



York College
City University of New York

Self-Study Report

Submitted for re-accreditation to the
Middle States Commission on Higher Education

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Executive Summary

The York College self-study process for Middle States has provided the College an opportunity to reflect on its recent past and to chart a course for the future. Emerging from a period of challenge and change, the College is poised to fulfill its many promises. These include steady and stable enrollment growth; repositioning as a senior college within CUNY's integrated system through effective bridges to our community colleges; strengthened linkages to our local community while maintaining institutional autonomy; provision of new undergraduate and Masters programs to serve particular niches in the vibrant Queens community and in the expanding New York market of higher education; and expanding our contributions to the economic development of New York, especially through applied research.

The self-study process and the resulting document affirm that we are an institution with solid foundations, loyal to our core beliefs in a strong liberal arts base and a pathway to the professions; poised to pass the baton of leadership to a new generation of faculty; and committed to introducing our growing and talented student body to rigorous academic and professional disciplines through different ways of acquiring knowledge. Overall, we are committed to sustaining the pursuit of excellence in teaching, research, and service by all constituencies of the College.

This *Self-Study Report* encompasses nine chapters: an introduction, a conclusion and eight chapters representing the fourteen Standards of Excellence. The Report resulted in twenty-five recommendations. The process was kicked off at the 2006 Convocation when three co-chairs were appointed by President Keizs, representing the humanities, the sciences, and the professions. Eight subcommittees and more than ninety individuals at the college worked for two years in small and large groups and as individuals to drive the process to collect and analyze data and devise recommendations. The overarching goals of the comprehensive self-study as identified in the design included the recognition of the need to create a culture of assessment, the need to address the fragmentation of students services, the improvement of communications and to further develop our curriculum so that our strong liberal arts offerings continue to provide a solid foundation in general education, enhance student development in professional programs, and introduce students to diverse academic fields.

A major finding and recommendation focuses on assessment and the need to aggressively implement all elements of the recently developed Outcomes Assessment Plan. Concomitant activity will be the provision of training for those colleagues involved in both the Outcomes Assessment Committee and individuals at different levels of the organization who bear the responsibility for implementation. Critical to these activities is a recommendation from Standards 1 & 7 that calls for the unifying of all research, assessment and planning activities under one organizational umbrella, possibly led by an individual at the dean level.

A second and related finding emerging from Standards 2 & 3 of the document is the drive toward accountability in the annual planning process. There is a call for a more

transparent process and an established timetable that will allow for more timely input and communication across the college as annual goals and targets are established. The document assumes that Strategic Planning will continue on a longer-term cycle to drive and complement the annual goal setting.

Also emerging from a number of chapters of the document (Standards 2 & 3, 8 & 9, and Standard 10) is the identified need for the priority funding of certain under-supported areas of the College that provide critical support functions such as the Library. Of great moment for the College is the need to place a renewed emphasis on the review of the Facilities Master Plan. In this area, there is a recognized need for enhancing and expanding our instructional and research space, making them more state-of-the-art. Moreover, there also is the need to expand and enhance faculty offices, especially in light of the intention to hire new full-time faculty over the next few years.

The review of leadership, governance and administration led to a call for an assessment and possible revisit of the College's charter, which is currently viewed by some colleagues as cumbersome, especially in light of the recent court decision, *Perez v. CUNY*.

The *Self-Study Report* recognizes both the effort and success in the areas of Student Support, but it calls for strengthening through expansion of funding, the development of new service areas, such as an Office of Evening and Weekend Student Support, and improved coordination of existing services, notably Advisement and Counseling.

In Standard 10, which addresses faculty development, there is a clear call for the improvement of the numbers of full time faculty, support for faculty research, especially for mid-career faculty, on-going technological professional development for faculty, and incentives for faculty in contributing to the vibrant service life of the College.

Finally, on the program development front, the self-study calls for a full Academic Master Plan review with the goal of creating opportunities for niche Master's degree programs and for new cross-cutting interdisciplinary undergraduate programs.

The Middle States Self-Study affirms our College's readiness to meet the challenges of the future in the context of the Middle States fourteen Standards of Excellence. We are ready to continue the organic process that this document suggests must occur so that we can continue to be a vibrant, self-renewing, reflective, and responsive institution.

Introduction

In the Fall semester of 2006, as the campus undertook in earnest the work of the self-study, York College of The City University of New York began a year-long celebration of the 40th anniversary of its founding and the 20th anniversary of its move to its permanent location. Among the kick off events was a lecture presented on September 14, 2006 by an alumnus of the College, Class of 1989, Gerald W. Reynolds, the United States Commissioner of Human Rights, and noted attorney. In his remarks he described the value of the York College degree he had obtained in History and the foundation for life and the law that York College had provided him. Making the event more memorable, Mr. Reynolds was introduced to the audience by his former professor of philosophy, Professor Howard Rutenberg, who is still a member of the faculty. York College's youth is one of its strengths and the celebration of our 40th year provided us an opportunity to celebrate alumni like Mr. Reynolds whom we have served so well in our short life span and to reflect as well as to project.

