

# 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>Please see Appendix <a href="#">Verification of Compliance with Accreditation-Relevant Federal Regulations</a></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>Please see Appendix <a href="#">Verification of Compliance with Accreditation-Relevant Federal Regulations</a></p>
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit 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.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>N/A</p>
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS</p>	<p>Please see Appendix <a href="#">Verification of Compliance with Accreditation-Relevant Federal Regulations</a></p>
<p>5. The institution complies with all applicable government (usually Federal and state) policies,</p>	<p>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S</p>	<p>Please see Appendix <a href="#">Verification of Compliance with Accreditation-Relevant Federal Regulations</a></p>

regulations, and requirements.	COMPLIANCE PROCESS	
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> .	INFORMATION TO BE	<b>Please see Appendix <a href="#">Verification of Compliance with Accreditation-Relevant Federal Regulations</a></b>
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	1	<a href="#">Senate Meeting Minutes February 15, 2011</a> and in the <a href="#">Senate Meeting Minutes March 22, 2011</a>
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	3, 4, 5, 6	<p><a href="#">Outcomes Assessment Plan 2009 - 2012 Final Report.pdf</a></p> <p><a href="#">Academic Program Review (APR) Guidelines 2009</a></p> <p>The <a href="#">Outcomes Assessment Plan 2009 - 2012 Final Report.pdf</a></p> <p>(<a href="#">APR Schedule/Accreditation-Cycle by Schools</a>)</p> <p>the <a href="#">Foundations of Excellence (FoE) Self-Study Final Report Fall 2013</a></p> <p><a href="#">Student Development End of Year Reports 2015</a>;</p> <p><a href="#">Student Development End of Year Reports 2016</a>; and</p> <p><a href="#">Student Development End of Year Reports 2017</a>.</p> <p><a href="#">SD 110 Supporting Data (Comparative Assessment Data Fall 12-Fall 16</a></p> <p><a href="#">CUNY Strategic Framework</a></p> <p><a href="#">annual goals for 2016-2017</a>.</p> <p><a href="#">PMP York College Strategic Goals and Targets for AY 2017 – 2018</a></p> <p><a href="#">York College Budget and Planning Office (Budget Office)</a> distributes a Budget Template to</p>

		academic department chairpersons and directors of student development and administrative offices to complete ( <a href="#">FY18 Budget Template</a> ).
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.	3, 5	<p>(<a href="#">Faculty Handbook</a>, p. 37).</p> <p>(<a href="#">Faculty Handbook</a>, pp. 52-54)</p> <p><a href="#">Academic Program Review (APR) Guidelines</a>.</p> <p><a href="#">Academic Assessment Report, 2016-2017</a></p>
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	1, 3, 4, 5, 6	<p><a href="#">PMP York College Strategic Goals and Targets for AY 2017 – 2018</a></p> <p>CUNY <a href="#">Performance Management Process (PMP)</a></p> <p><a href="#">Outcomes Assessment Plan 2009 - 2012 Final Report.pdf</a></p> <p><a href="#">Academic Program Review (APR) Guidelines 2009</a></p> <p>The <a href="#">Outcomes Assessment Plan 2009 - 2012 Final Report.pdf</a></p> <p>(<a href="#">APR Schedule/Accreditation-Cycle by Schools</a>)</p> <p><a href="#">Academic Program Review Library 2012-2016</a></p> <p><a href="#">Action Plan Department of English 2016 which was completed as part of the APR for the Department of English Spring 2016</a></p> <p><a href="#">HSPP strategic plan 2012 to 2017</a>.</p> <p><a href="#">Strategic Plan School of Arts and Sciences 2014-2017</a></p> <p>(<a href="#">CUE Report York College for 2016-2017</a>)</p> <p><a href="#">CUNY Strategic Framework</a></p> <p><a href="#">CUE Report York College 2015-2016</a> and the <a href="#">CUE Report York College 2016-2017</a></p> <p><a href="#">IT Infrastructure and Major Upgrades 2014 -</a></p>

