

Green = Academic Affairs
 Dk. Red = Financial & Budget
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Performance Goals and Targets
2008-2009 Academic Year
York College/CUNY
President Marcia V. Keizs

Orange = Student Development
 Pink = Enrollment Management
 Lilac = Institutional Advancement
 Black = President

Goals	Objectives	Indicators	2008-2009 York Targets
<p>Raise Academic Quality</p>	<p>1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix</p>	<p>1.1 Documented efforts to move flagship and priority programs and research programs to the next level</p> <p>1.2 Recognition/validation from external sources</p> <p>1.3 Self-reports by the colleges</p>	<p>1.1 York College will launch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> B.S. Degree program in Generic Nursing (Fall 2008) <input type="checkbox"/> B.A. Degree program in Journalism (Fall 2008) <input type="checkbox"/> Pending approval from CAPP, BOT, and NYSED the B.S. Degree program in Pharmaceutical Sciences (Spring 2009) <p>York College will complete the proposal for presentation to CUNY OAA for the B.S. in Health Sciences. Letter of Intent was submitted to CUNY OAA (Spring 2008).</p> <p>York College will implement a reorganization of the Accounting and Business Department (based on external consultant's review) to prepare for competitive proposal development of the MS in Business, enhance the delivery of student services and set the stage for AACSB International accreditation.</p> <p>1.2 Occupational Therapy program will submit biennial report to meet the AOTA new standards</p> <p>Medical Lab Technology Program will advance external accreditation process by the National Agency for Clinical Laboratory Sciences (NAACLS)</p> <p>Nursing Program will advance external accreditation for the B.S. in Generic Nursing</p> <p>York College will develop a plan to implement the Middle States recommendations, especially with a focus on general education reform.</p> <p>1.3 A comprehensive program and department review plan will be implemented. Academic Program Reviews will continue in the following departments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chemistry <input type="checkbox"/> English <input type="checkbox"/> Foreign Languages, Humanities and ESL <input type="checkbox"/> Math and Computer Studies <input type="checkbox"/> Teacher Education

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	<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity</p>	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p> <p>2.1 College self-reports on efforts to build faculty quality through hiring and tenure processes and investments in faculty development</p>	<p>1.4 York College has developed a plan to increase the use of instructional and other technologies to enhance teaching and learning. Key components of the plan are:</p> <ul style="list-style-type: none"> • A minimum of five classrooms and the CETL room will be upgraded to “smart classrooms” during the 2008-2009 academic year • Construction and commission of the virtual hospital nursing laboratory will begin • Promote lesson pod-casting for student use • Promote use of “clicker” technology in large lecture halls • Promote the offering of more online and hybrid courses • Continue faculty training on instructional technologies under the auspices of the Center for Excellence in Teaching and Learning and the Faculty Development Committee <p>2.1 York College will continue to build faculty quality through the following efforts:</p> <ul style="list-style-type: none"> • Recruit highly qualified faculty with strong teaching and scholarship to replace retiring faculty and to nurture strategic growth. A cohort of 25 faculty is expected to begin in Fall 08 in the following departments: Accounting and Business, Biology, Chemistry, Mathematics and Computer Science, History and Philosophy, Health Professions, Behavioral Sciences, Foreign Languages, Social Sciences, Earth and Physical Sciences, English, Fine & Performing Arts, Health and Physical Education, and Teacher Education. • Implement a comprehensive plan for new faculty development, including seminars and workshops, on instructional technologies, College and University services, policies and procedures, grant training and lectures and seminars by presenters of national standing. • Continue to support scholarship, research and teaching as follows: Department chairs in collaboration with Academic Affairs will reinforce, nurture, and enhance faculty scholarship to increase faculty publications, presentations, and creative activities by 2%; recruit one to three PhD science students in 2008-2009, and support at least three in 2009-2010; College will use GRTI funding to support research in the science departments and provide start-up packages for newly appointed faculty. • Intensify the training of department chairs. Groups of five (5) will be

