

**York College / The City University of New York
PMP Report 2009-2010
President: Dr. Marcia V. Keizs**

2009-2010 UNIVERSITY GOALS, TARGETS AND INDICATORS	2009-2010 Outcomes
Goal 1: Raise Academic Quality	
Objective 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	
<p>1.1 Resources will be shifted to University flagship and College priority programs to support the University's commitment to become a research-intensive institution. York College will complete the proposal for presentation to CUNY OAA for the B.S. in Health Sciences and the M.S. in an appropriate area of accounting and business. The College also will begin a needs assessment for a new Health Education/Physical Education K-12 degree.</p> <p>York College will continue its participation with the CUNY School of Pharmacy Planning Committee.</p> <p>With the appointment of a new director of the York College / FDA Collaboration, York College will enhance the partnership of this strategic initiative.</p> <p>York will also establish a multifaceted Student Undergraduate Research Program with course, lab and non-lab research, and mentoring aspects, with a goal to participate in the national Council on Undergraduate Research and presentation by students of their research at national forums.</p> <p>Complete construction of Generic Nursing Program laboratories; prepare for focused accreditation visit by the National League for Nursing Accreditation Commission (NLNAC); admit first cohort of Generic Nursing Program students.</p> <p>The Department of Mathematics and Computer Science and the Department of Chemistry will complete their program reviews, a key component of which is the external evaluation.</p>	<p>The curriculum for the B.S. in Health Sciences was approved by Senate in May 2010. The proposal will be prepared for CUNY over the summer. The Letter of Intent for the M. S. in Business with two tracks, Financial Forensics and General Management, has been the subject of active discussion between the President and EVC Lexa Logue since January 2010.</p> <p>The Pharmacy Planning Committee completed its work and submitted its recommendations to CUNY OAA. The York College members (Larry Johnson, Chair of Chemistry, Panayiotis Meleties, Dean of Arts & Sciences, and Jerry Posman, Senior Vice President, Administrative Affairs) participated fully in all deliberations.</p> <p>The York/FDA strategic plan will be adopted in fall 2010 and will address new and strengthened programs, enhanced community engagement, and revenue generation, among other things. The new director (Dr. D. Chakravarti) started in spring 2010 and has been actively engaged in relevant spring program activities, and plans for fall events that include an event featuring the Commissioner of the FDA, Dr Margaret Hamburg, scheduled for Nov 3, 2010.</p> <p>The Undergraduate Research Program was launched with the appointment of Dr. Rishi Nath as Director of Undergraduate Research, the hosting of the inaugural Student Research Day on April 15, 2010, and membership in the leading national organization, the Council on Undergraduate Research (CUR). Dr. Nath also participated in the CUR 2010 Institute for new directors.</p> <p>NLNAC was initially scheduled for fall 2010 but has been deferred until a time when the lab is completed. Progress continues to be made in recruitment of faculty and students. (see 1.4 below re: status of the lab). We are in the process of advising Nursing students and have identified 261 interested students, 76 of whom have been pre-selected for fall 2010.</p> <p>The Department of Chemistry completed its self-study, hosted an external evaluator, and is currently preparing a follow-up action plan. The Mathematics and Computer Science Department has started the self-study.</p>

1.2 CUNY and its colleges will draw greater recognition for academic quality

Medical Lab Technology Program will advance external accreditation process by the National Agency for Clinical Laboratory Sciences (NAACLS) with the submission of the self-study.

The Physician Assistant, Teacher Education, and Occupational Therapy programs will adhere to their accreditation standards and will begin preparation for the next round of accreditation reviews.

1.3 The College will lay the foundation for accreditation by AACSB International by developing a core business curriculum. Program reviews, with analyses of enrollment and financial data, will shape academic decisions and allocations by colleges

Academic Program Reviews will begin in the following departments:

- Accounting and Finance
- English
- Foreign Languages, Humanities, and ESL

Continue Title III-related assessment, especially in relation to quantitative reasoning and mathematics.

1.4 Colleges will use technology to enrich courses and teaching

York College will increase the use of instructional and other technologies to enhance teaching and learning. Key components of the plan are:

- A minimum of five classrooms will be upgraded to “smart classrooms” during the academic year.
- Construction and commission of the virtual hospital nursing, pediatric and maternal labs for the nursing program will begin.
- Improve the offering of online and hybrid courses to 1%.
- Continue faculty training on instructional technologies under the auspices of the Center for Excellence in Teaching and Learning and the Faculty Development Committee
- Pilot the use of ePortfolios in the Writing Program.

The MLT program was awarded NAACLS accreditation for a two-year period effective April 2010.

All self-studies are well underway and site visits are scheduled for November 2010, April 2011, and February 2011, respectively.

As part of laying the foundation for accreditation, the School of Business & Information Systems established a 12-course, Common Body of Knowledge curriculum, including required coursework at the Freshman/Sophomore level, the Junior level and two, senior-level capstones. All majors were redesigned and approved by the College Senate in May 2010.

The department of English completed its program review early and an external review was held in March 2010. The department is in the process of preparing its action plan. The department of Accounting & Finance is scheduled to complete its self-study in fall 2010. The department of Foreign Languages, Humanities, and ESL is at the midpoint of preparation.

Faculty participated in several quantitative reasoning groups supported by the Title III program. A quantitative reasoning Faculty Inquiry Group (FIG) participated in the General Education Task Force; other faculty completed quantitative reasoning instructional modules which were part of an initial study led by the Chair of Mathematics and Computer Science and one of the Co-Chairs of the Gen Ed Task Force. The FIG piloted and assessed the first instructional module across the disciplines. Because of the small number of students participating, the data is inconclusive but the work will continue in the upcoming year with external funding.

- In 2009/10 an additional seven classrooms were outfitted for smart technology.
- The design phase of the virtual hospital pediatric and maternal lab is complete. The contracting bid is near completion.
- Total % of instructional (student) FTEs offered fully (web-based) or partially (hybrid) online increased from 0.9% in Fall 2008 to 1.1% in Fall 2009; the % of instructional FTEs offered fully online decreased from 0.63% to 0.55%; and the % of instructional FTEs offered partially online increased from 0.23% to 0.55%. This is a mixed result with more progress being made in the hybrid approach.
- York College piloted an ePortfolio program for the 2009-2010 academic year. Fourteen faculty participated in development activities to design and implement ePortfolio for their classes including using instruments such as ePortfolios@Macaulay and Bloggs@baruch. Over 900 students participated (WRIT 300, ENG 384, CT and other courses) in ePortfolio activities including, research, presentations, reports and exercises related to their courses. ePortfolio implementation will continue and expand during the next academic year.

