

# **Documentation Roadmap**



## **Documents, Processes, and Procedures**

**Evidence of Institutional Ability to Meet the Expectations of the  
Requirements of Affiliation and Standards for Accreditation of  
the Middle States Commission on Higher Education**

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>New York State Education Law Sec. 6201 spells out the legislative intent for establishing the CUNY system - <a href="http://public.leginfo.state.ny.us/lawssrch.cgi?NVLWO">http://public.leginfo.state.ny.us/lawssrch.cgi?NVLWO</a>: (Article 125, Section 6201)</p>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p><a href="https://www.york.cuny.edu/admissions/transfer/advanced-credits">https://www.york.cuny.edu/admissions/transfer/advanced-credits</a>  <a href="https://www.york.cuny.edu/registrar/transfer-evaluations">https://www.york.cuny.edu/registrar/transfer-evaluations</a>  <a href="https://www.york.cuny.edu/registrar/articulation-agreements-1">https://www.york.cuny.edu/registrar/articulation-agreements-1</a>  <a href="https://www.york.cuny.edu/academics/academic-affairs/articulation-agreements">https://www.york.cuny.edu/academics/academic-affairs/articulation-agreements</a>  <a href="https://www.york.cuny.edu/produce-and-print/contents/bulletin/curriculum-design-graduation-requirements-academics">https://www.york.cuny.edu/produce-and-print/contents/bulletin/curriculum-design-graduation-requirements-academics</a></p>
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE</p>	<p>N/A</p>

for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	PROCESS	
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	Self-Study 2008 Periodic Review Report 2013
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	<a href="http://www.york.cuny.edu/academics/academic-affairs/academic-integrity">http://www.york.cuny.edu/academics/academic-affairs/academic-integrity</a> <a href="https://www.york.cuny.edu/administrative/financial/academic-progress/federal-sap-guidelines">https://www.york.cuny.edu/administrative/financial/academic-progress/federal-sap-guidelines</a> <a href="https://www.york.cuny.edu/administrative/financial/academic-progress">https://www.york.cuny.edu/administrative/financial/academic-progress</a> <a href="https://www.york.cuny.edu/academics/academic-affairs/higher-education-opportunity-act-heoa">https://www.york.cuny.edu/academics/academic-affairs/higher-education-opportunity-act-heoa</a> <a href="https://www.york.cuny.edu/administrative/financial/academic-progress/sap-appeal-form">https://www.york.cuny.edu/administrative/financial/academic-progress/sap-appeal-form</a>
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, <a href="http://www.msche.org">www.msche.org</a> .	Verification of Compliance Committee	<a href="https://www.york.cuny.edu/academics/academic-affairs/accredited-program">https://www.york.cuny.edu/academics/academic-affairs/accredited-program</a>
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of	Standard I	<a href="https://www.york.cuny.edu/about">https://www.york.cuny.edu/about</a> mission statement Strategic Planning minutes Self-Study 2008 PRR 2013 York Charter 2013 Update

<p>higher education.</p>		<p>Senate by-laws and policies  College Bulletin  Academic Affairs mission and goals  Websites and Bulletin  Curriculum Committee Minutes  Administrative Affairs mission and goals  Student Development mission and goals</p>
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p>Standard III  Standard IV  Standard V  Standard VI</p>	<p>CUNY 2012-16 Master Plan  (<a href="http://www2.cuny.edu/about/masterplan/">http://www2.cuny.edu/about/masterplan/</a>)</p> <p>CUNY PMP goals - <a href="http://www1.cuny.edu/sites/6/wp-content/uploads/sites/6/page-assets/about/administration/chancellor/office/performance-management/pmp_goals_2015-16_final.pdf">http://www1.cuny.edu/sites/6/wp-content/uploads/sites/6/page-assets/about/administration/chancellor/office/performance-management/pmp_goals_2015-16_final.pdf</a></p> <p>CUNY PMP data book (accountability metrics) - <a href="http://cuny.edu/about/administration/offices/ira/ir/data-book/current/accountability.html">http://cuny.edu/about/administration/offices/ira/ir/data-book/current/accountability.html</a></p>
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p>Standard III  Standard V</p>	<p>CUNY/York Guidelines for Adoption of 3rd Party resources  <a href="https://www.york.cuny.edu/produce-and-print/contents/bulletin/curriculum-design-graduation-requirements-academics">https://www.york.cuny.edu/produce-and-print/contents/bulletin/curriculum-design-graduation-requirements-academics</a></p>
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals,</p>	<p>Standard III  Standard IV  Standard V  Standard VI</p>	<p>College, unit, and department mission statements (including individual sub-units and programs where applicable)  Unit and department/program reviews including Academic Program Reviews (APRs), the resulting external reviewer reports and department/program action plans; Self-Study reports from the accredited</p>

<p>student learning, and the results of academic and institutional assessments.</p>		<p>programs and the resulting responses from the accrediting agencies          Individual statements of academic student learning outcomes including Writing Intensive policy, Online/Hybrid policy, course syllabi          Individual statements of student support services learning outcomes including SD course syllabi, career services student plans, academic achievement (tutoring) plans</p>
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p>Standard VI</p>	<p>York Financial Plan which includes staffing expenditure budget          Center for Excellence and Teaching and Learning was created to support faculty development  <a href="https://www.york.cuny.edu/centers-institutes/cetl">https://www.york.cuny.edu/centers-institutes/cetl</a>          Budget Submission Templates which include PS and OTPS requests linked specifically to Strategic Pan objectives</p>
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is</p>	<p>Standard VII</p>	<p><a href="https://www.york.cuny.edu/about">https://www.york.cuny.edu/about</a> mission statement          York College Charter (revised) 2013          The Board of Trustees Bylaws, Article II, sections 2.1 through 2.6 describes the duties of the members of the Board of Trustees (see <a href="http://www.cuny.edu/about/trustees.html">http://www.cuny.edu/about/trustees.html</a>).</p>