		<p><a href="#">2018</a></p> <p><a href="#">IT Resource Utilization Sample Reports</a></p> <p>College’s Strategic Plan and the alignment of the annual <a href="#">PMP</a> goals</p> <p>Senate Planning and Resource Committee established by the <a href="#">York College Charter</a></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><b>6</b></p>	<p>from FY 2012 through FY 2016, <a href="#">Financial Plan Compact Summary</a>.</p> <p><a href="#">York College Budget Allocation</a>.</p> <p>The Foundation is governed by a <a href="#">Board of Trustees</a></p> <p><a href="#">GRTI 20 York College- Award Letter</a></p> <p><a href="#">Standard Operating Procedures for Continuing Education</a></p> <p><a href="#">York College Auxiliary Enterprises Corporation Financial Statements 2016</a></p> <p><a href="#">York College Auxiliary Enterprises Corporation Financial Statements 2017</a></p> <p><a href="#">York College Child and Family Center, Inc. Financial Statements 2016</a></p> <p><a href="#">York College Child and Family Center, Inc. Financial Statements 2017</a></p> <p><a href="#">York College Foundation Financial Statements 2016</a></p> <p><a href="#">York College Foundation Financial Statements 2017</a></p> <p><a href="#">York College Foundation Auditors' Communication Sep 2017</a></p> <p><a href="#">York College Association, Inc. Financial Statements 2016</a></p>

		<a href="#">York College Association, Inc. Financial Statements 2017</a>  National Association of College & University Business Officers ( <a href="#">NACUBO</a> ).
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 being carried out.	7	<a href="#">CUNY Bylaws</a> , <a href="#">CUNY Manual of General Policy</a> , and <a href="#">CUNY Organizational Charts</a> <a href="#">York College Charter</a> , <a href="#">York College Master Plan Amendment 2011</a>
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 officer shall not serve as the chair of the governing body.	7	<a href="#">CUNY Conflict of Interest Policy</a> <a href="#">organizational charts</a> <a href="#">CUNY HR Code of Practice</a> <a href="#">President's Cabinet Meeting Agenda</a> <a href="#">CUNY Executive Compensation Plan (ECP) Report</a>
14. The institution and its governing body/bodies 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 comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status,	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	<b>Please see Appendix <a href="#">Verification of Compliance with Accreditation-Relevant Federal Regulations</a></b>

<p>and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>		
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<p>3</p>	<p><a href="#">Faculty Handbook</a>, p. 37)  (<a href="#">Faculty Handbook</a>, pp. 52-54)  <a href="#">Academic Program Review (APR) Guidelines</a>.  <a href="#">Affirmative Action Plan</a>  <a href="#">CUNY Student Experience Survey</a> (2016)  <a href="#">PSC CUNY Professional Evaluation (Article 18)</a>  <a href="https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/p-b-information/online-actions-grid/view">https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/p-b-information/online-actions-grid/view</a>  <a href="#">Guidelines on Reappointment, Tenure, and Promotion</a>.  <a href="#">Memorandum of Evaluation for (Teaching Faculty)</a>  <a href="#">Performance Management Memorandum for CLTs</a></p>

## 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><a href="#">Charting a Course for the Future of York College, 2010 - 2020.</a></p> <p>Current Strategic Planning <a href="#">Committee</a></p> <p>The formula for membership is on the second page of the Strategic Planning <a href="#">Committee</a> link.</p> <p>(<a href="#">CUNY Master Plan, 2016-2020</a>, p. 9)</p> <p>The York College <a href="#">mission statement</a></p> <p>Institutional Action Planning for 2010 was <a href="#">updated in December 2017</a></p> <p>The PMP <a href="#">process and purpose</a> are described on the CUNY website</p> <p>CUNY has developed the <a href="#">Strategic Framework</a> presented in AY 2016-2017</p> <p>Performance Management Process (PMP) report, <a href="#">several years</a></p> <p>see <a href="#">History of York College, CUNY</a></p> <p>President Keizs was an active member of the Local Planning Committee of the <a href="#">DOWNTOWN JAMAICA project</a></p> <p><a href="#">Community Engagements</a> flyers</p> <p>One example of faculty initiatives with the external community is the <a href="#">Collaborative Research Group on Health Policy and Promotion</a></p> <p>The mission statement and goals are published in the York <a href="#">College Bulletin</a>, the <a href="#">Student Handbook</a> (p. 4), the <a href="#">Faculty Handbook</a> (pp. 15-16),</p> <p><a href="#">Budget Submission Template FY 18</a></p> <p><a href="#">York College Charter</a>)</p> <p>Some examples of academic department mission statements webpages of the <a href="#">English Department mission</a>, <a href="#">Political Science mission</a>, <a href="#">Department of Performing and Fine Arts mission</a>.</p>

