

YORK COLLEGE, THE CITY UNIVERSITY OF NEW YORK
2008-2009 COLLEGE/PRESIDENT YEAR-END PERFORMANCE REPORT
PRESIDENT: DR. MARCIA V. KEIZS

GOAL 1: RAISE ACADEMIC QUALITY	2008-2009 Outcomes
Objective 1. Strengthen CUNY Flagship and College Priority College Programs, and Continuously Update Curricula and Program Mix	
<p>1.1 Documented efforts to move flagship and priority programs and research programs to the next level York College will launch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> B.S. Degree program in Generic Nursing (Fall 2008) <input type="checkbox"/> B.A. Degree program in Journalism (Fall 2008) <input type="checkbox"/> Pending approval from CAPP, BOT, and NYSED the B.S. Degree program in Pharmaceutical Sciences (Spring 2009) <p>York College will complete the proposal for presentation to CUNY OAA for a B.S. in Health Sciences. Letter of Intent was submitted to CUNY OAA (Spring 2008).</p> <p>York College will implement a reorganization of the Accounting and Business Department (based on external consultant's review) to prepare for competitive proposal development of the MS in business, enhance the delivery of student services and set the stage for AACSB international accreditation.</p>	<p>All three new degree programs were launched on schedule. A mini-conference to inaugurate them was held in Spring 2009.</p> <p>Work on a proposal was affected by the departure the faculty member involved. The project will be completed in summer for action in Fall 2009 at the College Senate.</p> <p>The reorganization proceeds apace. It entails reorganizing the existing department into two departments (Accounting and Finance and Business and Economics) as well as the creation of three schools: Arts and Sciences, Health and Behavioral Sciences, and Business and Information Systems. All actions have been advanced to and will appear on the agenda of the Board of Trustees for action at its meeting in June.</p> <p>Biennial report submitted and program successfully demonstrated alignment with new AOTA standards; status accredited. Plan of correction requested with respect to display of pass rate and steps taken to improve pass rate. Graduates from OT BS/MS Program presented their research in the Spring 08 at the National American Occupational Therapy Conference and in Fall 08 at the New York State OT Conference (both are juried).</p> <p>Work on the accreditation process for the Medical Lab Tech program has achieved phase one approval. Self-study will be submitted; site visit will be in October 2009.</p> <p>Generic Nursing Program will require a focused visit by NLN within 6 mos. of students enrolling in courses, which entails a decision by the NLN on whether the accreditation for the Generic Nursing degree will be part of existing accreditation.</p> <p>General Education Task Force established; created a two-year plan for reform of General Education. Implementation of yr.1 plan is on track, to be reviewed at a Task Force retreat this summer.</p> <p>The Academic Program Review Policy and Procedures were adopted and are being implemented. Chemistry and Mathematics and Computer Studies are due for completion in fall of 2009 Teacher Education is scheduled for external re-</p>
<p>1.2 Recognition/validation from external sources The Occupational Therapy program will submit a biennial report to meet the AOTA new standards</p> <p>Medical Lab Technology Program will advance external accreditation process by the National Agency for Clinical Laboratory Sciences (NAACLS)</p> <p>Nursing Program will advance external accreditation for the B.S. in Generic Nursing</p> <p>York College will develop a plan to implement the Middle States recommendations, especially with a focus on general education reform.</p>	
<p>1.3 Self-reports by the colleges A comprehensive program and department review plan will be implemented. Academic program reviews will continue in the following departments:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Chemistry <input type="checkbox"/> English <input type="checkbox"/> Foreign Languages, Humanities and ESL <input type="checkbox"/> Math and Computer Studies <input type="checkbox"/> Teacher Education <p>1.4 Reports of courses with a significant technology component and self-reports by colleges York College has developed a plan to increase the use of instructional and other technologies to enhance teaching and learning. Key components of the plan are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A minimum of five classrooms and the CETL room will be upgraded to “smart classrooms” during the 2008-2009 academic year <input type="checkbox"/> Construction and commission of the virtual hospital nursing laboratory will begin • Promote lesson pod-casting for student use • Promote use of “clicker” technology in large lecture halls • Promote the offering of more online and hybrid courses <input type="checkbox"/> Continue faculty training on instructional technologies under the auspices of the Center for Excellence in Teaching and Learning and the Faculty Development Committee 	<p>accreditation in 2011 and so will concentrate its efforts there. English and Foreign Languages will proceed in the upcoming year.</p> <p>The prerequisite campus network infrastructure upgrade was completed February 2009. We have contracted with vendors for equipment, furniture, and installation. Classroom implementations will begin June 2009 and completed by August 2009.</p> <p>The design phase of the project was completed and the design is at the University awaiting approval.</p> <p>This was accomplished in a limited way through workshops.</p> <p>This was accomplished through seven workshops.</p> <p>All professors in OT Dept. have their courses up and are using blackboard for their courses and the clicker was used for one of the courses offered.</p> <p>This was attempted and will be promoted especially with the new faculty. The percentage of hybrid and online courses offered decreased from 1% in Fall 2007 to 0.9% in Fall 2008, a drop of 0.1%.</p> <p>This was accomplished through the combined efforts of Academic Computing/Educational Technology and the Center for Excellence in Teaching and Learning. See also page 5.</p>
<p>Objective 2. Attract and Nurture a Strong Faculty that is Recognized for Excellent Teaching, Scholarship and Creative Activity</p>	
<p>2.1 College self-reports on efforts to build faculty quality through hiring and tenure processes and investments in faculty development York College will continue to build faculty quality through the following efforts:</p> <ul style="list-style-type: none"> • Recruit highly qualified faculty with strong teaching and scholarship to replace retiring faculty and to nurture strategic growth. A cohort of 25 faculty is expected to begin in Fall 08 in the following departments: Accounting and Business, Biology, Chemistry, Mathematics and Computer Science, History and Philosophy, Health Professions, Behavioral Sciences, Foreign Languages, Social Sciences, Earth and Physical Sciences, English, Fine & Performing Arts, Health and Physical Education, and Teacher Education. 	<p>Forty-two new faculty members were hired in Fall 2008 (net gain of 21) providing full-time faculty for all the departments for which hiring was intended.</p>