<p>being carried out.</p>		
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive of car shall not serve as the chair of the governing body.</p>	<p>Standard VII</p>	<p>University HR Diversity initiatives - <a href="http://www2.cuny.edu/about/administration/offices/hr/diversity-and-recruitment/#1444232206087-1bc75ca0-1f53">http://www2.cuny.edu/about/administration/offices/hr/diversity-and-recruitment/#1444232206087-1bc75ca0-1f53</a> and also College's HR diversity plan</p> <p>Office of Human Resources web page will have some additional info related to fair practices in hiring (<a href="http://www2.cuny.edu/about/administration/offices/hr/">http://www2.cuny.edu/about/administration/offices/hr/</a>)</p>
<p>14. The governing body/bodies are prepared to demonstrate in writing, as may be required, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in identical terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of</p>	<p>Standaer VII</p>	<p>The Board of Trustees Bylaws, Article II, sections 2.1 through 2.6 describes the duties of the members of the Board of Trustees (see <a href="http://www.cuny.edu/about/trustees.html">http://www.cuny.edu/about/trustees.html</a>).</p>

governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.		
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with so client responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	Standard III	<ul style="list-style-type: none"> <li>a. Faculty Handbook (Faculty Personnel Matters section) <ul style="list-style-type: none"> <li>Faculty Professional Job Descriptions</li> <li>CLT Job Descriptions</li> <li>Teaching Observations</li> <li>PSC CUNY Guidelines (Article 18s and 13.3)</li> <li>Memorandums of Evaluation</li> <li>HEO Evaluation for Non-Teaching Instructional Staff</li> <li>College Senate discussions regarding adjunct qualifications</li> </ul> </li> <li>b. HR resumes and transcripts <ul style="list-style-type: none"> <li>Professor 101 and Professor 102 Syllabi</li> </ul> </li> <li>c. AA new ft faculty appointment records <ul style="list-style-type: none"> <li>HR new teaching staff appointment records</li> <li>PMP (FT/PTfaculty ratio; faculty/student ratio)</li> </ul> </li> <li>d. CETL Faculty Development Programming Attendance Records <ul style="list-style-type: none"> <li>Travel Manual!Travel Application Records</li> <li>AC&amp;T Online Course Development Program Syllabus</li> <li>Attendance Records</li> <li>PSC-CUNY Professional Development Fund Records</li> <li>PSC-CUNY Reassigned Time Guidelines</li> <li>AA Sabbatical Application Award Records</li> <li>Academic Program Reviews (requests and recommendations)</li> <li>Professional Programs Accreditation Standards (evaluation plan)</li> <li>Student learning experiences</li> <li>Student Learning Outcomes Assessment Committee documents</li> <li>Major/Department Exemplars of Assessment of Student Learning, Curriculum Mapping, Advising, Tracking)</li> <li>Outcomes Assessment Committee Program Brochures!</li> <li>Handouts</li> </ul> </li> </ul>

		<p>Department Workload Reports</p> <p>Travel Budget (Academic Affairs, Student Development)</p> <p>e. MOEs</p> <p>Teaching Observations</p> <p>College P&amp;B documents (T &amp;P criteria)</p> <p>Student Evaluation for Teaching Effectiveness Student Completion Rates</p>
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## STANDARD I: Mission and Goals

*The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

Assemble the following, as appropriate.

**Statements regarding institutional mission and goals**

**Processes and procedures relevant to mission and goals**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<b><u>Standard I Criteria</u></b>	<b><u>Documents, Processes, and Procedures</u></b>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>b. address external as well as internal contexts and constituencies;</li> <li>c. are approved and supported by the governing body;</li> <li>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</li> <li>e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</li> <li>f. are publicized and widely known by the institution's internal stakeholders;</li> <li>g. are periodically evaluated.</li> </ul>	<p>York College Mission, Vision, and Goals</p> <p><a href="http://www.york.cuny.edu/about">http://www.york.cuny.edu/about</a></p> <p>Strategic Planning Goals and Initiatives</p> <p>Strategic Planning Committee minutes from 2008 to present</p> <p>Self-Study 2008</p> <p>PRR 2013</p> <p>York Charter 2013 Update</p> <p>Senate by-laws and policies</p> <p>College Bulletin</p> <p>Academic Affairs mission and goals</p> <p style="text-align: center;">Websites and Bulletin</p> <p>Curriculum Committee Minutes</p> <p>Administrative Affairs mission and goals</p> <p>Student Development mission and goals</p>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>Strategic Planning</p>
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>Strategic Planning</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>Strategic Planning</p> <p>PRR 2013</p>

## STANDARD II: Ethics and Integrity

*Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.*

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)**
- Public disclosure information required by the Commission and government entities (printed and electronic)**
- Institutional by-laws, guidelines, and policies.**
- Handbooks (student, faculty, employee, etc.)**
- Processes and procedures relevant to ethics and integrity**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Identify institutional documents that commit to academic freedom: CUNY policy York bulletin Faculty handbook Professor 101 and 201 series
A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Documents related Faculty Diversity Strategic Plan (attached) <a href="https://www.york.cuny.edu/president/initiatives/faculty-diversity-strategic-plan">https://www.york.cuny.edu/president/initiatives/faculty-diversity-strategic-plan</a> Workplace Violence Training (Public Employee Safety and Health) Title IX procedures ( <a href="http://www1.cuny.edu/sites/title-ix/campus/york-college/">http://www1.cuny.edu/sites/title-ix/campus/york-college/</a> ) HavenTraining/EverFi ( <a href="https://www.york.cuny.edu/student-development/haven">https://www.york.cuny.edu/student-development/haven</a> ) ) Center for Students with Disabilities (services offered, annual report): <a href="https://www.york.cuny.edu/student-development/star">https://www.york.cuny.edu/student-development/star</a> African American Resource Center (Mission, events, newsletters): <a href="https://www.york.cuny.edu/centers-institutes/aarc">https://www.york.cuny.edu/centers-institutes/aarc</a> Men’s Center (Mission, events, annual report): <a href="https://www.york.cuny.edu/student-development/mens-center">https://www.york.cuny.edu/student-development/mens-center</a> <a href="https://www.york.cuny.edu/student-development/mens-center">https://www.york.cuny.edu/student-development/mens-center</a> Women’s Center (Mission, events, annual report): <a href="https://www.york.cuny.edu/student-development/womens-center">https://www.york.cuny.edu/student-development/womens-center</a>  Various Student activity clubs (e.g., Muslim Student Club with a prayer area; Helping Hands; The Straight and Gay Alliance) <a href="https://www.york.cuny.edu/student-development/student-activities/student-clubs-and-organization">https://www.york.cuny.edu/student-development/student-activities/student-clubs-and-organization</a> Identify sources and settings of information: web? Handouts? posters? New student orientations?