	<p><a href="#">(Phase 1 Program assessment template)</a></p> <p><a href="#">(Phase 2 Program assessment template)</a></p> <p><a href="#">Prof 101 Series</a></p> <p>The <a href="#">Prof 201 Series</a></p>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p><a href="#">Veterans Center</a>; expanded student club offerings, for instance a <a href="#">Sexuality and Gender Acceptance Club (SAGA)</a>; increased Library holdings to keep up with new curricular needs (<a href="#">Library Annual Report</a>)</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>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>PMP. The first report submitted in August, shows York College's progress on <a href="#">annual goals for 2016-2017</a></p> <p>The second report, submitted in September contains York's goals for the current academic year, <a href="#">PMP York College Strategic Goals and Targets for AY 2017 – 2018</a></p> <p>A report was developed in 2016, <a href="#">York College (Strategic Goal Analysis)</a> that outlined the results of the group discussions</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>
<p>1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.</p>	<p>Many policies discussed below may be found at the College's <a href="#">Office of Legal Affairs and Labor Relations</a>, the College's <a href="#">Office of Human Resources</a>, or at the <a href="#">Diversity and Compliance Office</a> web pages.</p> <p>in the <a href="#">Manual of General Policy</a> (Article 1.02)</p> <p><a href="#">York College Faculty Handbook</a> (Chapter 2).</p> <p><i>Respect for intellectual property</i> is addressed in the <a href="#">Manual of General Policy</a> (Articles 6.05 and 4.01-4.4),</p> <p>the <a href="#">CUNY computer resources policy</a></p> <p>the <a href="#">York College Faculty Handbook</a> (Chapter 3).</p> <p>to <i>freedom of inquiry</i> in the <a href="#">CUNY computer resources policy</a></p> <p><a href="#">CUNY Policy on Freedom of Expression</a>.</p> <p>with student rights policies, outlined in the <a href="#">Student Handbook</a> (pp. 30-31),</p> <p>the <a href="#">York College Academic Integrity Policy</a></p> <p><a href="#">CUNY Academic Integrity Policy</a></p> <p>disciplinary action/sanctions, including suspension from the York College and are outlined in the <a href="#">procedures and forms</a></p> <p>academic dishonesty outlined on the <a href="#">Faculty Report Form</a></p> <p>York College has adopted numerous policies governing faculty <a href="#">research-compliance</a></p>
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<p><a href="#">The Faculty Diversity Strategic Plan</a></p> <p>adheres to and enforces CUNY's <a href="#">Title IX Policy</a></p> <p>CUNY policy on equal opportunity and nondiscrimination as evidenced through its <a href="#">Affirmative</a></p>

	<p><a href="#">Action Plan</a></p> <p>(See <a href="#">Title IX York College 2017-2018 Mandatory Title IX Employee Training Schedule</a> and <a href="#">Title IX York College 2017-2018 Mandatory Employee Training</a>).</p> <p>41 <a href="#">student clubs and organizations</a></p>
<p>3.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>York College community have access via CUNY to the <a href="#">grievance and complaint procedures</a></p> <p>the <a href="#">PSC-CUNY Contract</a></p> <p><a href="#">CUNY Blue Collar Contract</a></p> <p><a href="#">CUNY White Collar Contract</a></p> <p>and <a href="#">other agreements</a></p> <p>see the <a href="#">CUNY Legal Affairs Policies and Procedures</a></p> <p>York College’s <a href="#">Office of Legal Affairs and Labor Relations</a></p> <p>see <a href="#">Noel Levitz 2015 survey</a> item #71.)</p>
<p>4.The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<p><a href="#">CUNY Conflict of Interest Policy</a>: “The University shall provide and require training of Investigators and College Conflicts Officers in accordance with any such laws and regulations” (p. 13, sec. 4.9)</p> <p>Policy on Financial Conflicts of Interest, is directed; the Conflicts Committee (<a href="#">Conflicts Committee members</a>)</p>
<p>5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>York College hiring, employment, and promotion policies, appeals processes, labor contracts, codes of practice, and employee rights. For a more extensive listing, see the College’s <a href="#">Human Resources</a></p> <p>York College <a href="#">Affirmative Action Plan</a></p> <p>Examples of supporting documentation includes: <a href="#">the President’s annual letter</a>; <a href="#">Employment Search Processes</a>; Annual evaluation process—guidelines</p>

