SUPPLEMENTAL INFORMATION REPORT TO THE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
FROM
YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
BERENECEA JOHNSON-EANES, PRESIDENT

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Introduction

York College submits this Supplemental Information Report to the Middle States Commission on Higher Education in response to the most recent Commission action.

On November 3, 2023, the Middle States Commission on Higher Education notified York College:

> *For the 2023 collection year, the Commission has analyzed the results for student achievement and annual reporting – FTE. The data collected from your institution suggests concerns with the following:*

> - ***Student Achievement****: Graduation Rates calculated at the institutional level by credential level.*
>   - ➤ *Four-Year Institution: The Graduation Rate at 150% of the normal time available through the most recent AIU report is below 40%.*

> *Therefore, the York College of the City University of New York should respond to this request for information in a supplemental information report (SIR) by December 13, 2023, providing (1) graduation rates for the last two years (Standard IV) and (2) narrative analysis and evidence of the actions the institution has planned or has taken to address these concerns (Standard IV). Please make sure you address all areas noted above in the SIR. Also, as part of this process, the institution should review and verify the data submitted in the AIU for accuracy. If the data triggered concern because of an inaccuracy, the institution should work with IPEDS to correct it and explain the inaccuracy in the SIR.*

Overview of York College

York College, a senior four-year public institution within the 25 colleges of the City University of New York System (CUNY), consists of three schools: Arts and Sciences, Business and Information Systems, and Health Sciences and Professional Programs. As of fall 2023, preliminary total enrollment is 6,154 students (including non-degree/degree; undergraduate/graduate). The College offers more than 60 majors across its undergraduate curricula, six programs at the Master's level, and one dual degree in Occupational Therapy. Located in Queens, the most ethnically diverse borough in New York City, York College has established itself as a model for enabling first generation college students to earn an undergraduate degree and preparing them for graduate education and the competitive marketplace. The College's exceptional faculty and student success programs, including mentoring, financial aid, and scholarships, support every student's ability to pursue and achieve their highest goals. As a result, York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens. The undergraduate population of York College is highly diverse and representative: Eighty-nine percent of students are from racial/ethnic minority groups; 43% were born outside of the US Mainland; 33% are non-native English speakers; 55% have incomes below the NYC poverty line; approximately 57% receive Pell grants; and, 56% are the first generation in their family to attend College. As an institution devoted to breaking down barriers to higher education and social mobility, York College plays a critical role in forging a more equitable society.

The College's leadership has firmly identified enrollment and retention/graduation rates as an institutional priority. This is reflected in the College's strategic plan; documented in activities articulated in the College's annual operational plan; and conveyed to all stakeholder groups using multiple methods of outreach (e.g., President's State of the College Address [Appendix 1]; College's Annual Report; presentations to Senate, College Personnel & Budget Committee, and Foundation Board; and in town halls), as well as in data workshops and planning meetings. The College has also engaged CUNY leadership and hosted the Executive Vice Chancellor and Chief Operating Officer, the Executive Vice Chancellor and University Provost, the Interim Chancellor for Enrollment Management, and the Vice Chancellor for Student Affairs to discuss all matter related to student outcomes.

Contextualizing this Report: Relevant Institutional Issues and Developments

York College Strategic Plan: 2020 – 2025

In this section, we discuss the College's strategic plan, *One York,* and its integration with CUNY's new strategic plan, *Lifting New York, 2023-2030*, as well as the College's new Strategic Enrollment Management Plan.

York's strategic plan, *One York* (Appendix 2), includes aspirational goals, actionable objectives, and measurable key performance indicators (KPIs). It is crucial to note that the strategic plan was launched in spring 2020, which was the start of the pandemic. The plan addresses several key areas of focus: student success, academic program excellence, faculty and staff success, and vibrant campus. The KPIs associated with these goals are monitored annually and appear in the *One York KPI* document (Appendix 3), which includes metrics for one-year retention and 4-year and six-year graduation rates among many other data points. The College's five-year strategic plan is data-driven, student-centered, and is used by leadership to operationalize activities each year in a systematic, organized, and collaborative manner. Despite the challenges posted by COVID, York has continued to implement actions and strategies to support student success. Each year, the College identifies annual initiatives that support strategic objectives and at the end of the year, generates reports that monitor progress, and identifies next steps (Appendix 4). Each Administrative, Educational, and Student Support Unit (AESS) maps to *One York's* strategic objectives as part of the College's annual assessment planning and reporting (mapping to strategic objectives Appendix 5).

In October 2023, the College conducted a mid-plan check-in with the College's Strategic Planning Committee to review data, discuss progress on the plan, and identify areas of focus for the next two years. Improving retention and graduation rates were among the key points identified during the check-in (Appendix 6). These findings will be shared at the College's Senate meeting on December 12, 2023 where additional feedback will be sought. The campus community will be provided with an update on these activities with opportunities for additional feedback.

York's strategic plan aligns well with CUNY's recently released strategic plan, *Lifting New York 2023-2030,* which also emphasizes student success outcomes (Appendix 7). To establish a firm connection between the work of the institution with that of the larger University system, CUNY conducts an annual Performance Management Process (PMP). The PMP, revised this year, links institutional planning and goal setting with that of CUNY and provides an opportunity for all CUNY colleges to establish annual KPI targets (Appendix 8), reflect on plans for existing and new initiatives (Appendix 9), and use assessment and data to drive operational planning (Appendix 4). At the end of the academic year, the idea is to have members of the Chancellery meet with each College's Cabinet to review institutional performance, recognize successful performance, and identify future priorities.

York College Strategic Enrollment Management Plan 2023 – 2027

The College recently created its enrollment management plan and is now in the process of implementing it. This plan was developed with campus-wide collaboration and included a comprehensive environmental scan. As documented in the College's 2023 AIU submission, (SEMP summary Appendix 10), the SEMP includes a mission, vision, peer and aspirational institutions for benchmarking, a comprehensive environmental scan, a list of ten vulnerable subpopulations (e.g., new first-time, full-time students; first-time, full-time Hispanic students; first-time full-time Black students; first generation students; Pell grants recipients; international students; transfer students; students 25 or over; new graduate students; and LGBTQIA student scholars), recruitment and retention strategies for each subpopulation, annual recruitment and retention targets for each subpopulation, and overall college enrollment and retention/graduation-rate targets by 2027. The Vice President for Student Affairs and Enrollment Management and the Provost are leading this effort. Targets will be monitored annually, discussed with key stakeholder groups, and posted to the College's intranet site. The College is committed to increasing retention and graduation rates to that of the national average, and the College's new Strategic Enrollment Management Plan has provided the roadmap for that work.

Student Achievement Data

The College uses data produced by its Office of Institutional Effectiveness and Strategic Planning (OIESP) to strategically monitor persistence, retention and graduation, tracking cohort performance year-over-year for a ten-year period. The College's Annual Factbook was expanded to include more in-depth analyses of retention, including disaggregated statistics for key indicators (Standard IV, criterion e) (York College Annual Factbook excerpt Appendix 11). In addition to the Factbook, more detailed analyses of student performance are documented in Research Briefs and Data Snapshots.[1] Some of the data analyzed and discussed in details include understanding the six-year graduation rates in the context of who graduates, who transfer and who stop out.

Six-Year Graduation Rates (Standard IV)

As requested by the Commission, the following table details 6-year graduation rates for first-time full-time students; while the Commission requested data for two years, we provide data for five years in order to demonstrate trends. While the graduation rates are below the MSCHE Annual Institutional Update threshold of 40%, the graduation rate has remained relatively stable over five years and has hovered at 33% for the past two years.

Six-Year Graduation Rates

Entering Year	2012	2013	2014	2015	2016
6-Year Graduation Rates	30.2%	34.9%	31.6%	33.4%	33.3%

An analysis of the five most recent cohorts (2012-2016) reveals that six-year graduation rates ranged from 30.2% to 33.3%, with an additional 5% to 7% still enrolled at York in the sixth year. However, using the services of the National Student Clearinghouse Tracking System, it was determined that an average of 21% of students did not enroll elsewhere (i.e., stopped out). Of the approximately 40% of students who transferred to another institution, more than half were found at CUNY 4-year schools, with an additional ~20% at CUNY 2-year schools. These data were documented in an OIESP Data Snapshot (Appendix 12), disseminated college-wide, and discussed with key stakeholder groups.

Analysis of Student Outcomes for Cohorts Entering 2012-2016

Cohort Year	# of Full-time First-Time Students	Graduated from York		Still Enrolled at York		Stopped Out		Transferred Out		Of those who transferred out, type of institution transferred to:											
										CUNY 2-year		CUNY 4-year		SUNY 2-year		SUNY 4-year		Other 2-year		Other 4-year	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2012	1087	328	30.2%	75	7%	234	22%	450	41%	76	17%	267	59%	18	4%	23	5%	11	2%	54	12%
2013	953	333	34.9%	67	7%	176	18%	377	40%	77	20%	209	55%	16	4%	18	5%	12	3%	45	12%
2014	960	303	31.6%	49	5%	202	21%	406	42%	94	23%	215	53%	18	4%	22	5%	15	4%	41	10%
2015	995	332	33.4%	54	5%	214	22%	395	40%	67	17%	222	56%	13	3%	27	7%	13	3%	53	13%
2016	936	312	33.3%	51	5%	213	23%	360	38%	80	22%	184	51%	15	4%	17	5%	12	3%	52	14%

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[1] The Office of Institutional Effectiveness and Strategic Planning produces research briefs (4-8 pages) as a means to communicate research and assessment activities to the York community and encourage the use of assessment in planning. Data snapshots (no more than two pages in length) contain short, very specific data. All research briefs and data snapshots appear on the College's intranet.

Four-Year Graduation Rates

While the 4-year graduation rates for York's first-time full-time cohorts are below the CUNY senior college average, there has been progress over time. The 4-year graduation rate for the 2018 cohort was more than double that of the 2012 cohort.

Four-Year Graduation Rates

Entering Year	2012	2013	2014	2015	2016	2017	2018
4-Year Graduation Rates	6.3%	8.7%	7.5%	9.1%	11.5%	11.7%	14.9%

One-Semester/One-Year Retention Rates

Over time, the one-semester and one-year retention rates of the first-time full-time entering cohorts have declined.

One Semester and One-Year Retention Rates

Entering Year	2016	2017	2018	2019	2020	2021	2022
1-Semester Retention	89.4%	87.7%	84.5%	81.5%	78.3%	82.8%	81.5%
1-Year Retention Rates	70.7%	64.0%	62.3%	62.9%	60.4%	61.1%	

In an effort to better understand the College's one-year retention rates, the OIESP produces an annual research brief dedicated to student performance. Student outcomes include: average number of credits earned; end-of semester GPA; percent of credits passed by credits taken; one-semester and one-year retention rates; and grade distributions. The following are key findings detailed in the research brief for the fall 2021 cohort (Appendix 13):

- First-year students are earning fewer credits in their first semester. The average credit accumulation was 8.9 in 2021, down from 11 in 2017.
- The mean GPA at the end of the fall 2021 semester for first-time students was 2.17. The average was less than 2.0 for students taking between 12 to 14 credits.
- In 2021, first-year students earned an average of 64 percent of the credits they attempted in the first semester. This proportion has declined over time and is almost 16 percentage points lower than in 2017.
- The cumulative F and W rate for the past five years (2017-2021) was 23.8 percent. This is up from the 19.4 percent cumulative F and W rate reported in 2020 (2016-2020).
- The proportion of students earning F and W in Gateway Math and English courses has increased over time. Additional courses in which F and W rates are high (over 20% cumulatively over five years) include BIO 201; PHIL 103; ANTH 101; and HIST 100.

As evidence in the table that follows, students have struggled academically and performance declined during COVID.[2]

Trends in First-Year Academic Performance

First-Year Academic Performance	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway Math in the first year	63.5%	48.2%	57.6%	51.4%	60.5%	47.9%
Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway English in the first year	83.8%	80.9%	80.8%	78.5%	73.9%	67.4%

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[2] Fall 2022 data are not yet available as CUNY is still processing student performance results from spring 2023.

First-Year Academic Performance	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 30 credits or more in the first year	26.2%	27.9%	32.0%	30.1%	41.6%	23.7%

In addition, the OIESP produces an annual research brief that compares students who were retained after one year with those who left (Research Brief Appendix 14). The following are highlights from the research brief for the fall 2021 cohort:

- Asian students retained at the highest rate, while Hispanic and Black students had the lowest rates of retention.
- Students from Queens had the highest retention rate, while Bronx and Brooklyn had lower rates.
- Students with high school averages below 78 were less likely to return after one year.
- Students who pass Gateway English and Math were more likely to return than students who did not take a Gateway course, failed, or did not receive a grade.
- Students with York cumulative GPAs of less than 1.5 left at a higher rate than those who remained. Sixty-eight students left with a cumulative GPA of 2.5 or higher (representing 21% of students who left).
- The National Student Clearinghouse Student Tracker revealed that 76 percent (N=250) of students who left York were not found at another institution. Of those who were found elsewhere (N=77), the majority were found at another 4-year public institution (nine out of ten were at another CUNY).

First-semester and one-year retention rates reveal a large proportion of students who leave during or immediately following their first year. An analysis of student performance during the first year provides us with information about those most at-risk of leaving. For those that do not remain at York, a sizeable proportion stop-out, rather than transfer elsewhere.

Non-Returning Student Survey

Over the past four years, the College has conducted multiple methods of outreach to ask students who transferred- or stopped-out, why they did so. Response rates differed depending on method of outreach, but the most recently administered survey yielded a 21% response rate (higher than usual). The number one reason students did not return was financial, followed by "other", tuition and fees were too high, and pressures of balancing school/family. An analysis of comments identified for "other", most commonly identified finances followed by sickness, and academic performance as a reason not to enroll for fall 2023 (Appendix 15). Asked if they wished to be contacted for information about spring 2024, more than half of the respondents indicated yes. Of those who wished to be contacted, the OIESP forwarded contact information to the enrollment management team for additional outreach and action. to conduct additional outreach and assist the students with registration for the upcoming semester.

Thus far, we have illustrated that the College is monitoring cohort performance year over year, the data are disseminated college-wide and discussed at public fora, and are used to inform strategies and initiatives. The new actions/initiatives that York has taken to address the six-year graduation rate are identified in the table that follows, mapped to strategic plans, and discussed in the Substantive Narrative and Analysis chapter.

Mapping New Initiatives to CUNY & York's Strategic Plans

CUNY *Lifting New York* Initiative	*One York* Strategic Goal *Student Success:* Objectives	New Initiative	Initial Implementation
Increase enrollment and retention at all levels by implementing a modern approach to admissions, financial aid, scheduling and other programs and services that removes barriers for students	Implement college-wide strategic enrollment practices that support students from entry to graduation	National Institute of Student Success (NISS)	Fall 2023
		One York Welcome Center	Pilot 2021; Expanded 2022
		Academic Advisement	Fall 2020
		Early Warning System	Development Phase 2023; Roll-out Spring 2024
		Academic Recovery	Summer 2023
		Restructuring Health, Wellness and Support Programs	Spring 2021
		Addressing the Financial Needs of Students	Spring 2020
		CircleIn	Fall 2023
		Cogenerative Dialogs	Fall 2023
	Offer intensive guidance to students in their first eight weeks on campus	First-Year Experience and Mentoring Program	Fall 2022
	Scale cohort-based first-year experiences for students based on successful models	Accelerate, Complete, Engage (ACE) Program	Spring 2022

Substantive Narrative and Analysis

Through proactive efforts, the College engages in an ongoing process of monitoring, analyzing, and communicating student performance data to the campus community. This data mining process informs and populates the College's planning process with strategies and actions that continuously improve student success outcomes, as discussed in the introduction. In this chapter, we present recent initiatives that have been undertaken to address the concerns related to graduation rates at 150% of normal time (Standard IV).

National Institute for Student Success

As documented, the retention and graduation rates are below the CUNY average. The City University of New York invited colleges to apply for an opportunity to engage with the National Institute for Student Success ("NISS") at Georgia State University. York was one of five CUNY institutions selected to participate in fall 2023 (NISS timeline [Appendix 16](#)). At the outset, it is important to acknowledge the core principles that drive NISS consultations: 1) that colleges and universities can inadvertently create policies and practices that become key drivers of student attrition; 2) that colleges and universities can use data to identify and understand these unintentional barriers to student success; and 3) that, with the right coaching, colleges and universities can remove these barriers and create more equitable enrollment, retention and graduation outcomes. Based on these principles, a NISS consultation moves through three steps: gathering data inputs, creating a Diagnostic Report, and then building a Playbook to address the challenges divulged in the Diagnostic Report (see executive summary of the diagnostic report in [Appendix 17](#)).

This writing summarizes the work NISS has done in partnership with York College. College leadership assigned both Dean of Students, Dr. James Salnave, and Interim Dean of the School of Arts & Sciences, Dr. George white, jr., to the role of co-Project Leads. The NISS consultation began with the accumulation of large amounts of data, some of which originated from the College's Office of Institutional Effectiveness and Strategic Planning and some of which were derived from external sources such as IPEDS and the National Student Clearinghouse. To augment the data, the NISS team deployed an Institutional Data & Operations Questionnaire and a Campus Stakeholder Survey. The two Deans met weekly with the NISS team to establish data collection processes and interviews, to contextualize the available information and to help refine the analytical work of the NISS team. What follows is a synopsis of the NISS consultation work, to date, taken largely from the NISS Diagnostic Report. The Diagnostic Report situates its findings within the contemporary state of affairs at the College, while highlighting the College's key strengths and key challenges. The following is a summary of findings extracted from the NISS team's preliminary report.[3]

Serving the most diverse borough in the City of New York, York College makes critical contributions to the civic, social, and economic health of the area and state by enabling students to realize their full potential. This impact has been heightened in recent years by a steady increase in the number of degrees that York awards annually. Nine out of ten York students are members of minoritized groups, and commendably, York maintains no significant equity gaps in graduation rates. Enrollments, however, have dropped since 2018, driven mainly by a loss of Black and Hispanic students. The first-year retention rate has significantly decreased since 2011 and lags the CUNY average. While the four- and six-year graduation rates have increased over this period, both still significantly trail CUNY averages. Six out of ten students have transferred- or stopped-out of York by the six-year mark.

The NISS team identified three strengths: First, the number of degrees that York awards annually is increasing. Second, the College leadership prioritizes collaboration among campus units to improve student outcomes for all students. Third, York's strategic plan is data-driven, and nearly all campus stakeholders are aware of it.

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[3] National Institute for Student Success at Georgia State University (2023)

The NISS team focused on four challenges related to financial aid, advising, course scheduling, and career planning. First, financial aid and financial wellness services are not systematically delivered in a targeted and proactive manner. While the Financial Aid Office systematically alerts students of compliance issues via the portal and email outreach, this outreach is seldom understood by students in a way that elicits timely action. Moreover, students who may be in financial difficulty are not systematically identified for targeted and proactive outreach about financial wellness services. As the majority of York students live in a household with an annual income of $30,000 or less, operationalizing student data to proactively target financial support and outreach is critical to their retention, progression, and completion at York.

Second, advising practices, systems, and training are inconsistently implemented. Advisor training at York is standardized across professional advisors and delivered by the central advising office to each department, but engagement with training and the subsequent practice and use of Navigate across departments remains inconsistent. Very little, if any, training is delivered to faculty advisors who also do not use Navigate systematically. While degree maps are regularly used in advising sessions, they are not standardized across departments nor easily accessible to students.

Third, course outcome and availability data are not used systematically to inform academic supports or scheduling. Critical courses are not strategically scheduled using data to ensure they are offered in the numbers and at the times required to support student progression. DFW rate data are collected but are not systematically distributed and leveraged to target academic supports to courses where they are most needed.

Fourth, career outcome data are neither meaningfully introduced in the first-year nor standardized across all departments: Career/employment outcome data are not leveraged to guide students toward their "right-fit" major. Additionally, such data are not standardized and leveraged at the institutional level to help students understand likely career outcomes based on their academic choices.

At present, the NISS team has presented the Diagnostic Report to a group of campus stakeholders for their feedback. Based on their quantitative and qualitative research, the NISS team will develop a Playbook to guide reforms and innovations at the College designed to address the challenges that NISS identified. The NISS team plans to deliver the Playbook in the next few months.

Accelerate, Complete, Engage (ACE)

In spring 2022, York introduced the Accelerate, Complete, Engage (ACE) Program, a comprehensive program (Standard IV criterion c) designed to help students complete their academic journey to a bachelor's degree on time (in four years). Modeled after CUNY's Accelerated Study in Associate Programs (ASAP), ACE provides a range of financial, academic, and personal support, including intensive academic advisement and career counseling, as well as tuition, textbook, and transportation assistance. As stated on the CUNY ACE Fast Facts, *On-time graduation is of paramount importance because it has a direct impact on the cost of a degree — for both students and taxpayers — and the economic benefits that bachelor's degrees yield; in the case of the student, their earning lifecycle is increased by each year they maximize time to degree, and a longer earning lifecycle translates into more tax revenues* (Appendix 18). The York ACE program currently serves 239 students, see ACE eligibility, selection, and grad school prep information in Appendix 19.

For the Program's first fall cohort of first-year, full-time students (fall 2022), the one-semester and one-year retention rates are higher for those in ACE than for those not enrolled in the program.

| | | One-Semester Retention | | | | One-Year Retention (Preliminary) | | | |
| | Fall 2022 | Retained | | Not Retained | | Retained | | Not Retained | |
Program	Cohort	N	%	N	%	N	%	N	%
ACE	129	120	93.0%	9	7.0%	94	72.9%	35	27.1%
Not in ACE	615	486	79.0%	129	21.0%	350	56.9%	265	43.1%
Total	744	606	81.5%	138	18.5%	444	59.7%	300	40.3%

First Year Experience and Mentoring

As discussed in the introduction, there has been an increase in the number of students who transfer- or stop-out during or immediately following their first year. In an effort to improve the first-year experience, the College launched the First Year Experience (FYE) Program in 2022-2023. The College's Men's Center was renamed the Office of First Year Experience Program to address the need to expand student orientation and focus on student-focused programming that elevates student engagement and supports retention.

The First Year Experience Program to support first-year and transfer students through academic, social, and support opportunities that aid in developing student leadership skills and peer-to-peer mentoring and engagement (Appendix 20). From fall 2022 through summer 2023, the FYE offered 32 workshops to ease students' transition to the college. Offerings continue to expand with support from collaborative partnerships with various departments, faculty, and staff. Based on student demand, workshops and mentors are being made available to second year students to support retention and belonging among students who previously participated with the services in their first year. To date, a total of 321 students have attended these sessions. The FYE continues to offer programming that supports the Black Male Initiatives (BMI) grant, which is funded by CUNY and is designed to support men of color throughout the University.

In addition to the FYE workshop offerings, another key initiative advanced by the First-Year Experience and Mentoring is a peer-to-peer mentoring program in partnership with the Mentor Collective, a virtual mentoring program (Appendix 21). The Mentor Collective facilitates success through mentorship by increasing student engagement, empowering students to seek support, and supporting success of diverse student communities. Last academic year, 550 students were paired with 130 mentors. With almost 2400 conversations reported, data suggests matched pairs were engaged, had quality conversations, and developed a deeper sense of belonging within student community.

The most recent actions of the Mentoring Collective include:

- In summer 2023, mentors were invited to complete a "Mentor Review" session during the summer months to discuss the role and responsibilities of being a mentor. The hope was to increase engagement throughout the year and build rapport with mentors.
- In fall 2023, a campaign entitled "Friend for Finals" was launched to provide students with support during a high-pressure time. This initiative is currently underway and will conclude on December 20th.

One York Welcome Center

The One York Welcome Center launched in 2021 as a pilot. In 2022, with support from the NYC City Council Speaker, the College expanded the Center into a full-service one-stop, allowing students to receive services related to admissions, financial aid, registration, bursar, advice, health services, and information technology in one location. The Center, led by a full-time Director, employs nine non-teaching assistants, eight of whom are recent graduates from York, two college assistants, and nine work-study students. The Center is located at the front entrance of the College's main Academic Core building, a centrally located, high-traffic area (Appendix 22). This strategic location allows students to address multiple matters in one location thereby reducing the potential for "run around," demonstrates the College's commitment to student services, and supports recruitment by providing prospective students with immediate access to information upon entry. Additionally, when students indicate they want to withdraw or drop a course, the Center helps with reaching out to their professors for support, sharing information on available resources such as tutoring, financial aid, emergency financial assistance, and health and wellness services. A current employee of the Center and a spring 2023 York graduate, said this at the Center's ribbon cutting ceremony on November 28, 2023:

Since opening its doors in August, the Welcome Center has evolved into more than a physical space; it has become a lifeline for our students, a guiding light for those feeling lost or uncertain in the vast landscape of academic pursuits. When students find themselves at a crossroads, the Welcome Center becomes a beacon of support, offering not just assistance but a genuine sense of community.