	<p>York College Strategic Plan  <a href="https://www.york.cuny.edu/president/initiatives/planning/strategic-planning-2010-11/institutional-action-planning-2010-20">https://www.york.cuny.edu/president/initiatives/planning/strategic-planning-2010-11/institutional-action-planning-2010-20</a></p>
<p>A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.</p>	<p>Union Contracts: Nov 2, 2002 – Sept, 19, 2007  Faculty Handbook  <a href="https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/York_FacultyHandbook-2008.pdf">https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/York_FacultyHandbook-2008.pdf</a>  Student Handbook <a href="https://www.york.cuny.edu/student-development/message-from-the-vice-president-for-student-development/STUDENT%20HANDBOOK.pdf">https://www.york.cuny.edu/student-development/message-from-the-vice-president-for-student-development/STUDENT%20HANDBOOK.pdf</a>  Academic integrity (Bulletin, Faculty Handbook, Student Handbook? OAA online:  <a href="https://www.york.cuny.edu/academics/academic-affairs/academic-integrity">https://www.york.cuny.edu/academics/academic-affairs/academic-integrity</a> )  Individual (Professional) Program dismissal/grievance policies</p>
<p>The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<p>College Work Study, College Assistants, Students involved in CAPS (Appeals of Denial)  CUNY Research Compliance (Responsible Conduct of Research)  <a href="http://www.cuny.edu/research/compliance/human-subjects-research-1/hrpp-policies-procedures.html">http://www.cuny.edu/research/compliance/human-subjects-research-1/hrpp-policies-procedures.html</a>  Administrators, Faculty, Staff: University Policy on Conflict of Interest  Faculty, Students on the York College Association Board of Directors  IRBs <a href="http://www.cuny.edu/research/compliance/human-subjects-research-1/hrpp-policies-procedures.html">http://www.cuny.edu/research/compliance/human-subjects-research-1/hrpp-policies-procedures.html</a>  Grant Awardees (RFCUNY Conflict of Interest Disclosure Form)  Auxiliary Enterprises  York College Foundation</p>
<p>5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>Search documents (administrators, faculty, non-civil service staff (HEO, CLTs, Managerial))  RFCUNY has policies and practices regarding hiring employees</p>

	We are considering hiring, evaluation and promotion, discipline, separation as separate “actions”
6..Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Alignment/Compliance with Mission/Vision Statements Guidebook from CUNY on Marketing/Branding Guidebook from CUNY on Style <a href="http://www2.cuny.edu/about/administration/offices/communications-marketing/services/marketing-branding/style-book/">http://www2.cuny.edu/about/administration/offices/communications-marketing/services/marketing-branding/style-book/</a> Checklist/protocol for assuring informational accuracy, 504ADA compliance, nondiscrimination, alignment with Mission/Values What protocol governs compliance/approvals for web, marketing, and public relations materials, and the Milton G. Bassin Performing Arts Center
7.As appropriate to mission, services or programs in place: to promote affordability and accessibility, and; to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	York College Website: <input type="checkbox"/> Financial Aid Office <input type="checkbox"/> Bursar Office <input type="checkbox"/> York College listed as the lowest student debt by Credit.com and The Institute for College Access & Success (TICAS), NerdScholar <a href="http://www.nerdwallet.com/blog/nerdscholar/2014/colleges-lowest-student-debt-2013/">http://www.nerdwallet.com/blog/nerdscholar/2014/colleges-lowest-student-debt-2013/</a> CUNY Value Plus <a href="http://www1.cuny.edu/sites/value/">http://www1.cuny.edu/sites/value/</a> York's Value Plus proposal??? (the document formerly known as “York College Value” or something like that)  New Student Orientation, SEEK, College Success Classes
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: The full disclosure of information on institution-wide; assessments, graduation, retention, certification and licensure or licensing board pass rates; The institution's compliance with the Commission's Requirements of Affiliation; Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a	Financial Aid Office Academic Affairs b. Professional Programs Reports President’s office Enrollment Management Institutional Research c. Legal and the York College Website d. President’s Office e. President’s Office, Legal, and Academic Affairs IPEDS Report, Annual Title II reports to State VETS4212 (formerly known as VETS100)

<p>timely and accurate fashion; The institution's compliance with the Commission's policies.</p>	<p>Affirmative Action Plan Clery Report</p>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>Clarify if the Assessment of Administrative Departments/Academic Support Unit includes assessment of policy, processes, practices and manner of implementation. Sub-committee found one (single page) grid listing multiple department and academic year. No other details provided.</p>

### STANDARD III: Design and Delivery of the Student Learning Experience

*An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>Program mission statements</p> <p>Program Course Syllabi (learning outcomes; forms of assessment; curriculum mapping)</p> <p>New Curriculum Proposals (rationale section)</p> <p>Department Self-Assessments (curriculum development section)</p> <p>Academic Program Reviews (department action plan)</p> <p>Curriculum Review Process (CCC Bb site; PPT from CCC orientation workshop)</p> <p>WAC Course Review Form</p> <p>Hybrid/Online Course Review Form</p> <p>Health Professions Accreditation documents</p> <p>Senate Resolutions (WAC, Online Courses, PATHWAYS)</p> <p>Syllabus Review Procedure (NO PROCEDURE)</p>
<p>2. Student learning experiences that are:</p> <p>a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</p> <p>b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</p> <p>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</p> <p>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or</p>	<p>a. Faculty Handbook (Faculty Personnel Matters section)</p> <p>Faculty Professional Job Descriptions</p> <p>CLT Job Descriptions</p> <p>Teaching Observations</p> <p>PSC CUNY Guidelines (Article 18s and 13.3)</p> <p>Memorandums of Evaluation</p> <p>HEO Evaluation for Non-Teaching Instructional Staff</p> <p>College Senate discussions regarding adjunct qualifications</p> <p>b. HR resumes and transcripts</p> <p>Professor 101 and Professor 102 Syllabi</p>

<p>other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</p>	<p>c. AA new ft faculty appointment records</p> <p>HR new teaching staff appointment records</p> <p>PMP (FT/PTfaculty ratio; faculty/student ratio)</p> <p>d. CETL Faculty Development Programming! Attendance Records</p> <p>Travel Manual!Travel Application Records</p> <p>AC&amp;T Online Course Development Program Syllabus Attendance Records</p> <p>PSC-CUNY Professional Development Fund Records</p> <p>PSC-CUNY Reassigned Time Guidelines</p> <p>AA Sabbatical Application Award Records</p> <p>Academic Program Reviews (requests and recommendations)</p> <p>Professional Programs Accreditation Standards (evaluation plan)</p> <p>Student learning experiences</p> <p>Student Learning Outcomes Assessment Committee documents</p> <p>Major/Department Exemplars of Assessment of Student Learning, Curriculum Mapping, Advising, Tracking)</p> <p>Outcomes Assessment Committee Program Brochures!</p> <p>Handouts</p> <p>Department Workload Reports</p> <p>Travel Budget (Academic Affairs, Student Development)</p> <p>e. MOEs</p> <p>Teaching Observations</p> <p>College P&amp;B documents (T &amp;P criteria)</p> <p>Student Evaluation for Teaching Effectiveness Student Completion Rates</p>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and</p>	<p>Academic Program descriptions on College Website</p> <p>Advising documents, forms, and training materials (Academic Advisement Center, Counseling, SEEK, Registrar, Advisement Council, Committee on Academic Standards, Degree Works, CUNY First,</p>