- Implement a comprehensive plan for new faculty development, including seminars and workshops, on instructional technologies, College and University services, policies and procedures, grant training and lectures and seminars by presenters of national standing.
- Continue to support scholarship, research and teaching as follows: Department chairs in collaboration with Academic Affairs will reinforce, nurture, and enhance faculty scholarship to increase faculty publications, presentations, and creative activities by 2%; recruit one to three PhD science students in 2008-2009, and support at least three in 2009-2010; College will use GRTI funding to support research in the science departments and provide start-up packages for newly appointed faculty.
- Intensify the training of department chairs. Groups of five (5) will be attending ACE training and professional development workshops—summer '08 and fall '08 and internal professional development for academic leadership started in 2007-2008 will continue into 2008-2009.
- Expand the Provost Lecture Series, which was inaugurated during 2007-2008, to facilitate the development of the scholarship of discovery and to showcase the research and publications of faculty members.

2.2 Faculty scholarship and creative work report

Faculty will continue to report their scholarship electronically and the College will support their scholarship, research, and teaching with a mix of funding including GRTI, Tax-Levy, and RF funds.

2.3 a) % of instructional hours and mean hours taught by FTE new and non-new faculty; b) # FT faculty

- a. Emphasis on full-time teaching at the Gen Ed level will be a focus of recalibrated scheduling in Fall 2008 and Spring 2009. Further, OAA will work with chairpersons to strategically plan for the contractual reassigned time to be used in such a way as to allow new faculty to frontload teaching with no harm to establishing their research endeavors. As well OAA will work with chairpersons to reengage veteran faculty with instruction of Gen Ed. The result of this planning will yield 3.5% increase in instructional hours and mean hours taught by FT new and veteran faculty.
- b. The number of full-time faculty will increase from 167 to 192

The College held a year-long new faculty orientation for the Fall 2008 cohort. Strong attendance was recorded. The program included orientation on college and university policies, procedures and practices; workshops on instructional technologies, grant writing, and pedagogies, among other subjects. Enriching these programs were the Provost Lectures and the Provost Distinguished Scholars Lectures that engaged faculty, students and the community on current issues and research. Moreover, a new webpage on faculty development has been developed and was launched in late Spring 2009.

Support for scholarship and research was facilitated through funding for research and conference travel, the adoption of a mentoring program, and the formalization of a requirement for the preparation of Professional Development Plans by untenured faculty. GRTI and other funding enabled the college to provide start up support for most of the science faculty who began their service in Fall 2008, and the College provided start up support to non-science faculty as funds were available. York faculty participating in the CUNY Ph.D. in Chemistry recruited at least one graduate student from the Fall 2008 cohort.

Five department chairs benefited from attending the American Council on Education Department Chairs Leadership shops in summer, but budget constraints preclude participation in Fall 2009. However, three chairs will attend in Summer 2009.

The value and competitiveness of the Provost Lecture Series was strengthened. For instance, for Spring 2009, 10 proposals were submitted for three spots. Further, a new series, called Provost Distinguished Scholars Lectures, was developed to facilitate scholarly engagement with visiting scholars. Three such lectures were delivered during Spring 2009, involving scholars from the University of Sudan, Harvard University, and New York University.

With an influx of 42 new faculty (net 21) and with some recent changes on the external review for the tenure and promotion processes, York College faculty are reporting increased scholarship and creative activity of 20% over last year. This year 263 entries by 77 faculty were recorded. The reported scholarship and creative items increased by 92% over last year indicating greater faculty engagement and contributions to peer refereed journals and publications. In addition, grant writing activity by faculty also saw a small increase.

There has been significant progress realized in certain areas - English, Mathematics and Computer Science, Health, Physical Education and Gerontology and Biology - which has managed to frontload the teaching done by new faculty and to manage the timing of the use of contractual reassigned time by new faculty.

- % of instructional FTEs delivered by full-time faculty increased from 42.6 in Fall 2007 to 50.7 to Fall 2008, an increase of 8.1%.
- % of instructional hours delivered by full-time faculty increased from 50.6 in Fall 2007 to 54.0 in Fall 2008, an increase of 3.4%.
- Mean teaching hours of veteran full-time faculty increased from 7.4 to 8.1
- The number of full-time faculty increased from 167 to 188 (by 21).

