York College of The City University of New York

Decennial Self-Study for the Middle States Commission on Higher Education

January 2018
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<td>AACSB</td>
<td>Association to Advance Collegiate Schools of Business</td>
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<tr>
<td>AC</td>
<td>Academic Core Building</td>
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<tr>
<td>ACBSP</td>
<td>Accreditation Council for Business and Schools Program</td>
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<td>ACEN</td>
<td>Accreditation Commission for Education in Nursing</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>AEC</td>
<td>Auxiliary Enterprises Corporation</td>
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<td>AOTA</td>
<td>Accreditation Council for Occupational Therapy Education</td>
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<td>APR</td>
<td>Academic Program Review</td>
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<td>ARC-PA</td>
<td>Accreditation Review Commission on Education for the Physician Assistant</td>
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<td>AVCC</td>
<td>Academic Village and Conference Center</td>
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<td>Council for the Accreditation of Educator Preparation</td>
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<td>Chief Academic Officer</td>
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<td>CAT</td>
<td>CUNY Assessment Test</td>
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<td>CCAPS</td>
<td>Counseling Center Assessment of Psychological Symptoms</td>
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<td>CETL</td>
<td>Center for Excellence in Teaching and Learning</td>
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<td>CIP</td>
<td>Capital Improvement Plan (York College)</td>
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<td>Collaborative Learning Center</td>
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<td>CLEP</td>
<td>College Level Examination Program</td>
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<td>Collaborative on Academic Careers in Higher Education</td>
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<td>FoE</td>
<td>Foundations of Excellence Self-Study</td>
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<td>FPCM</td>
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<td>Abbreviation</td>
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<td>FTEs</td>
<td>Full Time Equivalent</td>
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<td>Information Technology</td>
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<td>NACUBO</td>
<td>National Association of College and University Business Officers</td>
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<td>NBCOT</td>
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<td>NCAA</td>
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<td>NIH</td>
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<td>National Science Foundation</td>
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<td>National Survey of Student Engagement</td>
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<td>NYCCRN</td>
<td>New York Codes, Rules and Regulations</td>
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<td>OIESP</td>
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<td>OIRA</td>
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<td>R&amp;D</td>
<td>Research &amp; Development</td>
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<td>RESO-A</td>
<td>Resolution “A” (NYC Borough Capital Investment Grant Program)</td>
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<td>RF-CUNY</td>
<td>Research Foundation of CUNY</td>
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<td>SAAC</td>
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<td>Sexuality and Gender Acceptance Club</td>
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<td>SAP</td>
<td>Satisfactory Academic Progress</td>
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<td>Scholastic Aptitude Test</td>
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<td>SBDC</td>
<td>Small Business Development Center</td>
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<td>SD</td>
<td>Student Development</td>
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<td>SEEK</td>
<td>Percy E. Sutton Search for Education, Elevation and Knowledge</td>
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<td>SES</td>
<td>Student Experience Survey</td>
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<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>SETE</td>
<td>Student Evaluation of Teaching Effectiveness</td>
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<td>School of Health Sciences &amp; Professional Programs</td>
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<td>Strengths, Weaknesses, Opportunities and Threats</td>
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<td>YES</td>
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Executive Summary

York College/CUNY, in preparation for its 2018 accreditation visit, began a comprehensive Self-Study in the fall semester 2015 which has produced the document that follows. Eight (8) working groups were established, comprised of over seventy (70) faculty, staff, and administrators from across the disciplines and service areas of the five (5) divisions of the College. The Working Groups were organized by the seven (7) standards in the 13th edition of the Standards for Accreditation and Requirements for Affiliation, while the eighth working group focused on the Verification of Compliance document. Student input was gathered through several methods including surveys, interviews and town hall meetings. Finally, the comprehensive manner through which the Self-Study was conducted and the recommendations developed complete this Executive Summary.

About York College
York College, a senior institution of The City University of New York (CUNY), was established in 1966 and granted initial accreditation by the Middle States Commission of Colleges and Schools in 1967. Alpha College, as York College was first called, was envisioned as a liberal arts and sciences institution to provide a first rate education to elite CUNY students and located as a residential campus in Fort Totten on the northern shore of Queens County. Within a few years of its founding, the College’s mission was radically altered, influenced by the political realities of the 1960s and the financial crisis of the 1970s. York College’s very existence was jeopardized, but through its efforts and that of the local community leaders, it became not only CUNY’s baccalaureate institution serving the Southeast Queens community, but also became a cornerstone for urban renewal in this area.

In the fifty years since its inception, York College has become an academic magnet providing opportunities for teaching and learning across multiple disciplines conducted by highly qualified faculty. During the first fifty years, York College has expanded the educational opportunities for students by establishing a physical campus, broadening curricular offerings in the liberal arts and sciences, business, teacher education, social work and the health professions. Today, York offers over sixty-five undergraduate majors and three graduate degrees at the Master’s level in Physician’s Assistant, Pharmaceutical Science and Business, and Occupational Therapy (BS/MS). By 2020, the Master’s degree offerings will grow by an additional four: Clinical Trials, Social Work, Nursing, and Business.

With an exceptionally diverse student population of more than 8,000, York students hail from approximately one hundred twenty-five different countries of birth and speak more than eighty native languages. More than 82% of the student population represents various minority groups (Black, Latino/Hispanic, Asian/Pacific Islander, Native American, Jewish, Eastern Europeans and others). Almost half of the students are foreign born. The majority of the students will be the first in their families to earn a college degree.

Since 2008, the story of York has been a story of stability and growth. York has enjoyed strong support from important stakeholders including the CUNY Chancellery and Trustees. This has led to programmatic expansion of our offerings at both undergraduate and graduate levels, renewal of faculty through the hiring of new faculty and reengagement of veterans and the enrollment...
growth of a student body whose academic preparedness is the right fit for successful engagement in the York College classroom. During this time, York has renewed its Master Plan, the last one was done in 1996, gaining approval from the Board of Trustees in 2011 (and a small down payment from the State of $30m) for the building of the Academic Village and Conference Center (AVCC), a 162,988 square foot, nine-story facility that will be anchored by the Business School and that will provide a new front door to the College: the Admissions Office, the Financial Aid Office, Office of the Registrar and Bursar and, as well, is designed to provide affinity spaces for Student Government and other Student Clubs. Our Strategic Plan, completed in 2010, embraced a new mission, vision, values and goals and a 2015 revision of the College Charter (1986) has strengthened our shared governance by introducing new committees, for example, Resources and Governance. With the establishment of an Office of Institutional Effectiveness, York continues to build on the culture of planning and assessment.

The Self-Study Process
The Self-Study process at York College began in January 2015 when President Marcia V. Keizs, in consultation with the Cabinet and other key members of the campus, appointed eight individuals to serve on the Steering Committee. The members of the Steering Committee were selected to represent experienced faculty from across disciplines, some of whom had served as chairpersons of academic departments as well as administrators, new and experienced who were engaged at the leadership level of the institution.

The first meeting of the Steering Committee occurred in March 2015. Each member became responsible for leading a Working Group for each Standard and the Verification of Compliance Report. Each Working Group was also responsible for addressing the requirements of Affiliation in their standard report. Over seventy people—comprised of faculty, administrators, and staff—were assigned into the Working Groups. The complete roster of Working Group members is in the Self-Study Design Document, pages 7-12, with the Self-Study timeline on pages 27-28. The previous YC Self Study Report 2008 and the last YC Periodic Review Report (PRR2013) are added here for reference.

The college community was kept informed of the Self-Study through Fall Convocation, College Symposium in the Spring, periodic electronic updates, the Academic Affairs Update, the College Personnel and Budget meetings, Faculty and Student Caucus meetings, as well as Town Hall meetings. Members of the Executive Committee participated in multiple training sessions conducted by Middle States Committee on Higher Education.

Intended Outcomes of the Self-Study
York College views the self-study accreditation process as more than just an opportunity to demonstrate that York College meets the criteria for accreditation status; we see it as an integral and required part of a continuous improvement cycle. The following are the four priorities and expected outcomes of the Self-Study process:

- Demonstrating how York College meets the criteria for accreditation status;
- Engaging in an inclusive and transparent self-appraisal process culminating in actionable strategies for the continuous improvement of York College;
• Evaluating assessment practices of student learning outcomes within the academic units, evaluating the effectiveness of non-academic units, and identifying and recommending changes for improvement;
• Utilizing the outcomes of the Self-Study to improve and inform decision-making for the next Strategic Planning Cycle.

Each of the Working Groups gathered, analyzed, and prepared a preliminary report, including recommendations, to the Steering Committee of their respective standards. These reports were shared online with the college community whose feedback was included in the preparation of the final report. The findings and the recommendations for each of the seven Standards are summarized here.

**Standard I: Mission and Goals Recommendation**
The Working Group recognized the need for York College to renew its Strategic Planning efforts last conducted from 2008-2010 and to strengthen the structure of planning and assessment across the college.

Thus upon the close of the self-study, the Strategic Planning Committee will create and execute a plan to renew the mission statement, the vision statement, and the strategic goals. An Institutional Assessment Committee (IAC) will become a permanent subcommittee of the Strategic Planning Committee. The IAC charge will include, but be not limited to, assessing and incorporating assessment actions from the academic programs and non-academic units into a coherent and comprehensive set of plans to be reviewed periodically by the Strategic Planning Committee. The assessments will be recommended to the President to inform personnel and budget decisions as well as to make progress on strategic goals.

**Standard II: Ethics and Integrity Recommendation**
The Working Group recognized the need to utilize the available technological resources to streamline critical processes related to the dissemination of information regarding matters involving ethics and integrity; and the protocols and forms needed. This led to the following recommendation:

Supplement currently available resources to simplify the process by which faculty, staff and students may submit complaints, through development and greater access to user-friendly online and paper forms. Specifically improve accessibility to documents and reports related to data compilation and reporting through a more user-friendly, accessible page on the appropriate York College websites.

**Standard III: Design and Delivery of the Student Learning Experience Recommendations**
The Working Group concluded that York College has been highly productive in designing and delivering comprehensive and emerging programs for students and recommends:

Assuring investments in the hiring of the faculty in the General Education areas and increase funding support for faculty travel in pursuit of scholarly goals, beyond the contract formula and pursue and secure funding, possibly through philanthropy, to support the rich array of experiential learning programs to broaden student participation.
Standard IV: Support of the Student Experience Recommendations
The Working Group identified many improvements in support services for students implemented by York College since the last Self-Study. These recommendations for continuous improvements emerged:

Build on the success of the First Year Experience and extend these student-centered practices to a Second Year initiative to include intentional embedding of developmental programming like Career Services, Counseling Center functions to enhance retention beyond the second year;

Assess the effectiveness of the shared model of advisement including but not limited to: assessment of DegreeWorks; the impact on students who fail to gain acceptance to Health Professions programs; the impact on faculty workload;

Assess the professional programs’ capacity to meet York College student demand.

Standard V: Educational Effectiveness Assessment Recommendation
The Working Group recognized that the cycle of institutional effectiveness and assessment must be better coordinated and consolidated, so that the numerous assessment endeavors at the College have direct oversight. The result is the following recommendation:

Incorporate program assessment information into strategic planning by reconstituting the Outcome Assessment Committee into the Institutional Assessment Committee reporting to the Strategic Planning Committee. The IAC charge will include, but not be limited to, assessing the effectiveness of Pathways General Education, and incorporating assessment action from the academic programs and non-academic units into a coherent and comprehensive set of outcomes-based actions to be reviewed periodically by the Strategic Planning Committee and for recommendation to the decision makers.

Standard VI: Planning, Resources, and Institutional Improvement Recommendations
The Working Group recognized that given the finite resources available, the College must carefully evaluate how best to use these resources to better serve the mission of the College. This work involves determining which processes need to be updated to improve the current physical needs of the facilities and their maintenance, as well as the human resource needs; hence, the following recommendations:

Pursue opportunities to build the designed and approved Academic Village and Conference Center, and leverage York’s physical assets in a community undergoing rapid transformational development, to create new streams of revenue to support York’s core mission and long-term strategic objectives;

Complete the systematic process of assessment within each operational unit, develop action phases to guide the units in this work, and create a five-year Unit Review process;

Conduct a staffing/personnel audit across operational units to identify efficiencies, underutilization and gaps.
Standard VII: Governance, Leadership, and Administration Recommendations
The Working Group for this Standard observed that many of the goals the College had set for itself had been achieved in the area of governance and organizational structure for example, Charter Review and reorganization into Schools, and made the following recommendations:

Assess the School structure immediately upon completion of Middle States Self-Study to determine if the expected and any unexpected outcomes occurred, and by the year 2020 assess the implementation of the York College Charter.
Requirements of Affiliation

To be eligible for, to achieve, and to maintain accreditation from the Middle States Commission on Higher Education, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is verified, an institution then must demonstrate that it meets the standards for accreditation.

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.

Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

2. The institution is operational, with students actively pursuing its degree programs.

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.

4. The institution's representatives communicate with the Commission in English, both orally and in writing.

5. The institution complies with all applicable governmental (usually Federal and state) policies, regulations, and requirements.

6. The institution complies with applicable Commission, interregional, and interinstitutional policies. Those policies can be viewed on the Commission website, www.msche.org.

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.
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

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.

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.

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.

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.

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 ensures 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.

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 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 sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.
Chapter 0

Introduction

York College of The City University of New York (CUNY) is accredited by the Middle States Commission on Higher Education (MSCHE). At ten year intervals, the College prepares a detailed Self-Study to demonstrate compliance with the Commission’s standards and to develop recommendations for improvement. In this introductory section, we describe defining characteristics, trends, and recent developments at the College. We then outline the inclusive process by which the Self-Study was conducted and the accompanying recommendations were developed. The recommendations will become the basis for the next eight-year Strategic Plan to be developed at York College. The process will begin in 2018 with a completed Strategic Plan extending from 2020 through 2028.

0.1 The Institution

York College was established in 1966 as a liberal arts, bachelor’s degree granting college in an increasingly diverse, working class community; receiving initial accreditation by the Middle States Commission of Colleges and Schools in 1967. As stated in our mission, York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens. Since its inception, York College is dedicated to the mission of access to a transformative higher education experience.

The College has expanded its offerings to include programs in the health science and business fields and now offers master’s degrees to better serve our students and address the needs of the community. Serving nearly 8,500 students each semester in over 68 majors, York College is a gateway into higher education for Jamaica in the southeast section of the Borough of Queens, New York. The 50-acre urban campus plays a central role in the revitalization of the downtown area. As stated by Governor Andrew Cuomo, “Capitalizing on Jamaica’s higher education institutions, cultural cornerstones and diversity, we are transforming it into a magnet for opportunity...to attract private investment and generate economic activity for generations to come” is shown on this Link.

York College is one of 24 institutions in The City University of New York, which is one of two public higher education systems in the State. CUNY colleges are all in close proximity, allowing for ease of transfer and shared resources (Figure 1). The College is located at the center of a transportation hub making it accessible to commuter students throughout the boroughs of New York City, especially from Queens and Brooklyn.
The College is structured into five divisions (organizational charts) to serve its mission and students: Academic Affairs, Student Development, Administrative Affairs, Institutional Advancement, and the Office of the President. While the structuring of all the divisions, except Academic Affairs, has not changed since 2008, many offices have been added within divisions to address the changing needs of the students as well as the administration’s need to comply with Federal, State, and CUNY policies.

In 2009, York College underwent a change that reorganized the academic departments into three Schools: Arts and Sciences, Business and Information Systems, Health Sciences and Professional Programs. The change became necessary as the academic departments grew in number to facilitate professional program growth in all areas; to build internal programmatic coherence; to identify opportunities to raise funds; and, as well, for external branding of the institution. In 2014, after assessing the initial reorganization, the schools were further restructured to better cluster the accredited professional programs and highlight its liberal arts programs, especially those in STEM areas. The CUNY Board of Trustees Meeting Minutes June 2009 Section L.1, approved the initial change of the College structure; and in 2014, approved the restructuring (June 2014 Chancellor's University Report-Addendum).
0.2 The Students

Enrollment at York College has grown steadily since the last decennial Self-Study in 2008 with an increase of 9.8%, from 7,780 in 2008 to 8,511 in 2015. In the last 4 years, enrollment has stabilized with fall 2016 experiencing a slight drop in enrollment, by 151 students (8,360), less than 2%. This decrease was somewhat mitigated by the increase in the graduate student enrollment due to newly created master’s degree programs; Table 0.1 shows the last four years of student enrollment at York College.

Table 0.1: Student Headcount

<table>
<thead>
<tr>
<th>Headcount</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate Headcount</td>
<td>8,261</td>
<td>8,438</td>
<td>8,446</td>
<td>8,258</td>
</tr>
<tr>
<td>Total Graduate Headcount</td>
<td>46</td>
<td>55</td>
<td>65</td>
<td>102</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>8,307</td>
<td>8,493</td>
<td>8,511</td>
<td>8,360</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, York College

York College students speak eighty-seven (87) languages and come from over one hundred twenty (120) countries. The student body has changed slightly since 2008 reflecting the changes in the surrounding communities and in New York City as Queens is characterized by ever-changing immigrant populations and is the most international county in the United States. The percentages of ethnic Hispanic and Asian students, for example, have increased. Black students have always made up the largest percentage of the student body. Currently Black, non-Hispanic students remain the largest ethnic group making up 41% of the student body. Women remain the majority (65%) of the student body at York College. Table 0.2 shows a breakdown of race, ethnicity and gender for 2016.

Table 0.2: Student Body by Race, Ethnicity, and Gender

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>American Indian or Native Alaskan</td>
<td>79</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>2,331</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>3,453</td>
</tr>
<tr>
<td>Hispanic, Other</td>
<td>1,928</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>569</td>
</tr>
</tbody>
</table>
The first-time-in-college student population at York College numbered 971, 11% of the enrollment in fall 2016. In the fall 2016 semester alone, 853 students (10% of the enrollment) transferred into York College for the first time. The transfer population comes largely from CUNY community colleges and other 4-year colleges, the majority (85%) from the boroughs of Queens and Brooklyn.

In spring 2016, CUNY conducted the Student Experience Survey across all CUNY institutions. Over 1,000 York students participated in the survey and the results confirmed several characteristic about our students: 61% of York students come from households that earn less than $30,000 annually compared to 54% of CUNY senior institutions. Seventy-seven percent (77%) live with their parents or guardians compared to 69% of the other CUNY senior institutions. York students tend to study more, engage in extracurricular activities at a greater rate than other CUNY senior institutions, and 50% reported spending time in volunteer or family care activities.

While significant improvements have been made since the last Self-Study, retention and graduation remain major priorities for improvement. The CUNY Office of Institutional Research and Assessment (OIRA) publishes statistics in the CUNY Data Book, published annually, including a measure for graduation rates. At York College, the six-year graduation rate of baccalaureate full-time freshmen who completed York equals 30%. This number has been on the rise over the last 5 years.

<table>
<thead>
<tr>
<th>Percent freshmen retained the next fall</th>
<th>Fall 2006 Entrants</th>
<th>Fall 2007 Entrants</th>
<th>Fall 2008 Entrants</th>
<th>Fall 2009 Entrants</th>
<th>Fall 2010 Entrants</th>
<th>Fall 2011 Entrants</th>
<th>Fall 2012 Entrants</th>
<th>Fall 2013 Entrants</th>
<th>Fall 2014 Entrants</th>
<th>Fall 2015 Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>York College</td>
<td>70.9%</td>
<td>69.6%</td>
<td>75.1%</td>
<td>74.9%</td>
<td>77.8%</td>
<td>77.5%</td>
<td>74.1%</td>
<td>76.6%</td>
<td>73.8%</td>
<td>73.1%</td>
</tr>
</tbody>
</table>

Source CUNY Data Book
### Table 0.4: Six-year Graduation Rate of BA First-time Full-time Freshmen

<table>
<thead>
<tr>
<th>Percent Graduated by AY 2015-2016</th>
<th>Fall 2006 Entrants</th>
<th>Fall 2007 Entrants</th>
<th>Fall 2008 Entrants</th>
<th>Fall 2009 Entrants</th>
<th>Fall 2010 Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>York College</td>
<td>25.6%</td>
<td>26.2%</td>
<td>29.0%</td>
<td>26.7%</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

Source: CUNY Data Book

### 0.3 Faculty and Staff

The faculty and staff at York College are as diverse as the student population. York has 635 full-time and 300 part-time staff; and 210 full-time and 430 part-time faculty. Some highlights of this diversity include:

- Overall, 49.4% of the employees are women and 70% are minorities. Minority for this report is defined as non-White personnel;
- The category Executive/Administrator/Managerial includes personnel at the unit director level and above and this category makes up 12% of York personnel. In this category, 52.2% are women and 76.9% are minorities;
- Among the 210 faculty members, 48.5% are women and 44.2% are minorities;
- The Professional, Non-Faculty category consists of mid-level managers and Information Technology (IT) unit supervisors. Of the 128 (20%) personnel in this category, 62.7% are women and 84.1% are minorities;
- Because Italian-Americans are a designated affirmative action group at CUNY and York College has a special relationship with Italian-Americans in the City, York College also records the number of Italian-Americans in the faculty and staff headcount. Currently, the number of full-time faculty is 6%, which is slightly higher than the overall rate at CUNY.

The faculty at York College is accomplished, talented, and award-winning. Their commitment to teaching and research is tangible. Engaged in the classroom in a variety of pedagogy, they are committed to bringing their students into their research and creative endeavors.

At York, we are leaders within CUNY at recruiting, retaining and promoting diverse faculty as the table below demonstrates:

### Table 0.5: Diversity of Full-time Faculty

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>GENDER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty Rank</td>
<td>Asian</td>
</tr>
<tr>
<td>Full Professor</td>
<td>6 3 3 7 22 0 17 24 41</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>15 16 8 3 35 0 38 39 77</td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>8 10 3 2 26 0 22 27 49</td>
<td></td>
</tr>
</tbody>
</table>
This diverse faculty is committed to teaching, research and service. For instance, the Salk Scholar Winners of York College are a select group of students chosen from among the best science students in CUNY who are provided a stipend to attend medical school. Annually, about 10-12 Salk Fellows are named and since 2008, four York College students have been selected for this honor. Continuing the tradition established from our beginnings, these students conducted research in the laboratories of our world-class researchers in the sciences. York College has graduated exceptional students who have achieved medical degrees from a variety of public and private institutions. Faculty are leaders in all forms of scholarship including publishing and providing performance or visual experiences. Since 2013, York College faculty have authored nineteen books, published four musical compositions and films, staged numerous theatrical plays, and student and faculty art expositions at York and beyond. These accomplishments are enumerated in the Faculty Scholarship Report 2013-2017. The faculty has also garnered awards and fellowships, including three Fulbright Scholarships, and taken on leadership roles at the national and international levels in their professional organizations.

### 0.4 Recent Developments and Challenges

Several notable developments at York College in the past ten years illustrate the resiliency of the institution. President Marcia V. Keizs came to York College in 2005 providing needed stability at that time and has continued to provide strong leadership at the College, within CUNY, and in the greater Jamaica community. President Keizs provided the needed stewardship to enact the reorganization of the College into three Schools. This required the hiring of three deans to oversee the Schools. Additionally, as stated above and discussed in the chapters that follow, offices have been restructured and new ones created to better serve students and faculty. An important example is the Office of Institutional Effectiveness and Strategic Planning which was established in 2015, led by Dr. Mary Osborne, to better facilitate the institutional effectiveness cycle and related assessments. Further, the existing 1986 College Charter underwent a period of review from faculty, students, and administration and a new Charter was approved by the York College Senate and the CUNY Board of Trustees Meeting Minutes and enacted in June 2015.

In 2013, CUNY instituted a new general education curriculum entitled Pathways, designed to ease students’ transfer from community colleges to senior colleges, or between colleges, and thereby speed time to graduation. Also in 2013, York began participating in CUNYfirst, a new Enterprise Resource Planning (ERP) system based on Oracle’s PeopleSoft products introduced at CUNY in 2010. These developments at CUNY required concomitant initiatives at York College both with regard to curriculum and technology.
It was on the brink of these developments in spring 2013 that there was a change in the administration of York College requiring the hiring of a new Vice President and Provost for Academic Affairs as well as a new Dean for the School of Arts and Sciences. The transitions to the Pathways and CUNYfirst were unaffected thanks to the strength of President Keizs’ leadership and the team that she put in place to shepherd these initiatives.

0.5 Self-Study Process at York College

The Self-Study process at York College began in January 2015 when President Keizs, in consultation with the Cabinet and other key members of the campus, appointed eight individuals to serve on the Steering Committee to include a team of faculty leaders, top administrators, and personnel from the Office of Institutional Effectiveness and Strategic Planning. The Committee represented the five divisions of the College and included members who had previously been centrally involved in the 2008 Self-Study and/or the 2013 Periodic Review Report (PRR). It was decided that the Assistant Vice President for Institutional Effectiveness would co-chair the Self-Study with a faculty member, who had held numerous leadership roles at the College.

The members of the Steering Committee were:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Standard Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerard McNeil</td>
<td>Biology (Professor)</td>
<td>Co-Chair</td>
</tr>
<tr>
<td>Mary Osborne</td>
<td>Institutional Effectiveness (AVP)</td>
<td>Standard I and Co-Chair</td>
</tr>
<tr>
<td>Linda Barley</td>
<td>Health and Physical Ed (Professor and Dept. Chair)</td>
<td>Standard II</td>
</tr>
<tr>
<td>Debra Swoboda</td>
<td>Behavioral Sciences (Professor and Dept. Chair)</td>
<td>Standard III</td>
</tr>
<tr>
<td>Vincent Banrey</td>
<td>Student Development (VP Student Development)</td>
<td>Standard IV</td>
</tr>
<tr>
<td>Donna Chirico</td>
<td>Arts and Sciences (Dean)</td>
<td>Standard V</td>
</tr>
<tr>
<td>Cynthia Haller</td>
<td>English (Professor)</td>
<td>Standard V</td>
</tr>
<tr>
<td>Ismael Perez</td>
<td>Finance (AVP)</td>
<td>Standard VI</td>
</tr>
<tr>
<td>Margaret Ballantyne</td>
<td>Foreign Lang., ESL, Humanities (Professor)</td>
<td>Standard VII</td>
</tr>
<tr>
<td>Richard Stuckhardt</td>
<td>Institutional Research (Higher Educ. Assoc.)</td>
<td>Verification of Compliance</td>
</tr>
</tbody>
</table>

The first meeting of the Steering Committee occurred in March 2015. Each member became responsible for leading the Working Groups for each Standard and the Verification of Compliance Report. Each Working Group was also responsible for addressing the requirements of Affiliation in their Standard Report. Over 70 people—comprised of faculty, administrators, and staff—were assigned into the Working Groups. The complete roster of Working Group members is in the Self-Study Design Document pages 7-12, with the Self-Study timeline on pages 27-28.

The College developed a Blackboard site for the use of the Working Groups and to facilitate campus feedback. All individuals with York College email addresses have access to the system, though individual documents can have limited viewership as determined by their authors. Key documents, such as the Self-Study Design, the initial Documentation Roadmap, Working Group Reports, campus presentations, and MSChE publications are readily available on the site, and can be edited and commented on by multiple individuals. Each group maintained its own folder.
where dozens of supporting references are stored. When campus feedback was sought, students, faculty, and staff emailed their comments to the Self-Study co-chair.

The timeline of Self-Study activities at York College is below:

<table>
<thead>
<tr>
<th>York College Self-Study Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015</strong></td>
</tr>
<tr>
<td><strong>January</strong></td>
</tr>
<tr>
<td>President Keizs, and Dr. Osborne begin selection of Steering Committee members through discussions with members of the cabinet and other stakeholders</td>
</tr>
<tr>
<td><strong>March</strong></td>
</tr>
<tr>
<td>Selection of Steering Committee members finalized</td>
</tr>
<tr>
<td><strong>April - August</strong></td>
</tr>
<tr>
<td>Steering Committee begins meeting to select Working Group members; begin to formulate the Self-Study design; Middle States Resources site is created through the York College website to share materials</td>
</tr>
<tr>
<td><strong>September</strong></td>
</tr>
<tr>
<td>Introduction of Middle States Commission on Higher Education and the accreditation process to the campus at the Fall Convocation</td>
</tr>
<tr>
<td><strong>October</strong></td>
</tr>
<tr>
<td>Middle States Kick-Off for Steering Committee and Working Groups</td>
</tr>
<tr>
<td><strong>November</strong></td>
</tr>
<tr>
<td>Two Steering Committee members attend MSCHE Self-Study Institute</td>
</tr>
<tr>
<td><strong>December</strong></td>
</tr>
<tr>
<td>Preliminary Document Roadmap material collected for all Working Groups; Self-Study cohort attends December MSCHE conference</td>
</tr>
<tr>
<td><strong>2016</strong></td>
</tr>
<tr>
<td><strong>February</strong></td>
</tr>
<tr>
<td>Dr. Schwartz, Vice President at Queens College visits to discuss the new Standards and the experiences with the new process</td>
</tr>
<tr>
<td>Middle States and Assessment updates are provided at Spring Symposium</td>
</tr>
<tr>
<td><strong>Spring/Fall</strong></td>
</tr>
<tr>
<td>Steering Committee meets bi-monthly; Self-Study Design is prepared; Working Groups continue to meet and gather information for the Self-Study and add to the Document Roadmap</td>
</tr>
<tr>
<td>Date/Month</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>September</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>September</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>October</td>
</tr>
<tr>
<td>November 30-December 1</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>Spring/Summer</td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td>September</td>
</tr>
<tr>
<td></td>
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<tr>
<td>October</td>
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<tr>
<td>November</td>
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<tr>
<td>December</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>2018</td>
</tr>
<tr>
<td>January</td>
</tr>
<tr>
<td>March 11-14</td>
</tr>
</tbody>
</table>
0.6 Intended Outcomes of the Self-Study

York College views the Self-Study accreditation process as more than just an opportunity to demonstrate that York College meets the criteria for accreditation status; we see it as an integral and required part of a continuous improvement cycle. The following are the four (4) priorities and expected outcomes of the Self-Study process:

1. Demonstrating how York College meets the criteria for accreditation status;
2. Engaging in an inclusive and transparent self-appraisal process culminating in actionable strategies for the continuous improvement of York College;
3. Evaluating assessment practices of student learning outcomes within the academic units, evaluating the effectiveness of non-academic units, and identifying and recommending changes for improvement;
4. Utilizing the outcomes of the Self-Study to improve and inform decision-making for the next Strategic Planning Cycle.
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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
   a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
   b. address external as well as internal contexts and constituencies;
   c. are approved and supported by the governing body;
   d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
   e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
   f. are publicized and widely known by the institution's internal stakeholders;
   g. are periodically evaluated;

2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;

3. goals that 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; and

4. periodic assessment of mission and goals to ensure they are relevant and achievable.
Chapter 1

Standard I: Mission and Goals

This chapter discusses the inception, development, and maintenance (in the form of periodic updates) of the York College mission statement and strategic goals, how the academic programs and operational units link their mission statements to the institutional mission and in turn how their mission and goals are part of the resource allocation, planning and assessment processes at York College. Additionally, we chart progress on the goals, initiatives and actions related to our mission. This section sets the stage for the other sections of the self-study which provides description and analysis of how York executes its mission academically, operationally and in support of student success with longer range planning. The subsequent sections help illustrate how the efforts of individual units contribute to achieving the College’s overall mission and goals – academic, operational, and budgetary. This chapter fulfills the Requirements of Affiliation 7 &10.

1.1 Clearly Defined Mission and Goals (S1)

1.1.1 Mission Statement and Strategic Goals (s1c1a)

The York College mission statement was developed as a result of a two-year process, 2008-2010, that culminated with the Strategic Plan document Charting a Course for the Future of York College, 2010 - 2020. The process of developing the mission statement, the planning document, and the strategic goals was a collaborative process of the College and led by the President, with participation from faculty, students and administration. In the initial stage of creating the plan, the standing committee, that came to be known as the Strategic Planning Committee (SPC). The SPC met bi-monthly with working groups meeting on a separate timetable.

Planning is a continuous effort and the SPC has a rotating membership schedule to allow for broad representation, new perspectives and directions. The protocol for membership is on the second page of the Committee link. The SPC serves as an advisory group to the president and is chaired by her. In creating the current York College Strategic Plan, in 2009, Hezel Associates, LLC, a New York firm, deeply conversant with both public and private higher education, was hired to assist the College in this major endeavor.

York College holds a distinctive position within the CUNY system both with regard to location and student body. The College serves as a higher education access point for a traditionally underserved population living in the one of the most diverse counties in the United States.

