### 2010-2011 UNIVERSITY GOALS, TARGETS, AND INDICATORS

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<th>Goal 1: Raise Academic Quality</th>
<th>2010-2011 OUTCOMES</th>
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<td>Objective 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.</td>
<td>The Physician Assistant program was granted full re-accreditation for five years. The Medical Laboratory Technology program also received base line accreditation. Occupational Therapy was granted probationary re-accreditation, Teacher Education accreditation visit will occur in Spring 2012 as will the visit for the Generic Nursing program. The School of Business and Information is in progress.</td>
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<td>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.</td>
<td>The Health Sciences proposal has been submitted to the CUNY OAA for review, and advancement to CAPPR. Curriculum for the Health Sciences major has been passed, but is awaiting an overdue approval from the State Education Department. Conversations with CUNY Central regarding other masters programs and the School of Pharmacy are ongoing. Dr. Margaret Hamburg delivered a well-attended lecture in the Fall 2010 semester. As a result of this visit, Dr. Chakravarti is working with FDA partners on strengthening the York/FDA Strategic Plan.</td>
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<td>Under the leadership of the Office of Academic Affairs, York will strengthen flagship and college priority programs through satisfactory completion of the following external accreditations: Physician Assistant (November 2010); Occupational Therapy (February 2011); Teacher Education (April 2011). NLNAC (Generic Nursing) is now scheduled for spring 2011 upon completion of the nursing lab. The School of Business &amp; Information Systems will continue to move towards AACSB accreditation by implementing learning assurance in introductory courses. York will make progress on the proposal for the BS in Health Sciences by completing the curriculum and gaining program approval by CUNY for implementation in fall 2011. York will continue active conversations with CUNY central on a small cohort of niche masters programs, including bringing to fruition the M.S. in Business in Financial Forensics and General Management. Commissioner of the FDA, Dr. Margaret Hamburg, will speak on campus to mark the 10th anniversary of this partnership. York will extend its efforts in undergraduate research across the disciplines by hosting the second annual Undergraduate Research Day, launching an interactive website and establishing an office.</td>
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1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.
York College will expand its community oriented academic activities including SEMAA, Specialized High School Preparation program, and High School Math and Science EXPO. York will continue its strong partnership with the Queens High School for the Sciences at York and the York Early College Academy, as well as our College Now participating high schools. The College Now program will adhere to the CUNY mandated activities. Further, in response to the economic downturn, York will continue a one-day economic winter forum for the community on topics such as: job search, financial planning, tax preparation, and health care management.

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.
Last year, the Office of Academic Affairs revised the Academic Program Review guidelines to include measures of student learning. Three additional APRs (Accounting and Finance, Mathematics and Computer Science, and Foreign Languages) will continue from last year and one (Earth & Physical Sciences) will be started anew. English & Chemistry program review action plans will be completed in fall. The Outcomes Assessment Committee is charged with analyzing the data on student learning and making recommendations to the appropriate college officer or body.

1.4 Use of technology to enrich courses and teaching will improve by implementation of the following:
Increase Smart Classrooms from 7-17. Ten additional new smart classrooms will be completed and faculty oriented to their use.
Complete construction of the Nursing virtual Lab. The Nursing Virtual Lab is scheduled for completion in spring 2011.

In addition to the QHSS@YC and YECA programmatic offerings, instructional and facilities support, YC hosted the Junior Science and Humanities Symposium, the annual Math and Science EXPO, the SEMAA with its affiliate activities (family Café), faculty and guest lectures ranging from scholarly presentations to panel discussing current events. The VITA program expanded its services to the community while the division of ACE continued its work with regional businesses through its Small Business Office. As a continued response to the economic downturn, on January 22, 2011, YC hosted its 3rd annual Money Fair and Economic Forum attended by 125-150 people participating in workshops on financial planning, buying foreclosed properties, career counseling and the like.

APRs in Accounting & Finance, Earth & Physical Sciences, and in Math & CS are continuing and are expected to be completed during the Summer. Foreign Languages external site visit will be scheduled and APR report included next year.

- Eight of the ten rooms were installed during the 2010-2011 academic year.
- The general construction of the Nursing Labs is scheduled for completion end of spring 2011. Digitally programmed mannequins that simulate various patient types and conditions, as well as the hardware, software, and audio visual integration have already been approved and scheduled for installation early summer 2011.
- Percentage of instructional (student) FTEs offered fully (web-based) or partially (hybrid) online has increased from 1.1% in fall 2009 to 2.1% in fall 2010; Percentage of instructional FTEs offered fully online has increased from 0.55% in fall 2009 to 0.6% in fall 2010; Percentage of instructional FTEs offered partially online has increased from 0.55% in fall 2009 to 1.6% in fall 2010.