<p>2.4 Faculty & staff diversity and affirmative action reports College will work to retain and increase by 3-5% diversity of faculty and staff in under-represented groups. The offices of Academic Affairs and Compliance will conduct two (2) recruitment workshops for chairpersons and department P & B committees.</p>	<p>Some small gains were made in the hiring of women, Hispanics and Asians. The two recruitment workshops were conducted in Spring 2009.</p>
<p>GOAL 2: IMPROVE STUDENT SUCCESS</p>	<p>2008-2009 Outcomes</p>
<p>Objective 3. Ensure That All Students Receive a Solid General Education and Effective Support, Particularly in the First 60 Credits of Study</p>	
<p>3.1 Campaign for Success indicators: Together with the reform of General Education, CUE and Title III, program design will support multi-pronged linked efforts to promote student success and yield lasting changes in critical Campaign for Success indicators. Elements of the plan include:</p> <ul style="list-style-type: none"> □ AY '08-'09 is designated as the Year of General Education Reform to highlight the College's efforts and engagement to restructure and reform the general education courses and requirements. The Gen Ed committee led by Dr. Swoboda and Dr. Moldovan is charged with this task (co-chairs). The committee will (a) establish clear milestones at a retreat on August 22, 2008, (b) review "best practices" reform efforts within and outside CUNY, (c) begin assessment of our Gen Ed needs in the context of the overall desired educational "brand" of the College. □ Reorganization and strengthening of pre-college summer and winter programs with faculty training and curriculum improvement to improve math, reading, writing and Gen Ed skills for new freshmen will be led by Mr. Raphael (director of collaboratives). The benchmarks will include (a) complete restructuring of the pre-algebra and algebra workshops, (b) introduction of an on-line tutorial program, (c) introduction of diagnostic exams, and (d) increase the number of math faculty involved from 1 to 4. □ Implement and strengthen first year and transfer advising to improve first year student performance and streamline student advising and will be led by Dr. Baer and Dr. Lindner (Directors of Advisement and Counseling). The targets include (a) 75% attendance/invitees at advising workshops for all 1st year students and 70% attendance/invitees for transfer students, (b) a minimum attendance of two professional development workshops for full-time advisers; and a minimum of one for part-time advisers. 	<p>The two-year General Education (GE) Reform process is moving forward with leadership of the GE Task Force and with active engagement of the Faculty Inquiry Groups. Several updates were provided in the monthly academic newsletter, "Academic Affairs Update." Two workshops were offered with focus on GE. A one-day workshop was organized in January 2009 by the Outcomes Assessment Committee and another two-day workshop was organized by the Office of Institutional Research and Assessment in March 2009. A retreat will be held in Summer 2009 to review year 1 and plan for year 2.</p> <p>The pre-college summer and winter programs were reorganized and strengthened.</p> <p>(a) The pre-algebra and algebra workshops were separated from one 44-hr workshop into two offerings of 16 hrs and 28 hrs, respectively. (b) A new on-line math tutorial program—PLATO—was introduced and used by classes and individuals. (c) The diagnostic portion of the Compass exam was introduced, but it did not provide enough information (only four broad categories), so instead we used PLATO diagnostic as a pilot late in the program and plan to formalize and expand its use next year. (d) The number of full-time math faculty expanded from two in 2007 to eight in 2008, which accounted for 1/2 of the 16 mathematics workshop instructors. In addition the program also expanded professional and curriculum development for instructors. There were two full-day sessions prior to summer that were led by a full-time faculty member and attended by 13 instructors. The sessions included readings on math pedagogy, diagnostic exam discussions, and the creation of two new curricula – one for pre-algebra and one for algebra.</p> <p>A new director of academic advisement was hired in Spring 2008. This made it possible for the college to streamline student advising by providing better advisement services to freshman and transfer students. Advising services were segmented as follows: (i) the counseling faculty and staff are responsible for providing academic advisement to first-semester freshmen and transfer freshmen with fewer than 27.5 credits; (ii) the academic advisors in the Advisement Center handle all entering transfer students with 28 or more credits as well as continuing students with 28 credits or higher who are not advised by their major departments.</p> <p>(a) Under the direction of Dr. Baer, the Academic Advisement Center ran four advisement workshops for transfer students and continuing students with 28 or more credits prior to the Fall 2008 semester. Approximately 150 transfer students were</p>