York College’s mission directly supports the CUNY mission as that mission is described in the CUNY Master Plan:

The New York State Legislature, in 1961, created The City University of New York as an institution with a distinctive mission, one that is captured eloquently in section 6201 of the New York State Education Law: CUNY is “an independent system of higher education,” that is “responsive to the needs of its urban setting,” and operates as “an integrated system.” The Legislature described CUNY’s “vital importance as a vehicle for
the upward mobility of the disadvantaged in the City of New York,” and specified that the university “will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity.” That statutory mission was intentionally designed and its value has been proven time and again. It is CUNY’s mandate, and finding new and better ways to fulfill it in the current context remains the top priority. (CUNY Master Plan, 2016-2020, p. 9)

The York College mission statement complies with CUNY’s mission, aligns with the newly developed Strategic Framework of CUNY dated 2016 and follows:

“York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.”

The mission statement embraces five core values; Integrity, Diversity, Intellectual Discovery & Creativity, Intentional Interactions, Self-Reflection & Accountability, and Civic Engagement. All of these values provide focus to our academic and core curriculum activities at York College as we strive to engender in our students a life-long fervor for learning and for the development of their skills and knowledge and an understanding of their place and responsibilities in the world. York College is committed not only to the goal of responding to the “needs of its urban setting,” but also to working toward the goals (among others) of “upward mobility of the disadvantaged,” a “commitment to academic excellence,” and the “provision of equal access and opportunity.”

The York College Mission Statement drives five Strategic Goals, found in the Charting the Future document above. Each of the Strategic Goals includes initiatives that provide greater detail for the execution and assessment of these goals. The goals are:

**Strategic Goal 1)** Enhance and expand opportunities for engaging, rigorous and transformative learning experiences;

**Strategic Goal 2)** Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY;

**Strategic Goal 3)** Ensure a culture of development and continuous improvement through appropriate and meaningful assessment;

**Strategic Goal 4)** Develop and implement a financial model to support York College’s program, students, faculty, staff, and facilities; and

**Strategic Goal 5)** Ensure the planning and building of facilities that meet and sustain the long-range strategic needs of York College in concert with the surrounding community.

Sixteen initiatives derive from these goals, and the initiatives outline action steps, the responsible leader and the expected outcomes.

For instance, Strategic Goal 1 includes the following initiatives:

- expand the role of Center for Excellence in Teaching and Learning (CETL, now Center for Teaching, Learning, and Educational Technologies (CTLET)) in addressing the innovation, integration and cohesion of pedagogies;
• expand experiential activities beyond the classroom for faculty and students;
• identify and create new majors and graduate professional programs.

Substantial progress has been made in all five Strategic Goals. Please review the Charting the Course for the Future of York College: Institutional Action Planning updated during the Self-Study process. In addition to the planned initiatives and actions achieved, York College has been in a position to take advantage of opportunities not originally included in our Strategic Plan but that were presented to us from members of the community including CUNY. The Clinical Trials Management Master’s degree was such an opportunity that the CUNY office of Academic Affairs believed was the right fit for York College. We pursued it and we will begin accepting students in 2018.

Strategic Planning
The Strategic Planning Committee as described earlier is comprised of all constituents of the College. In addition to the important work initially done by this Committee in establishing the mission, vision, values and goals, the Committee serves to monitor progress on the college’s planning activities. The process of developing York College’s current Strategic Plan included a comprehensive review of the College mission statement and its relationship to institutional goals. Between October 2009 and May 2010, Hezel Associates facilitated five on-campus meetings of the Committee, with smaller sub-committees meetings in between general Committee meetings. Hezel facilitated eleven focus groups with approximately 86 individuals representing multiple constituencies, including faculty, administration, staff, students, alumni, and representatives from the surrounding Jamaica community. An email survey of students was also conducted resulting in 264 responses. The Strategic Planning Committee created an action plan, “Charting a Course for the Future of York: Institutional Action Planning for 2010-2020,” that was approved by the York College Senate on February 15, 2011.

The initial action plan specifies five goals and 16 initiatives, some ongoing and some to be implemented at specific periods. Many have been achieved including implementing an intentional, mandatory First-Year Experience program; promoting awareness of Student Development classes; identifying and creating new majors (i.e., Pharmaceutical Sciences, Nursing, Public Health, Health Sciences and Journalism); and, developing a Military Science curriculum to support the establishment of an ROTC program among others. This Plan was further revised and updated in 2014 and then in 2017 as previous goals were achieved and present ones developed to meet current needs. More recent achievements include the curricular development and creation of master’s level programs including Pharmaceutical Science and Business (2016), Physician Assistant (2016), Clinical Trials Management (2017), Social Work (2018), and Nursing (2019). Beyond the creation of programs, subsequent initiatives and actions were developed as the prior initiatives were accomplished, updated, or deferred as the environment changed. The Institutional Action Planning for 2010 was updated in January 2018 and revealed that a substantial number of initiatives have been achieved, others are in progress and a few have been deferred.
The Strategic Planning document, together with the goals set by the University through the Performance Management Process (PMP), guide the College’s initiatives. The leadership for this process is the Strategic Planning Committee. As the next iteration of the plan is developed over the next two years leading to 2020, the work of the Committee will focus on three elements: relevancy of the existing plan; an awareness of new opportunities for the next plan, and a comprehensive assessment of outcomes. An Institutional Assessment Committee is in the process of being developed to bring together assessment efforts under the aegis of Strategic Planning.

The CUNY Performance Management Process
As part of the annual CUNY Performance Manual Process, York College links its goals to CUNY’s Strategic Goals. This process has been ongoing since the early 2000s and has been a main driver of planning and accountability CUNY-wide and at York College. The Performance Management Process of annual goal setting, outcomes monitoring, and feedback to manage the institutions and advance university-wide goals is a critical component of evaluation and assessment. The process and purpose are described on the CUNY website. The structure of the performance management process and the set of University PMP goals reflect consultation with college presidents through the CUNY Council of Presidents and college Provosts through the CUNY Academic Council, and have been relatively consistent from year to year, with some changes introduced in more recent years when a new chancellor replaced a long-serving one.

The PMP, designed and managed by CUNY central, serves as an important continuous improvement process for establishing goals, monitoring the college’s status in achieving them, and taking actions to improve future performance. This institutional effectiveness tool at York utilizes over 100 comprehensive benchmarks to assess the college’s performance across three overall goals (academic quality, improved student success, and financial and management effectiveness), with nine more specific objectives shown below:

1. Strengthen CUNY flagship and college priority programs and continuously update curricula and program mix;
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity;
3. Ensure that all students receive a quality general education and effective instruction;
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion;
5. Improve post-graduate outcomes;
6. Improve quality of campus life; and student and academic support services;
7. Increase or maintain access and enrollment, facilitate movement of eligible students to and among CUNY campuses;
8. Increase revenues and decrease expenses; and
9. Improve administrative services.
The PMP links annual planning and goal setting by the University and by its colleges, and measures annual progress towards key priorities. At York College, responsibility for the PMP resides in the president’s office, with support from the Office of Institutional Effectiveness and Strategic Planning and in consultation with various sectors of the college. The annual PMP provides the opportunity for the College to continuously monitor progress and prioritize program change and resource allocation. In February of each year, the University establishes the goals and targets and communicates these to the college president. In March, the president initiates the PMP planning process with a deadline of May. All units are made aware of yearly targets, how these targets will be achieved, and how the effectiveness of these targets will be measured.

Goals and targets are reviewed quarterly in various settings: Personnel and Budget (P&B), Deans and Directors, Cabinet and Academic Council, among others. The last year has seen a slight change in timeframe based on Chancellor’s Milliken’s development of the new strategic framework and incorporating that into the PMP cycle. Since 2015, Chancellor Milliken has required as part of this document a transparent linking of York College’s goals with the University’s goals as a whole. Most recently, CUNY has developed the Strategic Framework presented in AY 2016-2017, which guides the future of CUNY Strategic Planning. This framework includes several CUNY-wide goals. The mechanism for combining York College Strategic Goals with CUNY Strategic Framework is the Performance Management Process (PMP) report, several years of which are available online. The 2016-2017 York College PMP Progress Report shows direct links to CUNY’s Strategic Framework Goals.

As part of this process, at the beginning of each year, CUNY colleges establish targets within University goals and identify a small number of additional college-specific goals aligned with our own Strategic Plan. The initial set of York College’s college-specific goals for 2016-2017 was submitted by the president in June of that year, after consultation with the Academic Senate and the College Personnel and Budget Committee.

York College’s Strategic Plan and CUNY’s PMP process have been key drivers in York’s program planning, operational planning, support for students, resource allocation and assessment. Together they have provided a guide for continuous improvement. Table 1.1 delineates the annual planning process.

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| **January** | - Quarterly review of the Strategic Plan and Performance Management Process (PMP) CUNY goals;  
- Discussions held at the Directors/Cabinet Retreat, January Academic Chairs Professional Development Workshop, College Personnel and Budget Committee (P&B) meetings |
| **February** | - The CUNY Chancellor initiates the PMP cycle beginning with a letter to the college presidents (Time frame was recently changed by CUNY);  
- Key updates and new initiatives shared at the Spring Symposium and in the President’s “welcome to the new semester” letter |
<p>| <strong>March</strong> | - The York College President relates the Chancellor’s call and distributes the PMP timeline to the VPs, deans, academic chairs, unit directors, and the |</p>
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| April | - Quarterly review of the Strategic Plan and Performance Management Process (PMP) CUNY goals;  
- The CUNY Office of Institutional Research and Assessment collects data and narratives from all units, departments and division and analyzes the results;  
- New York State budget is approved;  
- Division of Academic Affairs reports on Academic Program Reviews, faculty achievements, and accreditation reports;  
- Discussions held at P&B meetings |
| May   | - Review of York's budget;  
- Division of Administrative Affairs report on facilities and master plan;  
- Division of Student Development report on student support activities;  
- The CUNY University Budget Office distributes preliminary projections |
| June  | - The President reviews data and reports from the divisions and prepares the annual PMP report to the Chancellor;  
- The President meets with the Chancellor for feedback on the PMP (this will occur from the end of June through mid-July) |
| July  | - President PMP Goals and Target Report (the year-end report on the accomplished goals from last year) to the directors and cabinet (in lieu of the quarterly review of the Strategic Plan and Performance Management Process (PMP) CUNY goals;  
- The CUNY University Budget Office issues guidelines to prepare financial plans;  
- President's Executive Retreat including full report to all divisions;  
- President and Cabinet realign the Strategic Plan to incorporate goals of the PMP as stated by CUNY |
| August| - Financial plans developed and sent to CUNY after consultation with governance entities on campus;  
- Preliminary Other Than Personnel Services (OTPS) spending approved by the CUNY University Budget Office;  
- Discussions held at the August Academic Chairs Professional Development Workshop, P&B meetings, and the Directors/Cabinet Retreat |
| September | - The President shares PMP Goals and Targets Report with the college community, including the Student Government Association, York College Senate, P&B, Convocation, and other governance bodies as well as in the President’s “welcome to the new semester” letter;  
- Close out of the previous year’s budget;  
- PMP targets and activities are revised as needed and then implemented;  
- New goal activities for the year are reported to the Chancellor |
| October          | • Quarterly review of the Strategic Plan and Performance Management Process (PMP) CUNY goals;  
|                 | • Review of York's budget;  
|                 | • Authorization granted to units and departments to fill new personnel vacancies |
| November        | • York College financial plan approved by the CUNY University Budget Office;  
|                 | • Continue to monitor and make progress toward PMP goals and York College Strategic Planning activities |
| December        | • Continue to monitor and make progress toward PMP goals and York College Strategic Planning activities |

1.1.2 Mission Responsive to External and Internal Constituencies, Approved by Governing Body and Published Broadly (s1c1b)

York College has a history of rich engagement with its external community. The New York Legislature mandated in its charter that CUNY be "responsive to the needs of its urban setting..." Within CUNY, York College has special responsibility to its community since local business, politicians, and religious leaders wrested the physical location from a planned suburban location to Jamaica, a largely minority and economically disadvantaged urban community in southeastern Queens, see [History of York College, CUNY](#). The President takes the lead in assuring engagement of external constituents and is supported in this effort by members of the cabinet, students and faculty especially faculty with expertise.

Recent evidence of York College’s leadership role being responsive to the community is our active participation as a member of the advisory board that led to the development and funding of the Downtown Jamaica: Downtown Revitalization Initiative Strategic Investment Plan submitted to New York State. The Jamaica Downtown Revitalization Initiative Strategic Investment Plan is the culmination of an intensive community-based planning process and is driven by the local knowledge and collaboration of Jamaica residents. New York State’s Downtown Revitalization Initiative (DRI) seeks to “transform communities ripe for development into vibrant neighborhoods where the next generation of New Yorkers will want to live, work, and raise a family.” The program allocates $10 million to support the Implementation of catalytic investment projects in Downtown Jamaica and the development of a longer-term strategy that will attract additional public and private investment to support downtown revitalization. Building from a long history of local planning and crafted with the leadership of a 16-person Local Planning Committee and 20-person Advisory Committee, Jamaica’s Plan advances physical improvements that will set the stage for local industry growth in promising sectors; prepare the local workforce for sustainable careers; create inviting gateways to Downtown; and make investments to draw residents and visitors to Downtown Jamaica. President Keizs was an active member of the Local Planning Committee of the [Downtown Jamaica](#).

Further, York College continues to live our mission to be responsive to our local community by the staging events focused on community needs. In the last five years, these include inviting Queens Borough officials to reflect on the founding of York during the kickoff to York's 50th
anniversary celebration to a presentation by New York City's 'first lady,' Chirlane McCray who spoke about her community-based mental health initiative to scholarly panels on Nelson Mandela, Black Lives Matter, "Race and Rage in America," and "Reflections on the Selma Pilgrimage" (See Community Engagements flyers). Faculty research and outreach often link York College to local community needs and resources. One example of faculty initiatives with the external community is the Collaborative Research Group on Health Policy and Promotion which engages students in research and as a health resource for the local community.

The mission statement addresses internal constituencies and context when it describes the student-centered outcomes that York College strives for to enrich their lives and instill in them a desire for life-long learning to help them realize their greatest intellectual potential. York College accomplishes these outcomes through the curricular offerings (See Chapter 3), the services students receive through the Divisions of Academic Affairs and Student Development (See Chapter 4), and through experiential learning opportunities (See Chapter 3).

York College publishes its mission statement and goals on its website and in a variety of unit websites within the College, for example the website for the Office of the President. The mission statement and goals are published in the College Bulletin, the Student Handbook (p. 4), the Faculty Handbook (pp. 15-16), and in annual reports that go to alumni, trustees, foundation board members, funders, legislators and other member of the broader community. Academic departments and operational units utilize the mission and strategic goals through the planning and budget process.

1.1.3 Approved by Governing Body (s1c1c)
York’s mission and goals were reviewed and approved by the York College Senate at their February 15, 2011 meeting. The York Senate is the governing entity responsible for approving internal policies. This process fulfills the Requirements of Affiliation 7, which occurred during the Senate Meeting Minutes February 15, 2011 and in the Senate Meeting Minutes March 22, 2011, calls for the College to have a mission statement that is “approved by its governing board.” The Faculty Caucus and the Student Government were afforded opportunities to influence the mission statement through the initial 2008-2010 strategic planning team (See chapter1, section 1.1.1).

1.1.4 Provide Guidance for Academic and Operational Decision-Making (s1c1d)
The York College mission statement and strategic goals provide direction to all campus constituencies as they make decisions concerning the planning of the short- and long-term future of the College, resource allocation for all activities at the College, development of student support programs and academic curricula, and the formulation of student learning outcomes.

The York College President disseminates the strategic goals, activities and targets as contained in the Annual PMP to the campus community in the fall semester. Academic departments and operational units use these to direct their requests for allocations and for planning future direction. Evidence that the units are using the mission and strategic goals for resource allocation is seen in the Budget Submission Template FY 18 where the requester must align the need for funds with York College’s Strategic Goals. At the institution level, the Strategic Goals are used by the Resource Allocation Committee (See York College Charter) to advise the Cabinet and the President on funding distributions to the campus.
The mission and goals guide academic and administrative activity at York College. Faculty are guided by the institutional mission statement in developing their individual program mission statements. As of the summer of 2017, 98% of the baccalaureate academic programs at York College had reviewed, revised, and published their missions and goals on their program websites and in the Bulletin. Some examples from webpages of the English Department mission, Political Science mission, Department of Performing and Fine Arts mission.

The Office of Institutional Effectiveness and Strategic Planning established a team of assessment specialists to develop and guide the process of academic program assessment, ranging from the guiding mission statements and goals to the specific student learning outcomes. Faculty liaisons from each department were assigned to work with the assessment team who aligned their program mission with the York College mission statement. This task was introduced in two phases:

- Phase 1 required the liaisons, working with the faculty, the program coordinators, and the department chairs, to review and revise the program mission statements and goals. The activities involved curriculum mapping, mission statement, and Student Learning Outcome (SLO) goals (Phase 1 Program assessment template). Phase 1 was completed in December 2016;

- Phase 2 required programs to develop measures for each program level goal, to map each measure onto the SLO goals, to undertake a data collection activity, and to use the results in decisions to change the program based on data analysis (Phase 2 Program assessment template). In summer 2017 nearly 50% of the academic programs had completed Phase 2 with an expectation of 100% completion by December 2017.

1.1.5 Mission and Goals Support Scholarly Activity (s1c1e)

The support of the scholarly inquiry and creative activity of faculty and professional staff at the College are explicit in strategic goal 1 and in the transformative message of the mission statement. York College provides numerous opportunities for faculty research, scholarship and creative activity. The mission has guided the Office of Academic Affairs to create programs to assist faculty in developing their teaching, scholarship and service. Two examples are: the Prof 101 Series established to orient new faculty with regard to expectations in teaching research and service at York College to achieve reappointment and tenure, presentations to improve pedagogy, orientation regarding the College’s mission and student profile; the comprehensive array of services available to students and the like. The Prof 201 Series is the College’s response to mid-level faculty who have identified the need to reengage with scholarship with the goal of securing a sabbatical and/or advancing their consideration for promotion to full professor. A list of all the resources available to faculty exists on the Academic Affairs Division website (See also Chapter 3).

1.2 Realistic, Consistent and Student-Centered Goals (s1c2)

The institutional goals of York College are realistic, consistent and student-centered aligned with the mission. Evidence that the goals are realistic is the history of their use. The institutional goals
have guided the activities and decisions of each constituency at York College. Goals 1 and 3 have guided the faculty to keep curriculum relevant even as the student population has changed since 2010. Goal 2 has guided the Divisions of Student Development and Academic Affairs to provide more services to an ever more diverse student population through the addition of new centers to meet students’ needs, for example, a Veterans Center; expanded student club offerings, for instance a Sexuality and Gender Acceptance Club (SAGA); increased Library holdings to keep up with new curricular needs (Library Annual Report); and improved academic tutoring and life coaching, just to mention a few activities.

1.3 Mission and Goals Support Student Learning (s1c3)

The mission and goals, particularly strategic goals 1 and 2, focus on student learning and the anticipated learning outcomes as students follow their academic path. York College strives to make the educational experience, in and out of the classroom, a transformative and confidence-boosting one for each student. As outlined in the response to s1c1d, the goals guide the curriculum decisions, design of experiential and research program opportunities, and the supportive services, through the cooperation of the Divisions of Academic Affairs, Student Development and Administrative Affairs to enhance student success. As outlined in the response above, goals 3-5 are supported by the administration as it maintains and continuously improves services necessary to the culture and environment of learning.

Because York College’s goals are aligned with the CUNY goals through the PMP process, they remain appropriate to higher education within New York City and the State.

1.4 Periodic Assessment (s1c4)

During the annual process of the PMP, goals are evaluated in terms of their relationship to the CUNY goals, the current needs of the diverse student population, and curriculum needs. Under each goal are listed activities to be carried out over the next year or two. In the late spring and summer of the next year the achievements of these activities serve as an index of the progress made toward the goal. Each September these achievements and the progress of the activities are reported to the President and they are then incorporated into a report to the Chancellor. For example, during this academic year, two reports summarize where York College Outcomes are the benchmarks established by CUNY in the PMP. The first report submitted in August, shows York College’s progress on annual goals for 2016-2017. The second report, submitted in September contains York’s goals for the current academic year, PMP York College Strategic Goals and Targets for AY 2017 – 2018. This process fulfills the Requirements of Affiliation 10.

York College’s Strategic Planning process includes related ongoing assessment to determine the outcomes of strategic initiatives as these relate to the PMP goals. During the course of the existing Strategic Plan, there have been two intentional efforts for the Committee to evaluate the mission and goals. The most recent evaluation took place in spring 2016, when the members of the Strategic Planning Committee formed groups of 4 to 6 people and analyzed the five strategic goals for relevance and applicability to current trends in higher education, and to the CUNY and York College populations. A report was developed in 2016, York College (Strategic Goal
Analysis) that outlined the results of the group discussions. The committee affirmed the usefulness of the existing strategic goals.

However, as indicated earlier, review of initiatives and actions derived from our five strategic goals indicate that we have successfully completed a substantial number of the initiatives and actions; many others are in progress. As you will see later in Chapter 5, systematic assessment is in place. The time is right for York College to refresh its strategic planning. The challenges that York College will face in the future must be addressed in the next Strategic Plan. To begin, York College will integrate the recommendations found through the self-study process. Of prime importance in the next phase of York College’s strategic planning cycle will be addressing the continued importance of the integration of planning, assessment, and resource allocation.

1.5 Recommendations

Upon the close of the self-study, the Strategic Planning Committee will create and execute a plan to renew the mission statement, the vision statement, and the strategic goals;

Make the link between the assessment and planning that occurs at the academic department and the operational units stronger and more transparently linked to the resource allocation process.
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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;

2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

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;

4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;

6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

7. as appropriate to its mission, services or programs in place:
   a. to promote affordability and accessibility;
   b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;

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;
Standard II

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; and

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.
Chapter 2

Standard II: Ethics and Integrity

York College is committed to upholding strong standards of ethics and integrity in all its activities. These standards are central to its role as an effective institution of higher education. Thus, both internally and externally, York College adheres to strict policies of honoring its mission, fulfilling its contracts and commitments, and upholding the value of truthfulness in all its endeavors.

This Self-Study identifies policies, procedures, and practices as distinct, yet interdependent, components that evidence the College’s commitment to and compliance with Standard II. York College’s documents, procedures, and practices align with those of CUNY. At the conclusion of Standard II will appear the recommendation that will strengthen the College’s commitment to ethics and integrity.

Many policies discussed below may be found at the College’s Office of Legal Affairs and Labor Relations, the College’s Office of Human Resources, or at the Diversity and Compliance Office web pages.

2.1 Academic Freedom (s2c1)

The CUNY policy on academic freedom is electronically available and is found in the Manual of General Policy (Article 1.02) and the York College Faculty Handbook (Chapter 2). Respect for intellectual property is addressed in the Manual of General Policy (Articles 6.05 and 4.01-4.4), the CUNY computer resources policy, and the York College Faculty Handbook (Chapter 3). Specific to intellectual freedom see the reference to freedom of inquiry in the CUNY computer resources policy. Freedom of Expression (also known as free speech) is addressed in the CUNY Policy on Freedom of Expression. In spring 2016, the Board of Trustees minutes reported that the Chancellor established a task force charged to review and recommend policies addressing freedom of expression.

York College complies with student rights policies, outlined in the Student Handbook (pp. 30-31), which are based on the Henderson Rules (1990) of student conduct.

While not specifically included as a criterion in Standard II, academic dishonesty is prohibited by CUNY and York College policy. Per the York College Academic Integrity Policy and CUNY Academic Integrity Policy, penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary action/sanctions, including suspension from the college and are outlined in the procedures and forms under compliance along with the forms addressing academic dishonesty outlined on the Faculty Report Form.

Similarly, York College has adopted numerous policies governing faculty research-compliance to ensure the highest standards of professionalism and ethics.
2.2 Respectful Climate

Multiple documents, procedures, and practices are evidence that York College embraces and honors diversity of perspectives in teaching, collaboration, and engagement among students, faculty, and administration. The Faculty Diversity Strategic Plan specifically addresses creating and affirming an inclusive, collegiate environment for all stakeholders from different backgrounds. The Faculty Diversity Committee, which includes various subcommittees, meets once per semester to plan programs and assess the effectiveness of the Faculty Diversity Strategic Plan. Multiple Committees support affirmative climate; these include 504/ADA Committee, Pluralism and Diversity Committee, Sexual Harassment Committee and Title IX.

Further supporting the College’s commitment to respect for all is the Office of Diversity and Compliance, which is accessible to faculty, students, staff and visitors. The College hosts events and trainings that support multiple perspectives, e.g., a post-election speak-out panel discussion, which included a history professor, a psychologist, an attorney, an alumnus, and a student. Faculty and administrators are active participants in the CUNY offerings that include Faculty Diversity Dialogues thrice per semester and the Biennial Cultural Diversity Conference. York College adheres to and enforces CUNY’s Title IX Policy and has adopted the CUNY policy on equal opportunity and nondiscrimination as evidenced through its Affirmative Action Plan (See Title IX York College 2017-2018 Mandatory Title IX Employee Training Schedule and Title IX York College 2017-2018 Mandatory Employee Training).

The Division of Student Development organizes various events promoting diversity of backgrounds, ideas, and perspectives among the College’s constituents. Currently, 41 student clubs and organizations are in operation, representing various ethnic/cultural, gender, religious, and interest backgrounds (e.g., the Haitian Student Association, the Muslim Student Association, Helping Hands Club, Joy Intervarsity Christian Club, Sexuality and Gender Acceptance Club (SAGA), Social Work Empowering and Encouraging Together (S.W.E.E.T.), the Jewish Club–Hillel/EMET of York, and the Filipino Club). There are various student clubs that also organize campus-wide events such as Hispanic Heritage Month and Boishakh Celebration–Bengali Student Organization. Additionally, student-led majors clubs (e.g.: Nursing, Occupational Therapy, Future Teachers, Health Promotion, etc.) hold events and activities that evidence the College’s commitment to diversity and respect for all.

2.3 Documented and Disseminated Grievance Policy (s2c3)

As a member of the larger CUNY community, York has policies and procedures for addressing complaints and grievances that are negotiated at the University level. As a result, all members of the York College community have access via CUNY to the grievance and complaint procedures of the University. Dissemination of such information is expected to be accessible and to identify with whom to speak if an individual has questions. This Self-Study identified multiple documents that seek to address grievance/complaint policies: for employee complaints alleging violations of the applicable collective bargaining agreement, see the PSC/CUNY Contract; CUNY Blue Collar Contract; CUNY White Collar Contract; and other agreements. For general complaints of employee misconduct, see the policy for reporting employee misconduct; for student complaints, see the CUNY Legal Affairs Policies and Procedures. For incidents
involving workplace violence, York College has adopted a Workplace Violence Prevention Policy and has a Workplace Violence Committee which meets on an annual basis to evaluate incidents and to confer with representatives of the College’s unions to evaluate possible safety concerns within the college. Links to these policies may also be found through the web page for York College’s Office of Legal Affairs and Labor Relations.

Currently, complaints (aside from grievances through unions) are received by the appropriate office by paper or e-mail submission. Nonetheless, a 2015 Student Satisfaction Survey revealed that satisfaction with the channels for submitting student complaints fell below the national average (see Noel Levitz 2015 survey item #71.) York College is currently evaluating the addition of an online portal through the website for more user-friendly submissions of complaints and will make a recommendation related to this inquiry at the conclusion of this chapter.

2.4 Avoidance of Conflict of Interest (s2c4)

York College seeks the avoidance of conflicts of interest by adhering to the CUNY Conflict of Interest Policy which covers this area on multiple levels. In the instance that an individual feels any of these policies have been violated, their recourse is to voice those concerns to the appropriate campus personnel. Each campus has a College Conflicts Officer designated by the President (see CUNY Conflict of Interest Policy: “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)). Further, a Periodic Review of Policy is prescribed and charged to the CUNY Conflicts Committee:

Not less frequently than every three years following adoption of this Policy on Financial Conflicts of Interest, is directed; the Conflicts Committee (Conflicts Committee members) shall conduct an evaluation of the provisions set forth in this Section 4 and, if appropriate, amend this Policy, and any related Conflict of Interest Procedural Documents, in order to comply with new requirements of Federal, State, or local laws or regulations or, subject to the approval of the University’s Board of Trustees, for any other reason. The Conflicts Committee shall solicit comments from the University Faculty Senate with respect to any such amendments to this Policy (p. 13, sec. 4.10).

2.5 Fair and Impartial Hiring, Evaluation, Promotion, and Discipline of Employees

The York College Department of Human Resources’ website has multiple hyperlinks which address CUNY and 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 Human Resources page, which includes college policies governing:

- Domestic Partnerships
- FMLA Leave
- Special Leave of Absence without Pay
- Labor Contracts
- Academic Leaves of Absence
- Military Leave
- Workplace Violence Prevention
- Professional Reassignment Leave in the Libraries
- Rights of Nursing Mothers
- Domestic Violence
- Non-discrimination and Sexual Harassment
- Conflict of Interest
- Appeals Process
- Scholar Incentive Awards
- Fellowship Awards
- Intra-University Mobility Guidelines
- Partial Leave of Absence with Partial Pay

Specific to employment practices, the York College Affirmative Action Plan shows annual progress made towards achieving a fair and equitable work environment. However, anyone who feels they have not been treated fairly can register a complaint with the campus Chief Diversity Officer or the Labor Designee. This information is disseminated to the campus community over different media in multiple formats. Each category of personnel action has associated with it policies, procedures, and guidance documents. Examples of supporting documentation include: the President’s annual letter; Employment Search Processes; Annual evaluation process—guidelines and in-house trainings for review of Higher Education Officers Evaluation form. All of these processes are governed by applicable collective bargaining agreements or Civil Service Law.

### 2.6 Honesty in Public Relations and Advertisements

The Office of Marketing and Communications (OMC) is charged with presenting the value of York College to targeted constituencies in an integrated and consistent manner by branding all internal and external communications that promote the College’s strategic marketing objectives. Specifically, OMC reviews all marketing materials meant for external use, including “assets” for the Office of Admissions, which are distributed to high schools and community colleges as part of the College’s recruitment efforts (see York College’s Institutional Advancement Web page for more information). It is the practice of OMC to review and ensure that all media and public relations, print, and electronic messages (writing, photography, design, and production) as well as crisis communication are checked for truthfulness, accuracy, and honesty. OMC leadership is responsible for apprising the President and College executive leadership of the release of these communiqués. Specific to in-house media and public relations, OMC handles in-house graphic design assistance, requests for plasma screens postings, messages for email distribution to the college community, proofing of promotional materials, and the stock of promotional items. In addition, York College has in the past utilized an external media advisory team to supplement its internal resources as needed to respond to crises and to provide training of executives and other professionals.

There are two other major means of communication throughout the College: the student newspaper, Pandora’s Box, and the York College Radio. Both the newspaper and the radio
station have faculty advisors and are used for hands-on training by the College’s Journalism Program.

2.7 Promotes Affordability and Accessibility

In keeping with our mission, York College provides services, programs, and information that promote affordability and accessibility and assist students as they explore funding options. These functions are primarily achieved through the offices of the Bursar, Counseling, Financial Aid, and Scholarships. A review of their respective webpages provides students current and accessible information to support planning for their college costs; additional resources are available to students for financial planning on the College’s Consumer Information Page.

The offices of Bursar and Financial Aid provide students up-to-date information about the financial aid application process and related tuition and fee information. The Financial Aid Office provides information about various funding sources including grants, loans, and scholarships. Weekly workshops are available to assist students with filing the Free Application for Federal Student Aid (FAFSA) form. Students are able to access the Financial Aid Eligibility and Tracking System (FACTS) to learn about their financial aid eligibility. When students do not meet the Satisfactory Academic Progress (SAP) guidelines, they are informed by email and the United States Postal Service (USPS). Instructions on how to petition to regain financial aid eligibility are provided. Specific to fee changes, the Bursar’s Office utilizes the plasma screens in the Academic Core Building (AC) to notify students.

With regard to promoting affordability and accessibility, York College is recognized as one of the most affordable senior colleges in the nation, and is listed as the “US college with the lowest student debt in 2013”. Further, because of CUNY’s overall low cost, seven in ten full-time students attending CUNY are fully covered by financial aid, thus making York College accessible.

The Scholarship Center provides the online application for the Merit Scholarship and is linked to various CUNY-wide scholarship opportunities. The new Student Orientation, SEEK, College Success classes (i.e.; SD101, SD110) also provide a general overview regarding Financial Aid.