	and in-house trainings for review of <a href="#">Higher Education Officers Evaluation form</a> .
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	The <a href="#">Office of Marketing and Communications</a> (OMC) York College's <a href="#">Institutional Advancement Web page</a> the student newspaper, <a href="#">Pandora's Box</a> , and the <a href="#">York College Radio</a>
7. As appropriate to mission, services or programs in place: a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	These functions are primarily achieved through the offices of the <a href="#">Bursar</a> , <a href="#">Counseling</a> , <a href="#">Financial Aid</a> , and <a href="#">Scholarships</a>  College's <a href="#">Consumer Information Page</a>  York College is recognized as one of the most affordable senior colleges in the nation, and is listed as the " <a href="#">US college with the lowest student debt in 2013</a> ".  <a href="#">Scholarship Center</a>
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies.	<a href="#">Consumer Information page</a> , which reports data regarding: <ul style="list-style-type: none"> <li>• <a href="#">Full-Time Freshmen Retention Rates By Gender</a></li> <li>• <a href="#">Full-Time Freshmen Retention Rates by Race/Ethnicity</a></li> <li>• <a href="#">Four Year Graduation Rates by Gender, Fall 2012 Cohort</a></li> <li>• <a href="#">Six Year Graduation Rates by Gender, Fall 2010 Cohort</a></li> <li>• <a href="#">Four Year Graduation Rates by Race/Ethnicity, Fall 2012 Cohort</a></li> <li>• <a href="#">Six Year Graduation Rates by Race/Ethnicity, Fall 2010 Cohort</a></li> <li>• <a href="#">Job Placement for Graduates</a></li> </ul> Federal reporting requirements through issuance of the <a href="#">VETS 4212</a> (formerly VETS 100) the <a href="#">2017 Annual Security Report</a>

	<p><a href="#">IPEDS Report (Integrated Postsecondary Education Data System) fall 2016.</a></p> <p>see <a href="#">substantive change</a>)</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>New York State Joint Commission on Public Ethics (<a href="#">JCOPE</a>),</p> <p>see <a href="#">NY Executive Law §94</a></p> <p><a href="http://www.jcope.ny.gov/about/ethc/19%20NYCRR%20Part%20930-Honoraria%20(Final%20Rule).pdf">http://www.jcope.ny.gov/about/ethc/19%20NYCRR%20Part%20930-Honoraria%20(Final%20Rule).pdf</a></p> <p>see <a href="#">19 NYCRR Part 930</a>);</p> <p>(see <a href="#">19 NYCRR Part 932</a></p> <p>see <a href="#">19 NYCRR 933</a></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><a href="#">Pathways General Education Requirements, Bulletin</a>  <a href="#">(Pathways to Degree Completion)</a>. opportunities for experiential learning and seminars that promote synthesis of learning and the offerings are consistent with the <a href="#">mission</a> of the College</p> <p>York College’s <a href="#">Continuing and Professional Education Program</a></p>
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</li> <li>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</li> <li>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,</li> </ul>	<p>Results of student ratings are, by policy, required to be included in the annual performance review (<a href="#">Faculty Handbook</a>, p. 37).</p> <p>peer review of teaching using the Classroom Observation Report (<a href="#">Faculty Handbook</a>, pp. 52-54</p> <p>the <a href="#">Academic Program Review (APR) Guidelines</a></p> <p>Searches to fill full-time instructional staff lines including faculty in all areas and College Laboratory Technicians conform to the procedures implemented by the <a href="#">Affirmative Action Plan</a></p> <p><a href="#">Self Study 2008</a> (p. 62)</p> <p><a href="#">CUNY Student Experience Survey</a> (2016)</p> <p><a href="#">Prof 101: New Faculty Professional Development Seminar</a></p> <p>The <a href="#">Prof 201 Series</a></p> <p><a href="#">CTLET By the Numbers</a></p> <p><a href="#">CUNY PMP Student Data Book (Accountability Metrics)</a></p> <p>in <a href="#">PSC CUNY Professional Evaluation (Article 18) Guidelines on Reappointment, Tenure, and Promotion</a></p> <p><a href="#">Memorandum of Evaluation for (Teaching Faculty)</a>,</p> <p><a href="#">Performance Management Memorandum for CLTs</a></p> <p><a href="#">Faculty Handbook</a></p>