<p>□ Emphasize reading, writing and critical thinking within the Writing Across the Curriculum (WAC) program and align its requirements for more effective faculty engagement, instruction, oversight and advisement, led by Dr. Cripps (director, College-Wide Writing Program).</p> <p>□ Support the Quantitative Reasoning and Literacy initiative by faculty training and course restructuring to infuse quantitative reasoning and literacy across the curriculum and improve CPE results, led by Dr. D’Alotto (chair, Math and Computer Studies).</p> <p>□ Support pod-casting with faculty training and other resources to improve student performance, led by OAA and IT.</p> <p>□ Sponsor CETL activities to enhance faculty teaching and scholarship and improve student learning, led by Dr. Swoboda (Director of CETL). These will include extending the range of topics examined, varying the times the sessions are offered, and expanding the mix of individual and team presentations, including faculty-student teams. The goal is to engage at least 25% of all full-time faculty in attendance at a minimum of one seminar; and 100% of new faculty at a minimum of one seminar.</p> <p>3.1a % of students passing gateway courses with C or better; These efforts will lead, at a minimum, to the following changes in key indicators: the percentage of students passing freshman composition and math with a C or better will increase from 72.9 to 75% over the Fall 2007 cohort</p> <p>3.1b % of freshmen and transfers taking courses in the summer after entry; The percentage of freshmen and transfers taking one or more courses in the summer after entry will increase by 2.7% to 21.0% over the Fall 2007 cohort</p> <p>3.1c Ratio of undergrad FTEs to headcount; Ratio of undergrad FTEs to headcount will increase from 77% to 79% in Fall 2008</p>	<p>advised in these workshops.</p> <ul style="list-style-type: none"> • 100% attendance/invitees for all first-year students with fewer than 27.5 credits advised. • 100% attendance/invitees for all transfer students with fewer than 27.5 credits advised. <p>b) All full-time and part-time advisors have attended at least two professional development workshops over the last year.</p> <p>One large (25 attendees) and several small (5-8 attendees) workshops on the WAC initiative were held in Fall 2008; in the Spring 2009 semester, WAC offered several additional workshops and offered two workshops on writing in cooperation with CETL. There is also one-on-one cooperation between WAC and individual faculty. WI courses increased from 71 in Fall 2008 to 79 in Spring 2009.</p> <p>The WAC program in consultation with the Office of Institutional Research & Assessment is administering the writing experiences survey developed by the Council of Writing Program Administrators and the National Survey of Student Engagement (NSSE) in all WI courses to evaluate student engagement in writing.</p> <p>Under the umbrella of the Quantitative Literacy Faculty Inquiry Group, Dr. D’Alotto’s group worked on inserting QL-related lessons, assignments, and modules into the Gen Ed curriculum. This was piloted in History 108 and English 125 during the spring 2009 semester. The group is currently assessing the effectiveness of the modules via exam score data for possible infusion into other general education courses.</p> <p>Individual pod-casting training was available for faculty members. Four faculty members used the service during 08-09.</p> <p>During 2008-2009, CETL held 21 workshops, which were attended by 439 individuals. The goal related to new faculty was met by embedding a CETL presentation into the year-long faculty orientation held for new faculty where new faculty participated at a level of about 85%.</p> <p>The percentage of students passing freshman composition and math with a C or better increased from 72.9% in Fall 2007 to 75.8% in Fall 2008, an increase of 2.9%.</p> <p>The percentage of freshmen and transfers taking one or more courses in the summer after entry increased from 18.2% for Fall 2006 cohort to 19.9% for Fall 2007 cohort by 1.7%.</p> <p>The ratio of undergrad FTEs to headcount did not change in Fall 2008.</p>
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3.1d Average # credits earned in first 12 months;

Average number of credits earned in 2008 will increase from 21.7 in Fall 2006 to 23.7 in Fall 2008

3.1e % of lower division seats taught by full-time faculty;

% of instructional FTEs in lower division taught by FT faculty will increase from 37.9% in 2007-08 to 41% in 2008-09 (see section 2.3a)

3.1f % of students with major declared by the 70th credit

Percentage of students declaring a major by the 70th credit will remain stable at 95%

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

For non-SEEK entering freshmen who have failed one or more of the skills tests, York College’s Success to the Third Power (S3) program provides one to three week workshops in Reading, Writing, and Mathematics. Summer 2008 will see an improvement of 2-4% over Summer 2007. Outcomes for Summer 2007 using York data were: Reading 76.4%; Writing 64.3%; Mathematics 70.2%

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

Performance of SEEK and ESL students on basic skills tests continue to present a major challenge at York. During the course of the academic year ‘08-‘09, a number of offices and departments (SEEK, ESL, English, Math, and Continuing Education) under the leadership of the dean for the humanities and the associate dean of student development/director of SEEK will work to understand the problem and propose a plan of action. It is our intention to implement strategies to increase performance within two years after entry by 3-5%.

3.3 Show & pass rates on CUNY Proficiency Exam

Provost Griffith, along with various departments at York College, to include IR, Testing, SEEK, Advisement Center and select faculty disciplines, will immediately review the current protocols for administration and preparation of students to take the CPE. Data will be studied by discipline and major to determine the possible reasons for student performance. Best practices from among senior colleges for notification and preparation will be discovered and York College will recalibrate its systems for notification, recording, reporting and preparing students for the CPE. The goal will be to take a significant step toward performance at the norm among senior colleges in CUNY.

Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months increased from 21.7 in Fall 2006 to 22.2 in Fall 2007, an increase of 0.5 credits.

Percentage of instructional FTEs in lower division courses taught by full-time faculty increased from 39.8% in Fall 2007 to 47.4% in Fall 2008, an increase of 7.6%.

Percentage of students declaring a major by the 70th credit rose by 2% to 97%.

Exceeded targets as follows: (Source: York College OIR)

Reading increased from 76.4% to 80.4% in Summer 2008 (+4%).

Writing increased from 64.3% to 74.1% in Summer 2008 (+9.8%).

Mathematics increased from 70.2% to 83.8% in Summer 2008 (+13.6%).

Performance of SEEK and ESL students continues to need new solutions. But during the past academic year, we tried a number of strategies including the launch of a more comprehensive series of ACT workshops and a matching communication outreach. The workshops were frontloaded into the semester and offered day and night. The math workshops were segmented into Math I and Math II, and in the former some improvements in the results have been realized. Math II remains an area to be conquered.

Non ESL SEEK students who passed all basic skills tests within one year of entry decreased from 76.6% in Fall 2006 to 62.2% in Fall 2007, a drop of 14.4%.

ESL students who passed all basic skills tests within two years decreased from 56.9% in Fall 2005 to 49.1% in Fall 2006, a drop of 7.8%. York is working with OIRA to determine the reliability of the data since we note that a number of colleges, including York, experienced a significant decline in results.