Objective 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers

York College will continue to build faculty quality through the following efforts:

- Hire qualified faculty with strong teaching and scholarship to replace retiring faculty and to foster strategic growth. Notwithstanding budget challenges, a cohort of 15 faculty is expected to begin in Fall 2009 in the following departments: Accounting and Finance, Business and Economics, Chemistry, Health Professions, History and Philosophy, and Performing and Fine Arts.
- Continue the implementation of new faculty professional 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 at least one additional PhD science student and support at least three during the year.
- Develop and implement a program to stimulate research and scholarship among mid-rank faculty.
- Extend the training of department chairs. At least four additional Chairs will participate in American Council on Education professional development workshops. And, internal professional development for academic affairs leaders will continue through the annual leadership retreat and special seminars.
- Continue the Provost Lecture Series and expand the Distinguished Scholars Lectures to facilitate the development of the scholarship of discovery and to showcase the research and publications of faculty members.
- Eighteen highly qualified permanent faculty were hired in critical areas: Biology, Chemistry, English, Performing and Fine Arts, Accounting and Finance, Business and Economics, Behavioral Sciences, Health Professions, and Occupational Therapy.
- This was done through a welcome reception, seven sessions of the York Professor 101 series, and several faculty development sessions offered by the Outcomes Assessment Committee during the academic year. Attendance by new faculty was robust.
- Conference travel amounting to \$116,000 (up from \$88,622 the previous year) was provided to facilitate professional development of faculty. This contributed to maintenance of last year's scholarly productivity with strong showing from among the cohort of new faculty.
- The college supported two PhD. students in Chemistry. Three more doctoral students signed commitment papers to begin their research in 2010-2011.
- Work began with the establishment of a faculty working group comprised of the chairs of Biology, Teacher Education, and Health and Physical Education along with the Provost, to outline a short-term and a long-term program. The Provost also began working with individual mid-rank faculty in Behavioral Science and Earth and Physical Sciences.
- Chairs of the depts. of Accounting and Finance, History & Philosophy, Chemistry, and Performing & Fine Arts attended American Council on Education leadership workshops in Washington in November 2009. A workshop for new chairs was held by the Provost in September 2009. Our Third Annual Academic Affairs Leadership retreat was held in January 2010 involving chairs, deans, and directors.
- Six Provost Lectures and Four Distinguished Scholar lectures were hosted. The Distinguished Scholar Lectures were delivered by MacArthur Genius Award winner Edwidge Danticat, who read from several of her works in September 2009; Elizabeth Nunez, who discussed her latest novel, *Anna in-Between* in October 2009; Grenville Draper examined the geological and historical dimensions of the January 2010 earthquake in Haiti in March 2010; and Joan Cartwright examined the role of women in the development of jazz as part of our Women's History Month program. We also inaugurated the Global Health Lecture series with a lecture on the H1N1 Virus by Dr. Reginald Hughes of the Jamaica Hospital Medical Center in October 2009. The second Global Health lecture was delivered by Jason Opena-Diserhopt of Amnesty International, in March 2010. He dealt with the issue of maternal mortality.

<ul style="list-style-type: none"> • Produce the first edition of a biennial publication that showcases nationally the research of faculty. <p>2.2 Increase faculty research/scholarship</p> <p>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. Faculty research/scholarship productivity will grow by 2% over 2008 reported.</p> <p>2.3 Instruction by full-time faculty will increase incrementally</p> <p>2.3a % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty;</p> <p>Emphasis on full-time teaching at the GenEd level will continue to be a focus of recalibrated scheduling. 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. Also, OAA will work with chairpersons to sustain and reengage veteran faculty with instruction of GenEd. The result of this planning will improve/hold stable the ratio of instructional hours and mean hours taught by FT new and veteran faculty.</p> <p>2.3b Number of FT faculty</p> <p>Number of full-time faculty will increase from 188 to 195.</p> <p>Colleges will recruit and retain a diverse faculty and staff College will work to retain and increase diversity of faculty and staff in under-represented groups. The offices of Academic Affairs and Compliance will continue to conduct recruitment workshops for chairs and directors.</p>	<ul style="list-style-type: none"> • Preparation of the publication is underway; release is scheduled for fall 2010. <p>A total of 276 scholarship activities were self-reported by faculty to the CUNY portal. This constitutes more than a 5% increase over the number reported in 2008. (see also 8.5 for sponsored research data)</p> <p>CUNY data is unavailable, but York internal analysis of faculty workload and similar scheduling practices and instructional assignments suggests that recent gains in lower division full time instruction have been maintained or slightly improved in 2009-10. (see also 3.1a below)</p> <p>Eighteen permanent and fifteen substitute faculty were hired, bringing the total number of full time faculty to 204 (and not 218 as reported by the CUNY PMP report). Several of the substitute positions will be regularized in searches that are currently underway.</p> <p>Efforts in this area were sustained with leadership from the Office of Compliance and broad participation from the departments. We were also able to have a base line meeting with Dr. Arlene Torres, Director of the Latino Initiative.</p>
<p>Goal 2: Improve Student Success</p>	
<p>Objective 3. Ensure that all students receive a quality general education and effective instruction</p>	

3.1 Colleges will provide students with a cohesive and coherent general education

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 positive changes in critical Campaign for Success indicators. Elements of the plan include:

- Approval of recommendations of the General Education Task Force
- 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, led by Mr. Raphael (Director of Collaboratives). Provision of workshops for freshman students during the summer and winter inter-sessions.
- Strengthening of first year and transfer advising to improve first-year student performance. This will be led by Dr. Baer and Dr. Bily-Lindner (Directors of Academic Advisement and Counseling).
- Emphasis on reading, writing and critical thinking within the Writing Across the Curriculum program and more effective faculty engagement, oversight and advisement, led by Dr. Cripps (Director College-Wide Writing Program).
- Bringing to fruition the Quantitative Reasoning and Literacy initiative by providing faculty training and implementing course restructuring across the curriculum to improve Math, GenEd and CPE outcomes. Dr. D'Alotto (chair Math and Computer Science) will lead this effort.
- The Math dept. will pilot a new College Algebra course to assist students who have Math deficiencies or who have been away from Math courses.
- Sponsor CETL activities to enhance faculty teaching and scholarship and improve student learning, led by Dr. Swoboda (Director of CETL)

3.1a % of instructional FTE in lower division courses taught by full-time faculty;