The Mathematics Learning Center has been completed and was inaugurated in November of 2010. To date some 3,177 (duplicated) students have been served.
### 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.

As a result of rigorous national searches, 15 new faculty will join York as teachers, scholars, and researchers in the following disciplines: Chemistry, English, Mathematics, Biology, Business & Economics, Behavioral Sciences, Social Sciences, Earth & Physical Sciences, and Health Professions.

Continuous faculty development initiatives for full-time and part-time faculty will continue: York Professor 101 series; Title III support for faculty; Provost Lecture Series and Provost Distinguished Scholars Lectures. A publication showcasing faculty research and scholarship will be released.

The CETL workshops and participation in the American Council on Education workshops for department chairs (2 new chairs) will continue, and a program will be started to support the scholarship and other engagement of mid-rank faculty.

#### 2.2 Increase faculty research/scholarship.

With continued grant and tax levy support, all faculty will pursue scholarship, research and publication opportunities with a concomitant increase and diversification of publications. Reporting of faculty research, scholarship and creative activities will also increase by 2-3%. Sponsored research activity is addressed in section 8.5 below.

#### 2.3 Instruction by full-time faculty will increase incrementally.

York will continue its leadership role in the university in achieving high levels of instruction by full-time faculty:

- % of instructional FTEs delivered by full-time faculty will increase from fall 2008 53.4 % to fall 2010 54%
- Mean teaching hours taught by veteran full-time faculty will remain the same at 8.1 from fall 2008
- Mean teaching hours of full-time faculty eligible for contractual release time will be maintained at 8.2 from fall 2008
- Number of F-T faculty will increase from 204 in fall ‘09 to 219 in fall 2010

Total faculty Fall 2010 = 209.

- % of instructional FTEs delivered by F-T faculty increased to 56% in fall 2010.
- Mean teaching hours taught by veteran F-T faculty remained at 8.1 in fall 2010.
- Mean teaching hours of full-time faculty eligible for contractual release time was 8.1 in fall 2010.
- Number of F-T faculty increased from 204 in fall 2009 to 209 in fall 2010 (The number 209 excludes EOC, Counselors, and Librarians).

#### 2.4 Colleges will recruit and retain a diverse faculty and staff.

Diversity will continue to be increased, with focus on gender balance.

This past academic year there was a slight increase in female faculty (.7%).

### Goal 2: Improve Student Success
Objective 3. Ensure that all students receive a quality general education and effective instruction.

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

A set of recommendations on Gen.Ed. with an interdisciplinary theme and a reduction of the number of credits are currently being discussed college-wide. What will be the Gen.Ed? requirement for the professional programs and for transfer students? York will host the 2011 CUNY Gen. Ed. conference in May 2011. Progress in Math and English will continue to be advanced with focus on quantitative reasoning, writing across the curriculum and the integration of CPE skills. Additionally, through our Freshman Year Experience program students will be engaged in co-curricular activities including the common reader program. This year all freshmen will read *Outcasts United* by Warren St. John. Building on our New First Year Experience in 2010-11, a refreshed approach to the Freshman-to-Sophomore transition will be developed.

The Gen.Ed. is at the curriculum committee review stage. The general education reorganization is complementary to progress realized in gateway Mathematics and English courses. Valuable insights and input that will assist our governance process review and ultimate implementation were gained at the 7th annual CUNY General Education conference hosted by York College on May 13th with a focus on the following themes: Undergraduate Research, STEM, Writing in the Disciplines, General Education Assessment and Interdisciplinary Teaching and Learning. Over 250 individuals participated, with many student presentations.

3.2 Colleges will improve basic skills and ESL outcomes.

a) Non-SEEK basic skills: 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 will continue to provide one to three week workshops in Reading, Writing, and Mathematics led by Les Raphael. Summer 2010 will maintain summer 2009 successful outcomes rates in Reading (86%) and Writing (77%), but set the Mathematics indicator to 80%.

b) Non-ESL SEEK students: York’s SEEK program with its new director, Dr. Jordan, will continue the important work done last year using a cross-functional team consisting of OAA, OIRA and SEEK to improve the basic skills performance of the non-ESL/SEEK cohort. The activities will include: reviewing testing data, making changes in facilitator staffing patterns, instituting curricular changes, adopting new text books, increasing testing opportunities, and using diagnostic tools. These changes will result in a target pass rate for the SEEK 2009 cohort of 78%, up from 72%.