Under the leadership of Dean Fusco and Ms. Arias, the chief strategy for improving the show rate was to change the psychology of the taking of the exam. All communications with students began with a positive message: The second strategy was to ease anxiety by creating a sense of preparedness and building confidence. We created clear communications and guidelines with easy to follow steps for registering for the exam. We conducted a CPE Awareness campaign for two weeks, during which time students were able to register for the exam and workshops. We created a simple registration process; students no longer have to go through Blackboard or CUNY Portal to register. All required students were sent three mailings: official invitation, a postcard, and reminder e-mail. First-time required students were sent a personalized letter, made reminder phone calls, and sent e-mails. Two- and three-time failures were sent personalized letters and instructed to

<p>3.3a % of required invitees who took the CUNY Proficiency Exam (CPE show rate) % of required invitees show rate will increase by 3.9% (from 66.1% in fall 06 to 70% in fall 08)</p> <p>3.3b % of required test-takers passing the CUNY Proficiency Exam (CPE pass rate) % of required test takers passing the exam (CPE pass rate) will increase from 87.2% in fall 06 to 88% in fall 08</p>	<p>attend an intensive workshop on three consecutive Saturdays. These students were also advised to go to the Writing Center for one-on-one tutoring. Students who were advised at the Academic Advisement Center who signed a contract to take the CPE were sent letters reminding them of their contract. The CPE Liaison also was changed.</p> <p>Percentage of required invitees who took the CUNY Proficiency Exam (CPE show rate) increased from 66.5 to 81.6, an increase of 15.1%.</p> <p>Percentage of required test takers passing the exam (CPE pass rate) stayed the same at 87.1%. Given the large increase in the show rate it is significant that the pass rate remained the same.</p>
<p>Objective 4. Increase Retention and Graduation Rates</p>	
<p>4.1 Retention Rates will progressively increase An all college approach to retention will continue to drive our efforts, but this year, aided by the leadership of a recently appointed director of advisement, Dr. Baer, who will work collaboratively with Dr. Lindner (Student Development), Dr. Lalande (SEEK), faculty in the departments, and supporting programs (e.g. Women’s Center, Male Initiative, and Student Support Services), York will establish a comprehensive student advisement program.</p> <p>4.1a One-year retention rate % of full time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later One year retention rate of full-time first-time freshmen will increase from 70.9% in Fall 2006 to 73% in Fall 2008</p> <p>4.1b % of full time first-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued) One year retention rate of full-time first-time transfers will increase from 67.4 % in Fall 2006 to 70% in Fall 2008</p> <p>4.1c Two-year retention rate % of full time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later Two-year retention rate of full-time first-time freshmen will increase from 45% in Fall 2005 to 50% in Fall 2006</p> <p>4.1d % of full-time first-time transfers into baccalaureate programs still enrolled in the college of transfer entry two years later (or earned degree pursued) Two-year retention rate of full time first-time transfers will increase from 52.1% in Fall 2005 to 53.5% in Fall 2006</p>	<p>As mentioned in 3.1, an all-College approach to retention led to segmenting of advisement along these lines: transfers with 28 credits or more were advised by the Advisement Center and freshmen and transfers with less than 28 credits were advised by the Counseling Center. An active professional development and faculty training effort was also a hallmark of this year’s effort.</p> <p>One year retention rate of first-time full-time freshmen decreased from 70.9% in Fall 2006 to 69.6%, a drop of 1.3%. There are two points to be made here: (1) the size of the freshman class increased by 62% -- placing a significant burden on those involved in retention; (2) the one-year retention for Fall 2007 cohort, whose entering CAAs were >=78, was 73.2% with higher GPAs and greater credits accumulated. This is a primary reason that York decided to adjust its admissions standards to a 78 CAA and 800 SAT in Fall 2009.</p> <p>One year retention rate of full-time transfers decreased from 67.4% in Fall 2006 to 65.2% in Fall 2008, a drop of 2.2%.</p> <p>Two year retention rate of first-time full-time freshmen increased from 45% in Fall 2005 to 52% in Fall 2006, an increase of 7%.</p> <p>Two year retention rate of full-time transfers increased from 52.1% in Fall 2005 to 56.8% in Fall 2006, an increase of 4.7%.</p>