% of instructional FTE in lower division courses taught by full-time faculty will increase from 47.4% in Fall 2008 to 48.4 % in Fall 2009 (see section 2.3a)

- The Gen Ed draft reform proposals were presented to faculty at several college-wide Open Forums, and will be advanced to Curriculum Committee and Senate for deliberation and a vote in fall 2010.
- Through the Collaborative Programs the College has organized continuous workshops to prepare freshman students to pass their assessment tests. These workshops have gradually placed greater emphasis on the mathematics preparation. Additionally, a Summer of Excellence Program for students passing all skills tests was implemented with 93 attending and 89 enrolling in Fall 09.
- Building on existing freshman activities, an intentional First Year Experience program has been established that includes strengthened collaboration between the Advising and Counseling Centers in support of freshmen and transfer advisement. Specifically four-year curriculum guides for each discipline were developed and published (85% completion) and an information fair was created for transfer student orientation for fall and spring semesters.
- The Writing Program (Dr. M. Cripps, Director) has continued its faculty development program and promoted the creation and approval of writing intensive courses to meet student graduation requirements.
- Toward the goal of strengthening performance in General Education several faculty were offered development workshops in quantitative reasoning under the C.E.T.L. umbrella in the spring 2010. Instructional modules have been created for implementation in fall 2010. A quantitative literacy fellow will be hired in fall 2010 to lead the implementation efforts.
- The Department of Mathematics & Computer Science completed the design and received Senate approval in March of 2010 for the College Algebra (Math 104) course. Offerings will begin in fall 2010.
- CETL sponsored 22 events this past year; 5 were specifically targeted to General Education and/or writing across the curriculum.

Although CUNY data is not available due to challenges of implementation of CUNY first, York data affirms that the progress reported previously has been sustained. With the appointment of a new cohort of faculty in the Fall 09 and better management at the department level of the scholarship reassigned time, greater progress has been realized in the departments of English, Mathematics and Computer Science, Biology, Chemistry, Behavioral Science. York College internal faculty workload analysis indicates that:

- the % classroom instruction delivered by full-time faculty in Fall 09 is

3.2 Colleges will improve basic skills and ESL outcomes

3.2a % of all admitted freshmen who pass a remedial course at a given campus during the pre-entry summer.

For non-SEEK entering freshmen who have failed one or more of the skills tests, York College's Success to the Third Power (S3) provides one to three week workshops in Reading, Writing, and Mathematics. Summer 2009 will see an improvement of 2-4% over Summer 2008. (Outcomes for Summer 2008 using York data were: Reading 80.4%; Writing 74.1%; Mathematics 83.8%).

3.2b % of SEEK and ESL students who pass skills tests in 2 years.

The College is dissatisfied with the decline in performance of non-ESL SEEK and ESL students on the ACT exam and we are determined to look at the root causes and find a solution. Therefore, a cross-functional team consisting of Offices of Academic Affairs, Institutional Research, and SEEK staff will study the decline in the ratio and will propose a plan and implementation strategies to improve the performance of non-ESL SEEK and ESL SEEK students on basic skills tests. The College is determined to improve the performance of non-ESL SEEK students who pass the basic skills test within one year from 62.2% to 76%; and the ESL SEEK who pass all basic skills test within two years from 49.1% to 56.9%

- approximately 54.9% slightly higher than Fall 08 (54%)
- the % of instructional FTEs delivered by full-time faculty in the Fall 09 is expected to be approximately the same or slightly higher than the Fall 08 (50.7%) as indicated by the similar % of classroom instruction.
- the mean teaching hours of veteran full-time faculty is also anticipated to be at the same levels as Fall 08 (8.1)
- the number of full time faculty increased from 188 to 202 (by 14).

The non-SEEK entering freshmen who failed one or more of their skills tests participated in the Summer Success to the Third Power (S3) program attending three week intensive workshops in Reading, Writing and Mathematics. The Summer 2009 workshop results are: Reading up 6 % to 86.4; Writing up 3.4% 77.5; and Mathematics up 3.2% to 87.1%. All exceed the target goals. With the increase of admissions standards for the fall 2009, preliminary data indicate that the greater need is in mathematics preparation. Therefore, the S3 program is adjusting to serve these students.

Non-ESL SEEK students who passed all basic skills tests within one year of entry increased significantly and encouragingly from 62.2% in Fall 2007 to 72.3% in Fall 2008. The plan this year was to work with a cross-functional team that met frequently to delve into the problem. In addition to reinstating the Humanities 101 course offering, and continuing to offer flexible basic skills workshops and test preparation, SEEK staff also carefully monitored student attendance. Additionally we discovered that a significant number of SEEK students' ACT scores were missing and not recorded in SKAT. Therefore, the SEEK 2007 cohort scores were not accurately reflected in the PMP 2009-2010 Report, thus indicating an inaccurate SEEK ACT performance rate. This omission was the result of students supplying incorrect social security numbers causing split screens, scan errors, and the College's inability to input Regent scores after student admission.

On the ESL side, students who passed all basic skills tests within two years decreased from 49.1% in Fall 2006 to 46.2% in Fall 2007. However, The director of ESL who has been working on this project and revamping the College's approach presents local data that is different from the reported CUNY data. Of the 2006 cohort of 67 students, he reports a 55.7% pass rate and of the 2007 cohort, he reports a 63.9% pass-rate (this includes 13/14 students who did not test out since they stopped attending before completing the two year sequence). Dean Dana Fusco will be working with this team and the University's Dr. Cheryl Lippman to address this and other discrepancies in data collecting and reporting.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

Sustained efforts on GenEd outcome will lead, at a minimum, to the following changes in key indicators: the percentage of students passing freshman composition will maintain at 80.9%; Math from 58.2% to 63.8%; and overall from 75.8% to 77%.

Show & pass rates on CUNY proficiency exam will increase.

The successful protocols for administration and preparation of students to take the CPE adopted during 2008-2009 will be refined and enhanced, especially in relation to increasing the pass rate.

3.4a % of required invitees who took the CUNY Proficiency Exam (CPE show rate) Maintain the invitees show rate at 81.6%.

3.4b % of required test-takers passing the CUNY Proficiency Exam (CPE pass rate) % of required test takers passing the exam (CPE pass rate) will increase from 87.1% to 89%

3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

The College will utilize the new baseline measure to optimize the outcome.

3.5a One-year retention rate of first-time freshmen enrolled in baccalaureate programs

The College will maintain the one year retention rate gap of the first-time full-time freshmen between minorities and non minorities at 2.8%.