NOTE: No data will be reported on non-ESL SEEK students who passed all basic skills tests within one year of entry for the fall 2009 cohort because this indicator will be changed by CUNY to two years of entry.

c) ESL: The percentage of ESL students who pass all basic skills tests within two years will increase from 46.2% in fall 2007 to 57% in fall 2008. The ESL Program will work with York College’s *Success to the Third Power* [S3] to provide one to three week workshops in reading and writing for students in need of targeted supplemental instruction. The ESL Program will also revisit its learning outcomes in light of the new test, the CUNY Aligned Assessment of Writing (CAAW). The ESL program will work with OIR to verify the accuracy of the data.

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

Math and English performance will be sustained and increased with the following plans: full-time teachers assigned, course coordination, standardized syllabi and exams, common grading rubrics, tutorials, introduction of a new Math 120 course, continued work on creating a two semester freshman composition course.

- Percentage of students passing freshman composition and gateway mathematics courses with a C or better will increase from 77.7% in fall 2009 to 80% in fall 2010;
- Percentage of students passing freshman composition with C or better will increase from 80.9% to 83%;
- Percentage of students passing gateway mathematics courses with a C or better will increase from 69.9% to 70%.

York College has been improving performance in gateway Mathematics and English courses. Full time instruction has increased to (50%) as a result of recent faculty appointments. Faculty training (adjunct and full time) is funded by CUE and CUNY programs. Both departments have undertaken a systemic effort to assess and improve instruction by developing and implementing policies to support and provide common student assessment instruments. Course coordinators have been appointed and trained.

- Percentage of students passing freshman composition and gateway mathematics courses with a C or better increased from 77.7% in fall 2009 to 80% in fall 2010;
- Percentage of students passing freshman composition with C or better increased from 80.9% to 84.7% in fall 2010;
- Percentage of students passing gateway mathematics courses with a C or better decreased from 69.9% to 63.9% (still up from 58.2% in 2008). The College is disappointed in this decrease in performance and will continue efforts in course coordination, use of standardized syllabi, introduction of alternate pedagogies as well as utilizing uniform exams. Professional development of faculty teaching gateway sections will continue in fall 2011.

### 3.4 Show & pass rates on CUNY proficiency exam will increase. N/A

### 3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender.

- One year retention rate gap of the first-time full-time freshmen between minorities and non-minorities will change from -0.6% for fall 2008 cohort to 0% for fall 2009 cohort.
- One year retention rate gap of the first-time full-time freshmen between male and female will change from 1.7% for fall 2008 cohort to 0% for fall 2009 cohort.
- The percentage of semester credit hours earned (or passed) of those attempted by undergraduates between minorities and non minorities changed from -2.3% in fall 2009 to 0% in fall 2010.
- The percentage of semester credit hours earned (or passed) of those attempted by undergraduates between male and female will change from -1.8% in fall 2009 to 0% in fall 2010.

- One year retention rate gap between minorities and non-minorities for Fall 2009 cohort was 3.8%
- One year retention rate gap between male and female for fall 2009 cohort was 4.3%.
- The percentage of semester credit hours earned between minorities and non-minorities as well as between female and male for fall 2010 is not available as of this date.
- The percentage of semester credit hours earned between minorities and non-minorities as well as between female and male is not reported as an indicator in the 2010-2011 PMP year-end report. No data to report for this item.

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

Since 2007, York College has been developing a culture of evidence supported by verifying the accuracy of the data reported.

Since 2009, the Outcomes Assessment Committee has conducted its work through three
a number of activities. A leading component is the college-wide Outcomes Assessment Committee comprised of faculty from every academic department and administrators, co-chaired by Drs. Fusco, Keiler and Wu. Our three-year Senate approved plan includes indirect measures (admissions, retention and graduation, SES, Alumni survey) and direct measures (CPE, Gen. Ed. APR, certification exams). Supported by Title III grant funding, the Office of Institutional Research & Assessment and the Outcomes Assessment Committee are working with English department faculty members on the literacy assessment project. In fall 2010, writing samples from nine sections of the 300 level junior writing courses will be collected and graded. The results will be presented next year. In addition, results from the analysis of NSSE data that was completed by two faculty members will again be presented to the college community in fall 2010. The office of Institutional Research & Assessment will start analyzing the multi-year FSSE data and prepare the results to share with departments, faculty, and administrators.

### Objective 4. Increase retention and graduation rates and ensure students make timely progress toward degree completion.