<p>expected time to completion.</p>	<p>Department Major/Minor Documents, College Website)</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Brochures, Website descriptions, appointment records, internal evaluation documents for Academic Achievement Center, Academic Advising Center, Career Center, Center for Students with Disabilities, Continuing Education Program, Counseling Center, First Year Reader Program, Honors Program, Men's Center, Pipeline Program, Scholarship Office, SEEK, Student Research Program, Student Activities, Student Development, Study Abroad Programs, Summer of Excellence Program, TRIO, Women's Center, Writing Center, and Other Programs/Initiatives Department Internship/Field Work/Experiential Learning Programs</p>

<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> <li>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</li> <li>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</li> <li>c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</li> </ul>	<ul style="list-style-type: none"> <li>a. PATHWAYS documents (Website documents: CUNY College Bulletins and Addendums  Internal documents (Academic Advisement Center, Departments/Programs)  CCC Program/Course Proposals (PATHWAYS courses)  York College PATHWAYS Task Force documents  Enrollment patterns (Registrar, Department documents)</li> <li>b. Mapping of learning outcomes within and across PATHWAYS buckets  Syllabi of PATHWAYS courses offered by departments/programs (representative sample)  Student perspectives (Noel/Levitz, SES surveys)</li> <li>c. N/A</li> </ul>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>Professional Program (OT, PA, Pharmaceutical Science)  Accreditation documents  Health Profession Programs Faculty Development  Program documents/handouts</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>CUNY/York Guidelines for Adoption of 3rd Party resources</p>

8. Periodic assessment of the programs providing student learning opportunities.	Academic Program Review Re-Accreditation Process Foundations of Excellence documents Internal Department Review initiatives New York State Standards
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## STANDARD IV: Support of the Student Experience

*Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.*

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: <ul style="list-style-type: none"> <li>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment,</li> </ul>	<a href="http://www2.cuny.edu/admissions/undergraduate/prepare/freshman/">http://www2.cuny.edu/admissions/undergraduate/prepare/freshman/</a> <a href="https://www.york.cuny.edu/admissions">https://www.york.cuny.edu/admissions</a> <a href="http://www.cuny.edu/admissions/financial-aid/student-eligibility.html">http://www.cuny.edu/admissions/financial-aid/student-eligibility.html</a> <a href="http://www.cuny.edu/admissions/financial-aid/grants.html">http://www.cuny.edu/admissions/financial-aid/grants.html</a>

<p>and refunds;</p> <p>b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals;</p> <p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</p>	<p><a href="http://www.cuny.edu/admissions/financial-aid/scholarships.html">http://www.cuny.edu/admissions/financial-aid/scholarships.html</a></p> <p><a href="http://www.cuny.edu/admissions/financial-aid/student-loans/RepayingYourLoan.html">http://www.cuny.edu/admissions/financial-aid/student-loans/RepayingYourLoan.html</a></p> <p><a href="https://www.york.cuny.edu/testing/act-exam/success3-program">https://www.york.cuny.edu/testing/act-exam/success3-program</a></p> <p><a href="https://www.york.cuny.edu/academics/advisement">https://www.york.cuny.edu/academics/advisement</a></p> <p><a href="https://www.york.cuny.edu/student-development/counseling-center">https://www.york.cuny.edu/student-development/counseling-center</a></p> <p><a href="https://www.york.cuny.edu/student-development/counseling-center/academic-probation-advisement">https://www.york.cuny.edu/student-development/counseling-center/academic-probation-advisement</a></p> <p><a href="https://www.york.cuny.edu/student-development/support-services">https://www.york.cuny.edu/student-development/support-services</a></p> <p><a href="https://www.york.cuny.edu/student/writing-center/wanna-write-right-workshops">https://www.york.cuny.edu/student/writing-center/wanna-write-right-workshops</a></p> <p><a href="#">Testing Center</a></p> <p><a href="#">SEEK Program</a></p> <p><a href="#">CLIP Program</a></p> <p><a href="#">CUNY's International Student Guide</a></p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p><a href="https://www.york.cuny.edu/centers-institutes/scholarships">https://www.york.cuny.edu/centers-institutes/scholarships</a></p> <p>Transfer Credit Evaluation Information</p> <p><a href="http://www.york.cuny.edu/registrar/transfer-evaluations">http://www.york.cuny.edu/registrar/transfer-evaluations</a></p> <p>Pages 8-9 of the 2015-2016 bulletin also details transfer information</p> <p>Page 42 of the 2015-2016 bulletin also details Second Degree and General Education requirements transfer information</p> <p>Page 49 of the 2015-2016 bulletin also details more transfer information including credits for Life Experience</p> <p><a href="https://www.york.cuny.edu/academics/academic-affairs/pathways/how-credits-transfer-1">https://www.york.cuny.edu/academics/academic-affairs/pathways/how-credits-transfer-1</a> - How credits transfer in Pathways</p> <p><a href="http://www.cuny.edu/academics/initiatives/pathways/credit-transfer.html">http://www.cuny.edu/academics/initiatives/pathways/credit-transfer.html</a> - How credits transfer in Pathways</p> <p>Transfer Articulation Agreements</p> <p><a href="https://www.york.cuny.edu/registrar/articulation-agreements-1">https://www.york.cuny.edu/registrar/articulation-agreements-1</a></p>

	<p>CUNY TIPPS website shows how credits transfer between CUNY schools  <a href="http://tipps.cuny.edu">tipps.cuny.edu</a></p> <p>Transcript Request Instructions (How to order)  <a href="http://www.york.cuny.edu/registrar/transcripts">http://www.york.cuny.edu/registrar/transcripts</a></p> <p>Transcript Request Order Online  <a href="https://www.york.cuny.edu/registrar/online-transcript-request-service">https://www.york.cuny.edu/registrar/online-transcript-request-service</a>  <a href="https://www.credentials-inc.com/tplus/?ALUMTRO004759">https://www.credentials-inc.com/tplus/?ALUMTRO004759</a></p> <p>Transcript Request Order by Mail (form)  <a href="https://www.york.cuny.edu/registrar/transcript-request-form">https://www.york.cuny.edu/registrar/transcript-request-form</a></p>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p><a href="#">CUNY Policy on Acceptable Use of Computer Resources</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/BreachReportingProcedureV07182006.pdf">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/BreachReportingProcedureV07182006.pdf</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/DegreeWorks_Use_and_Access_Rules_8_1_07.doc">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/DegreeWorks_Use_and_Access_Rules_8_1_07.doc</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/auto_forwarding_procedure_11.30.15.pdf">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/auto_forwarding_procedure_11.30.15.pdf</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/IT-Security-Procedures-6-25-2014.pdf">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/IT-Security-Procedures-6-25-2014.pdf</a>  <a href="http://www.its.ny.gov/eiso/policies/security">http://www.its.ny.gov/eiso/policies/security</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/reporting_system_use_access_rules.pdf">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/reporting_system_use_access_rules.pdf</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/security_attestation_form_for_fall_2015_v1.docx">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/security_attestation_form_for_fall_2015_v1.docx</a>  <a href="http://www.cuny.edu/about/administration/offices/CIS/security/pnp/NonPublicUniversityDataAccessWaiver.pdf">http://www.cuny.edu/about/administration/offices/CIS/security/pnp/NonPublicUniversityDataAccessWaiver.pdf</a>  <a href="http://www2.cuny.edu/about/administration/offices/cis/information-security/cunyfirst-peoplesoft-security/">http://www2.cuny.edu/about/administration/offices/cis/information-security/cunyfirst-peoplesoft-security/</a></p> <p><a href="http://www.cuny.edu/about/administration/offices/sa/advocacy-referral/FERPA_Annual_Notice_0209.pdf">http://www.cuny.edu/about/administration/offices/sa/advocacy-referral/FERPA_Annual_Notice_0209.pdf</a></p>