The College will improve the one year retention rate gap of the first-time full-time freshmen between male and female by 1.4% (from -4.9% to -3.5%).

3.5b Percentage of semester credit hours earned (or passed) of those attempted by undergraduates

The College will improve the percentage of semester credit hours earned of those attempted by undergraduates between minorities and non minorities by 1.4% (from -2.7% to -1.3%).

The College will improve the percentage of semester credit hours earned of those

Specifically on Freshman Composition and introductory Math courses, departments have been working to revamp and imbed quality instruction and quality assurance in these critical gateway courses. Strong value has been achieved by assigning more full-time faculty to teach these courses. Under the GenEd umbrella with emphasis on writing across the curriculum, quantitative reasoning, and quality assurance of instruction of both English 125 and Math 120 (training of adjuncts, coordination of all Math and English courses and exams, reviewing syllabi to assure materials are covered in both and providing additional online homework modules and providing students with online and in-person tutorials).

The percentage of students passing freshman composition and gateway mathematics courses with a C or better increased from 75.8% in Fall 2008 to 76.9% in Fall 2009; percentage of students passing freshman composition with C or better decreased negligibly from 80.9% to 79.8% while percentage of students passing gateway mathematics courses with a C or better increased dramatically from 58.2% to 69.6%.

An analysis of last year's CPE data made it clear that many students were unaware of the requirement of Task II, as indicated by a large percentage of scores between 1-3. A major marketing strategy around Task II was launched -- the "Make the Claim" campaign raised awareness both among students and faculty. A repository of curricular examples of charts and interpretations in various disciplines as well as a CPE video tutorial were made broadly available for use. A faculty from the Math department wrote a study guide for Task II. This is now being transformed into an online tutorial and is expected to go up on the college's website by June 2010. The campaign seems to have been successful with increases in the pass rate, see below. While the show rate stayed essentially the same at 80.8%, the significant amount of work this past year targeting student performance on Task II paid off with a pass rate of 90.7%, a 3.6% increase from last year.

One year retention rate gap of the first-time full-time freshmen between minorities and non-minorities changed from 2.8% to -0.6%. One year retention rate for Fall 2008 non-minorities was 0.6% higher than minorities.

One year retention rate gap of the first-time full-time freshmen between males and females changed from -4.9% to 1.7%. One year retention rate for males is 1.7% higher than females.

The percentage of semester credit hours earned of those attempted by undergraduates between minorities and non minorities changed from -2.7% in fall 2008 to -2.3% in fall 2009. The percentage of semester credit hours earned for non-minorities was 85.1% in fall 2008 and 85.5% in fall 2009. The percentage of semester credit hours earned for minorities was 82.8% in both fall 2008 and fall 2009.

The percentage of semester credit hours earned of those attempted by undergraduates

attempted by undergraduates between male and female by 0.7% (from -0.7% to 0%).

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning

As part of the Title III grant, two faculty members are currently aligning NSSE and FSSE data to comprehensively evaluate the degree to which students are involved in learning as defined by NSSE. This will help OAA to improve the teaching and learning at the College.

The General Education QL Faculty Inquiry Group joined forces with the Math Skills and Quantitative Reasoning Committee and pilot tested QL modules in 7 sections of three different courses in spring 2009. The group comprised of faculty members will continue to implement the modules in more courses during the following year.

In addition, other General Education Faculty Inquiry Groups (FIGs) at the College are working on implementing assessment of student learning in different areas.

between male and female changed from -0.7% in fall 2008 to -1.8% in fall 2009. The percentage of semester credit hours earned for females was 83.7% fall 2008 and 84% in fall 2009. The percentage of semester credit hours earned for males was 83% in fall 2008 and 82.2% in fall 2009.

York College continues to develop the culture of assessment through the work of the college-wide Outcomes Assessment Committee chaired by Drs. Dana Fusco, Leslie Keiler, and Shao-Wei Wu. During the academic year 2009-2010 a renewed cycle of planning was undertaken and a three year plan 2009-12 was approved by the College Senate in February 2010. The goals for this current year that have been accomplished include: the NSSE /FSSE review; the analysis of Task II of CPE; the development of a rubric for GenEd; and Academic Program Reviews.

Supported by Title III, Drs. Michael Cripps and Cheryl Adams were assigned to complete this research project. OIRA provided them with the data and the literature. They shared their findings with the college community on May 13, 2010. Further progress will be made in 2010-11.

<p>Objective 4. Increase retention and graduation rates and ensure students make timely progress toward degree completion</p>	
<p>4.1 Colleges will facilitate students' timely progress toward degree completion</p> <p>4.1a The percentage of freshmen and transfers taking one or more courses in the summer after entry will increase by 2% over the Fall 2007 cohort.</p> <p>4.1b Ratio of undergrad FTEs to headcount will increase from 77% to 78% in Fall 2009.</p> <p>4.1c Percentage of students declaring a major by the 70th credit will remain stable at 97%.</p> <p>4.1d Average number of credits earned in 2009 will increase from 22.2 in Fall 2007 to 23.2 in Fall 2008</p> <p>4.2 Retention rates will increase progressively</p> <p>4.2a One-year retention rate % of full time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later.</p> <p>Increase one year retention rate of full-time first-time freshmen from 69.6% to 72%.</p> <p>4.2b % of full time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued).</p> <p>One year retention rate of full time transfers will increase from 65.2% to 70%.</p> <p>4.2c 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>We will build on our progress made last year to increase our two-year retention rate of full-time first-time freshmen by 5% from 52% in fall 2006 to 57% in fall 2009.</p> <p>4.2d % of full time transfers into baccalaureate programs still enrolled in the college of transfer entry two years later (or earned degree pursued).</p>	<p>A number of activities at the department level have heightened awareness on this matter: Data for respective majors have been provided to departments of students at the 70+ credit level. Departments have been asked to review and revamp their four- and six-year curriculum guides, and they have done so with a completion rate of 85%. The College has also implemented an intentional Freshman Year Experience program.</p> <p>Percentage of freshmen and transfers taking one or more courses in the summer after entry increased from 19.9% (entering class of 2007) to 23.1% (entering class of 2008), well above our 2% target.</p> <p>Ratio of undergrad FTE to headcount stayed the same at 77.2% in Fall 2009.</p> <p>Percentage of students declaring a major by the 70th credit decreased from 97.4 in fall 2008 to 78.3 in fall 2009. This change was anticipated once we made the procedural changes. Effective fall 2009, new codes for undeclared majors were created for programs with special admissions criteria: Health Education, Nursing (both programs), Occupational Therapy, Physical Education, Physician Assistant, Social Work and Teacher Education. Students must apply, be screened and be accepted into these programs. Therefore, it was necessary to create new undeclared/professional major codes to reflect a student's intent to pursue a degree in these fields. Although our percentage for undeclared majors increased, our students are now in line to receive the appropriate advisement to pursue their intended major.</p> <p>Average number of credits earned for first-time full-time freshmen increased from 22.2 for fall 2007 cohort to 22.8 for fall 2008 cohort; we are moving in the right direction.</p> <p>One year retention rate of full-time first-time freshmen increased from 69.6% (entering class of fall 2007) to 75.1% (entering class of fall 2008) out-performing our goal. This is a direct result of the Colleges decision to increase the Admissions standards to a 78 high school GPA and 850 SAT score (for the first time) and passing all three skills tests. Our freshmen are now a better academic fit. Scholarship opportunities also provided incentives for this cohort.</p> <p>One year retention rate of transfers increased from 65.2% (entering class of fall 2007) to 65.8% (entering class of fall 2008).</p> <p>Two year retention rate of full-time first-time freshmen increased from 52% (entering class of fall 2006) to 52.7% (entering class of fall 2007). We continue to be concerned with this performance that is below the senior college average. We know anecdotally that some better prepared York students are regrettably being encouraged</p>