<p>4.2 Four-year BA/BS graduation rate York College will launch a senior year pilot project that will identify students who are at or above the 90th credit and provide intentional year-long assistance beginning in Summer 2008 at registration to bring awareness to matters related to achieving a seamless graduation. This effort will be led by the vice president of student development, Dr. Jones, and the associate dean for student development, Dr. Lalande. In addition to the quality of the experience, one goal is to reduce the number of graduation appeals by 20% (2008 n=67). We expect to affect graduation rates in the following ways:</p> <p>4.2a % of full time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years Four-year graduation rate of full-time first-time freshmen will increase from 5.3% based on cohort of Fall 2003 to 6.3% for the cohort of Fall 2004</p> <p>4.2b % of full time first-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years Four-year graduation rate of full-time first-time transfers will increase from 38.7% based on Cohort of Fall 2003 to 41% for the cohort Fall 2004</p> <p>4.2c Six-year BA/BS graduation rate % of full time first-time freshmen who graduated from the college of entry within six years Six year graduation rate of full-time first-time freshmen will increase from 27.6% based on cohort of Fall 2001 to 30% for the cohort of Fall 2002</p> <p>4.2d % of full time first-time transfers into baccalaureate programs who graduated from the college of transfer entry within six years Six year graduation rate full-time first-time transfers will increase from 45.7% based on cohort of Fall 2001 to 48% for the cohort Fall 2002</p>	<p>With leadership from the Registrar's Office, all deadlines for filing for graduation and graduation audits were completed by the beginning of the spring semester. Further, public emphasis was placed on an awareness of graduation through career fairs, graduate school fairs and career preparation workshops and seminars, and preparation to take the GRE and LSAT exams. In addition a consultant was brought on board to offer two-day workshops to seniors on preparing for interviews, writing resumes, and other information about job hunting. The College was able to reduce the number of appeals from 67 last year to 50 this year. Percentage of appeals decreased from 8.8% last year to 6% this year.</p> <p>Four-year graduation rate of first-time full-time freshmen decreased from 5.3% for Fall 2003 cohort to 3.7% for Fall 2004 cohort, a drop of 1.6%.</p> <p>Four-year graduation rate of full-time transfers decreased from 38.7% for Fall 2003 cohort to 38.6% for Fall 2004 cohort, a drop of 0.1%</p> <p>Six-year graduation rate of first-time full-time freshmen decreased from 27.6% for Fall 2001 cohort to 23.4% for Fall 2002 cohort, a drop of 4.2%</p> <p>Six year graduation rate of full-time transfers increased from 45.7% for Fall 2001 cohort to 48.6% for Fall 2002 cohort, an increase of 2.9%.</p>
<p>Objective 5. Improve Post Graduate Outcomes</p>	
<p>5.1a Pass rates and numbers of students passing licensure/certification exams In departments that prepare students for professional external exams (Occupational Therapy, Accounting and Business, Health Professions, and Teacher Education) chairpersons and faculty in the respective departments will improve existing support programs or introduce new support programs (with the assistance of continuing education if needed) for graduating seniors to successfully sit and pass qualifying exams.</p> <p>5.1b Performance on standardized exams required for entry to graduate/professional programs</p> <ul style="list-style-type: none"> Increase the number of test takers and maintain a pass rate of 90% or better for teacher certification (LAST, ATS-W, CST) 	<p>A computer tutorial was designed in Teacher Ed to support preparation for the LAST. State-required workshops were given on Child Abuse and School Violence. The tutorial offers feedback on item responses and allows for running diagnostic reports; the solution for running the tutorial can serve as a template for other areas such Occupational Therapy and Accounting. In the Occupational Therapy Department, there were 13 graduates in 2007, 11 passed National Board Certification exam (8 passed the first time, 3 passed after re-taking the exam) and 2 were assumed to have failed. In 2008, there were 19 graduates, to date 10 passed the exam (6 passed the first time, 4 passed after re-taking the exam).</p> <ul style="list-style-type: none"> The number taking LAST increased from 16 in 2006-07 to 22 in 2007-08. % passing the LAST increased from 94% to 100%. The number taking ATS-W increased from 15 in 2006-07 to 23 in 2007-08. % passing the ATS-W stayed at 100%.

<ul style="list-style-type: none"> • Improve the percentage (2%) of first-time test-takers without an advanced degree passing at least one segment of uniform CPA exam in the Fall 2006 (32%) • Maintain 90% pass rate for students taking the Physicians Assistant Exam; increase from 61% to 65% students taking the Occupational Therapy exam • The results of the performance on the standardized exams such as MCAT, PCAT, GMAT, GRE, etc., are not shared with the College unless the students place the College's name on the application. The office of OIRA at CUNY is in the process of developing a way to share this data with Colleges <p>5.2 Surveys of graduates CUNY is in the process of developing an alumni/graduate survey. York College's Outcomes Assessment Committee has designed an alumni survey and will administer it in Summer 2008. Indicators for job placement and graduate education will be gauged.</p>	<p>- The number taking CST increased from 10 in 2006-07 to 22 in 2007-08. % passing the CST increased from 80% to 86%.</p> <p>Percentage of test-takers without an advanced degree passing at least one segment of the Uniform CPA exam decreased from 32% in 2006 to 16% in 2007. Dean Rosen will address the Uniform CPA exam in the PMP Goals and Targets 2009-2010.</p> <p>First time test-taker pass rate on the national PA board examination for 2008 is currently 15/17, or 88.2 percent (as of 4/30/09)</p> <p>Data is not shared with individual colleges.</p> <p>257 York Alumni completed a recent survey. 86% are employed full or part time; 67% stated their degree helped them to obtain their job; 81% believed York prepared them for graduate school; half had completed a graduate degree or were in graduate school.</p>
<p>Objective 6. Improve Quality of Student Academic Support Services</p>	
<p>6.1 Student experience survey results on satisfaction with academic, technological and support services, including academic advising Planned upgrades of instructional facilities and other student friendly kiosks services are expected to raise student satisfaction with academic, technology and academic support services, including academic advisement, by two (2) percentage points on a scale of 1-4 for the next survey.</p> <ul style="list-style-type: none"> • Academic support services from 2.88 to 2.96 • Student services from 2.45 to 2.53 • Computer technology from 2.81 to 2.89 	<p>In light of last year's disappointing results on student satisfaction, York College administered an independent survey on student satisfaction in Spring 2009 using exactly the same items related to four domains of services reflected in the CUNY 2008 SES. The survey was sent to 1302 freshmen and the response rate combining both paper and online was 33.6%. For more information on the methodology, contact York College OIRA.</p> <p>York could not weight the survey in the same manner as the 2008 CUNY survey, so the results of 2008 were converted in such a way that the 2009 results would be comparable. The findings showed progress – some quite substantial in the three areas.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Support, including library from 2.94 (un-weighted) to 3.02 <input type="checkbox"/> Student services from 2.56 (un-weighted) to 2.89 <input type="checkbox"/> Computer technology from 2.84 (un-weighted) to 2.87 <input type="checkbox"/> Administrative Services from 2.76 (un-weighted) to 2.63
<p>GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS</p>	<p>2008-2009 Outcomes</p>
<p>Objective 7. Increase or Maintain Enrollment; Facilitate Movement of Eligible Students to and Among CUNY Campuses</p>	
<p>7.1a Enrollment in degree education programs; Overall headcount enrollment will increase from 6,727 in Fall 2007 to 7,021 in Fall 2008</p>	<p>Overall headcount enrollment increased from 6,727 in Fall 2007 to 7,157 in Fall 2008– an increase of 6.4% and 14.7% of two years (Fall 2006 to Fall 2008). Although enrollment in College Now increased substantially in fall 2008 (12.8%), regular enrollment was up by 5.7% and full-time students rose by 6%. Overall headcount increased from 6,727 in Fall 2007 to 7,157 in Fall 2008, an increase of 430 (6.4%).</p>