<p>policies, and procedures.</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 expected time to completion.</p>	<p>Undergraduate Bulletins  <a href="https://www.york.cuny.edu/old-bulletin/2017-2018-bulletin-undergraduate">https://www.york.cuny.edu/old-bulletin/2017-2018-bulletin-undergraduate</a></p> <p>Graduate Bulletin <a href="https://www.york.cuny.edu/old-bulletin/2016-2017-graduate-bulletin">https://www.york.cuny.edu/old-bulletin/2016-2017-graduate-bulletin</a></p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>(<a href="#">Online/Hybrid Course Information</a>).</p> <p>The College has also used <a href="#">Technology Fee Budgets</a> to install “smart classroom” technology</p> <p>Data from the Noel Levitz Survey Report Spring 2013-2015, published under the Office of <a href="#">Institutional Research</a></p> <p>York’s <a href="#">Collaborative Learning Center</a></p> <p>the <a href="#">Counseling Center</a></p> <p><a href="#">Career Services</a></p> <p>the <a href="#">CUNY Service Corps program</a></p> <p><a href="#">York Vision</a></p> <p><a href="#">Summer Research Program</a></p> <p><a href="#">York Honors Program</a></p> <p><a href="#">CUNY Pipeline Program</a></p> <p><a href="#">Jump Start Program</a>.</p> <p>College’s <a href="#">Study Away/Study Abroad Programs</a></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>	<p><a href="#">York Mission and Vision</a></p> <p><a href="#">Pathways to Degree Completion</a></p> <p><a href="#">Writing Across the Curriculum (WAC)</a></p> <p><a href="#">Collaborative Learning Center</a></p> <p><a href="#">Pandora's Box</a></p> <p><a href="#">First-Year Experience</a></p> <p>York's <a href="#">Summer Research Program</a>.</p>
<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>the Graduate <a href="#">Bulletin</a></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>NA</p>

8. Periodic assessment of the programs providing student learning opportunities.

[Performance Management Process](#)

[YC Self Study Report 2008](#)

[Academic Program Review \(APR\) Guidelines 2009](#)

[Academic Program Review \(APR\) Guidelines 2017](#)

[Outcomes Assessment Plan 2009 - 2012 Final Report.pdf](#)

[\(APR Schedule/Accreditation-Cycle by Schools\)](#).

[Foundations of Excellence \(FoE\) Self-Study Final Report Fall 2013](#)

## 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>
<p>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:</p> <p style="margin-left: 20px;">a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment,</p>	<p>Prospective students apply to York College through a <a href="#">universal on-line CUNY application form</a></p> <p>the <a href="#">CUNY Assessment Test</a> (CAT)</p> <p>New York Regents 5 of the standardized tests for high school students ( <a href="http://www.nysedregents.org/">http://www.nysedregents.org/</a>)</p> <p>Potential <a href="#">first year students</a> are directed to a step-by-step</p>