<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<p><a href="http://www.york.cuny.edu/student-development">http://www.york.cuny.edu/student-development</a>  <a href="http://www.york.cuny.edu/student-development/student-policies-and-procedures">http://www.york.cuny.edu/student-development/student-policies-and-procedures</a>  <a href="https://www.york.cuny.edu/student-development/message-from-the-vice-president-for-student-development/STUDENT%20HANDBOOK.pdf">https://www.york.cuny.edu/student-development/message-from-the-vice-president-for-student-development/STUDENT%20HANDBOOK.pdf</a></p>
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<p>CUNY TIPPS website shows how credits transfer between CUNY schools  <a href="http://tipps.cuny.edu">tipps.cuny.edu</a></p> <p>Transcript Request Instructions (How to order)  <a href="http://www.york.cuny.edu/registrar/transcripts">http://www.york.cuny.edu/registrar/transcripts</a></p> <p>Transcript Request Order Online  <a href="https://www.york.cuny.edu/registrar/online-transcript-request-service">https://www.york.cuny.edu/registrar/online-transcript-request-service</a>  <a href="https://www.credentials-inc.com/tplus/?ALUMTRO004759">https://www.credentials-inc.com/tplus/?ALUMTRO004759</a></p> <p>Transcript Request Order by Mail (form)  <a href="https://www.york.cuny.edu/registrar/transcript-request-form">https://www.york.cuny.edu/registrar/transcript-request-form</a></p> <p>Graduation Information  <a href="https://www.york.cuny.edu/registrar/graduation-information">https://www.york.cuny.edu/registrar/graduation-information</a></p> <p>Policies for Minors and Second majors  <a href="https://www.york.cuny.edu/registrar/policy-for-minors-and-second-majors">https://www.york.cuny.edu/registrar/policy-for-minors-and-second-majors</a></p> <p>ePermit (allows students to take courses at other CUNY campuses which may offer courses that York isn't offering in a given term)  <a href="https://www.york.cuny.edu/registrar/epermit">https://www.york.cuny.edu/registrar/epermit</a>  Page 41 of the 2015-2016 bulletin</p> <p>Graduation Requirements  Pages 47-49 of the 2015-2016 bulletin</p>

Pathways General Education Requirements

Pages 50-51 of the 2015-2016 bulletin

<https://www.york.cuny.edu/academics/academic-affairs/pathways>

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/pathways-requirements0>

<http://www.cuny.edu/academics/initiatives/pathways.html>

Major/Minor/Certificate Requirements

Pages 70-171 of the 2015-2016 bulletin

<http://www.york.cuny.edu/academics/programs>

<https://www.york.cuny.edu/academics/academic-affairs/pathways/major-plans/2015-2016>

FERPA

Pages 57-58 of the 2015-2016 bulletin

FACTS

<https://www.york.cuny.edu/news/message-from-the-registrar>

Attached to this email is a brochure introducing FACTS and explaining how to access

Not sure if Janet had already sent you this link:

Four Year Plans

<https://www.york.cuny.edu/academics/academic-affairs/pathways/four-years-plans/2015-2016>

Degree Works as its one of the College's tools for advisement and graduation.

Middle States Standard IV Work Group Meeting

Admissions Documentation

York College not only opens doors of opportunity, we open eyes to what is possible and spark aspirations. We inspire our students to dream big and then equip them with the skills to create a new reality. From a core liberal-arts platform, we have built out a cutting-edge curriculum that keeps pace with today's in-demand jobs and global career paths such as medicine, science, law and transportation.

Known particularly for its liberal arts and science curriculum, York College offers more than 40 major disciplines including Accounting, Art History, Biotechnology, Business Administration, Communications Technology, Computer Science,

Economics, English, Fine and Performing Arts, Foreign Languages, Music, Nursing, Occupational Therapy, Physics, Pre-Med, Psychology, Social Work, Speech Communications and Theatre Arts, Studio Art, Teacher Education, and more!

<https://www.york.cuny.edu/admissions>

#### Freshmen Applicant

The admission review process provides us with an opportunity to assess your entire high school academic record, which includes: academic units, grades/grade trends, standardized test scores, essays/personal statements and letters of recommendation.

As we consider each applicant, we also look beyond the classroom. Extracurricular accomplishments, special talents and awards in particular fields along with academic achievements in light of life experiences or special circumstances are weighed to determine a student's potential for success at CUNY.

<http://www2.cuny.edu/admissions/undergraduate/prepare/>

A complete application will consist of the following:

- CUNY Freshmen Application (online)
- \$65 application fee
- SAT or ACT scores (required)
- Official high school transcript

#### Freshmen Preparatory Requirements

<https://www.york.cuny.edu/admissions/freshman>

The College recommends the completion of a strong academic program in high school as the best preparation for success in college. A college preparatory program ideally includes the following by the end of the junior year of high school:

- 3 years of English
- 3 years of Social Studies
- 3 years of Mathematics
- 2 to 3 years of a Foreign Language
- 2 to 3 years of Laboratory Sciences
- 1 year of Performing or Visual Arts

#### Transfer Applicant

As a transfer applicant, your admission application will be evaluated based on an individual review of your academic record that includes all attempted and completed courses and grades earned and essays/personal statements and letters of recommendation. Applicants to

our four-year colleges must have completed at least one 3 credit college-level course in mathematics and English with a grade of “C” or better or must demonstrate college-level readiness based on SAT, ACT or New York Regents test scores. Your entire coursework history, including grades earned from courses taken more than once, will be used to determine a grade point average (GPA). If more than one college was attended, your GPA will be determined through a combined calculation of all attempted coursework. Your high school/secondary school record will be considered if you have completed fewer than 30 college credits

A complete application will consist of the following:

- \$70 application fee (check or money order)
- Official transcripts from each college or post-secondary institution attended.

Transfer to the SEEK Program is only possible for students who participated in SEEK, College Discovery, EOP or HEOP at a prior institution.