The Center uses Q-Less technology, a queue management software that notifies students via text when it's their turn, eliminating the need to stand in lines. Students can engage with peers at the adjacent café or study in the nearby student lounge area while they wait their turn. The Welcome Center was completed on August 25, 2023, the first day of the fall semester. Based on the usage information provided by the Center, there were 9,466 visits between spring, summer and fall 2023. The top reasons for visiting the Welcome Center, aside from "other," included admissions, IT service desk, tuition and fees, financial aid, and Registrar (Appendix 23). As per the College's Annual Assessment of Student Support Services Survey administered in spring 2023, 88% of students that used the Center were very satisfied or satisfied. On average, 300 students are served each week.

Academic Advisement

Since September 2020, the Academic Advisement Center has implemented a number of strategies to elevate student support and synchronize its mission and objectives with the College's operational and strategic plans. A re-alignment of the organizational chart has transitioned staff members from the blanket title of Senior Academic Advisor to specific roles, allowing for cross-training. Presently, the center comprises specialized roles such as Freshman Academic Advisors (2), Transitional and Pre-professional Advisors (2), Academic Recovery Specialists (2), Scholarship Advisor Specialist (1), a Re-Admission Advisor (1), and Associate Directors (2) focusing on different aspects of student support. Recent initiatives include but are not limited to: Technological advancements; the merger of the Academic Advisement Center & Scholarship Center, along with a redesign of the Advisement Center's floor plan; new initiatives to foster engagement, such as staff retreats, advisor technology training, student support workshops, and AdvisorFest; and increased social media and outreach to improve visibility and highlight opportunities for collaboration.

Academic Recovery

The new Academic Recovery Program is coordinated by a care group consisting of the Academic Advisement Center; ACE; Search for Education, Elevation, and Knowledge (SEEK) Program; Counseling Center; Center for Students with Disabilities; First-Year Experience and Mentoring; and the Collaborative Learning Center (i.e., tutoring). This new initiative supports students on academic probation and continued probation as it provides helpful academic strategies, guidance, and student support through guided conversations, (process map Appendix 24). From personalized academic counseling with a specialist to personal development workshops, all are aimed at helping students regain their academic footing and thrive.

Early Warning System

In order to improve student performance and retention in their first year, we are developing an Early Alert system through the EAB Navigate platform, which focuses on academic support for students experiencing challenges in Gateway courses. This initiative has been in development for the best 10 months and is scheduled for implementation in spring 2024. Instructors will be able to identify students who are exhibiting hallmarks of potential poor course performance early in the semester. Interventions can be applied then, allowing time for the student to recover and succeed in the course. Current causes for alerts are poor attendance/participation, missing work, and poor performance on low stakes assessments.

CircleIn

In looking to address increasing DFW pass rates, this new initiative launched as a pilot in fall 2023 with Gateway Biology and Chemistry courses, and a few Nursing courses. Funded through a federal grant, this is an online

platform that allows students to share notes, study materials, and questions/answers ([Appendix 25](#)). The plan is to expand the pilot for Math Gateway courses in spring 2024. Higher pass rates in Gateway courses should contribute to higher credits earned and improved GPA, both of which contribute to first-year retention.

Cogenerative Dialogs

This initiative, funded through a CUNY initiative to address learning loss due to COVID, started this fall in gateway Biology, Chemistry, English, and Math courses. It focuses on improving student performance in Gateway courses by having facilitated dialogues between the instructor and students regarding the pedagogy used in the class. It allows for students to provide faculty with feedback, which can be incorporated into future class sessions. It allows the instructor to tailor the class to the specific needs of the students.

Restructuring Health, Wellness and Support Programs

Counseling Center

In fall 2021, the NYC Department of Education[4] advised CUNY campuses ([Appendix 26](#)) of the need to provide incoming students with significant academic and personal support to mitigate anticipated COVID-related learning loss and mental health needs. These data are consistent with broader national trends across universities in the United States that underscore the significance of initiatives like those implemented by York Health Services. According to national data, restructuring health and wellness programs to address COVID-related learning loss and mental health needs is a widespread approach, reflecting a recognition of the challenges faced by incoming students on a broader scale. To that end, the goals of the Center are to create, implement, market, and deliver preventive programs, outreach activities, and psychoeducational workshops that promote psychological wellness and enhance the college experience of students.

The Division of Student Affairs and Enrollment Management restructured the College's health, wellness, and support programs with an emphasis on resource allocation and positive promotion of help-seeking behaviors among students. National statistics highlight the success of events like Health Fairs and Blood Drives in engaging students, promoting health-related activities, and creating awareness, including addressing the needs of historically marginalized communities. Similarly, initiatives such as World AIDS Day, aligning with the participation of 30 vendors, reflect a nationwide emphasis on creating Safe Spaces for education and awareness on critical health issues. Specialized events focusing on Cancer, Mental Health, and Fire Safety resonate with broader national efforts to provide targeted information addressing specific health concerns impacting academic performance. Collaborations with organizations like the Heart Association align with national health disparities, emphasizing the importance of raising awareness about issues affecting people of color. The inclusion of Narcan Training sessions for faculty and staff aligns with a recognized nationwide proactive approach to addressing health emergencies, contributing to the overall safety and well-being of students. National statistics suggest that such preparedness measures significantly contribute to the health and safety of the student body on a broader scale. The Office of Health Services' comprehensive approach, aligned with national trends, serves as a proactive strategy to holistically enhance the physical and mental health of students. By fostering a culture of health awareness, prevention, and preparedness, these efforts contribute to creating a conducive environment for academic success, reflecting broader national goals to positively impact graduation rates.

In the past two years, the Counseling Center was re-envisioned to provide services that "meet the students where they are", (Standard IV, criterion c) encourage help-seeking behaviors, reduce stigma, and motivate in-person reengagement, post-pandemic. The College increased the visibility of Counseling Center services to the student body via a comprehensive marketing strategy that utilized multiple marketing mediums ([Appendix 27](#)). The Center introduced a continuum of virtual mental health services through partnerships with the Calm App (holistic wellness service) Togetherall App (anonymous chat support service), and Virtual Care Group (tele-mental health and

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[4] Nine out of ten new first-time, full-time students at York are educated by the NYC Department of Education.

physical health services). Nearly 333 students were actively engaged in telehealth services this semester. The Center expanded the availability of in-person mental health services through federally-appropriated funds in response to the COVID-19 pandemic (CARES-Coronavirus Aid, Relief, and Economic Security). The Center added five therapists that provided hybrid (in-person and virtual) psychological counseling to students seven days a week, including evenings and weekends. As per the College's Annual Assessment of Student Support Services Survey, over the last three years (2021-2023), roughly 82% of students who used the counseling center services were very satisfied or satisfied.

Center for Students with Disabilities (CSD)

Within the past two years, the Center for Students with Disabilities (CSD) has taken significant steps to tackle college graduation rate concerns through comprehensive strategies and initiatives in collaboration with Academic Affairs. Through fifteen workshops, faculty and staff were engaged in discussions fostering awareness of disabilities, ADA accommodations, assistive technology, career development, reducing stigma related to disability identity, and recognizing outstanding faculty commitment. This initiative ensures that instructors are well-prepared to create an inclusive learning environment. Moreover, CSD facilitated 67 workshops for students on assistive technology, which resulted in a notable increase in the implementation of accommodations, addressing specific needs, and improving the academic experience. CSD's efforts also manifested in a 36.4% increase in enrollment, surpassing the targeted 15%, and a 650% surge in winter session enrollment in 2023. This increased accessibility is crucial in positively impacting graduation rates and cross-campus collaborations foster an inclusive and supportive campus environment.

Ombudsperson

In spring 2021, the College's Strategic Enrollment Management Committee recommended the implementation of a Student Advocate (i.e., Ombudsperson) to assist students in understanding policy and resolving complex challenges hindering their academic progress. This new role would also assist the Vice President of Student Affairs in tracking trends in student complaints and apply necessary resources to help retain students. The Ombudsperson serves as a crucial advocate for students, ensuring fairness and transparency for students undergoing the judicial process. This strategic initiative is data-driven in that the information provided in the student complaint portal is reviewed for thematic commonalities in student complaints, monitoring the need for policy review or systemic change, and providing insights into potential barriers to student persistence. The Ombudsperson provides general data to the Vice President overseeing that unit for follow-up, review, and resolution.

Integrating Communication Strategies

The communications and marketing department has developed a range of materials to support student engagement, recruitment and funding. Specifically, student profiles have been developed and distributed at the Welcome Center, to prospective students, and shared on the College website and through social media channels so that students can see their personal experiences reflected in the York College student body. A Q&A series with faculty was also launched so students can learn more about potential majors and how professors partner with them on achieving their academic goals. Materials that spotlight student support initiatives, such as advising, ACE, mental health counseling, career services, and other supports have been promoted through the Cardinal App and on social media. In addition, a comprehensive nursing program brochure has been developed as a prospectus for foundation, individual and corporate donors to see how their investment could strengthen the nursing program.

Addressing the Financial Needs of Students

As the majority of our students receive financial aid, we know the financial needs of our students our great. Over the past three years the College has implemented several initiatives to provide financial support for students to ensure their ability to continue their education at York:

- **The Carroll and Milton Petrie Emergency Fund** provided 174 students who experienced unexpected hardship with financial support totaling $327,368 in short-term emergency grants; these grants enabled students to remain in school and continue their degree pursuits ([Appendix 28](#)).

- The **One York Emergency Relief Fund** started in spring 2020, in response to COVID. To date, 232 students were awarded funds totaling $203,747 ([Appendix 29](#)). Initially given to students who experienced financial hardships such as job loss within the family household due to COVID, death within the family household due to COVID, and medical bills due to COVID, in 2022, funds were granted to address tuition balances that resulted from financial hardships associated with COVID. Funds for tuition ranged from $150 to $12,000 and much of these funds were for upper-division students approaching graduation.

- **Justice Teaching Corps** (SJTC) of pre-service teachers who are prepared to develop and implement culturally sustaining practices to address the learning needs of all students. Reflecting York's student body, this SJTC diversifies the teacher population in local district schools. Members of York's SJTC engage in a 10-month clinically rich internship focused on social justice and culturally responsive pedagogy in collaboration with partner schools that serve students placed at risk. In addition to the professional development experience, SJTC Scholars receive up to 50% of their tuition and fees that are not covered by financial aid and a $1000 stipend for participating in the Social Justice Summer Camp. Of the 16 scholars in the program, 94% returned the following semester.

- A U.S. Department of Education's Minority Science and Engineering Improvement Program (MSEIP) grant was awarded to the City University of New York at York College in the Fall of 2022. The goal of MSEIP is to increase participation, retention, and graduation rates of underrepresented students, particularly women, in the STEM fields. York's MSEIP program entitled, "Developing STEM Workforce through Career Advisement and Research Engagement" or **STEM-CARE** was developed to meet these goals. STEM-CARE seeks to provide 27 qualified majors from the Departments of Biology, Chemistry, and Earth and Physical Sciences career advisement services, research experience, and financial assistance to help them succeed academically and facilitate their transition into their chosen STEM career.

- The S-STEM Program at York is a five-year **NSF S-STEM** (NSF Scholarships in Science, Technology, Engineering and Mathematics Program) grant awarded in January 2021. The project seeks to support the retention and graduation of high-achieving, low-income students in the four majors (Chemistry, Computer Science, Mathematics, and Physics) with demonstrated financial need at York College. To date, we have supported 27 unique students, with the total of $ 186,770.00 scholarship amount awarded. We currently have 29 scholars in the program. Of the 29 students awarded this grant, 92% returned the following semester. S-STEM provides various academic supports, such as a foundational mathematics course with co-generative dialogues (faculty and scholars engaging in discussions to enhance the classroom environment) and math tutoring. Mentorship is also a key element of our program, and our evaluations have shown that having a mentor is a valuable resource and source of support for the scholars' success. Through mentoring and other academic support provided within the program, we help guide them toward careers or graduate study in STEM-related fields, aligning with their goals.

- **Congressionally Directed Spending Awards**: $1,267,500 for the geology and environmental science programs including student stipends and equipment. Additionally, the funding will pilot a Faculty/Student mentoring program for new geology majors, the majority of whom come from Southeast Queens and are often first-generation Americans. $850,000 for the pharmaceutic science workforce training program including equipment and the establishment of a state-of-the-art Pharmaceutical Analytical Laboratory, which will enable students to be trained on emerging trends in drug identification, analysis, and discovery.

- The College has not deregistered students from courses for non-payment since spring 2021, allowing students additional time to pay their tuition and fee balances.

- Per CUNY's Tuition and Fee Manual, students with balances at the end of the semester are not permitted to register for the next semester. The College allows students with semester (spring 2020 to fall 2023) balances of less than $500 to register.

Conclusion

York College is a senior four-year public institution within the 25 colleges of the City University of New York (CUNY). York is dedicated to enriching the lives and enabling students to grow as passionate, engaged learners with confidence to realize their intellectual and human potential as individuals and global citizens as asserted in the College's mission statement. The undergraduate population of York College is highly diverse and more than half have income that is below the NYC poverty line, receive Pell grants, and are first generation in their family to attend College. As per the College's strategic plan, we are *One York*, a community that serves to break down barriers to higher education and social mobility, and support our students in achieving their goals.

The Middle States Commission of Higher Education action on November 3, 2023 to request a supplemental information report that provides information on student achievement data (six-year graduation rates), and the actions taken to address the graduation rates (Standard IV) presented an opportunity for the College to further reflect and document new initiatives to support student success. Improving graduation and retention rates is a key priority for York College as noted in the *One York* Strategic Plan, Goal 1. *Student Success,* and the associated key performance indicator (KPI) metric, *Increase first-time, full-time four-year and six-year graduation rates.* For context, it is important to note that the College's strategic plan was launched in spring 2020, at the start of the COVID pandemic.

Since that time, and despite the interruptions caused by COVID, the College implemented multiple actions in its efforts to support the student experience and improve graduation rates. The College's new Strategic Enrollment Management Plan, launched in fall 2023, aligns with the *One York* Strategic Plan, as well as CUNY's new *Lifting New York Strategic Roadmap,* identifies various recruitment and retention strategies, and details recruitment and retention targets for 10 vulnerable subpopulations, as well as for overall enrollment, retention and graduation rates. These documents provide the framework for all of our work and as discussed in the narrative, the Annual Report and President's State of the College are both organized within the institution's four strategic goals.

York College continues to consistently monitor, disaggregate, analyze, and communicate student outcomes data and incorporates the data into its annual operational planning processes. The student achievement data demonstrates that York College's four-year graduations rates have improved since 2012 from 6.3% to 14.9% in 2018. The six-year graduation rates have remained relatively stable over five years and persist at 33% for the past two years, despite the pandemic. The increase in four-year graduation rates and relative stability of six-year graduation rates are positive indicators of progress.

While the College's one-semester and one-year retention rates of the first-time full-time entering cohorts have declined, an analysis of disaggregated data for the fall 2021 (the most recent data available) provide insights into students most at risk: men; Hispanic and Black students; those from Bronx and Brooklyn; students with high school averages below 78; students who did not take a Gateway course, fail (F, FIN, WU, Z) or do not receive a grade (AUD, INC, NC, W, WA, WD); and students with cumulative York GPAs of less than 1.5. The majority of students who left after one year did not transfer elsewhere, and of those who did, most were found at another CUNY (either senior or community college). Again, while these data are for the fall 2021 cohort, findings are consistent with historical trends.

Using data as described above and with the goals and objectives set forth in our strategic plan, the College implemented several multifaceted strategies to improve the student experience and address graduation rates. Work with the **National Institute of Student Success** has been a valuable experience thus far, and we welcome the feedback received in the form of the Diagnostic Report and Playbook (forthcoming). The challenges highlighted in the executive summary of the NISS report (the need to systematically provide financial aid and financial wellnesses services in a target and proactive approach; consistent implementation of advising practices and systems; use of course outcome data for academic support and scheduling; data on career outcomes to be introduced to first-year

and standardized) align with goals and objectives identified in the College's strategic plan. As such, the outcome of the NISS process, along with our existing plans, will drive our work forward.

The **Welcome Center** serves as a valuable resource for students who need information and it's strategically located to foster engagement among students. The **Academic Advisement** implemented several strategies to improve student support, including cross-training of staff, technological enhancements, increased workshops for students, and AdvisorFest. The **First Year Experience and Mentoring Program** takes a collaborative, multi-office approach to providing first-year students with opportunities and programs that enhance academic and social integration, introduce student support services, assist in leadership development, and cultivate peer-to-peer engagement through mentorship initiatives. The restructuring of the **Counseling Center**, adding 24/7 telehealth services for all students, and increasing the number of mental health professionals reflects the College's commitment to supporting students even when they are not on campus. The **Center for Disabilities** implemented new activities for both faculty and staff to foster awareness of disabilities, ADA accommodations, assistive technology, reducing stigma related to disability identity, and recognizing outstanding faculty commitment. This initiative ensures that instructors are well-prepared to create an inclusive learning environment. The **Accelerate, Complete, Engage Program** provides comprehensive support for students' financial, academic, and personal wellbeing. To support students' academic performance, the College implemented the **Academic Recovery Program**, **CircleIn**, and **Cogenerative Dialogs**, and plans to launch the **Early Warning System** in spring 2024. The College is addressing the **financial needs** of students through the *One York* Emergency Relief Grant and the Carroll and Milton Petrie Student Emergency Fund, as well as through multiple grants and federal earmarks.

York's 4-year and 6-year graduation rates are both at the highest points to date and York continues to work to identify new strategies that support student success. Cumulatively, all of the actions and initiatives discussed throughout are intended to improve the student experience, thereby contributing to higher retention and graduation rates. In the coming year, York will focus on the implementation of the NISS Playbook, which will provide proven strategies to reduce barriers to student success. York College is making progress and is recognizing areas of opportunity as we continue our work to operationalize our strategic plan and achieve desired targets.

Appendices

Appendix 1. President's State of the College Address 2023 & 2022 Example

STATE OF THE COLLEGE
Berenecea Johnson Eanes, President

October 20, 2022

Trends in 4-Year Graduation Rates
(First-Time Full-Time Freshmen in Baccalaureate Programs)

Source: CUNY Performance Management Process (PMP)

York College | University Average
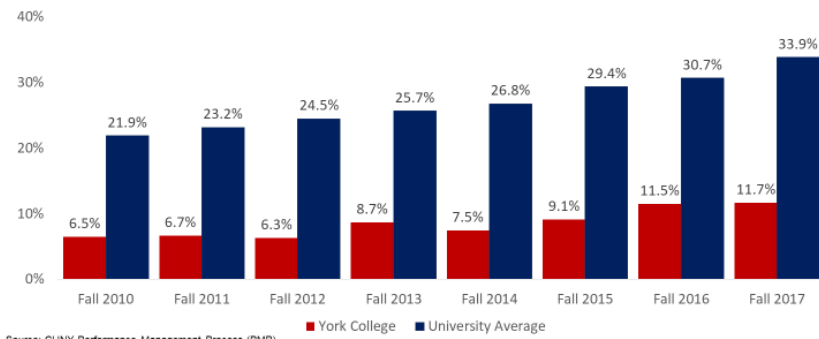
YORK College | CUNY

Trends in 6-Year Graduation Rates
(First-Time Full-Time Freshmen in Baccalaureate Programs)

Source: CUNY Performance Management Process (PMP)

York College | University Average
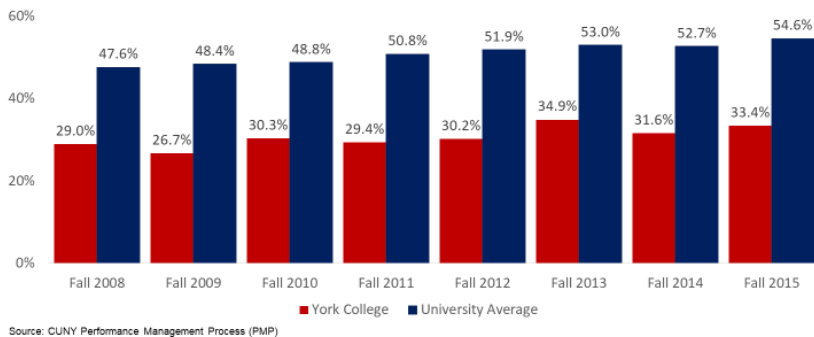
YORK College | CUNY

Appendix 2. York College's One York Strategic Plan Excerpt

Strategic Plan 2020-2025, *One York* OBJECTIVES

STUDENT SUCCESS	ACADEMIC EXCELLENCE	FACULTY/STAFF SUPPORT	VIBRANT CAMPUS
Implement college-wide strategic enrollment practices that support students from entry to graduation	Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education courses to careers and life in the 21st century	Offer faculty development that improves faculty teaching and research competence	Undertake efforts to ensure York is clean, safe, and beautiful
Facilitate student access to scholarships and work study	Systematize college-wide continuous improvement using assessment findings	Increase recognition of faculty service	Offer healthy, sustainable food service on campus
Offer intensive guidance to students in their first eight weeks on campus	Develop a strategic communications plan that strengthens our brand and marketing across academic offerings	Re-engineer support for faculty research	Complete ADA projects on access, hiring appropriate staff
Engineer advisement systems so that students can better access, stay, and graduate in their desired areas of study	Build an infrastructure to support student workforce preparedness connected to areas of study	Increase clarity and transparency around shared governance	Grow a healthy, engaged alumni program that cultivates a robust, integrated relationship with the Alumni Association
Scale cohort-based first-year experiences for students based on successful models	Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education courses to careers and life in the 21st century	Expand staff professional development offerings and opportunities for recognition	Re-engineer continuing education to provide vital workforce development offerings to Queens community residents while also serving as a source of income for the College
Engage students close to graduation in targeted supports that help them complete		Develop a Special Initiatives Fund that catalyzes collaborative, interdisciplinary, strategic plan-related innovation on campus	Develop a three-year advancement plan
		Offer leadership development opportunities for chairs, directors, and managers that helps them build their teams and foster collaboration	Recommit to deeper and more intentional community partnerships

Key Performance Indicators

STUDENT SUCCESS	ACADEMIC EXCELLENCE	FACULTY/STAFF SUPPORT	VIBRANT CAMPUS
Increased percentage of first-time, full-time freshmen who earn 30 credits or more in their first year	Increased student demonstration of General Education competencies	Increased faculty satisfaction with teaching, research, service and the balance they can achieve across these areas	Increased sense of campus community
Increased first-time, full-time first-year retention rate	Evidence of more systematized continuous improvement using assessment findings	Increased faculty satisfaction with research support, as well as increased total faculty research awards and grants	Increased satisfaction with the campus physical environment and food service offered
Increased first-time, full-time four-year and six-year graduation rates	Increased brand recognition and knowledge of academic offerings	Increased faculty understanding of shared governance practices	Reduced ADA-related complaints and increased overall ADA compliance
Increased undergraduate transfer student four-year and six-year graduation rates	Increased student access to and satisfaction with their academic experiences and related workforce preparedness	Increased faculty and staff access to and satisfaction with professional development offerings	Increased alumni engagement and giving
Reduced equity gaps (underrepresented/non-underrepresented, Pell/non-Pell) for first-time, full-time freshmen		Evidence of projects established via the Special Initiatives Fund to implement strategic plan-related projects on campus	Increased giving overall from diversified resources
Increased student access to, use of, and satisfaction with scholarships, work study, cohort-based first year experiences, advising, and graduation supports		Increased faculty and staff pursuit of collaboration, teamwork, and leadership opportunities	Increased enrollment in and earned income from continuing education
			Increased evidence of partnerships with other Queens-based organizations toward mutual goals