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		<p>2.2 Faculty scholarship and creative work report</p> <p>2.3a % of instructional hours and mean hours taught by FTE new and non-new faculty;</p> <p>2.3b # FT faculty</p> <p>2.4 Faculty & staff diversity and affirmative action reports</p>	<p>attending ACE training and professional development workshops—summer '08 and fall '08 and internal professional development for academic leadership started in 2007-2008 will continue into 2008-2009.</p> <ul style="list-style-type: none"> • Expand the Provost Lecture Series, which was inaugurated during 2007-2008, to facilitate the development of the scholarship of discovery and to showcase the research and publications of faculty members. <p>2.2 Faculty will continue to report their scholarship electronically and the College will support their scholarship, research, and teaching with a mix of funding including GRTI, Tax-Levy, and RF funds.</p> <p>2.3a Emphasis on full-time teaching at the GenEd level will be a focus of recalibrated scheduling in fall 2008 and spring 2009. Further, OAA will work with chairpersons to strategically plan for the contractual reassigned time to be used in such a way as to allow new faculty to frontload teaching with no harm to establishing their research endeavors. As well OAA will work with chairpersons to reengage veteran faculty with instruction of GenEd. The result of this planning will yield 3.5% increase in instructional hours and mean hours taught by FT new and veteran faculty.</p> <p>2.3b The number of full-time faculty will increase from 167 to 192</p> <p>2.4 College will work to retain and increase by 3-5% diversity of faculty and staff in under-represented groups. The offices of Academic Affairs and Compliance will conduct two (2) recruitment workshops for chairpersons and department P & B committees.</p>
Improve Student Success	3. Ensure that all students receive a solid general education and effective support, particularly in the first 60	3.1 Campaign for Success indicators:	<p>3.1 Together with the reform of General Education, CUE and Title III, program design will support multi-pronged linked efforts to promote student success and yield lasting changes in critical Campaign for Success indicators. Elements of the plan include:</p> <ul style="list-style-type: none"> □ AY '08-'09 is designated as the Year of General Education Reform to highlight the College's effort and engagement to restructure and reform the general education courses and requirements. The Gen Ed committee led by Dr. Swoboda and Dr. Moldovan is charged with this

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	credits of study		<p>task (Co-Chairs). The Committee will (a) establish clear milestones at a retreat on August 22, 2008, (b) review “best practices” reform efforts within and outside CUNY, (c) begin assessment of our Gen Ed needs in the context of the overall desired educational “brand” of the college.</p> <ul style="list-style-type: none"> □ Reorganization and strengthening of pre-college summer and winter programs with faculty training and curriculum improvement to improve math, reading, writing and Gen Ed skills for new freshmen will be led by Mr. Raphael (Director of Collaboratives). The benchmarks will include (a) complete restructuring of the pre-algebra and algebra workshops, (b) introduction of an on-line tutorial program, (c) introduction of diagnostic exams, and (d) increase the number of math faculty involved from 1 to 4. □ Implement and strengthen first year and transfer advising to improve first year student performance and streamline student advising and will be led by Dr. Baer and Dr. Lindner (Directors of Advisement and Counseling). The targets include (a) 75% attendance/invitees at advising workshops for all 1st year students and 70% attendance/invitees for transfer students, (b) a minimum attendance of two professional development workshops for full-time advisers; and a minimum of one for part-time advisers. □ Emphasize reading, writing and critical thinking within the Writing Across the Curriculum program and align its requirements for more effective faculty engagement, instruction, oversight and advisement, led by Dr. Cripps (Director College-Wide Writing Program). □ Support the Quantitative Reasoning and Literacy initiative by faculty training and course restructuring to infuse quantitative reasoning and literacy across the curriculum and improve CPE results, led by Dr. D’Alotto (Chair Math and Computer Studies). □ Support pod-casting with faculty training and other resources to improve student performance led by OAA and IT. □ Sponsor CETL activities to enhance faculty teaching and scholarship and improve student learning, led by Dr. Swoboda (Director of CETL). <p>These will include extending the range of topics examined, varying the times sessions are offered, and expanding the mix of individual and team presentations, including faculty-student teams. The goal is to engage at least 25% of all full time faculty in attendance at a minimum of one seminar; and 100% of new faculty at a minimum of one seminar.</p>