2.8 Compliance with Federal and State Law Governing Reporting Obligations

The college complies with Federal and State reporting obligations via its Consumer Information page, which reports data regarding:

- Full-Time Freshmen Retention Rates By Gender
- Full-Time Freshmen Retention Rates by Race/Ethnicity
- Four Year Graduation Rates by Gender, Fall 2012 Cohort
- Six Year Graduation Rates by Gender, Fall 2010 Cohort
- Four Year Graduation Rates by Race/Ethnicity, Fall 2012 Cohort
- Six Year Graduation Rates by Race/Ethnicity, Fall 2010 Cohort
- Job Placement for Graduates
Further, York College complies with additional Federal reporting requirements through issuance of the VETS 4212 (formerly VETS 100), and the 2017 Annual Security Report. The College practices full disclosure on an institution-wide basis: reports on assessments, graduation and retention, and certification and licensure or licensing board pass rates are compiled by academic department heads and the school dean, and thereafter submitted to the Senior Vice President for Academic Affairs and the President. These data are available in the IPEDS Report (Integrated Postsecondary Education Data System) fall 2016.

The College’s compliance with the Commission’s Requirements of Affiliation is affirmed annually through the MSCHE Institutional Profile Report. York College has made no substantive changes that affect institutional mission, goals, programs, and operations since its decennial Self-Study of 2008. York College interprets the phrase substantive change as defined on the MSCHE website, “The Commission is obligated to ensure that any substantive change does not adversely affect the capacity of the institution to continue to meet accreditation standards and requirements of affiliation” (see substantive change). York College is in compliance with the Commission’s Requirements of Affiliation as evidenced in the most recent accreditation letter dated November 21, 2013.

2.9 Periodic Assessment of Ethics and Integrity in Institutional Policies and Practices (s2c9)

The Self-Study indicates that York has an institution-wide policy to enforce Standards of Ethics and Integrity, enforced by the College’s Legal and Compliance Officers, following University-wide and State-mandated policies, regulations and laws. York College is subject to the oversight of the New York State Joint Commission on Public Ethics (JCOPE), and the various laws and regulations it administers (see NY Executive Law §94). York College has appointed its legal counsel as Ethics Officer to monitor and assure compliance with JCOPE requirements. The Ethics Officer serves generally as a contact for York College employees who have questions regarding ethics and serves as an intermediary between JCOPE and York College employees. Requirements include, for example,

- assuring that York College employees comply with annual financial disclosure requirements (depending on policy maker status or income thresholds) (see NY Public Officers Law §73-a);
- comply with honoraria reporting requirements (see http://www.jcope.ny.gov/abHonoraria20Part%20930-Honoraria%20(Final%20Rule).pdf);
- comply with regulations governing outside activities (see 19 NYCRR Part 932);
- The Ethics Officer provides annual reminders to staff regarding the above, as well as limitations on the acceptance of gifts (see 19 NYCRR 933).

All employees subject to financial disclosure requirements are also required to undergo an Online Ethics Orientation within 90 days of becoming a mandatory filer, as well as a Comprehensive Ethics Training Course within two years of becoming a mandatory filer. After taking the Comprehensive Ethics Training Course, the employee is further required to attend a refresher ethics training every three years thereafter. The Ethics Officer monitors completion of
these requirements by York College employees who are mandatory filers and serves as a liaison between JCOPE and the employee to assure campus-wide compliance. JCOPE routinely notifies the Ethics Officer of any individual who fails to comply with training or reporting requirements, and the Ethics Officer follows up by compelling compliance by the employee in question.

2.10 Recommendation

As noted above, York College is currently considering supplementing our current procedures for submission of complaints with an online portal by which individuals may file through the college website. It is anticipated that this would be more “user-friendly” and make submission of such complaints more convenient.
Standard III

Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at 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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
   a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
   b. qualified for the positions they hold and the work they do;
   c. sufficient in number;
   d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

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;

4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;

5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
   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;
Standard III

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; and

c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

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;

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and

8. periodic assessment of the effectiveness of programs providing student learning opportunities.
Chapter 3

Standard III: Design and Delivery of the Student Learning Experience

York College meets the standard to provide students with learning experiences characterized by rigor and coherence at all levels. The College offers 66 bachelor’s degree programs, 3 master’s degree programs, and 6 certificate programs, all registered with the New York State Education Department. The curriculum resides in 16 academic departments within the three academic schools of the College: 1) Arts and Sciences; 2) Business and Information Systems; and 3) Health Sciences and Professional Programs. This section will provide evidence and conclude with two recommendations. This chapter addresses Requirements of Affiliation 8, 9, 10 and 15.

3.1 Undergraduate, Graduate/Professional Programs, and Certificate Programs

The curriculum for the Bachelor of Arts and Bachelor of Science degree options require 120 credits of coursework which includes general education requirements (42 credits), requirements for a major area of study, and elective courses. Students are encouraged to select a minor program of study. Students develop an academic plan with the assistance of his/her faculty advisor. The general education requirements are described in the Pathways General Education Requirements, while the requirements of the various undergraduate majors and graduate degree programs are outlined in the Bulletin. Students have a variety of tools available to them to assist including DegreeWorks, a CUNY-wide system for managing progression toward graduation, and local Degree Maps created and maintained by personnel in the Advisement Center. The College now offers master’s level programs. Programs in Physician Assistant Studies and Pharmaceutical Science are underway; programs in Clinical Trials Management, Social Work, and Nursing are in process; while, still other are under development.

All courses offered by the College are designed and approved by faculty through a process of college governance that begins within programs and departments. To ensure that programs are designed to foster coherent learning, proposals for new programs and courses, as well as revisions to existing ones, are first approved at the departmental level. Following departmental approval, they are submitted for review to the Committee on College Curriculum of the College Senate. The Committee on College Curriculum forwards the approved proposals to the College Senate for review. Curriculum proposals approved by the York College Senate are submitted for additional reviews to the Office of Academic Affairs at CUNY Central before being submitted for approval by the CUNY Board of Trustees. Proposals approved by the CUNY Board of Trustees are submitted for review and approval to the New York State Department of Education (NYSED). For new programs, the process is completed with their registration by the New York State Department of Education. Because of the University-wide structure of the General Education program, the courses for the York College Pathways General Education are additionally approved by the CUNY-wide Committee. Subsequently, they are incorporated and coded into the CUNY “Common Core” General Education requirement designations (Pathways to Degree Completion).
York College’s educational offerings at the undergraduate and graduate levels encompass a broad range of liberal arts disciplines and professional programs, reflect the faculty’s awareness of new fields and areas of research, and make learning outcomes clear for students. Majors and programs require activities, projects, opportunities for experiential learning and seminars that promote synthesis of learning and the offerings are consistent with the mission of the College. Programs that reflect national demands in professional areas and focus on career opportunities include aviation management, journalism, and pharmaceutical science, including the unique programs BS in Social Work, Gerontology, Biotechnology and BS/MS in Occupational Therapy. The six certificate programs provide students with current expertise in areas such as mortgage finance, survey research, aviation management or foreign languages for professionals.

York’s professional programs have obtained accreditation or have been successfully reaccredited by the following accreditation bodies:

- Accreditation Commission for Education in Nursing (ACEN)
- Accreditation Council for Occupational Therapy Education (AOTA)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Social Work Education (CSWE)
- National Accrediting Agency for Clinical Laboratory Science
- Commission on Accreditation of Allied Health Education Programs.

York College’s Continuing and Professional Education Program offers innovative and rigorous non-credit programs that integrate knowledge across disciplinary boundaries. The Program has partnerships with local and national organizations that are industry leaders in their fields of expertise, such as the YMCA of Greater Jamaica, the Jamaica Center for Arts and Learning, and Neighborhood Housing Services of Jamaica. The Small Business Development Center (SBDC), administered by the State University of New York, provides management and technical assistance to start-up and existing small business firms in New York State.

3.2 Faculty and Professionals

3.2.1 Rigorous Teaching and Scholarship
York College assures that faculty members are “rigorous and effective in teaching, assessment, scholarly inquiry, and service,” as Standard III requires. Faculty members are required to create and distribute a standardized course syllabus outlining learning objectives, course, department and college policies related to classroom and instructional engagement, content, homework, examinations and other course requirements. Each department assesses and reports learning outcomes through periodic reviews and assessment especially the Academic Program Review (APR) coordinated by the Office of Academic Affairs. Learning objectives are updated as needed through training workshops and professional development activities organized by the academic departments and the Office of Academic Affairs at York. Faculty and academic departments discuss and choose appropriate textbooks with rigor and level to meet the learning objectives for each course and learning experience. Recently, through an award received from the CUNY Office of Academic Affairs, textbooks through open educational resources are evaluated in order to reduce the textbook costs for students.
In addition to the selection of appropriate books, the Office of Academic Affairs, with leadership from the Center of Teaching, Learning and Educational Technologies (CTLET), hold on-going training and professional development workshops. These workshops introduce new instructional approaches and best practices, especially in areas that students need to fulfill to meet graduation and degree completion requirements such as writing intensive courses.

In a deliberate effort to enhance classroom interaction and improve instructional quality, York limits the maximum lecture size to 55 students (although there are classrooms and lecture halls with larger capacity). Academic departments recommend specific class sizes for highly specialized courses in their disciplines, while the class size for college-wide writing intensive courses is 25 students, and for online courses is 22 students.

With respect to teaching effectiveness, one source of input comes from student ratings. The Student Evaluation of Teaching Effectiveness (SETE) survey, sent electronically to students in all classes each fall and spring semester, provides feedback to full-time and part-time instructors concerning course organization, learning environment, and evaluation practices. Results of student ratings are, by policy, required to be included in the annual performance review (Faculty Handbook, p. 37). Another source of input is peer review of teaching using the Classroom Observation Report (Faculty Handbook, pp. 52-54), which is completed each semester for full-time faculty seeking reappointment, tenure, and/or promotion; whereas observations are completed for part-time faculty each semester, except after they have served for 10 consecutive semesters at which point they may be observed just once a year. Faculty classroom observations and evaluations can also be scheduled at the discretion of the department chair. When a faculty member exhibits a weakness in teaching, specific follow-up recommendations are made to the department chair, such as assigning a senior member of the department to serve as mentor to the candidate.

The rigor and effectiveness of faculty teaching, assessment, scholarly inquiry, and service is also assessed via Academic Program Review, discussed below and in Chapter 5, as well as by the accreditation agencies listed in the prior section of this chapter. Program-level student learning outcomes assessment, discussed more fully in Standard V, occurs on a 5-year cycle as outlined in the Academic Program Review (APR) Guidelines. Results are used to guide improvements in curriculum, pedagogy, and practices. This section fulfills the Requirement of Affiliation 9.

York College faculty are actively engaged in professional development and service through pursuit of research, and scholarship and creative endeavors. This work is vital for keeping abreast of current theory and practice across disciplines. Through their work, faculty revise their course syllabi and pedagogies such as utilizing technology in ways commensurate in a field. Faculty research also contributes to the revision of programs of study to reflect latest developments in current scholarship. Maki Hajikano, for example, has revived York’s glass sculpture program in the Fine Arts. Her work as a glass artist utilizing multiple materials, such as glass, metal and digital images, has brought the glass studio curriculum into the twenty-first century. Elizabeth Alter, a biologist, has teamed up with Ichthyologists from the American Museum of Natural History to study the genetic patterns of fish speciation in the Congo River and has brought her own research in their area into her classroom to engage students there and in
York College faculty across all disciplines involve students in their research in numerous ways including students working alongside faculty in their research labs conducting experiments (especially in the STEM areas), participating in research studies as part of the mandatory Research Pool, and working with faculty mentors through independent study courses, Undergraduate Student Research, and the Summer Undergraduate Research Program. Participation in the Research Pool is mandatory for all students taking introductory courses in the social sciences. All students in these courses experience faculty research firsthand through becoming a subject in a research study or, for students who cannot physically participate, engaging in some other dimension of the research project. It is often out of this encounter that students go on to work with faculty mentors in independent study and research courses where they can participate further in a given project. The Study Away/Study Abroad and Honors Programs also coordinate and provide an umbrella for faculty to supervise students in additional research and learning experiences and opportunities to attend and present at conferences.

3.2.2 Qualified Faculty (s3c2b)
York College continues to recruit faculty with the highest possible qualifications, as personal webpages and other personnel documents attest. With the exception of a narrowly defined feature of the PSC/CUNY contract that provides for the conversion of long-time adjuncts into full-time lecturers, of the 198 faculty currently appointed in the 16 academic departments, 171 hold professorial ranks (including clinical professors), requiring terminal degrees or the appropriate licensure in the professional areas as well as in certain specialties in the Fine and Performing Arts. Searches to fill full-time instructional staff lines, including faculty in all areas and College Laboratory Technicians conform to the procedures implemented by the Affirmative Action Plan, affirming the College’s long-standing commitment to non-discrimination in its hiring practices.

The hiring practice at York begins with a request by the department chair for approval by the President (in consultation with the Deans and the Provost), to fill a vacant position or to create a new one. Once the department has received authorization to fill a position and its recruitment plan is approved, searches are nationally advertised and overseen by the departmental search committee in consultation with the Office of Compliance. Finalists are brought to campus for sample lectures or classes, interviews with search committees, department chairs, the school academic dean, the Provost, and the President. With regard to adjunct instructional staff selection and appointment, applications are solicited by appropriate announcements. Candidates are reviewed by department chairs and P&B committees. Adjunct faculty selection and appointments are made following the same qualifications for full-time faculty ranks as required by Bylaws and Contract to full-time faculty. A full listing of qualifications of each full-time faculty is available on pages 290-294 in the hard copy of the 2017-2018 Bulletin.

3.2.3 Number of Faculty Sufficient (s3c2e)
As outlined in the Self Study 2008 (p. 62), in 2003 York began recruiting a large number of new full-time, tenure-track faculty. This practice has culminated in an increase in full-time faculty, from 174 in 2008 to 202 in 2015 and by fall 2017 full-time faculty number 196 while part-time faculty numbers have increased from 285 in 2008 to 453 by 2017. This section fulfills the Requirement of Affiliation 15.
Table 3.1: York College/CUNY Faculty and Student Headcount and Ratios

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>198</td>
<td>198</td>
<td>197</td>
<td>202</td>
<td>188</td>
<td>196</td>
</tr>
<tr>
<td>Percent of Instructional Hours by Full-time Faculty</td>
<td>49.9%</td>
<td>45.6%</td>
<td>47.7%</td>
<td>45.5%</td>
<td>44.4%</td>
<td>*</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>375</td>
<td>348</td>
<td>306</td>
<td>406</td>
<td>391</td>
<td>453</td>
</tr>
<tr>
<td>Percent of Instructional Hours by Part-time Faculty</td>
<td>50.1%</td>
<td>54.4%</td>
<td>52.3%</td>
<td>54.5%</td>
<td>55.6%</td>
<td>*</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>8,420</td>
<td>8,307</td>
<td>8,493</td>
<td>8,511</td>
<td>8,360</td>
<td>8,538</td>
</tr>
<tr>
<td>Student Faculty Ratio</td>
<td>19/1</td>
<td>19/1</td>
<td>21/1</td>
<td>19/1</td>
<td>18/1</td>
<td>*</td>
</tr>
</tbody>
</table>

Source: York College Office of Institutional Research

* Not yet calculated

As the table above shows, the number of full-time faculty has remained stable over the last five years. As the enrollment has grown, however, so has York’s reliance on part-time faculty consistent with national trends. As a result, the percentage of part-time faculty has risen at a steady pace. York College values the stability that full-time faculty bring to the curriculum, the areas of research and the valuable service they provide to our students and the community. Going forward, we will invest in faculty growth especially in disciplines which support our General Education curriculum. Note that all full-time faculty are on tenure-track lines.

The student-faculty ratio at York College in 2016 was 18:1. Although class size varies between and within departments and programs, one third of classes have fewer than 20 students, and two-thirds of classes have fewer than 50 students, giving students the opportunity to know and interact with their instructors. Responses to the CUNY Student Experience Survey (2016) indicate that the majority of York students are satisfied or very satisfied with class size (60%) and consider classroom space adequate (68%).

3.2.4 Professional Growth of Faculty (s3c2d)
York College provides full-time faculty and staff with opportunities for professional growth and achievement through professional development programs, support in research and scholarship efforts, and in obtaining external research support through its Office of Research and Sponsored Programs. Encouragement for full-time faculty professional growth is also provided via Professional Development Programs administered by the Office of Academic Affairs. The Prof 101: New Faculty Professional Development Seminar introduces all newly appointed faculty members to a year-long orientation seminar to the policies, services and best practices regarding teaching effectiveness, research and scholarship requirements. The Prof 201 Series engages tenured assistant and associate professors providing additional support, guidance and mentoring activities in preparation for their promotion in the professorial ranks. Ongoing seminars and workshops are organized and hosted by the Center for Teaching, Learning, and Educational Technologies to introduce faculty to innovative curriculum and instructional best practices, including technology implementation, online and hybrid instruction, and writing intensive course
design and delivery. The activities of CTLET are in CTLET By Numbers which outlines training schedules for faculty and the attendance and the training opportunities for students.

Areas of concern identified by the Collaborative on Academic Careers in Higher Education (COACHE) report and other faculty and staff surveys included additional support for tenured associate professors and improvement of services for competitive grant application.

In addition to the implementation of York Professor 201, beginning in 2014, in response to a report from the Faculty Caucus of the York College Senate to the COACHE report, the Office of Research and Sponsored Programs (ORSP) was upgraded to meet the increasing needs of faculty and staff. Two staff members were added to the office to support grant application processing and dissemination of information. York College also engaged the services of Hanover Consultants to provide external support for faculty grant writing. The ORSP organizes and hosts grant-writing workshops and training for specific programs and grantees such as the PSC/CUNY program, National Institute of Health (NIH), National Science Foundation (NSF), and others. Submissions and grant awards have been increasing for the PSC/CUNY program and the federal agencies as a result of these efforts. York College provides start-up support for new faculty by combining several funding streams to establish their research and their labs as needed, including CUNY, college and departmental budgets, external funding and Graduate Research Training Initiative (GRTI). Through these efforts, York was able to support the establishment of research labs and programs for the recently appointed bench science faculty. In fall 2017, two awards were granted—one for $35,000, the other $47,000. The CUNY PMP Student Data Book (Accountability Metrics) shows that York faculty obtained an average of 10.4 funded research grants annually during the years 2012-2016. In 2016, to increase faculty research and grant-writing, the Provost hired additional support staff to help faculty with external grant applications. Also, in compliance with the PSC/CUNY Contract, York College routinely approves, through the P&B process, sabbatical/fellowship leaves for faculty for one year at 80 percent salary or six months at 100 percent salary. Since 2013, York College has granted 29 full-year sabbaticals and 7 half-year sabbaticals to faculty.

York College faculty have additional support for professional growth, research and scholarship through travel funds from various sources including contractual funds allocated to each department, grant funded programs managed by faculty and the Office of Academic Affairs (OAA), funds designated by the PSC for specific titles such as adjunct faculty, HEOs and CLTs. Other support is provided by the CUNY Academy for the Sciences and CUNY programs such as the Faculty Fellowship Publication Program (FFPP) where seven York faculty have been successful in earning awards and participating in it over the last five years (see table below). York College also supports faculty towards their publication programs, as in the last few years faculty have received a reduced workload from teaching to pursue a scholarly goal such as finishing a book or an advanced degree.
Table 3.2: Faculty Fellowship Publication Program at York College

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Faculty Name</th>
<th>Department</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Kiran Jayaram</td>
<td>History &amp; Philosophy English</td>
<td>Relocated out of state</td>
</tr>
<tr>
<td>2016-17</td>
<td>Andrea Silva</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>Matthew Garley</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>No York Faculty Participated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>Sarah Kate Gillespie</td>
<td>Performing &amp; Fine Arts</td>
<td>Relocated out of state</td>
</tr>
<tr>
<td>2012-13</td>
<td>Xin Bai</td>
<td>Teacher Education English</td>
<td>Promotion to Associate</td>
</tr>
<tr>
<td>2012-13</td>
<td>Shereen Inayatulla</td>
<td>Behavioral Sciences</td>
<td>Promotion to Associate</td>
</tr>
<tr>
<td>2012-13</td>
<td>Ian Hansen</td>
<td></td>
<td>Promotion to Associate</td>
</tr>
</tbody>
</table>

Source: CUNY Office of the Deputy to the University Dean for Recruitment and Diversity

In addition to these FFPP recipients, in 2017-2018, four York College faculty applied and have been accepted into the program. In 2017-2018, two York College faculty have been accepted into the CUNY Mid-Career Program to advance their scholarship efforts. These initiatives provide strategies and assistance to advance the scholarship efforts of faculty.

Satisfaction data from COACHE indicate that faculty want more college resources to support professional growth and innovation, specifically travel funds. The PSC/CUNY contract stipulates that travel funds for faculty presentations at academic conferences and other academic events must be made available. CUNY, utilizing a funding formula based on a full-time equivalent faculty, allocates a designated amount (FY17 $24,975) to be disbursed at the discretion of the College. The College allocates these funds on a pro-rata basis to each academic department. In the years 2010-2014, the College was able to utilize additional tax-levy funding to boost travel support for scholarship. This has not been the case in the last three years.

Department chairs receive professional development support through the above and, in addition, participate in a Chairs Professional Development Workshop at the start of each term (see Sample Chairs Agenda). Chairs receive pertinent information and guidance as part of the meetings of the College Personnel and Budget Committee meeting as well as meeting with the Provost and respective school dean. New chairs are supported by the York College Office of Academic Affairs if they wish to attend a national conference the Chair’s Academy, sponsored by American Council on Education. Last year, two new chairs availed themselves of this opportunity.

Part-time faculty attend a professional development workshop at the start of each semester. This workshop begins with a general presentation with oversight from the OAA and then faculty attend breakout sessions within their respective departments. Part-time faculty are welcome to participate in many programs sponsored by CTLET, and have in the past received support for scholarly activities that enhance their work at York College. Both full-time and part-time faculty have been active in receiving professional development to enhance their ability to teach online.
3.2.5 Evaluation of Faculty (s3c2e)

Clear policies and procedures exist at York for regular and equitable review of faculty performance. The PSC/CUNY collective bargaining agreement specifies the guidelines for evaluations of teaching faculty and other professionals, outlined in PSC CUNY Professional Evaluation (Article 18). At York College, in addition to the annual review, the review of pre-tenured faculty includes a mid-tenure review during the third year of the seven-year probationary period, wherein the school dean reviews the faculty member’s personnel file and meets with his/her chair to offer any additional guidance. There are established deadlines from the PSC/CUNY Contract by which full-time faculty must be notified of reappointment, tenure, and/or promotion decisions. These dates guide the timetable for decision-making at the College and are disseminated to faculty in multiple ways including the Faculty Handbook, P&B Action Grid, https://www.york.cuny.edu/academics/academic-affairs/faculty-resources/p-b-information/online-actions-grid/view notification by the department chair, and direct email to faculty.

York College policies and procedures for reappointment, tenure, and promotion are clearly delineated at Guidelines on Reappointment, Tenure, and Promotion. Operationally, these guidelines involve the use of several instruments. The Memorandum of Evaluation for (Teaching Faculty), is completed annually by the faculty member and department chair. It summarizes the faculty member’s Classroom Observation Reports; Student Evaluation of Teaching Effectiveness (SETE), professional activities and the department chair’s observations and guidance. The SETE was revised and approved by the York College Senate in March 27, 2012. It gives students an opportunity to assess faculty knowledge and pedagogy and overall classroom and course performance. The Annual Memorandum of Evaluation, conducted by the chair, is a comprehensive assessment of teaching including grading practices, scholarly publications and presentations, and service. Applications for reappointment, tenure, and promotion and the Memorandum of Evaluation and other portfolio documents must be submitted online by the established deadlines in order to be reviewed by the department and College P&B Committees. In the assessment for tenure and promotions, a standard process exists for soliciting external evaluations.

The College Laboratory Technicians are reviewed annually using an evaluation instrument that is used for this category of instructional staff Performance Management Memorandum for CLTs. These procedures, as well as performance criteria, expectations, and policies are outlined in the Faculty Handbook, distributed to all instructional staff.

3.3 Academic Programs of Study are Clear, Accurate, and Understandable

York College’s academic programs of study, course curricula, policies, and standards are described in a clear and accurate manner across multiple platforms. The Undergraduate and Graduate Bulletins (Bulletins), available online going back to 2001, provide students with a clear, coherent, and comprehensive source of information about the College, its programs, and available resources to use in planning their education as do DegreeWorks and Degree Maps. As part of the institutional effectiveness cycle, an annual centralized bulletin review process conducted by the Provost’s office ensures that information is current, accurate, and consistent across University-level delivery platforms. All departments, academic programs, and offices that
serve students maintain websites where academic program requirements and other pertinent information are posted.

3.4 Academic Support and Resources

Chairs, program directors, program coordinators, deans, and faculty oversee curriculum management and are responsible for ensuring that courses are offered at intervals that allow for students’ timely program completion. To increase academic momentum and progress for students already enrolled and to bring in new enrollments, York continues to expand its online course offerings. To support this effort, the College sponsors an in-house faculty development accelerator program that supports high quality innovative online/hybrid course development (Online/Hybrid Course Information). The College has also used Technology Fee Budgets to install “smart classroom” technology in general purpose classrooms. In addition, the CTLET has spearheaded efforts to promote the integration of high quality open educational resources in place of traditional textbooks that are costly for students, helping to remove financial barriers to student progress and encourage new teaching and course design approaches that will increase degree completion.

Among the academic resources that support the institution’s programs of study and students’ academic progress is York College’s Library, which serves as a hub for student learning. The Library has over one hundred online licensed databases, over 240,000 print books, 250,000 e-books, 50 current titles in print periodicals, and tens of thousands of full-text journals online. In addition to the Library’s own collection, students and faculty are provided access to other titles through several Inter-Library Loan and CUNY-wide Inter-Campus Loan Services.

Educational technology services are a pivotal resource for student learning. Students are made aware of these services in a variety of ways beginning when they attend Freshmen or Transfer Student Orientation. Information is provided on course syllabi, on the College website, and during advisement sessions. Students are able to access services by establishing a York email account and by attending academic technology workshops. The College operates several drop-in computer labs; specialized computer labs for students in music, fine arts, and media studies; and a special lab with adaptive technology for students with disabilities. Several health professions programs also provide specialized training laboratories, for example the Nursing Program’s state-of-the-art Simulation Lab. Data from the Noel Levitz Survey Report Spring 2013-2015, published under the Office of Institutional Research, indicates that students report a high level of satisfaction with the College’s computer labs.

To complement the support delivered by faculty and staff in academic programs and centralized facilities, the College provides a variety of academic support services and opportunities that advance the mission of the College to help students “grow as passionate, engaged learners with the confidence to realize their intellectual and human potential” (York Mission). These include supplemental instruction and targeted educational support, centers that support diverse communities and expand access to the College, and special learning opportunities.

York’s Collaborative Learning Center provides supplemental instruction by way of tutoring at all levels and in all disciplines. In academic year 2015, there were 2,000 visits and in 2016, 2,200
visits. It is staffed by College Reading and Learning Association (CRLA) certified tutors and CUNY Graduate Center Writing Fellows. Students are self-referred or referred by faculty. Special peer tutoring is also provided for various mathematics and computer science courses at the Math Learning Center. Additional instructional support is provided by the Departments of Earth and Physical Sciences and Chemistry. Other resources include the Counseling Center, which provides opportunities for students to actualize their personal and educational goals through individualized, culturally sensitive counseling services; and Career Services, which offers career and job search assistance, internship placement—including service-learning opportunities through the CUNY Service Corps program—and resume and cover letter writing services to students and alumni.

York College has demonstrated a strong commitment to expanding student academic experiences through our focus on “multiple opportunities for student engagement, inquiry and research-based scholarship, and experiential learning” that allow students to “realize their intellectual and human potential” (York Vision). In all of these programs, students have an opportunity to work closely with a faculty member.

The York College Office of Undergraduate Research Programs facilitates student engagement in research and other creative activities with faculty in order to demystify research and to help secure competitive advantages for graduate and professional school programs and the workforce. Since 2010, the College has organized and hosted an Undergraduate Student Research Day where several hundred students present their findings through poster and panel presentations. In addition, the College encourages undergraduate inquiry and research-based scholarship through the (externally funded) Summer Research Program, which allows York undergraduate and high school students to join college faculty research programs, attend seminars, and participate in scholarly events. The academically competitive York Honors Program is designed to provide rigorous, concentrated opportunities for research and exploration in a wide array of courses and disciplines as well as interdisciplinary learning experiences. Students in the Honors Program take designated honors courses and are introduced to a wide array of topics by attending seminars, lectures, and cultural programs, both on and off campus. Another avenue for student engagement in research with a York faculty member is the CUNY Pipeline Program, which provides a stipend to students to attend a six-week, Summer Research Institute at the CUNY Graduate Center.

Students also have the opportunity to pursue internships, field work placements, and experiential learning opportunities in many academic programs as part of their major, or with national organizations that have an affiliation with the College, such as the Jump Start Program.

Since 2008, led by the College’s Accounting Department in the Business School, the Volunteer Income Tax Assistance Program (VITA) has sponsored free tax preparation to low income, elderly, and disabled members of the community. Since its establishment, this program has saved the community 5 million dollars in tax filing fees, generated in excess of $17 million Federal refunds and 7 million dollars in State. York students have prepared more than 12,000 tax returns. In the 2016-2017 academic year, 110 student interns honed their interpersonal and professional skills in this program under the guidance of thirteen to fourteen faculty mentors and distinguished alumni who supervise them in gaining valuable experiential learning while giving
back to the community. Over 3,000 community members were served and Federal returns in 3.6 million and New York State returns of 1.2 million were generated.

In addition, the College’s Study Away/Study Abroad Programs, which served 32 students in 2014-2015; 61 in 2015-2016; and 113 in 2016-2017 academic years, offers numerous opportunities to study in another country or in the United States, to present at conferences, conduct field research and even to participate in internships abroad. All of these special learning opportunities provide “an intellectual environment where students and faculty will take ownership for and responsibility to excel in academic inquiry, creativity, scholarship, research, interdisciplinary collaboration, and professional growth” (York Vision). The chart below indicates student participation in these programs.

Table 3.3: Undergraduate Research, Summer Research and Study Away/Study Abroad Participation

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Undergraduate Student Research Day Participation</th>
<th>Summer Research</th>
<th>Study Away/Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>248 Students</td>
<td>56 Students</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>236 Students</td>
<td>46 Students</td>
<td>32</td>
</tr>
<tr>
<td>2016</td>
<td>264 Students</td>
<td>52 Students</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>251 Students</td>
<td>69 Students</td>
<td>113</td>
</tr>
</tbody>
</table>

Source: Office of Academic Affairs, York College

Table 3.4: York College Volunteer Income Tax Assistance Program (VITA)

<table>
<thead>
<tr>
<th>Years</th>
<th>Type of Volunteers</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Student Volunteers</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Faculty Mentors</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Alumni Participants</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student Volunteers</td>
<td>115</td>
</tr>
<tr>
<td>2016</td>
<td>Faculty Mentors</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Alumni Participants</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student Volunteers</td>
<td>110</td>
</tr>
<tr>
<td>2017</td>
<td>Faculty Mentors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Alumni Participants</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Office of Academic Affairs, York College

In fulfillment of the York Mission and Vision, personnel and funding have been invested in these innovative programs to enable students “to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.” As demand for these programs grow, York College will be challenged to find stable sources of funding to accommodate these demands.
3.5 General Education

3.5.1 Expanded Perspective
Since the College’s last decennial review, York’s general education framework has been replaced with the *Pathways to Degree Completion* requirements. This general education is of sufficient scope to draw students into new areas of intellectual experiences, expand global awareness, and develop well-reasoned judgments.

In 2009, York’s Provost at the time convened a Task Force on General Education, calling for a redesign of the College’s distributive learning model of general education. The Task Force’s vision, developed through the work of several faculty inquiry groups, called for a general education structure that required fewer credits, enabled students to make connections across disciplinary boundaries, and promoted the development of critical student learning competencies. In 2011, as the York College Curriculum Committee considered (and ultimately rejected) the adoption of the new curriculum, the CUNY Board of Trustees adopted a resolution calling for a new general education curriculum, *Pathways to Degree Completion*, to be implemented across all CUNY campuses. Explicitly intended to facilitate smooth transfers from CUNY community colleges to senior colleges, CUNY embarked on designing the structure of the *Pathways* system with input from faculty across the campuses, and in fall 2013 *Pathways* became the official general education structure for all newly matriculated CUNY students.

The *Pathways* structure allows some flexibility in how colleges implement the *Pathways* General Education Curriculum at their campuses, so long as the implementation adheres to stipulations framing the Student Learning Outcomes (SLOs) for courses in the Common Core, the number of credit hours required for courses, and the rule that once a student satisfies a *Pathways* requirement at any college, it must be honored at all other campuses in the CUNY system. In addition to a 30-credit Common Core structure (Required Core and Flexible Core requirements) that applies to all associate’s and baccalaureate degree programs at CUNY, colleges that offer baccalaureate degrees, within the *Pathways to Degree Completion* requirements, specify 12 additional credits in courses that reflect the unique focus of the campus, identified as the “College Option”.