Appendix 3. Key Performance Indicators Excerpt, Goal 1

Key Performance Indicator	Measurement (bold=CUNY PMP metrics)	Baseline AY 2019-20	AY 2020-21 (actuals)	AY 2021-22 (actuals)	AY 2022-23 (actuals)
Goal 1. Student Success					
1.1 Increase Academic Momentum	·% of full-time first-time freshmen who earn 30 credits or more in the first year	30.1% (F19)	41.6% (F20) *[Target: 37%)*	not available *[Target F21: 42%)*	not available
	·% of full-time first-time freshmen in baccalaureate programs who pass Gateway English in the first year	78.5% (F19)	73.9% (F20)	*not available*	not available
	·% of fall full-time first-time freshmen in baccalaureate programs who pass Gateway Math in the first year	51.4% (F19)	60.5% (F20)	*not available*	not available
1.2 Increase Retention	**·% of first-time, full-time first-year retention rate**	62.9% (F19)	60.4% (F20)	61.1% (F21) *[Target 62%]*	59.7% (F22 Preliminary)
1.3 Increase First-time Graduation Rates	·% of first-time, full-time, 4-year graduation rate	9.1% (F15 cohort)	11.5% (F16 cohort *[Target 10%]*	11.7% (F17 cohort) *[Target 12%]*	14.9% (F18 cohort)
	·% of first-time, full-time 6-year graduation rate	34.9% (F13 cohort)	31.6% (F14 cohort) *[Target 36%]*	33.4% (F15 cohort) *[Target 38%]*	33.3% (F16 cohort)
1.4 Increase Transfer Graduation Rates	·3-year graduation rate of transfer students-Total	29.8% (F16 cohort)	34.3% (F17 cohort)	33.6% (F18 cohort)	36.1% (F19 cohort)
	·3-year graduation rate of students who transferred from an associate program to a baccalaureate degree with a degree	38.8% (F16 cohort)	43.5% (F17 cohort)	39.6% (F18 cohort)	not available
	·3-year graduation rate of students who transferred from an associate program to a baccalaureate degree without a degree	15.1% (F16 cohort)	20.9% (F17 cohort)	26.3% (F18 cohort)	not available
	·% of FT transfer students with an associate degree who earn 24+ credits in first year after transfer	51.9% (F19)	62.5% (F20)	not available from CUNY	not available

Key Performance Indicator	Measurement (bold=CUNY PMP metrics)	Baseline AY 2019-20	AY 2020-21 (actuals)	AY 2021-22 (actuals)	AY 2022-23 (actuals)
Goal 1. Student Success					
1.5 Reduce equity gaps	**·Gap in the one-year retention rate of underrepresented minority and non-underrepresented minority for first-time full- time freshmen**	-3.9% (F19)	-8.6% (F20)	-17.3% (F21)	-11.4% (F22)
1.6 Increase student access to, use of, and satisfaction with scholarships, work study, cohort- based first year experiences, advising, and graduation supports	·% Students know where to go for information about scholarships (strongly agree + agree)	n/a	53.6%	56.9%	44.4%
	·% Students know where to go for information about work study opportunities at York (strongly agree + agree)	n/a	55.8%	59.0%	52.9%
	·Of those that said they obtained at least one work-study position, % overall satisfied with the assistance York provided in helping to obtain a work study (strongly agree + agree)	n/a	96.3%	97.5%	83.3%
	·% Overall advising experience was positive (strongly agree + agree)	n/a	83.2%	84.0%	87.8%
	·% Indicated advisor used Degree Works during advising sessions? (% yes)	n/a	n/a	91.90%	96.3%
	·% Overall satisfied with academic experiences at York (strongly agree + agree)	n/a	76.2%	79.2%	76.5%
	·# of students awarded work-study	566 *Covid	364 *Covid	172	157
	·# and % of students who worked	227 (40%) *Covid	56 (15%) *Covid	82 (48%)	119 (76%)
	·# of students enrolled in cohort-based program (SEEK; ACE; SoP)	776 (F19)	572 (F20)	583 (F21) [*Target 600*]	575 (F22)

Appendix 4. York College Annual Operational Plan Year-End Report: 2022-2023 Excerpt

Strategic Objective	Outcome	Latest Actuals	Activities	Area Responsible	Year-End Summary	Next Steps
Goal 1: Student Success						
1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	Increase first-time, full-time first-year retention rate	61.1% (F21)	Hire a Manager of Student Academic Services to run the Office of Student Academic Services	Academic Affairs	Assessment is required	Assessment is required
			Increase retention by having Senate change major declaration process to require department advisement and sign-off	EMSA and Academic Affairs	Given to Senate CAPS committee in October. Awaiting submission of a resolution to Senate	Introduce resolution to Senate next Fall if it is not done in May
			First-Year Experience (FYE) to offer co-curricular programming throughout the first year that includes discussions on careers, professions, communicating with faculty, training with technology, and mentoring program	EMSA and Academic Affairs	FYE launched. Will be assessed for needs in FY 24	Expansion of partnerships with academic departments. Will also work more closely with Advising to support Academic Recovery and retention
			Launch new Mentor Collective Program	EMSA and Academic Affairs	Mentor Collective Launched. Assessment is ongoing to increase mentors and mentees	Expand number of mentors and mentees. Sophomore year mentoring effort has launched and mentors are being recruited
	Increase three-year graduation rate of transfers with associate degree	39.6% graduated in 3 years (F18 cohort)	Academic Momentum 2.0: geared to transfer students	Academic Affairs	Academic Momentum 2.0 initiated - revived Queens Transfer Affinity Group and updated Articulation Agreements	Expand efforts to include Peer Mentoring, Transfer student orientation and more flexible tutoring options
	Increase three-year graduation rate of transfers without associate degree	26.3% graduated in 3 years				

Strategic Objective	Outcome	Latest Actuals	Activities	Area Responsible	Year-End Summary	Next Steps
Goal 1: Student Success						
		(F18 cohort)				
	Increase percentage of FT transfer students with an associate degree who earn 24+ credits in first year after transfer	62.5% earned 24+ credits (F20)				
	Improve online instruction		Senate to develop criteria for online teaching	Academic Affairs	Given to Senate Instructional committee in October. Awaiting submission of a resolution to Senate	Introduce resolution to Senate next Fall if it is not done in May
	Increase first-time, full-time, 4-year graduation rate	14.9% graduated in 4 years (F18 cohort)	Second-Year Experience Program is in development and includes emphasis on High Impact Practices, professional development, and formal introduction with majors (in collaboration with faculty)	EMSA and Academic Affairs	Second year planning has begun with the development of a second-year peer mentoring program and integration with Student Affairs offices to foster integration and belonging. Additional activities will be developed with a focus on major selection and leadership development.	Additional restructuring of the Division, along with re review of resources will determine next steps.
	Increase first-time, full-time 6-year graduation rate	33.3% graduated in 6 years (F16 cohort)	Provide direct counseling services utilizing staff who are diverse, focused on intersectionality, and multiple languages so we can achieve as close to 24/7 services as possible so student can have access to resources, regardless of insuring (e.g., housing; food; transportation; medical services; mental wellness services)	EMSA	24/7 Counseling and medical services are available in telehealth format. Counseling services staff and programs have increased. Resource management has been a top priority. $209K in Petrie Funds distributed in AY 23. One York, food pantry, delivery of other resources continues to be marketed and tracked.	Review Petrie for 23-24. Review services funded by Cares Act Create robust plan for Health and wellness programming, including local partnerships to increase resources.

Strategic Objective	Outcome	Latest Actuals	Activities	Area Responsible	Year-End Summary	Next Steps
Goal 1: Student Success						
1.2 Facilitate student access to scholarships and work study	Increase number of students that receive scholarships	N/A	Hire a Director of Scholarships	Academic Affairs	VCC approved the position. Search not initiated.	Perform search next year (pending budget)
	Increase percent of students that know where to go for information about scholarship	44.4% (AY 2022-23)				
1.3 Offer intensive guidance to students in their first eight weeks on campus	Increase one-semester retention rates	81.5% (F22)	Increase outreach to first-time freshmen pertaining to academic supports (tutoring; booster workshops); Early alert system; Improve service integration through streamlined communication and outreach	Academic Affairs	Piloted early alert system to direct students in gateway STEM courses to tutoring and booster workshops. Working with individual departments to adopt Navigate and use its early alert function	Expand pilot to more courses; Expand navigate to more departments
1.4 Engineer advisement systems so that students can better access, stay, and graduate in their desired areas of study	Increased percentage of first-time, full-time freshmen who earn 30 credits or more in their first year through establishing policies and practices that facilitate access to academic advising	41.6% earned 30+ credits (F20)	Require all first-time freshmen to enroll as undeclared, ensuring all are advised by the Academic Advisement and Scholarship Center;Stabilize advisement by moving advisors from RF to tax levy; Provide focused advising through the use of CUNY Inclusive Economy RFP	EMSA and Academic Affairs	Given to Senate CAPS committee in October. Awaiting submission of a resolution to Senate. Advisors moved from RF to Tax Levy. Aviation Management Program is part of the CUNY Inclusive Economy Initiative.	Introduce resolution to Senate next Fall if it is not done in May
	Improve physical set-up of Advisement and Scholarship Center		Advisement Center physical redesign so all staff are in one location with proper privacy	Academic Affairs and Finance/Administration	Plans for the physical redesign were discussed and drawn up	Identify funds to support redesign
1.5 Scale cohort-based first-year experiences for students based on successful models	Increase number of students enrolled in cohort-based program (SEEK, ACE)	F 21= 606 F22=575	Create 2 new cohorts (STEM, pre-Nursing?)	EMSA and Academic Affairs	Created a Pre-CLS and Pre-Teacher Education Cohort	Create 2 more cohorts next year

Strategic Objective	Outcome	Latest Actuals	Activities	Area Responsible	Year-End Summary	Next Steps
Goal 1: Student Success						
1.6 Engage students close to graduation in targeted supports that help them complete their degrees	Increase first-time, full-time, 4-year graduation rate	14.9% graduated in 4 years (F18 cohort)	Facilitate engagement with all students throughout the summer to support continuous enrollment	EMSA	Summer bridge program will launch as an extended orientation to College life and with a focus on academic support prior to beginning courses at York. Strengthen safety net via development of early warning system and provide targeted resources to assist with academic recovery before students are no longer maintaining SAP or they end up on probation.	We will assess and determine offerings going forward
	Increase first-time, full-time 6-year graduation rate	33.3% graduated in 6 years (F16 cohort)				

Appendix 5. AESS Units Mapping to Strategic Objectives

AESS Unit Assessment Reports AY 2022-23*: Aligning Unit Outcomes to Strategic Objectives

Strategic Objective	Count of Unit Outcome
1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	53
1.3 Offer intensive guidance to students in their first eight weeks on campus	5
1.4 Engineer advisement systems so that students can better access, stay, and graduate in their desired areas of study	5
1.5 Scale cohort-based first-year experiences for students based on successful models	5
3.5 Expand staff professional development offerings and opportunities for recognition	4
1.2 Facilitate student access to scholarships and work study	3
2.2 Systematize college-wide continuous improvement using assessment findings	3
3.3 Re-engineer support for faculty research	3
3.4 Increase clarity and transparency around shared governance	3
2.1 Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education courses to careers and life in the 21st century	2
2.3 Develop a strategic communications plan that strengthens our brand and marketing across academic offerings	2
2.4 Build an infrastructure to support student workforce preparedness connected to areas of study	2
4.1 Undertake efforts to ensure York is clean, safe, and beautiful	2
4.7 Recommit to deeper and more intentional community partnerships	2
3.1 Offer faculty development that improves faculty teaching and research competence	1
4.4 Grow a healthy, engaged alumni program that cultivates a robust, integrated relationship with the Alumni Association	1

Source: York Assessment Management System (YAMS) *Includes reports that are internally published and pending dept head review as of November 16, 2023.*

Summary: 96 AESS unit outcomes were assessed in AY 2022-2023

Goal 1. Student Success: Represents 74% (N=71) of AESS unit outcomes align with goal 1, *Examples: see page 2-6*

Goal 2. Academic Program Excellence Represents 9% (N=9) AESS unit outcomes assessed align with goal 2

Goal 3. Faculty/Staff Support Represents 11% (N=11) AESS unit outcomes assessed align with goal 3

Goal 4. Vibrant Campus Represents 5% (N=5) AESS unit outcomes assessed align with goal 4

Examples of AESS units mapping to Strategic Objectives associated with Goal 1. Student Success

Unit	Unit Goal	Unit Outcome	Strategic Initiatives	Activity	Measure	Target	Target Met	Findings	Recommended Change	Action Plan/Next Steps
Academic Advisement Center	Engage undeclared students and currently declared (excluding students declared in a limited enrollment program) in dedicated advisement, which will explore academic goals and guide them through the major declaration process to promote on-time graduation.	To achieve this unit goal, success markers for English 125 & English 126 are being created in EAB/Navigate for all students. The intended result is to have all students remain on track towards academic momentum and complete English 125 within their first 15 credits and English 126 within the completion of the 30th earned college credit.	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	To achieve this unit outcome, success markers for all students (including undeclared/declared) will be incorporated into Navigate, where a Missed Success Marker Report will generate if a student has completed 15 credits and is not successful in the completion of ENG 125 and if they have completed 30 credits and missed completion of ENG 126. If a student has missed either marker, they will have the course recommendation in a locked format entered into Schedule Builder to make certain they complete the course within their next semester of enrollment in addition. The student will be notified of the pairing of an immersion workshop and/or tutoring for support resources in the successful completion of the course {should the missed marker be due to a failure [WU, F, D-] in the course.	The tools that will be utilized for this will be the enrollment and missed success marker report.	Establish a benchmark of satisfactory completion of ENG 125 within the first 15 credits earned and of ENG 126 with completion of the first 30 credits earned.	Met	A benchmark has been established as of the 1826 students identified in the entry cohort of Fall 2022, 1374 completed the ENG 125 Success Marker with a D grade or better within their 0-15 credits, of which 1038 were successful in the ENG 126 Success Marker with a grade of D or better within their 0-30 credits.	The data will allow for additional research to identify the cause of the missed success marker and how to prevent students from advancing in their academics without successful completion of the fundamentals of their gateway English.	Review the findings to determine any additional assessment that may be required.
Accelerate, Complete, Engage (ACE)	Increase the first-time, full-time first-year retention rate.	Increase the amount of students enrolled in the Spring 2023 semester.	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	ACE Students will utilize the personal, academic and financial supportive services. ACE staff will have consistent communication with students.	CUNYFirst registration report and official active student report via ASAP/ACE database.	At least 90% of ACE students will re-enroll for the Fall 2023 semester.	Not Met	As of May 23rd, 84% (170/202) of our population has enrolled for the Fall 2023 semester. One student will be entering the OT program and will no deactivated as an ACE student, as his major is not	N?A	N/A

Unit	Unit Goal	Unit Outcome	Strategic Initiatives	Activity	Measure	Target	Target Met	Findings	Recommended Change	Action Plan/Next Steps
								supported by our program. He cannot register until his Spring grads are posted. However, from our total Spring cohort (202 students), 7 are graduating this Spring/Summer, 7 have bursar holds, 5 are taking a leave a leave of absence for Fall 2023, 10 students are transferring to other schools and 2 are MIA (missing in action) and have been non-responsive.		
Collaborative Learning Center	Support student learning across disciplines by collaborating with the College community.	Faculty will refer students enrolled in Gateway courses Eng 125, Eng 126, Chem 106, Chem 107, Bio 201 and Bio 234 for tutoring services post third week and eight week assessments.	1.3 Offer intensive guidance to students in their first eight weeks on campus	Employ Navigate Progress Report feature to outreach to students enrolled in the aforementioned Gateway courses.	Number of referrals received from faculty in weeks three and eight of the semester for tutoring in Gateway courses.	10% of faculty will respond using Navigate during weeks three and eight of the semester.	Not Met	Target not met. 4% of faculty teaching the above Gateway courses used Navigate to submit referrals. Fall 2022: First email sent to faculty on 8/20/22. Before week 3-mark of 9/15, faculty were emailed 3 times. Before week 8-mark of 10/20, faculty were emailed 2 more times. Between 8/20 and 10/31, one faculty referral received. Spring 2023: First email sent to faculty on 1/3/23. Before week 3-mark of 2/15, faculty were emailed 3 times. Before week 8-mark of 3/22, faculty were emailed 4 more	We will establish a regular schedule of emailing faculty twice monthly each semester. The Resource Center Specialist will continue making visits to the department meetings of the academic departments we were not able to visit and share information with about tutoring in spring 2023.	The CLC Assistant will email faculty during the first and third weeks of each month in the fall 2023 and spring 2024 semesters. In fall 2023, The Resource Center Specialist will continue making visits to the department meetings of the academic departments we were unable to visit and share information with about tutoring in spring 2023.

Unit	Unit Goal	Unit Outcome	Strategic Initiatives	Activity	Measure	Target	Target Met	Findings	Recommended Change	Action Plan/Next Steps
								times. Between 1/3 and 3/22, three faculty referrals received.		
Counseling Center	Deliver professional counseling services to students who are experiencing psychological and emotional distress so that they remain on track for their academic goals.	Utilize social media to highlight counseling services to students who are experiencing psychological and emotional distress to promote academic	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	Promote counseling resources and services to highlight mental health awareness	By posting and tracking response feedback on social media	Will ensure posts on social media platforms highlight college resources and opportunities for self-care and mental health awareness.	Met	The new Director of the Counseling Center met with multiple divisions and departments (Student Affairs/Enrollment Management, Academic Affairs, Institutional Advancement/Communications and Information Technology) to ensure that the webpage was up to date and that all digital marketing materials were updated or created (digital media, social media and email marketing) in order to bring awareness to all of the college's resources and opportunities for self-care and mental health awareness. As a result, social media followers increased on both Instagram and the Cardinal App and subsequently, attendees increased to the Counseling Center's workshops and other events.	The new Director of the Counseling Center met with multiple divisions and departments (Student Affairs/Enrollment Management, Academic Affairs, Institutional Advancement/Communications and Information Technology) to ensure that the webpage was up to date and that all digital marketing materials were updated or created (digital media, social media and email marketing) in order to bring awareness to all of the college's resources and opportunities for self-care and mental health awareness. As a result, social media followers increased on both Instagram and the Cardinal App and subsequently, attendees increased to the Counseling Center's workshops and other events.	The new Director of the Counseling Center in partnership with other divisions and departments (Student Affairs/Enrollment Management, Academic Affairs, Institutional Advancement/Communications and Information Technology) will continue to ensure that the webpage remains up to date and that all digital marketing materials are updated daily/weekly/monthly/every semester continue to bring awareness to all of the college's resources and opportunities for self-care and mental health awareness.
Financial Aid Office	To assist with furthering the College's recruitment and retention efforts.	Improve faculty's understanding of Satisfactory Academic Progress and	1.1 Implement college-wide strategic enrollment practices	Contact departments to offer to present at their staff meetings.	Faculty survey	3%	Met	Presented to PA Faculty and Compliance Committee.	Need to present to additional stakeholders.	Will contact other departments and offer to present at their staff meetings.

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Unit	Unit Goal	Unit Outcome	Strategic Initiatives	Activity	Measure	Target	Target Met	Findings	Recommended Change	Action Plan/Next Steps
		it's impact on retention.	that support students from entry to graduation							
First-Year Experience and Mentoring	Provide training to mentors to support impactful peer-to-peer relationships	Students will receive the tools and resources necessary to provide guidance to those they mentor.	1.3 Offer intensive guidance to students in their first eight weeks on campus	Mentors will participate in both virtual and in-person mentor training sessions.	Surveys and dashboard for tracking data	At least 60% of all mentors will receive formal training.	Met		The goal was achieved, but there are ideas for improvement under Action Plan/Next Steps.	In order to improve the retention of mentors, the director and assistant director of First Year Experience and Mentoring will conduct group interviews for potential mentors and reiterate the commitment and expectations of the role. Supplemental mentor trainings will continue to be offered. The concept of hiring lead mentors as a way of providing additional support to fall 2023 mentors is under consideration.
Male Initiative Program	To increase retention and graduation rates	Program participants will graduate in 6 years.	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	Informal sessions to discuss and review progress toward degree completion.	Each student's CUNYFirst account will be reviewed and meetings will occur at the beginning and towards the end of the semester.	45% Graduation Rate in 6 years.	Met		Given that this goal is mandated by CUNYBMI Central office, there will be no change.	N/A
Women's Center	Promoting Healthy Lifestyles	Integrate the York College Hungry for Knowledge Food Pantry and food insecurity initiatives into existing support services	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation	Relaunch the food insecurity initiatives and assume responsibility of the existing staff and budget	Successful re-launch of the pantry and extension of service hours of the food pantry	Ensure the food pantry is well stocked and increase food pantry hours by 20%	Met	Late hours were implemented on Tuesdays and Wednesdays to accommodate evening students.	No change is necessary. The existing late hours will be maintained.	NA

Appendix 6. Strategic Plan Check-in Presentation Outline Excerpt

ONE YORK STRATEGIC PLAN
MID-POINT CHECK-IN
OCTOBER 19, 2023

ACTIVITIES TO SUPPORT GOAL 1: STUDENT SUCCESS

- Created the *One York* Emergency Fund for students
- Created and then expanded the York College One Stop Welcome Center
- Implemented the ACE Program
- Introduced the First-Year Experience Program
- Implemented the Mentor Collective Program
- Developed and implemented the Strategic Enrollment Management Plan

EVIDENCE OF PROGRESS (KPIs) GOAL 1

- First-time, full-time 4-year graduation rate increased from 9.1% to 14.9%
- First-time, full-time 6-year graduation rate held steady (hovering around 33%)
- 3-year graduation rate of transfer students increased from 29.8% to 36.1%
- "Overall advising experience was positive" increased from 83% to 88%
- % of students who were eligible for work-study and worked, increased from 40% to 76%

Appendix 7. Description of how One York Strategic Plan Aligns with CUNY Lifting New York

CUNY Lifting New York		One York	
CUNY GOAL	**CUNY INITIATIVE**	**YORK GOAL**	**YORK OBJECTIVE** (includes those identified through the PMP/annual operational planning process)
1. Be a national leader in providing access to higher education for diverse populations of students	1. Increase enrollment and retention at all levels by implementing a modern approach to admissions, financial aid, scheduling and other programs and services that removes barriers for students	1. Student Success: Undergraduates thrive and graduate	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation 1.2 Facilitate student access to scholarships and work study 1.3 Offer intensive guidance to students in their first eight weeks on campus 1.4 Engineer advisement systems so that students can better access, stay, and graduate in their desired areas of study 1.5 Scale cohort-based first-year experiences for students based on successful models 1.6 Engage students close to graduation in targeted supports that help them complete their degrees
	2. Develop and implement a system-wide transfer experience that enables students to move seamlessly and successfully between and within CUNY campuses	1. Student Success: Undergraduates thrive and graduate	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation • Employ strategies identified in ACMO 2.0
	3. Accelerate infrastructure development and strategies needed to support and expand robust, high-quality content in traditional and online modalities across CUNY institutions and meet student needs for flexible courses and programs	2. Academic Excellence: York Supports All Academic Programs to Meet Standards of Excellence and Provide Transformational Educational Experiences	2.1 Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education courses to careers and life in the 21st century 2.2 Systematize college-wide continuous improvement using assessment findings 2.3 Develop a strategic communications plan that strengthens our brand and marketing across academic offerings • Implement three online programs by AY2024-2025
	4. Increase the pipeline of students of color and other underrepresented groups entering graduate and professional programs to amplify equitable outcomes	1. Student Success: Undergraduates thrive and graduate	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation • Implement 4+1 programs, both internal and with the CUNY School of Public Health
Goal 2. Improve our ability to boost	1. Become a model for academic excellence and innovative pedagogy by employing data-informed	1. Student Success: Undergraduates thrive and graduate	1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation

CUNY Lifting New York		One York	
CUNY GOAL	**CUNY INITIATIVE**	**YORK GOAL**	**YORK OBJECTIVE** (includes those identified through the PMP/annual operational planning process)
student outcomes and eliminate academic equity gaps with innovative curriculum and support for our world-class staff and faculty	best practices for diverse populations and adopting a proactive approach to curricular development	2. Academic Excellence: York Supports All Academic Programs to Meet Standards of Excellence and Provide Transformational Educational Experiences	2.1 Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education courses to careers and life in the 21st century 2.2 Systematize college-wide continuous improvement using assessment findings • Complete accreditation process from the Council on Education for Public Health for Public Health BS program • Complete process for the Accreditation Council for Business Schools and Programs (ACBSP)
	2. Support all CUNY employees with world-class professional development and leadership training	3: Faculty and staff feel supported, collaborate, and flourish	3.5 Expand staff professional development offerings and opportunities for recognition 3.7 Offer leadership development opportunities for chairs, directors, and managers that helps them build their teams and foster collaboration
	3. Prepare students for successful careers by creating intentional connections between the disciplines, workforce skills and employment outcomes from the moment of enrollment and supporting lifelong learning	2. Academic Excellence: York Supports All Academic Programs to Meet Standards of Excellence and Provide Transformational Educational Experiences	2.1 Build an infrastructure to support student workforce preparedness connected to areas of study • Engage in CUNY Inclusive Economy Initiative
	4. Strengthen a university-wide ethic of care that prioritizes the well-being of our students, faculty and staff, embraces diversity, and engenders a true sense of belonging	3. Faculty and staff feel supported, collaborate, and flourish	3.2 Increase recognition of faculty service 3.4 Increase clarity and transparency around shared governance ● Increase DEI trainings for all stakeholder groups
Goal 3. Advance our community through comprehensive research,	1. Amplify the quantity and quality of engaged public impact research and scholarship leveraging CUNY's distinctive scale, diversity and location in New York City	3. Faculty and staff feel supported, collaborate, and flourish	3.1 Offer faculty development that improves faculty teaching and research competence 3.3 Re-engineer support for faculty research