History

Created for exclusivity, forged from controversy, and built by commitment, York College has a unique history. In September 1967, Alpha College, as York was first called, recruited faculty to teach elite CUNY students – many of whom had been traditionally excluded from higher education – in a residential campus in Fort Totten on the northern shore of Queens County where they would study the liberal arts and sciences. York was meant to provide a first rate liberal education to those students. But within only a few years of its founding, the College's mission was altered radically, influenced by the political realities of the 1960s and the financial crises of the 1970s. York College's very existence was jeopardized, but through the efforts of local community leaders, it ultimately became not only CUNY's baccalaureate institution serving the southeast Queens community of Jamaica, but also a cornerstone for urban renewal in that area.

Operating in rented space in Queens from 1967 to 1986, the College was led to its present location under the leadership of its second president, Milton Basin. His tenacity and commitment saw the construction of a long-awaited academic home on the expansive 50 acre site, anchored by an Academic Core building, flanked by a state of the art Performing Arts Center and impressive Athletic facility and fields. York College also owns Site 9, an adjacent five acre parcel of land – purportedly the only undeveloped site in CUNY – poising us for further growth and development.

A twenty-five year period of academic growth and administrative stability during which the College was led by two presidents, was followed by a fifteen year period of great flux and instability as four official presidents and a number of interim presidents led the College. This instability affected all levels of administration including the executive level positions. As the Self-Study was conducted in 1998, the College was just welcoming a new president who left before the Periodic Review was completed, leaving that task to an interim president. At the completion of the 2003 *Periodic Review Report* (PRR), a new president was appointed; and two years thereafter the College faced yet another leadership vacancy. A CUNY veteran, Dr. Marcia V. Keizs was appointed by the Board

of Trustees on the recommendation of the Chancellor who expressed a strong desire to stabilize the institution and see it make the kind of progress characteristic of the other senior colleges within the system during his tenure.

Since the appointment of President Marcia V. Keizs in February 2005, York College has enjoyed a stabilization of its administration and policies, and a growth in student body, faculty, and programs, all built on its strong institutional foundations. This dynamic administration, with great support from the University, has moved in important directions to accelerate progress in order to live up to its promise. York College has stabilized enrollment while raising the entrance requirements; strengthened its ties to the local community while maintaining the autonomy of the institution; developed important new programs and curricula and strengthened its academic standing by successfully completing reaccreditations in Nursing and Social Work, and new accreditations in the Teacher Education and Physician Assistant programs. In June 2007 the College graduated its first BS/MS candidates in Occupational Therapy, and its first graduates in Communications Technology. Indeed, our new marketing slogan captures this new spirit: York is “on the move!”

If change has typified the administration over these last years, constancy has been the hallmark of the faculty. And now York College finds itself at a moment of generational change. Soon, all of the founding faculty will have left us, and most faculty will only know the modern, fifty acre campus which opened in 1986. Over the past five years, more than 74 tenure-track faculty have been hired, replacing retirees and filling the needs of our new programs. As of Fall 2007, our faculty ranks comprise 180 full time faculty members, 72% of whom hold terminal degrees. Of our full time faculty 56% are male and 44% female; 48% represent ethnic minorities. In 2007 the part time faculty numbers 343 highly qualified individuals.

Resilience, creativity, and optimism are characteristics of this College shaped by the consistent values of faculty and staff dedicated to the mission of the College, deeply committed to meeting the needs of the students we serve and the community that insisted on our establishment. Today York College is rejuvenated and confident in facing the future with varied curricula supported by a strong liberal arts base, a new generation of faculty, and a growing, talented, and tenacious student body.

Programmatic Profile

York College is one of the eleven senior colleges of the City University of New York. The University, which also includes six community colleges, the Honors College, the Graduate School, the Law School, the new Graduate Journalism School, and the Sophie Davis School of Biomedical Education, is the largest public, urban university in the United States. Some 46% of all college students in New York attend CUNY. York College offers bachelor of arts and bachelor of science degrees in 44 different liberal arts, sciences, and professional majors, as well as the new BS/MS in Occupational Therapy. Since our self-study of 1998, majors in Physician Assistant, Aviation Management, and Communications Technology have been added, along with minors in almost every discipline. Further, the College has responded to CUNY’s call by offering certificate

programs in Mortgage Finance, Aviation Management, Childcare Workers and Spanish for Professional Purposes. During the 2006-2007 academic year, Letters of Intent for baccalaureate programs in Generic Nursing and Pharmaceutical Sciences have gained support from the University and in 2007 the bachelor of arts in Journalism was approved by the University and the New York State Education Department for approval. The BS in Pharmaceutical Science and Generic Baccalaureate for Nursing were approved by the College Curriculum Committee in Fall 2007. The Journalism program will commence in Fall 2008.