By adopting the *Pathways* structure and selecting courses for inclusion that meet identified SLOs, York’s general education curriculum moved from a distributive learning model to an outcomes-based, integrated learning model organized by key domains. In 2012, the York College Pathways Task Force began certifying courses for the Common Core and reviewing Bulletin descriptions and course syllabi of proposed *Pathways* courses to ensure that students are provided with opportunities to demonstrate achievement of SLOs. All York courses were first reviewed and approved by the York College Curriculum Committee and the York College Senate, and then were reviewed and approved by a CUNY-wide review Committee (Since *Pathways* is not a static structure, this same approval process is used for approving all new proposed *Pathways* Common Core courses).

The York College Pathways Task Force designed a College Option structure that is in alignment with the goal of the *York Mission and Vision* to prepare students for “graduate education and the competitive marketplace.” Requirements for York’s *College Option* structure therefore include...
curricular components important for meeting its mission that are missing from *Pathways*: Language, Health Education, and Research Writing.

The following Table 3.5 shows the number of courses at York that have been approved for *Pathways* general education requirements.

**Table 3.5: Number of Approved General Education Courses (as of spring 2017)**

<table>
<thead>
<tr>
<th><em>Pathways</em> Structure</th>
<th><em>Pathways</em> Domains</th>
<th>Number of Approved Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Common Core</td>
<td>English Composition</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mathematical and Quantitative Reasoning</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Life and Physical Sciences</td>
<td>13</td>
</tr>
<tr>
<td>Flexible Common Core</td>
<td>World Cultures and Global Issues</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>United States Experience in Its Diversity</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Individual and Society</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
<td>23</td>
</tr>
<tr>
<td>College Option</td>
<td>Language</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Office of Academic Affairs, York College

At the time of this report, the College is in its fourth year with the *Pathways* curriculum. Although a small percentage of York undergraduate students are still completing their degrees under the previous general education requirements, the majority of students are operating under the *Pathways* requirements.

**3.5.2 Assessment of How General Education Courses Address Essential Skills**

Evaluation of how well specific courses in York College’s *Pathways* curriculum meet Middle States general education standards was conducted by York’s Middle States Standard III working group in 2016. To assess the alignment between Middle States general education standards and York *Pathways* courses, Standard III working group members conducted curriculum mapping through a review of 107 York *Pathways* course proposals (including their syllabi describing SLOs and corresponding assignments/examinations) that were approved by the CUNY-wide *Pathways* Review Committee. The following Table 3.7 identifies the number of courses in each *Pathways* domain that meet the Middle States educational scope and essential skills standards.

The structure of the *Pathways* curriculum is designed, as Standard III outlines, “so that students acquire and demonstrate essential skills including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, information literacy, and includes the study of values, ethics, and diverse perspectives.” These essential skills are stressed in the *Pathways to Degree Completion* framework via course-embedded SLOs that support the development of “knowledge from various perspectives”, “critical abilities to read, write, and use language and symbol systems”, and “intellectual curiosity and commitment to lifelong learning.” The following table delineates SLOs that must be achieved (in whole or part) in courses in each of the *Pathways* domains.
Courses in the Flexible Core share three SLOs, namely:
1. A student will gather, interpret, and assess information from a variety of sources and points of view;
2. A student will evaluate evidence and arguments critically or analytically;
3. A student will produce well-reasoned written or oral arguments using evidence to support conclusions.

Then, each area in the Common Core and Flexible Core have SLOs specific to each area as stated in Table 3.6 below.

**Table 3.6: Student Learning Outcomes (SLOs) in Pathways Domains**

<table>
<thead>
<tr>
<th>Pathways Domains</th>
<th>Student Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition*</td>
<td>Read and listen critically and analytically; Write clearly and coherently; Demonstrate research skills using appropriate technology; Support a thesis with well-reasoned arguments; Formulate ideas using attribution and citation.</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning*</td>
<td>Interpret and draw appropriate inferences from quantitative representations; Use mathematical methods to draw conclusions; Represent quantitative problems in mathematical format; Communicate quantitative analysis or solutions; Evaluate solutions to problems; Apply mathematical methods to problems in other fields.</td>
</tr>
<tr>
<td>Life and Physical Sciences*</td>
<td>Identify and apply fundamental concepts and methods of a life or physical science; Apply the scientific method to explore phenomena; Use tools of a scientific discipline to carry out collaborative laboratory investigations; Gather, analyze, and interpret data and present it in a laboratory or fieldwork report; Identify and apply research ethics in gathering/reporting scientific data.</td>
</tr>
<tr>
<td>World Cultures and Global Issues**</td>
<td>Analyze culture/globalization/global cultural diversity and describe event from more than one point of view; Analyze historical development of one or more non-U.S. societies; Analyze significance of one or more major movements that have shaped the world’s societies; Analyze role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures; Speak/read/write a language other than English and use that language to respond to a different culture.</td>
</tr>
<tr>
<td>United States Experience in Its Diversity**</td>
<td>Analyze and explain major themes of U.S. history from more than one informed perspective; Evaluate how indigenous populations, slavery, or immigration have shaped the development of the U.S.; Explain and evaluate role of the United States in international relations; Identify and differentiate among the legislative, judicial, and executive branches of government; Analyze common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by forms of social differentiation.</td>
</tr>
<tr>
<td>Creative Expression**</td>
<td>Analyze how arts from diverse cultures of the past serve as a foundation for the present; Articulate how meaning is created in the arts or communications and how experience is interpreted; Demonstrate knowledge of the skills involved in the creative process; Use appropriate technologies to conduct research and to communicate.</td>
</tr>
<tr>
<td>Individual and Society**</td>
<td>Examine how an individual’s place in society affects experiences, values, or choices; Articulate and assess ethical views and their premises; Articulate ethical uses of data and other information; Engage with local, national, or global trends or ideologies and analyze their impact on decision-making.</td>
</tr>
<tr>
<td>Scientific</td>
<td>Demonstrate how tools of science/mathematics/technology are used to analyze</td>
</tr>
</tbody>
</table>
**World problems; Articulate and evaluate the empirical evidence supporting a scientific or formal theory; Articulate and evaluate impact of technologies and scientific discoveries on the contemporary world; Understand scientific principles underlying matters of policy or public concern.**

KEY: *Courses must meet all the SLOs **Courses must meet three of the SLOs

Source: Office of Academic Affairs, York College

### Table 3.7: York Pathways Courses Meeting Middle States General Education Standards

<table>
<thead>
<tr>
<th>Pathways Domain</th>
<th>Middle States General Education Standards</th>
<th>Standard A</th>
<th>Standard B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Common Core</strong></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Composition</td>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Math/Quantitative Reasoning</td>
<td></td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Life/Physical Sciences</td>
<td></td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>Flexible Core</strong></td>
<td></td>
<td>Standard A</td>
<td>Standard B</td>
</tr>
<tr>
<td>World Cultures/Global Issues</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>U.S. Experience in Diversity</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Creative Expression</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individual and Society</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scientific World</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**KEY:**

**Standard A:** Sufficient scope to draw students into new areas of intellectual experience
1. Expanding cultural and global awareness and cultural sensitivity;
2. Preparing students to make well-reasoned judgments outside as well as within their academic field.

**Standard B:** Acquisition and demonstration of essential skills including
1. Oral and written communication
2. Scientific and quantitative reasoning
3. Critical analysis and reasoning
4. Technological competency
5. Information literacy
6. Study of values, ethics, and diverse perspectives

Source: Office of Academic Affairs, York College

York College Pathways meets Middle States General Education Standards

Findings indicate that courses included in the York Pathways curriculum align well with Middle States general education standards. Regarding Standard A, the data demonstrate that York Pathways courses provide “sufficient scope to draw students into new areas of experience.” A total of 85 courses offered in 6 of the 8 Pathways domains incorporate SLOs and corresponding materials that stress “preparing students to make well-reasoned judgments outside as well as within their academic field.” In addition, 64 courses incorporate SLOs and materials that stress “expanding cultural and global awareness and cultural sensitivity,” although all courses addressing this criterion were found to reside in the Flexible Core.
Data also demonstrate that York Pathways courses promote acquisition and demonstration of essential skills, although some of the skills are more sufficiently addressed among Pathways courses than others. For example, there are 86 courses in York’s Pathways curriculum that place emphasis on oral and written communication skills. A large number of courses across the domains (64) also incorporate SLOs and corresponding materials that stress “study of values, ethics, and diverse perspectives.” Although a smaller number of courses (45) emphasize the “information literacy” skills of being able to gather, interpret, and assess information from a variety of sources, these courses are distributed throughout the Common and Flexible Core.

A comparatively smaller portion of York Pathways courses incorporate SLOs and corresponding materials that emphasize the skills of “scientific and quantitative reasoning” and “technological competency.” Regarding “scientific and quantitative reasoning,” there are 38 courses that stress this SLO, and the majority of these courses are in the domains of “Scientific World” and “Life & Physical Sciences,” with SLOs emphasizing “quantitative reasoning” being less prevalent than those emphasizing “scientific reasoning.” Review of syllabi for York Pathways courses stressing “scientific and quantitative reasoning” also indicates that several of these courses do not clearly indicate how learning assignments and examinations assess this SLO. Even fewer York Pathways courses (32) specify that students should be able to “demonstrate how tools of technology can be used to analyze problems and develop solutions,” even when Standard III working group members included employment of Blackboard in a course as sufficient for meeting the criterion of “technological literacy.” These findings suggest that more courses should be included in the York Pathways curriculum that promote skills of scientific and quantitative reasoning and technological competency, and that syllabi for courses emphasizing these skills should specify how learning assignments and examinations assess related SLOs.

In addition to promoting the student development of oral and written communication, scientific and quantitative reasoning, technological competency, information literacy, and study of diverse perspectives through general education curricula, the College provides students with opportunities to demonstrate achievement in these essential skills through programs and opportunities that complement general education requirements. For example, York College ensures that students develop strong written expression skills by employing a Writing Across the Curriculum (WAC) approach. Students must take two lower-division writing courses, which are offered across many different disciplines, as well as a writing intensive course in their major. Writing intensive courses have substantial writing components that include preparation of drafts and attention to discipline-specific best practices. In addition to these curricular requirements, opportunities exist to help students become better writers and speakers. The Collaborative Learning Center provides tutoring to students on all aspects of the writing process. The College also provides opportunities for students to enhance their communication skills through the Pandora’s Box, makes available the web-based radio station YCRadio.org for students to practice the craft of radio journalism, and offers the First-Year Experience in which a common book is discussed in first-year classes.

Reinforcement of General Education through Other Measures
To promote scientific and quantitative reasoning in addition to that forged in Pathways courses, the College supports an Undergraduate Research Program in which students work with faculty
members in a variety of disciplines to conduct scientific research and present results. Students can develop scientific and quantitative research skills by participating in York’s Summer Research Program, York’s Honors Program, and in the CUNY Pipeline Program, previously described in this chapter. To support students’ ability to use quantitative representations and methods to communicate problems and apply quantitative reasoning in other fields of study, the College sponsors innovative faculty development programs that strengthen teaching and learning of quantitative reasoning. For example, faculty can attend pertinent CTLET workshops (Faculty Development Workshops).

To advance students’ acquisition of technological competency and information literacy beyond general education, the College provides several forms of out-of-classroom support that aid student development of these skills. To promote students’ technological competency, the CTLET regularly offers student technology workshops. Workshop topics include CUNY Portal/Blackboard, online/hybrid course orientation, York email and network ID, and workshops on Word, Excel, and PowerPoint. Credit-bearing computer literacy courses are also offered by the Academic Computing Program. Regarding information literacy, many courses across the disciplines in addition to those meeting Pathways requirements are designed to support the development of information literacy by emphasizing how to distinguish among sources of information, navigate information landscapes, and produce information. College librarians also regularly provide instruction in information literacy to undergraduate courses, particularly courses in research methods in many disciplines, and in addition offer one-hour student information literacy sessions utilizing Association of College and Research Libraries information literacy competency standards.

An important element of the York Mission and Vision is to maintain a campus environment where students “collaborate with faculty and academic peers whose backgrounds are distinctly different from their own.” As previously noted in this chapter, a large percentage of York Pathways courses have a strong culture or diversity component. Since York prides itself on its diversity, appreciation of diversity is also infused throughout the York College experience and is not simply embedded in general education curricula. Not only are the diverse experiences and backgrounds of York students constantly reflected in classroom interactions and extra-curricular activities, but the College also maintains several centers and programs, previously described, that provide support for diverse communities.

### 3.6 Graduate Education Support

York College offers three graduate programs: Occupational Therapy (BS/MS), Pharmaceutical Science and Business (MS), and Physician Assistant Studies (MS). These programs offer curricular enrichment and research activities that support the development of research, scholarship, and independent thinking. Graduate programs and their associated requirements are described in the Graduate Bulletin as well as on program webpages on the College website.

The curriculum of the Occupational Therapy program requires that students complete 3-4 research seminars where students conceptualize, design, and carry out an Institutional Review Board–authorized research project. In addition, because the program is fully accredited by the Accreditation Council for Occupational Therapy Education, students complete full-time clinical
rotations during the professional phase of the program that enhance independent thinking and application of research skills.

The Pharmaceutical Science and Business program supports students’ research and scholarship skills through their participation as presenters at York College and CUNY-wide presentations and conferences and at regional and national conferences hosted by organizations such as Interphex and the American Chemical Society. The curriculum also requires the completion of a capstone project in which students have the opportunity to get hands-on experience in the field by interning with institutions and agencies such as the U.S. Food and Drug Administration (FDA).

Finally, the Physician Assistant program promotes independent thinking by requiring students to construct an ePortfolio or thesis that documents “learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.” Graduates of the program possess a broad and thorough understanding of current and evolving basic science and medical knowledge sufficient to assess, diagnose, and manage their patients (under the supervision of a physician). They adhere to all licensure and maintenance requirements in providing services in various medical and surgical disciplines including, but not limited to: family practice, pediatrics, internal medicine, obstetrics/gynecology, geriatrics, orthopedics, psychiatry and emergency medicine. The physician assistant role requires the application of intelligence, compassion, sound judgment, critical reasoning, dedication to patients, and good interpersonal skills.

3.7 Third-Party Providers

York College has no third-party providers. Senior institutions within CUNY generally administer student learning opportunities directly rather than through third-party providers.

3.8 Periodic Assessment

In addition to the general education assessment discussed earlier, York College engages in an institutional effectiveness cycle that is fully discussed in Chapter 5. The College has built a culture of assessment utilizing two pillars: the York College’s Strategic Plan 2010-2020 and CUNY’s annual Performance Management Process. Complementary structures include the Academic Program Review, Operational Unit Assessment and the Outcomes Assessment Committee that will become the Institutional Assessment Committee structurally reporting to the Strategic Planning Committee. The annual CUNY Performance Management Process (PMP) (see also chapters 1 and 5) has been a critical component of this effectiveness cycle for over fifteen years. This work is supported by the Office of Institutional Effectiveness and led in each division by the Vice President, Deans and the President. (see also chapters 1 and 5). Assessment as a college priority is evidenced by York’s strategic Goal 3: “ensure a culture of development and continuous improvement through appropriate and meaningful assessment”.

York College uses a number of continuous improvement processes to ensure assessment of the effectiveness of its academic programs and tie outcomes to the budget process. Most
importantly, one of the College’s stated recommendations of the **Self-Study 2008** was to “support departments in developing comprehensive systems of assessment that identify outcomes, objectives, assessment tools, data collection intervals, analysis methods, strengths and challenges, and plans for continual improvement, for each program offered.” To support this goal, in 2009 the Office of Academic Affairs outlined a comprehensive set of **Academic Program Review (APR) Guidelines 2009** to create consistency in program reviews across disciplines and departments and to establish the five-year cycle for the APR process. The one-year APR process involves four phases: Initiation, Self-Study, External Review, and Action Plan. Guidelines include a requirement for assessment of student learning. The **Outcomes Assessment Plan 2009 - 2012 Final Report.pdf** states that a program’s assessment plan should allow “pertinent questions about student learning and effectiveness, address those questions with data, and then use that data to drive decisions that will help improve the College’s mission and strategic goals.” By 2017, all academic departments had completed one APR cycle (**APR Schedule/Accreditation-Cycle by Schools**). A review of completed department APRs indicates that a culture of assessment of student learning has emerged within programs, with 47% of programs having conducted significant student learning assessment projects involving curriculum mapping and embedded assessment. The College will continue to require programs to conduct meaningful student learning assessment as part of the APR process so that this work will strengthen the effectiveness of academic programs. **This section fulfills the Requirements of Affiliation 8 and 10.**

In addition to participating in York’s program level outcomes assessment and annual academic program reviews, several of York’s programs are accredited by professional accrediting organizations. They are reviewed by these bodies on a periodic basis according to each organization requirements. Specialized accreditation involves extensive self-study and verification that programs meet standards stipulated by the accrediting body. At York College, these programs include Nursing, Occupational Therapy, Physician Assistant, Teacher Education, Social Work, Clinical Laboratory Science, and Movement Science. Additionally, upon graduation and prior to licensing, students in several of the professional programs are required to sit for certification exams.

The College has utilized additional key assessments as indicators of the effectiveness of student learning. Evaluations include indirect assessments (e.g., National Survey of Student Engagement, CUNY Student Experience Survey, Alumni Survey, and department-level assessment projects). In fall 2012, York College embarked on a comprehensive self-study and improvement initiative to foster retention and graduation rates together with the John N. Gardner Institute for Excellence in Undergraduate Education. York, along with several other colleges, was able to undertake this process as a result of the significant support provided by CUNY Central. The College has used the findings of this study, the **Foundations of Excellence (FoE) Self-Study Final Report Fall 2013** in addition to the assessments described above, to generate changes in curriculum, instruction, resource allocation, and quality of support services. (See Chapter 5).

### 3.9 Recommendations
Increase investment to hire faculty especially in the areas of General Education and increase funding support for faculty travel in pursuance of scholarly goals and beyond the contract formula;

Pursue and secure funding, possibly through philanthropy, to support the rich array of experiential learning programs to broaden student participation.
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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

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:
   a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
   b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
   c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
   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;

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;

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

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;

5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and

6. periodic assessment of the effectiveness of programs supporting the student experience.
Chapter 4

Standard IV: Support of the Student Experience

York College meets the Middle States requirements that call for supporting the student experience including ethical admissions policies, programs to retain and graduate students in a timely manner, and fostering an educational climate where students succeed academically and personally. Emerging from this review are three (3) recommendations. This chapter also fulfills the Requirements of Affiliation 8 and 10.

4.1 Clearly Stated, Ethical Policies and Processes of Admission (s4c1)

Prospective students apply to York College through a universal on-line CUNY application form that allows them to indicate which CUNY colleges (up to six) a student wants to be considered for admission. A smaller number of students may also apply directly to the York’s Office of Admissions (direct admits). The admission review process for first year students allows York College to assess the applicants’ readiness for college level work.

This review includes a degree audit of the high school transcripts conducted by the Office of Admissions (to be confirmed with the Registrar). The evaluated criteria includes the measure of the high school College Academic Average score, set at 78 or higher; the CUNY Assessment Test (CAT), which are scores in the three areas of Writing (score of 56), Mathematics (score of 57) and Reading (score of 55); and the New York Regents 5 of the standardized tests for high school students (http://www.nysedregents.org/) with a score of 78 or better; and SAT or ACT scores. The cut off scores for the SAT are Math 500, Verbal 480, and Reading of 480. The ACT cut-off scores are Math 21 and English 20. Potential first year students are directed to a step-by-step admission information page.

The admission review process for transfer applicants provides an opportunity to evaluate the applicant’s collegiate academic record by the Office of Admissions to include all attempted and completed courses and grades earned. Transfer applicants must have completed at least one 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 to be admitted to York College. For transfer applicants who have completed fewer than 24 credits, the applicant’s high school record is used according to CUNY policy.

York College, through CUNY, also has an admission process for International students. Policies governing the admission of International Students conform to Federal and State laws. The Test of English as a Foreign Language (TOEFL) is available through the York Testing Center.

4.1.1 Dissemination of Accurate Information regarding Expenses and Aid to Prospective and Current Students (s4c1a)
York provides clear information regarding tuition. For the academic year 2017-18, an undergraduate New York resident’s tuition is $3,265 per semester with additional fees of $208.60, for a total cost per semester of $3,473.60. Out-of-state residents pay $580 per credit hour. The online Bulletin provides other expenses associated with attending York College. Cost
of living expenses, including books and supplies, transportation, room and board, and personal expenses are found on the Office of Financial Aid and the Consumer Information websites.

Information is available through the Financial Aid Office’s webpage, which provides instruction on applying, securing, and maintaining eligibility for financial resources to meet educational costs. The page provides information on college costs, financial aid disbursements, grants, loans, and scholarships, as well as access to forms that are necessary to the financial aid process. For instance, students can obtain information on the grade and course completion standards to meet Federal Satisfactory Academic Progress (SAP); the process to file a petition to waive requirements; how to access their CUNYfirst account to retrieve information on their financial aid awards; and how to log on to FACTS (Financial Aid Certification Tracking System), which will allow them to ensure that their classes are eligible for financial aid. Information can be found in several places on the York College website and the Bulletin.

The Financial Aid Office conducts several orientations and workshops to provide timely and relevant information to students. For example, it provides regular weekly FAFSA (Free Application for Federal Student Aid) Filing Workshops payment plans, and loan applications. These workshops help students apply online for Federal and State aid or other payment options. Other services provided by the Financial Aid Office include orientations for students who have been awarded Federal Work Study (FWS) support; workshops for first-time loan recipients on debt management; Direct Loan Entrance/Exit Counseling, and the signing of the Master Promissory Note. The Financial Aid Office presents financial aid information at New Student Orientations, Program Open Houses, and Accepted Student Receptions. In addition, Financial Aid Office personnel are available during business hours, scheduled late evenings, and weekend hours for individual student consultation. Supporting the Financial Aid efforts and facilitating student application needs is a dedicated computer lab adjacent to the Office supervised by specialized Financial Aid advisors.

4.1.2 Support for Admitted Students Who Have Not Been Adequately Prepared (s4c1b)
The policy at CUNY is that senior colleges, including York, do not offer students formal remedial classes; these are offered at the community colleges of CUNY. However, students who do not meet York’s admission requirements but belong to special populations can enter through several programs designed to meet their needs and provide additional academic, financial and other support.

The special programs at York include the Percy E. Sutton Search for Education, Elevation, and Knowledge (SEEK) Program, two TRIO programs—Student Support Services (SSS) and York Enrichment Services (YES)—and English as a Second Language (ESL). Each of these programs has varying criteria that students must meet in order to be eligible and receive services. The services offered consist of additional financial support, academic advising, and tutoring to assist students to persist and obtain their educational goals.

The SEEK program, admits 225 students each year and serves approximately 700-750 students each year. SEEK is an opportunity program that provides special academic, finance, and counseling assistance to support students entering college for the first time. Students applying for the SEEK program meet more flexible admission criteria but they must demonstrate significant
financial need. First-year students entering SEEK must attend summer immersion programs where they are exposed to experiences that will help them adjust to college life and prepare them for their academic challenges. They are introduced to time management, study habits, and learning styles. During their program participation, SEEK students are required to meet regularly with assigned peer counselors, participate in tutoring and other instructional support services and meet York’s math, reading and writing standards within the first year of their studies.

The TRIO program for Student Support Services offers eligible students a comprehensive program of support. To be eligible to receive service from the SSS program, the student must be a first generation college student. Services offered include: an assigned academic advisor while the student is enrolled, personal and career counseling, academic tutoring in most courses, access to a dedicated computer center and workshops on subjects that include financial literacy, financial aid assistance, study skills and time management. The SSS program accommodates approximately 300 students each semester.

The TRIO program for York Enrichment Services has the mission of assisting students with disabilities as they work towards completing their bachelor’s degree. In partnership with the Center for Students with Disabilities, YES connects students to services that will accommodate their special needs. To qualify for the program, a student must have a documented impairment which causes a significant limitation to a major life activity. The YES program serves eighty (80) students each academic year.

The English as a Second Language program provides an opportunity for admitted students who do not meet the English language requirement to enroll in a two course sequence of ESL courses. It is housed in the department of World Language, Literature and Humanities. The ESL program serves 40-50 students a year.

In 2016, CUNY approved York College’s participation in a pilot program, Opportunity for Student Success, which allows senior colleges like York College to admit a certain number of first year students who do not meet the admissions criteria. In the 2016-2017 academic year, York admitted 24 in the fall of 2016 and 16 in the spring of 2017. York College supported these students to become more proficient college level learners by enrolling them in the SD110 Course, requiring meetings with a designated advisor and limiting their selection of a major until they have completed 24 credits. Eleven of these students were subsequently qualified to enter the TRIO program detailed above.

4.1.3 Retention Policy, Program, and Strategies (s4c1c)
York provides and publishes clear policies and guidelines that facilitate student’s success. Clear guidelines and procedural information on required grade point averages needed to maintain successful academic progress including graduation are described in the undergraduate and graduate bulletins, and the web pages of academic programs and service units (Office of the Registrar, Financial Aid). These policies also include information regarding academic probation and the policy for academic dismissal. The terms and conditions for regaining good academic standing subsequent to probation as well as readmission subsequent to dismissal are a component of these policies. To understand and manage these policies, students are assisted by the following offices and committees of the College: Committee on Academic Policy and Standards, The
Counseling Center, Committee on Satisfactory Academic Progress, the Registrar’s Office and the Office of Academic Affairs.

The College has utilized key assessments as indicators of the effectiveness of programs providing student support. Evaluations include indirect assessments (e.g., National Survey of Student Engagement, CUNY Student Experience Survey). In fall 2012, York College embarked on a comprehensive Self-Study and improvement initiative to foster retention and graduation rates together with the John N. Gardner Institute for Excellence in Undergraduate Education. York, along with several other CUNY colleges, undertook this process as a result of the significant support provided by CUNY Central. In addition, York College charged a Task Force for Graduation and Retention to assist the President in shaping future actions to improve student outcomes in first and second year retention and to improve York’s six-year graduation rate. The College has used the recommendations to provide admitted students improved opportunities for orientation, advisement, and counseling to enhance retention. The following areas were our focus: reinforcing the first-year experience; improving academic advisement, including advisement in the majors; counseling services; improving admissions to professional programs; improving customer service and improving course availability.

Reinforcing the First Year Experience
The First Year Experience program is a centerpiece for engaging students and has gained support and currency through the strong collaboration of the two main divisions: Student Development and Academic Affairs. Components of the program that were enhanced are described below.

New Student Orientation Program is a day-long session where students and their parents are introduced to college life information. Components of the session provide information on the following: financial aid, the registration process, how to pay a bill at the Bursar’s Office, special services provided by the College for example, career advice/counseling, services for students with disabilities, veteran’s services and tutoring. The goal of the day is to provide an overview for parents and incoming students of the comprehensive array of support available at the College. Based on student survey feedback (CUNY Student Experience Survey 2014 Final Report, page 52, Table9a), several modifications were made to the program. Students and their parents expressed special interest in knowing more about certain topics so York College revamped the session to provide thematic presentations addressing first year students, transfer students, and parental needs, with a special focus on Financial Aid “How To” Workshops and greater interaction with the Bursars Office. The College also developed the Cardinal Guidebook as a direct outcome of student responses in the above mentioned SES 2014 survey. Since its initial creation, the book has been expanded to include services offered across the college.

Developing Success in College (SD110), a two-credit course, introduces students to the college environment. The transition from high school to college can be challenging for students, especially those who are first generation college goers. The student learning objectives of SD110 are to: 1) develop critical thinking and demonstrate a capacity to apply it to a range of problems; 2) articulate values, beliefs, and goals, and intentionally apply those in decision-making; 3) formulate and set academic goals consistent with personal values and life aspirations; 4) become an active learner by engaging in class and on-campus activities and in the greater global society; 5) identify relevant study skills for particular subject matters and information formats (e.g., text,
oral, experiential); 6) develop communication skills and becoming an informed participant in the educational process; and 7) gain intercultural knowledge and competence to meet local and global challenges in contemporary society.

The SD110 course was assessed over a period of four years in order to determine its impact on the performance of first-year students enrolled as compared to students who did not take the course. The findings indicated that first-year students who took the course had a slightly higher GPA than those who did not and had earned more credits towards graduation one year later. A revised SD110 course is being developed (See 4.6 below).

**Provision of Comprehensive Academic Advisement**

York College has always provided comprehensive academic advisement to students. In 2013, based on the Taskforce for Graduation and Retention recommendation, York College implemented a two tier shared model of advisement with clearly delineated roles: undeclared students are advised in the Academic Advisement Center by academic advisors and students with declared majors are advised in the departments of their declared academic major. To support this effort, four academic advisors were hired; three academic liaisons were linked to each school; and training and other professional development workshops and programs were implemented. The Academic Advisement Center, in partnership with academic departments, created, produced and updates annually degree maps, (four-year degree plans), to use as an advisement platform. A dedicated transfer advisor has recently been appointed to anchor transfer student advisement. The Academic Advisement Center space was expanded and reconfigured to enable and facilitate individual student advisement. A dedicated reception area furnished with computer workstations, monitored and supervised by Academic Advisement Center personnel increases advisement capacity. Information on degree requirements for all of the academic majors is posted on program and department websites and in the online bulletin.

The DegreeWorks online student advisement function, which formerly resided in the Registrar’s Office, has been incorporated into the Advisement Center. DegreeWorks, a CUNY-wide degree audit and student advisement system accessed through the CUNY Portal, is a comprehensive source of information regarding students’ degree requirements. DegreeWorks, which can be accessed both by students and advisors, is the basis of the York College academic advisement. It provides a real time compilation of students’ general education and major degree requirements, grades, and other information needed to successfully complete their programs in a timely manner. Through DegreeWorks, students have access to their degree requirements as defined by the York College Bulletin.

CUNYfirst, the CUNY-wide online registration and business system, also provides students with detailed information about their academic history and record, both within CUNY and at prior institutions. Because a significant portion of students at CUNY senior colleges such as York College transfer from other colleges, CUNY has paid particular attention to Articulation Agreements, course equivalencies, and other relevant information supporting their educational endeavors. A valuable service, following recent updates, that the CUNYfirst system provides is a searchable listing of all courses being offered in the upcoming semester at all CUNY campuses. The list also identifies those that satisfy general education requirements.
To ensure that students understand and follow requirements and expected time to completion, the College instituted strict academic advising procedures in 2014. As of fall 2014, all new students (first-year or transfer) in order to register for classes must meet with an academic or faculty advisor. The academic or faculty advisor clears the advisement service indicator from the student’s CUNYfirst record. Clearance of the advisement service indicator enables the student to register for classes during the registration appointment set by the Office of the Registrar.

Advisement service indicators are placed on all new and continuing student records at the end of each registration period, requiring all students to meet with an academic or faculty advisor and be advised for the coming term. Service indicators can be placed on the students’ CUNYfirst records for various reasons from different departments and service units (Office of the Registrar, Bursar, Financial Aid, Student Counseling, etc.) indicating procedural issues, financial aid, bursar, or academic standing. Students have real time online access to their CUNYfirst records and, service indicators in addition to announcements and deadlines related to college operations and activities. In preparation for the following academic terms, with leadership from the Academic Advisement Center, the College designates each October and March as “Advisement Month” before the registration period to actively encourage students to seek advising. Advisors use DegreeWorks, CUNYfirst, as well as other official publications (degree maps) describing academic programs of study and policies to advise students ensuring that they understand and follow requirements and expected time to completion. Departmental or major handbooks are updated regularly so that students have correct information in print as well.

First-years and undeclared majors receive advising from the Academic Advisement Center, staffed by professional advisors who ensure that students understand York policies, programs, and graduation requirements and their impact on choice of courses. The Academic Advisement Center ensures the accuracy of information provided to students by working with the academic liaisons in each School to periodically update degree and program requirements. When students declare a major program of study, they are advised by faculty in their home programs/departments. Students in special programs (SEEK, TRIO, etc.) must additionally be advised by their assigned program advisor. Data from the Noel Levitz Survey Report Spring 2013-Spring 2015 indicate that students ascribe a high level of importance to and report a high level of satisfaction with academic advisement, reporting that academic advisors are “approachable” and “knowledgeable” in informing them about graduation requirements.

Although the current advisement system promotes students’ clear understanding of academic requirements and requires increased interaction between students and faculty, challenges remain. Those challenges include the effectiveness of advising for students who wish to gain entry into the professional programs where there are strict entrance requirements, including GPAs. There are also some technical problems related to the software DegreeWorks that are now undergoing review from CUNY Central IT office. Finally, faculty expressed concerns regarding the disproportionate advising workload carried by faculty in the larger disciplines. These are next steps at the close of this Self-Study.