#### 4.1 Colleges will facilitate students’ timely progress toward degree completion.

Retention, graduation rates and students’ timely progress on the completion of their degree will continue to be a central focus for collaborative work. During the upcoming academic year. All divisions, departments, units and individuals will be engaged in intentional and seamless efforts in achieving better results. The Division of Student Development will continue its services to special groups: men, women, veterans, students with disabilities, students with children and front-loading career planning to freshmen. In addition to the Office of Academic Affairs, maintaining availability of evening and weekend classes, online scheduling, robust winter and summer offerings, a key component will be focused on advisement-- accuracy, transparency and accessibility of information. Dr. Bob Baer will lead the effort to achieve these goals including: achieve 100% compliance (from 82%) by departments in reviewing, revamping and publishing four-year academic plans; identify weaknesses, needs and inaccuracies in departments/units advisement plans and implement corrective actions; seek clarification and additional information from departments and colleagues; make sure that all information released by departments/units or posted on the website is up to date and accurate; and hold semi-annual information sharing sessions among the faculty and staff responsible for these functions.

subcommittees: Administration, Student Learning, and Faculty Development. The OAC co-hosted the 3rd Annual Day of Assessment with joint presentations made by CETL (Center for Excellence in Teaching and Learning) grantees and other SOTL (Scholarship on Teaching and Learning) projects on October 14th, 2010 with the involvement of some 90 participants. On March 3rd, 2011, the Assessment 101 workshop was presented to some 20 new faculty. On April 28th, a presentation on grading practices was conducted by the CETL office, with some 30 faculty involved. These faculty development events are now flowing seamlessly. The committee has amassed a knowledge base that is used as a resource in the design of faculty development workshops. In the area of assessment of student learning, the committee has conducted a snapshot study of writing competencies at the freshman and junior level.

The analysis is underway and preliminary results were presented in May 2011 at the OAC meeting. They showed that juniors who started at York (as first-time freshmen) scored significantly higher on the first writing assignment than those who started with 60 or more credits. However, the gap decreased and no significant difference was found in the second writing assignment at the end of the semester. As for the comparison between freshman and junior, no significant difference was found between the two groups on the total score of the same writing assignment.

The Division of Student Development continues to provide supportive services to specially targeted student groups in an effort to improve student success. The Men’s Center boasts 88 active participants and an NBA Gold Standard 10K Scholarship winner. Fifteen participants were among the 2011 graduates. The division has also supported 82 student veterans of which 10 graduated on June 3, 2011. The Disabilities Office recently renamed the STAR Program, enjoys 5 graduating seniors. One of the 5 was accepted into a social work graduate program. The Career Services Center has intensified its efforts to increase interactions with first-year students. Career orientation workshops were offered twice a week, specifically for first-year students. Outreach to faculty to foster partnerships has increased.

Internships, career and leadership development have been the Center’s focus. Partnerships with the National Urban League’s Black Executive Exchange Program and Thurgood Marshall College Fund have benefited approximately 120 students. Academic Advisement is entering the final phase of compiling and publishing 4-Year Plans for each existing major. These plans will be posted to the website and used by all for advisement. The college-wide Academic Advisement Council is creating momentum and good collaboration between and among the various sectors of faculty and staff in achieving improved understanding of their roles in advisement and in implementing best practices.
4.1a Percentage of freshmen and transfers taking one or more courses in the summer after entry will increase from 23.1% (entering class of 2008) to 25% (entering class of 2009).
4.1b Ratio of undergrad FTE to headcount will increase from 77.2% in fall 2009 to 78% in fall 2010.
4.1c Percentage of students declaring a major by the 70th credit will increase from 78.3% in fall 2009 to 80% in fall 2010.
4.1d Average number of credits earned will increase from 22.1 in fall 2008 to 23 in fall 2009.

4.2 Retention rates will increase progressively.

4.2a One year retention rate of full-time, first-time freshmen will maintain at the rate of 75.1% for entering class of fall 2009 (utilizing strategies outlined above and with an anticipated enrollment of academically better prepared incoming freshmen).
York will continue to hold transfer orientation sessions including mandatory transfer student advisement and transfer advisement workshops during the summer. Topics include success strategies and details of degree requirements. Individual and group sessions with an academic advisor follows giving students an opportunity to create an academic plan. A new Transfer Advisement Handbook recently created by the Office of Academic Advisement will be published and distributed. At present we have 40% participation; our goal is to have a 10% increase.

4.2b One year retention rate of transfers will increase from 65.8% (entering class of fall 2008) to 67% (entering class of fall 2009).
4.2c Two-year retention rate of full-time first-time freshmen will increase from 52.7% (entering class of fall 2007) to 54% (entering class of fall 2008).
4.2d Two year retention rate of transfers will increase from 60.7% (entering class of fall 2007) to 62% (entering class of fall 2008).