<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>admission information page.</p> <p><a href="#">admission review process for transfer applicants</a></p> <p><a href="#">International Students</a></p> <p>online Bulletin provides <a href="#">other expenses</a> associated with attending York College</p> <p>of <a href="#">living expenses</a></p> <p>the <a href="#">Consumer Information</a> website</p> <p>the <a href="#">Financial Aid Office's webpage</a></p> <p><a href="#">Federal Satisfactory Academic Progress (SAP) Bulletin.</a></p> <p><a href="#">FAFSA (Free Application for Federal Student Aid) Filing Workshops</a></p> <p><a href="#">Federal Work Study (FWS)</a></p> <p><a href="#">loan recipients</a></p> <p>Percy E. Sutton Search for Education, Elevation, and Knowledge (<a href="#">SEEK</a>) Program</p> <p>two <a href="#">TRIO</a> programs—Student Support Services (SSS) and York Enrichment Services (YES)</p> <p>the SEEK program meet more flexible <a href="#">admission criteria</a></p> <p>First-year students entering SEEK must attend summer immersion programs where they are exposed to <a href="#">experiences that will help them adjust to college life</a></p> <p>TRIO program for <a href="#">Student Support Services</a></p> <p>The TRIO program for <a href="#">York Enrichment Services</a></p> <p>The <a href="#">English as a Second Language</a> program</p> <p><a href="#">New Student Orientation Program</a></p> <p><a href="#">(CUNY Student Experience Survey 2014 Final Report)</a>,</p> <p><a href="#">Cardinal Guidebook</a></p>
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	<p><b><u>Academic Advisement</u></b></p> <p>the Social Work Department through the <a href="#">S.W.E.E.T. Club</a></p> <p><a href="#">SES Surveys</a></p> <p><b><u>Career Services</u></b></p> <p>maintains an internship and job management information/referral system called <a href="#">Simplicity</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="#">Pathways Initiative</a></p> <p><a href="#">Common Core</a></p> <p><a href="#">College Option</a></p> <p><a href="#">popular majors</a></p> <p><a href="#">transfer articulation agreements</a></p>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>York College has policies and procedures for the safe and secure maintenance and appropriate release of student information and records; and the <a href="#">College</a> and the <a href="#">University</a> locate this information on their secure websites</p> <p><a href="#">security policies</a></p> <p><a href="#">New York State Information Technology Standard</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="#">CUNY Fiscal Accountability Handbook</a></p> <p><a href="#">NCAA Division III</a></p> <p><a href="#">CUNY Athletic Conference</a></p> <p><a href="#">newsletter</a></p>

	<p>Office of <a href="#">Student Activities</a></p> <p><a href="#">Student Government Association (SGA)</a></p> <p>41 student <a href="#">clubs and organizations</a>, <a href="#">game room</a>, and <a href="#">YCRadio Station</a></p> <p><a href="#">Child and Family Childcare Center</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>N/A</p>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p><a href="#">Division of Student Development</a></p> <p><a href="#">Student Development End of Year Reports 2015</a></p> <p><a href="#">Student Development End of Year Reports 2016</a></p> <p><a href="#">Student Development End of Year Reports 2017</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>	<p>see <a href="#">template for Program Assessment, Part 1</a>  <a href="#">template for Program Assessment, Part 2</a>)  <a href="#">Academic Assessment Report, 2016-2017.</a></p>
<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>	<p><a href="#">Senate Meeting Minutes March 22, 2011,</a></p> <p><a href="#">Office of Institutional Effectiveness activity between 1992 and 2006.</a></p> <p><a href="#">Assessment Plan 2006-2009,</a></p> <p>the <a href="#">Outcomes Assessment Plan 2009 - 2012 Final Report.pdf</a></p> <p><a href="#">Academic Assessment Report, 2016-2017.</a></p>
<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> <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</li> </ol>	<p><a href="#">Academic Program Review Library 2012-2016</a></p> <p><a href="#">APR Department of Behavioral Sciences Spring 2013</a></p> <p><a href="#">Action Plan Department of English 2016</a></p> <p><a href="#">Department of English Spring 2016.</a></p> <p><a href="#">HSPP strategic plan 2012 to 2017</a></p> <p>the HSPP plan of 2012-2017, conducted a program evaluation that looked at the strengths, weaknesses, opportunities and challenges of the program, the <a href="#">results of which</a></p> <p><a href="#">Strategic Plan School of Arts and Sciences 2014-2017</a></p>