CUNY Lifting New York		One York	
CUNY GOAL	**CUNY INITIATIVE**	**YORK GOAL**	**YORK OBJECTIVE** (includes those identified through the PMP/annual operational planning process)
engagement and service	2. Establish CUNY as the go-to choice for student recruitment by industry partners	2. Academic Excellence: York Supports All Academic Programs to Meet Standards of Excellence and Provide Transformational Educational Experiences	2.3 Develop a strategic communications plan that strengthens our brand and marketing across academic offerings
	3. Develop stronger ties with alumni and friends of CUNY to amplify opportunities for engagement, new sources of financial support and a culture of lifelong learning	4. York fosters a vibrant campus and community spirit	4.4 Grow a healthy, engaged alumni program that cultivates a robust, integrated relationship with the Alumni Association
Goal 4. Modernize the CUNY system	1. Become an automated, data-informed system that facilitates effective decision making, the optimal use of resources, and compliance with federal, state and local laws	2. York supports all academic programs to meet standards of excellence and provide transformational educational experiences	2.2 Systematize college-wide continuous improvement using assessment findings
	2. Explore new budget and operating models, optimizing flexibility and new sources of revenue	3. Faculty and staff feel supported, collaborate, and flourish 4. York fosters a vibrant campus and community spirit	3.6 Develop a Special Initiatives fund that catalyzes collaborative, interdisciplinary, strategic plan-related innovation on campus 4.5 Re-engineer continuing education to provide vital workforce development offerings to Queens community residents while also serving as a source of income for the College 4.6 Develop a three-year advancement plan 4.7 Recommit to deeper and more intentional community partnerships
	3. Provide students, faculty and staff with state-of-the-art environmentally sustainable and accessible facilities to support innovation and learning	4. York fosters a vibrant campus and community spirit	4.1 Undertake efforts to ensure York is clean, safe, and beautiful 4.2 Offer healthy, sustainable food service on campus 4.3 Complete ADA projects on access, hiring appropriate staff

Appendix 8. CUNY York College KPI Baseline Report: Performance Management Process, 2023-2024 Excerpt

KPI Number	KPI Description	Prior Year (4)	Prior Year (3)	Prior Year (2)	Prior Year (1)	Current/ Baseline	Target Year 1	University 2030 Target
G1.1_K010.0		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2030
G1.1_K010.0	Undergraduate students enrolled at senior colleges	8,495	8,116	7,529	6,769	6,199	5901	150,000
G1.1_K030.0		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2030
G1.1_K030.0	Students enrolled in graduate degrees and professional programs	198	221	255	258	247	256	34,000
G1.1_K070.0		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2029 Cohort
G1.1_K070.0	Fall-to-fall retention rate of baccalaureate degree seeking first-time freshmen	64	62.3	62.9	60.4	61.1	59.7	87%
G1.1_K080.0		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2029 Cohort
G1.1_K080.0	Racial/ethnic group gap in retention rates of baccalaureate degree-seeking first time freshmen	-2.9	-5.8	-3.9	-8.6	-17.3	-11.4	-5 ppt
G1.1_K090.0		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2029 Cohort
G1.1_K090.0	Fall-to-fall retention rate of baccalaureate degree-seeking transfer students	70.3	65.7	69	72.3	77.6	69.1	85%
G1.1_K100.0		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2029 Cohort
G1.1_K100.0	Racial/ethnic group gap in retention rates of baccalaureate degree-seeking transfer students	-11.6	-7.8	-2.2	-11.2	-5.8	0.4	-3 ppt
G1.3_K130.0						2022-23	2023-24	2030-31
G1.3_K130.0	Number of certificate and degree programs that can be completed fully online					1	2	287
G1.4_K140.0		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2030
G1.4_K140.0	Undergraduate-graduate gap in the percentage of Black, Latino and Native American students enrolled	-32.2	-32.3	-25.8	-21.1	-14.4	-13.2	-11 ppt
G1.4_K150.0		2014-15 Graduates	2015-16 Graduates	2016-17 Graduates	2017-18 Graduates	2018-19 Graduates	2019-20 Graduates	2030-31 Graduates
G1.4_K150.0	Racial/ethnic group gap in the percentage of baccalaureate graduates who pursue graduate studies within three years of graduation	-0.5	-0.4	0.3	0.1	-4.7	-4.4	0 ppt
G2.1_K160.0		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2030

KPI Number	KPI Description	Prior Year (4)	Prior Year (3)	Prior Year (2)	Prior Year (1)	Current/ Baseline	Target Year 1	University 2030 Target
G2.1_K160.0	Racial/ethnic group gap in D/F/Withdrawal/Incomplete (DFWI) rates in general education courses	-5.4	-7.6	-7.8	-12.0	-9.0	-9.5	-8 ppt
G2.2_K165.0						2022-2023	2023-24	FY 2030
G2.2_K165.0	Percentage of CUNY employees who participate in external or internal professional development, leadership or mentoring programs							80%
G2.3_K180.0		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2024 Cohort
G2.3_K180.0	Six-year baccalaureate graduation rate of first-time freshmen at senior colleges	30.2	34.9	31.6	33.4	33.3	29.9	60%
G2.3_K200.0						2022-23 Graduates	2023-24 Graduates	2030-31 Graduates
G2.3_K200.0	Percentage of baccalaureate graduates employed at time of graduation					54.5	55%	75%
G2.3_K220.0		2013-14 Graduates	2014-15 Graduates	2015-16 Graduates	2016-17 Graduates	2017-18 Graduates	2018-19 Graduates	2025-26 Graduates
G2.3_K220.0	Percentage of baccalaureate degree graduates consistently employed within one year of graduation	69.6	72.4	73.1	71.4	72.5	73%	80%
G2.3_K230.0					2019-20	2021-22	2023-24	2030-31
G2.3_K230.0	Percentage of undergraduate students who complete a paid internship				7.2	6.3	7%	30%

Appendix 9: York College High-Level Strategies CUNY PMP

YORK College | **CUNY**

October 3, 2023
Dr. Félix V. Matos Rodriguez
Chancellor
City University of New York
205 East 42nd Street
New York, NY 10017

Dear Chancellor Rodriguez,

Serving as a President at York College has been a privilege for me since 2019. I am optimistic that the York community and members of my cabinet will remain laser focused on student success and the goals of our Strategic Plan *One York* following my departure in December. The strategic plan was developed based on the values and priorities of our community with a focus on four goals: Student Success; Academic Excellence; Faculty and Staff Support; and Building a Vibrant Campus. Given the recent launch of CUNY's *Lifting New York*, our attention has also expanded to include these goals and initiatives. I am pleased that York's strategic plan aligns with Lifting New York, but we know there are opportunities to strengthen our strategies and initiatives more closely in the coming years, particularly in the areas of employment outcomes, research grants, budgeting, and revenue generation activities. This semester, we are in the process of conducting a Strategic Plan Check-in so that we can closely identify the areas that we need to address as we move forward. These conversations will include the university goals and targets that we plan to achieve in the next seven years.

In this letter, I provide an explanation of high-level strategies to achieve the targets identified for Year 1 in the KPI document; also included in this submission is the KPI targets and the mapping of *One York* to CUNY's *Lifting New York*.

CUNY Goal 1: Be a national leader in providing access to higher education for diverse populations of students

York Goal 1: Student Success: Students Thrive and Graduate

We continue to implement programs and initiatives to guide our enrollment and retention efforts. We understand that our enrollment, retention, and graduation rates are declining and are an area of concern. To support student success and meet targets identified by CUNY and in alignment with our goals, our strategies this year include the following:

- **Implement the York College Strategic Enrollment Management Plan (SEMP):** The College recently created its enrollment management plan and is now in the process of implementing it. This plan was developed with campus-wide collaboration and included a comprehensive environmental scan. In this plan, recruitment, retention and graduation targets, and various recruitment and retention strategies are defined for 10 vulnerable subpopulations (e.g., new first-time, full-time students; first-time, full-time Hispanic students; first-time full-time Black students; first generation students; Pell grants recipients; international students; transfer students; students 25 or over; new graduate students; and LGBTQIA student scholars). The Vice President for Student Affairs and Enrollment Management and the Provost are leading this effort.

- **National Institute for Student Success (NISS):** This fall, we started our work with NISS, a program that "helps colleges identify and resolve barriers to equity and college completion by increasing their capacity to implement proven student-success systems." The diagnostic report will highlight barriers to student success, while the playbook will serve as a "high-level roadmap," to improve student success; we expect to receive both by December 2023.

- **DataKind:** Pending CUNY's execution of a contract, we are very interested in working with DataKind. Participating in the DataKind project will allow us to leverage existing data to identify at-risk students earlier so that we can employ earlier interventions and more targeted support.

- **Reengineer the Math placement process:** The goal of this initiative is to support student success and higher graduation rates by placing incoming first-year students in the math class that is appropriate to their abilities as well as their intended degree. Following CUNY recommendations, this placement is based primarily on students' Regent's exam scores. The result of this initiative will be to place the student in the appropriate math course in an efficient manner.

- **Implement academic recovery initiatives that include corrective and preventive advising:** A collaborative effort with the Office of Academic Advisement, Dean of Students, Office of Student Academic Support Services, and the First Year Experience, the goal of this initiative is to identify students who are in danger of being placed on probation or losing financial aid due to poor academic performance, and provide them with the support necessary to keep them in good academic standing. Using EAB Navigate, an early warning system will be employed. The result of this initiative will be a decrease in the number of students dismissed and increase the number of students retained.

In addition to the above, we plan to continue our participation and monitoring of AcMo 2.0 activities and administer a Non-Returning Student Survey this fall to get a better understanding of why students leave York.

CUNY Goal 2: Improve our ability to boost student outcomes and eliminate academic equity gaps with innovative curriculum and support for our world-class staff and faculty

York Goal 2: Academic Excellence: York College supports academic programs to meet standards of excellence and provide transformational educational experiences

We are working toward improving and expanding our offerings, and engaging in activities to reduce equity gaps.

- **New Majors**: York recently added two new majors: Human Resource Management BS in 2022-23 and a Master's Nursing Education (MSN) in 2023-24.

- **Online Programs**: Under the CUNY Online Initiative, we will be offering a complete online program in Clinical Trial Management (MS) as of spring 2024. Going forward, we are also creating fully online versions of our BS in Community Health and BS in Finance through the CUNY Online Initiative. This will be a two-year project, with the main work of this year being the creation of online courses. The result of this will be the availability of degrees in high-growth industries in a modality that is more accessible to non-traditional students, aiding in student recruitment.

- **4+1 programs for Public Health and Health Sciences**: This is a program for accelerated completion of a BS and MPH or MS, where students complete some of their MPH or MS course requirements while completing their BS degree. This program enables undergraduate students to take between 3 – 18 credits of graduate-level courses at CUNY School of Public Health. Courses count for both undergraduate and graduate credits, saving the student tuition costs, while allowing for the completion of a bachelor's degree and a master's degree in five years. This will aid in student recruitment as well as increased student job placement.

- **Accreditation**: This fall, the Public Health BS program is going through an accreditation process from the Council on Education for Public Health. We will be entering our second year of the three-year process for the Accreditation Council for Business Schools and Programs (ACBSP accreditation). The result of the accreditation process will be a fully accredited School of Business and Information Systems which will aid in student recruitment as well as student internships and job placements.

- **Engage the York College Senate to create guidelines for offering and assessing online learning:** The goal of this initiative is to provide uniform standards for offering and assessing courses taught in the numerous online modalities in order to provide quality education to meet the diverse learning styles of students. Without uniform standards, large variations in student learning and ultimately student success can

occur. The result of the initiative will be a more consistent educational experience for our students, regardless of course modality.

- **DEI activities:** As mentioned above, our Strategic Enrollment Management Plan identifies recruitment and retention initiatives for ten vulnerable subpopulations. The Office of Diversity and Compliance has increased the number of DEI trainings for faculty and staff and that work will continue. Additionally, DEI surveys will be administered to all stakeholder groups; this survey will be administered by CUNY Brooklyn College and analyses will be conducted by the University of Florida. Data from these surveys will also be helpful in meeting DEI criteria for MSCHE accreditation.

- **CUNY Inclusive Economy:** The CUNY Inclusive Economy Initiative seeks to augment student career outcomes by providing campuses with resources in order to build connections with employers and help students identify co-curricular experiences and align their academic journey with their specific career goals. Through the support of this initiative, York's Aviation Management program is using its unique location to partner with JFK and LaGuardia airports to create paid internships which could eventually lead to careers. In addition, in line with *Lifting New York*, the College will undertake a review of existing career services.

CUNY Goal 3: Advance Our Community Through Comprehensive Research, Engagement and Service

York Goal 3: Supporting Faculty and Staff: York College aims to have faculty and staff feel supported

- **Grants**: Historically, this an area that has lacked the understanding, budget, and infrastructure needed to support faculty in this work. The College needs to identify new ways to encourage faculty to undertake sponsored research and to provide them with comprehensive support throughout the application process, as well as during the life-cycle of the grant. In an effort to identify best practices, additional outreach will be made to colleagues at CUNY schools that have demonstrated success in this area to identify enhancements that can be made at York. The York College Office of Sponsored Research will be running a PSC workshop for faculty and staff in spring 2024. One-on-one meetings will be held with new full-time faculty hires from 2022-2023 in an effort to identify their grant-writing and research needs.

- **Special Initiative Fund**: The York College Foundation Board of Directors voted unanimously this past fiscal year to allocate revenues from the York College Foundation Gala to create the Special Initiatives Fund. The fund is specifically created to fund Faculty projects that might include research, curriculum development, efforts to enhance pedagogy, professional development, publication of work, employing research assistants, etc. Applications will be evaluated by a five-member committee consisting of three faculty members (one from each school), a representative from Student Affairs and a representative from Academic Affairs. The Fund currently has $125,000 available and will be fortified each year based on philanthropic revenues. Awards will be given anywhere from the amount of $1,000 to a maximum of $10,000 pending application review.

CUNY Goal 4: Modernize the CUNY System

York Goal 4: Building a Vibrant Campus: York College fosters a vibrant campus and community spirit

- **Continuing Education**: The Continuing Education and Professional Studies (CPEC) program is re-opening its doors to the Southeast Queens community. The restructured CPEC program will be offering not only tuition-based classes but also launching the *Workforce Step-Up program* that will provide free trainings for students. Classes are scheduled to begin this November. We also have plans for Winter 2024 offerings, which had not been offered in the past.

- **Information Technology:** The Office of Information Technology is in the process of reviewing a draft plan that articulates year by year technology program implementation activities. The draft plan will be shared college-wide for consultation and feedback before it is finalized and implemented.

- **Budget**: Our Planning and Budget Office is also going through a period of restructuring. This year we plan to identify methods to monetize existing items and tools in order to increase auxiliary funds. Some of the opportunities identified thus far include: parking lot; billboard; charging station; solar panels, etc.

- **Facilities:** We are making progress on the many capital projects identified at York. A key goal for this year is to ensure a cafeteria re-opens; to that end, the proposal and paperwork for identifying vendors has been completed. The following is a status update on current capital projects.
    - Academic Core Building Entrance Door ADA Upgrade: $1.100 Million/ 95% Completion
    - Academic Core Roof Replacement: $19.485 Million/40% Completion
    - PAC- Interior Upgrades: $20.871 Million/15% Completion
    - Track & Field Upgrade: $8.137 Million/10% Completion
    - Jamaica 159th Street Under Pass: $2.000 Million/Bid Preparation
    - Academic Core Domestic Cold-Water Piping Replacement and System Upgrade: $4.240 Million/Bid Preparation
    - Academic Core Bathroom ADA Upgrade: $18.200 Million/Bid Preparation
    - HPE Bathroom ADA Upgrade: $7.631 Million/About to go to bid
    - LED Lighting: $5.564 Million/Construction mobilization
    - Science Building Emergency Cooling and Rooftop Air Conditioning Unit Replacement

We know there is a great deal of work ahead and we look forward to building upon the efforts undertaken last year. *One York* unites us as a community, and the *CUNY Lifting New York* allows us to identify ourselves with the University community at large. We will continue to engage in activities that strengthen the infrastructure needed to support our students.

Sincerely,

Berenecea Johnson Eanes, President

Appendix 10. Strategic Enrollment Management Plan Summary

York College, The City University of New York

Strategic Enrollment Planning Taskforce

During the 2022-2023 academic year, the College worked with an experienced external consultant to create a Strategic Enrollment Management Plan to address enrollment and retention. With the help of this external consultant, collaborating with college-wide representation on a Strategic Enrollment Management Planning (SEMP) Task Force (~35 people), the College is now finalizing the plan that will become effective July 1, 2023. The following is a summary of the activities from the past year leading to the development of this plan.

Creating a Mission for SEMP

The One York Strategic Enrollment Management Task Force values serving student scholars and fostering a sense of belonging and connectedness through a culture of empowerment of incoming and continuing student scholars as active partners in their educational and professional pursuits, in a resource-rich environment of personalized and holistic support. We create a space that fosters scholars' growth to achieve personal enrichment as well as academic and professional success.

Creating a Vision for SEMP

York College will be a recognized leader for strategic enrollment management practices on par with institutions focused on student success, and an engine for transformation and social mobility, such that York College will be the most creative institution of higher education in CUNY. We will work interdependently with the college community to innovate practices and services that exceed enrollment and retention goals and most importantly accomplish the graduation goals of our student scholars. York College graduates will stand out among their peers from other colleges/universities. Our data-driven approach will allow us to measure our performance objectively and make improvements as needed to keep our students engaged and successful. We believe everyone in the college community has a role to play and will contribute to ensuring our students have a seamless journey from enrollment to graduation.

Identifying Peer and Aspirational Institutions

For purposes of benchmarking new student enrollment, overall enrollment trends, retention, and other similar realities, peer and aspirational institutions were sought. As York College is one of 25 institutions within The City University of New York system, a peer comparison group (i.e., senior colleges) has been firmly established and is often used in the College's Office of Institutional Effectiveness and Strategic Planning (OIESP) research and reporting and serves the College well for purposes of benchmarking. As the College did not have a list of aspirational institutions, the following methodology was employed so that a list could be identified and used to establish data targets.

Objective: Identify 5 Aspirational Institutions

Variables Considered:

- 2021 Carnegie Basic Classification
    - Master's Colleges & Universities: Medium Programs
    - Master's Colleges & Universities: Small Programs
- 2021 Undergraduate Instructional Program Classification
    - Balance of A&S/Professional Programs, some graduate co-existence
- Carnegie Classification Size and Setting
    - Four-year, medium, primarily nonresidential
    - Four-year, medium, primarily residential
- Minority Serving Institutions (MSI)
- Student success outcomes (first-year retention rates; 6-year graduation rates) that approach or surpass the national average

Sources:

- MSI list generated by Rutgers https://cmsi.gse.rutgers.edu/content/msi-directory
- IPEDS Data Peer Comparison Database
- IPEDS Navigator
- IPEDS Data Feedback Reports
- Carnegie Classification Dashboard 2021

Following extensive review of the aforementioned data, a list of roughly 50 institutions was considered. Comparative data tables were generated, data analyzed, and following consultation with the SEMP Data Group, the following institutions were selected:

1. SUNY Farmingdale State
2. Kean University (NJ)
3. Rutgers University – Newark (NJ)
4. SUNY College at Old Westbury
5. William Paterson University of NJ
6. Delaware State University

Producing an Environmental Scan

While the College's OIESP has an extensive data repository and multiple reporting mechanisms, the Environmental Scan reflects a compendium of information in one document (more extensive than the College's Annual Fact Book). In consultation with the SEMP Data Group, the Scan documents external influencers (e.g., college-going rates; age projections), as well as internal realities including but not limited to admissions; accepted not enrolled students; competing institutions; enrollment trends; retention; transfer-outs; DFW rates; and majors. These data were disaggregated by race/ethnicity, county of residence, sex, and other demographic indicators as appropriate. These data were then used to review and consider vulnerable subpopulations that would become the focus of recruitment and retention initiatives embedded in the plan.

Identifying Vulnerable Subpopulations

After extensive consultation with SEMP, and again, using the data documented in the environmental scan, 10 subpopulations were identified. Each of these subpopulations are targeted for recruitment and retention initiatives that will help guide our work for the next five years.

1. First-time, first-year students
2. First-time, first-year students: Black or African American
3. First-time, first year students: Hispanic American/Latinx
4. First-time, first-year students: First Generation
5. First-time, first-year students: Pell Grant Recipients
6. First-time, first-year students: International
7. New transfer students
8. New transfer students: 25 or over
9. New graduate students
10. LGBTQIA+ (all)

Identifying Recruitment and Retention Strategies

While the larger work for the Strategic Enrollment Management Plan was undertaken by the SEMP Task Force, additional input was sought from volunteers across campus, seeking internal partners who wanted to provide suggestions for identifying recruitment and retention strategies for each of the subpopulations. In doing so, 30 to 40 additional members of the College community participated in this part of the process. Each subpopulation working group, led by a member of SEMP, was tasked with identifying at least 10 short-term and long-term recruitment and retention strategies that could be employed over the next five years. Almost all groups went well beyond the 10 for each (recruitment and retention) and what results is a robust, comprehensive list of strategic initiatives that will help guide the College's work as it seeks to right-size enrollment and improve retention and graduation rates.

Using the College's historical trend data, current metrics, and peer/aspirational comparison data, the OIESP identified targets for both recruitment and retention for each of the 10 subpopulations. These annual targets are encapsulated in a comprehensive document that will be reviewed and revised annually, as appropriate.

Establishing Overall Enrollment Targets

The decline in overall degree-seeking enrollment that has taken place since 2013 was masked by the significant gains made in the non-degree-seeking student population, and of course, exacerbated by the pandemic. As a result, the OIESP has changed its reporting (e.g., weekly and monthly monitoring of registration activity, annual Fact Book, data dashboards) to focus on degree-seeking students. Additionally, as a result of the contributions of the SEMP Data Group throughout the SEMP process, that group will remain a consulting body for OIESP so that standardized, ongoing, systematic reporting of the data, in the form of Data Snapshots and Research Briefs, can be viewed by the Data Group for input and feedback prior to college-wide dissemination.

The College has established aggressive, yet achievable, targets with the short-term goal of returning to enrollments consistent with Fall 2019 (6900 undergraduate degree-seeking), and longer-term goals of reaching levels consistent with our highest enrollment achieved in Fall 2013 (7360 undergraduate degree-seeking).

The College's leadership has firmly established enrollment and retention/graduation rates as an institutional priority. This is reflected in the College's strategic plan, *One York 2020-2025*; documented in activities articulated in the College's annual operational plan; and conveyed to all stakeholder groups using multiple methods of outreach (e.g., President's State of the College Address; College's Annual Report; presentations to Senate, College Personnel & Budget Committee, and Foundation Board; and in town halls), as well as in data workshops and planning meetings. The College is committed to right-sizing enrollment and increasing retention and graduation rates to that of the national average, and the College's new Strategic Enrollment Management Plan has provided the roadmap for that work.