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

On improving graduation rates and credit accumulation, we will utilize two approaches in addition to others currently in place like the Senior Year and the Probation Intervention programs. The intentional Freshman Year Experience led by Drs. Gibson and Rosen and Mr. Hodge will become a vehicle for communicating to incoming students that at York they will be able to utilize four semesters including winter and summer toward developing a thoughtful, balanced academic schedule that can lead toward graduation in four years. On the other end of the spectrum, we will concentrate on students remaining from the class of 2005 (where this will be their sixth year at York) and those in the 2007 class, who are capable of graduation in four years in 2011. Using data provided by York’s OIRA,

This year York was successful in launching its First Year Experience (FYE) Program. The mission of the First-Year Experience (FYE) program is to engage students in college life early and positively support student retention and persistence. The FYE program was successful in achieving many of its goals. Our aim: to ease the transition from high school to college through programming, opportunities for interaction, and relevant, frequent communication with first-year students. For example, the goals of FYE Freshman Reader program were to foster a sense of community and a shared academic experience for first-year students. Participating students (approximately 200) surveyed reported overwhelmingly (87.7%) that the Freshman Reader event helped to add to their appreciation for the book, and agreed that the speakers provided
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President: Dr. Marcia V. Keizs
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we will segment students in both these cohorts and develop acceleration strategies toward degree completion by spring 2011. We will also review policies that will unintentionally retard progress to graduation.

4.3a) Four-year graduation rate of first-time, full-time freshmen will increase from 3.6% for fall 2005 cohort to 5% for fall 2006 cohort.
4.3b) Four-year graduation rate of transfers will increase from 33.3% for fall 2005 cohort to 37% for fall 2006 cohort.
4.3c) Six-year graduation rate for full-time, first-time freshmen increased from 23.9% (fall 2003 cohort) to 26% (fall 2004 cohort).
4.3d) Six-year graduation rate for transfers will increase from 48.4% (fall 2003 cohort) to 50% (fall 2004 cohort).

Objective 5. Improve postgraduate outcomes.

5.1 Professional preparation programs will improve or maintain high numbers of successful graduates.
   York will maintain good outcomes in professional programs:
   • The number of students taking and passing the LAST, and the ATS-W will be maintained at 26/95%.
   • The number of students taking and passing the CST will increase from 85 to 87%.
   • The number of students taking and passing the Uniform CPA will be maintained at 33.3%.
   • The PA program will maintain a first-time pass rate of 90+%.
   • York will collect baseline data on the MCAT and PCAT programs launched in 2010 by Dr. Criss.
   • The College will self-report pass rate on the Occupational Therapy national exam (80% of test takers passing).
   • The number of students taking and passing the LAST, and the ATS-W was 23/96% and 24/100% for 09-10.
   • The number of students taking and passing the CST was 23/100% for 09-10.
   • The % of students passing the Uniform CPA was 29% for 09-10.
   • PA pass rate: Of the 25 graduates, 23 have taken the exam to date. Of those, 19 passed on the first attempt, resulting in first time pass rate of 83%. Two students have not yet taken the exam. (York data)
   • For Year 2010, average score on MCAT for all students listing CUNY York as one of their schools attended: 16.7 M (National Average: 25.0 O).
   • Pass rate for OT Students class of 2010 (N=24) on the National Board increased to 87.5% (York Data).

5.2 Job and education rates for graduates will rise.
   In compliance with our Outcomes Assessment Plan approved by the Senate in spring 2010, the next administration of the Alumni survey is scheduled for fall interesting information (91%). Students further indicated that they felt engaged in the group discussions (88%) and were able to express their opinions (90%). The inaugural year of the FYE program established new communication channels through the FYE website and Facebook. Through these channels, we encouraged students to participate in co-curricular activities that exposed them to resources. Although one year retention rates will not be available until fall 2011 students’ comments, suggest that the FYE intervention had a positive impact on student’s social integration with the college. The Counseling Center continues to reinforce the need for students to complete 30 credits a year and that the winter and summer sessions are viable options to completed this rate of credit accumulation. Nonetheless, YC graduation rates all around are still underperforming.
   a) Four-year graduation rate of first-time full-time freshmen increased to 4.0%.
   b) Four-year graduation rate of transfers for Fall 2006 cohort increased from 33.3% to 38.7%.
   c) Six-year graduation rate of first-time, full-time freshmen for Fall 2004 cohort 19.5%.
   d) Six-year graduation rate of transfers for Fall 2004 cohort slightly decreased from 48.4% to 47.5%. (please see discussion in Keizs’ letter to the Chancellor).
   We will be administering the Alumni Survey for the second time over the summer months to the last three graduating classes; the last administration was in 2008.
2011. That data will be reported in due course. (Data from our 2008 survey was reported in the PMP Report of 2009-10).