<p>provision of academic programs and services;</p> <p>f. informing appropriate constituents about the institution and its programs;</p> <p>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</p> <p>h. implementing other processes and procedures designed to improve educational programs and services.</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>NA</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p><a href="#">(CUE Report York College for 2016-2017)</a></p> <p><a href="#">Student Development End of Year Reports 2015; Student Development End of Year Reports 2016; and Student Development End of Year Reports 2017.</a></p> <p><a href="#">Academic Program Review (APR) Guidelines (2009)</a></p> <p><a href="#">Academic Assessment Report, 2016-2017</a></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>
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.	<a href="#">Year-End Report on Metrics and Goals for the PMP</a>
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	the <a href="#">University Budget Office (UBO)</a>
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.	<a href="#">York College Budget and Planning Office (Budget Office)</a> <a href="#">(FY18 Budget Template)</a> . <a href="#">CUE Report York College 2015-2016</a> and the <a href="#">CUE Report York College 2016-2017</a> . <a href="#">York College Charter</a> <a href="#">York College FY 2017 Update</a>
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.	<a href="#">Financial Plan Compact Summary</a> , <a href="#">York College Budget Allocation</a> . The Foundation is governed by a <a href="#">Board of Trustees</a> <a href="#">GRTI 20 York College- Award Letter</a> CUNY <a href="#">Standard Operating Procedures for Continuing Education</a>
5. Clear assignment of responsibility and accountability.	<a href="#">PMP</a> goals
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.	<a href="#">York College In-House Project Planning</a>  (RESO-A projects)  <a href="#">Sustainability Plan</a> .  <a href="#">Recycling Activity</a>

	<p><a href="#">Five-Year CIP</a> as developed by the Office of Facilities Planning, Construction, and Management</p> <p><a href="#">York College Critical Maintenance Projects</a></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>An annual independent audit is conducted to confirm financial viability with evidence of follow-up on concerns cited in the accompanying management letter. The last two years of audit reports and management letters include the</p> <p><a href="#">York College Auxiliary Enterprises Corporation Financial Statements 2016</a>  <a href="#">York College Auxiliary Enterprises Corporation Financial Statements 2017</a></p> <p><a href="#">York College Child and Family Center, Inc. Financial Statements 2016</a>  <a href="#">York College Child and Family Center, Inc. Financial Statements 2017</a></p> <p><a href="#">York College Foundation Financial Statements 2016</a>  <a href="#">York College Foundation Financial Statements 2017</a>  <a href="#">York College Foundation Auditors' Communication Sep 2017</a></p> <p><a href="#">York College Association, Inc. Financial Statements 2016</a>  <a href="#">York College Association, Inc. Financial Statements 2017</a></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><a href="#">(NACUBO)</a></p> <p><a href="#">York College Charter</a> (see Section 6.1)</p>
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>Annual PMP process, <a href="#">PMP</a></p> <p>Coordinated Education Reports <a href="#">CUE Report York College 2015-2016</a> and the <a href="#">CUE Report York College 2016-2017</a>,</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>
<p>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.</p>	<p><a href="#">CUNY Bylaws</a></p> <p><a href="#">York College Charter</a></p> <p><a href="#">CUNY Manual of General Policy,</a></p> <p><a href="#">CUNY Organizational Charts</a></p> <p><a href="#">CUNY Conflict of Interest Policy</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 individual members interferes in the day-to-day operations of the institution;</li> <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> </ul>	<p><a href="#">CUNY Bylaws</a></p> <p><a href="#">York College Charter,</a></p> <p><a href="#">Charter</a>, Article IV, Section 7, (Executive Board)).</p> <p><a href="#">(PSC-CUNY Contract).</a></p>



<ul style="list-style-type: none"> <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 forth in its mission;</li> <li>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.</li> </ul>	<p>College President is appointed by, evaluated by, and reports to the CUNY Chancellor and Board of Trustees (<a href="#">CUNY Bylaws</a>).</p> <p><a href="#">York College Master Plan Amendment 2011</a></p> <p><a href="#">CUNY HR Code of Practice</a></p> <p><a href="#">President's Cabinet Meeting Agenda</a>)</p> <p><a href="#">Chat with the President</a></p>
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> <li>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</li> <li>b. an appropriate size and with relevant</li> </ul>	<p><a href="#">organizational charts</a></p> <p>. CUNYfirst has codified <a href="#">job titles, descriptions, and qualifications</a> across the University</p>

<p>experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <ul style="list-style-type: none"> <li>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</li> <li>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</li> <li>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</li> <li>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</li> </ul>	
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p><a href="#"><u>CUNY Executive Compensation Plan (ECP) Report.</u></a> <a href="#"><u>job titles, descriptions, and qualifications</u></a></p>