Appendix 11. York College Annual Factbook Excerpt: Retention and Graduation Rates

**Retention and Graduation Rates of Full-Time First-Time Freshmen in
Baccalaureate Programs by Year of Entry -
Total: Fall 2012 to Fall 2022**

Entering Term	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number of Students in Initial Fall Cohort	1087	953	960	995	936	1087	1107	1100	830	841	744
First Semester											
% Enrolled	93.3%	93.3%	91.3%	89.4%	89.4%	87.7%	84.5%	81.5%	78.3%	82.8%	81.5%
1 Year											
% Enrolled	74.1%	76.7%	73.6%	73.1%	70.7%	64.0%	62.3%	62.9%	60.4%	61.1%	
% Graduated	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
2 Years											
% Enrolled	51.5%	55.2%	51.9%	52.2%	50.9%	45.8%	48.2%	44.6%	43.3%		
% Graduated	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%		
3 Years											
% Enrolled	43.0%	47.1%	42.2%	43.0%	43.5%	40.3%	39.8%	36.1%			
% Graduated	0.0%	0.4%	0.2%	0.1%	0.3%	0.1%	0.7%	0.9%			
4 Years											
% Enrolled	32.8%	34.9%	31.3%	31.6%	28.4%	25.7%	22.8%				
% Graduated	6.3%	8.7%	7.5%	9.1%	11.5%	11.7%	14.9%				
5 Years											
% Enrolled	13.8%	14.1%	11.8%	13.1%	9.9%	10.0%					
% Graduated	22.7%	28.5%	25.1%	25.5%	28.3%	25.5%					
6 Years											
% Enrolled	6.8%	7.0%	4.9%	5.4%	5.3%						
% Graduated	30.2%	34.9%	31.6%	33.4%	33.3%						
7 Years											
% Enrolled	3.6%	3.1%	2.7%	2.6%							
% Graduated	32.9%	39.0%	34.2%	35.8%							
8 Years											
% Enrolled	2.0%	2.0%	1.6%								
% Graduated	34.1%	40.8%	35.5%								
9 Years											
% Enrolled	1.6%	0.6%									
% Graduated	35.0%	41.3%									
10 Years											
% Enrolled	0.6%										
% Graduated	35.7%										

**Retention and Graduation Rates of Full-Time First-Time Freshmen in
Baccalaureate Programs by Year of Entry -
Women: Fall 2012 to Fall 2022**

Entering Term	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number of Students in Initial Fall Cohort	676	595	610	625	550	663	663	687	550	491	432
First Semester											
% Enrolled	93.6%	93.8%	92.5%	89.6%	89.5%	88.7%	87.6%	83.0%	81.5%	84.1%	81.7%
1 Year											
% Enrolled	76.5%	77.6%	74.4%	74.2%	72.2%	69.1%	69.4%	65.1%	62.7%	61.5%	
% Graduated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
2 Years											
% Enrolled	54.7%	59.3%	55.1%	53.6%	55.8%	52.8%	55.7%	46.6%	46.7%		
% Graduated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%		
3 Years											
% Enrolled	46.0%	51.1%	43.8%	44.6%	47.5%	46.8%	47.2%	37.8%			
% Graduated	0.0%	0.0%	0.0%	0.2%	0.4%	0.2%	0.6%	0.9%			
4 Years											
% Enrolled	34.6%	38.0%	32.0%	32.3%	32.2%	30.2%	25.0%				
% Graduated	8.3%	9.7%	8.7%	10.2%	12.2%	13.3%	19.6%				
5 Years											
% Enrolled	13.9%	14.3%	11.3%	12.6%	10.9%	10.6%					
% Graduated	26.0%	32.8%	28.5%	28.3%	31.3%	30.6%					
6 Years											
% Enrolled	7.0%	6.7%	4.6%	4.8%	6.5%						
% Graduated	33.6%	39.5%	35.1%	36.5%	36.4%						
7 Years											
% Enrolled	3.3%	3.4%	2.3%	2.1%							
% Graduated	36.8%	43.4%	37.9%	38.9%							
8 Years											
% Enrolled	1.6%	1.7%	1.3%								
% Graduated	38.2%	45.2%	39.0%								
9 Years											
% Enrolled	1.3%	0.3%									
% Graduated	39.1%	45.7%									
10 Years											
% Enrolled	0.7%										
% Graduated	39.6%										

Retention and Graduation Rates of Full-Time First-Time Freshmen in
Baccalaureate Programs by Year of Entry -
Men: Fall 2012 to Fall 2022

Entering Term	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number of Students in Initial Fall Cohort	411	358	350	370	386	424	444	413	280	350	311
First Semester											
% Enrolled	92.7%	92.5%	89.1%	89.2%	89.4%	86.1%	79.7%	78.9%	72.1%	80.9%	81.0%
1 Year											
% Enrolled	70.3%	75.1%	72.3%	71.1%	68.7%	56.1%	51.8%	59.3%	55.7%	60.6%	
% Graduated	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
2 Years											
% Enrolled	46.2%	48.3%	46.3%	49.7%	43.8%	34.9%	37.2%	41.4%	36.4%		
% Graduated	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%		
3 Years											
% Enrolled	38.0%	40.5%	39.4%	40.3%	37.8%	30.2%	28.8%	33.2%			
% Graduated	0.0%	1.1%	0.6%	0.0%	0.3%	0.0%	0.9%	1.0%			
4 Years											
% Enrolled	29.7%	29.9%	30.0%	30.3%	23.1%	18.6%	19.4%				
% Graduated	3.2%	7.0%	5.4%	7.3%	10.6%	9.2%	7.9%				
5 Years											
% Enrolled	13.6%	13.7%	12.6%	13.8%	8.5%	9.2%					
% Graduated	17.3%	21.5%	19.1%	20.8%	24.1%	17.5%					
6 Years											
% Enrolled	6.6%	7.5%	5.4%	6.5%	3.6%						
% Graduated	24.6%	27.4%	25.4%	28.1%	28.8%						
7 Years											
% Enrolled	4.1%	2.8%	3.4%	3.5%							
% Graduated	26.5%	31.8%	27.7%	30.5%							
8 Years											
% Enrolled	2.7%	2.5%	2.0%								
% Graduated	27.5%	33.5%	29.4%								
9 Years											
% Enrolled	1.9%	1.1%									
% Graduated	28.2%	34.1%									
10 Years											
% Enrolled	0.5%										
% Graduated	29.2%										

**Graduation Rates of Full-Time First-Time Freshmen in
Baccalaureate Programs by Race/Ethnicity[1]: Fall 2012 to Fall 2018**

Cohort	2012	2013	2014	2015	2016	2017	2018
Total							
Number in initial cohort	**1087**	**953**	**960**	**995**	**936**	**1087**	**1107**
% Graduated from York College in 4 years	6.3%	8.7%	7.5%	9.1%	11.5%	11.7%	14.9%
% Graduated from York College in 5 years	22.7%	28.5%	25.1%	25.5%	28.3%	25.5%	
% Graduated from York College in 6 years	30.2%	34.9%	31.6%	33.4%	33.3%		
American Indian or Native Alaskan							
Number in initial cohort	**9**	**10**	**14**	**17**	**8**	**7**	**11**
% Graduated from York College in 4 years	11.1%	10.0%	14.3%	23.5%	37.5%	28.6%	36.4%
% Graduated from York College in 5 years	22.2%	30.0%	42.9%	52.9%	75.0%	28.6%	
% Graduated from York College in 6 years	22.2%	30.0%	50.0%	58.8%	87.5%		
Asian[2]							
Number in initial cohort	**286**	**289**	**256**	**258**	**238**	**259**	**236**
% Graduated from York College in 4 years	5.9%	9.7%	7.4%	15.5%	11.3%	15.8%	18.6%
% Graduated from York College in 5 years	19.9%	29.4%	25.8%	34.9%	28.6%	29.0%	
% Graduated from York College in 6 years	27.6%	38.8%	34.0%	45.3%	31.9%		
Black or African American							
Number in initial cohort	**382**	**356**	**332**	**327**	**263**	**376**	**398**
% Graduated from York College in 4 years	6.8%	9.0%	8.1%	6.7%	10.6%	11.7%	15.1%
% Graduated from York College in 5 years	24.6%	30.3%	27.7%	23.9%	26.2%	25.0%	
% Graduated from York College in 6 years	33.2%	36.5%	34.6%	32.1%	31.6%		
Hispanic/Latino							
Number in initial cohort	**278**	**223**	**260**	**277**	**320**	**340**	**340**
% Graduated from York College in 4 years	5.4%	7.6%	7.3%	5.4%	8.4%	7.9%	10.9%
% Graduated from York College in 5 years	21.9%	26.9%	22.7%	19.5%	25.3%	22.6%	
% Graduated from York College in 6 years	27.7%	31.8%	27.7%	24.9%	31.9%		
Native Hawaiian or Other Pacific Islander							
Number in initial cohort	**0**	**0**	**8**	**11**	**10**	**1**	**2**
% Graduated from York College in 4 years	-	-	12.5%	0.0%	30.0%	0.0%	0.0%
% Graduated from York College in 5 years	-	-	50.0%	0.0%	80.0%	0.0%	
% Graduated from York College in 6 years	-	-	50.0%	9.1%	90.0%		
Nonresident Alien							
Number in initial cohort	**64**	**27**	**31**	**33**	**33**	**32**	**30**
% Graduated from York College in 4 years	6.3%	3.7%	9.7%	15.2%	21.2%	9.4%	23.3%
% Graduated from York College in 5 years	28.1%	14.8%	19.4%	24.2%	30.3%	12.5%	
% Graduated from York College in 6 years	35.9%	14.8%	25.8%	33.3%	30.3%		
Two or more races							
Number in initial cohort	**0**	**0**	**6**	**21**	**7**	**33**	**32**
% Graduated from York College in 4 years	-	-	0.0%	4.8%	14.3%	15.2%	12.5%
% Graduated from York College in 5 years	-	-	0.0%	14.3%	14.3%	36.4%	
% Graduated from York College in 6 years	-	-	0.0%	23.8%	14.3%		
White, Non-Hispanic							
Number in initial cohort	**68**	**48**	**53**	**51**	**57**	**39**	**58**
% Graduated from York College in 4 years	8.8%	8.3%	1.9%	7.8%	21.1%	12.8%	15.5%
% Graduated from York College in 5 years	22.1%	25.0%	15.1%	23.5%	38.6%	33.3%	
% Graduated from York College in 6 years	29.4%	27.1%	18.9%	27.5%	42.1%		

[1] Based on Ethnicity (IPEDS) since 2014; [2] Includes Pacific Islander prior to 2014

YORK College | CUNY

DATA SNAPSHOT

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STRATEGIC PLANNING

November 2023   **2023-2024 No. 3**

Student Outcomes for Cohorts Entering 2012 - 2016

This fall, the College engaged with the National Institute for Student Success (NISS), a program that "helps colleges identify and resolve barriers to equity and college completion by increasing their capacity to implement proven student-success systems." Participating in NISS will yield a diagnostic report and playbook, both of which should be available by the end of December 2023. The diagnostic report will highlight barriers to student success, while the playbook will serve as a "high-level roadmap."

The Office of Institutional Effectiveness and Strategic Planning (OIESP) provided data to support data-gathering efforts. This snapshot details the student outcomes, (graduated; still enrolled; stopped out and transferred out) for the cohorts attributed with the five most recent six-year graduation rates. It also details the cumulative credits and cumulative GPA for those who transferred out and those who stopped out. In addition to informing the work of NISS, these data contribute to the assessment of One York's strategic goal 1, *Student Success*.

Summary:

For first-time full-time students entering in the fall semesters of 2012 through 2016, six-year graduation rates ranged from 30.2% to 33.3% (average of 32.7%), with an additional 5% to 7% (average of 6%) still enrolled at York in the sixth year. Using the services of the National Student Clearinghouse Tracking System, it was determined that an average of 21% of students did not enroll elsewhere (i.e., stopped out). Of the approximately 40% of students who transferred to another institution, more than half were found at CUNY 4-year schools, with an additional ~20% at CUNY 2-year schools.[5]

Six-Year Graduation Rates of Cohorts 2012-2016

Cohort Year	# of First-time Full-time Students	Graduated from York		Still Enrolled at York		Stopped-Out		Transferred-Out		Of those who transferred out, type of institution transferred to:											
										CUNY 2-year		CUNY 4-year		SUNY 2-year		SUNY 4-year		Other 2-year		Other 4-year	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2012	1087	328	30.2%	75	7%	234	22%	450	41%	76	17%	267	59%	18	4%	23	5%	11	2%	54	12%
2013	953	333	34.9%	67	7%	176	18%	377	40%	77	20%	209	55%	16	4%	18	5%	12	3%	45	12%
2014	960	303	31.6%	49	5%	202	21%	406	42%	94	23%	215	53%	18	4%	22	5%	15	4%	41	10%
2015	995	332	33.4%	54	5%	214	22%	395	40%	67	17%	222	56%	13	3%	27	7%	13	3%	53	13%
2016	936	312	33.3%	51	5%	213	23%	360	38%	80	22%	184	51%	15	4%	17	5%	12	3%	52	14%

Cumulative Credits

Of those who transferred elsewhere, for the 2012 and 2013 cohorts, students were more likely to do so after accumulating 30-59 credits at York. However, for the 2014 and 2015 cohorts, the proportions were similar for those accumulating 30-59 and 0-29 credits. For the

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[5] Although not depicted in the table, looking at 8-year graduation rates/enrollment at York, the 2012 cohort had 36% still enrolled/graduated, the 2013 cohort had 43%, and the 2014 cohort 37% enrolled/graduated.

2016 cohort, the proportion leaving with 0-29 credits jumped to almost half – this suggests that students are choosing to spend less time at York. The proportion of students who transfer after accumulating 60 or more credits has ranged from 12% to 16%.

Cohort Year	Transferred-Out	0-29 credit hours		30-59 credit hours		60-89 credit hours		90 credits or more	
		N	%	N	%	N	%	N	%
2012	450	147	32.7%	239	53.1%	53	11.8%	11	2.4%
2013	377	130	34.5%	186	49.3%	54	14.3%	7	1.9%
2014	406	170	41.9%	178	43.8%	52	12.8%	6	1.5%
2015	395	166	42.0%	170	43.0%	49	12.4%	10	2.5%
2016	360	176	48.9%	141	39.2%	39	10.8%	4	1.1%

Overall Credit Hours Earned: Transferred Out (table title)

Of those who stopped out (i.e., were not enrolled at York, did not graduate, and were not found at another institution), the largest proportions did so after accumulating 0-29 credits. Again, almost half of those in the 2016 cohort left with 0-29 credits, similar to those who transferred out. Those leaving after accumulating at least 60 or more credits ranged from 23% and 27%.

Overall Credit Hours Earned: Stopped Out

Cohort Year	Stopped-Out	0-29 credit hours		30-59 credit hours		60-89 credit hours		90 credits or more	
		N	%	N	%	N	%	N	%
2012	234	93	39.7%	78	33.3%	35	15.0%	28	12.0%
2013	176	77	43.8%	58	33.0%	21	11.9%	20	11.4%
2014	202	93	46.0%	56	27.7%	35	17.3%	18	8.9%
2015	214	98	45.8%	64	29.9%	32	15.0%	20	9.3%
2016	213	106	49.8%	59	27.7%	33	15.5%	15	7.0%

Cumulative GPA

Students who transferred-out had higher GPAs than students who stopped-out.

Cohort Year	# Transferred Out	Mean
2012	450	2.55
2013	377	2.47
2014	406	2.34
2015	395	2.45
2016	360	2.27

Cohort Year	# Stopped Out	Mean
2012	234	2.02
2013	176	1.94
2014	202	1.87
2015	214	1.90
2016	213	1.74

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Office of Institutional Effectiveness

Research Brief

December 2022

2022-2023 No. 5

Assessing Academic Momentum: Trends in First-Year Student Success Outcomes

The following information details trends in student outcomes by credits taken. Student outcomes include: average number of credits earned; end-of semester GPA; percent of credits passed by credits taken; one-semester and one-year retention rates. Data are provided for first-time freshmen enrolled in fall semesters 2017 through 2021. The results of this analysis contribute to the assessment of students' performance with regard to the Academic Momentum campaign, a CUNY-wide initiative implemented in Fall 2018 aimed at helping students graduate in four years, and York College's strategic plan, Goal 1, Student Success.

Over time, even before the introduction of the Academic Momentum campaign in fall 2018, the proportion of first-time students taking 15 credits or more increased – from 38 percent in 2017 to almost 76 percent in 2020. However, in 2021, likely due to the COVID pandemic, the proportion dropped to 52 percent.

Credits Taken by First-time Freshmen	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021		
	#	%	Avg Credits Passed	#	%	Avg Credits Passed	#	%	Avg Credits Passed	#	%	Avg Credits Passed	#	%	Avg Credits Passed
0 to 5	8	0.7%	1.0	10	0.9%	2.6	4	0.4%	3.3	2	0.2%	3.0	4	0.4%	1.8
6 to 11	58	5.1%	6.4	62	5.3%	5.9	25	2.2%	5.3	21	2.5%	6.0	66	7.3%	4.4
12 to 14	636	55.9%	10.2	436	37.3%	9.4	372	33.2%	9.7	184	21.7%	8.3	357	39.8%	7.4
15 or over	435	38.3%	12.9	661	56.5%	12.6	721	64.3%	11.5	642	75.6%	11.7	471	52.4%	10.8
Total	**1137**	**100%**	**11.0**	**1169**	**100%**	**10.9**	**1122**	**100%**	**10.7**	**849**	**100%**	**10.8**	**898**	**100%**	**8.9**

- As the graph below illustrates[1], for each of the past five fall semesters, all first-time freshmen earned less than 12 credits on average.

- The average number of credits earned by students taking 12 to 14 credits declined from 10.2 in 2017 to 7.4 in 2021.

- For the past three fall semesters, students taking 15 or more credits earned slightly less on average than a full-time credit load (11.5, 11.7, and 10.8 respectively).

Average Number of Credits Passed by Credits Taken Breakdown

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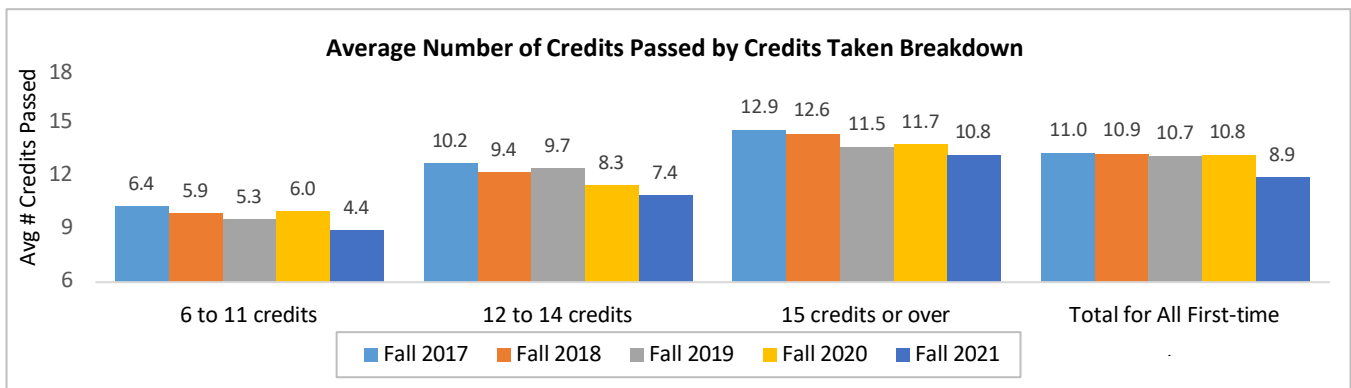
[1] Due to the small N, students enrolled in 0 to 5 credits were excluded from the graphical representation.

- The mean GPA at the end of the fall 2021 semester for all first-time freshmen was 2.17.

- In general, students taking six to eleven credits had lower cumulative GPAs than did peers (with the exception of the 2020 cohort).

- The average cumulative GPA for students in the 12 to 14 credit range was just below a 2.0.

End of Semester GPA by Credits Taken Breakdown

Credits	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
6 to 11 credits	1.84	1.93	1.69	2.43	2.08
12 to 14 credits	2.17	2.07	2.03	2.15	1.99
15 credits or over	2.41	2.37	2.06	2.45	2.29
Total for All First-time	2.24	2.23	2.05	2.39	2.17
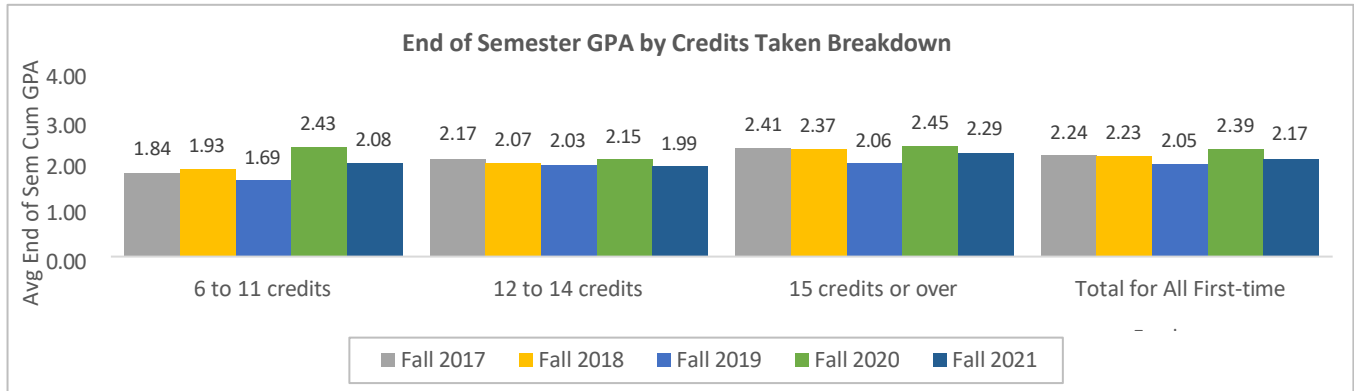
- For all first-time freshmen, students earned an average of 64 percent of the credits they attempted in 2021. This proportion has declined over time and is almost 16 percentage points (pp) lower than in 2017.

- Historically, students taking 6 to 11 credits pass at lower rates than students taking more credits. In 2021, students passed 49 percent of credits attempted, -20 pp lower than in 2017.

- In 2021, students taking 12 to 14 credits passed an average of 57.9 percent of the credits attempted. This is -20.5 pp lower than the 78.4 percent average achieved by the 2017 cohort.

- Students taking 15 credits passed 70 percent of the credits attempted in 2021, -13 pp lower than in 2017.

% Credits Passed (% =Credits Passed/Credits Taken) by Credits Taken Breakdown

Credits	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
6 to 11 credits	69.3%	67.8%		68.9%	49.2%
12 to 14 credits	78.4%	73.0%	73.0%	64.4%	57.9%
15 credits or over	83.0%	81.2%	73.7%	75.1%	70.0%
Total for All First-time	79.4%	77.4%	73.2%	72.7%	63.6%
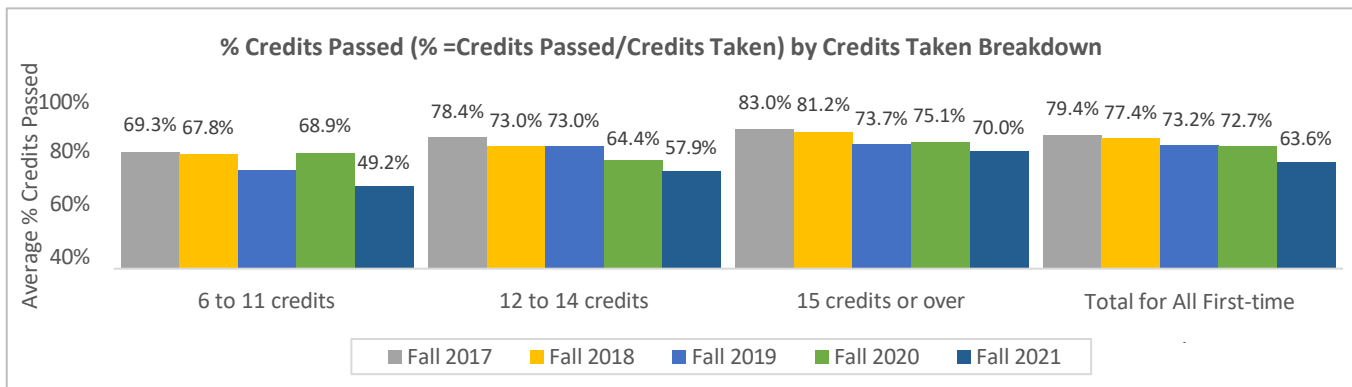
Retention: First-time, Full-time

Retention data are provided for first-time, full-time students[2]. As stated in various OIESP research briefs, the one-semester and one-year retention rates have declined for all first-time, full-time freshmen.