Students who already hold a baccalaureate degree from an institution, and who wish to pursue a second degree, must apply to York as transfer students. If accepted, a second-degree student must complete a minimum of 40 credits at York College, in addition to the General Education Requirements. Applicants from regionally accredited senior colleges are exempt from all skills tests and General Education Requirements.

At least 75% of the course requirements of the major program of the second degree must be completed at York.

<https://www.york.cuny.edu/admissions/transfer>

#### ADMISSION APPLICATION DEADLINES

Fall: February 1

Spring: September 15

Relevant Links:

CUNY Admissions Profile Freshmen:

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/admissions/undergraduate/counselor/Admission-Profile-Freshman.pdf>

CUNY Admissions Profile Transfer:

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/admissions/undergraduate/prepare/freshman/Admission-Profile-Transfer.pdf>

	<p>Freshmen Applicants Worksheet:  <a href="http://www2.cuny.edu/wp-content/uploads/sites/4/media-assets/Freshman-Worksheet.pdf">http://www2.cuny.edu/wp-content/uploads/sites/4/media-assets/Freshman-Worksheet.pdf</a></p> <p>Transfer Applicants Worksheet:  <a href="http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/admissions/undergraduate/downloads/Transfer-Worksheet.pdf">http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/admissions/undergraduate/downloads/Transfer-Worksheet.pdf</a></p> <p>Prospective Freshman Information Request Form:  <a href="http://www.york.cuny.edu/admissions">www.york.cuny.edu/admissions</a></p> <p>International Admissions:  <a href="https://www.york.cuny.edu/admissions/international">https://www.york.cuny.edu/admissions/international</a></p> <p>Veteran Admission:  <a href="https://www.york.cuny.edu/admissions/veterans">https://www.york.cuny.edu/admissions/veterans</a></p> <p>SEEK:  <a href="https://www.york.cuny.edu/admissions/freshman/seek.html">https://www.york.cuny.edu/admissions/freshman/seek.html</a></p> <p>Welcome New Students:  <a href="https://www.york.cuny.edu/admissions/new-admits">https://www.york.cuny.edu/admissions/new-admits</a>  <a href="#">CUNY - Application Tutorial Video for General Freshman</a>  <a href="#">CUNY - General Transfer Application Tutorial Video</a></p>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p><a href="http://www.york.cuny.edu/president/institutional-research/survey-results/noel-levitz-2015/view">http://www.york.cuny.edu/president/institutional-research/survey-results/noel-levitz-2015/view</a></p>

## STANDARD V: Educational Effectiveness Assessment

*Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

Assemble the following, as appropriate:

**Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**

**Processes and procedures relevant to educational effectiveness assessment**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard V Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.</p>	<ol style="list-style-type: none"> <li>1. College, unit, and department mission statements (including individual sub-units and programs where applicable)</li> <li>2. Unit and department/program reviews including Academic Program Reviews (APRs), the resulting external reviewer reports and department/program action plans; Self-Study reports from the accredited programs and the resulting responses from the accrediting agencies</li> <li>3. Individual statements of academic student learning outcomes including Writing Intensive policy, Online/Hybrid policy, course syllabi</li> <li>4. Individual statements of student support services learning outcomes including SD course syllabi, career services student plans, academic achievement (tutoring) plans</li> </ol>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> <li>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</li> <li>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,</li> <li>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and department/program reviews including Academic Program Reviews (APRs), the resulting external reviewer reports and department/program action plans; Self-Study reports from the accredited programs and the resulting responses from the accrediting agencies; Plans and reports from the iterations of the college-wide Outcomes Assessment Committee</li> <li>2. Reports of academic student learning outcomes including those from the Writing Across the Curriculum program, CETL, the summer Online/Hybrid policy training</li> <li>3. Reports of student services outcomes related to student learning outcomes including SEEK, career services, disability services, counseling services, scholarship office, study away</li> <li>4. Reports of assessments to “stakeholders” including college annual reports (such as the president’s fall convocation “state of the college” address), PMP reports, licensing examination results, alumni office reports regarding graduate school admission and post-baccalaureate job placement; Grants Office reports</li> <li>5. Data gathered by units and/or departments to verify prerequisite requirements to course or program success</li> </ol>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> <li>a. assisting students in improving their learning;</li> </ol>	<p>Most of the documentation needed here is stated in numbers 1 and 2 above. A concern was expressed that not all of this information has been gathering into one accessible report; it is suggested that individual unit directors and department chairs be survey or interviewed to ensure that all of the needed information is collected.</p> <ol style="list-style-type: none"> <li>1. There are a variety of ad hoc reports that need to be included such as from the Gen Ed Task Force and then the</li> </ol>

<ul style="list-style-type: none"> <li>b. improving pedagogy and curriculum;</li> <li>c. reviewing and revising academic programs and support services;</li> <li>d. planning, conducting, and supporting a range of professional development activities;</li> <li>e. planning and budgeting for the provision of academic programs and services;</li> <li>f. informing appropriate constituents about the institution and its programs;</li> <li>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</li> <li>h. implementing other processes and procedures designed to improve educational programs and services.</li> </ul>	<p>College Pathways Committee, Retention Task Force, Advisement Task Force</p> <p>2. Professional development is done through individual units. Each semester HR provides opportunities for administrative staff and a call for participation is sent out; Student Development and the Office of Academic Affairs provide such professional development for its staff/faculty including retreats, outside professional development opportunities, CUNY professional development opportunities, Prof 101, Prof 201, Adjunct Professional Development Workshops held at the start of each semester (at the college and department levels); Scholarship leave reports indicate the outcomes of sabbaticals awarded in aid of professional development</p> <p>3. There are additional CUNY-wide initiatives related to these assessments in which York participates such as the CUNY Pathways initiative (for both the overall Pathways plan and discipline-specific recommendations), transfer policy (including the newly instituted reverse transfer policy), data is gathered annually by CUNY to report faculty scholarship, the recently formed CUNY Faculty Affairs Advisory Board is formulating policies and programs related to faculty professional development</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>All third party assessments are nonetheless done through through the aegis of CUNY such as C.O.A.C.H.E, Noel-Levitz, ETS, etc. These assessments are provided to the college rather than be done by the college directly.</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>These evaluations include the processes engaged in for the PMP process, the MSCHE reports (10-year and PRR) as well as the processes engaged in that created the iterations of the college-wide Outcome Assessment Committee plans and reports</p>

## STANDARD VI: Planning, Resources, and Institutional Improvement

*The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

Assemble the following, as appropriate:

- The institution's two most recent externally-audited financial statements, including management letters**
- Financial projections for the next two years.**
- Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**
- Institutional strategic planning documents.**
- Processes and procures relevant to planning, resources and institutional improvement**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<p>Strategic Planning process: committee make-up, meeting schedule, agendas &amp; minutes (J Murphy); consulting on process w Bezel; monitoring documents (color coded - Dinello, Osborne).</p> <p>APR schedule &amp; process (OAA, web)</p> <p>APR process for non-dept. units e.g., Financial Aid</p> <p>Mission statements for all depts &amp; units (Osborne)</p> <p>Outcomes Assessment Plan &amp; process (Mohammadi, online)</p> <p>Dept. Budget Submission Template</p> <p>York College PMP Report 2014-2015:  <a href="https://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/2014-15-pmp-report">https://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/2014-15-pmp-report</a></p> <p>York College PMP Report 2013-2014:  <a href="https://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/pmp-for-academic-year-2013-14/York%20College%202013_2014%20PMP%20June%202014..pdf">https://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/pmp-for-academic-year-2013-14/York%20College%202013_2014%20PMP%20June%202014..pdf</a></p> <p>York College PMP Report 2012-2013  <a href="https://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/pmp-2012-13-1/pmp-year-end-final-report">https://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/pmp-2012-13-1/pmp-year-end-final-report</a></p> <p>Strategic Planning Summary of Activity 2014-2015  <a href="https://www.york.cuny.edu/president/institutional-effectiveness/planning">https://www.york.cuny.edu/president/institutional-effectiveness/planning</a></p> <p>Strategic Plan 2010-2020 Mission, Values, Vision, Goals and Objectives  <a href="https://www.york.cuny.edu/president/institutional-effectiveness/planning/strategic-planning-2010-11/institutional-action-planning-2010-20">https://www.york.cuny.edu/president/institutional-effectiveness/planning/strategic-planning-2010-11/institutional-action-planning-2010-20</a></p>

<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<p>Strategic Plan which includes the goals, implementation plan, responsible parties and measures of success for a multi-year period.</p> <p>Budget Submission Process</p> <p>Minutes of Personnel and Budget (P&amp;B) meetings related to faculty hiring decisions</p> <p>Resource Planning Committee meeting minutes</p> <p>Academic Program Reviews which provide the missions and goals of departments and assessment of programs</p>
<p>3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.</p>	<p>Developing and Linking the Budget Process to the Strategic Plan presentation</p> <p>Creating an Improved Budget Process</p> <p>Review of Budget Submission templates</p>
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>On going Capital Improvement Plan for York College (website)</p> <p>Reso "A" Request Plan</p> <p>York College Master Plan</p> <p>Archibus CMMS Software Program</p> <p>Budget Submission Template</p> <p>College Vacancy Control committee documentation</p> <p>Ed Tech Hybrid and Blackboard Support Staffing and Documentation</p> <p>Tech Fee Temp Budget</p> <p>IT Staffing and Support Documentation</p> <p>IT Service Desk Reports</p> <p>IT Resource Utilization Metrics (In process)</p> <p>IT CUNY Capital Plan Questionnaires</p> <p>Campus Technology Student Satisfaction Survey (Spr. 2015)</p> <p>Campus Technology Faculty and Staff Survey (To be developed)</p> <p>Performance Management Report which provides Faculty to Student Ratio, FT faculty to Adjunct ratio, percentage of classes taught by FT faculty</p> <p><a href="https://www.google.com/url?q=https://www.york.cuny.edu/">https://www.google.com/url?q=https://www.york.cuny.edu/</a></p>

	<p><a href="http://www.york.cuny.edu/president/institutional-effectiveness/performance-management-pmp/pmp-for-academic-year-2013-14/2014-2015-goals-targets&amp;sa=U&amp;ved=0ahUKEwj32IGV-uDKAhWLcD4KHRhKASoQFggEMAA&amp;client=internal-uds-cse&amp;usg=AFQjCNEFG6N79CDcJt-2fxLUPHOqexYYLA">president/institutional-effectiveness/performance-management-pmp/pmp-for-academic-year-2013-14/2014-2015-goals-targets&amp;sa=U&amp;ved=0ahUKEwj32IGV-uDKAhWLcD4KHRhKASoQFggEMAA&amp;client=internal-uds-cse&amp;usg=AFQjCNEFG6N79CDcJt-2fxLUPHOqexYYLA</a></p> <p>York Financial Plan which includes staffing expenditure budget</p> <p>Center for Excellence and Teaching and Learning was created to support faculty development  <a href="https://www.york.cuny.edu/centers-institutes/cetl">https://www.york.cuny.edu/centers-institutes/cetl</a></p> <p>Budget Submission Templates which include PS and OTPS requests linked specifically to Strategic Pan objectives</p>
<p>5. Clear assignment of responsibility and accountability.</p>	<p>Divisional-level Organization Chart (2015)</p> <p>York College Charter (2015)</p> <p>Minutes from Senate Standing Committees available in the Library archives</p> <p>Description and composition of the Vacancy Control Committee which reviews and approves all requests for full-time hires (2016)</p> <p>Description and composition of Resource Allocation Committee which reviews and approves budget allocations in relation to the Strategic Plan and current needs</p> <p>Description and composition of Support Staff Screening Committee which reviews and recommends hiring for all non-teaching instructional staff employees</p> <p>College Personnel &amp; Budget Committee (P&amp;B) reviews and recommends faculty reappointments, hires, leaves, promotions etc. P&amp;B documents available  <a href="https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/p-b-information">https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/p-b-information</a></p> <p>Job descriptions (available in the Office of Human Resources)</p> <p>Creation of internal Temp service systems for management to monitor and track departmental budgets (AEMS, PR-Assist)</p>

<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<p>In-House Facilities Projects Plan  Chiller Optimization and Retro Commissioning Project  Public Assembly Plan  Peak Load Management Pilot Project  CUNY Conserves BuildSmart NY Roadmap Report  Project Request Procedures</p> <p>IT Strategic Plan (In process)  IT Resource Utilization Metrics (Report TBD)  IT Capital Plan Questionnaires  Campus Technology Student Satisfaction Survey: (Spr. 2015)  Campus Technology Faculty and Staff Technology Survey (To be developed)  Telephone ACD Reports (TBD)  Service Desk Trend Analyses</p>
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>Annual independent audit of all related entities</p>
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>Annual independent audit of all related entities</p>
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>Resource Allocation Committee review of prior year to review departmental expenditures in relation to requested amounts and approved allocation</p>

## STANDARD VII: Governance, Leadership, and Administration

*The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.*

Assemble the following, as appropriate:

**By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.**

**Conflict of interest policies and other ethics policies of the Board.**

**A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).**

**Organizational chart for the institution (names and titles of the individuals in each position)**

**Succession planning for board members and senior leadership**

**Processes and procedures relevant to governance, leadership, and administration**

**In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.**

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	Copies of the "old" and current Charters  <a href="https://www.york.cuny.edu/senate/charter/charter-2015/at_download/file">https://www.york.cuny.edu/senate/charter/charter-2015/at_download/file</a> <a href="https://www.york.cuny.edu/senate/archive-meeting-materials/charter/charter-of-the-york-college-senate">https://www.york.cuny.edu/senate/archive-meeting-materials/charter/charter-of-the-york-college-senate</a> <a href="http://yorkpbnews.net/campus/yorks-newly-approved-">http://yorkpbnews.net/campus/yorks-newly-approved-</a>