Counseling Center’s Contribution to Student Retention
Complementing the improvement we have achieved in the academic advisement program is the long standing work of counseling. Through the Counseling Center, students are provided with guidance to actualize their potential toward personal, educational, and career goals through
individualized evidence based and culturally sensitive counseling services. It provides confidential psychological and educational counseling for a range of concerns that may be barriers to students’ educational success. The Counseling Center staff holds the responsibility as well, for providing instruction in the Developing Success in College course. A further critical component for the counseling workload is to provide counseling and interventions for students on academic probation by helping them to return to good academic standing so they may complete their degrees. In terms of the psychological symptoms presented at the Counseling Center by York students: academic distress, social anxiety, and depression are the most common. The students’ level of distress is measured by the Counseling Center Assessment of Psychological Symptoms (CCAPS). In comparison to the national sample of counseling center clients, York students showed higher levels of depression, academic distress, and overall distress except for substance abuse, which was lower than the national norm. In addition, to referrals to outside agencies for interventions, the Counseling Center supports students through Wellness Wednesdays and collaborates with academic departments for instance the Social Work Department through the S.W.E.E.T Club to provide awareness and support.

Admission to Professional Programs
At York College, admission into professional programs occurs as follows: Students submit applications to be admitted to the program of their choice. Following specific calendar deadlines, the applications are reviewed by each program’s Admissions Committee. Accepted students are notified by the program director and approved to be admitted to the program. Students must officially complete the declaration of major form with the Program Director’s signature and submit this form to the Office of the Registrar prior to the deadline posted on the academic calendar.

Through the academic liaisons and in collaboration with academic departments, informational sessions are held for students interested in the respective programs, predominantly the highly competitive Health Professions programs. Undeclared students who aspire for admission to these programs, but do not meet the GPA requirements, are referred to the Advisement Center and are encouraged to pursue alternatives. Students who have accumulated more than 45 credits and have not been accepted into a professional program are encouraged to choose a major with sufficient course overlap to pursue. Some professional programs have modestly increased capacity: Occupational Therapy increased from 30 to 35 and will increase to 40 in 2018. The Department of Nursing has increased the cohort from 30 to 50 in the fall 2017 semester. The Physician Assistant program, now a master’s level program, since fall 2016 remains at 30 students. The capacity issue in professional programs remains a challenge and will require a strategic initiative that includes expanding clinical internship sites, increasing the number of faculty, and creating additional laboratory spaces.

Customer Service
The York College Self-Study of 2008 revealed gaps in service areas that had resulted from long term underfunding. York College took actions to strengthen a cluster of student support areas: Bursar, Admissions, Financial Aid, and Registrar, by investing in personnel, professional development and in automated systems. The Office of the Registrar has been a leader in these efforts at a critical time when a major system, CUNYfirst, was being launched. The results are summarized in the actions of the Registrar’s Office in Table 4.1 below.
<table>
<thead>
<tr>
<th>Year</th>
<th>Action Taken</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Name Badge</td>
<td>Implement staff wearing name badges; assist students with identifying personnel for future reference.</td>
</tr>
<tr>
<td></td>
<td>FAQs</td>
<td>Publish on website provide ubiquitous information to students. Reduce student need to come into office; updated and expanded in 2016 from 5 pages to 21 pages with each unit in Registrar’s office represented.</td>
</tr>
<tr>
<td>2011</td>
<td>Implement Credentials Inc.</td>
<td>Use automated transcript requests that reduced processing time and reduced the need to students come to the campus.</td>
</tr>
<tr>
<td></td>
<td>Online Forms</td>
<td>Provides student-friendly processing</td>
</tr>
<tr>
<td>2012</td>
<td>Hire and Trained TAP Course Eligibility Administrator</td>
<td>New-hire designated to the task of reviewing student’s enrollment to courses that are TAP eligible. Reduced audit liability</td>
</tr>
<tr>
<td></td>
<td>Diploma Mailing</td>
<td>Institute mailing diplomas to student’s home address thus reducing student wait time, need to come to the campus and eliminating wait time on lines. Storage needs in the Registrar’s office also reduced.</td>
</tr>
<tr>
<td>2014</td>
<td>Hire Transcript Evaluator</td>
<td>As a result new transfer rules established that reduced manual processing; accelerate assessment of transcripts; reduced wait time from three weeks to 10 days from receipt from Admissions Office.</td>
</tr>
<tr>
<td></td>
<td>Financial Aid Certification Tracking System (FACTS)</td>
<td>Collaborate with Financial Aid Office to design, implement and publicize via email and posters the FACTS thus providing information on TAP eligibility.</td>
</tr>
<tr>
<td>2015</td>
<td>Hire Curriculum Manager</td>
<td>Designated person to handle matters from University Chancellor’s Report, increase communication to students regarding necessary course requirements, increase efficient course additions/updates</td>
</tr>
<tr>
<td>2016</td>
<td>Mission Statement Created &amp; Posted on Website</td>
<td>Clarity and accountability to all students Faculty and Staff on mission.</td>
</tr>
<tr>
<td></td>
<td>Front Desk Manager/Graduation</td>
<td>Reduce student wait time; prepare timely graduation audits; increase yield of students who file for graduation, are audited and notified prior to the upcoming enrollment.</td>
</tr>
<tr>
<td>2017</td>
<td>Online Fillable Forms</td>
<td>In progress</td>
</tr>
</tbody>
</table>
Other support offices have also come on board especially through the work of the Customer Service Task Force established in 2015 in recognition of York College’s need to improve the delivery of services across support services units to students. Actions include frontline staff training, training for managers, improved signage, launch of a York Cares Campaign, and expansion of the use of name tags for personnel in cooperating frontline offices.

The Customer Service Task Force has also extended the best practices refined by the Admissions Office in utilizing an electronic sign-in system to assist students through the enrollment funnel from prospect, admit, and commitment. The assessment tool (survey) sent to students after their visit gives the office the opportunity to make adjustments to the student experience in a systematic way. York College’s IT Department has tailored this system to other service offices (Health Center, Testing, Financial Aid) and expect a roll-out to these offices by December 2018.

Students at York College have also made their own contribution to customer service as the SGA Leadership of AY 2015-2016, working with York College’s Information Technology Department, launched the York Cardinal App, providing a forum to the college community, especially students to become more engaged with the College and its activities and to serve as a market place for information. For instance, York College students can obtain information on services provided at the college, they can post questions on policies, or they can connect with each other beyond the classroom. In December of 2016, 210 students responded to a survey, administered by the company that developed the software and the responses showed 77% reported that the York Cardinal App makes them feel like they belong to York College. Eighty-one percent stated that they used it to learn about campus services; 75% use the App to inform themselves of extracurricular activities; and 96% of students would recommend the App to their peers.

Improving Course Availability and Removing Barriers
The Office of Academic Affairs, working with the academic departments, oversees the scheduling process of the College ensuring that classes are available day, evening, and weekends. The Office of Academic Affairs has encouraged online modalities and York College has utilized the winter session and the two summer sessions to increase course offerings, enabling students to make timely progress toward degree completion. Online courses are offered to provide scheduling flexibility for timely progress toward degree completion during all semesters. The Student Experience Survey (SES) conducted in 2016, reports that 73% of students were able to register for every course they wanted, compared to the 2014 SES when 65% of students reported the same. SES Surveys are conducted in the spring semester of even numbered years since 2000.

Additional actions taken by York College since fall 2016 to remove policy barriers that impact retention and graduation include:

- Committee on Academic Policy and Standards revised the academic dismissal policy down from twice, to once per academic year at the end of the spring semester. During the summer, students have the opportunity to improve their grades and benefit from Student Counseling intervention and other services to apply for reinstatement through the Committee on Academic Policy and Standards;
The committee removed the Pass/No-Credit (P/NC) grade policy; The Committee on Academic Policy and Standards and the Committee on Satisfactory Academic Progress were provided with administrative support staff to execute their decisions, thus accelerating students’ movement through the process. The same administrative professional is also identifying students who have accumulated 120+ credits but have not filed for graduation and is providing them with special advisement; Departments working with the Office of the Registrar adjusted and implemented new policies to reduce multiple pre-requisite courses; Departments working with the Office of the Registrar updated and implemented CUNY wide course equivalencies integrated in CUNYfirst.

4.1.4 Student Goal Achievement Strategies (s4c1d)
A final example will demonstrate York College’s commitment to improving our students’ graduation and retention success in the work of the Career Center (Career Services) that helps students become fully marketable by working with them to develop a career map that runs parallel to their academic endeavors. From their initial entry into the College, first-year students are introduced to information related to career development in the Developing Success in College (SD110) course and Career Development Workshops. The Center also provides a series of Workshops open to all students each semester on the topics of Resume Development, Interviewing Skills, and Dressing for Success, just to name a few. The Center staff makes presentations in SD110 and other classes as requested in order to expose students to career development opportunities. The Center offers a number of programs that make available experiential opportunities for students in terms of leadership development, internships, scholarships, and permanent employment after graduation. Some of these programs are: America Needs You, Thurgood Marshall College Fund, and the Hispanic Association of Colleges and Universities. Although the Center has increased the number of student internships, more resources are needed in order to increase the number of both internships and permanent job placements. The Center maintains an internship and job management information/referral system called Simplicity that connects students to potential employers. Students can search for internships and jobs by placing their resumes in the system and having employers screen those resumes. The Center also implements an Annual Jobs Fair and employers are given the opportunity to screen students directly for potential placement within their firms, agencies, and organizations.

4.2 Policies and Procedures regarding Credit Evaluation and Assessment
The CUNY-wide Pathways Initiative implemented in 2013, impacts undergraduate students transferring within the colleges of the CUNY system. The centerpiece of this initiative is a 30-credit general education Common Core. Each CUNY college also requires bachelor’s degree students to take another 6 to 12 credits of general education through the College Option. Once fulfilled at one CUNY college, these credits will carry over seamlessly if a student transfers to another CUNY college. The implementation of Pathways has also aligned gateway courses for a number of popular majors. Following the implementation of Pathways are the recent updates of the CUNY-wide course equivalencies that further simplify course and transcript evaluation. To support these efforts, the College undertook streamlining of pre-requisites and co-requisites across departments.
York College has numerous transfer articulation agreements with CUNY and non-CUNY community colleges to assist students with the transfer of credits to four-year academic programs of study that are offered at the institution. In 2014, the Registrar’s Office received support to hire additional personnel dedicated to accelerating the evaluation of transfer transcripts. This individual also holds the responsibility for creating procedures that assist in automation of transcript evaluations, helping to reduce the manual assessment that is time consuming.

Additionally, since 2015, the College provides support to the Registrar’s Office to record and accurately implement changes and updates in the University Chancellor’s Report impacting course offerings. Therefore, curriculum is amended expeditiously, pre- and co-requisites are checked automatically, students are informed of all changes, and the Post Enrollment Requisite Check (PERC) system provides an automatic check after grades are processed to ensure that students have completed prerequisites. The latter ensures that students are prepared for the next level of course work.

There are several ways that student experiences and non-college level coursework are evaluated:

- Students who have completed Advanced Placement (AP) or Advanced Level (A) courses in secondary school submit an official transcript to the University Processing Application Center (UAPC) as part of their application package. Course credit is also awarded for students admitted with International Baccalaureate courses as required by CUNY-wide admission policies;
- Through a CUNY-wide initiative to support returning veterans and recognize their field experience, automatic course equivalency is granted for specific service training and certificates they have;
- Prior life experiences and experiential learning can be assessed and granted credit. The Experiential Learning Committee reviews applications and documentation submitted by prospective or admitted students granting appropriate course credit as described in the Bulletin;
- Students also can get credit for specific courses by passing the corresponding College Level Examination Program (CLEP) exam (Bulletin).

4.3 Student Information and Records (s4c3)

York College has policies and procedures for the safe and secure maintenance and appropriate release of student information and records; and the College and the University locate this information on their secure websites. On its website, the College makes available policies for managing access to Non-Public University Information in compliance with the Chancellor's Office and the University Chief Information Officer.

The York College Bulletin, the York College website and the CUNY website all locate information regarding Records Retention and Release that are described in a clear and accurate fashion across multiple platforms. York College only releases student information in compliance with the requirements and limitations set forth under the Guidelines for the Implementation of the Student Records Access Policy and the Federal Family Educational Rights and Privacy Act (FERPA). In terms of digitally stored data, the College website speaks to security awareness for
the effective actions to safeguard the information technology interests of CUNY and its stakeholders. The University also has a self-assessed Information Security Policy and Procedures Attestation. This verification covers security policies and procedures for:
1) Policy on Acceptable Use of Computer Resources;
2) IT Security Procedures - General, June 25, 2014;
4) IT Security Procedures – Data Center Security & Environment Support, November 20, 2009;
5) IT Security Procedures – Email Auto-Forwarding (December 1, 2015);
all located under Security Policies & Procedures.
In addition, the University and York are required to comply with the New York State Information Technology Standard set by the State of New York Enterprise Information Security Office.

4.4 Athletic and Extracurricular Activities (s4c4)

York College offers both an Athletics Program and comprehensive student extracurricular activities. All programmatic activities adhere to administrative policies and principles in terms of their operations and fiscal oversight as outlined in the CUNY Fiscal Accountability Handbook.

York College has an Athletics Program that adheres to NCAA Division III standards which emphasizes the balance between athletics and academics to assure timely graduation, and as well as the adherence to the CUNY Athletic Conference policies and procedures.

York College currently offers a program of 17 men’s and women’s teams in the following sports: Basketball, Cross Country, Soccer, Track & Field, Swimming, Volleyball, Tennis, and Softball. In fall 2017, 207 students were enrolled at York College as student-athletes and their majors ranged across sixteen majors. All student-athletes must be enrolled in a minimum of 12 full-time credits and pass an academic eligibility check with at least a 2.0 GPA. Student-Athletes must participate in orientations in the fall and spring semesters, complete all required NCAA forms, attend Title IX Training and complete the required medical assessments. Once student-athletes are vetted into their athletic program/s, York College continues to assure academic success with emphasis on a mandatory study hall program for all incoming freshmen, transfer student-athletes, and returning student-athletes who have a GPA under 2.5.

York College student-athletes have a commitment to their campus and surrounding community as evidenced in the work of the Student Athlete Advisory Committee (SAAC) that promotes a positive student-athlete image. Recent initiatives SAAC have spearheaded include raising several hundred dollars for breast cancer research, hosting PSAL Coaches Clinic for over 45 High School Coaches, honoring our military during a Military Appreciation Night basketball game, partnering with the Fire Department of New York (FDNY) and the Office of Veteran Affairs in an effort to educate York student-athletes and students about potential careers with the FDNY, reintroducing Intramural Tournaments in support of the student body and their recreational pursuits, and collecting supplies towards the support and rebuilding of Puerto Rico after the devastation of Hurricane Maria.
In 2017, the NCAA cited York College for being out of compliance with Division III rules, following a self-report by the College of student eligibility violations by a former coach. Following this incident, and in order to increase oversight of and accountability within the athletics program, York College reorganized athletics, locating it in the Division of Student Development. Moreover, a new Athletic Director was recruited and hired, who worked with the NCAA to bring the campus Athletics Program back into full compliance.

Extracurricular Activities
As for the provision of student life and extracurricular activities offerings, the Division of Student Development has been producing a newsletter with a calendar of events during each semester in order to inform students on the variety of activities and events that are available. Also, programs, services, and policies are listed in the Student Handbook and the Cardinal Guide and College website with complete descriptions of offerings. The Student Handbook 2016-18 was revised and is being promoted for use by students so that they can become familiar with the array of student support services that are available, extra/co-curricular activities, and relevant policies and procedures.

The College has vibrant student life and leadership training programs that support student engagement and involvement. Operating out of the Office of Student Activities, the staff supports the Student Government Association (SGA). Approximately 41 student clubs and organizations, game room, and YCRadio Station are available for students to participate in during their course of study at the institution. The SGA, student organizations, as well as the Department of Intercollegiate Athletics and Recreation, game room, and YCRadio are supported by funding from student activities fees. The York College Association is responsible for allocating the funding via earmarking, which totals approximately $1,000,000 for all areas. The College also has a Child and Family Childcare Center to support student parents and their funding is supported by student activity fees and the State.

York College is proud of its many enrichment programs offered across the campus supported by faculty and administrators that provide students outside of the classroom experiences that may transform their learning experiences and expectations. These include, but are not limited to, Undergraduate Research, Study Abroad, the Volunteer Income Tax Assistance Program (VITA), Honors Societies, Professional Clubs, (Society for Human Resource Management (SHRM), etc.) For a more detailed discussion see Standard 3.

4.5 Institutional Review of Third-Party Services (s4c5)
York College does not engage third-party services to design, deliver or assess our student services.

4.6 Periodic Assessment of the Effectiveness of Programs Supporting the Student Experience (s4c6)
All units in the Division of Student Development have completed several annual cycles of direct assessment. Starting with the 2014-2015 year, the Division of Student Development instituted a
Comprehensive End of Year Report that takes into account all the units’ mission statements, goals, and objectives; status of Strategic Plan implementation; challenges; activities and events implemented; number of students attending each event; and goals for the following year. **Student Development End of Year Reports 2015; Student Development End of Year Reports 2016; and Student Development End of Year Reports 2017.** The reports also provide baseline data, which is used to assess the delivery of services. This fulfills Requirements of Affiliation 8 and 10.

For the past three years, the Division of Student Development has used the information gathered from their annual end of year assessment reports to gauge the extent of activities and services provided to students as well as to continue to improve the on-going delivery of support services. For example, during the 2014-15 academic year, comprehensive baseline data was developed for all departments/units within the Division. These data were used to develop unit mission statements, goals and objectives, and measures. In subsequent years, AY 2015-2016 and AY 2016-2017, the units were able to use the results of the assessment measures and makes decisions for improving services.

During the period of fall 2012 to fall 2016, York College conducted a study to examine the impact of the SD110 course. The study compared the retention rate, GPA, and credits earned by students who took the SD110 course to students who had not taken the SD110 course in their first year. The data found that the students who took SD110, showed higher one-semester and two-semester retention rates, higher GPAs, and had earned more credits than those who did not take SD110. The results of the **SD 110 Supporting Data (Comparative Assessment Data Fall 12-Fall 16** is here.

### 4.7 Recommendations

Build on the success of the First Year Experience and extend these best practices to a Second Year initiative to include intentional embedding of developmental programming like Career Services and Counseling Center functions to enhance retention beyond the second year;

Assess the effectiveness of the shared model of advisement including the following but not limited to: assessment of effectiveness of DegreeWorks; the impact on students who fail to gain acceptance to Health Professions programs; and the impact on faculty workload;

Assess the professional programs’ capacity to meet York College student demand.
Standard V

Educational Effectiveness Assessment

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

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

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:
   a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
   b. articulate how they prepare students in a manner consistent with their mission 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;
   c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
   d. planning, conducting, and supporting a range of professional development activities;
   e. planning and budgeting for the provision of academic programs and services;
   f. informing appropriate constituents about the institution and its programs;
   g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
   h. implementing other processes and procedures designed to improve educational programs and services;

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:
   a. assisting students in improving their learning;
   b. improving pedagogy and curriculum;
   c. reviewing and revising academic programs and support services;

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.
Chapter 5

Standard V: Educational Effectiveness Assessment

York College is committed to building and sustaining systematic assessment of educational effectiveness across all areas of the institution: academic, student support and operational. All assessment at York College occurs in concert with the College’s Strategic Planning process and, where possible, is linked to resource allocation. This chapter describes York College’s current assessment achievements that include a systematic development of student learning outcomes, with special attention to General Education courses. We demonstrate, by a full discussion of assessment college-wide, how the criteria of Standard 5 are met, thus complying with the Requirements of Affiliation numbers 8, 9 and 10 that call for the College to evaluate its educational programs, make public the results, and assure the quality of its programs. We begin with a description of the past institutional assessment efforts; describe the current efforts and outcomes of assessment, and offer examples of assessment of student learning outcomes at the program level; show how Strategic Planning is integrated with assessment, resource allocation, program level student outcome assessment, and with the CUNY planning process. Evidence is presented that demonstrates how these processes are assessed and what impact assessment has on York College. We conclude with three recommendations for the next stage of development.

The critical pillars for effectiveness at York are the following: the York College Strategic Plan (fully discussed in Chapter 1), CUNY’s Annual Performance Management Process, Academic Program Review, the work of the Outcomes Assessment Committee 2006-2009 and 2009-2012; the School Assessment Plans 2012-2015; Operational Unit Assessment and Student Development Assessment.

5.1 Background of York College’s Institutional Effectiveness Efforts

Upon the conclusion of York’s 2008 Self-Study, the College took two important actions to strengthen its assessment and effectiveness systems. First, it engaged in a collaborative Strategic Planning process that produced the document Charting a Course for the Future approved by the York College Senate the Senate Meeting Minutes March 22, 2011, then it embarked on a major revision of its General Education curriculum. With a new Strategic Plan, mission, vision, values, goals, initiatives and action steps, together with subsequent approval of our General Education Pathways to Degree Completion (2013), York College was poised to advance our assessment agenda building on the annual CUNY Performance Manual Process and the two phases of work that resulted from York College’s Outcomes Assessment Committee (See links to the comprehensive reports below).

The recommendation that was not immediately acted on was the unification of planning and assessment in a systematic and cohesive way within an integrated framework. That task was achieved in January 2014 when funding allowed us to launch a national search to hire an Executive Director of Institutional Effectiveness and Strategic Planning. In 2015, the Office of Institutional Effectiveness was created to provide leadership in systematically advancing York’s assessment activities. The charge to the Office is to sustain and strengthen assessment and
continuous improvement in all of York College’s operations; improve existing academic program assessment; advance the operational unit assessment to enable efficient, evidence-based decision-making; and, strengthen the connections among the processes of assessment, strategic planning, and resource allocation. Clarifying the connection between CUNY and York College’s continuous improvement efforts is also an essential responsibility.

To support the Office of Institutional Effectiveness (OIE), York College hired an Executive Director (later the position was reconfigured as an Assistant Vice President) who reports directly to the President. York College’s existing Office of Institutional Research was reassigned to the OIE to support assessment needs. An Assessment Analyst and a Faculty Fellow knowledgeable of program assessment joined OIE to assist with academic assessment, bringing the staffing in this office to six full-time professionals.

A history of assessment efforts at York College as the foundation of the current plan is summarized in the linked timeline that shows activity between 1992 and 2006. There have been two reports on assessment since 2006: Assessment Plan 2006-2009, and the Outcomes Assessment Plan 2009 - 2012 Final Report.pdf. Each document describes the progress made toward a comprehensive and systematic assessment of student learning outcomes.

5.2 Strategic Planning at York

As this is fully discussed in Chapter 1, section 1.1.1, it will not be repeated here.

5.3 York College and the Role of the CUNY PMP

The Performance Management Process (PMP) is CUNY’s annual procedure for goal-setting and assessment at each college. The Chancellor relies on the PMP to gather comprehensive data, to monitor progress on previously stated goals, and to provide feedback to institutions, thus advancing University-wide initiatives and achievements. In addition to the strategic planning goals York College has derived from its mission statement, the College strives each year to make progress on those goals set by the Chancellor. The PMP process and purpose is described on the CUNY website and captured in the box below.

The City University of New York follows a Performance Management Process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance.

Each spring, the Chancellor states the University's performance targets for the upcoming academic year, guided by the University's Master Plan. CUNY presidents, working with their executive teams and college communities, then map out performance goals and targets for their institutions for the coming year in alignment with those of the University.

The college targets reflect differences in campus missions, resources and circumstances, and recognize that the colleges all start from different performance baselines.

The development of the PMP and the selection of University PMP goals result from consultation
with college presidents through the CUNY Council of Presidents and college provosts through the CUNY Academic Council. In 2017, an additional set of CUNY-wide goals were established as the CUNY Strategic Framework. These goals reflect the highest priorities of the University and were also created in consultation with people across the CUNY campuses to reflect Chancellor James B. Milliken’s objective of a Connected University.

Table 1.1 describes the timeline for PMP Action Planning Activities, see Chapter 1.

Annually, following the Chancellor’s call for the evaluation process to begin, the CUNY Office of Institutional Research and Assessment (OIRA) publishes a data book with five-year trends in the PMP metrics. Year-end performance on PMP measures and focus goals are the subject of an annual conversation between the CUNY Chancellor and each college president. At York College, the President shares the PMP report and goals, and the essence of the Chancellor’s discussion with the campus community through the Cabinet, the Strategic Planning Committee, the Personnel and Budget Committee and with the general campus community through the fall Convocation and the Senate Plenary. This initiates conversations that inform the work for the coming year to include planning, budgeting, and the implementation of new initiatives. These conversations may lead to the establishment of targets and initiatives for addressing new challenges or further advancing the goals of the College and the University.

In 2016–2017, the timeline was altered to facilitate the introduction of the CUNY Strategic Framework that outlines a “new vision for a new era” at the University. The Chancellor initiated the process late in June 2017 and required all colleges to merge their goals with the goals of the Strategic Framework. York College complied and aligned the two PMP reports. The first report sent in August 2017, shows York College’s progress on annual goals for 2016–2017. The second report is York College’s Goals for the next academic year, PMP York College Strategic Goals and Targets for AY 2017–2018, sent to the Chancellor’s Office in September 2017. This section fulfills the Requirement of Affiliation 9.

The PMP process, as an assessment tool, has been used at York College in a variety of ways to map student progress, student success, and to make decisions for changes or improvement. Such a change is seen in the establishment of the Office of Student Academic Success created to improve retention and graduation rates. This office assisted 830 students between February and September 2017 in making progress towards meeting the requirements needed to graduate. Other assessment results of the PMP include the collection of data documenting faculty scholarly activity and external grants (See Chapter 3 for more details). These data have proven useful to departments in conducting their APRs and building their budget requests to further develop facilities supporting faculty research. Departments have used these data for recruitment of students and prospective faculty. Additionally, the PMP’s call to expand learning opportunities for students led to the College’s decision to expand its master’s degree programs. To date, three of four programs proposed (Clinical Trials Management, Nursing, and Social Work) have moved through the approval process and will begin enrolling students in the next eighteen months. These programs reflect the spirit of CUNY’s Strategic Framework to serve our students and the broader community by meeting its workforce needs.
5.4 Academic Program Assessment at York

Inextricably linked to the global evaluation of College goals and targets is the assessment of academic programs at York College with a focus on the strategic goal which speaks to “engaging rigorous and transformative learning experiences.” The primary method for assessment of academic rigor is the Academic Program Review (APR) process. This assessment is rooted in the educational goals contained in our Strategic Plan and linked to departments’ missions and goals. This process fulfills the Requirements of Affiliation 8.

Academic Program Review
The Office of Academic Affairs at York College outlined a comprehensive set of Academic Program Review (APR) Guidelines (2009) to create consistency in program reviews across disciplines and departments. The design for the APR involves four phases: Initiation, Self-Study with recommendations, External Review, and ultimately, the formulation of an Action Plan. Guidelines include a requirement for assessment of student learning. The Assessment Plan II (2009-2012) states that a program’s assessment plan should allow “pertinent questions about student learning and effectiveness, address those questions with data, and then use that data to drive decisions that will help improve the College’s mission and strategic goals.”

The Academic Program Review is an in-depth study of each academic program (including the Library), conducted every five years. The self-study report evaluates the current state of the department including structural changes in the department, current academic program, curriculum changes, faculty activity in service and research, student progress through the programs of the department and degree completion, and a budget review.

The APR begins two years before the final report is due. Prior to the start, designated department faculty, together with the department chair, meet with the respective school dean and a member of the Office of Institutional Effectiveness to establish a plan and timeline to carry out the self-study, which involves examining trend data on enrollment, post-graduate outcomes (when available), and fiscal resources. The findings describe and analyze the state of the department and a report is generated that articulates the department’s recommendations and goals for the next five years.

An external reviewer is engaged to review the report and is invited for a campus visit. After the visit, the reviewer submits a report that provides an external professional evaluation of the Self-Study including recommendations for quality improvements. The final phase is that the department produces an Action Plan due to the Office of Academic Affairs one semester after the external reviewer’s report has been submitted. The department chairperson will consult with the academic dean and the Provost regarding the implementation of the Action Plan and resources needed.

In the academic year 2016-2017, York College’s APR process was enhanced through a collaboration among the Office of Institutional Effectiveness, the Office of Academic Affairs and the academic departments. The purpose was to create systematic assessment across the College, with greater attention to student learning outcomes assessment within all academic programs. Completed in Summer 2017 and approved by the Provost and academic deans, the
plan incorporates tools that can advance student learning outcomes and the achievement of the mission and goals for the academic programs. Programs and departments must demonstrate how their mission drives student learning outcomes (SLOs) and how the results of the SLOs are used to create improvements in the program. All programs will have used the SLOs system as part of the revised APR at the end of the next five-year cycle.

This system of developing the SLOs was created through a collaborative effort. The Office of Institutional Effectiveness established an Assessment Team, consisting of a full-time Faculty Fellow (a member of the Department of Behavior Sciences on loan for three years) and a full-time Assessment Analyst, a permanent professional in this office. Then, a faculty academic assessment liaison was selected from each academic department who was trained in creating mission statements, program goals, and program learning outcomes. These faculty liaisons worked with their departments to generate and/or update their department’s mission statement, program goals, and student learning outcomes, and to map student learning outcomes onto each of the department’s courses (see template for Program Assessment, Part 1). The department academic assessment liaisons developed applicable assessment procedures and instruments, facilitating each of York College’s academic programs in looking more closely at student learning and how to assess it in a comprehensive and systematic way across the College. As a result, by early spring 2017, academic programs at York College were approximately half-way through implementation of a two-phase plan that enables ongoing, documented coordination of student learning outcomes assessment that reflects the mission statement of each program and is coordinated with strategic planning and resource allocation.

Phase 1 of the plan for educational assessment was completed in December 2016. Phase 2 of the plan, implemented in Spring 2017, involved the department assessment liaisons working with their faculty colleagues to develop measures for assessment, data collection, analysis of results, and action plans based on their findings. As part of this ongoing process the academic assessment liaisons meet regularly (See template for Program Assessment, Part 2).

By 2018, all academic departments will have completed their program assessment cycle and will use those results in the next round of the APR (APR Schedule/Accreditation-Cycle by Schools). A thumb-nail sketch of the assessments developed by the academic programs, Phase 1 and Phase 2 is outlined in Table 5.1 below. The completed assessment templates of each program are in the Academic Assessment Report, 2016-2017. The academic assessment report showcases each academic program and the progress they have made on Phase 1 and Phase 2.

As shown in Table 5.1 below, these templates include in Phase 1, the program mission statements and SLOs mapped on to courses, and in Phase 2, goals and expected outcomes, measures for SLOs, analysis of the results of the assessment and action plans developed based on those results. The grid indicates the progress each program has made in completing the work in Phase 1 and Phase 2. For example, the Accounting BS program has completed its mission, successfully mapping of SLOs onto its courses and has a set of goals and expected outcomes. Aviation Management (BS) has completed both Phase 1 and Phase 2 including assessment measures, data analysis and have developed an action plan based on the assessment. English has completed the process through the Action Plan and is now addressing the recommendations of its
Self-Study. The aim is to have programs make changes at the completion of the assessment cycle and based upon the results of that assessment.

Table 5.1: Academic Programs Progress toward a Complete Assessment Cycle

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<th>Program</th>
<th>Phase 1</th>
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<tr>
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<tr>
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<td>Studio Art (BA)</td>
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<td>X</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>X</td>
<td>X</td>
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</table>
The annual program assessment will be a key component of the APR as the next cycle begins in September 2019. This model of assessment is similar to the model used by the accredited programs: Physician Assistant (MS), Occupational Therapy (BS/MS), Nursing (BS), Social Work (MSW) and Teacher Education.

Use of APR Assessment Results
Explicit in the strategic goals is the recognition that the College must engage in constant examination of the ever-changing opportunities to meet students’ educational expectations. This means expanding academic offerings with the stipulation that all programs maintain academic excellence and include content appropriate for postsecondary degrees. The primary place where curricular actions are evaluated is the Academic Program Review assessment process. As an example, the APR Department of Behavioral Sciences Spring 2013, in which the Psychology program is housed, recently changed its major requirements. This was an outcome of its APR that assessed, among other factors, the preparedness of students in its upper division research methods course. As part of the APR, the discipline ran a study to compare how students performed in the research methods course based upon whether a student had first taken the statistical methods course. This study showed that students who had taken and passed statistics performed better (based on grade attained) than students who took a research methods course before statistics or took the courses simultaneously. The department has now made statistics a prerequisite for research methods and added a lower division introductory research methods course.