- The one-semester retention rate for the Fall 2021 full-time, first-time cohort (preliminary) increased to 82.8 percent.

- Students taking 15 or more credits saw the largest increase with a 7.9 pp increase.

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[2] Federal mandates require that we report retention data for first-time, full-time cohorts. So as not to have multiple retention rates circulating at the College, retention data included herein are for first-time full-time students only.

One-Semester Retention Rate of First-time, Full-time Freshmen by Credits Taken
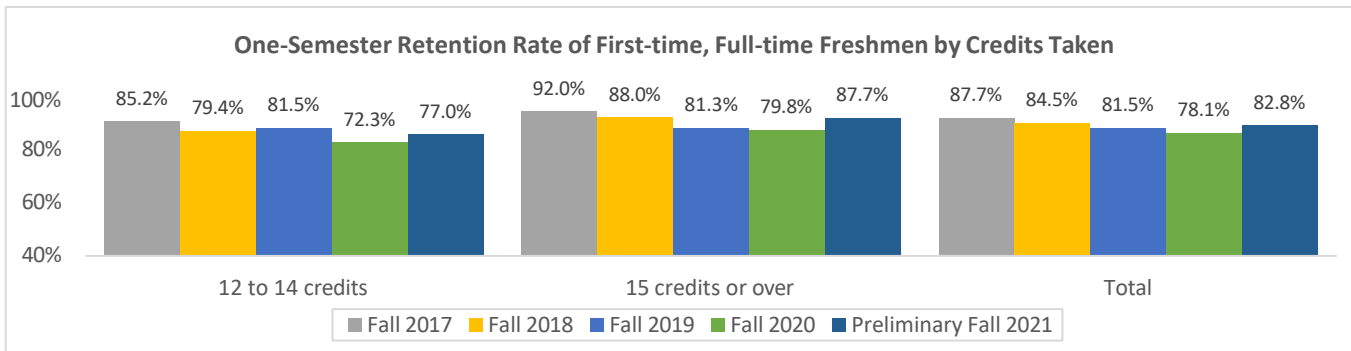
- The one-year retention rate for the 2021 cohort (preliminary) was 61.1 percent, a bit higher than last year's cohort.

- The largest gains in one-year retention rates were for students taking 15 or more credits (up 3.7 pp).

One-Year Retention Rate of First-Time, Full-time Freshmen by Credits Taken
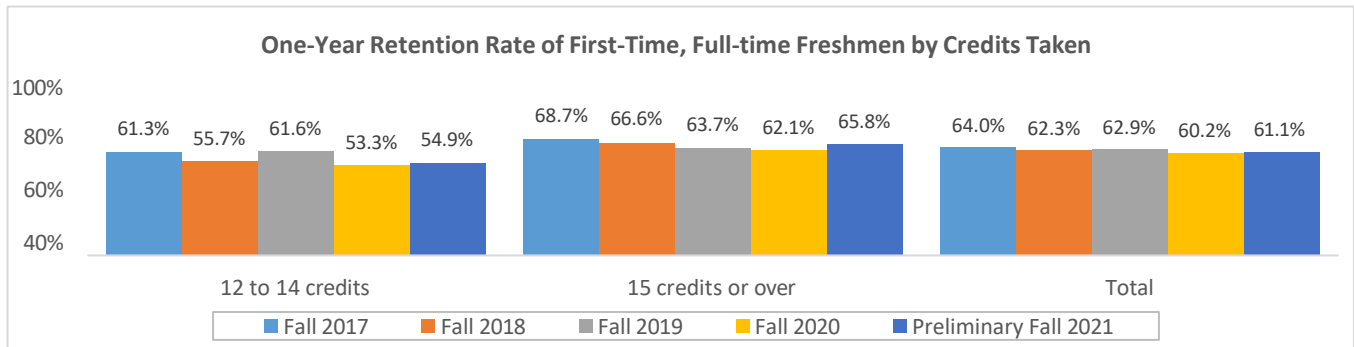
Grade Distribution

In an effort to determine where students lost credit, the OIESP conducted a cumulative grade analysis for the past five fall semesters (2017–2021) for first-time freshmen. Courses with at least 100 students enrolled during that time frame (2017-2021) were included in the final analysis (see table on the following page, sorted in alphabetical order by course).

Freshmen Course Enrollment and Grades, 2017-2021
(Sorted in alphabetical order by course)

Course	A to D	F and W (all)		Other (CR, INC, NC, P/S, PEN, Other)	Total Freshmen Enrollment
Total	17913	5791	23.8%	660	24,364
ANTH101	190	88	30.4%	11	289
BIO201	203	184	45.5%	17	404
CLDV100	592	155	20.1%	25	772
ECON102	595	133	17.5%	30	758
ENG125	3229	1165	26.1%	74	4,468
ENG126	150	37	19.4%	4	191
HE111	468	129	20.6%	28	625
HIST100	411	139	24.0%	29	579
MATH104	1166	322	21.1%	38	1,526
MATH111	682	369	33.6%	48	1,099
MATH115	596	168	20.7%	48	812
PHIL103	232	107	31.3%	3	342
POL103	678	137	16.6%	8	823
PSY102	1446	428	22.2%	50	1,924
SOC101	1275	305	18.8%	41	1,621
SPAN101	409	102	19.7%	7	518
SPCH101	319	61	15.6%	11	391

- The cumulative F and W rate for the past five years (2017-2021) was 23.8 percent. This is up from the 19.4 percent cumulative F and W rate reported last year (2016-2020).

- As documented in CUNY's Performance Management Process Databook and the table above, the College's Gateway course pass rates and OIESP reporting of those rates document the difficulty students have with passing Gateway English and Math[3].

  - Gateway English: Almost 4500 first-time freshmen took ENG 125 over the past five fall semesters. Of those, 26 percent were in the F and W category (last year, it was 20% for 2016-2020 cumulative). Similarly, 191 freshmen enrolled in ENG 126 and of those, 19 percent were in the F and W category (up from the 16% cumulative reported last year).

  - Gateway Math: Over 1000 freshmen enrolled in MATH 111. Of those, over one-third were in the F and W category (up from the 29% cumulative reported last year). MATH 115 had a total enrollment of 812 students and of those, 20.7 percent were in the F and W category (up from the 19.3% cumulative).

- Courses beyond English and Math where students lost credits included BIO 201 (45.5%); PHIL 103 (31.3%); ANTH 101 (30.4%); and HIST 100 (24%).

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[3] As defined in CUNY PMP Databook, "Gateway English courses are those that satisfy the English Composition requirement of the Pathways Common Core. Gateway Math courses are those that satisfy the Mathematical and Quantitative Reasoning requirement of the pathways common core". As per this definition and the York College bulletin, Gateway courses are common core for English and Math which include ENG 125 and 126, MATH 111, 115, 120, 121, 150 and 190.

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Research Brief
May 2023
2022-2023 No. 6

Student Success Outcomes: Fall 2021 First-time, Full-time Baccalaureate Degree-Seeking Cohort

The purpose of this brief is to better understand the performance of CUNY York College's fall 2021 cohort first-time, full-time baccalaureate degree-seeking first-year student population as it pertains to retention. This research is intended to assist in the assessment of the College's strategic plan, *One York*, specifically Goal 1, Student Success. Students who left York after one year are compared with those who were retained. The analysis details data by gender, ethnicity, geographic origin, first-generation, school of major, Pell status, and academic preparation (high school average), and academic performance (cumulative York GPA and credits earned). In addition, in an effort to determine if students from the fall 2021 cohort transferred elsewhere (beyond The City University of New York), the Office of Institutional Effectiveness and Strategic Planning (OIESP) used the student tracker services provided by the National Student Clearinghouse. This brief summarizes those findings as well. Note, in an effort to make research briefs more consumable, the summary has been moved to the top of the brief, with detailed results and narrative following.

Summary

York's most recent first-time, full-time degree-seeking first-year students one-year retention rate (61%) is one percentage point (pp) greater than the fall 2020 cohort, but lower than the rates for years preceding 2020. Asian students retained at the highest rate, while Hispanic and Black students had the lowest rates of retention. Students from Queens had the highest retention rate with Bronx and Brooklyn with lower rates. Students with high school averages below 78 were less likely to return after one-year. Students who pass Gateway English and Math were more likely to return than students who did not take a Gateway course, fail (F, FIN, WU, Z) or do not receive a grade (AUD, INC, NC, W, WA, WD). Students with cumulative York GPAs of less than 1.5 left at a higher rate than those who remained, while 68 students who left did had a GPA of 2.5 or better (representing 21 percent of the students who left). Half of the first-time, full-time SEEK students were not retained to the second year. The National Student Clearinghouse Student Tracker revealed that 76 percent (N=250) of students who left York were <u>not</u> found elsewhere. Of those who were found at another institution (N=77), the majority were found at another 4-year public institution (nine out of ten were at another CUNY).

Status One Year Later (Fall 2022)

As of Fall 2022, 61 percent of first-time, full-time, degree-seeking first-year students remained at York. While nine percent transferred to another institution, 30 percent (n=250) did not enroll elsewhere.

Status of Fall 2021 Cohort as of Fall 2022
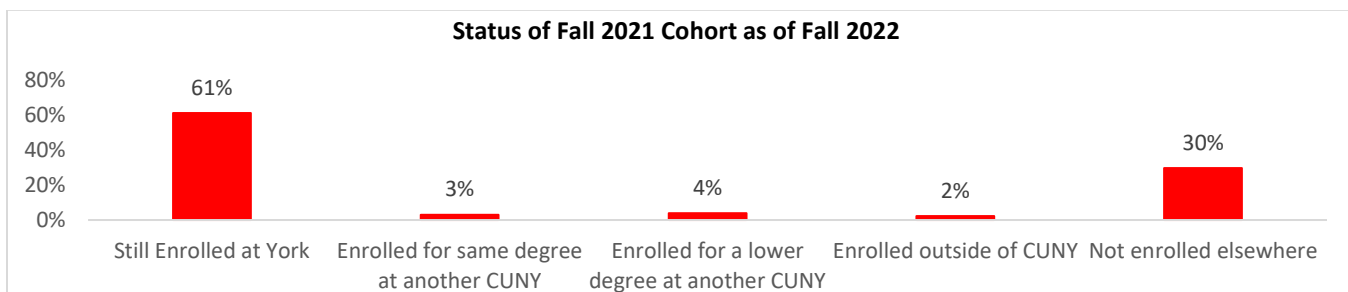
Trends in One-Year Retention Rates

- The one-year retention rate for York's first-time, full-time baccalaureate degree-seeking first-year students who entered in fall 2021 is one percentage point (pp) higher than that of the 2020 cohort, but still below rates from prior cohorts.

Trends in One-Year Retention Rates
First-time, Full-time Baccalaureate Degree-Seeking Students

Entering Cohort	Rate
2009	75%
2010	78%
2011	78%
2012	74%
2013	77%
2014	74%
2015	73%
2016	71%
2017	64%
2018	62%
2019	63%
2020	60%
2021	61%
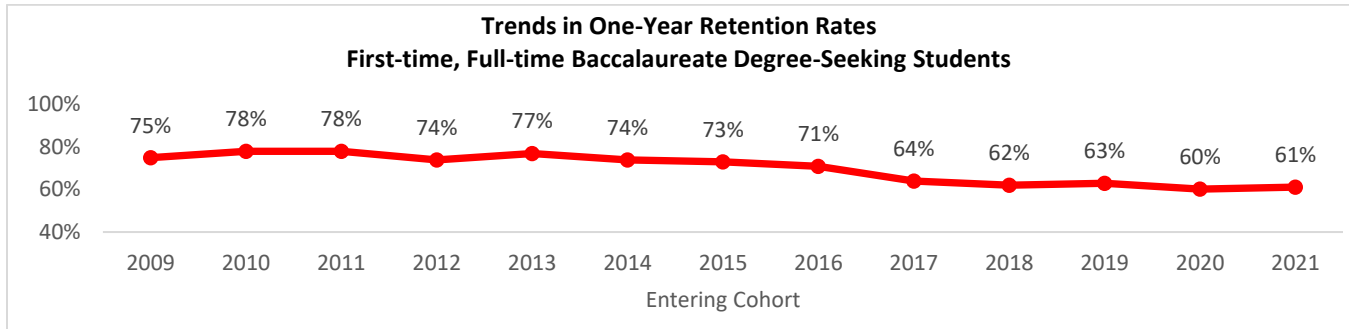
Demographics: Comparing those who left with those who remained[6]

- Retention rates were higher for similar for men and women.
- Asian students (75%) had the highest retention rate, while Hispanic (54%) and Black students (56%) had the lowest rates.
- Students from Queens had the highest retention rate (71%). Students from Brooklyn (46%) and Bronx (57%) retained at rates lower than the overall (61%).
- Students that are not first-generation were retained at a slightly higher rate (68%) than first-generation (61%).

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[6] Groups with small numbers are included in the tables but excluded from descriptive analysis

Demographics	Total Cohort in Fall 2021	Status in Fall 2022			
		Retained		Not retained	
Total	841	514	61.1%	327	38.9%
Gender					
Men	350	212	60.6%	138	39.4%
Women	491	302	61.5%	189	38.5%
Race/Ethnicity (IPEDS)					
American Indian or Alaskan Native	21	17	81%	4	19%
Asian	163	122	74.8%	41	25.2%
Black or African American	328	183	55.8%	145	44.2%
Hispanic/Latino	240	129	53.8%	111	46.3%
Native Hawaiian or other Pacific Islander	5	4	80%	1	20%
Non-resident Alien	24	17	70.8%	7	29.2%
Two or more races	25	18	72%	7	28.0%
White	35	24	68.6%	11	31.4%
County					
Bronx	23	13	56.5%	10	43.5%
Brooklyn	69	32	46.4%	37	53.6%
Long Island	4	4	100%	0	0%
Manhattan	7	3	42.9%	4	57.1%
Queens	183	129	70.5%	54	29.5%
Richmond	1	1	100%	0	0%
Other NYS	2	1	50%	1	50%
Outside NYS	2	1	50%	1	50%
Missing	550	330	60%	220	40%
First Generation Status: Neither Parent Graduated College (CUNY)					
Neither Parent Graduated College	387	234	60.5%	153	39.5%
Not First-Generation College Students	253	172	68%	81	32%
No info of Parent 1 and/or Parent 2	*201*	108	53.7%	93	46.3%

Academic Preparation

- The mean high school averages were similar (82 for those who remained vs 80 for those that left).
- Of those with a high school GPA, students below 78 were less likely to return after one-year.

Academic Preparation	Total Cohort in Fall 2021	Status in Fall 2022			
		Retained		Not retained	
Total	**841**	**514**	**61.1%**	**327**	**38.9%**
Mean HS Average	81	82		80	
HS GPA Bands					
Below 70	20	5	25.0%	15	75.0%
70 – 72	36	12	33.3%	24	66.7%
73 – 75	91	54	59.3%	37	40.7%
76 - 77	73	39	53.4%	34	46.6%
78 and over	616	402	65.3%	214	34.7%
GPA missing	5	2	40.0%	3	60.0%

Academic Characteristics

Twelve percent of the total first-time, full-time first-year students were enrolled in the Percy E. Sutton SEEK program. SEEK students are overrepresented in the non-returning population as roughly half of the 101 students did not return in fall 2022.

SEEK/CD Desc	Total Cohort in Fall 2021	Status in Fall 2022			
		Retained		Not retained	
Regular	740	463	62.6%	277	37.4%
SEEK	101	51	50.5%	50	49.5%
Total	841	514	61.1%	327	38.9%

- At the end of Fall 2021 (i.e., their first semester), the mean cumulative credits earned was 13 for those who remained and 7 for those who left, and the mean cumulative GPA for those who left (1.49) was much lower than for those who remained (2.54).
- As expected, students with GPAs in the lower ranges (less than 1.5) left at higher rates than those who remained. However, 68 students left the College with a GPA of 2.5 or better; this represents 21 percent of the students who left.
- Students who pass Gateway English and Math are more likely to remain than students who fail (F; FIN; WU; Z) or did not receive a grade (e.g., INC; W; or WN).
- Nine percent of students in the fall 2021 first-time, full-time cohort did not take an English Gateway course in their first semester at York and 62 percent did not take a Math Gateway course. (Gateway performance will be discussed in detail at the end of this brief.)

	Total Cohort in Fall 2021	Status in Fall 2022			
		Retained		Not retained	
Total	841	514	61.1%	327	38.9%
Mean Cumulative Credits after Fall 2021		13		7	
Mean Cumulative GPA after Fall 2021		2.54		1.49	

	Total Cohort in Fall 2021	Status in Fall 2022			
		Retained		Not retained	
Cumulative GPA at the end of Fall 2021					
0.0 - .99	127	28	22.0%	99	78.0%
1.0 - 1.49	79	30	38.0%	49	62.0%
1.5 - 1.99	94	72	76.6%	22	23.4%
2.0 - 2.49	129	98	76.0%	31	24.0%
2.5 - 2.99	133	100	75.2%	33	24.8%
3.0 - 3.49	104	84	80.8%	20	19.2%
3.5 - 4.0	103	88	85.4%	15	14.6%
No GPA	72	14	19.4%	58	80.6%
Pass/Fail for English Gateway in Fall 2021					
Pass (A to D)	460	355	77.2%	105	22.8%
Fail (F, FIN, WU,Z)	199	82	41.2%	117	58.8%
Not Applicable (AUD,NC, W, WA, WD, WN)	103	39	37.9%	64	62.1%
Did not take gateway course(s)	79	38	48.1%	41	51.9%
Pass/Fail for Math Gateway in Fall 2021					
Pass (A to D)	219	168	76.7%	51	23.3%
Fail (F, FIN, WU,Z)	66	19	28.8%	47	71.2%
Not Applicable (AUD,NC, W, WA, WD, WN)	36	12	33.3%	24	66.7%
Did not take gateway course(s)	520	315	60.6%	205	39.4%
Math Gateway Courses: MATH111, MATH115, MATH120, MATH121, MATH150, MATH190					

Finances

The federal government provides Pell grants to low income students and this metric is often used as a proxy for socioeconomic status.

- Nearly three-quarters of first-time, full-time first-year students were awarded Pell.
- The retention rates were similar for both Pell and non-Pell recipients.

Finances	Total Cohort in Fall 2021	Status in Fall 2022			
		Retained		Not retained	
Pell Award **(Matches IPEDS)**	841	514	61.1%	327	38.9%
No	219	131	59.8%	88	40.2%
Yes	622	383	61.6%	239	38.4%

Transferred Elsewhere: Results from the National Student Clearinghouse Student Tracker

Of the students from the fall 2021 cohort who did not return (N=327), 24 percent (N=77) were found at another institution (including CUNY), while 76 percent (N=250) were not found elsewhere.

Of those found, 84 percent (N=65) were found at a public institution (including CUNY), while 16 percent (N=12) were at a private institution. Of those at a public institution, 47 percent (N=36) were found at another 4-year, while the remainder went to a 2-year college (38%; N=29). Of the 65 students who transferred to a public institution, 58 (89%) went to a CUNY College. For those remaining in CUNY, among senior Colleges, students transferred to Queens, Hunter, and John Jay most often. Among community colleges, students most often transferred to Borough of Manhattan Community College, LaGuardia Community College, and Queensborough. Additionally, five students were found at New York City College of Technology and one student was at Medgar Evers College pursuing a lower degree.

Transferred Elsewhere

Private 16%

Public 2-year 38%

Public 4-year 47%
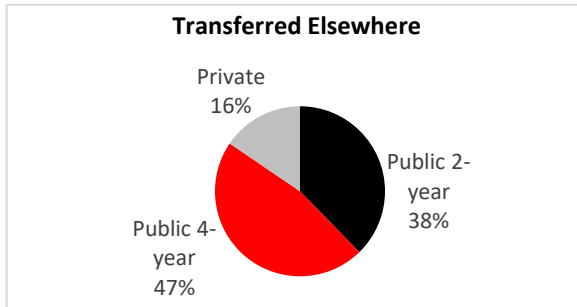
CUNY College in Fall 2022	Enrolled for Lower Degree at Other CUNY College	Enrolled at Other 4-Year CUNY College
CUNY Baruch College		1
CUNY College of Staten Island		1
CUNY Hunter College		6
CUNY John Jay College		4
CUNY Lehman College		2
CUNY Medgar Evers College	1	2
CUNY Queens College		9
CUNY Borough of Manhattan Community College	8	
CUNY Bronx Community College	3	
CUNY Hostos Community College	2	
CUNY Kingsborough Community College	1	
CUNY LaGuardia Community College	7	
CUNY New York City College of Technology	5	
CUNY Queensborough Community College	6	
Total	33	25

Of the seven who transferred to a public institution outside of CUNY, three went to a SUNY.

Outside CUNY (Public)	2-Year	4-Year	Total
Florida Gulf Coast University	0	1	1
Nassau Community College	1	0	1

Outside CUNY (Public)	2-Year	4-Year	Total
Rowan College of South Jersey	1	0	1
SUNY College - Old Westbury	0	1	1
SUNY University at Buffalo	0	2	2
University of Cincinnati	0	1	1
Total	2	5	7

Twelve students chose to transfer to a private institution; of those, five chose Vaughn College of Aeronautics and Technology.

Outside CUNY (Private)	2-Year	4-Year	Total
Fairleigh Dickinson University - Madison	0	1	1
Grand Canyon University	0	1	1
Molloy University	0	1	1
Monroe College - New Rochelle	0	1	1
St. John's University	0	1	1
Touro University	0	2	2
Vaughn College of Aeronautics and Technology	0	5	5
Total	0	12	12

In order to compare those who went elsewhere by type of institution chosen (CUNY v non-CUNY; Private v Public; and 2-year v 4-year), academic preparation and academic characteristic data while at York were analyzed. In general, the results were not notably different between the groups.

- Comparing those who remained in CUNY with those who transferred to a non-CUNY, the mean high school average was the same (80). The cumulative York GPA was slightly higher for those who left CUNY (2.23 v 1.94), but the mean cumulative credits were higher for those who remained in CUNY (12.8 v 8.9).
- An analysis by type of institution (private v public) similar mean high school averages, but cumulative GPA and cumulative credits were higher for those who went to public institutions.
- Students who went to 4-year institutions had slightly higher mean high school average than those who went to 2-year institutions, and higher cumulative GPA and credits.

	CUNY	Non-CUNY	Private	Public	2-Year	4-Year
Mean HS GPA	80	80	79	80	78	81
Mean York cumulative GPA after Fall 2021	2.23	1.94	1.64	2.26	1.23	2.66
Mean York cumulative credits after Fall 2021	10.78	8.90	8.83	10.59	6.72	12.48

Additional Analysis on Gateway Courses

The table that follows details Gateway course performance by academic preparation for the fall 2021 first-time, full-time cohort (i.e., all students in the cohort, regardless of students' one-year retention outcomes).

- Students who passed Gateway English had a slightly higher mean high school average (83) than peers who failed the course (80), who had "not applicable" (i.e., INC, W, or WN) (80), or who didn't take the course (77).

- The mean high school average was similar for those who passed Gateway Math (82) with those who did not take a Gateway Math course (81). Students who failed Gateway Math had a slightly lower mean high school average (79).