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		<p>3.1a % of students passing gateway courses with C or better;</p> <p>3.1b % of freshmen and transfers taking course the summer after entry;</p> <p>3.1c Ratio of undergrad FTEs to headcount.</p> <p>3.1e Average # credits earned in first 12 months;</p> <p>3.1f % of lower division seats taught by full-time faculty;</p> <p>3.1g % of students with major declared by the 70th credit.</p> <p>3.2a % of all admitted freshmen who pass a remedial course at a given campus during the pre-entry summer.</p> <p>3.2b % of SEEK and ESL students who pass skills tests in 2 years.</p>	<p>3.1a These efforts will lead, at a minimum, to the following changes in key indicators: the percentage of students passing freshman composition and math with a C or better will increase from 72.9 to 75% over the Fall 2007 cohort</p> <p>3.1b The percentage of freshmen and transfers taking one or more courses in the summer after entry will increase by 2.7% to 21.0% over the Fall 2007 cohort</p> <p>3.1c Ratio of undergrad FTEs to headcount will increase from 77% to 79% in Fall 2008</p> <p>3.1e Average number of credits earned in 2008 will increase from 21.7 in Fall 2006 to 23.7 in Fall 2008</p> <p>3.1f Lower division seats taught by FT faculty will increase from 37.9% in 2007-08 to 41% in 2008-09 (see section 2.3a)</p> <p>3.1g Percentage of students declaring a major by the 70th credit will remain stable above 95%</p> <p>3.2a For non-SEEK entering freshmen who have failed one or more of the skills tests, York College's Success to the Third Power (S³) program provides one to three week workshops in Reading, Writing, and Mathematics. Summer 2008 will see an improvement of 2-4% over Summer 2007. Outcomes for Summer 2007 using York data were: Reading 76.4%; Writing 64.3%; Mathematics 70.2%</p> <p>3.2b Performance of SEEK and ESL students on basic skills tests continue to present a major challenge at York. During the course of the academic year '08-'09, a number of offices and departments (SEEK, ESL, English, Math, and Continuing Education) under the leadership of the dean for the humanities and the associate dean of student development/director of SEEK will work to understand the problem and propose a plan of action. It is our intention to implement strategies to increase performance within two years after entry by 3-5%.</p>

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	4. Increase retention and graduation rates	3.3 Show & pass rates on CUNY Proficiency Exam 3.3a % of required invitees who took the CUNY Proficiency Exam (CPE show rate) 3.3b % of required test-takers passing the CUNY Proficiency Exam (CPE pass rate) 4.1 Retention Rates will progressively increase 4.1a One-year retention rate % of full time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later	3.3 Provost Griffith, along with various departments at York College, to include IR, Testing, SEEK, Advisement Center and select faculty disciplines, will immediately review the current protocols for administration and preparation of students to take the CPE. Data will be studied by discipline and major to determine the possible reasons for student performance. Best practices from among senior colleges for notification and preparation will be discovered and York College will recalibrate its systems for notification, recording, reporting and preparing students for the CPE. The goal will be to take a significant step toward performance at the norm among senior colleges in CUNY. 3.3a % of required invitees show rate will increase by 3.9% (from 66.1% in fall 06 to 70% in fall 08) 3.3b % of required test takers passing the exam (CPE pass rate) will increase from 87.2% in fall 06 to 88% in fall 08 4.1 An all college approach to retention will continue to drive our efforts but this year, aided by the leadership of a recently appointed director of advisement, Dr. Baer, who will work collaboratively with Dr. Lindner (Student Development), Dr. Lalande (SEEK), faculty in the departments, and supporting programs (e.g. Women’s Center, Male Initiative, and Student Support Services), York will establish a comprehensive student advisement program. 4.1a One year retention rate of full-time first-time freshmen will increase from 70.9% in Fall 2006 to 73% in Fall 2008 4.1b One year retention rate of full time first-time transfers will increase from 67.4 % in Fall 2006 to 70% in Fall 2008

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		<p>4.1b % of full time first-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued)</p> <p>4.1c Two-year retention rate % of full time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later</p> <p>4.1d % of full time first-time transfers into baccalaureate programs still enrolled in the college of transfer entry two years later (or earned degree pursued)</p> <p>4.2 Four-year BA/BS graduation rate</p> <p>4.2a % of full time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years</p>	<p>4.1c Two-year retention rate of full-time first-time freshmen will increase from 45% in Fall 2005 to 50% in Fall 2008</p> <p>4.1d Two-year retention rate of full time first-time transfers will increase from 52.1% in Fall 2005 to 53.5% in Fall 2008</p> <p>4.2 York College will launch a senior year pilot project that will identify students who are at or above the 90th credit and provide intentional year-long assistance beginning in summer 2008 at registration to bring awareness to matters related to achieving a seamless graduation. This effort will be led by the vice president of student development, Dr. Jones and the associate dean for student development, Dr. Lalande. In addition to the quality of the experience one goal is to reduce the number of graduation appeals by 20% (2008 n=67). We expect to affect graduation rates in the following ways:</p> <p>4.2a Four-year graduation rate of full-time first-time freshmen will increase from 5.3% based on cohort of Fall 2003 to 6.3% for the cohort Fall 2004</p> <p>4.2b Four-year graduation rate of full-time first-time transfers will increase from 38.7% based on Cohort of Fall 2003 to 41% for the cohort Fall 2004</p>