Objective 6. Improve quality of student academic support services.

6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning.
For the last 2-3 years, York has been making significant investments in student support services, academic support services, including advising, library resources, tutoring, counseling, and technology to augment student learning. Some of these investments will be reduced by 25% on the tax levy, TS, and NTA adjunct budget in the upcoming year, but we expect to utilize Title III and PBI funding, in part, to compensate for the reduction in the library, tutoring, counseling, and advising. (See also 8.4). Thus, we do not expect reduction in satisfaction, but we cannot be assured that satisfaction will increase though we are setting an increased target. In the technology area, where there has been some indication of decreased satisfaction, we have developed a strategy to respond to the perceived gap in demand and services through automating IT support as well as through selective hiring of personnel. We will also work with CUNY Central to assure that the non-campus systems are operating effectively. Finally, we will outfit an additional ten smart classrooms, open the Math and Science learning centers, upgrade the library workstations, and release the Y-connect system with an emphasis on early intervention services.

From 2008 to 2010,
- Satisfaction with academic support services will increase from 2.82% to 2.88%.
- Satisfaction with student services will increase from 2.60% to 2.70%.
- Satisfaction with computer technology will increase from 2.77% to 2.82%.

No data will be available for 2011 from CUNY, but York OIRA will administer the SES in spring 2011 in house with the same methodology and report the results.

YC continues this effort with the following results:
- The early alert component of Y-connect, Cardinal Pulse is being field tested now and will be piloted by faculty from six academic Departments in fall 2011. This will involve more than twenty faculty and staff from Student Support Services Offices. This pilot will focus on incoming freshmen in selected classes across six disciplines: English, Psychology, Sociology, Math, Speech, and Spanish. We are also looking into piloting the system to assist in guiding students with 90+ credits to ensure graduation within one year.
- The Library utilized funds from OTPS, Compact, and Tech Fee to purchase appropriate books, journals, and electronic resources to support students’ research needs. New electronic databases added include ABI/INFORM Complete; ProQuest’s Nursing & Allied Health Source; and ProQuest’s National Newspapers. The Library also purchased permanent online access to 203 NetLibrary ebooks, as well as to the electronic version of the Encyclopedia of Popular Music from Oxford University Press. In order to improve wireless connectivity, the Library purchased 10 new wireless Access Points, which resulted in access speed being over 30 times faster. The IT Department purchased and installed 20 new iMac computers in the Library.
- Eight smart classrooms and the Math Lab were completed. (see 1.4)

York conducted and reported its own SES last year. This year we are conducting two surveys both on technology needs, one to faculty and one to students. Hence there is no new data on this benchmark.

Goal 3: Enhance Financial And Management Effectiveness

Objective 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.

7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.
- Overall headcount will increase from 7,780 in fall 2009 to 7,860 in fall 2010.
- Average CAA score of first-time freshmen will increase from 81.5% in fall 2009 to 82% in fall 2010.
- Average SAT score of first-time freshmen will increase from 900 in fall 2009 to 940 in fall 2010.
- First-time freshmen will increase from 1,045 in fall 2009 to 1,300 in fall 2010.
- Enrollment of transfer students will decrease from 833 in fall 2009 to 500 in fall 2010.

- Fall 2010 headcount was 7,821 – up .005% from 2009.
- In Fall 2010 average CAA of first-time freshmen was 81.9 – up .4% from last year and
- Mean SAT was 904 – up 4 points from last year.

- Fall 2010 first-time freshmen number was 1,103 – up .06% from last year
- Fall 2010 transfer number was 633 – a decrease of 200 students from last year.
### Objective 8. Increase revenue and decrease expenses.

#### 8.1 Alumni-corporate fundraising will increase or maintain current levels.

York fundraising in FY 2010 is estimated to be at $415,000. The College is projecting a 10% increase to $455,000 in FY 2011.