Two-year retention rate of full time transfers will increase to 60%.

4.3 Graduation rates will increase progressively in associate, baccalaureate, and master's programs.

York is dissatisfied with its current graduation rate as reflected in the Freshman class of 2004. In addition to continuing to apply the Campaign for Success strategies, this year a cross-functional team consisting of the Offices of Academic Affairs, Student Development, Institutional Research, Enrollment Management and the Registrar will undertake a nuanced study of the historic graduation rate, emerging with a better understanding of our situation and be in a position to recommend multiple strategies to address the problem.

The OIR at York has already started the process by undertaking a reverse graduation study of the past five graduation cohorts (2004-05 through 2008-09). The average to graduation of students who started as freshman has been 6.2 years, and for transfers it has been 4.3 years.

4.3a % of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years.

Four-year graduation rate of full-time first-time freshmen will increase from Fall 2004 to Fall 2005.

4.3b % of full time transfers into baccalaureate programs who graduated from the college of transfer entry within four years.

Four-year graduation rate of full-time transfers will increase from 38.6% based on Cohort of fall 2004 to 40% for the cohort fall 2005.

4.3c 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.

Six year graduation rate full-time first-time freshmen will increase from 23.4% based on cohort of Fall 2002 to 26% for the cohort Fall 2003.

4.3d % of full time transfers into baccalaureate programs who graduated from the

to seek a "better" brand college education elsewhere.

Two year retention rate of transfers increased from 56.8% (entering class of fall 2006) to 60.7% (entering class of fall 2007). Though we achieved our target this year we are working to achieve the senior college average.

In response to the low graduation rates, York College's OIRA completed a reverse graduation study of the past five graduation cohorts. Despite the low four and six year graduation rates of the first-time full-time freshman cohorts, the reverse graduation study indicates that the average years to graduation of students who started as Freshman has been 6.2 years and for transfers has been 4.3 years.

The four-year graduation rate of first-time full-time freshmen for fall 2005 was 3.6%, comparable to last year's data of 3.7% for the fall 2004 cohort. York data for the fall 2006 cohort provides some encouragement. The graduation rate for fall 2006 is projected at 4.9% for the first-time full time and 16% for cohort of students that were admitted with a scholarship. **Note:** York College changed the admissions requirement for CAA in fall 2006.

The entering freshmen class of fall 2005 was the last to be admitted under an "open admissions" policy where the only real requirement, besides basic skills testing, was a high school diploma. In fall 2006, a new admissions standard was initiated requiring a CAA of 75 or more. At the same time, the York College Foundation created a Merit Scholars program with awards beginning at \$1000 per year for those freshmen entering with a CAA of 80 or higher. Preliminary analysis of the fall 2006 freshmen class has indicated a better four-year graduation rate (16%) among the scholars. The four-year graduation rate of transfers decreased from 38.6% for the fall 2004 cohort to 33.3% for the fall 2005 cohort. During academic year 2009-10, York reviewed a number of transfer policies and a series of recommendations will be implemented in fall 2010. The >20 year existing policy of academic deficit, which prevented a student from graduating from York even though he/she had achieved a GPA of 2.0 and 120 credits, was repealed by the College Senate in May 2010.

Six-year graduation rate for full-time first-time freshmen increased from 23.4% (2002 cohort) to 23.9% (2003 cohort).

Six-year graduation rate for transfers remained essentially the same 48.6% (2002 cohort) / 48.4% (2003 cohort). For the past two years the Student Development area has led a senior year program to assist students in monitoring and completing the

<p>college of transfer entry within six years. Six year graduation rate full-time transfers will increase from 48.6% based on cohort of Fall 2002 to 50% for the cohort Fall 2003.</p>	<p>process of graduation once they have reached the 90th credit. We will continue these activities.</p>
<p>Objective 5. Improve postgraduate outcomes</p>	
<p>5.1 Professional preparation programs will improve or maintain high numbers of successful graduates.</p> <p>Under the leadership of the deans, chairs in departments that prepare students for professional external exams (Occupational Therapy, Accounting and Finance, Health Professions, and Teacher Education) will each develop a plan of action to improve/introduce support programs to increase the number of students who successfully sit and pass qualifying exams. Models of best practice will be studied and adopted, as appropriate. York will make every effort to institute externally funded programs to support students taking licensing exams.</p> <p>5.1a Pass rates and numbers of students passing licensure/certification exams.</p> <ul style="list-style-type: none"> • The number of students sitting for teacher certification exams will increase by 2% and the pass rate of 90% or better will be maintained. • Improve the percentage of first-time test-takers without an advanced degree passing at least one segment of Uniform CPA exam over the Fall 2007 by 3%. • Increase the first-time pass rate at the Physician Assistant board exam from 88.2% to 90 percent. <p>5.1b Performance on standardized exams required for entry to graduate/professional programs.</p>	<p>Several layers of analysis and supports were put in place. Mechanisms were introduced in Occupational Therapy and Med Tech. An initiative to increase the numbers in Teacher Education was delayed and will be pursued next year. Our Accounting faculty has begun to identify students interested in certification beginning in their first, sophomore-level accounting course. Revised courses specifically address subjects on the uniform examination. With regard to Occupational Therapy, the licensure exam in occupational therapy changed to a computerized environment that may have played a role in the low pass rates. This past year students took a pre-test and a post-test in a computerized environment. The post-test scores indicate a potential improvement in exam scores for this year's graduating class. Since the exam scores are based on first-time test takers within one year of graduation, students who do not test within the year bring the overall pass rate down even though they did not show/sit for the exam. A better indicator would follow the methodology used for the CPE exam: that is, the percentage that pass of those who show. Nonetheless we anticipate positive results in the year to come for the 2010 graduating class.</p> <ul style="list-style-type: none"> • The number taking LAST increased from 22 in 2007-08 to 26 in 2008-09. % passing the LAST decreased from 100% to 96%. The number taking ATS-W increased from 22 in 2007-08 to 27 in 2008-09. % passing the ATS-W stayed at 100%. The number taking CST increased from 22 in 2007-08 to 27 in 2008-09. % passing the CST decreased from 86% to 85%. • % of test-takers without an advanced degree passing at least one segment of the Uniform CPA exam increased dramatically from 16% in 2007 to 33.3% in 2008. • The PA program maintained a first-time pass rate of 88%, if second attempts are included it rises to 94%.

