission Statement**

The Division of Student Development has as its primary mission to create an environment that respects and values students as whole individuals. The programs and services we offer create opportunities and experiences that support students' efforts to achieve their academic and career goals, facilitate an understanding and appreciation of the importance of being culturally competent and to become successful and contributing citizens in the global market places of the future.

### **Goals for 2014-2015**

1. Drawing on the Foundations of Excellence Self-Study, further strengthen the partnership between Student Development and Academic Affairs such that the New Student Orientation, Weeks of Welcome and the First Year Reader Program will attract more student participation in the upcoming academic year.
2. Strengthen the sense of community and belonging among York College students as evidenced by their participation in signature events such as Good Morning/Evening Cardinal Commuters and Walk-In hours with an increase of 10% over the previous year.
3. Expand the utilization of Cardinal Pulse, an early alert system. The goal is to increase referrals by 15% from the spring 2014.
4. Expand the Undergraduate Fellows program utilizing upper class students as mentors for every section of SD course sections, pending CUNY Undergraduate Education (CUE) funding.
5. Expand assessment activities for units providing support services to students, and utilize feedback to enhance outcomes: Health Services and Veterans Services.

### **Institutional Targeted Strategic Goals and Initiatives**

- 1.0: Enhance and expand opportunities for engaging, rigorous and transformative learning experiences.
- 1.2: Expand experiential activities beyond the classroom for faculty and students.
- 2.0: Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.
- 2.1: Develop and implement an intentional, mandatory, First-Year Experience Program.

2.2: Promote awareness and transparency of all student support services and opportunities for engagement.

2.3: Assess existing student support services that support student persistence and graduation rates.

3.0: Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.

3.1B: Embed assessment processes within student support services.

### **2014-15 Goal Attainment**

Based on the divisional goals set for the 2014-15 academic year, the Division continues strengthening the partnership with the Office of Academic Affairs. Our efforts to collaborate with Academic Affairs included discussions and working jointly to accomplish the following: implement the Cardinal Pulse Early Alert Warning System, handling of Satisfactory Academic Program pursuit financial aid appeals and counseling probationary students, working on designing a new student orientation program for the spring 2015 and fall 2015 semesters, implementing a First-Year Reader Program, revision of SD 110 course syllabus, planning an Academic Advising and Support Services Fair and handling student issues and complaints.

One important goal that was not attained was increased usage and expansion of the utilization of Cardinal Pulse Early Alert System. Given that the contract for maintaining the system was expiring and there were many user issues, it resulted in a failure of faculty using the system.

### **Programs and Events Implemented During Academic Year 2014-15**

1. Fall 2014 New Student Orientation: August 13, 2014 – An estimated 502 students and 95 parents and other relatives attended the event. The orientation program was re-designed to include a Title IX Sexual Harassment/Assault Presentation for students and parents. The key goal for the New Student Orientation was to serve as a strategy to integrate the new freshmen and transfer students into the college. In addition, a Cardinal Fair involving academic areas was implemented so that all new students could meet faculty members from the different academic departments and obtain information on academic majors being offered at the college.
2. Emergency Preparedness Readiness Program, December 4, 2014 – Approximately 480 people attended this event, which was staged with support from the Governor's Office, New York National Guard and local governmental officials. The goal was to engage and involve all members of the college and the surrounding community in a discussion on how to prepare for a local/national emergency. Best practices were presented and all participants received an "Emergency Go Bag" that contained supplies that could be used in an emergency situation.

3. Study Up Til Midnight (4 Days during Final Exams Week) – This ongoing program is a real plus for students because it is held in the Atrium of the Academic Core Building during the week of final exams each semester. Students receive free coffee, water and other assorted beverages along with snacks. In addition, a study hall environment is arranged in the area so students can study by themselves or groups prior to an exam. The staff on hand provides students with words of encouragement and support to inspire them to get through their finals. Also, free massages are provided by two licensed massage therapists so that students can lessen their levels of stress prior to or after an exam. During this time, counseling staff is on-hand to assist students if any are dealing with anxiety or other issues that may be negatively impacting their level of preparedness. For the fall 2014 semester approximately 1,000 students were serviced and for the spring 2015 semester an estimated 1,178 students participated in the event.
4. Spring 2015 New Student Orientation, January 14, 2015 – A new design for the spring 2015 New Student Orientation was implemented in collaboration with the Office of Academic Affairs, Admissions and Academic Advising in order to accommodate our newly admitted first-year and transfer students. The goal of the orientation was to integrate and engage our new students and provide them with pertinent information on available support services at the college. Students also received information on academic majors, financial aid and were provided with a Title IX presentation. A total of 159 new students were in attendance throughout the day along with approximately 25 guests.
5. Selma 50<sup>th</sup> Anniversary Pilgrimage – To celebrate the 50<sup>th</sup> anniversary of the civil rights march over the Edmund Pettus Bridge in Selma, Alabama, 26 students and 5 chaperons participated in this historic trip from March 4-9, 2015. The initial march led by Dr. Martin Luther King resulted in equal rights provided to all Americans. In addition, when the students returned from the trip a debriefing session was held titled “Reflections from the Selma Pilgrimage – Beyond the Bridge: Where Do We Go From Here”, which was attended by approximately 40 individuals, consisting of students who attended the trip, faculty, staff and a few administrators.
6. Student Government Association Elections for 2015-16 – Conducting the Student Government Association Elections for 2015-16 started off with a few issues dealing with the selection and composition of the Senate Elections and Student Elections Review Committees. However, after these issues were clarified the SGA election was implemented from April 28-30, 2015 and a total of 61 student candidates ran for office. There were 864 student votes cast during the election and this figure represented approximately with 12.70% of 6,805 eligible students matriculated in the spring 2015 semester.

7. Graduation Commencement Appeals – In order to address and handle the commencement appeals for the spring 2015 semester a new committee was created comprised of faculty and staff from Student Development, Registrar's, Counseling and Academic Advising Offices. The committee's efforts were coordinated with the Office of Academic Affairs. A total of 93 appeals were submitted by students seeking to participate at one of the three commencement ceremonies held. Of the total number of appeals submitted 70 were approved and 23 were denied.
8. Study Away/Study Abroad – The Study Abroad/Study Away Program served 32 students in the 2014-2015 academic year. Specifically, eleven (11) Nursing Program students conducted a Clinical Service Learning Project in Haiti from June 1-10, 2015 accompanied by Prof. Margret Alexandre. Two (2) Business majors studied in Italy from May 30 – June 27, 2015 through a Queens College program titled "Food, Culture and Society in Italy". A Community Health major studied in the Dominican Republic from January 1-25, 2015 in an affiliated program with the Macaulay Honors College at CUNY. Another Business major participated in an Enterprise Desktop Technician Program in Dominica from January 1-15, 2015. A Physician Assistant major attended the American Association of Physician Assistant's Conference held from May 23-27, 2015 in San Francisco, CA. Eleven (11) Occupational Therapy students attended an American Occupational Therapy Association Conference held April 16-19, 2015 in Nashville, TN. Four (4) Aviation major students attended the Women in Aviation Conference held March 3-8, 2015 in Dallas, Texas and one (1) student attended the Quantitative Biology Conference held from January 2-9, 2015 at MIT in Boston, Mass.
9. Petrie Grant Program – The Petrie Grant continues to be an asset in assisting students with financial difficulties that if not addressed could result in them not continuing their academic studies at the college. During the 2014-15 academic year under the management of Mr. Jonathan Quash a total of 60 awards ranging from \$50.00 to \$2,600.00 were awarded from a total of 94 applications submitted. Categories of funding included evictions, medical emergencies, unemployment, CUNYFirst errors, theft, fire, domestic violence and automobile repairs. Of the 60 awards given to students, 8 individuals graduated spring 2015 semester and all the other awardees remain enrolled at the college.
10. Dream.US Scholarship Program – Presently, we have seven (7) Dream.US scholarship recipients assisted by Asst. Dean Punter, who is the liaison to the University for York College. Each Dream.US scholarship recipient receives a \$25,000 award to cover their cost of tuition and fees for four (4) years and each student must maintain full-time status each semester as well as a 3.0 GPA in order to continue to receive the scholarship.
11. Revised Student Development Newsletter – In order to be more transparent and to promote all programs, events and activities implemented through the Division, the Student Development Newsletter was enhanced to include a semester calendar of

events. In addition, each newsletter produced in collaboration with the Communications Department features student stories/testimonials and highlights staff members.

12. General Student Issues – Approximately 60 or more students were seen in the SD office and assisted in resolving issues related to financial aid, bursar, encounters with faculty, student conduct issues, veteran’s benefits and/or academic progress concerns.

### **Current Challenges**

1. Continue to work with the Office of Academic Affairs and other units at the College to strengthen partnerships in order to improve the first-year and second-year experience, peer mentoring, student retention and graduation rates.
2. Improve the overall morale of staff and communications within the division and establish a sound foundation for continued enhancement of services.
3. Work collaboratively with other key departments and units at the college to improve customer services.
4. Work toward acquiring both human and financial resources to support present and future growth of key departments in order to continue improving student success at the college.
5. Enhance the Study Away/Study Abroad Program in order to enable more students to take advantage of experiential learning opportunities.

### **Goals for 2015-16**

1. Review divisional mission statement and modify to include language that speaks to working collaboratively with other areas at the College to implement initiatives that improve student integration, engagement, involvement and validation geared to improving student success.
2. Continue to work with the Office of Academic Affairs and other units at the college to enhance the first-year experience, student retention, study away/study abroad opportunities, undergraduate research activities, students-at-risk and graduation rates.
3. Conduct assessment activities in key specified areas in order to improve the delivery of services to students and outcomes.
4. Work collaboratively with key offices to improve the delivery of customer services at the College.
5. Provide professional development sessions for staff within the division in topics such as using theory to guide practice, program assessment, team building and College significant systems (CUNYFirst, DegreeWorks, FACTS, etc.).



6. Update all divisional website pages in order to provide more accurate and up-to-date information and links to college/external support resources.

## **CAREER SERVICES**

### **Mission Statement**

The Office of Career Services goal is to be in line with York College's mission to help students become fully marketable upon graduation. We assist students by offering tools that help them with making decisions on choosing a major, preparing for internships, jobs opportunities and developing the soft skills necessary to become successful in their chosen future careers. Through our partnerships with employers and academic faculty and programs, students are offered the knowledge, skills and experiences needed to thrive in today's ever changing global market.

### **Goals for 2014-15**

1. Increase visibility and usage of Symplicity Database System features with objective to better communicate with students.
2. Partner with both academic departments and employers to identify jobs and internship opportunities for York College students.

### **Amount of Students Using Services for 2014-15**

The number of student hits using the online Career Service (CS) Symplicity Database System are as follows: CS Main Home Page 7,430; Developing Resumes 1,842; Searching for Job Opportunities 816; Internships (Volunteer) 1,448, Success Stories 2,237; Interviewing Skills and related Documents 489; and Other 1,812. An additional 1,600 students attended workshops, presentations and counseling sessions. The total amount of students hits on the CS website and serviced this year totaled 17,674. The CS scope of online services also includes Optimal Resume and Focus 2.

### **Types of Services Provided**

The Office of Career Services offers job search opportunities, internships, individual career counseling, resume clinics, career development workshops, information on employment events, involvement in leadership training programs, mock interviews, self-assessment tools, job fairs and a small computer lab for students to design and upload their resumes. The total number of activities/programs CS staged or participated in this year totaled 71 and an estimated 260 students participated in the various scheduled activities.

1. Resume Review/ Career Coaching/Mock Interviews/ Self Assessments – These services help students develop a resume that reflects their potential growth as a professional, which meets the requirements needed for career and internship positions. With the career coaching and mock interviews students are prepared for the many interview questions that may be posed in an actual interview.