<p>7.1b SATs/CAAs; CAA will remain stable at 79.3 or higher. An increase in the SAT/CAA will be established in Fall 2008 after consultation with members of the College and University communities (possibly somewhere in the range of 80%-81%)</p> <p>7.1c First-time full-time freshmen; First-time full-time freshman target is 1,083</p> <p>7.1d First-time full-time transfer students Enrollment target for first-time full-time transfer students will increase from 694 in Fall 2007 to 715 in Fall 2008</p> <p>7.1e Enrollment in adult and continuing education programs; Enrollment for adult and continuing education will remain approximately at 12,600 (York data)</p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY Colleges York College will continue to strengthen partnerships with sister community colleges through funded programs, articulation agreements and other joint activities. York College has been actively pursuing articulation agreements for existing and new programs such as accounting and business and aviation management programs. The York College foundation sponsors transfer scholarships for eligible associate degree graduates to support their study and graduation in the baccalaureate degree. TIPPS equivalency evaluations will be maintained above 95% (currently 98.2% in 2008).</p> <p>7.3 Enrollment of underrepresented groups At present, York College’s demographic profile reflects significant numbers of underrepresented categories. Diversification will continue through recruitment and retention efforts.</p> <p>7.4 Colleges will meet 95% of University set enrollment targets for College Now</p> <ul style="list-style-type: none"> • Number of College Now participants will be 2064 as per University funding • Successful completion rate will be maintained at 80% or above • Number of participants reenrolled in progressively more challenging pre-college and general education courses will increase by 3% 	<p>CAA increased from 79.3 in Fall 2007 to 80.4 in Fall 2008, an increase of 0.9. SAT increased from 845 in Fall 2007 to 864 in Fall 2008, an increase of 19.</p> <p>First-time full-time freshmen increased from 1,017 in Fall 2007 to 1,057 in Fall 2008, an increase of 3.9%.</p> <p>Enrollment of full-time transfer students increased from 694 in Fall 2007 to 697 in Fall 2008, an increase of 3 percent. York tightened its admissions policy of accepting transfers with > 9 credits. Transfers must conform to admissions standards for new freshmen.</p> <p>Enrollment in adult and continuing education courses is projected to increase to approximately 12,800.</p> <p>Percentage of course evaluations completed in TIPPS is 98.6% in 2009.</p> <p>The enrollment of underrepresented groups is maintained at 80% since Fall 2005 to current date.</p> <p>College Now enrollment in 2008-09 is 1995, 96.7 %, surpassing the target of 95%. Successful completion rate is 91% in Fall 2008 surpassing the target rate of 80%. Number of reenrollment is estimated to have increased from 42% to 45%, an increase of 3 %.(York College OIR).</p>
<p>Objective 8. Increase Revenue and Decrease Expenses</p>	
<p>8.1 Alumni/corporate fundraising (CAE-VSE report) Alumni-corporate fundraising will increase to \$660,000 (an increase of 10 % over AY 2007-08). Reorganization of the Office of Institutional Advancement to include a VP, director of development and director of alumni affairs is in progress.</p>	<p>In 2007-2008, York College raised \$600,000. This has now increased to \$860,000 for 2008-09, surpassing our target of \$660,000 – a ten percent increase. The College received its first major gift – an endowed professorship – and its 2nd annual scholarship benefit event yielded increased revenue of approximately 3% -- an important achievement in difficult economic times. The College has hired an interim director of development and is in the final stages of a search for a VP for institutional advancement. Outreach to alumni has been undertaken in several ways – publications sent; surveys initiated; commencement events planned; and fundraising efforts are being developed.</p>