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	5. Improve post-graduate outcomes	4.2b % of full time first-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years 4.2c Six-year BA/BS graduation rate % of full time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years 4.2d % of full time first-time transfers into baccalaureate programs who graduated from the college of transfer entry within six years 5.1a Pass rates and numbers of students passing licensure/certification exams 5.1b Performance on standardized exams required for entry to graduate/professional programs	4.2c Six year graduation rate full-time first-time freshmen will increase from 27.6% based on cohort of Fall 2001 to 30% for the cohort Fall 2002 4.2d Six year graduation rate full-time first-time transfers will increase from 45.7% based on cohort of Fall 2001 to 48% for the cohort Fall 2002 5.1a In departments that prepare students for professional external exams (Occupational Therapy, Accounting and Business, Health Professions, and Teacher Education) chairpersons and faculty in the respective departments will improve existing support programs or introduce new support programs (with the assistance of continuing education if needed) for graduating seniors to successfully sit and pass qualifying exams. 5.1b <ul style="list-style-type: none"> • Increase the number of test takers and maintain a pass rate of 90% or better for teacher certification (LAST, ATS-W, CST) • Improve the percentage (2%) of first-time test-takers without an advanced degree passing at least one segment of Uniform CPA exam over the Fall 2006 (32%) • Maintain 90% pass rate for students taking the Physician Assistant Exam; increase from 61% to 65% students taking the Occupational Therapy exam • The results of the performance on the standardized exams such as MCAT, PCAT, GMAT, GRE, etc., are not shared with the College unless the students place the College's name on the application. The office of OIRA at CUNY is in the process of developing a way to share this data with Colleges

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	6. Improve quality of student academic support services	5.2 Surveys of graduates 6.1 Student experience survey results on satisfaction with academic, technological and support services, including academic advising	5.2 CUNY is in the process of developing an alumni/graduate survey. York College's Outcomes Assessment Committee has designed an alumni survey and will administer it in Summer 2008. Indicators for job placement and graduate education will be gauged. . 6.1 Planned upgrades of instructional facilities and other student friendly kiosks services are expected to raise student satisfaction with academic, technology and academic support services including advising by two (2) percentage points on a scale of 1-4 for the next survey. <ul style="list-style-type: none"> • Academic support services from 2.88 to 2.96 • Student services from 2.45 to 2.53 • Computer technology from 2.81 to 2.89
Enhance Financial And Management Effectiveness	7. Increase or maintain enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1a Enrollment in degree programs 7.1b SATs/CAAs 7.1c First-time full-time freshman 7.1d First-time full-time transfer students 7.1e Enrollment in adult and continuing education programs; 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY Colleges	7.1a Overall headcount enrollment will increase from 6,727 in Fall 2007 to 7,021 in Fall 2008 7.1b CAA will remain stable at 79.3 or higher. An increase in the SAT/CAA will be established in Fall 2008 after consultation with members of the College and University communities (possibly somewhere in the range of 80%-81%) 7.1c First-time full-time freshman target is 1,083 7.1d Enrollment target for first-time full-time transfer students will increase from 694 in Fall 2007 to 715 in Fall 2008 7.1e Enrollment for adult and continuing education will remain approximately at 12,600 (York data) 7.2 York College will actively continue to strengthen partnerships with sister community colleges through funded programs, articulation agreements and other joint activities, York College has been actively pursuing articulation agreements for existing and new programs such as accounting and business and aviation management programs. The York College foundation sponsors transfer scholarships for eligible associate degree graduates to support their study and graduation in the baccalaureate