Student Profile

Enrollment data for the Fall 2007 semester places our headcount at 6,727 with 1,017 first-time freshman, and 694 new transfer students. Approximately 66.4% of our students come from Queens County, the most diverse county in the nation. York College prides itself on reflecting this racial, ethnic and linguistic diversity, with students coming from 113 countries and speaking 85 different languages. Moreover, in recognition of the fact that at least 15% of our student body is Hispanic, the College was granted Associate membership in the Hispanic Association of Colleges and Universities during the 2006-2007 academic year. Approximately 91.37% of our students are racial and ethnic minority students, 66.8% being female, and about 38% of our students are enrolled part time. While 60% of our students are older than traditional-age students, a new trend has emerged since 2003 with the average age of our students dropping from 28 to 25 by 2007. It is obvious that this trend will continue as the enrollment of traditional-age first-time freshmen increases. Another significant change is that the non-SEEK (Search for Education, Elevation and Knowledge), first-time freshmen had a mean high school average of 79.1%, a large increase over previous years.

The Self-Study Process at York College

York College's motto *Sapere Aude Incipe* (Dare to Know: Begin Now) is appropriate for a comprehensive self-study process such as ours. From the start of the process, the College community has seen it as an opportunity for growth and continual improvement.

President Marcia V. Keizs appointed three co-chairs for the Self-Study, representing the the faculty in the humanities, sciences and professional programs. The Middle States Steering Committee was formed, its membership cutting across a wide representation of faculty, administrators, students, staff and community members, and reflecting the demographics of the College in terms of rank, seniority, and expertise. The Steering Committee wrote the charges and questions for the *Self-Study Design* submitted to the Commission in Spring 2006. The *Self-Study Design* was approved in May 2006 following the visit from our original Commission Liaison, Dr. Robert Schneider.

The fourteen standards of the Characteristics of Excellence were grouped together and eight subcommittees, each chaired by two members of the Steering Committee, were formed. Insofar as possible, these co-chairs were named to pair individuals who work within the area to be studied with one from outside of it to provide a different perspective. Full membership on the subcommittees was based on expertise, committee service, experience, rank, etc. Efforts were made to make each committee representative

of the College's diversity in terms of race, gender, ethnicity, rank, seniority, and role (faculty, student, administrator, and staff).

The entire body was charged in May 2006 and began their work in earnest in September 2006. Data about the questions and charges were gathered in Fall 2006, and analysis was completed in Spring 2007. At the Spring 2007 Convocation, the co-chairs made a formal presentation to the College community about the nature and scope of the Self-Study, the fourteen Characteristics of Excellence, and the process itself. In Spring 2007, our second Middle States Commission on Higher Education (MSCHE) liaison, Dr. Barbara Loftus, visited the campus, meeting with the co-chairs, Steering Committee, President Keizs and the Cabinet. That semester, Dr. William Pollard was named the chair of the site visiting team and he visited the campus the following Fall. During the data analysis phase, community leaders were invited to meet with various subcommittees as they devised recommendations. In Summer 2007 the co-chairs submitted the preliminary *Self-Study Report* draft, which was vetted and edited by the Steering Committee. After further editing, the document was submitted to the outside community members and the College at large for feedback through e-mail and "town hall" meetings. The York College Senate approved the *Self-Study Report* draft in December 2007.

Throughout the two-year process, the Steering Committee met monthly. A room was dedicated as an office/document repository/meeting space, and will serve as the base for the visiting team. A regular schedule of Steering Committee meetings, clear and well publicized deadlines, workshop-type meetings at the start of each phase, the use of the internet (listservs, Blackboard sites, etc.), presidential and administrative support combined to keep efficient focus on the task.