A second example of how APR recommendations are used to make changes is seen in the Library APR, Academic Program Review Library 2012-2016. The APR study identified a need to offer extended hours for students. The Library successfully applied for and was allocated an increase in funding, enabling them to hire two new librarians and support adjuncts to expand library hours.

A final example of the impact of using the results from the APR to make decisions is the Action Plan Department of English 2016 which was completed as part of the APR for the Department of English Spring 2016. The Action Plan describes how the Department of English discovered deficiencies in classroom technology, with a suggestion as to how the problem could be solved. Working with IT, the department was able determine the resources needed for its smart room spaces and upgrade accordingly. A second outcome resulted in changes to the curriculum for the college-wide writing courses and the writing requirements needed for graduation by adding options for students and bringing greater clarity to course requirements.

Assessment of General Education at York College
General Education assessment is well underway at York College since the adoption of the CUNY sponsored but York College developed General Education Pathways to Degree Completion curriculum instituted in 2013. A full discussion of General Education is contained in Chapter 3.

General Education is not a stand-alone program at York College. Each General Education course is housed in an academic department and is evaluated in that department’s APR. For example, the Department of Mathematics and Computer Science has six General Education courses, and
the method for assessing the courses is through the APR process. Even though the department’s APR is not yet completed, a slight change to curriculum has already been executed when it was discovered during the department’s self-study that a particular one-credit prerequisite course (Math 119) was interfering with student progress towards degree completion.

While General Education is evaluated as individual courses within department APR, there has been no assessment of General Education as a program. The Self-Study reveals that while there has been some discussion on this matter, it has not yet occurred. Thus, a recommendation to comprehensively assess general education is timely.

The Role of the Curriculum Committee in Academic Assessment
Prior to the APR at York College, one of the primary ways academic rigor and content were checked were the multiple levels of review by the Curriculum Committees. This role continues presently and complements the assessment done for the APR. Each department has a Department Curriculum Committee and curricular action begins here. Once the department approves the action as evidenced by the signature of the department chair, the action is moved to the College Curriculum Committee. If the action affects other departments, then the signature(s) of the relevant department chair(s) must be included.

The College Curriculum Committee includes faculty representation from each academic department and the Library; and, two members of the administration representing the Registrar's Office and the Office of Academic Affairs. Faculty members of the Committee and faculty alternate members who attend, should the member be absent, are elected by their departments; administrators are appointed by the President. Student Development has a faculty representative; its alternate member is a member of the counseling staff. Students have nine members and also have student alternate members.

The charge of the College Curriculum Committee is to establish curriculum policy, review established curriculum, discuss all proposed curriculum changes, and recommend curricular changes to the York College Senate. The College Curriculum Committee is a Standing Committee of the York College Senate. Its membership and charge are delineated in the York College Charter approved by the CUNY Board of Trustees in June, 2015.

New courses and course changes, including Student Learning Outcomes, are presented to and discussed at the York College Senate. Once approved at the Senate, actions are included in the Chancellor's University Report of the College and sent to the CUNY Board of Trustees for approval. Local actions are vetted at CUNY and, where necessary, forwarded to the New York State Education Department (NYSED). Accredited programs cannot be altered and new degrees cannot be enacted without NYSED approval. This process fulfills the Requirements of Affiliation 9.

At York College, through the systematic utilization of the APR together with the work of the Curriculum Committees, academic departments have routinely assessed their programs and achieved integration of their educational goals with those of the College and University, while examining how departmental, program, and course goals align with curricular offerings. While academic programs receive guidance from the strategic goals and from their representatives on
the Strategic Planning Committee, it is less clear how the assessment information done by programs and units impact the development of the institutional activities under the strategic goals. The connection between the results of the academic program and operational unit assessment results must be made stronger. Therefore, it is recommended that an institutional level assessment committee be re-established and made a permanent subcommittee of the Strategic Planning Committee.

5.5 Outcomes Assessment Committee 2006-2009, 2009-2012

During the period of 2006-2009 and 2009-2012, York College built a culture of assessment with a cross disciplinary campus committee comprised of faculty, administrators, and others with assessment expertise. The Committee’s work in two phases produced two critical documents after a period of study and implementation. These documents demonstrate York College’s conceptual approach to assessment, key assessment measures (direct and indirect), and key activities and structures that supported assessment at the college during the six-year period (See the assessment plan links in 5.1 above).

5.6 The School Assessment Plans

During the period 2012-2015, the deans of the schools took ownership of assessment utilizing school driven assessment committees comprised of faculty and the deans. The Dean of the School of Health Sciences and Professional Programs and the Dean of the School of Arts and Sciences each developed a Strategic Plan that included goals, objectives and an action plan. The document for the School of Health Sciences and Professional Programs (SHSPP) describes the environment facing health care and makes strategic recommendations for the direction the School will take over the five years HSPP strategic plan 2012 to 2017.

One result is the revisions made in program offerings as seen in the recommended change to our BS/MS Occupational Therapy (OT) program. At that time, the accrediting agency for OT was requiring all accredited programs to move to the stand-alone master’s level programs. OT, operating under the HSPP plan of 2012-2017, conducted a program evaluation that looked at the strengths, weaknesses, opportunities and challenges of the program, the results of which (linked here) were used to improve the undergraduate program and prepare to launch a free standing master’s level OT program at York College in the near future, thus replacing the existing BS/MS program.

The School of Arts and Sciences developed a draft Strategic Plan School of Arts and Sciences 2014-2017 that contains student baseline data and a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, a set of School goals aligned with the College’s strategic goals, specific objectives to meet those goals, and an action plan to implement the goals. The action plan led to the reconstruction of the upper division of several programs, curricular changes, and enhancements to faculty professional development programs. The next iteration of the plan will include the goals of the University’s Strategic Framework.

The School of Business and Information Systems at that time, was preparing a plan to seek Association to Advance Collegiate Schools of Business (AACSB) accreditation. As part of its
preparation, the Department of Business and Economics administered the Educational Testing Service (ETS) Major Field Tests in 2014 and 2015. The department administered the tests to all sections of BUS 201: Computer Application to Business and BUS 481: Strategic Management. The results from these tests are yet to be analyzed, as the department requires at least two additional ETS Major Field Tests to obtain meaningful analysis and results. The departure of the then Dean stalled the process until 2015 when the new Dean arrived. After a series of consultations, it was determined that York College School of Business and Information Systems will seek accreditation under the Accreditation Council for Business and Schools Programs (ACBSP) rubric. That plan is ongoing at the present time.

5.7 Assessment in York College’s Accredited Programs

Seven York College programs hold external accreditation from their respective national, professional organizations. Since our last Self-Study of 2008, the following programs have been reaccredited having undergone a Self-Study and site visits. These programs include Physician Assistant (MS) (ARC-PA), Occupational Therapy (BS/MS) (AOTA), Nursing (BS) (ACEN), Social Work (CSWE), and Teacher Education (CAEP). Two new programs have earned accreditation and are preparing assessment plans to gain full accreditation, Clinical Lab Science (BS) (National Accrediting Agency for Clinical Laboratory Science) and Movement Science (BS) (Commission on Accreditation of Allied Health Education Programs). The accreditation cycle of these accrediting agencies includes annual assessment of SLOs and curricular alignment to national standards. These programs prepare students for competitive fields in which they must sit and pass high stakes national exams.

The accreditation schedule for these programs is as follows:

- Physician Assistant (MS)  Last completed in 2010; next in March 2018
- Occupational Therapy (BS/MS)  Latest completed in 2016; next in 2022-2023
- Nursing (BS)  Last completed in 2013; next in 2021
- Social Work (MSW)  Last completed in 2013; next in 2021
- Teacher Education  Last completed in 2015; next in 2019
- Clinical Lab Science (BS)  Last completed in 2015; next in 2020
- Movement Science (BS)  Initial accreditation in 2017.

An example of how changes resulted from the need to meet accreditation standards is seen in the Physician Assistant program. During the accreditation process, the faculty determined that additional targeted preparation for students to better compete on the national exams was needed. The Physician Assistant program uses the Physician Assistant National Certification Examination (PANCE), administered by the National Commission on Certification of the Physician Assistant (NCCPA). One could argue that the entire program is preparation for the board examination, yet the program does specifically offer ways to ensure that students are adequately prepared for the national examination.

The use of the assessment during the Self-Study process led to the following interventions for students in the Program:
1. Test-taking skills sessions were embedded within courses and also individual faculty advisement sessions that include this instruction whenever a student has any difficulty on any program-administered examination;
2. The program now subscribes to a board examination test simulation software product through which students practice taking board-type questions;
3. The program assigns a test once during each five-week clinical rotation as part of an online component to the clinical experience;
4. The program has offered a board review session in the past and may do so again in the future;
5. The program administers a summative written exam that all students must pass to be cleared to sit for the board exam; and,
6. The program encourages all students to take an NCCPA-administered mock-exam before taking the actual exam.

Several York College departments, in particular those housing professional programs that require accreditation, track and review student results on third-party assessments such as licensing and certification exams to help them assess their students’ educational achievements. These results are actively used by departments to make appropriate changes to curriculum. For example, the Department of Nursing students take the national RN-NCLEX examination, which is required for licensure as a registered nurse. Students are prepared from the point of entry into the clinical phase of the nursing program through the Kaplan Testing Preparation Service, Prep U, and Course Point. These tools are offered through the nursing text publisher and offer a test bank by subject matter as the students are taking the courses. There are supplemental resources available for students to use without additional costs.

A second example is the Physician Assistant program’s use of the PANCE exam results that are required to be reported on the program’s web page. Analysis of these results, which includes looking at performance on distinct content areas as reported to us by the NCCPA, is an integral part of the program’s self-study process to identify trends and areas that need improvement. When Occupational Therapy students graduate, they are eligible to sit for the National Board Certification for Occupational Therapy Examination (NBCOT). When they pass this examination, they are eligible to apply for New York State licensure. The program purchases three practice exams. One of the courses the department offers, Advanced Theory, prepares students for the NBCOT examination. The Occupational Therapy program has demonstrated success by the pass rate York College students have achieved on the actual NBCOT examination: 100% for 2013, 2014 and 2015, 97% in 2016.

5.8 Operational Unit Assessment

Operational units have used the York College mission statement and strategic goals to develop their own mission statements. An Operational Unit is defined as any non-academic department usually in support of student learning or college operations. As of January 2018, 97.6% of these units had mission statements that supported the York mission and goals. By division, the percent of Operational Units that have developed missions are shown in Table 5.2.
Table 5.2: Operational Unit Assessment Participation Overview

<table>
<thead>
<tr>
<th>Division</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Student Development Division</td>
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</tr>
<tr>
<td>Administrative Affairs Division</td>
<td>88%</td>
</tr>
<tr>
<td>Academic Affairs Division</td>
<td>100%*</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>100%</td>
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<tr>
<td>Office of the President</td>
<td>100%</td>
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*All twelve operational units in the division of Academic affairs have mission statement but only three are labeled as such on their website.
Source: Office of Institutional Effectiveness, York College

As Table 5.2 shows, the majority of units have established mission statements. This includes the academic departments which are 100% in compliance; operational units however, are all not fully in compliance to date. Nonetheless, many operational units essential to student success within the Academic Affairs Division are in compliance and are assessed annually. This is the case with York College Coordinated Undergraduate Education (CUE) Office. York College CUE is a member of the conference of CUNY undergraduate institutions who share expertise, resources and high impact practices. The goal is to better coordinate the undergraduate experience in support of student success. Each year, the York College CUE Office prepares a report to CUNY (CUE Report York College for 2016-2017) that includes the strategic goals addressed that year, the actions taken to meet those strategic goals and actions taken to improve student success based on the outcomes. Examples of Academic Affairs operational units that fall under the umbrella in CUE and are therefore part of the CUE reporting structure are: the SEEK Program, Advisement Center, the Collaborative Learning Center, the Math Learning Center and the Writing-Across-the-Curriculum. This annual assessment has been ongoing for more than five years.

The operational units in the Division of Student Development have been actively and consistently engaged in developing and completing annual cycles of assessment. Student Development Division has succeeded in completing three assessment cycles that include mission statements, unit goals, measures, results and using the results to make decisions. See Chapter 4 sec. 4.6 or directly link to the operational units’ assessment documents at Student Development End of Year Reports 2015; Student Development End of Year Reports 2016; and Student Development End of Year Reports 2017.

As an example of the use of assessment activities in Student Development, three years of the Counseling Center Assessment, Counseling Department 2015, Counseling Center 2016, and Counseling Center 2017 are provided as evidence. In the end of the year report 2015, the Counseling Center reviewed its goals, set four goals, and produced baseline data related to those goals. In the second year, the Counseling Center reported the progress toward their goals and presented data on that success and how it was used to better support students in the Counseling Center. The Center also refined its goals and identified the expected outcomes for the next year. The third year report indicates a more sophisticated analysis and an interpretation of the data.
collected that year. The impact that the Center has had on the students is discussed and a revelation about the underutilization of the Center is discussed and actions are proposed.

Based upon the recommendations of the 2008 Middle States self-study, the 2013 PRR, and assessments from the APRs, operational units of York College have been strengthened to better serve educational effectiveness.

Operational units that provide academic support services and were previously in different locations on the campus and under the authority of different departments have been combined into one physical space that is the responsibility of a single director. The Collaborative Learning Center (CLC) is the result of a merger between the Academic Achievement Center and the College Writing Center in an effort to centralize tutoring services across campus. The CLC supports students academically at all levels and in all disciplines, except Physics and Chemistry who have grant funding to house resources specific to their programs. The Center is staffed by the College Reading and Learning Association (CRLA) certified tutors and CUNY Graduate Center Writing Fellows. The aim of this redesign is to enhance students’ academic performance, deepen their satisfaction with their academic experience, and increase the retention and graduate rates at York College.

The former Center for Excellence in Teaching and Learning was reorganized in fall 2016 and is now the Center for Teaching, Learning, and Educational Technologies (CTLET). This effort brought together several units with related goals under one banner with a newly hired director. CTLET now includes all of the academic and non-academic services related to the delivery of technological services and to enhance York College's technological presence through new initiatives. The redesign led to several important initiatives that have come about either because of direction from CUNY or assessment of campus need. One example, CTLET is involved in the delivery of all services and training needed for students and faculty to develop the technological literacy and skill needed in a modern academic environment. CTLET conducts workshops, prepares training materials, and provides day-to-day assistance across three areas:

a. There is assistance for faculty, students, and staff:
   • Providing Blackboard support for faculty, students and staff;
   • Providing workshops for use of multimedia and technologies for faculty and students; and,
   • Offering workshops for hybrid and online teaching as well as training for taking hybrid and online courses.

b. There is media production support:
   • For course podcasts and webcasts; and,
   • For production and distribution of multimedia recordings for instructional use.

c. There is media equipment support:
   • For purchasing, inventorying, maintaining, lending, delivering multimedia equipment to faculty, students and staff for instructional use in teaching, and learning spaces.

All York College units, academic and non-academic, use the York College mission and goals as they request resources during the annual budget cycle. While basic budgetary needs of the units
are first based on the budget from the previous year (see chapter 6 section 6.3 for a complete description of the budget process), units have the ability to justify requests for additional allocations by aligning their budget requests with the institutional mission and goals. This process fulfills the Requirements of Affiliation 10.

5.9 Institutional Indirect Assessment and Outcomes Used

York College continues to use internal and national surveys as indirect student assessment measures. Independent and in combination, the results of these surveys have informed York College’s decision-making and have led to important operational changes. The most prominent of these surveys are the CUNY Student Experience Survey (SES), the Foundation of Excellence (FoE) study, the National Survey of Student Engagement (NSSE), and the Noel-Levitz Student Satisfaction Inventory.

The CUNY Student Experience Survey, latest results, 2016, is administered by the CUNY Office of Institutional Research and Assessment (CUNY OIRA) every two years. Questionnaire items were developed with the advice and assistance of representatives of the institutional research offices of the CUNY colleges. Though the SES, which includes information about the socioeconomic status of students and other demographic data, is not a direct assessment of student learning outcomes, its items address satisfaction with a broad range of academic and support services York College provides. The survey was first administered at York College in 2002. It was then given every two years thereafter in 2004, 2006, 2008, 2010, 2012, and 2014. The SES provided critical assessment information that was used to work toward improved student academic support services, for example, the changes in York College’s advisement model currently implemented. Another example is the use of assessment information from the SES used to enhance Library services, operating hours, and the study space availability.

Foundations of Excellence (FoE) Self-Study Final Report Fall 2013 was a study that examined the nine dimensions deemed critical to First Year student experience: 1) Philosophy, 2) Organization, 3) Learning, 4) Faculty, 5) Transitions, 6) All students, 7) Diversity, 8) Roles and Purposes, and 9) Improvement. Nine Committees, consisting of administrators from various academic support and student development offices, faculty, and students, examined each one of the nine dimensions deemed critical to the First Year student experience.

York College, using this model, identified eleven areas for improvement at York:
• Developing York College’s institutional structures related to the First Year experience;
• Improving First Year academic advising structures and procedures;
• Strengthening of co-curricular activity programs and marketing, including engagement of students’ families;
• Enhancing the collection, dissemination and use of assessments and data relevant to the First Year;
• Engaging full- and part-time faculty with First Year students;
• Integrating First Year philosophy, learning goals, course outcomes, and student performance assessment;
• Creating honors initiatives for above-average First Year students;
• Marketing of campus resources and information for First Year students;
• Improving quality of customer service in student services areas;
• Instituting First Year academic support, including use of an early alert system, assessment of reasons for high D, F, Withdrawal, Incomplete grade-rates, an integration of support structures into First Year course design; and
• Promoting safety and security measures.

The results of the FoE Study led to numerous improvements as noted below:
• There is a greater awareness and appreciation among faculty, academic support services, and student development initiatives and offices about the concerns and inputs provided by different college constituencies;
• A higher level of cooperation between Academic Affairs and Student Development (in particular, regular monthly meetings between leadership in both offices) is the direct result of a Gardner Institute Training Seminar the two FoE co-liaisons attended in the fall 2012 semester;
• A new academic advisement model (already under construction prior to the self-study) is now fully implemented, and supported by additional staff hired in the Academic Advisement Center; and,
• Finally, increased attention to the First Year has also triggered a focus for developing an approach to retaining students in the Sophomore Year. Arguably, future First Year initiatives/actions need to be mindful of that transition into the second year.

The National Survey of Students Engagement (NSSE) is a survey designed to measure student engagement, namely, the degree to which students feel a sense of active involvement with their academic coursework and the social environment at the College. More than 1,300 colleges participate in NSSE each year. York College has participated in NSSE twice: in 2005 and 2009. Students are asked to detail the amount of time they spend studying and working with faculty and fellow students on academic work. NSSE asks about the types of assignments and examinations students are required to complete. NSSE documents the social and academic culture at the participating college. Data from the NSSE have been used to inform the restructuring of the multiple tutoring offices into one office of the Collaborative Learning Center. Before the restructuring, tutoring at York College was housed in the Achievement Center, various academic departments like English and Math, and several Student Development units.

The Noel-Levitz Student Satisfaction Inventory is a survey of undergraduate students designed by Noel-Levitz, a higher education consulting firm. The survey consists of a series of topics dealing with different qualities of, and services provided by, the College. Each topic is evaluated on a seven point scale (1 the lowest, 7 the highest) for both how satisfied students are with that topic and how important that topic is. The survey was administered at York College from the years 2013-2015. Results from Noel-Levitz, along with the results of the SES, led to the Customer Service Taskforce at York College. The actions that came from the taskforce include training frontline staff members as well as supervisory/management staff (e.g. "How to Respond to Difficult People...", "Dynamic Customer Relations", Communication training, etc.), implementing a visit analytical tool in service offices to collect data and allow for student feedback (Admissions, Advisement, Bursar, Counseling, Financial Aid, Health Services, and
Registrar), and the initiation of using nametags for personnel in essential service offices, as well as several other initiatives.

Other indirect assessments have proved valuable in York’s efforts to improve student success and promote faculty professional development. They are:

- Technology Education Task Group Report to the President 2012;
- Task Force for Graduation and Retention Report May 2012;
- Customer Service Task Force Report, May 2016;
- Customer Service Task Force Recommendations, May 2016;
- Assessment on Research & Sponsored Programs, January 2015.

### 5.10 Third-Party Assessment of Institution (s5c4)

York College does not use third-party agencies to evaluate institutional and program level assessment.

### 5.11 Conclusion

The Working Group Standard V, based on its research, concludes that York College meets the Standard for Educational Effectiveness Assessment and the Requirements of Affiliation numbers 8, 9, and 10. York College continues to make significant investments and demonstrates strong advancement in creating a systematic process of assessment for our academic programs. At the operational unit level, while progress is uneven, there is evidence of sustained efforts. The next steps for effectiveness at York College will be to re-establish an institutional level assessment structure that will strengthen the cycle of planning, resource allocation, program and unit assessment, and accountability. Thus, we will reconstitute the Outcomes Assessment Committee under the rubric of the Institutional Assessment Committee reporting to the Strategic Planning Committee. One of that Committee’s charges will be to assure that York College will create a systematic cycle for the operational units that will include unit reviews (based on the APR model used in the academic departments).

### 5.12 Recommendations

Establish the Institutional Assessment Committee (IAC) reporting to the Strategic Planning Committee;

Evaluate General Education as a program and not just in the individual department’s Academic Program Reviews (APRs);

The School of Business and Information Systems will expand assessment to prepare for external national professional accreditation.
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.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

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;

2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;

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;

4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

5. well-defined decision-making processes and clear assignment of responsibility and accountability;

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;

7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit’s accompanying management letter;

8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals; and

9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.
Chapter 6

Standard VI: Planning, Resources, and Institutional Improvement

In this Standard, we demonstrate how York College’s Strategic Plan guides planning and budgeting decisions; describe the CUNY and York College operational and capital budgeting processes; provide examples of how the college uses data to inform resource allocation decisions and improve operations and services to the college community; and provide evidence to demonstrate how the College meets the indicators described in the Standard. The Standard concludes with a number of recommendations which address strengthening the assessment process and creating new revenue streams to support the college’s core business. This chapter fulfills Requirements of Affiliation 8, 10 and 11.

6.1 Institutional Planning, Assessment and Resource Allocation linked to Mission and Goals.

As part of its ongoing Institutional Planning and Assessment, York College utilizes CUNY’s Annual Performance Management Process (PMP), which aligns with CUNY goals and York’s Strategic Plan. The PMP addresses both financial and non-financial goals and measures. Goals, target measures, and activities to both measure and achieve the goals are stated. The Year-End Report on Metrics and Goals for the PMP lists several years’ historical data, and the current year’s data for the relevant measures.

York College aligns the Strategic Plan with budget and resource allocation through the annual operating budget planning process. The College utilizes a Budget Template to ensure that budget and planning decisions are aligned with strategic goals. The Planning and Budget Office, in conjunction with faculty, has developed the Annual Budget Planning Calendar below to guide the budget development, submission and notification processes. The calendar also aligns the timing of the strategic, operational and budgeting processes with goal setting, planning and assessment activities that take place over the academic and fiscal year.

Table 6.1: Annual Budget Planning Calendar

<table>
<thead>
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<th>Step</th>
<th>Date</th>
<th>Action</th>
<th>Communication</th>
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<tr>
<td>1</td>
<td>July 1</td>
<td>Fall Adjunct Funding deposited into Department Budgets (AEMS)</td>
<td>Chairs notified by Budget Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall Temp Services Funding deposited into Department Budgets (PR Assist)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 15</td>
<td>Fall Lab Fees/OTPS/Travel deposited into Department Budgets (CUNYfirst)</td>
<td>Chairs notified by Budget Office</td>
</tr>
<tr>
<td>3</td>
<td>July 20</td>
<td>Fall Substitute Faculty lines and COA’s authorized/approved</td>
<td>Chairs notified by Provost</td>
</tr>
<tr>
<td>4</td>
<td>October 15</td>
<td>Full-time Tenure-Track Faculty lines authorized/approved for subsequent academic year (fall start)</td>
<td>Chairs notified By Provost</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Responsible Committee</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>CUNY approval of York College Annual Budget communicated to the college (subject to CUNY calendar)</td>
<td>College Personnel &amp; Budget (P&amp;B) Updated Resources Committee</td>
<td></td>
</tr>
<tr>
<td>November 20</td>
<td>Spring Substitute Faculty lines and COA’s authorized/approved</td>
<td>Chairs notified by Provost</td>
<td></td>
</tr>
<tr>
<td>December 1</td>
<td>Winter and Spring Adjunct Funding deposited into Department Budgets (AEMS)</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter and Spring Temp Services Funding deposited into Department Budgets (PR Assist)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 15</td>
<td>Winter and Spring Lab Fees/OTPS/Travel deposited into Department Budgets (CUNYfirst)</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>Request for Department and Unit Budget Plans</td>
<td>Chairs and Unit heads notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td>College P &amp; B meets on Budget before deadline</td>
<td>College P&amp;B</td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>Cutoff date for OTPS spending including lab fees and PSC travel</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>Next Fiscal Year Budget plans submission due to OAA Deans/Provost</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Next Fiscal Year School and Division Budget submission due to Budget Office</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Summer Lab Fees deposited into Department Budgets</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Resources Committee updated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Summer Adjunct Funding deposited into Department Budgets (AEMS)</td>
<td>Chairs notified by Budget Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer Temp Services Funding deposited into Department Budgets (PR Assist)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td>College P&amp;B meets to preview upcoming FY Budget plan</td>
<td>College P&amp;B</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>Budget Year Closes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6.2 Clearly Documented and Communicated Planning and Improvement Processes that Provide for Constituent Participation and Results Used to Improve Processes

Similar to the process at all CUNY colleges of which York is a part, the budgeting and planning processes are strongly influenced by the process and timing that the State and University use to allocate tax-levy funds to the colleges to support their operating and capital budgets. New York State establishes the total annual operating budget for all CUNY’s senior colleges combined. Over half the operating budget of CUNY senior colleges is provided by the State (i.e., tax-levy); 46% is provided by tuition revenue.

To determine the allocation for each senior college, the [University Budget Office (UBO)](https://www.cuny.edu/ubop/) accounts for the resources needed to support University costs and implement University-level objectives. The UBO establishes appropriate funding levels for the costs and then determines the appropriate allocation to each college. The tax-levy allocation to each senior college starts the
base budget for the college. This disbursement is followed by the allocation of various lump-sum appropriations (e.g., childcare, collaborative programs with the New York City Department of Education, SEEK, etc.). The UBO establishes the framework for the distribution of these funds working closely with other offices involved with the formulation of University program priorities, mainly the University Office of Academic Affairs, Student Affairs, and Information Technology. Additional allocations for University initiatives implemented by the College and other miscellaneous items are added to the College’s budgets throughout the year. Items that are paid for centrally by CUNY, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on behalf of the individual colleges.

In 2013, York College developed and piloted its current budget process, beginning with academic departments and expanding college-wide in 2016. The process requires academic departments and operational units to align their programmatic funding requests (personnel and OTPS) with the Strategic Plan. Funding requests are reviewed and acted upon by the Vacancy Control Committee (VCC), which consists of the College President, the Provost, the Vice Presidents, the Assistant Vice President of Budget and Planning and the Executive Director of Human Resources. The VCC reviews and approves all funding requests (personnel and OTPS) to ensure they are aligned with the goals and objectives of the Strategic Plan.

The planning process is documented in the minutes of meetings, reports, and in correspondence issued by the Budget and Planning Office to the President, Provost, Vice Presidents, chairpersons and department heads as the following correspondence illustrates:

**From:** Hasson Gordon  
**Sent:** Monday, February 06, 2017 1:24 PM  
**To:** College Community  
**Cc:** Marcia V. Keizs; Ronald C. Thomas; Ismael Perez; Panayiotis Meleties; Donna Chirico; Charles Gengler; Lynne W. Clark  
**Subject:** 2018 Budget Process - Academic Affairs

Good afternoon everyone,

The Budget Office would like to welcome everyone back from the Holiday Season and hope the winter break was enjoyable. The time is upon us to start preparing for the **FY2017-2018 Fiscal Year Budget**. As has been the case for the past few years, we’re continuing our efforts to link financial planning and resource allocation to the Strategic Plan.

Attached is the **FY2018 Budget Submission Template** for your review and completion. Please bear in mind when completing these templates that our goal is to assist department’s in outlining their strategic goals in support of the York College Strategic Plan, as well as requesting the related financial resources required to achieve those goals. As you complete the template, feel free to include relevant objectives and goals from last year to help support your current request. Please note that the template should only be used to request personnel and OTPS items that are not already included in your current budget. The College’s current budget policy of “maintenance of effort” (i.e. to provide level of funding from the current year as a starting point for your budget request for the upcoming ) will remain in effect until a full assessment of the
college’s FY ’18 budget is completed and Financial Plan is approved by the University Budget Office (UBO).

Completed budget submissions should be sent to your respective Dean for review, via email, by **Wednesday, March 15th 2017**. Deans and directors are asked to submit their reviewed budget templates to the Provost and vice presidents by **Friday, April 14th 2017**. Finally, we ask that the Provost and vice presidents submit their final templates to the Budget Office by **Monday, May 15th 2017**. Please note that the FY ’18 Budget Templates should be saved with your department number on the end of the file name (e.g., “Budget Submission Template_FY17_dept code’’). We ask that documentation which supports your budget requests be kept readily available, as they may be available upon request.

Below is a link to access and review the Strategic Plan. Please ensure your department’s plan and the Strategic Plan are aligned in the template (Strategic Goals Narrative Tab). Also, please see the attached a power point presentation on the 2018 Budget Submission Process.

If you need additional information or clarification, please contact your Dean, Provost Meleties, Vice President or me.

Hasson Gordon
Budget Office

**6.3 Financial Planning and Budgeting Process Aligned with Institution’s Mission and Goals, is Evidence Based and Clearly linked to both the Institution’s and Units’ Strategic Plans/Objectives**

The fiscal year at all CUNY colleges begins on July 1, in alignment with the CUNY State budget cycles. Beginning in 2014 and in February of each subsequent year, the York College Budget and Planning Office (Budget Office) distributes a Budget Template to academic department chairpersons and directors of student development and administrative offices to complete (FY18 Budget Template). New academic chairpersons and directors are trained to use the Budget Template at the beginning of the budget cycle. **This section fulfills the Requirements of Affiliation 8.**

During the training, chairpersons and department heads are informed that their goals must align with the College’s Strategic Plan and are provided a calendar of budget submission and notification dates (Please see Annual Calendar in section 6.1). Each department is asked to demonstrate how its funding request supports the College’s Strategic Goals in one or more of five areas. How will the funding:

1) Enhance and expand opportunities for engaging, rigorous and transformative learning experiences;
2) Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY;
3) Ensure a culture of development and continuous improvement through appropriate and meaningful assessment;
4) Develop and implement an institutional advancement and financial model to support York College’s programs, students, faculty, staff, and facilities; or
5) Advance the planning and building of facilities that meet and sustain the long-range strategic needs of York College in concert with the surrounding community.

By April of each year, academic departments and all other units submit their budget requests for review by the Deans, Provost, Vice Presidents and President, as appropriate. Once reviewed, the Provost and Vice Presidents submit their budget requests to the Budget Office for further review and summarization.

At the beginning of the new fiscal year, the University Budget Office provides the Initial Tax-Levy allocation to the CUNY Colleges. Upon receipt of the initial budget allocation, the York College Budget Office meets with the VCC to review and determine if there are any significant changes in the college’s initial budget allocation from the prior year; to assess if the allocation is sufficient to meet the college’s needs; and to prepare for consultations with the Senate Resource Planning Committee, and other constituents groups including P&B, Cabinet, and Directors and Cabinet. The VCC is responsible for reviewing each unit’s budget request to ensure it is aligned with the College’s Strategic Plan and available resources and also for reviewing performance outcomes.

Evidence of how Strategic Goals, Budget and Assessment are linked at the unit level is provided in the Coordinated Undergraduate Education (CUE) reports, CUE Report York College 2015-2016 and the CUE Report York College 2016-2017. This fulfills the Requirement of Affiliation 10.

A new budget cycle is initiated in the third quarter of each fiscal year. In preparation for launching the cycle, the Planning and Budget Office prepares a summary of the prior year’s actual expenses to assess the alignment between expenditures and projected outcomes, and also summarizes the budget requests for the current fiscal year to help the VCC determine if the goals and objectives expressed in the requests for additional funding are aligned with the Strategic Plan. The VCC’s discussion of the summarized reports informs the President’s discretionary budget allocation decisions, about which departments and offices are notified in accordance with the Annual Budget Planning Calendar, by the Provost, Vice Presidents, and in the case of the President’s Office, by the Budget Office.

The campus community is kept apprised of the College’s budget status throughout the year during on-going consultations with the Senate Resource Planning Committee and the Strategic Planning Committee; in presentations to the College P&B Committee, the Cabinet, joint meetings of the Directors and Cabinet, and the Senate; and at least once each year to the York College Foundation, as well as in the College President’s Annual Convocation Speech in the fall and in electronic updates to the College community during the year.