<p>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</p> <p>5.2 Job and education rates for graduates will rise.</p> <p>The York College Alumni Survey that was administered in fall 2008 will be enhanced and re-administered by the College every three years as a mechanism for measuring post-graduate outcomes.</p>	<p>York College has created a pilot program for students sitting for the MCAT and PCAT funded with resources contributed by two retiring professors from the Biology Dept., and Dr. Matthew Criss, the coordinator of our pre-Medical program has recruited a cohort of students to participate in this pilot project in summer 2010.</p> <p>Among the relevant findings yielded from the perspective of York's alumni- 2008 Survey Report of the Outcomes Assessment Committee: Almost 50% of respondents have completed or are working on a graduate degree, and 81% believed that York College prepared them for graduate school. On Employment, 86% of respondents are employed full- or part-time with recent graduates being employed more frequently.</p> <p>The survey yielded a 5% response rate with a 90% confidence level. The next administration of the Alumni survey is scheduled for fall 2011.</p>
<p>Objective 6. Improve quality of student academic support services</p>	
<p>6.1 Colleges will improve the quality of academic support services, academic advising, and use of technology to strengthen instruction.</p> <p>Planned implementation in fall 2009 of Y Connect (the equivalent of a college 311 number) – York's attempt to use state-of-the art technology to respond to all student questions, concerns and suggestions. This use of technology (through phone and the college's website) should assist in altering systems to meet students' needs and pinpoint for administration and staff, critical operational issues. This should result in increased student satisfaction with academic support, student services and computer technology. There is an effort by the College to improve the response rate in 2010.</p> <p>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 several percentage points on a scale of 1-4 for the next survey.</p>	<p>For the last two-three years York College has been providing investments in Academic Support, Academic Advisement and improvements in the Library. With regard to academic support and academic advisement, additional resources have been made available for part-time tutoring and part-time advisement. On the Library front, inputs have included: renovation of the Library, purchasing of books, journals, and electronic resources to support students' research needs; additional support from CUNY, the Library received \$66,500 from CUNY Central to purchase student textbooks for the Reserve collection. New electronic databases added include <i>Garland Encyclopedia of World Music Online</i>; <i>Ethnographic Video Online</i>; <i>Health Reference Center Academic</i>; <i>Nursing & Allied Health Collection</i>; the <i>Visual Thesaurus Online</i>; and the <i>Wall Street Journal Online</i>. Others have included additional part-time academic advisors providing integrated academic advisement workshops that include faculty and enhancing technology use through development of Smart classrooms. Despite these inputs student satisfaction declined from 2.88 to 2.82</p> <p>On the Student Services front, student satisfaction with student services (Personal Counseling, Career Planning / Services and Student Health) improved this year to 2.60 over our target of 2.53. We continue to make investments in these areas both in professional development, in hiring clinically trained counselors and in providing quality integrated services for students. For instance, when freshmen were oriented and registered in fall 2009, we simultaneously registered them into Career Services planning for the first time. Additionally with the ribbon cutting of our Child and Family Center and the expansion of services to veterans (including a website), York anticipates continued high levels of satisfaction among students using these services. Data for 2008 SES show 23% satisfied or very satisfied (Child and Family Center); veterans 25% satisfied or very satisfied; disability support services reflects a 35% satisfied or very satisfied; and the Women's Center reflects a 31 % satisfied or very</p>

<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 2.82 to 2.89 	<p>satisfied. Under the agenda of the Outcomes Assessment Committee, using the CAS standards, the Personal Counseling Office has started a review of its operation. (see also 9.2)</p> <p>As for student satisfaction with technology, which decreased from 2.82 to 2.77, we believe this is reflective of the increasing and multi-dimensional demand being placed on technology use at York both within the administrative and academic platforms. During the years 2006-08, York made significant progress by hiring an IT director, consolidating IT services and establishing a customer service operation on campus. We have increased the accessibility and availability of technology services which in turn has increased the demand for additional support well beyond our current capacity. We have developed a strategy to respond to this gap through automating IT support as well as hiring additional human capital. Further, we believe the decline in the survey results are due in-part to non-campus systems (Blackboard, eSIMS, the CUNY portal). Several of our FY 2009-2010 technology projects were late in starting due to budget availability delays. We are working aggressively to accomplish all planned objectives and expect them to be in place prior to Fall 2010. These include: upgrades to Library workstation and output equipment, a doubling of smart classrooms, three math and science learning centers, and the release of the Y-Connect System with an emphasis on early intervention services.</p> <p>From 2008 to 2010:</p> <ul style="list-style-type: none"> • Satisfaction with academic support services decreased from 2.88 to 2.82. • Satisfaction with student services increased from 2.45 to 2.60. • Satisfaction with computer technology decreased from 2.82 to 2.77.
<p>Goal 3: Enhance Financial And Management Effectiveness</p>	
<p>Objective 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses</p>	
<p>7.1 Colleges will increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.</p> <p>7.1a Enrollment in degree programs. Overall headcount enrollment will increase from 7,157 in fall 2008 to 7400 in fall 2009, a change of 3.4%.</p> <p>7.1b SATs/CAAs. First-time freshman admissions criteria for fall 2009 have been increased from a CAA ≥ 75 to a CAA ≥ 78 and the college is setting a minimum 800 SAT score. Given this change, freshmen CAAs is projected to increase, on average, to greater than 81.0 and SATs should approach, on average, at 880 – an increase of about 5%.</p>	<p>Overall headcount enrollment increased from 7,157 (fall 2008) to 7,780 (fall 2009), an increase of 8.7% - far surpassing the goal of 3.4%. While first-time freshmen enrollment was basically unchanged, the increase was attributable to two categories – continuing students (a rise of 11.2%) and transfer students (up almost 20%)</p> <p>Average CAA score of first-time freshmen increased from 80.4 in fall 2008 to 81.5 in fall 2009, an increase of 1.1. Average SAT score of first-time freshmen increased from 864 in fall 2008 to 900 in fall 2009, an increase of 36 or 4.2%.</p>

7.1c First-time full-time freshman

First-time full-time freshman is projected to remain at 1,057

7.1d Full-time transfer students.