2. Focus 2 Clinics – Through the self-assessment tool results, students at the workshop plan a career path in line with their course of study and/or employment goals.
3. America Needs You – Two information recruitment workshops were conducted by the 2014 York College Fellows. The Fellowship Program is an innovative two-year career development and leadership program that targets low-income, high achieving first-generation college students. A stipend of \$1,250 per year (up to \$2,500 for the two-year commitment) to support professional development is provided to students who are recruited into the program.
4. Club Visits – Various clubs at the college invite the Career Services staff to present the scope of CS services available to students. This can be in the form of a workshop, orientation or resume clinic. These events give visibility of the CS on campus and builds relationships with faculty advisors and academic departments. These events give students advice on creating resumes, job search, internships, and career development. These events lead students to become more actively involved in CS and provide them with the opportunity to look at their future employment goals.
5. Thurgood Marshall College Fund Workshops – The goal of these workshops was to prepare students for interviews and give them an overview of the program and requirements to attend an annual leadership conference as well as to apply for national internships.
6. Resume Writing Orientation – This workshop provided a starting point, which begins with their resume. Students view a video on resume writing and then are given a one on one counsel on improving their resume.
7. Hispanic Association of Colleges & Universities National Internship Program (HNIP) – Through CS affiliation with HNIP students are able to be considered for outstanding paid federal & corporate internships, scholarships, study abroad and an annual conference for students, professionals and policy makers.
8. Dress for Success Workshops/Referrals – These workshops/referrals help women become confident by providing professional apparel, give support in their career growth, and guidance to help them succeed in their future endeavors.
9. Role Model Program – An annual week long mentoring program is held during spring break that provides, professional development, mentoring for female students and scholarship opportunities.

### **Status of Strategic Plan Implementation**

**Objective:** To increase awareness of Career Services among faculty, administration and students for the purpose of making students more conscious of our services which helps them make decisions early on as freshman/Sophomores. This will help increase their career readiness upon graduation by establishing a career path and professional profile. Also Increase Coop/Career class attendance for junior/senior class readiness.

**Status:**

1. CS hosted several recruitment events for the three Professional Schools to increase career opportunities for their students.
2. Continue to follow CAS Standards and CUNY Career Services Advisory Council (CSAC) for program outcomes and assessment results that meet CUNY Student Development requirements for improved student life.

**Current Challenges**

1. Building and maintaining academic, employee and Internship relationships were affected by staff changes during the spring, 2015 semester. There is great need for transparency about the future of CS so that we can create an organizational structure that would meet the needs for the Office; i.e.; to include an Assistant Director and an internship coordinator.
2. Website, workshop usage and co-op class participation by students remain a challenge but continue to improve.

**Goals for 2015-16**

1. Improve the visibility of the office and the services we provide to students through Symplicity and the programs we offer. Partner with Counseling and make presentations in all SD 110 courses and connect with other programs on campus to do the same. Develop a closer relation with faculty, so that student's future job needs become more viable.
2. Host Mini Career Fairs to connect and reach students in the three Academic Schools.
3. Develop a closer relationship with employers from different industries in order to obtain more internship positions and on-campus recruiting for our students.

**CENTER FOR STUDENTS WITH DISABILITIES****Mission Statement**

The mission for the Center for Disabilities is promoting access, equality, and empowerment for all students through collaboration.

**Goals for 2014-15**

1. Create intentional opportunities to increase disability awareness and help identify barriers to equal access on campus for students with disabilities.

- CSD has facilitated opportunities for students to share their accessibility concerns on campus. For instance, on December 11th 2014, CSD and Student Development hosted a Town Hall Meeting with Administrators from Public Safety, Facilities Management, and Information Technology (IT) to discuss accessibility concerns on campus.
  - Additional collaborative work is needed among CSD, administrators, and students, to address concerns, answer questions, and provide updates in regards to projects relating to improving accessibility on campus as well as address equal access at York.
2. Ensure the creation of a CSD Computer Lab that includes the appropriate assistive technology and adaptive equipment for students with disabilities.
    - The CSD Computer Lab has been created and opened its doors during the spring 2015 semester.
    - IT still needs to install assistive technology software as there were issues with licensing agreements. Support has been requested and given from CUNY's Assistive Technology Services (CATS).
  3. Develop programming that will help with the inclusion, engagement, and awareness of students with disabilities on campus.
    - CSD provided 14 events and/or programs during the academic year to enhance student's knowledge, skills, and strengths and to promote diversity, raise awareness and develop campus sensitivity.
  4. CUNY LEADS program will develop resources around mentoring, internship and job opportunities by building relationships and networking with disability-friendly entities.
    - CUNY LEADS has made valuable gains in this area by partnering with key community resources, such as Good Temps and ACCESS VR, to bring support to CSD students around academic/career choices as well as job readiness and career development.
    - Additional work is needed to assess students' needs and track internship and job placements.

### **Amount of Students Using Services**

Fall 2014: 134 Students (40 New Intakes)

Winter 2015: 8 Students

Spring 2015: 113 Students (27 New Intakes)

Summer 2015: 35 Students (2 New Intakes)

Total: 290 students utilized CSD services during the academic 2014-2015 year.

Example on Use of Services: During the spring 2015, CSD proctored 224 final exams for 80 of the 113 students registered with the office. CSD also provided accommodations for 28 incoming

students and continuing students retesting for the CUNY Assessment Test (CAT) through the Testing Center.

### **Types of Services Provided**

CSD provides a wealth of supportive services for a student with a documented disability, aiming at ensuring a “leveled playing field” and equal access to educational, co-curricular programs, and campus activities. CSD provides “reasonable accommodations” such as extended time, assistive technology, and adaptive equipment. CSD also provides supplemental academic advising and counseling, referrals to on and off campus resources, and is an Agency-Based Voter Registration Site for the opportunity to register to vote.

### **Amount of Events Staged this Year and Number of Students Attending Events**

1. “Through the Same Door” (9/30/14): 11 Participants
  - CUNY LEADS provided a documentary showcasing the experiences of a disabled student who fights for disability pride, justice, and inclusion.
  - CSD students were provided an opportunity to view a film that highlighted a person with a disability and fostered exposure, motivation, understanding of strengths and weaknesses, individuality, and use of resources to reach goals.
2. Employment Rights Workshop (11/4/14): 10 Participants
  - The topics discussed included such areas as, requesting and utilizing accommodations at work, your rights during the interview process, and when to disclose your disability.
  - CSD students were informed of their employment rights under the Americans with Disabilities Act (ADA) to facilitate and enhance self-advocacy skills.
3. Project Runway vs. Don’t Way (11/18/14): 18 Participants
  - CUNY LEADS created a runway show focused on the appropriate way to dress for an interview.
  - CSD students’ modeled clothing donated by staff and colleagues of the CUNY LEADS Counselor. They were given feedback on their dress attire by a panel of guest judges which included collaborations between York and other CUNY campuses as well as community based programs.
  - CSD students were provided with an opportunity to explore and enhance their knowledge around career readiness.
4. Financial Literacy Workshop (12/2/14): 7 Participants
  - This workshop focused on helping college students make positive, informed choices regarding such things as managing student loans, credit card debt, spending, and saving.
  - CSD students were provided with the knowledge and skills to effectively manage their financial resources.

5. Focus Tuesday (12/9/14): 7 Participants
  - This focus group served as a forum for CSD students to share their thoughts regarding equal access on campus. Areas discussed included assistive technology, facilities, and disability sensitivity and awareness on campus. Students were also encouraged to share their thoughts on CSD to include the testing area, computer lab, the staff, the services and the support.
  - CSD students were provided an opportunity to identify and highlight their needs (self-advocacy) in order for CSD to continue developing and enhancing programming and supportive services that appropriately serves its students. Students also discussed accessibility issues on campus to start a campus wide conversation on equal access.
  
6. College is Possible: An Evening of Answers for High School Students and their Parents (1/21/15): 35 Participants
  - CSD in collaboration with Resources for Children with Special Needs held a panel discussion that focused on the steps needed to create a plan for college with NYC Special Education Parent Centers, Transition Specialists, and the NYC Department of Education.
  
7. Financial Aid Workshop (2/26/15): 10 Participants
  - The topics discussed during this workshop included such things as financial aid deadlines, verification process, part-time aid, accessing FACTS website, work study, and frequently asked questions.
  - CSD students were provided with information on financial aid in order for them to retain and maximize this resource to fund their education.
  
8. Writing Styles Workshop (3/5/15): 5 Participants
  - This workshop addressed such things as navigating various library resources and databases to complete research and writing assignments. It also addressed plagiarism.
  - CSD students received an overview of the various resources available at the York Library to conduct research and complete writing assignments. They were also provided with knowledge and skills, such as properly citing sources, to enhance their academic experiences.
  
9. "Call Me Crazy" Film Screening and Panel Discussion (3/24/15): 13 Participants
  - Call Me Crazy is a collection of five short films exploring the impact and stigma of mental illness. A panel discussion followed the movie screening.
  - As part of the York's Cultural Diversity Month festivities CSD as well as other students on campus were provided an opportunity to view this film and participate in a discussion to promote diversity and raise awareness of mental illness on campus.

## **CUNY Disability Awareness Month (April 2015)**

All CUNY campuses have events during the month of April to enhance disability awareness and sensitivity across all CUNY campuses. During the month of April, CSD has several events to enhance and build disability sensitivity and awareness on campus.

10. York's Create-Ability Exhibit (4/16/15): 20 Participants
  - CUNY LEADS presented an exhibition of students' art work. The art majors and future artist's showcased included CSD students as well as students with disabilities from other CUNY campuses.
  - CSD and CUNY-wide students were validated and highlighted as they were given an opportunity to present and talk about their work. The students were recognized, encouraged, and motivated.
  
11. Silver Lining's Playbook Movie Screening (4/21/15 & 4/22/15): 16 Participants
  - Film about a young man with Bipolar Disorder, recently released from in-patient treatment and facing integration challenges and such things as dealing with society, responsibilities, relationships, and family.
  - CSD attempted to continue raising mental health awareness on campus by screening this well-known film to engage the York campus community.
  
12. In Our Own Voices (4/23/15): 31 Participants
  - This presentation is a National Alliance on Mental Illness (NAMI) recovery education initiative provided by trained presenters who themselves have struggled with mental illness and are in recovery.
  - CSD and campus-wide students were exposed to mental health and the personalization and normalization of mental health issues in order to help change perceptions and attitudes towards individuals living with mental illness.
  
13. CSD Poster Exhibition (4/28/15): Overall Campus
  - The poster exhibit was a visual display of our students and their identities, abilities, and disabilities. The theme of the poster exhibition was Celebrate Abilities through Words.
  - CSD students are given the opportunity to be celebrated, highlighted, and validated. The students are recognized and featured in a positive and progressive manner, despite their challenges.
  
14. Real Talk (4/2/15, 4/14/15, 4/30/15, & 5/14/15): 30 Participants
  - Open discussion forum for CSD students to talk about such things as school, work, and family.
  - CSD students were given the opportunity to come together as a cohesive community and engage in open conversations in relaxed non-threatening environment for the development and enhancement of communication and social skills.

## Status of Strategic Plan Implementation

### Objective:

1. Improve the quality of campus life and student and academic support services.

### Status:

- CSD focuses on increasing disability awareness through its programming and collaborations on campus.
- CSD focuses on identifying and addressing equal access issues on campus, keeping this at the forefront of communications, meetings, and collaborations with students, faculty/staff and administrators.
- CSD focuses on building a sense of community and belonging among students with disabilities at York as evidenced by the climate and environment in the office, the customer service, and the programming and resources provided.

### Objective:

2. Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.

### Status:

- CSD encourages students to utilize their accommodations and all supportive resources on campus to help meet their needs and accomplish their academic goals.
- CSD plans to develop and implement a mandatory orientation for academic year 2015-2016.

### Objective:

3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.

### Status:

- CSD plans to conduct assessments and evaluations for academic year 2015-2016 to improve services and programming as well as staff performance. CSD will design surveys for faculty/staff and students and develop appropriate action plans.
- CSD plans to design programming for academic year 2015-2016 that includes goals, assessments, outcomes, and evaluations to measure students' experiences with CSD and CUNY LEADS.



## **Current Challenges**

1. The CSD Computer Lab is not fully functional. All of the assistive technology software required to assist CSD students has not been installed by IT.
2. Low student participation in CSD programming and use of their “reasonable accommodations.”
3. CSD lacks a dedicated staff member to oversee and promote the use of assistive technology and to serve as a liaison to the campus IT staff to assist with resolving IT issues and accessibility compliance campus-wide.

## **Goals for 2015-16**

1. Develop programming with targeted goals, assessments, and outcomes to measure students’ experiences with CSD and CUNY LEADS.
2. Design a program communication plan in collaboration with the appropriate York college department(s) to allow for a wider reach to the campus community. Create a branding and marketing campaign and include such things as updating and revising CSD website, brochures, and program materials.
3. Design a survey to assess faculty/staff awareness and compliance of ADA/504 policies. Develop an appropriate action plan as a result of survey findings.
4. Design a survey to assess students’ satisfaction and experiences with CSD and CUNY LEADS. Develop an appropriate action plan as a result of survey findings.
5. Create and conduct orientation sessions for new and continuing students with disabilities during the fall and spring semesters.
6. Plan an open house for faculty and staff to provide information on CSD services and compliance requirements.
7. Develop a training program for students on assistive technology and adaptive equipment.
8. Create a CSD faculty and student handbook.