<p>8.2 Productivity and revenue targets York College will meet productivity targets as set by CUNY</p> <p>8.3 Percent of budget spent on administrative services Administrative costs (Institutional Support Services) will decrease by three (3) percentage points over Fall 2007 (from 33.3 % to 30.3%). General administration costs will decrease by one (1) percentage point over Fall 2007 (from 11.6 % to 10.6%)</p> <p>8.4 Financial health and evidence of a solid financial plan York has worked with the CUNY over the past academic year to supplement the COMPACT III with CUTRA funds. COMPACT III and CUTRA funds have been earmarked to support faculty hiring, and strategic improvements in key college services such as student development, advisement, testing, student achievement center. This is part of a multi-year strategic plan that the College began implementing in the 2005-2006 academic year.</p> <p>8.5 Contract/grant awards (RF Report + CUNY projects), including for research Contract/grant awards will increase by 3% to 5%. The Office of Research and Sponsored Programs will continue to aggressively recruit, train and support faculty to submit grant proposals and to work towards increasing the yield of funded awards.</p> <p>8.6 Indirect cost recovery as ratio of overall grant/contract activity The College will meet the expected goal for indirect cost recovery ratios set by the Chancellor.</p> <p>8.7 Adult and Continuing Education revenues Adult and Continuing Education (ACE) revenues will increase by 2%.</p>	<p>All productivity targets and revenues have been met.</p> <p>Administrative costs increased from 33.3% in FY2007 to 33.8% in FY2008, an increase of 0.5%. General administration costs decreased from 11.6% in FY 2007 to 11.0 in FY 2008. Significant resources in 2008-09 were committed to the hiring of new faculty with a net increase of 21 positions. Given this change there was a decrease in the utilization of adjunct faculty, but the adjunct levels are still substantial because of the large increase in enrollments.</p> <p>York has developed a close working relationship with CUNY Central on all financial and enrollment-related matters. The multi-year resource plan implemented in 2005-06 and agreed to by CUNY has improved systems, personnel and available resources while strengthening both enrollment quantity and quality leading in increased revenues.</p> <p>There was an increase in both the number of proposals submitted, from 55 in 2007-2008 to 62 this year (13%) and the grants awarded, from \$3,792,078 in 2007-2008 to \$5,128, 753 this year, an increase of 26 percent.</p> <p>As of the third quarter 2009, the indirect recover generated thus far is \$888,432. Our recoveries are based on the personnel dollars awarded on a grant. Though we received several major awards from the US Dept. of Education there was no indirect costs awarded.</p> <p>Revenues for ACE for 2008-09 are projected at \$1,347,000, an increase of 4.4% over 2007-08. The College has made investments in ACE to target marketing and assess course development with strong revenue potential.</p>
<p>Objective 9. Improve Administrative Services.</p>	
<p>9.1 Evidence of foundation restructuring. Reorganization of the Office of Alumni Affairs will further support the York College Foundation activities to meet and improve fundraising goals and streamline and sustain the York College Foundation scholarship program (including merit scholarships, transfer scholarships, FDA Honors Scholarships and Aviation Management Scholarships).</p> <p>9.2 Surveys of student satisfaction with nonacademic administrative services Student satisfaction with non-academic administrative services on the CUNY OIRA Survey will increase from 2.67 to 2.85 for the next cycle (see section 6.1)</p>	<p>York College has hired an interim director of development and is completing its search for a VP for institutional advancement. Key members of the York College Foundation Board and the College's leadership are set to meet with the University dean for advancement to assess the composition, structure and initiatives of the foundation board. The board has been successful in raising funds for merit scholarships – more than 300 over three years (since inception in fall 2006) with a value greater than \$500,000.</p> <p>As indicated in 6.1, the College independently conducted the CUNY SES survey in 2009. While satisfaction increased in academic support, student services and computer technology there was a decrease in satisfaction in non-academic administrative services (registration procedures, testing, financial aid, billing and payment procedures and admissions). The improvement of these functions is a high priority for the College's leadership.</p>

9.3 Percentage of instruction delivered on Fridays, nights, weekends

Maintain at least 51.8% of instruction in evenings and weekend programming. Professional development and scheduling workshops for department chairs promote the need and benefits of increasing evening, Friday and weekend offerings.

9.4 Evidence of a campus risk management committee chaired by the University Risk Management Council designee

- Detailed training is scheduled and plan is submitted to CUNY on a chemical inventory and waste management system. All eligible faculty and staff will participate as in former years in initial and maintenance training.
- All full-time lab personnel will be trained and complete a Fire Certification program
- All part-time lab personnel will be trained and complete a Fire Certification program
- An assistant to the environmental health director will be appointed and trained.

9.5 Evidence of CUNY FIRST leadership/communication training progress, and equipment readiness

York’s CUNY First team will continue to have weekly meetings (bi-weekly in the summer) to monitor the progress of our CUNY First initiative. The College will also launch a new York- CUNY First website with information pertinent to the York community about the CUNY First project with content provided by both our team and the CUNY First core team. York will continue to have departmental meetings to update the campus community on the CUNY First project

9.6 Evidence of a sustainability committee and a validated plan

York’s Green Committee will launch more sustainability initiatives to build on the momentum of their inaugural year. Initiatives will continue to involve faculty, staff and students participating in “green” projects on campus.

Percentage of FTEs offered on Fridays, evenings or weekends decreased from 51.8 in Fall 2007 to 50.1 in Fall 2008, a drop of 1.7%. However, York is above the average of other senior colleges.

- 150 faculty and staff were trained in Right to Know and Hazard Communications.
- 45 faculty and staff received the York EHS Handbook and received training in Hazardous Waste management and Lab Safety
- 61 B&G, custodial and public safety personnel who received training in SPCC.
- 35 faculty and staff certified after completing the FDNY fire fitness training.
- An assistant to the EHS director was appointed and trained.

York has complied with all training and project checklist tasks issued by CUNYfirst core team. The York CUNYfirst team meets weekly and a second group specializing in the Campus Solutions module meets bi-weekly. York has been selected to be a Wave Two Campus Solutions College and we are preparing to be one of the first campuses working with this module. We have also introduced CUNYfirst to several campus groups by conducting mini-town hall meetings, presenting at various faculty and staff committee and group meetings, and via our website.

York has been a leader in the development and implementation of “green” projects:

- Planting of 185 trees on campus and plans for an arboretum in collaboration with NYC Parks Dept.
- Recycling 90 tons of paper and cardboard.
- Creating Environmental Health and Safety Handbook.
- Campaign to have campus community move from bottled water to filtered water in college water fountains.
- Installing energy efficient lighting in atrium of Academic Core
- Implementing “Flick-a-Switch Kill-a-Watt” campaign
- Partnering with NYC Transportation to make York a stop on Tour de Queens