Enrollment target for full-time transfer students will increase from 697 in fall 2008 to 775 in fall 2009 – a rise of 78, or about 11%.

7.1e Enrollment in adult and continuing education programs.

Enrollment in the Adult and Continuing Education programs is estimated to grow from 15,460 in 2008-09 to 16,500 in 2009-10.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

York College will continue to strengthen partnerships with community colleges through funded programs, articulation agreements and dual / joint enrollment. York has been actively pursuing articulation agreements for existing and new programs such as Pharmaceutical Sciences, Journalism, Social Work, Sociology, and Music. In addition York and Queensborough Community College will set a timetable for executing dual/joint admissions

7.3 Colleges will meet 95% of enrollments targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or pre-college activity.

- Number of College Now participants will be 2020 as per University funding
- Successful completion rate (students earning an A, B, or C in College Now college credit courses) will exceed 85%.
- Number of participants reenrolled in progressively more challenging courses will be maintained at 45%

Pre-college and general education courses will be maintained based at 2008-09 levels

First-time freshman remained virtually the same from 1,057 in fall 2008 to 1,045 in fall 2009. SEEK freshmen increased slightly while non-SEEK first-time freshmen dropped from 1,057 to 1,045. This 3% drop is a result of imposing an increased CAA of 78 (as opposed to a CAA of 75 previously) and the introduction of an SAT criteria for the first time. From all indications, fall 2009 freshmen are better prepared for 4-year level college study, which will be reflected in several indicators going forward.

Enrollment of transfer students far exceeded projections, increasing from 697 in Fall 2008 to 833 in Fall 2009, a rise of 19.5%. Many of these were direct admits and the college is still analyzing who they were and the reasons they came to York.

Estimated enrollment in Adult and Continuing Education for 2009-2010 was 16,500. Actual enrollment as of June 4, 2010 was 18,416, an exceptionally robust increase.

York College completed articulation agreements with community colleges in pharmaceutical science, biotechnology and environmental science. Other depts. began discussions in journalism, psychology, sociology, social work, political science, and music. In addition YC and QCC completed their governance approval process for two dual degree joint registration programs in pharmaceutical science and biotechnology.

- The number of College Now participants totaled 1936, which is 95.8% of the enrollment target, exceeding the target number.
- The successful completion rate was 88.0%, exceeding the target number of 85%.
- The program has continued to re-enroll its participants at approximately the 45% target rate, according to CUNY College Now Central Office. The final rates have not been calculated, but we have been assured that the rate has basically been maintained and that we have the highest reenrollment rate among all the CUNY College Now programs.

The number of participants in pre-college and general education (college credit) courses increased in consultation with Central Office. In 2008-09, there were 1662 participants in college credit courses and 182 in pre-college courses. In 2009-10, the number in college credits increased to 1696 and in pre-college to 240.

Objective 8. Increase revenue and decrease expenses

<p>8.1 Alumni-corporate fundraising will increase or maintain current levels.</p> <p>Alumni-corporate fundraising will increase its actual 2008-09 fundraising of \$860,000 (including its first major gift of \$500,000) to \$1M in 2009-10. York is continuing its long search for a VP for Institutional Advancement. Plans are underway to expand the YC Foundation Board and hold a series of alumni events.</p> <p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education.</p> <p>The College will meet all revenue targets set by CUNY. Adult and Continuing Education revenue for 2009-10 is expected to increase by 2%</p> <p>8.3 Each college will lower or hold constant the percentage of its tax-levy budget to spend on administrative services.</p> <p>Administrative service costs will decrease to 30% of the tax levy budget.</p> <p>8.4 Colleges will implement financial plans with balanced budgets.</p> <p>York’s administration has worked closely with CUNY Central since 2005-06 on a comprehensive strategic, financial plan. CUNY has invested in York in several ways and that investment has paid demonstrable returns in enrollment increases, revenue generation, fundraising, academic hiring, and an enhanced perception of York as a quality institution. This collaborative financial plan strategy will continue in 2009-10.</p> <p>8.5 Contract/grant awards will rise.</p> <p>Contract/grant awards will increase by 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 the yield of funded awards.</p> <p>8.6 Indirect cost recovery ratios will improve.</p> <p>The College will meet the expected goal for indirect cost recovery ratios set by the Chancellor.</p>	<p>The total fundraising of \$860,000 for 2008-09 was comprised of general fundraising of \$360,000 and a major gift of \$500,000. The College’s goal of \$1 million for 2009-10 will not be reached because there have been no major gifts for this year. However, general fundraising grew from \$360,000 to \$413,000 as of May 31, 2010 – an increase in this sub-category of \$53,000 – or approximately 15%.</p> <p>Though we have been building our fundraising infrastructure, last year after an offer to a VPIA was accepted, the individual reneged on the commitment thus leaving us without top-level leadership. We shifted focus and successfully completed a search for Director of Development who has been building the programmatic infrastructure—cultivation, events, alumni newsletter, alumni reunion and the beginnings of an annual fund. At present we are once again in the final stages of the search for a VPIA. Additionally, we have recruited three new members to the YC Foundation Board.</p> <p>The College exceeded its 2009-10 ACE revenue target of 2% and is expected to end the fiscal year with an increase of more than 4%.</p> <p>The College has made headway in reducing administrative costs in FY 2008, which were 33.8% of total costs, to approximately 32% in FY 2009. The College has undertaken a major initiative to examine and reduce expenditures for part-time non-teaching personnel.</p> <p>The College has worked closely and cooperatively with CUNY Central on both a financial and enrollment strategy. This has resulted in a 25% enrollment increase over three years and during that same time period a more than 35% rise in full-time faculty positions. The financial plan strategy has also allowed the College to strengthen all areas of operations, especially information technology and maintenance and cleanliness of the physical facility</p> <p>Funding for 2010 exceeded the goal of 5% increase over last year. The amount in 2008-09 was \$6,200,591 and in 2009-10 it was \$6,799,066. The office of Research and Sponsored Programs participated in the York Professor 101 sessions, continued publishing a monthly newsletter, and held several individual sessions with faculty to promote grant proposal development and submission.</p> <p>When allowed, York charges indirect costs for all proposals.</p>
<p>Objective 9. Improve administrative services.</p>	

9.1 Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact.