## **CHILD AND FAMILY CENTER**

### **Mission Statement**

To educate, advocate, and provide support & expertise to children and families.

## **Goals for 2014-15**

1. Provide a UPK Program for the student-parents
2. Promote literacy for children and families
3. Provide evaluations services to children at the center
4. Construction of playground and tricycle track

## **Amount of Students Using Services**

A total of 29 students were served in the Child Care Center for the academic year.

## **Types of Services Provided**

Child Care Services, Referrals and provide both students and parents with additional resources as needed.

## **Amount of Events Staged this Year and Number of Students Attending**

1. Literacy Day – All parents attended
2. Dental Screening – 18 students
3. Child ID Program – 15 students
4. Picture Day – 26 students
5. Celebrating Student Success – Honorees and family members attended the CUNY Child care Councils Annual Student Recognition Award ceremony

The events held engaged parents in family literacy, supported children and involved parents in child's health and well-being, validated the family and highlighted student-parents and celebrated their success.

## **Status of Strategic Plan Implementation**

### **Objectives:**

1. Submit an RFP to DOE for full day UPK
2. Submission of Playground Justification (CUNY)

**Status:** Both items are still pending

### **Current Challenges**

1. Awaiting for DOE approval on UPK proposal submission
2. Implement a faculty/staff child care component
3. Obtaining relevant and current budgetary information on a consistent basis from the Business Office

## Goals for 2015-16

1. Implement a fully functioning full day UPK Program.
2. Increase enrollment in all classrooms.
3. Provide services to children of staff and faculty.

## COUNSELING CENTER

### Mission Statement

The Counseling Center at York College advances the missions of the Division of Student Development and the College by providing opportunities for students to define and to actualize their potential toward personal, educational, and career goals through individualized, evidence-based, and culturally sensitive counseling services.

### Goals for 2014-15

1. Increase awareness of the Counseling Center, raising its profile on campus and Increase referrals to the Center by the faculty and staff.
  - Counseling Center became better known throughout the campus: we spoke at the OT new student orientation and faculty meetings in English and Nursing by invitation.
2. Gather baseline data regarding utilization of Counseling Services using Titanium Scheduling System.
  - Total # of counseling services (academic, personal, and probation) has increased from 739 in Year 2013-14 to 1,041 in Year 2014-15 (41% increase)
3. Engage in more outreach to the campus community with new hires planned for the coming year.
  - Counseling Center added 2 new student psychological counselors in July 2014, but 3 members including the director resigned during fall 2015. One temporary student psychological counselor was hired in Jan. 2015.
4. Conduct Counseling Center satisfactory survey.
  - The outcome of the survey was overwhelmingly positive (94% of students surveyed found the sessions either very good or excellent, 12% & 84% respectively). The data was collected from 68 center clients.

## Amount of Students Using Services

Total Number of Students: 626 students (excluding students participated in events)

Personal Counseling: 204 students (about 2.5% of student body)

Academic Counseling: 148 students

Probation Counseling: 46 students

Probation Workshop: 222 students

Crisis Intervention: 6 students

## Types of Services Provided

Personal Counseling: 809 sessions

Academic Counseling: 173 sessions

Probation Counseling: 53 sessions

Probation Workshop: 41 sessions

Crisis Intervention: 6 sessions

Outreach (Workshops & Wellness Wednesday Tables): 14 events

Annual Graduate School Fair: 1 event

Student Development courses (SD110/SD120):

Fall, 2014: SD110 – 10 sections: 291 students

(#382 total) SD120 – 4 sections: 91 students

Spring, 2014: SD110 – 1 section: 11 students

(#43 total) SD120 – 2 sections: 51 students

Undergraduate Fellows Program (CUE):

7 Undergraduate Fellows in 8 sections of SD110 (fall 14 & spring 15)

Summary for Programmatic Activities: The American College Health Association Survey (2013) found that students' academic performance and mental health are closely linked. A longitudinal study has also shown that students who received psychological counseling are more likely to have a higher retention rate than the general student body (Turner & Berry, 2000).

Based on our recent survey at York College, 44% of students were found being at risk of developing depression. In addition, students who participated in the probation workshops rated personal issues and time-management as two of significant barriers to their academic success. At the same time, our data also showed that York students are reluctant to seek professional help.

One of the major functions of the Counseling Center is providing student development courses. Based on the SD110 course evaluation, 73% of students who responded to the survey reported that SD110 was helpful with adjusting to college life at York. The retention rates of students who took SD110 tend to be higher than those of students who did not (OIRA, a longitudinal analysis of student records from 'FA' 10 to FA '14).

In sum, the Counseling Center services contributed toward integrating, engaging, involving, validating and supporting students at the College through teaching SD courses, helping students cope with personal issues, providing academic counseling, and providing psycho-educational activities.

### **Amount of Events Staged this Year and Number of Students Attending Events**

Number of events: 15; Total number of students: 315

The 21<sup>st</sup> Annual Graduate School Fair: 170 students/Admission Counselors from 31 grad schools

Workshops: 15 total

Studying for Better Grades: 5 students

Navigating New Turf: 1

How to Ace Your Exams: 2

Overcoming Procrastination: 2

Mastering the Art of Communication: 3

Reducing Test Anxiety: 2

Wellness Wednesday: 130 total

Understanding Substance Abuse: 24

Peak Performance: 16

Beating the Holiday Blues: 10

Am I in a Healthy Relationship?: 21

Suicide Prevention-Breaking the Silence: 19

Improving Self-Esteem: 12

Mindfulness: 14

Sleep and Success: 14

### **Status of Strategic Plan Implementation**

**Goal:** Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.

**Status:** Implementing

### **Current Challenges**

1. Staff vacancy is a challenge because it affects the ability to schedule outreach workshops. The results of the surveys conducted this year strongly support an expansion of workshops and an increased utilization of the counseling services.

Staff vacancy also negatively impacts the coverage of the SD courses. Although student psychological counselors are best suited to teach SD courses given their professional

expertise, their teaching load is limited because the clinical needs of the center outweigh that of teaching.

2. Utilization of Services – In order for the Counseling Center to engage and support York students, continued efforts are needed to reduce stigma related to seeking help and to increase utilization of counseling services.
3. Assessment & Data Collection – The Counseling Center is exploring ways to collect the client assessment and outcome data via Titanium Scheduling System. This system is equipped with Counseling Center Assessment of Client Symptoms (CCAPS-34) and other instruments through Center for Collegiate Mental Health. An annual fee of \$300.00 is required to utilize this function in addition to the license fee for Titanium (currently paid by the Central Office) and support from IT. It is imperative that we assess and track clients' progress.

### **Goals for 2015-16**

Goal 1: Provide students with professional personal counseling services to facilitate the resolution of personal issues to improve their academic performance and personal effectiveness.

Objective 1.1: Collect clinical data on the Counseling Center Assessment of Psychological Symptoms (CCAPS) to inform clinical practice and organizational assessment.

Measure: Report and data from CCAPS

The survey of 222 students who participated in the probation workshops (April – May 2015) has shown that barriers to Academic Performance are personal issues, stresses related to balancing school and work, time management, and effective study skills.

The survey results, thus, support the value of the counseling center services and its potential impact on retention and college success.

Goal 2: Provide support to students on academic probation with interventions to increase academic success.

Objective 2.1: Assist students who are on probation in identifying their barriers to success and to develop an academic achievement plan through individual academic counseling.

Measure: Current forms in Counseling

Objective 2.2: Conduct probation workshops to address common barriers and teach skill sets associated with college success.

Measure: Number of students off academic probation

Objective 2.3: Collect and analyze data on students' concerns that interfere with their academic progress to identify trends and to make appropriate changes to the probation advisement approach.

Measure: Current forms in Counseling

The issues that students identify as barriers to their academic success are consistent with the goal of services that the Counseling Center provides: Personal Counseling, Academic Counseling, Outreach services, and SD110/SD120 courses.

Goal 3: Promote student psychological and educational well-being by way of providing inclusive and interactive outreach services.

Objective 3.1: Conduct bi-weekly Wellness Wednesday events to promote various wellness topics.

Objective 3.2: Offer screenings for depression, anxiety, eating disorders, etc.

Objective 3.3: Provide class presentations on academic survival topics as requested by faculty.

Objective 3.4: Educate students and faculty/staff about confidentiality of counseling services.

Objective 3.5: Create and disseminate flyers and college-wide email announcements to promote outreach events.

Objective 3.6: Participate in YC Prof 101 (new Faculty orientation) to inform the referral process.

Goal 4: Maintain the effective administration of the office function.

Objective 4.1: Schedule weekly staff meetings to conduct ongoing evaluation of the Counseling Center's goals and objectives.

Measure: Staff meeting minutes

#### Analysis of Data Gathered Based on Programmatic Activities

Barriers to Academic Performance – Highlights from the survey of 222 students who participated in the probation workshop (April –May 2015)

- 5 out of 10 students (55%) reported having personal/family issues that interfered with their academic performance.
- 7 out of 10 students (70%) reported having trouble managing time as their concern.
- 7 out of 10 students (72%) reported having difficulty balancing school, work, and social life.
- 6 out of 10 students (61%) endorsed procrastination as a barrier to their academic performance.
- 5 out of 10 students (54%) reported experiencing test anxiety.

- 62 % of the students reported that the courses were too hard, and 54% of students endorsed not having effective study skills; yet, 68% of the student did not utilize tutoring services.
- The students who participated in the probation workshop rated the workshop as 4.6 on 5 point scale (1= poor; 5=excellent) and rated the information gained as useful/applicable to them as 3.7 on 4 point scale (1=not at all; 4=definitely)

Some of the comments about the probation workshop:

“It made me look at my situation in a different manner and felt good about myself.”

“I could talk about my problems in front of everyone and got the solution.”

“Stress management techniques presented in the workshop will definitely stick with me.”

“The topic that I found most useful was the time management because I have a better idea of what to do with the spare time I have and while at work.”

SD110 – Success in College: Survey of 171 students at the end of Fall’ 14 & Sp’15

- 73% of students reported that SD110 was helpful with adjusting to college life at York
- 83% of students reported having learned skills in the SD that helped them in their other courses
- 74% of students reported that SD110 had enhanced their experience as a new students
- 82% of students reported that they would recommend SD110 to other students
- Undergraduate Fellows Program (CUE) for SD110 classes
- 76% of students also reported that having Fellows in their class was helpful

**EDUCATIONAL OPPORTUNITY CENTER**

**Mission Statement**

The mission of the Queens Educational Opportunity Center (EOC) is to produce life-long learners who are self-directed, empowered and committed to excellence.

**Goals for 2014-15**

1. A minimum of 3000 Queens and outer borough residents will take the TASC examination at the Center.
  - More than 3100 New York City residents were seated for the Test Assessing Secondary Completion at the Queens EOC. The Queens EOC is currently the largest TASC testing site in the United States.
2. The number of earned high school equivalency diplomas resulting from HSE program enrollment will meet performance standards.
  - Ninety (90) High School Equivalency diplomas have been earned, to date, by students in HSE related programs.