Pass/Fail for English Gateway[7] in Fall 2021	N	Mean HS Average
Pass (A to D)	459	83
Fail (F, FIN, WU,Z)	198	80
Not Applicable (AUD,NC, W, WA, WD, WN)	102	80
Did not take gateway course(s)	77	77
Total	836	81

Pass/Fail for Math Gateway[8] in Fall 2021	N	Mean HS Average
Pass (A to D)	219	82
Fail (F, FIN, WU,Z)	66	79
Not Applicable (AUD,NC, W, WA, WD, WN)	35	80
Did not take gateway course(s)	516	81
Total	836	81

Office of
Institutional Effectiveness
and Strategic Planning

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[7] English Gateway Courses: ENG125, ENG126
[8] Math Gateway Courses: MATH111, MATH115, MATH120, MATH121, MATH150, MATH190

Appendix 15. Non-Return Student Survey Results Fall 2023 Excerpt

Non-Return Student Survey Fall 2023

Survey population: Students who enrolled at York College in Fall 2022 and Spring 2023 who did not graduate in both Fall 2022, Spring 2023 and Summer 2023 and are not currently enrolling at York College in Fall 2023.
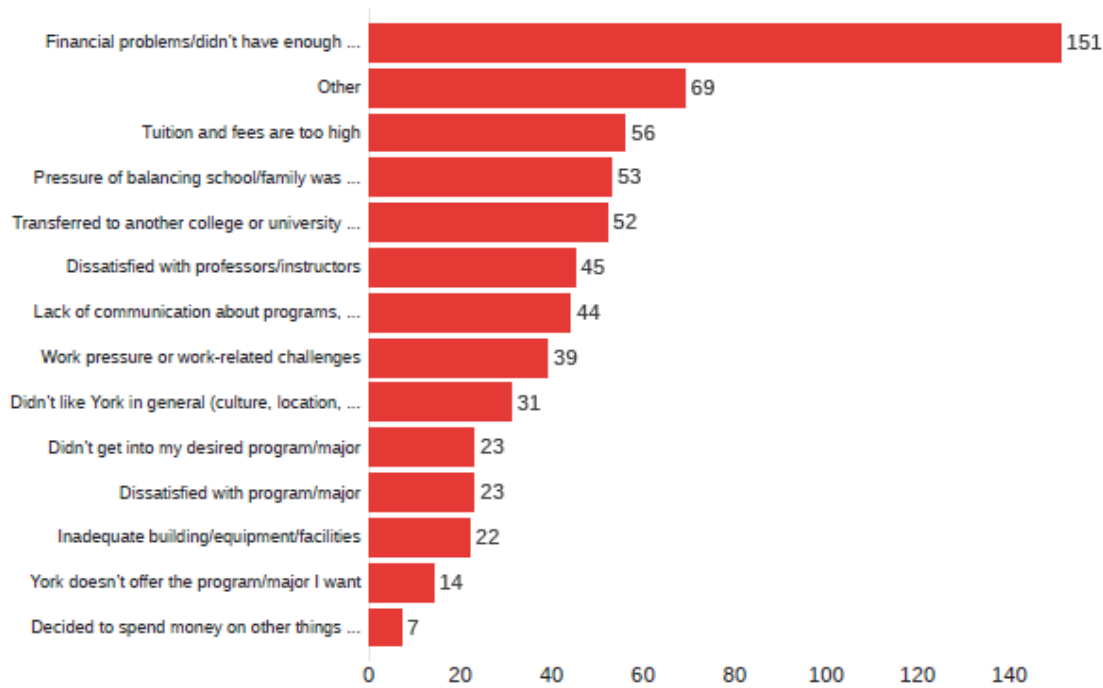Survey size: 1284 students
Response rate (including partial response): 21.4% (N=275)

Q2 - Please tell us why you did not register: (check all that apply)

274 Responses

● Choice Count

Reason	Choice Count
Financial problems/didn't have enough ...	151
Other	69
Tuition and fees are too high	56
Pressure of balancing school/family was ...	53
Transferred to another college or university ...	52
Dissatisfied with professors/instructors	45
Lack of communication about programs, ...	44
Work pressure or work-related challenges	39
Didn't like York in general (culture, location, ...	31
Didn't get into my desired program/major	23
Dissatisfied with program/major	23
Inadequate building/equipment/facilities	22
York doesn't offer the program/major I want	14
Decided to spend money on other things ...	7

Q3 - If Other, please specify:

60 Responses

If Other, please specify:

COVID-19

My Dad was very sick so I had to travel to France to take care of him as he lives alone and unfortunately he has passed which is mainly why I missed the semesters because I was away out of the country setting up everything and I got dismissed from the college because my performance had dropped as well because of all that

Pregnancy

I will be apply for winter and spring

I will register for spring semester. I didn't register for fall because of some family issues

Military deployment

Your institution spell me due to my grades. I appealed it but was denied.

I did surgery

Professor gave an incorrect grade due to dropping class on time

Severe illness and lost of home.

Appendix 16. NISS Diagnostic & Playbook Timeline, Onboarding Session Excerpt

YORK College

N↑ISS | NATIONAL INSTITUTE FOR STUDENT SUCCESS

Project Sponsor

Dr. Derrick Brazill
Provost & Senior VP of Academic Affairs

Project Leads

Dr. George White
Interim Dean of the School of Arts and Sciences

Dr. James Salnave
Interim Assistant Dean of Student Development

Project Team

Dr. Jessica Rowland Williams
Senior Director of NISS Service Delivery

Tyler Walsh
Senior Program Advisor & Lead Coach

Dr. Andy Fentem
Program Advisor

The NISS data collection process   N↑ 4

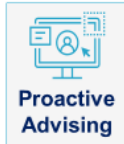|	
IPEDS Report	The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the U.S. Department of Education. NISS clients receive a customized IPEDS report detailing outcomes on student retention, progression and graduation, as well as statistical analyses of potential equity gaps by race, ethnicity, gender and income status.
Campus Stakeholder Survey & Interviews	The NISS Diagnostics team deploys a comprehensive survey on institutional processes assessing leadership, data utilization, student support services, and communications. We use the Likert scale survey model to gauge client alignment on statements developed and pressure-tested over a three-year period to determine our clients' capacity to deliver student success best practices per national research. We supplement this survey with at least one group interview per campus with stakeholders who are change leaders in the areas we identify as challenges.
Institutional Data & Operations Questionnaire	The NISS Diagnostics team compiles data on specific enrollment management and academic support operations at the institution pulled directly from key campus stakeholders. The 37 data points queried focus on key areas impacting student progression, retention, and graduation and provide key insights into how clients leverage student success data to inform their decision-making processes.
National Student Clearinghouse (NSC) and Career Outcome Data from Steppingblocks	NSC data provides de-identified data on student enrollment, degree attainment, and other educational achievements beyond what most institutions can access internally. Steppingblocks provides real-time employment data from institutions that includes analytics related to geography, salary, gender, employer, industries, skills, and trends analyses.

Diagnostic timeline for York College   N↑ 10

	Onboarding	Data collection	Diagnostic construction	Client feedback	Playbook construction	Delivery window	Post engagement
Relevant Dates	Aug 7 – Aug 25	Aug 28 – Sept 15	Sept 18 – Oct 6	Oct 9 – Oct 27	Oct 30 – Nov 17	Nov 27 – Dec 15	Dec 18 – Jan 19
Timeline	Launch to Week 1	Week 2-4	Week 4-10	Week 10-12	Week 12-16	Week 16-18	Week 18-20
Goal	• Onboard and kick-off with new clients	• Collect inputs for Diagnostic • Co-create analysis with client feedback	• Conduct and refine analysis for Diagnostic • Co-create analysis with client feedback • Share preliminary findings with client	• Gather client feedback from key stakeholders • Empower Project Leads to support Diagnostic Report • Identify blind spots in analysis for improved analysis	• Develop Playbook • Ensure solutions are customized to meet specific client needs and that leadership is aligned with recommendations	• Deliver NISS Diagnostic & Playbook to senior leadership and project team	• Gather product level feedback from the client • Evaluate opportunity for implementation service [future state]
Key activities	• Kickoff and onboard client • Set up survey • Establish meeting cadences	• Launch survey • Gather and share IPEDs, IDOQ, and CSS findings • Gather supplemental data	• Build Diagnostic Report • Prep client to socialize Diagnostic Report with key stakeholders and leadership	• Socialize findings with key stakeholders and leadership • Hold CSI and incorporate client feedback	• Build and refine Playbook	• Deliver Final Deliverables packet to client • Presentation from Dr. Renick to senior leadership	• Gather feedback on Diagnostic and Playbook offerings • Evaluate implementation opportunity

Appendix 17. NISS Diagnostic Report Executive Summary Excerpt

Diagnostic Report Executive Summary

Current situation	Serving the most diverse borough in the City of New York, **York College makes critical contributions to the civic, social, and economic health of the area** and state by enabling students to realize their full potential. This impact has been heightened in recent years by a steady increase in the number of degrees that York awards annually. Nine out of ten York students are members of minoritized groups, and commendably, York maintains no significant equity gaps in graduation rates. Enrollments, however, have dropped since 2018, driven mainly by a loss of Black and Hispanic students. The first-year retention rate has significantly decreased since 2011 and lags the CUNY average. While the four- and six-year graduation rates have increased over this period, both still significantly trail CUNY averages. Six out of ten students have transferred- or stopped-out of York by the six-year mark.

Financial Wellness

Proactive Advising

Academic Support

Career Learning

Diagnostic Report Executive Summary

Key strengths	• The **number of degrees** that York awards annually is increasing. • **York's strategic plan is data-driven,** and nearly all campus stakeholders are aware of it. • **Leadership prioritizes collaboration among campus units** to improve student outcomes for all students.

One YORK

Goal 1
Student Success

"We set this goal to send a message to our students: if you choose us, we'll help you finish.

The steps we take—from the time we recruit and enroll students until they receive their degrees—need to intentionally facilitate student success."

Leadership Prioritizes Improving Student Outcomes for All Students
(n=44)

I can't answer (5%)
Not at all aligned (2%)
Minimally aligned (7%)
Somewhat aligned (9%)

Mostly aligned (34%)

Fully aligned (43%)

Senior leadership (e.g., president, provost, cabinet, board) at my institution actively promotes and prioritizes efforts to improve student outcomes overall and across race, ethnicity, and income levels.
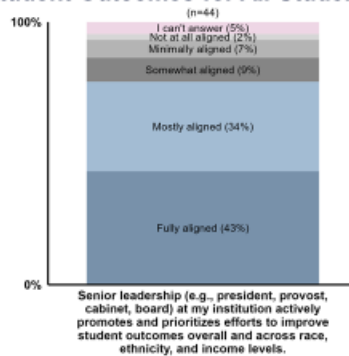
Source: NISS Campus Stakeholder Survey (CSS), 2023

"The **change in management has initiated several programs** and it has been very successful."

"Institutional **attitudes towards collaboration have improved** under new leadership."

Source: NISS Campus Stakeholder Survey (CSS) Comments, 2023

Key challenges

Financial Wellness

Financial aid and financial wellness services are not systematically delivered in a targeted and proactive manner.

Personalized Financial Wellness Advice Delivered at Scale

(n=44)

I can't answer (34%)

Not at all aligned (18%)

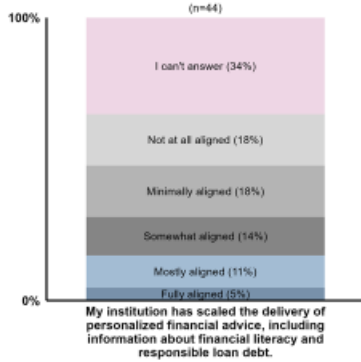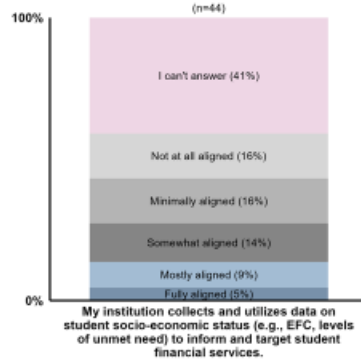Minimally aligned (18%)

Somewhat aligned (14%)

Mostly aligned (11%)

Fully aligned (5%)

My institution has scaled the delivery of personalized financial advice, including information about financial literacy and responsible loan debt.

Student Financial Data Leveraged to Target Support

(n=44)

I can't answer (41%)

Not at all aligned (16%)

Minimally aligned (16%)

Somewhat aligned (14%)

Mostly aligned (9%)

Fully aligned (5%)

My institution collects and utilizes data on student socio-economic status (e.g., EFC, levels of unmet need) to inform and target student financial services.

Source: NISS CSS, 2023

"We need to work on utilizing our database to **implement a strategic approach to financial wellness**, including enhancing financial literacy."

"The substantial volume of communication that … **lacks precise targeting criteria** results in unclear and often disregarded messages."

Our Community One YORK

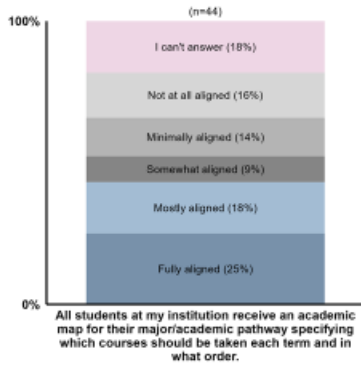"The majority of our students … live in a household with an income of $30,000 or less."

Key challenges

Proactive Advising

Advising practices, systems, and training are inconsistently implemented

Academic Maps Delivered to All Students

(n=44)

I can't answer (18%)

Not at all aligned (16%)

Minimally aligned (14%)

Somewhat aligned (9%)

Mostly aligned (18%)

Fully aligned (25%)

All students at my institution receive an academic map for their major/academic pathway specifying which courses should be taken each term and in what order.

Advising Coordinated at the Institutional Level

(n=44)

I can't answer (27%)

Not at all aligned (16%)

Minimally aligned (16%)

Somewhat aligned (11%)

Mostly aligned (16%)

Fully aligned (14%)

My institution has the ability to coordinate and direct the activities of all advisors on campus without having to gain individual approval from a series of deans, chairs, or other administrators.

Source: NISS CSS, 2023
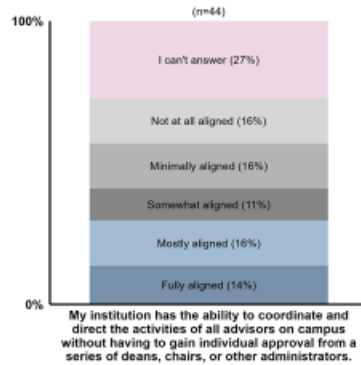
"**Departmental advising is uneven** and, in some departments, all they do is course selection."

"There is no safety net and too many **[advisors] who refuse to use the technologies** that can support the early warning system."

Source: NISS CSS Comments, 2023

Goal 1
Student Success   One YORK

Objective
Engineer advisement systems so that students can better access, stay, and graduate in their desired areas of study

Course outcome and availability data are not used systematically to inform academic supports or scheduling

Key challenges

Academic Support

High DFW Courses Identified & Remedied at the Institutional Level

(n=44)

100%

I can't answer (36%)

Not at all aligned (9%)

Minimally aligned (20%)

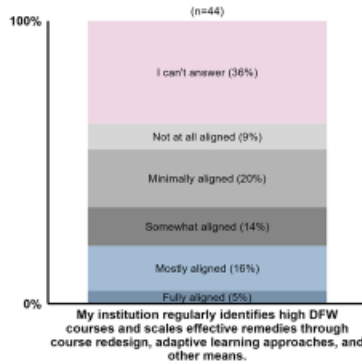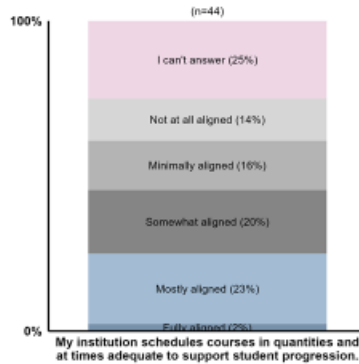Somewhat aligned (14%)

Mostly aligned (16%)

Fully aligned (5%)

0%

My institution regularly identifies high DFW courses and scales effective remedies through course redesign, adaptive learning approaches, and other means.

Source: NISS CSS, 2023

Courses Scheduled to Support Student Progression

(n=44)

100%

I can't answer (25%)

Not at all aligned (14%)

Minimally aligned (16%)

Somewhat aligned (20%)

Mostly aligned (23%)

Fully aligned (2%)

0%

My institution schedules courses in quantities and at times adequate to support student progression.

"To my knowledge, **we do not check data** to see which courses have a high fail rate and **respond to that data** by implementing new strategies."

"We have courses taught at the convenience of the professors and not based on the number of majors who **need specific courses in a four-year time frame**."

Source: NISS CSS Comments, 2023

Goal 1
Student Success

One YORK

Objective
Implement college-wide strategic enrollment practices that support students from entry to graduation

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Career outcome data are neither meaningfully introduced in the first-year nor standardized across all departments

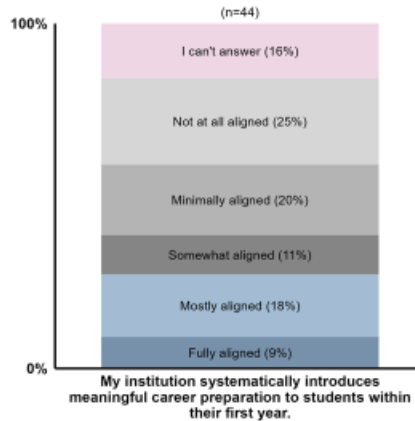**Key challenges**

Career Learning

Goal 1
Student Success

One YORK

Objective
Offer intensive guidance to students in their first eight weeks on campus

KPI
Increased first-time, full-time four-year and six-year graduation rates

Source: NISS CSS, 2023

Career Preparation Introduced in the First Year

(n=44)

100%

I can't answer (16%)

Not at all aligned (25%)

Minimally aligned (20%)

Somewhat aligned (11%)

Mostly aligned (18%)

Fully aligned (9%)

0%

My institution systematically introduces meaningful career preparation to students within their first year.

"There are **no resources available** to **help students decide which major** is right for them."

Source: NISS IDOQ, 2023

"An **integration [is needed between] career and academic advising processes** in which the advisors are equipped to guide career exploration, industry trends, and the skills needed for success in the chosen field."

Source: NISS CSS Comments, 2023

CUNY Accelerate, Complete, and Engage (ACE) Fast Facts – January 2023

Accelerate, Complete, and Engage (ACE) is the baccalaureate adaptation of CUNY's nationally acclaimed Accelerated Study in Associate Programs (ASAP). ACE aims to double four-year bachelor's graduation rates by providing ASAP-like resources designed to remove barriers to full-time study, build academic momentum, and create a connected community. This comprehensive matrix of support and resources is more critical than ever to ensure timely degree completion. On-time graduation is of paramount importance because it has a direct impact on the cost of a degree — for both students and taxpayers — and the economic benefits that bachelor's degrees yield; in the case of the student, their earning lifecycle is increased by each year they maximize time to degree, and a longer earning lifecycle translates into more tax revenues.

ACE aims to achieve a four-year graduation rate of at least **50% among first-time freshmen and a two-year graduation rate of at least 50% among transfer students with an associate degree**. These results will effectively lower the average cost per degree by more than $17,000 per graduate based on reduced time to degree.[1] From inception in 2015 through 2021, CUNY offered ACE at two senior colleges (John Jay College of Criminal Justice and Lehman College), thanks to private funders[2] and the New York City Office for Economic Opportunity (NYC Opportunity). Through the generous support of the NYC Juneteenth Economic Justice Plan announced in June 2021, ACE has expanded to four other CUNY colleges in the spring and fall of 2022: College of Staten Island, New York City College of Technology, York College, and Queens College. **An inaugural ACE transfer cohort will launch in the fall of 2023 at The City College of New York, thanks to the generous support of Robin Hood. ACE has served nearly 2,800 students and will support over 2,700 students in 2022-2023**. Key performance outcomes of ACE to date include:

- The two earliest cohorts at John Jay College show that **ACE increased four-year graduation rates to 59.0% of ACE students** compared to 41.5% of a matched comparison group of students, demonstrating a nearly 150% increase in the graduation rate after four years (*see figure 1*).

- ACE has **improved student outcomes in more recent cohorts at every step**, with higher retention rates and higher rates of being on track to graduate after two years.

- ACE has pronounced effects for students of color, particularly Black and Hispanic/Latinx students, who make up the majority of the students served by the program. Findings from a recent internal analysis suggest that ACE appears effective in closing equity gaps.

- Lehman College's fall 2020 ACE transfer cohort demonstrated a **2-year graduation rate of 64.9%, outperforming the fall 2019 ACE cohort**, the college's first, for which the **2-year graduation rate was 61.4%** (*See figure 2*). By comparison, for Lehman advanced standing transfer students with an associate degree admitted in fall 2019 and fall 2020, only 36% and 32.2% graduated after two years.[3]

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[1] CUNY calculations based on the difference in total cost (usual FTE and program costs) per graduate over a four-year time horizon for ACE vs. matched comparison group students.

[2] Private funders include Robin Hood, the Jewish Foundation for the Education of Women (JFEW), Donald A. Pels Charitable Trust, and BNY Mellon.

[3] Due to sample size limitations, a matched comparison group cannot be constructed for ACE transfer students using students who transferred into Lehman College in the same year. A propensity score matched comparison for prior year transfer students is currently underway.

Appendix 19. Summary of ACE Program

- **Who is eligible?**
  - Students must be NYC residents eligible for in-state tuition (regardless of citizenship status)
  - We accept FTF or continuing students with 21 or less earned credits and at least a 2.0 GPA
  - We also accept transfers with a completed Associate degree and no more than 80 credits
  - Completed FAFSA and TAP (if eligible) OR DREAM Act scholarship completed. However, if students are ineligible for financial aid they can still be a part of ACE, however, they have to pay for their own tuition
  - Must plan to declare in one of our eligible majors (https://www.york.cuny.edu/ace/eligibility-criteria)
  - Must be committed to taking 15 credits per semester and graduating in 4 years. If a student withdraws or fails a course, they must repeat the course during the intersessions (financially assistance available)
  - Also, students must be willing to meet with their ACE Advisor individually once a month as well as attend one Academic per month and at least one Career related workshop per semester

- **What is the selection process?**
  - Students must attend an ACE information session first and then they are sent an application to apply
  - Once deemed eligible, they are sent an online intake form and then we schedule an appointment for them to meet with one of our Advisors to register, review their 4-year degree map and discuss expectations
  - The last step to secure their seat in the program is to attend a summer ACE institute (half-day)

- **What is grad school prep and what does ACE do that's different than what is available for all students?**
  - In the very beginning of a student joining the program, we begin speaking to them about their major, intended career and post grad options including joining the workforce and attending graduate school

  - All students complete a Career Assessment (Traitfy) to determine what career path is best suited for them based on their interest and strengths. Then their Advisor discusses the results with the student to determine if this is accurate or if there are other career paths they never considered and should explore

  - We host a grad school workshop once a term and encourage students to attend the graduate fair hosted by Career Services

  - The student, ACE Advisor and ACE Career Specialist work together to explore their options. We send them information about their intended program, strongly encourage them to attend information sessions for the particular program they're interested in attending

  - We STRONGLY encourage students to complete an internship, externship, shadowing or volunteer opportunity to explore their intended career path before senior year

  - We also review personal statements, write recommendation letters and assist with completing applications.

Appendix 20. First Year Experience/Mentoring Workshops and Events Spring 2023

Date	Name	Type	Intended Outcome	# of Attendees
2/8/2023	EQ Advantage 2.0 (One York Brotherhood - BMI)	Personal/ Professional Development	Program Description: (facilitated by Pervis Taylor) Emotional intelligence (EQ) is the ability to effectively manage your emotions positively to empathize with others, make responsible decisions, maintain healthy relationships and ultimately succeed. In this session, we'll cover the five components of emotional intelligence and discuss how you can apply them to your academic, personal, and career goals.	30
2/21/2023	Study Skills (ACE collaboration, promoted as a part of FYE)	Co-curricular	Study Skills (facilitated by ACE staff): Through a study skills assessment and reflection worksheet, students will effectively learn their personal study habits while exploring various study skills and ways to effectively study as they gear up to take their midterms and achieve successful grades.	23
2/22/2023	Managing Adversity (One York Brotherhood - BMI)	Personal/ Professional Development	Program Description: (facilitated by Pervis Taylor) An adversity quotient measures how well a person can deal with challenges in life. Have you ever wondered how resilient you are? Join our discussion and find out what your AQ score is.	25
3/1/2023	Conflict Resolution	Personal/ Professional Development	One York Brotherhood Program Description: Conflict, arguments, and change are part of all relationships. Conflict cannot always be resolved, but one can manage it. Join us in discussing conflict solution, mediation, and/or management.	19
3/8/2023	Financial Literacy	Personal/ Professional Development	One York Brotherhood Program Description: How skillful are you in managing your money? Do you understand how to budget? Are you savvy about credit? What do you know about stocks and bonds? If you want to get smart about money, join our discussion on financial literacy and managing your money well. A second session was held on 3/15/23 with 11 attendees.	37
3/22/2023	Relationships	Personal/ Professional Development	One York Brotherhood Program Description: Relationships play a huge part in our lives. We all have different definitions of relationships, expectations, and beliefs about our role in relationships. Join our discussion on healthy relationships and identify green and red flags. RSVP is encouraged, and feel free to bring a friend. Refreshments will be served.	29
4/18/2023	Building Bridges (FYE)	Personal/ Professional Development	The Black Male Initiative (BMI) mentors shared information about mentorship opportunities at York and engaged participants in a bit of engineering that focused on teamwork, establishing connections and cultivating a sense of community. The project consisted of each team working together to build a bridge out of newspaper and tape that could support a bowl of candy.	17
4/19/2023	Confidence (One York Brotherhood)	Personal/ Professional Development	Program Description: What is confidence? Do you trust yourself? Do you know your own power? Do you doubt yourself? Do you keep your word to yourself? Self-confidence is the foundation for success. Join our discussion and learn how to build your confidence.	26
4/27/2023	Listen Up! (FYE)	Personal/ Professional Development	Program Description: In this hands-on workshop, students will take a tour of the radio station and discuss what's needed for a successful podcast. The session will address confidence, the value of adaptability and effective ways to capture the attention of your audience.	3
5/3/2023	Safe Space (One York Brotherhood)	Personal/ Professional Development	This workshop was a late addition to the One York Brotherhood spring calendar. The session focused on topics such as respect, communication and reiterated expectations for engagement going forward.	23

Appendix 21. First Year Experience/Mentor Collaborative Program Achievement Fact Sheet Excerpt

FACT SHEET
PROGRAM ACHIEVEMENT & DATA ANALYSIS
YORK COLLEGE 2022-2023

YORK College + **MENTOR COLLECTIVE**

GOALS FOR THE PROGRAM

- Facilitate student success through first-year mentorship.
- Increase student engagement, participation and impact.
- Empower students to seek support from existing resources on campus.
- Focus collective effort on success of diverse student community.