On June 29, 2015, the CUNY Board of Trustees approved the York College Charter Amendment. Among other changes, the new Charter established the Resource Planning Committee. The committee is comprised of eleven members including four faculty, four
students, a chairperson from an academic department, the Vice President for Finance & Administration, and the Provost. The Committee is responsible for reviewing all aspects of the college’s funding and institutional resources, participating in developing the college’s annual budget and multi-year Financial Plan, and helping to develop the college’s long-range financial plans. The Committee reports its findings and submits its recommendations to the Senate at least once per semester, York College FY 2017 Update.

6.4 Fiscal and Human Resources/Physical and Technical Infrastructure Adequate to Support Operations

This section fulfills the Requirement of Affiliation 11.

Fiscal Resources: Background on the CUNY/New York State Compact

For a five-year period, from FY 2012 through FY 2016, Financial Plan Compact Summary, CUNY’s approach to financing its operations was a multi-year partnership with New York State, known as the CUNY Compact, which ensured that sufficient funds were invested in the University. This comprehensive, multi-year financing strategy was tied to goals and objectives outlined in the University Master Plans for the periods overlapping with the Compact. The Compact offered an economically efficient way to finance CUNY by delineating shared responsibility among partners and creating opportunities to leverage additional tax-levy and nontax levy funds. The Compact called on the State to commit to providing tax-levy funding to cover the University’s mandatory costs and a portion of the programmatic investment plan. In turn, CUNY committed to funding the balance of the investment plan through a combination of sources, including philanthropy, productivity and efficiencies, targeted enrollment growth, and increased revenue from modest, annual tuition increases. Between FY 2012 and 2016, York College received $7.4M in Compact Funding which was used to support investments in 19 full-time faculty and 15 full-time positions in student support areas including counseling, advisement, financial aid, admissions and the Registrar’s Office, as well as part-time staff, and in equipment purchases to support the implementation of the University’s Enterprise System, CUNYfirst.

Although the CUNY Compact was not renewed in its original form, the University still uses a multi-year action plan to generate resources that, together with the support from New York State, will fund the University’s strategic priorities and the outstanding out-year costs of the University’s new collective bargaining agreements. The University’s budget request to the State includes support for mandatory cost increases necessary for CUNY’s continued operation in pursuit of its important mission, while continuing to implement an Administrative Efficiencies Action Plan. Efficiencies and cost reduction however, are not enough. Therefore, CUNY has continued to advocate for modest but regular tuition increases for which approval from the Governor is required.

The CUNY Board of Trustees recognized this reality and in spring 2017, the Board of Trustees approved a $200 tuition increase in each of the next three fiscal years, beginning in fall 2017. Although the tuition increase went into effect this fall, the revenue generated by the increase will be applied to the collective bargaining agreement reached last fiscal year between the University and the Professional Staff Congress (PSC), which represents teaching and non-teaching instructional full and part-time staff and Higher Education Officers. Beginning in fiscal year
2019, revenue generated by the tuition increase will be applied to the operating budgets of the senior colleges. It is projected that the resulting increase in the York College base budget will be between $1.3M and $1.5M.

The York College base budget includes a revenue target established by CUNY. The College has the flexibility to achieve its target in a number of ways (e.g., additional summer sessions, improved collection rates, increasing graduate or non-resident enrollment, and enhanced collection of prior year receivables). During the year, the UBO provides weekly updates on each college’s revenue projections by applying an historical collection rate to the actual billed revenue amounts for each college. In addition to helping colleges monitor revenue collections, these projections are used to determine whether a college is eligible for additional funding for generating higher revenues or whether it must reduce the spending if there is an anticipated under collection of revenue.

In fiscal year 2017, the College did not achieve its revenue target, which resulted in under collection of $1.6M, the first such occurrence in more than a dozen years. The College began an internal review to understand the factors which may have contributed to the under collection of revenue. One observation of the still ongoing review is the effect that the university-wide policy ending acceptance of tuition payment via credit cards may have had on the collection rate at York College, which declined by 4.1% from fall 2015 to fall 2016 and by 10.1% from spring 2016 to spring 2017. To mitigate recurrence of under collection in fiscal year 2019, the College implemented this fall several new or revised approaches to achieve its revenue target. The approaches include more focused and intentional engagement of all offices involved in advising and registering continuing students; more timely and frequent communication with continuing students about completing the registration process; requesting the York College Foundation increase scholarship support to continuing students; sending reminder notices electronically each month to students with outstanding tuition obligations, instead of once each semester; encouraging students to participate in the payment plan option which is available to them through a university partner; and forwarding tuition receivables to collections once each semester instead of once per year.

**York College Budget Sufficiency**

Within this context and despite budget reductions in each of the past three years, York College has provided sufficient fiscal resources and staffing to carry out its operational functions to meet its core mission. [York College Budget Allocation](#). The funding reductions have, nonetheless, had an impact on the College’s ability to invest in new personnel across all hiring categories including the ranks of the faculty, student support services, building trades, custodial services and administration. Faculty hiring, however, remains a high priority for the College as demonstrated by the addition of 14 full-time faculty in fall 2017, up from 185 in spring 2017. The reduced rate at which the College is now able to hire new full-time faculty has resulted in higher than desired utilization of adjunct faculty.
At least once each quarter, but as often as necessary, the VCC reviews requests from departments to fill positions which become vacant during the fiscal year. To insure the allocation of resources is aligned with the Strategic Plan, all vacancies revert to the College President who, in consultation with the VCC, determines where funds will be allocated.

**All Funds Budgeting: A Complement to Tax-Levy Support**

Over the past twelve years, the College’s tax-levy budget has been supplemented by a variety of revenue streams including the Auxiliary Enterprises Corporation; Continuing and Professional Education (formerly Adult and Continuing Education); Indirect Cost Recoveries generated by sponsored research activity managed by the CUNY Research Foundation; rental income from a ground lease between the university on behalf of York College and the US Food and Drug Administration; and rental income from a partnership between York College and the New York City Department of Education, which operates a high school on the York College campus. Together these sources have complemented the Tax-Levy State support, providing stability and adequate funding for its operations.

**Auxiliary Enterprise Corporation**

Last year and also this fiscal year, the Auxiliary Enterprises Corporation has allocated $400k toward the College’s operating budget. The Auxiliary Enterprise Corporation (AEC) is an entity which was created and is operated for the principal purpose of benefitting the students, faculty, staff and other members of the York College community by providing auxiliary services and by otherwise supporting the educational mission of the College. The funds were derived from revenue generated by auxiliary services including food service operations (catering and vending), beverage pouring rights, a bookstore, a virtual campus store, ATMs, copy machines, short-term licensing of college facilities to third parties and trademark licensing. A board comprising students, faculty, administrators, and two independent directors work with the College’s business office and other campus entities, as needed, to create new entrepreneurial opportunities to generate revenue. One such effort is the agreement reached last fiscal year between several CUNY colleges, including York College, and Akademos, a leader in the virtual bookstore

### Table 6.2: York College Multi-Year Hiring Plan

<table>
<thead>
<tr>
<th>MULTI-YR HIRING CATEGORIES</th>
<th>Fiscal Year 2015</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Fiscal Year 2018</th>
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<tr>
<td>ACADEMIC SUPPORT</td>
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<td>GENERAL ADMINISTRATION</td>
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<td>GENERAL INSTITUTIONAL SERVICES</td>
<td>94</td>
<td>103</td>
<td>102</td>
<td>99</td>
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<td>INSTRUCTION &amp; DEPARTMENT RESEARCH</td>
<td>75</td>
<td>80</td>
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<td>73</td>
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<tr>
<td>MAINTENANCE &amp; OPERATIONS</td>
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<td>75</td>
<td>69</td>
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<tr>
<td>SEEK</td>
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<td>STUDENT SERVICES</td>
<td>70</td>
<td>73</td>
<td>76</td>
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<tr>
<td>TEACHING</td>
<td>210</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>627</strong></td>
<td><strong>616</strong></td>
<td><strong>606</strong></td>
</tr>
</tbody>
</table>

Source: Office of Budget and Planning, York College
industry. The virtual bookstore went live in fall 2017, resulting in significant savings to students and the recovery of approximately 3,000 square feet of space which will be re-programmed. Other revenue generating efforts underway include reorganizing short-term licensing operations at the Milton G. Bassin Performing Arts Center and the York College Health and Physical Education Complex through enhanced marketing, with the objective of increasing revenue significantly. Negotiations will soon begin with the current food service provider to extend the existing food service agreement by one year with greater benefit accruing to the AEC. The AEC is in the final stages of extending a licensing agreement with Verizon to place cell towers on campus rooftops.

York College Foundation
In fiscal year 2017-2018, the York College Foundation Board has budgeted $98,000 for scholarships and $150,000 for program initiatives. The York College Foundation is a not-for-profit educational foundation chartered by the Department of Education of the State of New York and recognized as a federally tax-exempt organization. The endowment is currently $1,603,334. In fiscal year 2017, the foundation issued 44 scholarships totaling $96,083.72. The York College Foundation was established in 1989 to support and advance the activities and mission of York College in the pursuit of excellence in its academic, cultural, research and public service programs, and to promote and encourage interest and support for those programs and activities by members of the college and local community and alumni, as well as to serve as a medium for encouraging fuller understanding of the aims and functions of the College. The Foundation receives gifts which are restricted primarily to student scholarships, and it also receives grants which support academic programs or provide emergency aid (grants) to students experiencing severe hardship who are at high risk of dropping out.

The Foundation is governed by a Board of Trustees composed of prominent business, and intellectual leaders from Queens and the broader New York City region. The York College Foundation operates with a list of member responsibilities, bylaws, and a formal charter. The management of the Foundation consists of the following committees: Board Development/Nominating, Finance and Audit, and Advancement. The CUNY Board of Trustees approved recently new operating guidelines for all Foundations supporting CUNY colleges. Those guidelines were approved by the York College Foundation at its December 2017 meeting.

York College and the CUNY Research Foundation
At York College, the Office of Research and Sponsored Programs supports faculty in applying for and managing grants and is the liaison to the CUNY Research Foundation. York College faculty were awarded over $5,356,045 million in grants and contracts in fiscal year 2016-2017. Recent grants include awards from the National Institutes of Health, National Science Foundation, and the US Department of Education. Over the past three years ended June 30, 2017, sponsored research activity generated $3.34M dollars in institutional support, of which $2.77M were used to support faculty replacement costs, faculty research related travel, graduate research assistants, program consultants, equipment purchases as well as Research Foundation and CUNY overhead expenses. Graduate Research Technology Initiative (GRTI) GRTI 20 York College- Award Letter funds received from the University and matched by the College are used to assist new faculty launch research activity.
The Research Foundation of the City University of New York (RF-CUNY) is a not-for-profit educational corporation which manages private and government sponsored programs at the University. The Foundation is a legally and financially separate institution from the University. It is governed by its own Board of Directors and issues its own audited financial statements, operates its own payroll system and fringe benefits plan, and purchases a variety of goods and services in accordance with its own procurement policies and procedures. Since 1963, RF-CUNY has provided CUNY with the administrative infrastructure that supports sponsored program activities, including employment of some 13,000 full and part-time staff CUNY-wide. Total awards received by CUNY colleges in 2016 were $485,408,849. The Research Foundation has policies and procedures by which to administer all aspects of sponsored research and other grant activity including personnel, procurement, reporting, and audits. Special responsibilities include management of a planned giving program; liaison with governmental agencies and foundations; negotiation of agreements; facility construction and renovation; protection and commercialization of intellectual property; and compliance with applicable standards in research involving human subjects, animal care, environmental and radiological safety, and conflicts of interest.

Continuing and Professional Education Center (CPEC) (formerly Adult and Continuing Education)
Over the past three years, CPEC has provided $750K in support toward the College’s operating budget. CPEC is governed by the CUNY Standard Operating Procedures for Continuing Education to assure that funds are directed to the purposes for which they were received. CPEC is a self-supporting unit which offers a wide variety of pre-collegiate and professional certification programs including SAT, SHSAT and CLEP test preparation, web developer, and a variety of health professions such as clinical medical assistant. In 2016-2017, CPEC reported 1,381 enrollments to CUNY.

StartUp NY
In 2013, Governor Andrew M. Cuomo launched the StartUp NY economic development initiative to help generate business growth in the tech sector across New York State. The program uses tax-free areas (TFAs) on or around selected colleges and universities throughout the State as an incentive to encourage new or expanding high-tech or advanced manufacturing businesses to expand their businesses in New York State. In 2014, York College was designated one of five tax-free areas in New York City and the only one in Queens County, where the College is located. To date, three businesses are participating in the York College StartUp NY program, which are projected to employ 15 people and provide 13 internships to York College students in fiscal year 2017-2018. The York College StartUp program has the potential to generate paid student internships, faculty research opportunities and course collaboration, academic scholarships event sponsorships, opportunities for shared intellectual property rights agreements and become a key driver in creating sustainable, well-paying jobs in the local economy. The current StartUp NY companies are:

- York Analytical Laboratories, Inc. (YORK) is a full-service independent, analytical laboratory providing analyses of water, wastewater, soil, solid waste, hazardous waste and air in support of regulated activities under the applicable local, state and federal environmental guidelines;
- Pro Drones USA LLC is a startup in the field of Unmanned Aerial Vehicles. The company has offices in Germany and Canada, and two offices in New York State, one of which is located in the York College tax-free zone. Pro Drones is engaged in Research & Development (R&D), researching remote sensing, aviation and data interpretation to solve real-world challenges.
- iHealthScreen Inc. is a startup in the medical field. The company has developed a screening and prediction system to prevent macular degeneration (blindness), which is currently in clinical trials. The company is also developing a prediction model for Stroke and Alzheimer’s diseases for early detection and, in the case of stroke, possible prevention.

**Human Resources (HR)**
As already described in Section 6.4, York College has sufficient fiscal and human resources to support its mission. The hiring pattern over the last three years is discussed in 6.4 and a table provided which affirms that while the College continues to adequately support its operations, there have been challenges in hiring the necessary personnel in all areas. Thus, some hiring decisions that align with our Strategic Plan in certain areas have resulted in hiring in other areas being deferred: for example in building trades and custodial services.

Before the College President approves a request for a new or replacement position, the Provost or division Vice President making the request must justify the necessity for filling the position to the satisfaction of the other members of the VCC. Upon authorization, the chairperson or unit director meets with Human Resources and the Compliance Office to review the hiring process which applies to the position being filled. The HR and Compliance Offices work in tandem with the Budget Office, which manages full-time head count. Mission critical or emergency (health and safety) staffing requests are submitted to the Vice President of Administrative Affairs for expedited approval in consultation with the College President.

**Physical Infrastructure**
For information regarding Physical Infrastructure, please see Section 6.6 below.

**Technical Infrastructure**
The York Campus IT environment is comprised of 2,200 desktop computers and 200 networked printers and printer/copiers installed in 33 Computer Labs, the York Library, and approximately 850 classroom and office spaces within six buildings. The five buildings surrounding the Academic Core Building all connect to the Academic Core for voice and data services via the College’s data network, which is made up of 110 Cisco 3750 distribution switches and two high-speed Cisco 6509 Core Switches that connect to the data centers and the College’s network perimeter for external University and Internet services.

The University’s central IT office provides all colleges with enterprise Financial and HR Applications; Student Information and Learning Management Systems; and Internet services; the York College’s IT Office provides Directory Services; Email and Calendaring; Web, File, Print, and Database Application services; as well as IT Security and remote Virtual Private Network (VPN) access to campus based IT services.
At the core of the campus IT infrastructure are two mirrored data centers with real-time data replication across these locations, providing systems high availability and resiliency. In addition, each data center is configured with N+1 server clustering permitting the loss of a server within either room without service interruption or noticeable performance degradation. The College’s network is also configured with hardware and circuit redundancy at the campus perimeter (the connection point to the University’s processing center and the Internet service), and the College Network Core (concentration point where all network devices connect for the data center and Internet services). Additional steps to further protect against single points of failure within the campus network are contained in this year’s Capital Plan, which is funded and currently under review by the NYC Office of Management and Budget.

Funding for IT operations and Infrastructure is provided by four sources: the College’s Tax Levy Operating Budget, Student Technology Fee Revenues, NYS Capital Budget, and NYC RESO A Capital Funding. Funding from these sources have enabled the College to maintain an ongoing program of technology infrastructure improvement, resulting in the implementation of a robust data center and network infrastructure, as well as providing upgrades to end user equipment, software, and applications. IT Infrastructure and Major Upgrades 2014 - 2018

College IT operating expense and capital budget investments for technology upgrades and improvements are the result of the IT staff’s ongoing assessment of technology performance metrics IT Resource Utilization Sample Reports, industry recommended upgrades and patch level maintenance; changes in user community service demands; new application requirements; anticipated technology obsolescence; and Campus Community Surveys. IT Survey Responses. Some examples of Capital projects funded in recent years include the Campus-wide Faculty/Staff Workstation Upgrade Project; the Campus Telephone System Replacement; and the Biology, Chemistry, Computer Science, and Global Languages Departments’ Computer Laboratory upgrades.

Further, all students across CUNY pay a technology fee to fund the purchase of technology equipment, software licenses, and personnel and technology support services to ensure students have access to technology and the ability to use it to enhance their learning experiences. Revenues from the fee are retained by the College and contribute significantly to the College’s ability to provide state-of-the-art upgrades and other support to meet the ever increasing demands of the campus community. York College uses Tech Fee revenue to advance strategic goals related to technology and to fund technology used by students, faculty professional development, software maintenance, and campus-wide infrastructure upgrades.

Each year the York College Technology Fee Committee submits a budget to the University for approval. The Committee is comprised of students, faculty, and administrators. Tech Fee funds target technology infrastructure and services which affect students directly in the classroom, library, and throughout the campus. The primary uses of these funds address the following areas:

a. Classroom Audio/Video Technology Deployment (70% complete by Fall 2018)
b. Classroom Student Computer Laboratory Installations and Upgrades
c. Library Computer Equipment and Digital Resources
d. Student Academic and Support Services Software
e. Student Used Infrastructure Equipment (wireless network and data center equipment)

6.5 Well-Defined Decision Making processes and Clear Assignment of Responsibility and Accountability

Planning
Responsibility and accountability for the development and implementation of the College’s Strategic Plan and the alignment of the annual PMP goals with the Strategic Plan, resides with the College President. The Strategic Plan and the PMP goals guide the development of the annual programmatic/operational budget requests, which each vice president submits to the budget office. The Planning and Budget Office compiles the individual budget requests into a single college-wide budget for review and comment by the VCC and the Senate Planning and Resource Committee. Following the review and comment period, the VCC finalizes the budget and recommends its approval by the College President. The approved budget is subsequently submitted to the University Budget Office for final approval.

6.6 Comprehensive Planning for Facilities, Infrastructure and Technology that Includes Consideration of Sustainability and Deferred Maintenance and is linked to Strategic and Financial Planning

York College has engaged in comprehensive planning for facilities and technology infrastructure that includes consideration of sustainability and deferred maintenance linked to Strategic Planning.

In 2011, the CUNY Board of Trustees approved a Master Plan Amendment for York College, the first in more than twenty years. The amended master plan was preceded by the College’s Strategic Plan which was adopted in 2010, embodying the mission, vision, values and goals which were established in the College’s Strategic Plan for 2010-2020. The goals of the facilities master plan were to enhance the visibility and physical image of the campus from the surrounding community; provide sufficient facilities to meet campus programming requirements; correct existing functional deficiencies; and address the impact of future campus projects. The year-long facilities master plan process included participation from all segments of the campus community, local residents and business leaders, elected officials and colleagues from CUNY.

The highest priority in the amended master plan is construction of a 160,000 gross square foot building called the Academic Village and Conference Center (AVCC). The space assessment conducted during the master plan amendment process projected that a 42% increase in space will be required to meet the College’s needs by 2018 if FTEs grow as projected from 5,561 in 2009 to 7,450 in 2018. The assessment also indicated that if FTEs grew to the long-term projection of 7,450, then the College’s current per student space ratio of 94 square feet (sf.) will be the lowest among peer members of the Council of Public Liberal Arts Colleges, which range from 101-207 sf., and ninth among CUNY’s 9 senior colleges and 2 comprehensive colleges. As of fall 2017, FTEs have grown to 5,756 and is projected to continue to increase with the addition of new undergraduate programs and new master’s programs which will begin accepting students in fall
In addition to addressing the projected space deficit, the AVCC will enable the College to implement a key recommendation of the internal working group which participated in the master plan process: to create a One-Stop Student Service Center, which will house a number of student services offices in a single location including the Registrar, Financial Aid, Advisement, Bursar and Admissions.

**In-House Facilities Projects Planning:**
Twice each year, meetings are held between the Executive Director of Facilities and Planning and constituent groups of the college community (Senate, P&B, Directors and Cabinet, and Student leaders) to review and prioritize in-house projects. In-house projects usually require minor improvements to existing spaces and are funded by the College’s tax-levy budget. Projects are prioritized based on criteria that include health and safety, compliance and regulatory requirements, academic program requirements, mission and strategic objectives.

*York College In-House Project Planning*
Department chairpersons and directors are asked each spring to submit space renovation requests to their dean or VP, for approval. The deans in turn discuss requests they receive with the Provost or their VP to establish the Division’s priorities. The VPs, Provost, and President discuss each Division’s priorities and establish a campus-wide list of priority projects. As with all funding requests, renovation requests are linked to the College’s Strategic Plan. Over the past three years however, requests for new renovation projects have not been solicited because there is an existing backlog of in-house projects which has resulted from recent funding reductions and personnel shortages among the skill trades.

**Capital Budget and Planning**
For all CUNY colleges, the process of preparing the University’s capital plan begins each year in the spring when CUNY’s Office of Facilities, Planning, Construction, and Management (FPCM) meets with the College to discuss on-going capital projects, the previous year’s request, and new needs. New needs are generally first identified in the College’s Capital Improvement Plan (CIP) which is maintained and managed by FPCM. Changes to the plan may occur due to enrollment fluctuations, buildings conditions, or availability of new resources. As it does with other CUNY colleges, FPCM works with York College to prepare individual project scopes, cost estimates, and schedules based on comparable projects, current construction costs, and the complexity of individual projects. The University’s overall capital request is presented to the CUNY Board of Trustees in the fall for their consideration and approval, after which the plan is sent to the State. Funding decisions are usually made in March and enacted in the adopted State Budget on April 1st.

Decisions related to capital improvements or enhancement projects funded through grants to York College from the Queens Borough President or the New York City Council (RESO-A projects) are also guided by the College’s Strategic Plan.
Table 6.3: Five Year Capital Plan

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Estimated Project Cost</th>
<th>Funding Received as of FY 17-18</th>
<th>FY 18-19 Phase Req.</th>
<th>FY 19-20 Phase Req.</th>
<th>FY 20-21 Phase Req.</th>
<th>FY 21-22 Phase Req.</th>
<th>FY 22-23 Phase Req.</th>
<th>Five-Year Request Total</th>
<th>Funds to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) Academic Village/Conference Center</td>
<td>$287,000</td>
<td>$41,000</td>
<td>C</td>
<td>$50,000</td>
<td>C</td>
<td>$126,000</td>
<td>E</td>
<td>$20,000</td>
<td>$246,000</td>
</tr>
<tr>
<td>(B) Academic Core Dewatering</td>
<td>$43,000</td>
<td>$13,097</td>
<td>D</td>
<td>$5,000</td>
<td>C</td>
<td>$24,903</td>
<td>D</td>
<td>$7,947</td>
<td>$29,903</td>
</tr>
<tr>
<td>(B) Campus Building Envelope Repairs</td>
<td>$16,000</td>
<td>$12,244</td>
<td>D</td>
<td>$3,756</td>
<td>C</td>
<td>$7,147</td>
<td>E</td>
<td>$2,500</td>
<td>$3,756</td>
</tr>
<tr>
<td>(B) Campus-Wide Vertical Transportation Upgrades</td>
<td>$23,750</td>
<td>$14,803</td>
<td>D</td>
<td>$1,800</td>
<td>C</td>
<td>$7,147</td>
<td>E</td>
<td>$2,500</td>
<td>$8,947</td>
</tr>
<tr>
<td>(B) Instructional Space Upgrade</td>
<td>$8,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$8,500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$60,556</strong></td>
<td><strong>$85,050</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$257,106</strong></td>
</tr>
</tbody>
</table>

**Five-Year Plan Total**

Draft: 9/13/17

Sustainability
York College is dedicated to minimizing its ecological impact through the utilization and development of the best practices in sustainability. Through its operational structure, directed actions, and a supportive culture, all members of the York College community have the opportunity to learn, discover, implement, and/or share knowledge to achieve a more sustainable Earth.

Before sustainability and “going green” were familiar household concepts, York College was engaged in environmentally responsible practices. Faculty, students and staff leadership at the College were mindful of the need to consider sustainability and efficiency in procuring goods and services and under their guidance, the College initiated a “Green Initiatives Committee”. Through a joint effort in 2008 with the New York City Department of Parks and Recreation, the College planted 200 trees on and around the campus and developed a comprehensive Sustainability Plan. The Committee also partnered with Con Edison to install new lighting in the Atrium of the Academic Core Building, which now yields three times as much light while using half as much energy. In addition, “hybrid car” parking spaces were designated in the College’s main parking lot, ride sharing options were introduced, bicycle racks were installed, and the
College partnered with a local organization in the Tour De Queens to encourage alternative modes of transportation.

When the CUNY Chancellor announced in 2007, the City University’s participation in Mayor Bloomberg’s PlaNYC2030, a commitment to reduce carbon emissions associated with energy consumption by 30% by 2017, York was ahead of the sustainability curve. Following the announcement, the College intensified its sustainability efforts by entering an agreement with Royal Waste Services, Inc., a local solid waste recycling company, to carte the College’s solid waste to recycling centers instead of landfills, installing water filling stations around the campus to reduce the need for bottled water and plastic, converting food service trays in the cafeteria from foam to biodegradable trays, and recycling cooking oil and other waste food products.

Most significant has been the reduction in the consumption of electricity by York College over the past three years. Aggressive energy conservation measures including the automation of some of the College’s building management systems, installing room sensors that turn off lights automatically when movement is not detected within a specified period of time, upgrading to computers which hibernate when not in use, turning off escalators during long holidays and on selected weekends, and turning off lights in the parking lot at night to conserve energy all contributed to budget savings of $2.1M during the three year period ended June 30, 2017.

In addition to the College’s Facilities Office, other units have contributed directly to the College’s sustainability efforts. For example, the Bursar’s Office has increased its use of email and automated phone calls to communicate with students; the Office of Human Resources and the Budget Office have partnered with the Office of Information Technology and an external consultant to develop administrative in-house systems with built-in electronic workflows to process new appointments and manage time and leave (ePAF and PR-Assist: electronic personnel appointment systems). The administrative efficiencies had a direct effect in reducing the consumption of paper and on the College’s overall Recycling Activity. In 2016, the College recycled 73.32 tons of paper, 32.66 tons of cardboard, saving 1,247 trees, 610.80 cubic feet of land fill, and 534,450 gallons of water.

Capital Improvement Plan and RESO-A

The Five-Year CIP as developed by the Office of Facilities Planning, Construction, and Management in consultation with CUNY colleges and schools over a six-month period includes the highest priority University initiatives. The CIP addresses on-going critical-maintenance initiatives designed to bring CUNY campuses to a state of good repair and address health, safety, security, facilities preservation, and code issues. The plan also includes funding for infrastructure upgrades, systems engineering, and new equipment which will allow the University to develop integrated data services at the campuses and across the system.

At York College, requests for Borough President and City Council (RESO-A) projects are solicited from among the faculty, deans and vice presidents. Requests emphasizing renovation of existing academic spaces; student service areas including the registrar’s, admissions and financial aid offices; IT equipment; the Performing Arts Center and the Health and Physical Education Complex are the current highest priorities. Each fiscal year, York College submits its updated progress and budget requests associated with the Five-Year Capital Improvement Plan and annual RESO-A fund requests to CUNY Central. Projects funded by RESO-A, New York
City tax-levy funds, are added to the list of capital projects funded by New York State and are all managed by the University’s Office of Facilities Planning, Construction, and Management. The York College Facilities Office updates the Senate, P&B, Cabinet, and Directors and Cabinet on the status of capital projects at least once each year.

Table 6.4: Queens Borough President and City Council Capital Funding Requests FY 2019 RESO-A
(In priority order; amounts in $ thousands)

<table>
<thead>
<tr>
<th>Phase (Construction)</th>
<th>City Request $</th>
</tr>
</thead>
<tbody>
<tr>
<td>York College Track and Field</td>
<td>$1,700</td>
</tr>
<tr>
<td>Track and Field City Request Total</td>
<td>$1,700</td>
</tr>
</tbody>
</table>

Source: Office of Budget and Planning, York College

Deferred Maintenance
In summer 2017, the University conducted the second study in ten years to assess the physical condition of all infrastructure systems and building conditions on each campus. The month-long study produced a comprehensive list of the College’s infrastructure systems and facilities, reflecting the life-cycle of each system and structure. Information from each campus is being compiled into a single university-wide report which will be used to solicit State support for maintenance projects across all campuses. The initial university-wide facilities assessment, which was conducted ten years ago, revealed alarming conditions on all campuses across the University. The report was used successfully to secure State funding with which each campus was able to begin to perform critical maintenance on long deferred projects: York College Critical Maintenance Projects

6.7 Independent Audit
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:

York College Auxiliary Enterprises Corporation Financial Statements 2016
York College Auxiliary Enterprises Corporation Financial Statements 2017
York College Child and Family Center, Inc. Financial Statements 2016
York College Child and Family Center, Inc. Financial Statements 2017
York College Foundation Financial Statements 2016
York College Foundation Financial Statements 2017
York College Foundation Auditors' Communication Sep 2017
York College Association, Inc. Financial Statements 2016

York College Association, Inc. Financial Statements 2017

York works with CUNY to conduct the University financial audit. Independent audits are conducted for all affiliated corporations on Campus including the York College Auxiliary Enterprise Corporation, the York College Association, the York College Foundation, and the York College Child and Family Center. In all cases, the Board of Directors of each entity reviews all financial statements and management letters and responds when necessary to the management letter. Independent audits for the fiscal year ended June 30, 2017 were conducted for each of the four related entities.

Table 6.5: Related Entities Audits

<table>
<thead>
<tr>
<th>Entity</th>
<th>Date Completed</th>
<th>External Auditor</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>York College Auxiliary Enterprises Corp.</td>
<td>Oct-17</td>
<td>EFRP Group, LLP</td>
<td>Unqualified</td>
</tr>
<tr>
<td>York College Association</td>
<td>Oct-17</td>
<td>EFRP Group, LLP</td>
<td>Unqualified</td>
</tr>
<tr>
<td>York College Foundation</td>
<td>Oct-17</td>
<td>PKF O’Connor Davies, LLP</td>
<td>Unqualified</td>
</tr>
<tr>
<td>York College Child and Family Center</td>
<td>Oct-17</td>
<td>EFRP Group, LLP</td>
<td>Unqualified</td>
</tr>
</tbody>
</table>

Source: Office of Budget and Planning, York College

In 2015, New York State passed the Non-Profit Revitalization Act, which requires non-profit organizations establish Independent Audit Committees. To comply with the new requirement, York College, in 2015, began the process to establish an Independent Audit Committee for each related entity. Each related entity modified its by-laws by increasing the number of members on its Board of Directors to include independent directors who form the Audit Committee that the new law requires of 501(c) 3 organizations.

To date, two Audit Committees have been established: York College Foundation and York College Auxiliary Enterprises Corp. Audit committees for the York College Child and Family Center and the York College Association are expected to be established in Spring 2018.

6.8 Strategies to Measure and Assess Effective Use of Resources to Support Institution’s Goals (s6c8)

York College employs several means to assess the effective use of resources in support of the mission. Described in detail are the various external audits of the four related entities identified
in Section 6.7 that use guidelines for evaluation that are recognized as sound practice of the National Association of College & University Business Officers (NACUBO).

Internal entities that are responsible for examining efficient management of resources include the work of the VCC (see Section 6.4: Human Resources); the Senate Planning and Resource Committee established by the York College Charter (see Section 6.1); and the budgeting cycle cited in Section 6.1.

### 6.9 Periodic Assessment of Effectiveness

York College’s systematic use of the Annual PMP process, the use of unit reviews as evidenced by the Coordinated Education Reports cited earlier, the audit reports and standing governance committees all create a profile of York’s assessment of effectiveness. As of January 2018, operational units have reviewed and are in various stages of developing their mission statements and goals.