3. Retention outcomes will be achieved in Academic Foundation and, Academic Studies program; also Vocational Studies programs.
  - Retention in these programs included: Basic Education 70%; Developmental Studies (Jumpstart): 60%; English As a Second Language: 76%. Vocational programs: CPCB: 77%; SGT: 99%; HHA: 87%; MOS: 75%. Students were engaged. Overall student retention in EOC programs was 69% (502 program completers out of 719 program enrollees)
4. Improve student support services leadership, coordination and morale as a result of a change in personnel including the appointment of a Director of Student Support Services.
  - A new Administrator leading SSS i.e., Jane Bertsch-Wells, improved coordination, morale and increased efficacy of services and support provided to EOC students.
5. Increase outreach to community organizations and marketing of EOC programs and services through Student Support Services initiatives.
  - Two Open Houses during the academic year in addition to new partnerships i.e., New York City Housing Authority, use of social networking e.g., Jamaica 311 and an active Facebook page increased outreach.
6. The Pathways-to-College option will continue to advance its significance within EOC programming through extended outreach to local high schools and improved coordination with York College/CUNY campuses and SUNY institutions where possible; concerted efforts to enroll HSE completers or engage them in College Connections Initiative activities to explore and apply for college entrance.
  - New or improved relationships with CUNY institution's College Discovery & SEEK programs and SUNY EOP programs supported student participation in College Connections, many of which will attend college in 2015 (to date more than 30 students are awaiting acceptance into SEEK or CD).
7. Continue to identify and encourage (support) transitional professional development for the TASC examination that includes the implementation of Common Core standards throughout the HSE curriculum.
  - An increase in HSE diplomas received before the conclusion of the spring term paved the way for increased EOC student admissions into college for fall 2015. EOC staff participated in Master Teacher Institute trainings/professional development sponsored by NYSED/CUNY.
8. Data collection, recording, consolidation, retrieval and reporting systems will be effectively improved throughout the admissions, enrollment, program completion and job placement (employment outcome) functions with the effective use of BANNER by EOC staff and faculty.
  - Overall staff proficiency in the use of BANNER for EOC operations related to student enrollment, outcomes, certifications, placements were all better managed and utilized by EOC faculty and staff.

9. Student satisfaction will be increased as a result of expanded services offered through the Student Support Services and improved overall coordination.
  - High retention speaks to student satisfaction, as does outcomes. Positive outcomes were expected and achieved through support rendered by SSS. Follow-up services were greatly improved e.g., Early Warning; use of School Reach to improve communication.
10. The coordination of activities necessary to support student success will be accentuated in High School Equivalency (HSE) programming through intensive case-management conference sessions geared at monitoring and improving the performance of EOC students. Student Support Services staff will have roles in critical non-academic areas e.g. attendance reviews, student project development, special programs and structured transitional workshops involving life skills, student clubs etc., to reinforce student fulfillment of stated objectives and expectations inherent in the EOC philosophy.
  - Case management conferences, performance reports, SSS staff participation in Program Support Sessions allowed good communication flow between staff and faculty that assisted students with presenting issues. Reviews of attendance, social support issues, financial and personal needs e.g., housing, health and child care were attended to readily with assistance from outer-agencies as needed. Students were empowered with a “Claim It” theme associated with work, effort, and energy and goal attainment.
11. Delivery of daily Program Support Sessions (PSS) that bring academic affairs (faculty) and Student Support Services (advisement) staff together to communicate and work toward mutual efforts that support student success will continue.
  - These daily meetings provided a continuum of communication that reinforced the delivery of services through SSS at the request or acknowledgement of challenges students were facing. Rapid response efforts were successful in most instances.
12. The shift to semester programming will require that recruitment efforts be closely managed and maintained.
  - A successful transition was experienced by all but very few students. Recruitment efforts were sustained to meet enrollment targets.
13. Strengthen employment/employer outreach efforts that may increase employment opportunities for HSE program participants/completers.
  - To date, 192 students have become employed via their participation in vocational programs, Employment Services Plus and support from Sr. Career Developers within SSS. 307, and still counting, certifications have been earned by EOC students; all will increase employment opportunities.

## Amount of Students Using Services

A total of 813 registered EOC students utilized services at the EOC in the 2014-15 academic year. More than 300 community service (non-enrolled) participants accessed the EOC for one service or more e.g., attending Open House, tutoring services, obtaining TASC test information. Summary of Programmatic Services: The student body at the EOC are empowered to make decisions; validated through in class efforts and participation in Transitional Workshops and engaged in learning: individually, in-group and as teams. Students worked collaboratively toward seeking mutual goals.

## Types of Services Provided

The services provided at the EOC include: academic preparation in foundation; academic and vocational programs/trainings; Loaned textbooks; attendance reviews; student project development; special programs i.e., Power Hour and structured transitional workshops involving life skills; student clubs (trips to York College); Individual advisement; group advisement; group and peer tutoring; college exploration; college visits; Free breakfast program; social/cultural trips via CCI that broaden horizons; job search assistance, employment referrals; resume preparation; interview preparation; interview attire via Dress for Success and Career Gear; post- employment follow-up; and certification testing. All of these services are tied to student performance, retention, satisfaction and program completion.

## Amount of Events Staged this Semester and Number of Students Attending

**March 6 & 14:** TASC Strategy/TASC Exam: participation was 93 students

**March 23-25:** College Connections Initiative (CCI) Trip to Washington DC attended by 27 students

Black Lives Matter Summit at LaGuardia CC attended by 8 students

**May 2:** Open House attended by 83 community residents and 10 volunteer student ambassadors

**May 26:** TASC Strategy/TASC Exam:

**June 1-4:** CCI College Tour attended by 21 students

**June 18:** Honors & Awards Night attended by 36 students and their family;

**June 25:** Graduation attended by 213 students; total of 547 participants

## Status of Strategic Plan Implementation

**Objective:** Continuous improvement in meeting/exceeding performance standards.

**Status:** To date, all performance standards (as revised in 2015) for 2015 have been met.

**NOTE:** All faculty and staff are involved and engaged in the on-going process, delivery and review of programming and monitoring measurements of activities, reviewing data, recommending modifications, etc.

## **Current Challenges**

1. With increased full-time fringe costs, funding in 2015-16 will be constrained;
2. Full compliance of faculty in the utilization of BANNER data system for daily attendance entries in a timely manner;
3. Telecommunications/technology issues effecting phones/bandwidth that should be resolved before fall 2015;
4. Recruitment of students into technology programs e.g., MOS Office specialization courses/programs continues to pose challenges.

The EOC will meet fringe costs albeit program supplies and contractual expenditures in 2015-16 will be reduced considerably. In addition, the EOC intends to offer professional development training for all staff concerning the correlation of student Attendance and Performance Standards at the start of the 2015-16 academic year to bolster consistent commitment to entering student's daily attendance data in Banner. Also, the EOC is proposing that both the ATTAIN Lab and EOC computer lab equipment have current software (not outdated 2010 and 2013 Microsoft products).

## **Goals for 2015-16**

1. Upgrade technology equipment and software for staff faculty computers and in center labs.
2. Increase bandwidth to accommodate technology needs within the center.
3. Increase college placements, especially admission into opportunity programs in 2016 beyond outcomes in 2015.
4. Increase attainment of high school equivalency diplomas in 2016 beyond those earned in 2015.
5. Welcome additional staff i.e., Academic Program Specialist.
6. Continue successful activities i.e., CCI trips and fine tune best practices HSE/TASC Strategy, that promote student empowerment, increase academic attainment and enrich students educational experiences.
7. Maintain efficient and improved performance as a certified NYSED TASC test site.

All of the above items are either in the process of planning or post review e.g., expecting 82 new CPUs, monitors and other associated equipment for staff and student use (purchasing 24 Mac Notebooks) with the hope to purchase 2015 Office software and have requested additional funding for increased bandwidth. In addition the EOC has created pipelines with

CUNY colleges: York, Queensborough, and LaGuardia CC; and there is a possibility to also include SUNY institutions where transitioning is possible.

Also, the EOC will offer a community service RAP (Readiness Assessment Project) to inform community more widely about the TASC examination and we are working on curriculum that encompasses all aspects and involved staff in the HSE/TASC Strategy, an approach to preparing for and passing the TASC examination.

## **HEALTH CENTER SERVICES**

### **Mission Statement**

The mission of the Student Health Services Center is to foster health and wellbeing for all students of York College CUNY. To accomplish our mission, we promote holistic health, prevention and early recognition of illness, and make appropriate referrals when deemed necessary. We respect and care for the physical and emotional needs of current students while monitoring their immunization and physical status. We promote health care through best healthcare practices, education and research.

### **Goals for 2014-15**

1. Assist students in matters pertaining to holistic health, prevention of illnesses, disease and accidents; make appropriate referrals when necessary.
2. Monitor immunizations and physical status of current students.
3. Provide special events relating to health and wellness.

### **Amount of Students Using Services**

Sept. 2014 – Dec. 2014:	2,438
Jan. 2015 – May 2015:	<u>2,299</u>
Total	4,737

### **Types of Services Provided**

- First aid for injuries
- Counseling and/or referral for illness
- Infirmary care for temporary illness
- Pamphlets on health issues
- Blood pressure monitoring
- Analgesics for pain
- Splinter removal
- Band-Aids for lacerations and abrasions
- Communicable disease tracking and follow-up

- Dressing changes, as appropriate
- Patient advocacy at hospitals and clinics
- Immunization
- Health education

**Amount of Events Staged this Year and Number of Individuals Attending**

**Fall 2014**

Health Insurance	10/1/14:	<b>539</b>
Health Insurance	11/5/14:	<b>443</b>
Domestic Violence	9/11/14:	<b>28</b>
Domestic Violence	11/20/14:	<b>26</b>
World AIDS Day	12/4/14:	<b>1763</b>
Head to Toe Health Fair	11/15/14:	<b>9</b>
Health Insurance Weekly Marketing		<b>341</b>

**Spring 2015**

Health Insurance	3/5/15:	<b>686</b>
Health Insurance	4/5/15:	<b>539</b>
Domestic Violence	2/7/15:	<b>25</b>
Domestic Violence	4/16/15:	<b>15</b>
Wellness Festival	5/7/15:	<b>3330</b>
Health Insurance Weekly Marketing:		<b>208</b>

Summary for Programmatic Activities: With these types of events, students are afforded a range of options with respect to addressing their immediate health and wellness needs. Students are made aware and reminded of our events and activities through various marketing and advertisement operations including online presentation, so that their health and wellness needs become integrated with their college life.

They then become engaged by requesting appropriate services and by the office in return providing the appropriate solution (e.g. alternatives insurance coverage after they turn 26 years) or referral to other counseling services internal or external to the college system (e.g. emergency housing, domestic violence needs).

Student support is provided when they make inquiries and solutions are provided. Support continues even without student initiation as we work towards bringing health and wellness information to them on a daily basis. Validation is seen when student participation are tallied and totals are analyzed to determine students' involvement.

## Status of Strategic Plan Implementation

### Objectives:

1. Assist students in matters pertaining to holistic health, prevention of illnesses, disease and accidents; make appropriate referrals when necessary.
2. Monitor immunizations and physical status of current students.
3. Provide special events relating to health and wellness.

### Status:

- We have seen many of students with various injuries ranging from skin tears, fractures, swollen joints, concussions, feet abrasions, pain complaints, eye problems, blood pressure and heart rate anomalies in addition to other health irregularities.
- We have conducted several events pertaining to obtaining insurance, domestic violence, and health and wellness.
- We have ensured that vendors are available on a weekly basis to provide health insurance information to students.
- We have provided immunizations to students operating within the protocols established by the City University of New York. In addition, we provided immunization consent forms to students, educated students on the potential side effects and adverse reactions of vaccines.
- We have tracked all the necessary inoculation data for each student vaccinated.
- We have maintained and provided a wealth of health information via private consultations, pamphlets, bulletin boards, film and videos and lectures which deal with matters pertaining to holistic health, prevention of illnesses, disease and accidents.

### **Current Challenges**

1. Incorporating technology into everyday operations
2. Maintaining fiscal responsibility while attempting to enhance our services
3. Obtaining feedback from students on services provided during our various activities, events and day-to-day operations so that appropriate and overall evaluations can be conducted

### **Goals for 2015-16**

1. Education: To provide resources to students to expand their awareness of health and wellness matters.
2. Access: Maintain access to quality health services while remaining fiscally responsible.
3. Environment: Provide a positive and safe environment for our students and staff.
4. Professional Development: Staff will engage with their professional associations, health conferences and research on best practices, health concerns for students, and environmental safety.

5. Integration: Collaborate with other appropriate services in and out of the system of The City University of New York.

## **MALE INITIATIVE PROGRAM**

### **Mission Statement**

The York College Male Initiative Program hopes to continue its long stated goal of providing a system of support, through various resources, that contribute to the improvement of enrollment, retention and graduation rates of under-represented populations, particularly male students.

### **Goals for 2014-15**

Coordinated efforts to recruit students from various areas in the community are one of our main goals. The other main goal is to provide various systems of support that lead to continuous satisfactory progress towards degree completion.