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	<p>8. Increase revenue and decrease expenses</p>	<p>7.3 Enrollment of underrepresented groups</p> <p>7.4 Colleges will meet 95% of University set enrollment targets for College Now</p> <p>8.1 Alumni/corporate fundraising (CAE-VSE report)</p> <p>8.2 Productivity and revenue targets</p> <p>8.3 Percent of budget spent on administrative services</p> <p>8.4 Financial health and evidence of a solid financial plan</p> <p>8.5 Contract/grant awards (RF Report + CUNY projects), including for research</p>	<p>degree. TIPPS equivalency evaluations will be maintained above 95% (currently 98.2% in 2008).</p> <p>7.3 At present York College’s demographic profile reflects significant numbers of underrepresented ethnic categories. Diversification will continue through recruitment and retention efforts to the increase the percentage of men.</p> <p>7.4</p> <ul style="list-style-type: none"> • Number of College Now participants will be 1884 as per University funding • Successful completion rate will be maintained 80% or above • Number of participants reenrolled in progressively more challenging pre-college and general education courses will increase by 3% <p>8.1 Alumni-corporate fundraising will increase to \$660,000 (an increase of 10 % over AY 2007-08) Reorganization of the Office of Institutional Advancement to include a VP, director of development and director of alumni affairs is in progress.</p> <p>8.2 York College will meet productivity targets as set by CUNY</p> <p>8.3 Administrative costs (Institutional Support Services) will decrease by three (3) percentage points over Fall 2007 (from 33.3 % to 30.3%). General administration costs will decrease by one (1) percentage point over Fall 2007 (from 11.6 % to 10.6%)</p> <p>8.4 York has worked with the CUNY over the past academic year to supplement the COMPACT III with CUTRA funds. COMPACT III and CUTRA funds have been earmarked to support faculty hiring, and strategic improvements in key college services such as student development, advisement, testing, student achievement center. This is part of a multi-year strategic plan that the College began implementing in the 2005-2006 academic year.</p> <p>8.5 Contract/grant awards will increase by 3% to 5%. The Office of Research and Sponsored Programs will continue to aggressively recruit, train and support faculty to submit grant proposals and to work towards increasing</p>

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	9. Improve Administrative Services	8.6 Indirect cost recovery as ratio of overall grant/contract activity 8.7 Adult and Continuing Education revenues 9.1 Evidence of foundation restructuring. 9.2 Surveys of student satisfaction with nonacademic administrative services 9.3 Percentage of instruction delivered on Fridays, nights, weekends 9.4 Evidence of a campus risk management committee chaired by the University Risk Management Council designee 9.5 Evidence of CUNY FIRST leadership/communication training progress, and equipment readiness	the yield of funded awards. 8.6 The College will meet the expected goal for indirect cost recovery ratios set by the Chancellor. 8.7 Adult and Continuing Education revenues will increase by 2%. 9.1 Reorganization of the Office of Alumni Affairs will further support the York College Foundation activities to meet and improve fundraising goals and streamline and sustain the York College Foundation scholarship program (including merit scholarships, transfer scholarships, FDA Honors Scholarships and Aviation Management Scholarships). 9.2 Student satisfaction with non-academic administrative services on the CUNY OIRA Survey will increase from 2.67 to 2.85 for the next cycle (see section 6.1) 9.3 Maintain at least 51.8% of instruction in evenings and weekend programming. Professional development and scheduling workshops for department chairs promote the need and benefits of increasing evening, Friday and weekend offerings. 9.4 • Detailed training is scheduled and plan is submitted to CUNY on a chemical inventory and waste management system. All eligible faculty and staff will participate as in former years in initial and maintenance training. • All full-time lab personnel will be trained and complete a Fire Certification program • All part-time lab personnel will be trained and complete a Fire Certification program • An assistant to the environmental health director will be appointed and trained 9.5 York's CUNYfirst team will continue to have weekly meetings (bi-weekly in the summer) to monitor the progress of our CUNYfirst initiative. The

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		<p>9.6 Evidence of a sustainability committee and a validated plan</p>	<p>College will also launch a new York-CUNYfirst website with information pertinent to the York community about the CUNYfirst project with content provided by both our team and the CUNYfirst core team. York will continue to have departmental meetings to update the campus community on the CUNYfirst project</p> <p>9.6 York's Green Committee will launch more sustainability initiatives to build on the momentum of their inaugural year. Initiatives will continue to involve faculty, staff and students participating in "green" projects on campus.</p>