In collaboration with the YC Foundation Board, the College will develop a plan to expand Board membership and increase fundraising capability and effectiveness. York will meet its goals as part of the CUNY campaign.

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

York will increase student satisfaction on non-academic administrative services on the CUNY OIRA Survey from 2.67 (in spring 2008) to 2.85 (in spring 2010). This will be facilitated by introduction of Y Connect (see 6.1 above) and by comprehensively examining the entire registration process.

9.3 The % of instruction delivered on Fridays, nights, weekends will rise to better serve students and use facilities fully.

Maintain at least 50% of instruction in evenings and weekend programming.

9.4 Prepare and implement a campus risk management plan that is integrated with the University's risk management program.

There are two parts of the College's risk management plan –

(1) involving environmental, health and safety—EHS and integration into CUNY's overall risk management strategy. There are three basic objectives for 2009-10:

- Implement EHS policies and practices based on CUNY Environmental Management System Standard Operating Procedures
- Implement and monitor plans for hazardous and waste materials handling, spill prevention, medical and radioactive waste disposal and petroleum storage.
- Improve pollution prevention, recycling and energy conservation.

(2) The risk management committee will address several ways to decrease risk on campus. In the coming year they will be gathering baseline figures for environmental, health and safety statistics. The committee, working with our Public Safety Office, will also be working on implementing new technology solutions to enhance campus security and safety.

Three initiatives will position us to expand our fundraising effort: (1) York will add three new members to its Board, two of whom are alumni with a strong commitment to the College and the capability of outreach to a broader community. (2) We are in the final stages of completing a search for a VP for Institutional Advancement (3) The Director of Development has initiated a plan of outreach to alumni through newsletters, fundraising appeals and commencement reunions.

The satisfaction level increased to 2.74 from 2.67 with administrative services which puts us closer to the senior college average. York continues to be very aware of the results of these surveys as they relate directly to the College, projecting itself in reality as the "small senior college of CUNY" and what that means in relation to providing services to students. In that regard we continue to review and assess critical components of the operation. Thus our analyses of these areas continue to benefit from formal and informal assessment. For instance, in spring 2010, the College utilized the Council for the Advancement of Standards (CAS) in Higher Education's self-study process for certain important administrative offices, starting with the Financial Aid and Personal Counseling Offices. Findings will be used to implement change and a schedule for other offices to participate (Admissions, Bursar, Registrar) in this self-study will be established and monitored by the College's Outcomes Assessment Committee. Additionally, we expect to launch Y-Connect this year. (see also 6.1)

Among CUNY Colleges, York continues to have one of the highest percentages of FTEs offered on Fridays, evenings or weekends. The percentage grew from 50.1% in fall 2008 to 50.7% in fall 2009. The Library maintained evening hours in the main section (G-wing) until 10:45pm (Mon-Thurs), 8:30pm (Friday), and 5pm (Sat and Sun), despite the difficulties posed by the budget and the state fiscal crisis.

A risk management plan was completed on April 1, 2010 in compliance with the CUNY Risk Management Council and a College-wide Risk Management Council group meets twice per semester and the Risk Management co-chairs and the Dean of Administration meet monthly. York has implemented EHS policies and practices based on the CUNY-EMSSOP. We have invested \$20,000 to upgrade facilities and purchase equipment to be in compliance with the health and safety standards and to improve pollution prevention, enhance recycling and energy conservation, provide routine in-person and online training and monitor hazardous waste materials. Other steps taken in this direction include: increased custodial staff; heightened security with I.D. checks; and enhanced communication between Campus Safety and the Office of Compliance and Legal (OC&L) and other appropriate offices to mitigate emerging risk management issues. The OC&L also instituted training on Security/ Risk issues. The EHS Office has rewritten the chemical management procedure to include a plan to establish a central chemical supply room for chemical purchasing, receiving, and control operations.

9.5 All colleges will make timely progress in CUNY FIRST implementation.

York College will continue to make the CUNY First project an integral part of the cultural and technological changes at York by:

- Continuing weekly CUNY First campus meetings with campus liaisons, pillars, and SMEs.
- The newly formed CAST subcommittee will meet bi-monthly, bringing together front-line operational personnel to prepare for Wave Two of the Campus Solutions Module
- Continue campus wide communications in preparations for “go live” for HCM, Budget and Campus Solutions modules.

9.6 Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan.

Through the York Sustainability Council and Green Committee, York will comply with the GHG Scorecard program, formulate a Sustainable CUNY 10-Year Campus Plan, and continue to increase our “Green Initiative” projects on campus.

York continues to comply with all training and implementation tasks in the CUNYfirst roll-out. As a Wave Two Campus for the campus solutions module, York remains ready to be one of the first campuses working with this module. CUNYfirst applications are being used to the extent possible by the Business Office; Human Resources; and other campus offices engaged in employment searches. The transition to the TAM model presented significant challenges.

York continues to have a strong commitment to CUNYfirst and has a team of professionals (Barbara Manuel, Acting Executive Director of HR among them) ready to implement the next phases of the CUNYfirst project. The campus views the implementation of CUNYfirst as an integral part of its plan to better serve its faculty, students and staff.

York has continued to be a leader in the development and implementation of “green” projects, and this year we are proud to add the completion and submission of a 10-Year campus sustainability plan. We continue to add trees and plants to the 185 planted last year. During early fall 2009, the Library installed UV-protective film on the interiors of all of its third floor windows that face east, west, and south, in order to keep out heat and ultra-violet light. This also enabled the Library to discard its 1986-era curtains. Our 10 yr. plan led by professor Donald Auriemma and an engaged committee benefitted from the College’s three-year progress in this area as well as the technical assistance provided by Baruch graduate / CUNY-CAP student Othalia Bruce. Over the next year, the Sustainability Council\Green Committee will explore the feasibility of diversifying the College’s energy sources. Projects involving wind turbines and thermal energy will be explored. The College will also be working with local organizations and the Department of Transportation to expand bicycle lanes in the county.