### **Types of Services Provided and Amount of Students Using Services**

- Single Day Events – 550  
(Including conferences, barbershops, mental health seminars)
- On-going services – 149
- GRE – 30 (11 males and 19 females)
- MCAT – 12 (5 males and 7 females)
- Robotics Team – 10 (10 males)
- Back on Track – 41 (21 males and 20 females)
- Teachers as Leaders – 7 (3 males and 4 females)
- Pi Eta Kappa/Mentors - 33 (33 males)
- Pathways Program – 16 program participants (9 males and 7 females)

Total = 699 Students Served for the Year

### **Amount of Events Staged and Number of Students Attending Events**

- 1) 9<sup>th</sup> Annual Men's Conference – 281
- 2) October Barbershop – 10
- 3) November Mental Health #1 – 25
- 4) November Barbershop – 9
- 5) November Mental Health #2 – 75
- 6) December Barbershop – 15
- 7) Pi Eta Kappa Induction – 25
- 8) February Barbershop – 35
- 9) Men of Excellence Program – 75



Summary of Programmatic Activities: Each event sponsored by the York College Male Initiative Program has as its focus, the creation of engagement opportunities and supporting student success. All workshops, conferences and seminars focus on ways in which students can overcome obstacles in order to succeed, or are events designed to validate the efforts already made by students.

### **Status of Strategic Plan Implementation**

**Objective:** To increase student engagement opportunities and enhance learning opportunities

**Status:** In-progress

### **Current Challenges**

1. Space continues to be a challenge as the program expands.
2. Having additional full-time staffing also an issue.

### **Goals for 2015-16**

As recommended by the CUNY BMI Central Office administrators, the York College Male Initiative will focus more on academic success of program participants by offering tutoring in select subjects. Specifically, assistance will be offered in those subjects that have proven to be challenging to students in the targeted population

## **PERCY E. SUTTON SEEK PROGRAM**

### **Mission Statement**

The shared mission of the SEEK and College Discovery Programs is to assist in providing equality of higher education to students who otherwise would not have such access. The effort is intended to increase the level of education, social capital, and workforce expertise in our City and State. The major objectives that have been identified to achieve this mission are: To provide on each campus a permanent, structured program to assist selected students with specifically defined educational and economic needs to achieve a quality college education and expand their social and career capabilities.

- To provide a range of intensive support services including supplemental instruction, counseling, and enhanced financial aid to enable students to bridge the gap between remedial programs and the regular college curriculum.
- To develop, utilize, and demonstrate innovative educational techniques that will enable fundamentally capable students to overcome the handicaps of educational under-preparation and other relevant disadvantages with the goal of obtaining a college education.

- To promote coordination and articulation between the College Discovery and SEEK Programs for students who move forward into the senior colleges following the completion of associate degree programs.
- To promote understanding among the faculty and administration of each college with respect to the SEEK/CD mission as being central to the mission of the University.

### Goals for 2014-15

- 1) First-Year Experience Performance Indicators – SEEK and CD programs emphasize the first year for their students because practices that foster student engagement, social integration to college life, and academic momentum in the first year of college are proven to help students make the transition from high school to college and ultimately reach graduation.
  - 54% passing remedial reading by end of fall 2014 (as of **August 2015 99.5% passed**)
  - 55% passing remedial writing by end of fall 2014 (as of **August 2015 96.9% passed**)
  - 52% passing remedial math by end of fall 2014 (as of **August 2015 87.3% passed**)
  - 79% passing Freshman Composition by end of fall 2014
  - 78% passing Gateway Math by end of fall 2014
  - 27.5% of new freshman earning a 2.0 or higher by end of fall 2014
  - 12 mean credits earned by the end of fall 2014

### Means of Assessment

- Means of assessment for reading, writing and math ACT will be retrieved from CUNYFIRST.
  - Determining the outcome of gateway freshman composition, math will come from the IRDB.
  - The outcome for freshman GPA and mean number of credits will be assessed based on transcripts and CUNYFIRST reports.
- 2) Retention Rates – Most CD and SEEK programs have achieved 1-year, fall-to-fall institution retention rates greater than the rates of regularly admitted students. However, on average, 2-year retention rates are consistently lower than those of “regulars.” For this reason, OSP is asking programs to focus on increasing retention rates for CD and SEEK students.
    - 1-year, fall-to-fall system retention rate for 2013-14 cohort (77%)
    - 2-year, fall-to-fall system retention rate for 2012-13 cohort (60%)

### Means of Assessment

- Both outcomes will be determined based on the data provided by the IRDB

3) Getting to Graduation – OSP is focused on getting students who are close to graduating to complete their degree. While programs have traditionally focused on incoming freshman, SEEK and CD programs are encouraged to focus on helping students who are close to graduation (defined as within 2 semesters of completion) to achieve this goal.

- 44 mean credits earned by end of second year
- Number of students taking winter session courses in 2015 **(0.3%)**
- Number of students taking summer courses in 2015 **(0.3%)**
- 3-year graduation rate for 2011-2012 cohort (associates students)
- # of students graduating by end of spring 2015 **(60 students)**
- 6 year graduation rate for 2008-2009 cohort (baccalaureate students)

#### Means of Assessment

- All outcomes will be provided based on data obtained via reports provided by CUNYFIRST.

#### **Amount of Students Using Services**

The SEEK Program is budgeted for 700 students.

#### **Types of Services Provided**

Academic advising, personal counseling, computer lab, SEEK designated course sections, early alert monitoring, study hall, supplemental instruction, academic and life skills workshops, honor society, general meetings, student gatherings.

#### **Number of Students Using Services**

SEEK Meet (210 students), Town hall (198 students), computer lab (9,760 visits), counseling services (3,187 visits), academic support (2,485 visits), early alert monitoring (622 visits), study hall (4258 visits) 30 SEEK designated courses (813 students) spring 2015, Honor Society 14 students, Success dinner 40 students, 14 workshops 215 students, 2 razor's edge and sister talk 55 students, 8 student gatherings (90 students)

#### Summary of Programmatic Activities:

- SEEK Meet/Town Hall – the events allow the students to assume the role of a stakeholder and provide feedback about the program and hear the goals the program will undertake for the academic year. Students also address financial aid issues, state policies effecting SEEK programs.
- Computer Lab – A one stop multi-media facility designed to assist SEEK students in achieving academic success. Computer lab services include a lap top loan program, calculator loan program.

- Counseling Services – Provided personal, social, financial and career counseling to SEEK students.
- Academic Support/ Early Alert Monitoring – offer peer tutoring, ACT workshops, academic specialist met with at-risk students’ monthly monitoring students’ academic progress during the semester.
- Study Hall – Mandatory study hall was implemented for 2014 cohort offering incoming freshmen a venue for structured study time.
- SEEK Designated Course – SEEK freshmen seminar courses designed to help students better understand what college life is all about, while helping students to move toward their future goal. Additional SEEK designated course provide SEEK students with the opportunity to take a course section only offered to SEEK students in a smaller setting with, a supplemental instructor available for additional assistance.
- Honor Society – National Honor society established to recognize the academic achievement of students admitted to college through non-traditional criteria. The group continues to make an impact on the community by participating in various community service projects throughout the year including volunteering at Special Olympics.
- Success Dinner – Celebrate the academic achievements of SEEK students, including honor society inductions, dean list, graduates.
- Workshops/Student Gatherings – Academic and life skills workshops based on the needs of the students. Student gatherings are conducted monthly to celebrate student’s achievements, milestones. The gatherings allow SEEK students an opportunity to draw from each other’s experiences, encourage one another and validate the family module structure. Student gatherings include birthday celebrations, SEEK staff vs. student game day, movie night, etc.
- Razors Edge/ Sister Talk – gender based forums that allow the students to discuss topics in a safe environment while receiving manicures and haircuts from SEEK program alumni.

## **Status of Strategic Plan Implementation**

### **Objective:**

1. Develop and implement an intentional, mandatory, first-year experience program.

**Status:** The SEEK Program continues to foster relationships with Academic Affairs to ensure our students participate in the Freshman Reader Program. SEEK counselors assess the needs of the incoming cohort and address their needs in SKCS 102 and SKCS 103, mandatory credit bearing courses for ALL SEEK Program freshmen.

### **Objective:**

2. Promote awareness and transparency of all student support services and opportunities for engagement.

**Status:** The SEEK staff attended a 3 day off campus retreat to address SEEKS Program awareness and opportunities to engage our students. Staff viewed webinars focusing on helping underprepared students succeed, reviewed retention models for at-risk students. The retreat concluded with the staff creating a renewed vision for academic and student support fostering the idea of student engagement for the SEEK Program. Upon returning to campus, the program hired an additional an academic specialist and we revamped our method of communication allowing the program to reach additional students to share valuable information.

### **Current Challenges**

Retention is the challenge the SEEK Program currently faces. Students use the SEEK Program at York College as a means to transfer to their choice one school once they've earned the necessary grade point average the choice school will accept.

### **Goals for 2015-16**

1. Reduce percentage of students transferring from the SEEK Program at York College. The program is using a stringent interview process for the incoming 2015 cohort.
2. The program will revise the at risk model in an effort to reduce the percentage of students with a grade point average between 2.0 and 2.49.
3. The program will focus on improving students' success rate on ACT exams in their first year.

### **ROTC PROGRAM**

#### **Mission Statement**

The CUNY Army ROTC program selects, educates, trains, and commissions college students to be officers and leaders of character in the Total Army; instills the values of citizenship, national and community service, personal responsibility, and a sense of accomplishment.

### **Goals for 2014-15**

1. Fully sustain program by bringing new staff on board order to assist interested students, new prospects, and bring continuity to ROTC.
  2. Provide new ROTC professors with teaching classes in order to provide students with the most interactive class.
- Based on an analysis of goals established for the 2014-15 academic year, Cadet Command has reevaluated lesson plans that are required for teaching and re-implemented new lessons that focus more on leadership dimensions and less on Military tactics. This new model provides teaching products that engage the audience

and provide realistic scenarios that force the student to make a decision. Also, ROTC Cadets will be more engaged in the college community by participating in student development activities.

### **Number of Students Using Services**

Given the requirements of the program and criteria for selection a total of 50 students were served this past academic year.

### **Types of Services Provided**

Services provided enrolled cadets and contracted cadets with scholarship opportunities in order to advance their education. In addition, services provide value of citizenship, national and community service, personal responsibility, and a sense of accomplishment.

### **Amount of Events Staged and Number of Students Attending**

There were 3 events staged and 30 York students attended. The events engaged York students and provided them with an opportunity to join and participate in physical fitness activities during the semester to improve their self-image and help students with personal fitness goals. The events also provided students with the opportunity to be a member of the University Color Guard Teams and participate in key college activities in order to reinforce York College community involvement.

Summary of Programmatic Activities: Cadets were often involved and given student leadership opportunities within ROTC. Army Cadet Command evaluation process was implemented to assess the knowledge and abilities of each cadet. Each student was counseled on progress and given recommendations for improving future performance.

### **Status of Strategic Plan Implementation**

**Objective:** Meeting each mission set for total number of contracted cadets and providing York College students attending ROTC classes the most engaging, and interactive learning environment.

**Status:** Each mission set is currently being met.

### **Current Challenges**

The current challenge is getting quality candidates from York College that meet the requirement of having a 3.5 GPA and can pass the threshold of 250 out of 300 on Army Physical Fitness Test.

### **Goals for 2015-16**

1. Increase output and retain quality cadet candidates in the program.

2. Provide York College students with more visibility and increasing value of having an ROTC program on campus by becoming engaged with local community and York Community.
3. Increase the amount of involvement into York Student activities on campus and assist the local community when possible.

**STUDENT ACTIVITIES**

The mission of the Office of Student Activities is to complement the academic experience with co-curricular programs that promote social and personal development. The office serves as a resource center for students who are interested in planning social, educational, and recreational programs and assists students in the development of leadership skills which they can use in a professional setting upon their graduation from York College.

**Goals for 2014-15**

1. Increase student retention by offering more programs that actively engage students in the life of the campus.
2. Enhance the Freshmen Year Experience Program.
3. Improve visibility of programs and activities.

**Amount of Students Using Services**

A total of 746 utilized the services offered by the department this past year.

**Types of Services Provided**

1. Providing advice and assistance with organizing, planning, and implementing programs and activities.
  - Students developed skills that enhanced their abilities to organize, create, plan, and implement projects/programs.
2. Providing events and activities that encourage active participation and involvement by our diverse student population.
  - Students became more aware and tolerant of cultural differences.
3. Provided programs that develop and enhance students’ leadership abilities and skills.
  - Exposed students to the rewards of volunteerism and community service
4. Provided service learning opportunities.