Having recently completed an improvement in the systematic assessment of academic departments through a revamping of the Academic Program Review process to include student learning outcomes, the Office of Institutional Effectiveness will turn its attention to the operational units. Much like the process for the academic departments, the operational units will create mission statements and goals, develop measurements and tools to evaluate the results of activities designed to meet their goals and use the outcomes to determine their future direction and to support requests for resource allocation. Operational Unit Review will be placed on a five year cycle.

### 6.10 Recommendations

Pursue opportunities to build the designed and approved Academic Village and Conference Center and leverage York’s physical assets and its location in a community undergoing rapid transformational development, to create new streams of revenue to support its core mission and long-term strategic objectives;

Complete the systematic process of assessment within each operational unit, develop action phases to guide this work, and create a five-year Unit Review Process;

Conduct a staffing/personnel audit across operational units to identify efficiencies, underutilization, and gaps; and
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 purpose, and it operates as an academic institution with appropriate autonomy.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

2. a legally constituted governing body that:
   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;
   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;
   c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
   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;
   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;
   f. appoints and regularly evaluates the performance of the Chief Executive Officer;
   g. is informed in all its operations by principles of good practice in board governance;
   h. establishes and complies with a written conflict of interest policy designed to ensure the 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;
Standard VII

1. supports the Chief Executive Officer in maintaining the autonomy of the institution;

3. a Chief Executive Officer who:
   a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
   b. has appropriate credentials and professional experience consistent with the mission of the organization;
   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;
   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;

4. an administration possessing or demonstrating:
   a. an organizational structure that is clearly documented and that clearly defines reporting relationships;
   b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;
   c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
   d. skills, time, assistance, technology, and information systems expertise required to perform their duties;
   e. regular engagement with faculty and students in advancing the institution’s goals and objectives;
   f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

5. periodic assessment of the effectiveness of governance, leadership, and administration.
Chapter 7

Standard VII: Governance, Leadership, and Administration

This section will analyze how the College meets or fulfills the five criteria of the Standard as well as meeting both Requirements 12 and 13 of the Requirements of Affiliation:

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. In relation to this requirement see in particular: CUNY Bylaws, York College Charter, CUNY Manual of General Policy, and CUNY Organizational Charts

13. A majority of the institution’s governing body 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. [See CUNY Conflict of Interest Policy; this also addresses s7c2h]

York College, as a senior college of CUNY abides by the policies, CUNY Board of Trustees Bylaws, and structures of the University. It also adheres to the governance policies of its own York College Senate Charter and practices and procedures. These two regimes of oversight, work together to allow the College to fulfill all the criteria for this Standard. This section of the Self-Study is organized into five parts: 1. Governance; 2. Administration; 3. Assessment of Administration and Governance; and 4. Leadership is the umbrella under which the work of Governance and Administration takes place. The fifth section sets forth the Working Group’s recommendation for future actions.

7.1 Governance Clear Structure

York College has a well-defined and well-documented governance structure that functions within the governance structures and policies of the City University of New York (see York College Charter).

York College, as part of the City University of New York has a clear and transparent governance structure described in several documents. York College is governed by the Board of Trustees of the City University of New York, a body comprised of seventeen trustees. Ten of these are appointed by the Governor of New York, and five are appointed by the Mayor of the City of New York. The New York State Senate must approve all appointments to the Board of Trustees. The remaining two trustees are appointed as ex officio trustees: one is the chair of the University Student Senate, and one (a non-voting trustee) is the chair of the University Faculty Senate. Both
the Chair and the Vice-Chair of the CUNY Board of Trustees are gubernatorial appointees who serve at his/her pleasure.

7.2 Independence of Governance

7.2.1 Governing Board Legally Constituted and Serves the Public Interest
It is evident that York College, as part of CUNY, has a legally constituted governing body—the CUNY Board of Trustees—with fiduciary responsibilities and that the College has sufficient autonomy to fulfill its mission and goals. The Board of Trustees has jurisdiction over many policies and procedures, as outlined in the Board of Trustees Bylaws and the Board of Trustees’ Manual of General Policy. These policies demonstrate that the Board does follow best practices in board governance.

7.2.2 Governing Board Independent and Non-Interfering with respect to Day-to-Day Operations
Each college is granted autonomy and responsibility for how it organizes its functions, provided that the Board of Trustees approves the college’s governance plans such as the Charter, and these may differ from policies set forth by the University if they are included in the governance plan of the College. This autonomy is made clear in Article IX of the CUNY Bylaws which states that “The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article.”

The Board of Trustees Bylaws describe the duties of the members of the Board. The Board’s Manual of General Policy delineates other responsibilities and the conflict of interest policy. The Board of Trustees may set university directives and approve individual college decisions on governance structures, curriculum, etc., but they may not intervene in day-to-day activities of the College. These documents also show that York College fulfills requirements 12 and 13 of the Requirements of Affiliation. Fiduciary responsibilities are included in these documents. In addition, in the case of college-level bodies such as the Auxiliary Enterprises (revised 2015), York College Association (revised 2015), York College Foundation (revised 2017), are governed by CUNY Bylaws adopted by those bodies and approved by the CUNY Board of Trustees. Both York College and CUNY governance documents delineate responsibility for maintaining the quality of academic programs, teaching, awarding of degrees, and fiscal management.

7.2.3 Governing Board Oversees Quality of Teaching and Learning (s7c2d)
The University, through the Board of Trustees, oversees on a policy level the quality of teaching and learning, the approval of degree programs, personnel policies and procedures, the approval of policies, and the assurance of strong fiscal management. The College submits all curriculum and academic policies approved by the College Senate to the University and Board Actions are published in the periodic Chancellor’s Reports, a public document which reflects and governs all such activity. Under the Bylaws, each college has an Academic Council (at York this is the College Senate comprised of faculty, students and administrators). The Bylaws call for each college to have a college Personnel and Budget Committee as well as a Department Personnel and Budget Committee that review faculty appointments, reappointment, tenure, and promotion actions. This document also defines the duties of department chairs.

The 2015 York College Charter, (the successor document to the 1986 charter), created a committee structure that was determined to meet the changing needs of the College’s various
constituencies, address issues of quorum and membership, and increase consultation at the College. The Senate meets eight times per academic year. Faculty and Student Caucuses meet at least twice a month. The membership, duties, prescribed number of meetings, and reporting mechanisms for Standing Committees of the Senate are also set forth in the charter.

The York College Senate is comprised of 3 groups of members. The Faculty representatives may be from any rank and each Department shall be entitled to at least one senator. Departments include Academic Departments, the Library, and Student Development. Departments will be assigned a number of senators based on a full-time equivalent ratio. Departments with up to 10 FTEs will have 1 senator; FTE ratio between 11 and 20 will have 2 senators. Larger departments will have 3 senators. Where a department is comprised of various disciplines, senators will be from different disciplines.

Student representation will be equal in number to the seats held by the faculty. Each department will elect one student senator. The remaining senators will be elected at large. A student must have a minimum GPA of 2.0 while serving their term. Students are those persons enrolled in credit-bearing courses at York College.

Administration is represented by four administrators chosen by the President to serve as senators. The President serves in addition to these four and will serve as the Chair of the Senate. One administration senator must be from the Office of the Registrar, and one must be from the Office of the Vice President for Academic Affairs. Senate terms are for one year. No alternates or proxies are permitted.

The 2015 York College Charter set out to improve areas of concern including issues of quorum and transparency. To this end, the Committee structures were revised and membership of Committees was also revised. All three “branches” of the Senate are represented on each Standing Committee, but no longer in strictly equal distributions. The membership re-distribution is designed to maximize participation by the sectors of the College that the Committee’s work is most relevant to. The Senate now has the following Standing Committees:

a) Academic Policy and Standards; b) Campus Environment and Facilities; c) College Curriculum; d) Elections; f) Governance; g) Instruction and Professional Development; h) Library and Technology; and i) Resources. Of these, the Committees on Governance and Resources are new. The remaining Committees have revised names and charges to better match the functions that the 21st Century requires. In addition, Ad Hoc Committees are provided for in the Charter, as needed by either the Faculty Caucus or the Student Caucus.

Because the Charter was only promulgated in 2015, it has not yet been evaluated for effectiveness. According to the Charter, effective June 30, 2015, the Executive Board is responsible for the evaluation of the Standing Committees of the Senate. This Board consists of five voting members including the Chairperson, the Faculty Caucus Leader, the Student Caucus Leader, the Vice-Chairperson, and the Secretary. (Charter, Article IV, Section 7, (Executive Board)).

Article IV, Section 8, (Duties of the Executive Board), Subsection A states:
In addition, the Executive Board shall:
Serve to improve the effectiveness of college governance by recommending appropriate measures to the Senate or to the appropriate Committee. These recommendations are based upon a periodic review of the Committee structure and the functioning of Committees (including performance and attendance of Committee members), and receipt of reports of violations against Committee operations.

As of fall 2017, the timeline to conduct this evaluation is targeted at 2020 that seems a reasonable time, five years after implementation.

Another key component of governance, the College Personnel and Budget Committee, consists of the chairs of all academic departments, the deans of the 3 schools of the College, the Provost, and the President who serves as the Chairperson. Since the Committee has jurisdiction over appointments, reappointments, tenure, promotion, leaves, etc., it meets several times a month, especially during the fall semester in order to meet deadlines for personnel decisions set by the contract. The Committee meets at least once a month in those periods when there are fewer actions to be considered. A schedule of the meetings is promulgated each year, and faculty are aware of deadlines for the submission of their documents. The College P&B structure is mirrored at the department with five elected members including the chair.

The deans of each of the three schools, Arts and Sciences, Business and Information Systems, and Health Sciences and Professional Programs, schedule meetings with their department chairs as they deem necessary. These meetings serve to keep chairs up to date about developments in their schools and allow for discussion and collaboration on curriculum, advising, etc.

Every academic department must meet at least three times per semester. The 2015 York College Charter specifies that departmental elections are to be held in the first week of May for the following academic year. Senators and department representatives for such Standing Committees as Curriculum are elected at that time. Chairs serve for three years. Four faculty members of the Department Personnel and Budget Committee are elected at the same time and serve throughout the term of the department chair who also chairs the Department P&B. Since most departments at the College are multi-disciplinary, units may decide to hold discipline-specific meetings as well, especially for discussions on scheduling, advising issues, etc. Each department must have an assessment plan and each department is required to conduct a self-study on a five-year rotation. These processes are documented in the roadmap. In addition to these assessments, professional programs undergo rigorous re-accreditation processes.

In addition to these two branches of governance, York College and the City University of New York are bound by the contract agreed to by the University and the Professional Staff Congress (PSC/CUNY Contract). The PSC/CUNY contract governs all instructional staff including faculty and administrative staff (except the members of the Executive Compensation Plan). The contract describes avenues of communication between the union and the administration and at York College there is a set of labor management meetings held to address issues for instructional and non-instructional staff of the College. York also has multiple agreements for support staff for clerical, custodial, peace officers and the trades whose contracts specify procedures, responsibilities, etc., for their members. By contract, leaders of the PSC/CUNY meet with
President Keizs and senior Cabinet members to discuss issues dealing with their membership twice per semester. In the last two years, about once a semester, sometimes more, the other unions’ leaders have met with the President and Cabinet for the same purpose.

7.2.4 Governing Board Offers Direction in Financial Matters (s7c2e)

While financial issues are discussed more fully in Standard 6, it is clear that the College, within the structure of the University, meets the criteria for integrity and strong financial management. Documents show that the College follows all University procedures and policies and undergoes regular audits.

7.2.5 Governing Board without Conflict of Interest and Supports Institution’s Autonomy (s7c2h, s7c2i)

These issues are analyzed below, in the section dealing with the President of York College (Section 7.3.1 and following). The College does meet these criteria.

7.3 College Chief Executive Officer (s7c3)

The Board of Trustees has the ultimate authority as the governing board of CUNY for appointing the Chief Executive Officer upon the recommendation of the chancellor. The appointment process is the result of a search committee comprised of faculty, students, trustees, and a president. The Chancellor holds certain responsibilities and the college presidents’ report to the chancellor directly.

7.3.1 CEO Appointed and Overseen by Governing Body (s7c3a)

The role of the College President, the CEO of the College, is well-delineated in the governing documents of the University and no college president may serve as Chair of the Board of Trustees. As discussed below, the College President is appointed by, evaluated by, and reports to the CUNY Chancellor and Board of Trustees (CUNY Bylaws).

CUNY has implemented a process for presidential searches that was used for more than 10 years. The process is managed by the CUNY Search Office, which coordinates the position posting, recruitment, and composition of the search committee, and the screening of candidates. This process has been recently changed and CUNY is utilizing external search firms supported by CUNY staff to search for all executive level positions.

Search committees are inclusive and representative of the University constituencies, including members of the Board of Trustees, elected campus faculty and students, the President of another CUNY college, and an alumnus or foundation board member of the College. There is a process for communication with the College. The Board of Trustees has the final authority to appoint a college president.

The City University of New York has a well-documented procedure for formative and summative evaluations of presidents, which are conducted annually and on a five-year cycle respectively, by the Chancellery. The annual presidential evaluations are preceded by the compilation and publication of the CUNY Performance Management Progress Report. This
report provides information on each college on a set of University-wide, peer-group and individual indicators. It compares and provides information on the relative progress of each college in a rolling three-year report. The PMP report is discussed and analyzed in an annual report submitted by the President to the Chancellor. This, along with the goals and objectives for the coming year are analyzed by the Chancellery team and discussed in a face-to-face meeting between the President and the Chancellor. The meeting is formalized in a confidential letter to the President which the Chancellor sends by the end of the summer. The summative five-year presidential evaluation process is coordinated by the CUNY Search Office and conducted with the help of an external consultant who engages in discussion with campus and university constituencies. The consultant issues a report to the CUNY Search Office. President Keizs’ last summative evaluation was held in 2010 under Chancellor Goldstein. She has been evaluated annually usually in August utilizing the Performance Management Process. Her last annual evaluation was conducted in August 2016 under Chancellor Milliken.

7.3.2 CEO Qualified (s7c3b)
The President of York College, Marcia V. Keizs, Ed. D., is a highly qualified, seasoned administrator who was chosen to lead the College in February 2005, becoming the sixth permanent President of the College (she was also preceded by 4 interim presidents, and she herself had served in that role briefly in the 1990s). Her life-long career within and dedication to The City University of New York proves her understanding and dedication to York College.

Dr. Keizs is recognized as a talented academic leader within CUNY and in local and National organizations. For example, she serves as CUNY’s representative to the American Association of State Colleges and Universities’ (AASCU) Council of State Representatives, is a member of the boards of the Greater Jamaica Development Corporation, and the Jamaica YMCA. Dr. Keizs sits on the board of the Regional Planning Association and was chosen for Governor Andrew Cuomo’s Regional Economic Development Council. Dr. Keizs is the founding editor of the *New York Carib News*. In the past, Dr. Keizs has served on the boards of the NCAA Division III President’s Council and the American Council on Education’s Commission on Effective Leadership as well. For fifteen years, she served as a Board Member of the Morris Heights Health Center in the Bronx with a stint as chair.

Within CUNY, Dr. Keizs is a well-respected leader and serves on several University-wide bodies that are important for facilitating communication across the campuses. President Keizs is a member of the Council of Presidents, as well as Chair, Council of President’s Committee on Faculty and Staff Relations; Presidential Representative to the Board Committee on Faculty and Staff Relations; Member of the Chancellor’s Working Group on Faculty Diversity; Member of the NCAA CUNY Athletics Task Force; Member of the Search Committee for the Vice Chancellor for Advancement; Chair, CUNY Women’s Leadership Conference; and CUNY Representative to the AASCU Council of State Representatives.

Under her presidency, the second-longest in the history of the College, York has achieved much, beginning with a growth in the College’s populations: student enrollment has increased 25%, and freshman enrollment has grown by 61% during a time when first-year admission criteria were raised. This was supported by the creation of a private fundraising campaign for Merit Scholars and a 40% increase in full-time faculty.
Highlights of the College’s achievements under Dr. Keizs’ leadership include new and renewed national accreditations in professional programs and new majors in Pharmaceutical Science, Journalism, Generic Nursing, Logistics and Supply Chain, Aviation Management, and Health Sciences. Under President Keizs’ leadership, the College has launched a small number of niche masters programs: Pharmaceutical Science (2016); Physician Assistant (2016); and will launch in 2018, Master of Social Work and the Master of Clinical Trials. The Masters in Nursing is scheduled to launch in 2019. An Undergraduate Research Program and a collaborative Honors Program with the FDA have also been developed.

7.3.3 CEO Properly Empowered (s7c3c)
The structure of the College gives the President both authority and autonomy to fulfill her position. She leads the Strategic Planning, Master Plan development, financial planning process, and the PMP process. She chairs the College P&B and Senate. In recent years, President Keizs has led multiple facilities renovation projects that have enhanced our delivery of services to students. New student spaces have been created, as well as administrative spaces having been built or reconfigured. The technology infrastructure has been improved (see Standard 6).

Documents delineate the role of the President in setting institutional goals within the context of the University’s Annual Performance Management Process (PMP). The University allocates resources, some of which are earmarked; the President then executes her vision for the College, in consultation with the faculty and supported by her administration. For example, she led the [York College Master Plan Amendment 2011](#) which calls for the construction of the York College Academic Village and Conference Center. This nine-story, 162,988 square foot space would house the School of Business and Information Systems, create a new front door to the College for administrative space like Registrar, Bursar, and Financial Aid, serve as the anchor for the School of Business and Information Systems and build out classroom and student affinity spaces. This exercise conducted in collaboration with the CUNY Facilities Office with assistance from external design and architect services, with participation from administrators, staff and students is an example to develop facilities for the future. The structure would transform the College’s environment and meet the growing needs of the College and the community.

7.3.4 CEO Properly Supported (s7c3d)
As evidenced in the Organizational Chart of the President’s Division and the Organizational Charts of the Divisions of Administrative Affairs, Academic Affairs, Student Development, and Institutional Advancement, Dr. Keizs is assisted in her work by Vice Presidents and Executives who in turn lead offices to fulfill the various aspects of the College’s mission and responsibilities. At this time, all executive positions are filled except for two vacancies in the Office of Academic Affairs: one for Associate Provost and the other for Dean of the School of Health Sciences and Professional Programs, because the latter has recently retired. In accordance with CUNY policies, searches will be conducted to fill these openings ([CUNY HR Code of Practice](#)).

Dr. Keizs holds regular meetings with her cabinet, comprised of the Senior Vice-Presidents, deans of the three schools, and assistant deans, which allows for discussion of and reporting on the many initiatives underway at the College, as well as issues facing the College. President Keizs sets the agenda, through solicitation of items, for each meeting and those are formal and written ([President’s Cabinet Meeting Agenda](#)). The agendas are kept on file in the President’s
Office. Follow-up actions are managed by the President. She usually establishes action items that she follows up herself or designees that are reported on at subsequent cabinet meetings. A second level of meetings is held quarterly with a broader representation of leaders which include directors across the institution comprising some forty members. The Directors and Cabinet meeting is the fulcrum for discussion of issues and innovations impacting student experience and learning. A feature of this engagement is the annual Directors and Cabinet Retreat held in July or August, Convocation held in September, and the College Symposium held in February every year. Dr. Keizs also seeks to engage the college community in discussions by holding open office hours monthly during the academic year called Chat with the President available to faculty, students, administrators, staff, or members of the Jamaica community to speak with her about areas of concern to them. This allows the President to keep her fingers on the pulse of the York community.

7.4 College Administration (s7c4)

York College has a clearly delineated organizational structure.

7.4.1 Organizational Structure Clear (s7c4a)
This structure is evident as soon as one visits the College Homepage and is documented in a series of organizational charts that clearly identify vertical and horizontal relationships within and among each division of the administration.

7.4.2 Administration Appropriately-Sized and Qualified (s7c4b, s7c4c)
The appropriateness of the qualifications and skills of members of the administration are verified in a variety of ways. Searches for executive functions are conducted on a national level, the search usually including faculty, administrators and staff, and sometimes students, and verified by the Office of Diversity and Compliance which oversees the searches. er has codified job titles, descriptions, and qualifications across the University. This uniformity helps to maintain standards across the system. In addition, annual performance reviews of administrative staff members are conducted. CVs are on file for all employees and must match the stated qualifications in the search documents.

7.4.3 Administration Equipped for Duties (s7c4d)
Informational Technology skills required to successfully fulfill one’s duties have greatly increased in the last ten years, especially with the advent of CUNYfirst for almost all activities, including student enrollment, final grade submission, advisement, financial aid, accounts payable, book orders, and employee management. A look at the Information Technology website shows the wide variety of support and training that the office offers to all members of the College. Training is available as needed. The newly revamped Help Desk functions have made it much faster and easier to get assistance.

Issues of staffing and sufficient time to complete a task are by their very nature subjective and at present no systematic survey has been conducted. Current organizational charts for each administrative unit suggest that the administration is adequately staffed to accomplish its many tasks. They also suggest that titles are commensurate with duties and qualifications.
The biggest administrative change at York College since the last decennial Self-Study has been the restructuring of Academic Affairs. In 2009, the College was structured into three schools: the School of Arts and Sciences, the School of Business and Information Systems, and the School of Health Sciences and Professional Programs. Each is headed by a dean who reports to the Vice President and Provost. Currently, the Provost is Dr. Panayiotis Meleties, a long-time CUNY faculty member and administrator who served as the Dean of the College from 2005-2013 before being named Provost for the new structure. The School of Health Sciences and Professional Programs offers the College’s first MS in Occupational Therapy and our new MSW. Departments in that school were re-configured creating three departments from one. In addition, the Department of Behavioral Sciences was re-configured to include Sociology and Anthropology. The Department of History and Philosophy now includes African American Studies. An increase in the number of chairs and deans has enlarged the size of the Personnel and Budget Committee as well. Just as CUNY has a council for its presidents, there are other administrative councils for registrars, admissions directors, assessment directors, educational technology directors, etc. Disciplines also have University-wide councils. These bodies facilitate interaction across the colleges, as well as address University-wide policies and procedures and provide a channel for consultation between the central administration and college administrations.

7.4.4 Administration Engaged with Faculty and Students (s7c4e)
The York College Senate is comprised of administrators as well as faculty and students. This is the best indicator that the College meets the criteria of engagement among administrators, faculty, and students. This body provides a means of communicating among all three groups to discuss and vote on institutional goals and especially curriculum and other policies. Students, faculty, and administrators serve on the various Senate Committees that deal with all aspects of campus life and planning.

7.4.5 Administration’s Operations Assessed
See 7.5 below for the discussion of how the College meets this criterion.

7.5 Assessment of Governance
Well before our decennial review, York had taken steps to embed assessment as a part of the York culture. From 2010-2013, assessment activities were driven by the college-wide Outcomes Assessment Committee, the Performance Management Process, and the Academic Program Review. While the academic units and student development units are more fully immersed in such a cycle, evidence shows that the administrative units are at the beginning phase. As the college charter that governs our overall function was revised and implemented in 2015, the goal will be to assess its effectiveness upon the completion of five years in 2020.

The process of developing a new Charter for the College took place between 2010 and 2015. During this time the governance structure was reviewed and the results, a new College Charter in 2015, addressed the needs of the College that were not being met. The Charter includes a new committee, the Senate Governance Committee, which is charged with assessing the Senate Charter’s ability to effectively support and respond to the changing needs of the Senate and its Committees. The new Charter has not been in effect long enough to have been assessed at this time.
To date, there has been no analysis of the impact of the 2009 creation of the three academic schools under the office of Academic Affairs. No study has been made on how the re-structuring has impacted personnel decisions, the changes it has made to the structure of the College P&B committee, or the way that the P&B’s calendar has been affected. There has not been an analysis of the impact of the school structure on communications among departments, student outcomes, or cost effectiveness. As the schools approach their tenth year, it seems appropriate for an in-depth evaluation to take place.

Assessment of York College executives and administrators is done on an annual basis. Much of the assessment of the effectiveness of administration at York College involves self-reports evaluated by supervisors. These follow the procedures of the CUNY Executive Compensation Plan (ECP) Report. It is based on an evaluation of how well the individual met pre-established goals, and the supervisor provides a rating score. As personnel documents, these evaluations are confidential except to those involved in the process. The PMP is an exception to this since it is a public document.

Currently, the assessment plans for most administrative offices are under development. In the past, assessments of administrative offices have been started but then subsequently discontinued. Divisions and offices reporting in their structures are developing mission statements at present. Under the guidance of the Assistant Vice President of Institutional Effectiveness, all administrative offices have developed mission statements and assessment plans are under development. The Division of Student Development has completed a Comprehensive End of Year Report for the last three academic years.

Assessment of Leadership
The Commission does not define leadership or set out any criteria for its evaluation. If we take leadership to mean the ability of key individuals to actualize the college vision and mission in creative and new ways, one can examine the leadership of the York College Governance and Administration.

The development of the College over the past decade shows the power of collaborative governance and leadership. The College has increased in size because it has created new academic programs that meet the needs of the residents of the city. This came to fruition as a result of the vision shared by the President and faculty. The faculty created the curriculum; the Office of Academic Affairs and the President shepherded program proposals through the university and state curriculum processes and bodies. Another example of leadership was the establishment of the new Charter. The President, key faculty senators and student government leaders worked together to improve the way the governance of the College functioned to better meet its needs and respond to new realities. Faculty and administration also worked together to make the creation of new schools and new departments or re-constituted departments a reality in order to incorporate the new programs. This also required leadership from the PSC which had to ensure that faculty were adequately represented and protected in the new structures. Shared governance at York College results in real leadership.
In sum, York College of The City University of New York meets the criteria for Standard VII on Governance, Leadership, and Administration. Policies and procedures are in place for day-to-day functions of the College; roles and responsibilities are clearly delineated in governance structures; administrative units have clear organizations and reporting structures. Most offices have written their mission statements (for example, 100% of the offices in the Division of Student Development have completed this effort (see sec. 1.1.4)) and now the next step, developing assessment plans, is beginning; the role and composition of the governing body are well-defined; the President and chief administrators have the skills and autonomy needed to successfully complete their work).

Leadership, which in some ways is more intangible than Governance and Administration, is also clearly evident at York. On one level, President Keizs’ leadership is set forth in her yearly Convocation speech where she sets out her vision for the College, long and short-term, and reports to the College community on accomplishments and achievements. Leadership is also related closely to the stability the College is now enjoying in both faculty and administration. If the underlying theme of the 2008 Self-Study was change—in administration and a large cohort of junior faculty for the first time in many years—stability has become a key factor in York’s story now. President Keizs is the second-longest-serving president in the College’s history. The COO and the CAO are long-time employees of CUNY and/or York. The new cohorts of faculty are tenured, senior faculty members, many of whom are heading committees and departments. The stability provided by the Strategic Planning and Performance Management Process, individually and together allow for creativity, planning, and stability to take place and the fruits of this are seen in the growth in enrollment over time and our entry into the creation of a small number of niche programs at both the undergraduate and graduate levels. Leadership is especially successful when shared governance works best: a harmony evidenced in the creation of the 2015 College Charter; the decisions made each semester by the College P&B; the development of new academic programs, degrees, and courses; and improved services for students.

7.6 Recommendations

Assess School structure immediately upon completion of Middle States Self-Study to determine if the expected and any unexpected outcomes occurred;

Assess the York College Charter in 2020 to determine its effectiveness and evaluate the changes that went into updating the Charter;

Advance the assessment agenda in the Operational Units across all administrative areas.
Chapter 8

Conclusion

During the 2016-2017 academic year, York College celebrated its 50\textsuperscript{th} anniversary. This afforded us the opportunity to reflect upon York College’s unique history and development and served as a powerful reminder of our mission, core values, resilience, creativity and optimism. These values and characteristics have shaped the College over these five decades and those values will be renewed and expanded to propel us into our next 50 years. We will live up to the promise of our founders by continuing to provide a first rate education to the students, seeking ways to continually improve and adjust to their educational needs. As a partner with our Jamaica community, we will serve as a leading force in the continued revitalization of the communities of southeast Queens.

Over the past decade, York College has enjoyed stable leadership; growth, diversity and innovation in the faculty ranks; enrollment growth of an ambitious, talented, and civic minded student body; program expansion at the baccalaureate and Master’s levels. We have, as well, benefitted from strong support of the University’s central administration and that of elected public officials. Despite the progress made, many challenges remain. Some of those challenges include: concern about the insufficiency of public funding to meet some of the College’s current and projected future operational needs, including support for faculty research, scholarship and creativity; successfully exploring multiple approaches to fund the approved expansion of our facilities with the building of the Academic Village and Conference Center, as well as, completion of long-overdue capital upgrades; addressing the increasing competition in enrolling students and retaining them to graduation and the transition to a competitive job market or further higher education; and finding the right balance between the liberal arts and professional programs in an ever changing environment.

This Self-Study, aligned with the 50\textsuperscript{th} Anniversary celebration, has provided the whole college community with a renewed focus and optimism in pursuing our aspirations. As outlined in our Self-Study Design, our goal was to demonstrate that York College “meets the criteria for accreditation status” as defined by the Middle States standards and processes. The preceding sections of the Self-Study, as summarized in the Executive Summary, have presented evidence and analysis to demonstrate compliance with the standards, and a commitment to continuous improvement. The Self-Study affirms some important values at York:

- York College offers this Self-Study, in whole and in each chapter, as evidence of meeting all seven Standards in the \textit{MSCHE Standards for Accreditation and Requirement of Affiliation}, Edition Thirteen. During the Self-Study process, York College, in good faith and effort, examined each MSCHE requirement for accreditation and told our story against the standards’ backdrop by providing explanation and evidence. From this exploration, York College will apply what we have learned to our self-improvement.
- Prominent initiatives that address Strategic Plan goals include the reorganization of advisement practices at the College and the creation of the York College Advisement...
Center; consolidation of student services to support retention in the creation of the Collaborative Learning Center; enacting a yearly budgeting process that involves all units by soliciting their input from the start of the process through the submission of the budget to CUNY. These initiatives address Intended Outcome 2 of the Self-Study: “Engaging in an inclusive and transparent self-appraisal process culminating in actionable strategies for the continuous improvement of York College.”

- Consistent with the key initiatives of the current Strategic Plan, a new office and leadership position were established, namely, the Office for Institutional Effectiveness and Strategic Planning led by the Assistant Vice President for same. This Office rationalizes the College’s institutional effectiveness cycle and all assessment required. Recent initiatives to strengthen assessment include in the creation of department and unit assessment liaisons who provide guidance to departments’ assessment committees. Further, the College is formalizing plans for the assessment of learning outcomes associated with its new general education curriculum in connection to the Academic Program Review cycle and for assessment in administrative units. This supports Outcome 3: “Evaluating assessment practices of student learning outcomes within the academic units, evaluating the effectiveness of non-academic units, and identifying and recommending changes for improvement.”

- The 2010-2020 Strategic Plan is rooted in the College mission, has measurable goals tied to our budget and planning processes, and is continuously assessed. Significant outcomes have already been realized and the College will utilize the present Self-Study to create the next Strategic Plan for 2020-2028. This illustrates the College’s commitment to Outcome 4 of the Self-Study: Utilizing the outcomes of the Self-Study to improve and inform decision-making for the next Strategic Planning Cycle.

On this platform going forward, York College will build strength in key areas as articulated in the recommendations. The important platforms will include the renewing of our Strategic Plan, mission, vision, goals, initiatives; the extension of our institutional effectiveness to encompass all academic and administrative units and the planning for improvement in facilities including achieving the dream of the building, the game changing 162,988 square foot, nine-story Academic Village and Conference Center, on the site which now houses our classroom building. The organization of the Self-Study and the process itself provided a unique opportunity to bring together faculty, staff, students, and administrators united to achieve the common goal to make York College the star of The City University, as our Alma Mater proclaims, York College Alma Mater.
Appendix

MSCHE Institutional Profile, 2016-2017

York College Document Roadmap 2018

FY15 Financial Plan
FY16 Financial Plan
FY17 Financial Plan
FY18 Financial Plan

York College/CUNY Actual and Projected Enrollment

<table>
<thead>
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</tbody>
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Source: Office of Enrollment Management, York College

Undergraduate Bulletin

Graduate Bulletin

Student Handbook

Faculty Handbook
Verification of Compliance with Accreditation-Relevant Federal Regulations

York College Association, Inc. Financial Statements 2016
York College Association, Inc. Financial Statements 2017
York College Auxiliary Enterprises Corporation Financial Statements 2016
York College Auxiliary Enterprises Corporation Financial Statements 2017
York College Child and Family Center, Inc. Financial Statements 2016
York College Child and Family Center, Inc. Financial Statements 2017
York College Foundation Financial Statements 2016
York College Foundation Financial Statements 2017
York College Foundation Auditors' Communication Sep 2017

PEDS 2013-2014
IPEDS 2014-2015
IPEDS 2015-2016