	<p><a href="#">charter-gets-backhanded-by-president-keizs/</a>  <a href="https://www.york.cuny.edu/senate/archive-meeting-materials/agenda">https://www.york.cuny.edu/senate/archive-meeting-materials/agenda</a>  <a href="https://www.york.cuny.edu/senate/archive-meeting-materials/meetings">https://www.york.cuny.edu/senate/archive-meeting-materials/meetings</a>  <a href="https://www.york.cuny.edu/senate/archive-meeting-materials/meeting-materials">https://www.york.cuny.edu/senate/archive-meeting-materials/meeting-materials</a>  <a href="https://www.york.cuny.edu/senate/committees">https://www.york.cuny.edu/senate/committees</a></p> <p>The Board of Trustees Bylaws, especially Articles II, VIII, IX and XI.</p> <p><a href="http://policy.cuny.edu/bylaws/pdf/#Navigation_Location">http://policy.cuny.edu/bylaws/pdf/#Navigation_Location</a>  <a href="http://policy.cuny.edu/manual_of_general_policy/#Navigation_Location">http://policy.cuny.edu/manual_of_general_policy/#Navigation_Location</a>  <a href="http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.05/pdf/#Navigation_Location">http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.05/pdf/#Navigation_Location</a>  <a href="http://www2.cuny.edu/wp-content/uploads/sites/4/2014/12/masterplan.pdf">http://www2.cuny.edu/wp-content/uploads/sites/4/2014/12/masterplan.pdf</a>  <a href="http://www.cuny.edu/about/administration/offices/bf/whats-new/FY2017_budget_request.pdf">http://www.cuny.edu/about/administration/offices/bf/whats-new/FY2017_budget_request.pdf</a>  <a href="http://www1.cuny.edu/sites/6/about/administration/chancellor/university-history/">http://www1.cuny.edu/sites/6/about/administration/chancellor/university-history/</a></p>
<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> <li>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</li> <li>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li> <li>c. ensures that neither the governing body nor</li> </ul>	<p>revised version of the CUNY Conflict of Interest Policy was approved by the Board of Trustees of The City University of New York on September 30, 2013.</p> <p><a href="http://policy.cuny.edu/bylaws/pdf/#Navigation_Location">http://policy.cuny.edu/bylaws/pdf/#Navigation_Location</a>  <a href="http://policy.cuny.edu/manual_of_general_policy/#Navigation_Location">http://policy.cuny.edu/manual_of_general_policy/#Navigation_Location</a>  <a href="http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.05/pdf/#Navigation_Location">http://policy.cuny.edu/manual_of_general_policy/article_v/policy_5.05/pdf/#Navigation_Location</a>  <a href="http://www2.cuny.edu/wp-content/uploads/sites/4/2014/12/masterplan.pdf">http://www2.cuny.edu/wp-content/uploads/sites/4/2014/12/masterplan.pdf</a>  <a href="http://www.cuny.edu/about/administration/offices/bf/whats-new/FY2017_budget_request.pdf">http://www.cuny.edu/about/administration/offices/bf/whats-new/FY2017_budget_request.pdf</a>  <a href="http://www1.cuny.edu/sites/6/about/administration/chancellor/university-history/">http://www1.cuny.edu/sites/6/about/administration/chancellor/university-history/</a></p>

<p>individual members interferes in the day-to-day operations of the institution;</p> <ul style="list-style-type: none"> <li>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li> <li>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</li> <li>f. Appoints and regularly evaluates the performance of the Chief Executive Officer;</li> <li>g. is informed in all its operations by principles of good practice in board governance;</li> <li>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</li> <li>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</li> </ul>	
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> <li>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</li> <li>b. has appropriate credentials and professional experience consistent with the mission of the organization;</li> <li>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set</li> </ul>	<p>Organization Charts--see Factbook and/or Dean Dinello for latest version.</p> <p>CV's of President and all Cabinet level administrators to show (b)</p> <p>Job descriptions of administrators in charts above, to demonstrate (d and b)</p> <p>Responses to PMP reports submitted to the University</p>

<p>forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	<p>[A] Organizational charts for the College, each division and each school</p> <p>[C] Job descriptions for each administrator</p> <p>[C] CV of each administrator</p> <p>governance plans</p> <p>Senate Charter</p> <p>P&amp;B documents, minutes or reports</p> <p>News articles from Pandora's Box, other newspapers</p> <p>Reports on Open Meetings with the President</p> <p>Task Group reports--Task Group on Retention and Graduation</p> <p>Chancellor's Report</p> <p>Town Hall Meetings reports</p> <p>Accreditation reports</p> <p>(e) minutes of Senate and P&amp;B meetings on Policy and Budget (not personnel decisions)</p> <p>Annual or periodic review reports of administrative units</p> <p>Labor Management minutes</p> <p>Faculty Caucus minutes</p> <p>Department and Program Academic Review Reports</p> <p>Advisement Committee Report.</p> <p>Implementation of New Admission Standards Document</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>documents/correspondence from CUNY Central, Chancellor</p> <p>CUNY PMP</p> <p><a href="http://www1.cuny.edu/sites/6/about/administration/chancellor/office/performance-management/">http://www1.cuny.edu/sites/6/about/administration/chancellor/office/performance-management/</a></p> <p>available assessment of administration and its units</p>

	<p>governance plans</p> <ul style="list-style-type: none"> <li>Senate Charter</li> <li>P&amp;B documents, minutes, subcommittees</li> <li>News articles from Pandora's Box, other newspapers</li> <li>Reports on Open Meeting with the President</li> <li>Task Group reports--Task Group on Retention and Graduation</li> <li>Chancellor's Report</li> <li>Town Hall Meetings reports</li> <li><a href="http://www2.cuny.edu/about/trustees/borough-hearings/">http://www2.cuny.edu/about/trustees/borough-hearings/</a></li> <li><a href="http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/trustees/borough-hearings/queens/CUNYJournalLetter15.pdf">http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/trustees/borough-hearings/queens/CUNYJournalLetter15.pdf</a></li> <li><a href="http://www2.cuny.edu/about/trustees/borough-hearings/queens/york/">http://www2.cuny.edu/about/trustees/borough-hearings/queens/york/</a></li> <li><a href="https://www.york.cuny.edu/news/presidents-convocation-message-fall-2015">https://www.york.cuny.edu/news/presidents-convocation-message-fall-2015</a></li> <li>Minutes of Labor Management meetings</li> <li>Faculty Caucus minutes</li> </ul>
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