**Amount of Events Staged and Number of Students Attending**

The number of events staged: 74      Students Attending Events: Approximately 7,782

<u>Event</u>	<u>Organization</u>	<u>Attendees</u>
WOW Wacky Carnival	Student Activities	55

WOW Fall 2014 Club Fair	Student Activities	400
WOW Ice Cream Social	Student Activities	150
WOW Welcome Party	Student Activities	65
Sickle Cell Awareness	Student Activities	100
Visit from President Sirleaf	Student Activities	550
Dealing with the Ebola Crises	Student Activities	600
Spring 2015 Club Fair	Student Activities	300
Blood Drives	Student Activities	415
Senior Salute Days	Student Activities	400
Honda Campus All Star Challenge	Student Activities	110
Voter Education Forum	Student Activities	40
SGA Leadership Retreat	SGA/Student Activities	50
Thanksgiving Dinner	SGA	600
SGA Spring Retreat	SGA	15
Community Service Learning	Jumpstart	55
Future Accountants Giving Back	Accounting	15
Clinical Laboratory Testing	Clinical Laboratory Science	25
Jesus Hopped The "A" Train	Drama	200
Green Talk Series at York	Environmental Health	20
Halo-Halloween	IMPACT - Filipino Club	75
Night of Dance	IMPACT - Filipino Club	80
Barkada Royale	IMPACT - Filipino Club	20
Modesty in Islam: Brothers and Sisters	Muslim Student Association	150
Empowering the Youth	Muslim Student Association	150
Islamic Finance	Muslim Student Association	150
Torah and Science	Hillel	25
Disability Employment Month	Helping Hands	30
Bake Sale	Helping Hands	50
Disability Awareness Celebration	Helping Hands	150
Geology Connection Day #1	Geology	20
Geology Connection Day #2	Geology	20
Spring Event 1	Geology	15
Spring Event 2	Geology	15
Language Matters	Bangladeshi Student Association	150
It's Zumba	Blue Diamond Association	15
Healthy Relationship Forum	Blue Diamond Association	7
Adam and Eve	Brotherhood and Sisterhood Society	30
Here comes the Blue	Brotherhood and Sisterhood Society	130
Brookhaven National Laboratory	Chemistry & Pharmaceutical Science	20
Pepsi Co R & D Labs	Chemistry & Pharmaceutical Science	32



Dance till your feet fall off	Red Shoes	100
Just Your Imagination	Red Shoes	150
Social Work Graduate School Fair	Social Work	25
9th Annual New York State Social Work Lobby	Social Work	35
XOXO Fashion Show	SEEK Society	150
XOXO Heat Fashion Show	SEEK Society	250
Zumba	YSOTA	30
OT Month	YSOTA	35
Graduation Party Class of 2014	YSOTA	35
Educate Students about OT Month and Annual OT Conference	YSOTA	11
"Night at the PAC"	Cardinal Steppers	250
"Yorkchella"	Cardinal Steppers	60
1st Annual HR Club Award Ceremony	Human Resource	65
HR Club Reunion	Human Resource	60
2nd Annual HR Club Award	Human Resource	65
Black History Month Banquet	African American Studies	20
"Die-In"	African American Studies	40
Hip Hop Showcase	African American Studies	5
How to Succeed at York College	Cardinal Pre-Med	40
End of the Semester	Cardinal Pre-Med	45
International Francophone Day	Caribbean Student Association	45
Distinction through Research	Undergraduate Research Club	25
Distinction through Research	Undergraduate Research Club	25
"Documented" movie screening	Haitian Student Association/IMPACT	40
Bataille de Vertieres	Haitian Student Association	200
Haiti Kanoval at York College	Haitian Student Association	100
Glow in the Dark	Haitian Student Association	20
National Transportation Safety Board in Washington DC	Safety and Security	22
Aviation Day	Aviation	45
End of the Semester Celebration	Future Teachers	50
Spring Concert	Joy Intervarsity Christian Fellowship	100
Embracing Our Roots	African Student Association	40
"It Gets Better" Dance	Straight and Gay Alliance	100
	<b>TOTAL</b>	<b>7782</b>

Summary of Programmatic Activities: Programs/events provided opportunities that welcomed students, helped to develop a sense of belonging to York's community, and provided a venue for students to build new relationships and to bond with other York students.

## **Status of Strategic Plan Implementation**

**Objective:** Increase students' sense of community and provide opportunities for students to become engaged in the life of the campus.

**Status:** Ongoing

### **Current Challenges**

1. Getting students to respond and submit paperwork in a timely manner
2. Fostering better communication among the clubs' officers
3. Teaching students integrity, honesty, and responsibility

### **Goals for 2015-16**

1. Increase opportunities for student engagement and involvement.
2. Provide forms online via a link to the Student Activities webpage.
3. Keep students better informed and updated about student events on campus.
4. Enhance the FYE program.
5. Develop assessment tools for all programs/activities.

## **STUDENT ACTIVITIES/DEVELOPMENT PROGRAMS**

### **Game Room**

#### **Mission Statement**

To provide a dedicated space for students to interact in extracurricular activities that allow for creativity and mental stimulation; through participation in electronic, online and traditional games of strategy and chance.

#### **Goals for 2014-15**

- Increase awareness of area through better marketing and promotion of activities and events.

#### **Amount of Students Using Program Services**

Overall, there were approximately 4,116 student visits recorded this year in the Game Room.

#### **Types of Services Provided**

The Game Room provides students challenging electronic video gaming as well as traditional card games, board games, dominoes, cable television and billiards.

## **Amount of Events Staged this Year and Number of Students Participating**

There were two events hosted this year. The Game Room provided a venue for the Cheerleaders “Game Night” (40-50 students) and a video game tournament (20-30 students).

Summary of Programmatic Activities: The Cheerleaders event helped to promote awareness of the Game Room and its activities. Many students engaged themselves in the extracurricular activities provided. Some of these students were unaware of the area. The Game Room provides a unique venue for students to interact with each other in a leisurely environment. The gaming promotes competition and comradery; interaction fosters peer support groups which lead to increased retention.

## **Status of Strategic Plan Implementation**

**Objective:** Student Engagement

**Status:** Ongoing

### **Current Challenges**

- The current challenges are keeping up with current gaming systems and software technology so that students are provided the latest video gaming technology.

### **Goals for 2015-16**

- Provide better marketing for the Game Room to increase student participation.

## **JumpStart Program**

### **Mission Statement**

Children in Low-income neighborhoods start kindergarten 60% behind their peers from affluent communities. Jumpstart York College brings together Corps members (York College students) and preschool children in these neighborhoods to help these children develop the language and literacy skills they need to be prepared and to succeed in kindergarten, setting them on the path to close the achievement gap.

### **Types of Services Provided**

There were 55 York College students participating in the Jumpstart Program this past year. Jumpstart currently serves children in P.S 48, P.S 40, and South Jamaica Center for Children and Parents Head Start Program by having Corps members deliver a research-based curriculum twice a week within classrooms. In addition to providing services in the classroom our Corps members also participate in community-based events in efforts to serve more children in the Jamaica community.

## **Amount of Events Staged this Year**

Some of our past events included bringing together community members and local organizations in efforts to build a library in the South Jamaica Community Center and, host large scale literacy workshops for children and parents at the local libraries.

Summary of Programmatic Activities: In light of making a huge impact in the Jamaica community, Corps members are also becoming better leaders, connecting with the community and, pursuing a career in public service.

## **National Society of Leadership & Success**

### **Mission Statement**

The Society is an organization that helps people discover and achieve their goals. The Society offers life-changing lectures from the nation's leading presenters and a community where like-minded, success oriented individuals come together and help one another succeed. The Society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world.

### **Goals for 2014-15**

1. Generate income for charitable health related activities.
2. Increase participation in service related activities (internal and external).
3. Create external networking opportunities for individual members.
4. Use CUNY leadership training opportunities to supplement NSLS leadership training.

### **Amount of Students Using Services**

There were approximately 150 new students this year (approximately 50% were inducted this semester). In total, there are 1,821 members in the chapter. This includes 562 Inducted members and 571 Alumni members.

### **Types of Services Provided**

Leadership training, service learning, networking and video presentations are the primary components of the program. Each tenet of the program actively engages students in extracurricular activities that promote "leadership initiative." Studies have shown that students that are involved in some form of leadership activity in college have better persistence rates (GPA, Retention, Graduation) than those that are not involved.

### **Amount of Events Staged and Number Students Attending**

The events staged this year included having students participate in the American Cancer Society Breast Cancer Walkathon, Autism Speaks Walk, National Association of Mental Illness (NAMI)

Walk, and AIDS Walk. In total over 70 students were involved and they generated over \$2,000 for health related charities in addition to increasing awareness of these disabilities.

In addition to the five major events listed above there were several orientations held. For each of the orientations (4), there were between 10-30 students in attendance (approximately 70-80 students attended the orientations). Also, there was an Induction Ceremony held which included between 50-60 people.

Summary of Programmatic Activities: The orientations allowed students to be integrated into the program while engaging them in activities with other students. The Induction Ceremony validated the work that the students were involved in throughout the year, with a certification of full membership into the National Society of Leadership and Success after completion of the standard requirements.

### **Status of Strategic Plan Implementation**

**Objective:** Increase persistence of students (GPA, retention and graduation).

**Status:** Ongoing

#### **Current Challenges**

- Increasing service learning opportunities for students involved in the program.

#### **Goals for 2015-16**

- Increase the number of networking and service learning opportunities.

### **Project Change**

#### **Mission Statement**

Project CHANGE (Community Health Action in Neighborhoods for Growth and Empowerment) is an innovative new initiative to promote adolescent sexual and reproductive health and HIV/STI prevention. The communities served, Crown Heights/Bedford Stuyvesant, Brooklyn, and Jamaica, Queens, present many obstacles to youth sexual health – poverty, crime, early pregnancy, and other counterproductive conditions for youth. Project CHANGE addresses the challenge by partnering with community stakeholder organizations and leveraging the power of CUNY's deep ties to the community to lay the groundwork for sustained, youth driven coalition building for community change. Project CHANGE addresses ASH (Adolescent Sexual Health) and HIV/AIDS prevention by introducing young people to the paradigm of choices, decisions and consequences. This approach conforms to Youth/Adult Partnership principles, which place young people at the center of decision making, communication, and advocacy rather than on the periphery. Asset building is also emphasized, and youth are encouraged to work from their strengths in the roles they play in Project CHANGE.

## Goals for 2014-15

- To increase outreach to the York College student population and the southeast Queens community.

## Amount of Students Using Services

There were a total of 256 student participants and 8 “student change agents” involved with the program this past academic year.

## Types of Services Provided

HIV/AIDS Education and Testing

## Amount of Events Staged and Number of Students Attending

1. Weekly training sessions with York College Change Agents- 20 sessions with an average of 8 Change Agents weekly
2. Tabling Events
  - York College Club Fair (Sept. 16)- 54 participants (no testing)
  - World AIDS Day @ York College- (Dec. 4) - 33 participants (no testing)
3. HCPI- Interactive Drama Presentations
  - Domestic Violence Awareness Event @ York College (Sept. 11)- 9 participants (9 received HIV counseling/testing)
  - Domestic Violence Awareness Event @ York College (Nov. 20)- 30 participants (10 received HIV counseling/testing)
  - World AIDS Day @ York College- (Dec. 4)- 12 participants (2 received HIV counseling/testing)
  - Domestic Violence Awareness Event @ York College (Feb. 17)- 13 participants (no testing)
  - York College SAGA student club- (Apr. 28)- 8 participants (3 participants tested)
  - York College Wellness Fest- (May 7)- 47 participants (10 participants tested)
4. Community Wide Event @ York- (May 5)- 50 participants (11 participants tested)

Total Participants overall (not including 8 Change Agents): 256

Total Participants Tested: 45

Summary of Programmatic Activities: Each of the events engaged students (change agents) in educating youth and the HIV/AIDS epidemic. All sessions involved either students on campus and or youth from the surrounding community

## **Status of Strategic Plan Implementation**

**Objective:** Increase student participation in extracurricular activities and outreach to the community

**Status:** Ongoing

### **Current Challenges**

1. The five year grant is ending and there is no funding commitment for the next fiscal year.

### **Goals for 2015-16**

2. The Creative Arts Team is looking to secure funding for the next fiscal year.

## **York College Radio Station (YCRadio)**

### **Mission Statement**

YCRadio is a student driven and staff managed internet college radio station that seeks to provide a forum for news, music, dialogue and entertainment in a manner that celebrates the rich cultural diversity of the York College Community.