PROGRAM OVERVIEW	2022-23 YTD	22-23 MC FYE Benchmark
Students Matched	550 31.3%	30.5%
Mentors Matched	160 5.93%	10.9%
Conversations Logged*	2,320	-
Conversations/Pair	3.70	3.55

SATISFACTION SCALE

1-3	4	5-7
LOW	AVG	HIGH

6.57 Avg. mentor response when asked if they are enjoying their experience

6.16 Avg. mentee response when asked if they learned from mentor and if they expect mentor to continue helping them grow.

ENGAGEMENT	2022-23 YTD	22-23 MC FYE Benchmark
Engaged (1+ Conversations)	69%	69%
Highly Engaged (3+ Conversations)	39%	44%

Pairs felt comfortable interacting with each other. Strong data for number of conversations per pair suggests matched pairs are engaged, having quality conversations, and developed a deeper sense of belonging within student community.

WHAT ARE STUDENTS TALKING ABOUT?
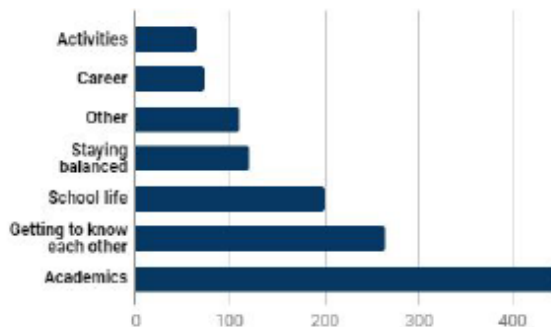
MENTEE CHALLENGES
(as reported by mentors)

1. Academic Struggles
2. Other
3. Financial concerns

"My mentor helped me be at ease with my anxiety last week. I asked her how to deal with things in my environment and she helped me by giving ideas about how I should accept myself and don't be too worried about my peers so that I don't become overwhelmed."

Appendix 22. Welcome Center Location at York College

Appendix 23. Welcome Center Usage Data 2023

Number of Visits to Welcome Center	Frequency	Percent
Fall 2023	4986	52.7
Spring 2023	2419	25.6
Summer 2023	2061	21.8
Total	9466	100

Transaction Type	Frequency	%
Other	1246	13.2
Admissions	1160	12.3
IT Service Desk	909	9.6
Tuition and Fees	758	8
Financial Aid Disbursement	557	5.9
Registrar	430	4.5
Services for Registrar's Office	386	4.1
File FAFSA	363	3.8
Password Reset	350	3.7
Advisement	349	3.7
York Network Account Issue	320	3.4
Counselor Appointment	252	2.7
TAP Award Status	210	2.2
Financial Aid	203	2.1
Federal Work Study Status	161	1.7
WIFI Configuration	161	1.7
Parking Permits	155	1.6
York Mail Account Issue	136	1.4
Bursar	120	1.3
Health Services	114	1.2
Check Disbursement	110	1.2
Express Enrollment	90	1
Pell Award Status	84	0.9
NULL	76	0.8
HESC Application	71	0.8
Transcript	71	0.8
Declaration of Major/Minor	59	0.6
Transfer Credit Evaluation	59	0.6
CUNYfirst Account Issue	55	0.6
Readmission	50	0.5
Graduation/Audit Inquiry	42	0.4
Permit Inquiry	40	0.4
Software Issue	34	0.4

Transaction Type	Frequency	%
Loaner Equipment	26	0.3
Re-Admission Fees	26	0.3
TAP Course Eligibility	24	0.3
Academic Progress Petition	21	0.2
Feminine Health Products	21	0.2
Personal Data Change	20	0.2
Diploma	16	0.2
Advising & Support	15	0.2
Emergency Grant Funding	15	0.2
Hardware Issue	15	0.2
Direct Deposit Form	14	0.1
Replacement York ID Card	12	0.1
International Student Inquiry	11	0.1
Library Fines	10	0.1
Printing Issue	6	0.1
Applying as a freshman	5	0.1
APTS and CUSTA Status	5	0.1
Food Pantry	3	0
Sexual Health Products	3	0
Applying as a transfer	2	0
Case Management	2	0
First Time Visitor	2	0
Service Indicator	2	0
Advisement/ Counseling	1	0
Applying for Benefits	1	0
COVID Data Inquiries	1	0
ESL-Class Registration	1	0
ESL-Orientation	1	0
Make-Up Exam Fees	1	0
Mental Health / Stress Reduction Support	1	0
Replacement Diploma	1	0
Submitting Documents	1	0
Total	9466	100

Appendix 24. Academic Recovery Program Process Map

Academic Recovery Program

Academic Recovery: Consists of all *undergraduate matriculated York students* with a minimum cumulative GPA of 2.0. *(includes all students on academic warning and academic probation)*
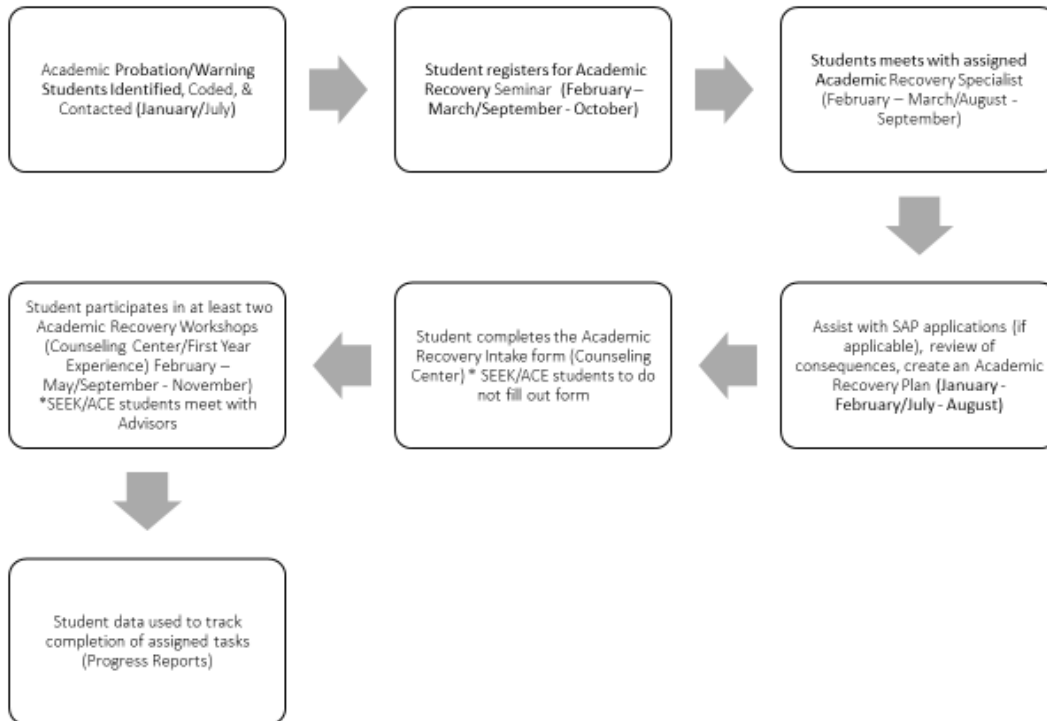
- *Academic Warning:* Includes all undergraduate matriculated York students who have attempted 0 – 12 credits and earned a minimum cumulative GPA of 1.50 **and** students who attempted 13 – 24 credits and earned a minimum cumulative GPA of 1.75

- *Academic Probation:* Includes all undergraduate matriculated York students who have attempted 25 – upward credits and earned a minimum cumulative GPA of 2.0.

Service Indicators

- ADV PROB: (*Academic Probation*) – to capture all undergraduate matriculated York students with a minimum cumulative GPA of 2.0. *(excludes students on academic warning)*

- New Service Indicator: (Effective Fall 2023)

- ADV AW: (*Academic Warning*) - to capture the freshmen within our retention schedule and support them, in conjunction with the Academic Recovery group, to prevent them from being negatively impacted without intervention

Academic Recovery Program

Academic Probation/Warning Students Identified, Coded, & Contacted (January/July)

→ Student registers for Academic Recovery Seminar (February – March/September - October)

→ Students meets with assigned Academic Recovery Specialist (February – March/August - September)

↓

Assist with SAP applications (if applicable), review of consequences, create an Academic Recovery Plan (January - February/July - August)

← Student completes the Academic Recovery Intake form (Counseling Center) * SEEK/ACE students to do not fill out form

← Student participates in at least two Academic Recovery Workshops (Counseling Center/First Year Experience) February – May/September - November) *SEEK/ACE students meet with Advisors

↓

Student data used to track completion of assigned tasks (Progress Reports)

Populations:
Academic Advisement
SEEK
A.C.E.

Collaborating offices:
- *Academic Advisement*
- *First Year Experience/Mentoring*
- *Counseling Center*
- *SEEK*
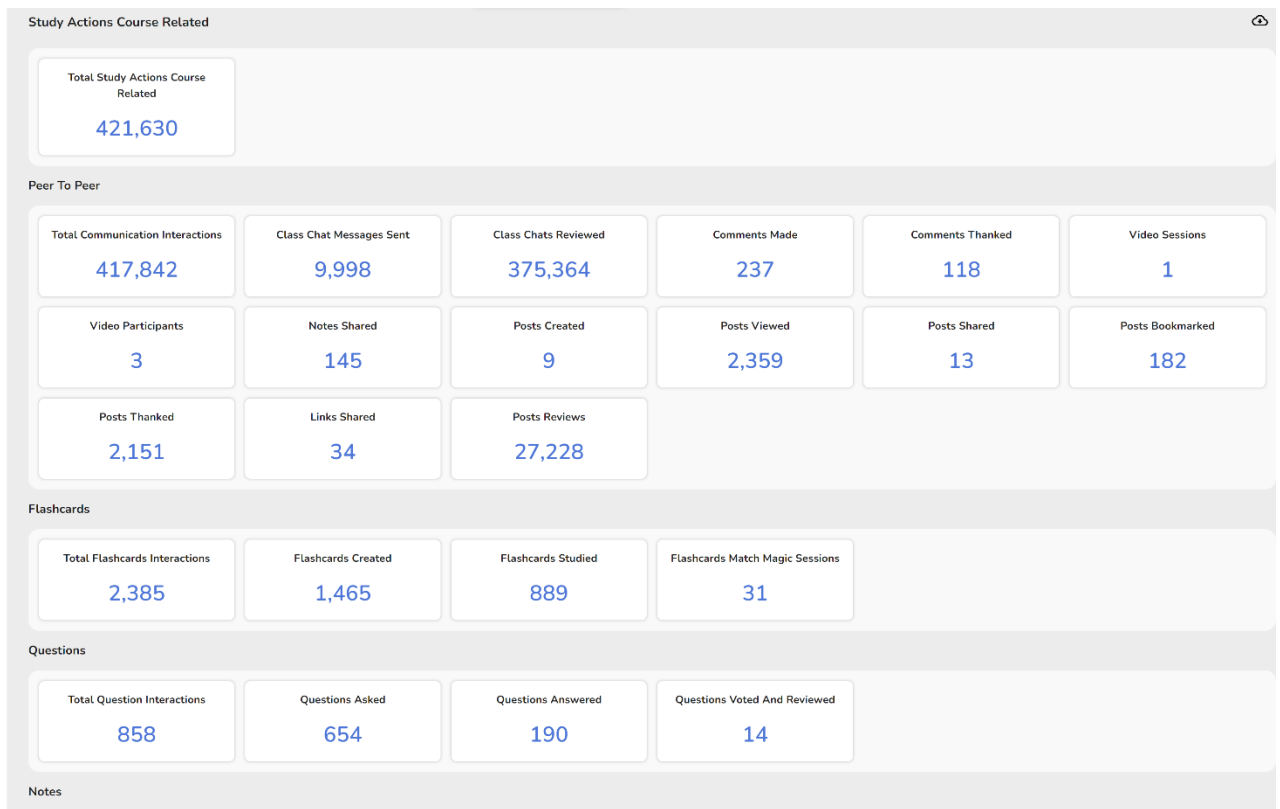- *ACE*
- *Collaborative Learning Center*

Spring 2023 Data

- 382 students (first-year)
  - 304 - Academic Probation
  - 78 – Academic Warning
- 293 - scheduled an advisement seminar
- 284 - attended seminar
- 218 - attended seminar and two workshops
- 97 - moved to grade standing

Appendix 25. Circle In Dashboard Excerpt

Dashboard
Courses
Users
Student Metrics
Expert Metrics
Feed
Communities
Course Feedback
Professor Implementation Plan

Study Actions Course Related

Total Study Actions Course Related
421,630

Peer To Peer

Total Communication Interactions	Class Chat Messages Sent	Class Chats Reviewed	Comments Made	Comments Thanked	Video Sessions
417,842	9,998	375,364	237	118	1

Video Participants	Notes Shared	Posts Created	Posts Viewed	Posts Shared	Posts Bookmarked
3	145	9	2,359	13	182

Posts Thanked	Links Shared	Posts Reviews
2,151	34	27,228

Flashcards

Total Flashcards Interactions	Flashcards Created	Flashcards Studied	Flashcards Match Magic Sessions
2,385	1,465	889	31

Questions

Total Question Interactions	Questions Asked	Questions Answered	Questions Voted And Reviewed
858	654	190	14

Notes

Appendix 26. Memo to CUNY from NYC DOE: Supporting incoming students

Executive Summary

The City University of New York (CUNY) and the New York City Department of Education (NYC DOE) – the two largest education systems of their kind in the country – are deeply connected by the students they serve. We are mutually invested in the health and success of these students, and work alongside DOE in true partnership. Roughly 60% of the NYCDOE's college-going graduates attend a CUNY college and nearly 80% of first-time freshmen at CUNY are graduates of NYCDOE schools. Almost a third of the DOE's new teachers each year are CUNY-prepared, and a majority of the DOE workforce has a CUNY degree.

CUNY's Office of Academic Affairs, through K16 Initiatives, supports the reciprocal partnership between these systems to help ensure that entering undergraduates are prepared for success. Launched in 2013, the CUNY-NYC DOE Steering Committee brings together a cross section of institutional leaders regularly to ensure that we develop an aligned agenda in support of our shared goals. In the 2020-21 academic year, the Committee has been guided by strategic priorities focused on the need to be responsive to the changing needs of students and staff in the wake of a global pandemic and public health crisis, ongoing fiscal crisis, and our collective efforts to address systemic racism and inequities in our institutions.

This year, we know that DOE middle and high school students are attending school remotely and often struggling to adapt to virtual instruction. The new academic needs of these students is framed by the widespread and ongoing loss, trauma, and financial insecurity experienced by tens of thousands of New Yorkers over the last year, as the result of a pandemic that has had a disproportionate impact on Black and Latinx communities. DOE students have needs including skills recovery and continued skill building or progress in academic skills or knowledge, social emotional supports, and postsecondary planning.

In acknowledgement of the unique challenges confronted by the high school graduating class of 2021 amid COVID-19, the Steering Committee Members, through NYC DOE Chief Academic Officer's team offered reflections and considerations to CUNY leadership as it prepares for Fall 2021. These include a demographic profile of its graduating class, reflections on students' virtual learning, their access to technology, considerations for engaging families, and potential need for additional advisement supports.

Key Findings

- The Class of 2021 has an Economic Need Index (ENI) of 72%, which estimates the percentage of students facing economic hardship, including nearly 7% are students in temporary housing.

- The NYCDOE delivered 450,000 internet-enabled devices to students, reflecting the high need for access to technology and broadband.

- Most schools used Google Classroom for many aspects of remote learning. Students will be accustomed to this platform and need support to transition to new tools.

To: CUNY
From: NYC DOE, Office of the Chief Academic Officer
Date: May 5, 2021
Re: Preparing to Welcome the High School Class of 2021

We are grateful to Chancellor Matos Rodriguez and CUNY's Office of K-16 Initiatives for this opportunity to provide input on key messaging to CUNY campus presidents to support our Class of 2021 graduates who will transition to their campuses in four months--at which point we will be a year and a half into the global pandemic. We are grateful to CUNY presidents for the warm welcome and thoughtful support their staff will offer our extraordinary graduates. While the DOE and CUNY are both indefatigable in the pursuit of more equitable educational outcomes for all students, we all have work to do to ensure our institutions adapt to bring our multilingual and English language learners, students with disabilities, students in temporary housing, and Black and Latinx students closest to the supports that will ensure their success as they work to complete a college degree as we recover from the global pandemic.

With this in mind, the NYCDOE Chief Academic Officer's team has brought together leaders from NYC DOE's Division of Teaching and Learning, the Office of Postsecondary Readiness and the Division of Multilingual Learners to synthesize some key data points and experiences across this class, to support strong transitions for all students. We hope that the information that we can provide here will assist you in preparing for this fall:

The Class of 2021: Demographics

- We have included for your reference a snapshot profile of the Class of 2021, including demographic data.
- The Class of 2021 has an Economic Need Index (ENI) of 72%, which estimates the percentage of students facing economic hardship, including nearly 7% are students in temporary housing. We have found that many of our students are experiencing increased need to work and support their families.
- Among this year's seniors, nearly 20% are students with disabilities; over 10% are English Language Learners; and nearly 47% indicate a language other than English as the primary spoken in their home. To support their success, we suggest the increase of tutoring and language support in students' home languages.
- College counselors across our high schools report that many members of this class will be the first in their families to attend college. Although family engagement efforts typically taper off in college as scholars grow in their adulthood, you might consider prioritizing opportunities across multiple languages for families to participate in their students' success at CUNY.

The Class of 2021: Classroom Experience

- Since March 2020 of their junior year, the Class of 2021 have experienced disruptions to how and where they receive education. First, all school buildings closed in March 2020. They reopened to the senior class at the start of the school year in September with most opting to learn virtually. For those participating in hybrid learning, by mid-November all buildings shuttered again and did not return until March 2021. Seniors have missed many of the rituals and routines of graduation, and of daily in-person education. As students arrive on your campuses, we anticipate they will need a rich and prolonged orientation -- extending beyond the traditional early days or weeks of the semester, to support students, and their caregivers in building a strong sense of connection to campus.
- The NYCDOE delivered 450,000 internet-enabled devices to students, reflecting the high need for access to technology and broadband. Our students will return these devices upon graduating, and many students may need new devices as they begin their CUNY experience.

- An internal districtwide survey of students, families and staff indicated that many students are thriving in remote learning, while others are struggling to stay engaged and feel less connected to adults and peers in their schools. This spring, NYCDOE offered an opt-in process for students and families to select their mode of instruction, to provide an opportunity to differentiate.
- We have found that students will do their best when there are consistent norms for virtual learning across teaching staff (i.e. "camera on for interactive components of the lesson") as opposed to varied practices across teaching staff that make it difficult for students to manage and meet expectations across multiple classes.
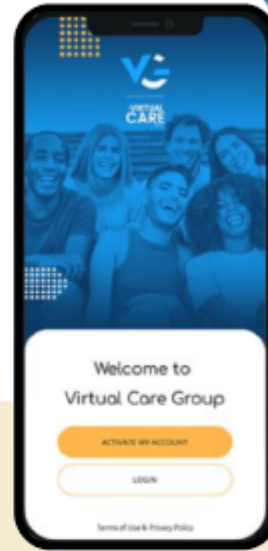
The Class of 2021: Remote Learning and Supports

- Most schools used Google Classroom for many aspects of remote learning and many of our students are accustomed to it. If your campus is using Blackboard or another platform, consider how it is different and similar to Google Classroom, and how you can streamline and optimize the student experience.
- Given the limited in-person engagements students have had with teachers and guidance counselors in the last year, we believe they will be especially served by intrusive advising as they enter postsecondary study. Where possible, we suggest CUNY increase office hours, expand access to intrusive counseling and advising beyond ASAP and specific programs, and provide multiple opportunities for student to professor/counselor engagement throughout freshman year.

Category	Total Students	% of Students	% ENI
All 12th Graders	76,357		71.8%
Asian	12,934	16.9%	68.9%
Black	20,255	26.5%	73.5%
Hispanic	30,557	40.0%	82.3%
Multi-Racial	431	0.6%	45.2%
Native American	881	1.2%	69.6%
Race/Ethnicity Data Missing	668	0.9%	41.4%
White	10,631	13.9%	45.3%
STH	5,210	6.8%	100.0%
Not STH	71,147	93.2%	69.8%
SWD	15,221	19.9%	82.2%
Not SWD	61,136	80.1%	69.3%
ELL	8,128	10.6%	94.3%
Not ELL	68,229	89.4%	69.2%

YORK College | CUNY

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Please use zip code **11451** when prompted.

VCG Ambassadors are available to help you register on Mondays & Thursdays in the York Atrium from 2 p.m.- 5 p.m.

Petrie Emergency Grant

Academic Year Years	2020-2021	2021-2022	2022-2023	2023-2024
Number Applications Submitted	30	60	297	91
Number of Applications Approved	12	19	115	28
Number of Applications Denied	18	37	182	31
Number of Applications Pending	0	0	0	32
Amount Awarded	$20,900.00	$54,332.00	$ 210,342.18	$ 41,794.15

Notes:

The Petrie Emergency Grant was reassigned in May 2022 to a new managing team
• Changes were made to the promotion and marketing strategies.
• Workshops were conducted to educate and guide students
• An application tracking system was implemented (Grouptrail)
• New webpage was implemented for application submissions
**Grouptrail tracking system does not allow for filtering duplicate applications. All applications are counted individually.

During this time the OYERF Supported student with:
• Overdue utility bills and shut-off notices
• Rent in arrears, at risk for eviction
• Housing assistance for homelessness
• Medical and dental bills for a necessary uninsured procedure
• Destruction of living quarters due to fire or another natural disaster
• A documented theft of computer, books, clothing, or other essential belongings
• Assistance in paying for food, transportation, and necessities due to recent unemployment or recent financial difficulty
• Automobile expenses (if a student's car breaks down and is his/her only means of transportation)
• Child care for legal dependents
• Travel home for illness or death in the immediate family
• Victims of domestic violence
• MetroCards

Denied applications based on
• Previous/current college tuition debt/expenses (One York Referral)
• Students not enrolled in classes
• Insufficient Documents
• Personal debts (including credit cards and loans)
• Duplicate application

One York Emergency Relief Fund

Fiscal Years 7/1-6/30:	3/20-6/2020	2020-2021	2021-2022	2022-2023	2023-2024
Number Applications Submitted	180	162	261	569	172
Number Applications Duplicated	64	27	103	202	52
Number Applications Reviewed	116	135	158	367	120
Number of Applications Approved	66	56	33	56	21
Number of Applications Denied	50	79	125	311	99
Amount Awarded	$ 39,750.00	$ 20,600.00	$13,400.00	$104,264.00	$ 25,733.00

Notes:

The One York Emergency Relief fund was established in March of 2020 due to the COVID pandemic.

During this time the OYERF Supported student with:

* Job loss within the family
household
* Death within the family household due to COVID

* Medical Bills Due to COVID

After the COVID Pandemic the OYERF helped students with Tuition balances due to financial hardship because of COVID (Started 2022-Present)
Tuition Payment ranged from $150.00-$12,000.00

* Financial hardship Due to COVID

* Graduation Complication

* Medical Bills

Denied applications based on lack of proof of documentation of hardship

Reached out to student for supporting documentation, but they did not respond or submit paperwork