The FY 2010 estimate of $415,000 included not just alumni and corporate but all fundraising including foundations as listed in the CUNY College Comprehensive Fundraising Summary. The actual year-end FY 2010 total was $406,819 in cash plus $75,089 in in-kind gifts, for a total of $481,908 in FY 2010. As of this date, our estimated total covering the same categories for FY 2011 is $815,981, which includes the $100,000 Petrie Foundation gift, a $100,000 multi-year pledge from an alumnus—

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

York will continue its role in the integrated university led by the Office of Academic Affairs to establish formal relationships with CUNY Community Colleges. We will complete the dual/joint Pharmaceutical Science program with Queensborough and we will identify other partnership opportunities in the STEM, Social Work, Allied Health, and Teacher Education disciplines.

YC cooperation with other CUNY colleges is demonstrated as follows:

- The proposal for the joint Pharmaceutical Science Program with Queensborough was completed and is moving through CUNY.
- The College is in the process of reviewing the articulation agreements with Queensborough CC in Allied Health, Social Work and Teacher Education and have created a new agreement with them for the pending Health Sciences major.
- In addition, YC Library, in cooperation with Queens College Graduate School of Library & Information Studies (GSLIS), hosted two GSLIS student interns during 2010-2011.

#### 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 precollege activity.

- Number of College Now participants will be 1,700 as per University funding
- Successful completion rate (students earning an A, B, or C in College Now college credit courses) will meet or exceed 85%.
- Number of participants reenrolled in progressively more challenging courses will be maintained at the 40% rate or above, the highest rate among all College Now programs.

Pre-college and general education courses will be maintained at 2009-10 levels.

YC surpassed College Now targets:

- **Participants:** 1,769
- **Successful Completion:** 86.7%
- **Re-enrollments:** 38.6% - Continues to be the highest rate among all College Now programs. This year, at one of our high schools which we share with Queensborough Community College, 17 students re-enrolled in a Queensborough College Now class but were not counted. If those students were added, the persistence rate would increase to 40.2%.
8.3 **Colleges will improve or maintain sound financial management and controls.**

In light of the difficult financial situation facing the senior colleges in FY 2011, York is imposing a stringent financial planning process for the upcoming year. All divisions and departments have been given a 25% reduction in temporary service and non-teaching adjunct (TS and NTA) FY 2010 expenditure levels. Each department/division must submit by the end of June 2010, TS/NTA budgets indicating specific employees – their hours, salary level and projected encumbrances – for FY 2011. Until this individual department/division budget plan is approved by the College’s Budget and HR offices, no PAF will be accepted and no one can be processed for a payroll action. These actions are expected to generate savings of $600,000 – $750,000 which will be held in anticipation of either budget reductions or contingency savings targets mandated by CUNY. In addition, OTPS expenditures will be reduced, in general, by 5%.

Budget plans were initiated in FY 2011 for each unit. All divisions and departments were given a 25% reduction in temporary services and non-teaching adjuncts in Fall 2011 and an additional 10% was initiated in Spring of 2011. OTPS expenditures were reduced by 5% and no ePAFs were accepted without approved budget plans. York College achieved $400,000 of the targeted savings.

8.4 **Colleges will implement financial plans with balanced budgets.**

These budget plans and a projected enrollment increase of 3%, which will yield $900,000, will allow the College to fund a select number of critical positions yet prepare for actual and contingency financial savings as part of a prudent college budget plan.

During the past year enrollment and revenue grew by approximately 1% and not by 3% as projected. The lower than expected enrollment and revenue growth was exacerbated by a decline in the tuition collection rate in spring 2011 from the projected rate of 96% to an actual rate of 93%. The lower than expected enrollment growth and the decline in the spring tuition collection rate were outpaced by expenditures. Consequently, the year end balanced budget that was forecast was not realized.

8.5 **Contract/grant awards will rise.**

Efforts will be maintained in order to continue on the established track that fosters the continuous growth of grants and contracts at the college. Contract/grant awards will rise by 3%.

As several large grants came to an end, the Office of Research and Sponsored Programs (ORSP) fell short of the predicted 3% increase, but brought in $6,730,171 in funding. ORSP will continue to promote grant proposal development and submission.

8.6 **Indirect cost recovery ratios will improve.**

YC will meet the expected goal for indirect cost recovery ratios set by the Chancellor.

When permitted, York College charges full indirect costs on all projects.

### Objective 9. Improve administrative services.

9.1 **Colleges will make progress within a declared capital campaign.**

After five years, York is prepared to hire a VP for Institutional Advancement. The College is also in the process of seeking a new Director of Marketing and Communications. The VP, Director of Marketing and Communications and existing Director of Development will be the first team that the College has had in place to implement a declared capital campaign strategy. The York College Foundation Board also named three new members – two of whom are loyal alumni – at its June meeting. York has worked closely with Carlos Flynn and its Board on preparing to develop and implement a declared capital campaign.