### **Goals for 2014-15**

1. Engage more students, faculty and staff in expressing their views through their involvement in the creation of radio shows that allow for an expression of diverse views and music.
2. Promotion and advertising were critical to increasing the involvement of students in the radio station and increasing the listening audience.

### **Amount of Students Using Services**

This past year, 42 students, faculty and staff volunteered their time and services to YCRadio. This increased from 25 students, faculty and staff in 2014.

### **Types of Services Provided**

The radio station provides students with an outlet for musical expression and dialogue (talk shows) about important academic and local external topics to be discussed in a controlled environment. The shows are aired on the internet which allows for a broad audience to listen. Journalism students use the station as a vehicle to practice the skills that relate to the creation of “news clips”.

Summary of Programmatic Activities: Each student learned different aspects of how radio broadcasting works and was nurtured on the fundamentals of program preparation, show format to final on-air broadcasting. The importance of teamwork and peer support is stressed. Students form supportive relationships which may assist in their retention and level of academic persistence. Students learn teamwork, communication strategies and marketing. Although primarily extracurricular, the journalism students are graded on their creation of the brief news clips. This is an experiential learning component and is therefore also an important aspect of the Journalism Program.

### **Amount of Events Staged and Number of Students Attending**

YCRadio was involved in at least 15 events for 2014/15, which including: The New Student Orientation; The Helping Hands Project Runway, Disability Awareness Day; The Health Services Annual Wellness Festival; The Student Government Club Fair; Dean's List Event; The Bengali New Year; Macon B. Allen Symposium; Project Change; The Senior Reception Dinner; Christian Club Event; The National Society of Leadership and Success Induction Ceremony; and the Alumni Class Reunion.

Summary of Programmatic Activities: These events helped to engage students by promoting diversity, educating students about the college and its services and raising awareness about important current legal and health related topics. The radio station also supported important administrative activities that engaged students such as the Dean's List and New Student Orientation.

### **Status of Strategic Plan Implementation**

**Objective:** Student Engagement/Experiential Learning

**Status:** Ongoing

### **Current Challenges**

1. The staff needs an increased budget allocation to meet the demands and needs of the student population.
2. The radio station must purchase the necessary equipment to perform at the highest level possible; some of which may exceed budgetary pragmatism.
3. The station needs to be located in a larger space so that more students can be involved and more activities can be conducted simultaneously.



## Goals for 2015-16

1. Marketing and advertising are of paramount importance in building the awareness of YCRadio and what it offers to student participants and listeners (internally and externally).
2. Begin internal discussions and implement a strategy that would include advertising of external companies. Marketing from external sources would provide additional revenue and may assist in achieving internal funding goals and meeting the fiscal need for new priorities.
3. Create short public service announcements for each department on campus and provide a better information based platform for campus issues and ideas to be debated and discussed in an academic forum using the internet.

## TRIO STUDENT SUPPORT SERVICES

### Mission Statement

Our mission is to help participating students stay in college and advance toward a degree in a reasonable time frame, through an array of services and activities. As a result of these services and activities, SSS students have been able to make measurable improvements, including passing assessment tests, earning better grades, maintaining persistence in college, and fast advancement toward graduation.

### Goals for 2014-2015

**Goal 1** – To increase persistence of program participants \*

Measurement: 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.

**Goal 2** - To ensure participants remain in good academic standing \*

Measurement: 80% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

**Goal 3** – To increase the graduation rate of program participants \*

Measurement: 27% of new participants served each year will graduate within 6 years.

\*NOTE: All goals and measurements were met for the 2014-2015 (See chart at end of report).

## Amount of Students Using Services

From August 27, 2014 to May 29, 2015 the total number of student visits to the office for program services: \*6616 – This number reflects unduplicated visits by students each day for various types of services.

## Types of Services Provided

1. Individualized or Small-Group Tutoring in Most Academic Subjects – Individual/small group tutoring provides assistance and support for students to gain a better understanding of the subject matter that presents a challenge for academic achievement.
2. Personal Counseling – Personal counseling provides individualized attention for the student to discuss issues that could pose as an academic hindrance as well as validation for their capabilities and strengthens.
3. Computer Lab/Study Rooms for Program Participants – Computer lab/study rooms for program participants provide a positive and supportive learning environment for computer usage and studying.
4. Academic Advisement and Assistance in Course Selection – Academic advisement and assistance in course selection engages the student by providing guidance in making the correct choices for their courses advancing them towards graduation.
5. Assistance with Completing Financial Aid Applications – Assistance with completing financial aid applications increases the students' awareness and ability to successfully apply for free financial aid before the deadlines which maximizes the amount he/she can receive.
6. College Success, Personal and Academic Skills Developmental Workshops – College success, personal and academic skills developmental workshops is a collective forum for students to receive valuable information, ideas and methods that increase a students' knowledge, skills and abilities.
7. TRIO Student Orientation – TRIO Student Orientation Day introduces the program participants to the staff, services, policies, and procedures. This is our way of acclimating students into the York College TRIO SSS/YES family. We engage and involve them in activities and discussions to ensure a smooth transition into the college environment.
8. Career Exploration and Guidance – Career exploration and guidance provides support for the students to select a career that is built upon their passion and purpose.
9. Graduate School Enrollment Advice and Assistance – Graduate school enrollment advice and assistance supports the students in their efforts to attend Graduate school.
10. Textbook Resource Library – Textbook Resource Library provides textbooks for students who can't afford to purchase them due to financial hardships.
11. Financial Literacy Skills Development – Financial literacy skills development provides education and counseling to students to increase their awareness for financial/economic planning for academic and personal expenses.

12. TRIO Grant Aid Exclusively for Eligible Program Participants – TRIO SSS Grant Aid provided for 8-12 program participants (per AY) who have unmet financial need and active participation.

### **Amount of Events Staged and Number of Students Attending**

#### Fall 2014 Activities - 6 events\*\*

- TRIO/Student Day Fall Orientation - 95 students  
Tuesday, September 9<sup>th</sup>
- Self-Esteem - 31 students  
Thursday, September 18<sup>th</sup>
- Financial Aid- 35 students  
Thursday, October 9<sup>th</sup>
- Graduate School- 40 students  
Thursday, October 23<sup>rd</sup>
- Stress Management - 70 students  
Thursday, November 13<sup>th</sup>
- Test/Study Skills - 69 students  
Thursday, December 4<sup>th</sup>

#### Spring 2015 Activities -7 events\*\*

- TRIO/Student Day Orientation - 104 students  
Thursday, February 5<sup>th</sup>
- CUNY First 101- 43 students  
Tuesday, February 24<sup>th</sup>
- National TRIO Day Food Drive – College wide effort  
Thursday, February 26<sup>th</sup>
- Financial Literacy- 24 students  
Thursday, March 19<sup>th</sup>
- Test/Study Prep- 68 students  
Tuesday, April 14<sup>th</sup>
- Stress Management- 13 students  
Thursday, April 30<sup>th</sup>
- Time Management- 36 students  
Thursday, May 7<sup>th</sup>
- Annual Graduation Recognition  
Thursday, May 14<sup>th</sup>

**\*\*NOTE:** Total Events for the Academic Year - 14

Summary of Programmatic Activities: All events are directly correlated to the services that we provide as indicated above with the expected outcome. The intensive and intrusive supportive services that are provided by TRIO Student Support Services for program participants

contributes to the integrating, engaging, involving, validation that students need to successful complete their undergraduate degree.

## **Status of Strategic Plan Implementation**

### **Objective Status:**

1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences:
  - The TRIO SSS Program enhance and expand opportunities for program participates by providing services/workshops that promote integrity, community service (National TRIO DAY), and personal transformation that will transcend beyond the classroom.
2. Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY:
  - Our program fosters a positive learning environment for the students by meeting with them on a monthly basis to keep them engaged, informed and involved. We encourage them to be proactive and active in ALL of the activities/programs/services that the college offers to support their efforts to persist and graduate within four to six years.
3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.
  - TRIO SSS conduct the following assessments/evaluations to ensure continuous improvement for program staff performance, program services, activities and performance standards.
    - Students – Satisfaction Surveys: (Qualitative)
    - Students – Learning and Study Strategies (to assess their strength and weakness): (Qualitative)
    - Tutors – to evaluate their effectiveness: (Qualitative)
    - Staff – Employee Performance Appraisal Report: (Qualitative)
    - Workshops – each workshop is evaluated: (Qualitative and Quantitative)
    - Program Performance – submitted annually to the US Dept. of Education: (Qualitative and Quantitative)
4. Develop and implement an institutional advancement and financial model to support York College’s programs, students, faculty, staff, and facilities.
  - N/A

5. Ensure the planning and building of facilities that meet and sustain the long range strategic needs of York College in concert with the surrounding community.
- The TRIO SSS program helped to increase awareness of York College by utilizing the local community for purchasing items for various program activities.

**Current Challenges**

The TRIO SSS program has seen a significant increase and improvement with student participation and staff retention over the past three years. As a result our current location is not conducive to our capacity. Ideally, both TRIO SSS/YES Programs should be centrally located in the same area to foster a collective positive learning environment that will promote student success. We need more space to expand externally due to the continuous growth of the program and expected outcomes, such as student enrollment and engagement.

**Goals for 2015-2016**

**Goal 1** – To increase persistence of program participants -

Measurement: 73% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.

**Goal 2** - To ensure participants remain in good academic standing -

Measurement: 83% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

**Goal 3** – To increase the graduation rate of program participants -

Measurement: 30% of new participants served each year will graduate within 6 years.

TRIO Student Support Services Performance Data 2012 - 2015

TRIO Student Support Services	2012-2013 Number funded to serve - 300		2013-2014 Number funded to serve - 284		2014-2015 Number funded to serve - 300	
	Approved Rate	Actual Attained Rate	Approved Rate	Actual Attained Rate	Approved Rate	Actual Attained Rate
Persistence Rate* <sup>1</sup>	70%	93%	63%	87%	70%	* <sup>4</sup>
Good Academic Standing* <sup>2</sup>	80%	93%	75%	91%	80%	* <sup>4</sup>
Graduation Rates* <sup>3</sup>	27%	49%	22%	56%	27%	* <sup>4</sup>
*1 Numbers are based on total enrollment for AY (returning for the following AY) *2 Numbers are based on total enrollment – 2.0 GPA *3 Numbers are based on cohort year enrollment (06/07, 07/08, 08/09) *4 As of today, we have attained the approval rate. Final attained rate will be determined at the end of program year (8/31/15)						

## **TRIO YORK ENRICHMENT SERVICES**

### **Mission Statement**

Our mission is to help participating students stay in college and advance toward a degree in a reasonable time frame, through an array of services and activities. As a result of these services and activities, SSS students have been able to make measurable improvements, including passing assessment tests, earning better grades, maintaining persistence in college, and fast advancement toward graduation.

### **Goals for 2014-2015**

**Goal 1** – To increase persistence of program participants\*

Measurement: 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.

**Goal 2** - To ensure participants remain in good academic standing\*

Measurement: 80% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

**Goal 3** – To increase the graduation rate of program participants\*

Measurement: 27% of new participants served each year will graduate within 6 years.

\*NOTE: All goals and measurements were met for the 2014-2015 (See chart at end of report).

### **Amount of Students Using Services**

From August 27, 2014 to May 29, 2015 the total number of students served: \*1028  
This numbers reflect unduplicated visits by students each day for various types of services.

### **Types of Services Provided**

1. Individualized Tutoring in Most Academic Subjects – Individual/small group tutoring provides assistance and support for students to gain a better understanding of the subject matter that presents a challenge for academic achievement.
2. Personal Counseling – Personal counseling provides individualized attention for the student to discuss issues that could pose as an academic hindrance as well as validation for their capabilities and strengthens.
3. Adaptive Technology Equipment, Training and Computer Tech Room – Adaptive technology equipment, training computer tech room provides a positive and supportive learning environment for computer usage and studying. Special equipment is provided for students who have visual and physical impairments.

4. Academic Advisement and Assistance in Course Selection – Academic advisement and assistance in course selection engages the student by providing guidance in making the correct choices for their courses advancing them towards graduation.
5. Assistance with Completing Financial Aid Applications – Assistance with completing financial aid applications increases the students’ awareness and ability to successfully apply for free financial aid before the deadlines which maximizes the amount he/she can receive.
6. College Success, Personal and Academic Skills Developmental Workshops – College success, personal and academic skills developmental workshops is a collective forum for students to receive valuable information, ideas and methods that increase knowledge, skills and abilities.
7. Freshman Orientation – TRIO Student Orientation Day introduces the program participants to the staff, services, policies, and procedures. This is our way of acclimating students into the York College TRIO SSS/YES family. We engage and involve them in activities and discussions to ensure a smooth transition into the college environment.
8. Career Exploration and Guidance – Career exploration and guidance provides support for the students to select a career that is built upon their passion and purpose.
9. Graduate School Enrollment, Advice and Assistance – Graduate school enrollment advice and assistance supports the students in their efforts to attend Graduate school.
10. Textbook Resource Library; Financial Literacy Skills Development – Textbook Resource Library provides textbooks for students who can’t afford to purchase them due to financial hardships.
11. Financial Aid Literacy Skills Development – Financial literacy skills development provides education and counseling to students to increase their awareness for financial/economic planning for academic and personal expenses.
12. TRIO Grant Aid for Eligible Program Participants – TRIO SSS Grant Aid provided for 8 - 12 program participants (per AY) who has unmet financial needs and active participation.

### **Amount of Events Staged this Year and Number of Students Attending**

Fall 2014 Activities - 6 events\*\*

-TRIO/Student Day Fall Orientation - 95 students

Tuesday, September 9<sup>th</sup>

-Self-Esteem - 31 students  
Thursday, September 18<sup>th</sup>  
-Financial Aid - 35 students  
Thursday, October 9<sup>th</sup>  
-Graduate School - 40 students  
Thursday, October 23<sup>rd</sup>  
-Stress Management - 70 students  
Thursday, November 13<sup>th</sup>  
-Test/Study Skills - 69 students  
Thursday, December 4<sup>th</sup>

Spring 2015 Activities – 7 events\*\*

-TRIO/Student Day Orientation - 104 students  
Thursday, February 5<sup>th</sup>  
-CUNY First 101- 43 students  
Tuesday, February 24<sup>th</sup>  
-National TRIO Day Food Drive – College-wide Effort  
Thursday, February 26<sup>th</sup>  
-Financial Literacy- 24 students  
Thursday, March 19<sup>th</sup>  
-Test/Study Prep- 68 students  
Tuesday, April 14<sup>th</sup>  
-Stress Management- 13 students  
Thursday, April 30<sup>th</sup>  
-Time Management- 36 students  
Thursday, May 7<sup>th</sup>  
-Annual Graduation Recognition  
Thursday, May 14<sup>th</sup>

\*\*NOTE: Total events for the academic year – 13

Summary of Programmatic Activities: All events are directly correlated to the services that we provide as indicated above with the expected outcome. The intensive and intrusive supportive services that are provided by TRIO York Enrichment Services for program participants contributes to the integrating, engaging, involving, validation that students need to successfully complete their undergraduate degree.

### **Status of Strategic Plan Implementation**

#### **Objective Status:**

1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences:



- The TRIO SSS Program enhance and expand opportunities for program participants by providing services/workshops that promote integrity, community service (National TRIO DAY), and personal transformation that will transcend beyond the classroom.
2. Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY:
    - Our program fosters a positive learning environment for the students by meeting with them on a monthly basis to keep them engaged, informed and involved. We encourage them to be proactive and active in ALL of the activities/programs/services that the college offers to support their efforts to persist and graduate within four to six years.
  3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment:
    - TRIO SSS conduct the following assessments/evaluations to ensure continuous improvement for program staff performance, program services, activities and performance standards.
      - Students – satisfaction surveys (Qualitative)
      - Students – learning and study strategies to assess their strength and weakness (Qualitative)
      - Tutors – to evaluate their effectiveness (Qualitative)
      - Staff – Employee Performance Appraisal Report (Qualitative)
      - Workshops – each workshop is evaluated (Qualitative and Quantitative)
      - Program Performance – submitted annually to the US Dept. of Education (Qualitative and Quantitative)
  4. Develop and implement an institutional advancement and financial model to support York College’s programs, students, faculty, staff, and facilities:
    - N/A
  5. Ensure the planning and building of facilities that meet and sustain the long range strategic needs of York College in concert with the surrounding community:
    - The TRIO SSS program helped to increase awareness of York College by utilizing the local community for purchasing items for various program activities.

### **Current Challenges**

The TRIO YES program has seen a significant increase and improvement with student participation and staff retention over the past three years. Ideally, both TRIO SSS/YES should be centrally located in the same area to foster a collective positive learning environment that will promote student success.

## Goals for 2015-2016

**Goal 1** – To increase persistence of program participants -

Measurement: 66% of all participants served by the SSS Program will persist from one academic year to the beginning of the next academic year or graduate.

**Goal 2** - To ensure participants remain in good academic standing -

Measurement: 78% of all enrolled participants served by the SSS Program will meet the performance level required to stay in good academic standing at the grantee institution.

**Goal 3** – To increase the graduation rate of program participants -

Measurement: 25% of new participants served each year will graduate within 6 years.

## TRIO York Enrichment Services Performance Data 2012 - 2015

TRIO York Enrichment Services	2012-2013 Number funded to serve - 80		2013-2014 Number funded to serve - 76		2014-2015 Number funded to serve - 80	
	Approved Rate	Actual Attained Rate	Approved Rate	Actual Attained Rate	Approved Rate	Actual Attained Rate
Persistence Rate* <sup>1</sup>	63%	87%	70%	87%	63%	* <sup>4</sup>
Good Academic Standing* <sup>2</sup>	75%	86%	80%	91%	75%	* <sup>4</sup>
Graduation Rates* <sup>3</sup>	22%	53%	27%	56%	22%	* <sup>4</sup>
*1 Numbers are based on total enrollment for AY (returning for the following AY) *2 Numbers are based on total enrollment – 2.0 GPA *3 Numbers are based on cohort year enrollment (06/07, 07/08, 08/09) *4 As of today we have attained the approval rate. Final attained rate will be determined at the end of program year (8/31/15)						

## VETERANS AFFAIRS

### Mission Statement

York College's Office of Veterans Affairs (OVA) strives to promote community awareness of the sacrifices that Veterans have made. Our Veterans, their families, and dependents are made fully aware of all benefits and privileges for which they qualify. York's OVA works to advocate by representation and support in obtaining benefits, educational entitlements, and recognition they have earned in service to our Country. As a component of the Division of Student Development, OVA plays a supporting role in the development and implementation of educational and developmental mechanisms designed to position the College with veteran and military affiliated organizations and agencies. The Veterans Counselor and School Certifying

Official (SCO) provides academic program information, benefit and education counseling, referral to essential agencies, and certifies eligible students to receive education benefits under various state and federal programs.

### **Goals for 2014-15**

1. Work toward establishing a single point of contact for veteran students.
2. Strengthen recruitment efforts.
3. Create a cross-campus working groups on veterans that would include; Veteran's Coordinator, Registrar, Academic Advising, Career Services, Financial Aid, Counseling and Disability Services.
4. Conduct faculty and staff cultural competency training campus-wide.

### **Current Status of Operation**

During the fall of 2014, Dr. Sidney Smith, Veteran's Coordinator left the college for a position with the Veteran Affairs Administration in December. An arrangement was worked out to hire Dr. Smith on an Administrative Adjunct line on a part-time basis so that veteran students could continue to be serviced. Dr. Smith remained on a part-time line till April of 2015.

From April of 2015 till present both Ms. Erzulie Mars and Ms. Sameea Bell who are both veterans and were familiar with the processing of benefits for veteran students assumed the responsibility of assisting veteran students.

Although there has been a void in filling the position no veteran students have been negatively impacted by the current state of affairs. A search has been completed and we are waiting to receive final notice from the University to fill the position.

### **Number of Students Serviced**

For the fall 2014 semester a total of 65 students were processed for veteran benefits. Some of the students were veterans and a small number were the dependent spouses/children of veterans. For the spring 2015 semester there was a total of 59 individuals processed for benefits.

## **Women's Center**

### **Mission Statement**

We provide supportive services for the growth and development of women as they pursue academic and life---long goals. In addition we provide resources and support for women to empower themselves and others. These services are available to students, alumni, faculty, staff, and the surrounding community regardless of gender, age, ethnicity, or religion.

### **Goals for 2014-15**

The goal was to provide leadership/mentoring, information about healthy lifestyles, and education and awareness about domestic & intimate partner violence/sexual assault.

### **Amount of Students Using Services**

The total number of students using services this semester, as supplied by the Women's center Services survey, was: 950

### **Types of Services Provided:**

- A. Health Services
- B. Domestic Violence Counseling
- C. Sexual Assault Counseling
- D. Bereavement Counseling
- E. Family Dynamics Counseling
- F. Female Care Products
- G. Sexual Health Products
- H. Center Outings & Retreats
- I. Mental Health Counseling Referrals
- J. Childcare Services
- K. Planned Parenthood
- L. Women's Club
- M. Housing Counseling
- N. Relaxation

### **Amount of Events Staged this Semester and Number of Students Attending**

The total number of students who attended events for the Fall 2014 semester = 376

The total number of students who attended events for the Spring 2015 semester = 321

The amount of events staged for the Fall 2014 semester = 13

- Girl Talk: there were 4 meetings
- Women's Empowerment Film Series: there were 3 film screenings
- Women of Excellence Leadership Workshop: there were 4 workshops
- Making Strides Against Breast Cancer Walk
- Domestic Violence Town Hall Meeting

The amount of events staged for the Spring 2015 semester = 15

- GirlTalk: there were 4 meetings
- Women's Empowerment Film Series: there were 3 film screenings
- Women's History Month Colloquium:
- Women's Center Book Club: there were 3 meetings.
- Women's Networking for Success Event
- Women in the Workplace: Projecting the Right Image

- MS Walk
- YorkSAVES domestic violence advocacy training

Analysis of Programmatic Activities: The following are the results for assessment survey questionnaires administered at the end of each event for the 2014 -15 school year used to gauge how well the events contributed towards integrating, engaging, involving, validating and supporting students at the College:

**RESULTS OF WOMEN’S CENTER ASSESSMENT SURVEYS:**

TOTAL # OF PARTICIPANTS WHO **STRONGLY AGREE** OR **AGREE** WITH THE FOLLOWING STATEMENTS:

- **88% of respondents said they:** *“Gained valuable knowledge and insight about this topic because of my participation in this event.”*
- **77% of respondents said:** *“Through this workshop/session, I have learned valuable leadership skill that I will use in the future.”*
- **70% of respondents said:** *“I have gained insight about how to achieve and maintain a healthy lifestyle.”*
- **89% of respondents said:** *“I would attend future Women's Center events.”*
- **90% of respondents said:** *“I would recommend this event others.”*

**Status of Strategic Plan Implementation**

The College strategic initiatives that we supported are:

1. Expand experiential activities beyond the classroom, in service learning and community-based learning, for faculty and students.
2. Bolster existing student support services that support student persistence and graduation rates.

**Status:** Work in progress

Summary of Programmatic Activities: The YorkSAVES is a peer-led Domestic Violence Advocacy Program. This is a good example of a service-based learning opportunity. This year we will train 60 students as Domestic Violence Advocates and all majors are welcome. In addition, our regular monthly events create “stickiness” and promote retention of students. 89% of past survey respondents have stated that they would attend future Women’s Center events and recommend it to others.

## **Current Challenges**

1. A Lack of Space – Currently we have no private space in which to advise students who wish to share/disclose issues. Our office is an open area and not conducive to our role as a confidential, responsible employees.
2. A Lack of Resources (funding and staff) – There’s only one full-time employee in the Center. Therefore, it is difficult to provide the services needed by female students on a consistent basis when we struggle to keep the lights on and the doors open. It is essential for us to get a full-time Office Assistant and a part-time licensed DV/IPV counselor/advocate on staff.

## **Goals for 2015-16**

1. Provide meaningful programming for students, faculty & staff of the York College community.
2. Create opportunities for leadership, empowerment and for female students.
3. Provide education and awareness about domestic violence (DV), Intimate Partner Violence (IPV) and Sexual Assault.
4. Provide a “Safe Space” for students to relax and share issues/get help.
5. Encourage and recognize scholarship and excellence among the female population.
6. Provide resources and referrals (internal and external) to services as necessary.

### **Acknowledgements**

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