The VP for Institutional Advancement joined the staff in September 2010. Due to budget considerations, filling the Director of Communications and Marketing position was postponed until fall 2011. As a first step toward a more formal campaign, a broad cross-section of constituents including board members, alumni, faculty, staff, community leaders and students were interviewed for the College’s “case for support,” a draft of which was presented in May 2011. Meanwhile, two $100,000 multi-year commitments have been secured: one from alumnus toward a mini-campaign to create an endowment to the School of Arts and Sciences and one from a York College administrator that includes both cash and deferred components. See 8.1 above.

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

York is pleased to see our student satisfaction with administrative services inching in the direction toward the senior college average. We will continue to assess our administrative services using the Council for the Advancement of Standards in Higher Education’s self-study process in financial aid, the personal counseling office in admissions, bursar and registrar. The process of the self-studies and the results will be monitored by the College’s Outcomes Assessment Committee and recommendations will be implemented as appropriate. Additionally, we expect to launch Y-Connect this year. (see also 6.1)

As indicated in 6.1 above, no SES was conducted this year. However, YC is utilizing the Council for the Advancement of Standards in Higher Education’s self-study process in the Financial Aid Office, with approximately 25% of the work having been completed. We will push for completion and use of the study by December 2011. The Office of Admissions self study will be launched this fall. (We are currently without a permanent manager as a result of ERI). The Offices of Admissions and Financial Aid are both participating in the rollout of Y-Connect. We have established phase one software configurations for these Offices and expect to have the
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| **9.3 Colleges will improve space utilization.** | York intends to maintain FTEs offered on Fridays, evenings or weekends at 50.7% in fall 2010. | YC continues to provide maintain FTE’s offered on Fridays, evenings or weekends at 50.6%. Further, the Library only reduced its Fridays, evening, and weekend schedule by a total of 30 minutes despite cuts in TS and NTA budgets. |

| **9.4 All colleges will improve Risk Management on campus.** | The York College Risk Management Committee will meet twice per semester, and co-chairs Ms. Olga Dais, Esq. and Ms. Jacqueline Clark will meet monthly with Ron Thomas, Dean of Administration, during academic year 2010-11, to discuss potential risk concerns and risk prevention strategies. In fall 2010 and spring 2011, the Committee will conduct workshops on Environmental Health & Safety, and will continue to hold its annual workshop series on Violence in the Workplace, Sexual Harassment, and other risk avoidance issues. | The committee, as a whole, met twice in the academic year. The co-chairs met regularly with the Dean of Administration and with various members on the committee in smaller groups. Numerous workshops were conducted on risk avoidance: Violence in the Workplace, Sexual Harassment, Environmental Health and Safety, various risk avoidance areas. The co-chairs (O. Dais and J. Clark) submitted an updated Risk Management Plan to Central Office in April 2011 and reviewed it with the College’s Risk Management Team. The College Team is a cross-functional group. |

| **9.5 All colleges will make timely progress on CUNY FIRST implementation.** | Throughout the coming year, CUNY First will remain on the agenda in various College-wide forums. Key offices and staff in various areas will continue to receive training. | Staff within the Human Resources department has been trained in HCM functionality. HR staff utilizes system functionality on a daily basis, including TAM, Workforce Administration, Mass Reappointment, Position Management and Reporting. Staff within the Office of Compliance Programs and Legal Affairs (CPLA) has also been trained in TAM functionality to manage searches. Training has also been provided to managers and supervisors on TAM and Manager Self Service. Affected managers utilize TAM to approve PVN’s and manage applicant resumes. Supervisors utilize Manager Self Service to make recommendations for non-instructional staff reappointments. Training of additional staff is ongoing in preparation for the full roll-out of Manager Self Service and Employee Self Service. |

| **9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan.** | York’s premiere campus sustainability council, comprised of representatives from among faculty, IT, B&G, facilities, custodial services, the business office, the advancement office and students continue to be visionary. The college submitted a 10-year sustainability plan to the central administration in January 2010. Eighteen sustainability efforts to be initiated in 2010-11. | YC continues to be in the leadership among CUNY colleges in this area and over the past year, progress has been made on several sustainability projects. Hydration stations were installed; a publicity campaign was launched to create awareness and to encourage the use of water bottle refilling stations; printing services introduced an electronic service requisition system; a student Green Club was initiated in collaboration with the student Plant Club; a Think Green trailer is being added increasingly to e-mails; UV protective film was installed in areas of the library with east and southern exposures to reduce light and heat penetration; Continuing Education offers several sustainable courses online and introduced a sustainable building component in its |

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