CUNY as Context

As we began the self-study, it became evident that York College is very different from the one the Middle States Commission on Higher Education reaccredited in 1998. In order to fully understand the discussion of each of the fourteen Characteristics of Excellence, as they are manifested at York College, a summary of the bigger institutional changes is necessary. Over the past decade, The City University of New York has raised academic standards, created flagship environments, improved the delivery of services to students and bolstered its faculty ranks. Many of these changes have had significant influences on the way York College is currently growing. A brief overview of these CUNY initiatives provides a context for the discussions of the standards. These include:

At the University level:

- The establishment of the College Proficiency Examination
- The increased centralization in all aspects of planning, program development, hiring, and funding: the Integrated University, the Decade of the Sciences, and cluster hires, among other things
- The Campaign for Student Success
- The Performance Management Process as an evaluation and accountability mechanism for colleges

- The new funding process with New York State and the City of New York (the CUNY Compact)
- The Open Meeting Law (Perez Decision)

At the College level:

- New administrative structures
- Adoption of the 2005-2008 Strategic Plan
- Title III Grant
- 2007 Outcomes Assessment Plan
- Establishment of higher admissions criteria in 2006
- Shift in the age of our student body and other demographics
- Approval to begin the College's Facilities Master Plan

The CUNY Proficiency Examination (CPE)

In 1997, as remediation was phased out in all senior colleges of the University, the Board of Trustees enacted a policy calling for all students to demonstrate their command of key academic skills such as critical thinking, and the ability to write clearly, logically, and correctly. The CUNY Proficiency Exam (CPE) was thus instituted, and required of all students between their 45th and 60th credit. This exam tests skills that have been developed through coursework: reading and interpreting material of general interest; organizing and presenting ideas, and connecting ideas from various sources; interpreting and evaluating information presented through graphs and charts. Students have three attempts to pass it, but non-registration or absence from the exam once they are eligible, count as failures. Students cannot continue into their upper level studies until they pass the examination. At York, where we continue to work towards improving the CPE show and pass rates, we have placed much emphasis on educating students and faculty about the exam, and in preparing students for the exam. Information on the CPE is available to students and faculty on the College website.

Centralization

Since 2000, CUNY has moved toward creating an "Integrated University." In practical terms this means more central control of administration, academic calendars, new program development, curriculum design, admissions standards, and related activities. Salient aspects of this trend, such as the adoption of a common academic calendar for all campuses, have made the University more student friendly. The CUNY Portal has made it easier for students and faculty to access information about the University, Blackboard sites, and perhaps most importantly, the online resources of the CUNY library system. The Portal also makes course schedules of all campuses available online, thereby enabling students to request to take courses on different campuses through the use of the "e-permit" system. The University has also been diligent in demanding regularly scheduled program reviews from Colleges, and insisting that all the Teacher Education programs be accredited by the same national agency. The new CUNY School of Journalism is another example of centralization: instead of graduate programs in journalism on several campuses, one University-wide school was created. Other manifestations of the increased centralization of the University are the Honors College and the Online Baccalaureate degree programs, both of which draw on courses from all

the senior colleges. At present York is not included in the Honors College, but we hope to use the data compiled for this self-study to show that York College merits inclusion. York is participating in the University's Teacher's Academy, an honors program for students planning to teach science or math in the New York City public school system.

In 2005 Chancellor Matthew Goldstein launched CUNY's "Decade of the Sciences", highlighting the University's commitment to making "a robust investment in the sciences – hiring more full time faculty, supporting research initiatives, and enhancing its infrastructure" (<http://www1.cuny.edu/forums/chancellor/?p=2>). The University is building on an already first-rate science faculty and reputation for excellence in a variety of scientific fields, most recently focusing efforts on photonics and biosciences. CUNY is building new facilities and modernizing others. At York, this includes the construction of our own observatory, funded by the City and an approved part of our Facilities Master Plan. CUNY is also partnering with the New York City Public School system to help students succeed in their science curricula. One example of such a partnership is the location of the Queens High School for the Sciences at York College. The Decade of the Sciences has also meant support for the College's programs including the BS/MS in Occupational Therapy, the creation of our Physician Assistant Program, the hiring of new faculty in all sciences, and College approval for new degree programs in Generic Nursing, and Pharmaceutical Sciences, to name a few.

As a step toward creating/strengthening flagship environments, and in an effort to bring significant cohorts of new faculty to the University, cluster hires in areas of importance were initiated in 1999-2002. Through a process solicited and reviewed by the Executive Vice Chancellor for Academic Affairs, faculty groups identified Photonics, Teacher Education, New Media and Computer Science, and Foreign Languages as the first cluster areas. Other areas are being added. At York College, this process has helped us grow our faculty in the sciences and African American History. These areas are chosen for their "emerging strategic importance to society and the economy, their relation to existing CUNY strengths, their relevance to educational needs, and their intellectual breadth and depth as appropriate for major academic institutions. Selected areas in the initiative are allocated a multiyear package of resources, including staff positions and an appropriate level of funding for start-up equipment and facilities."

(<http://www1.cuny.edu/abtcuny/ff/bud2001-02/515-cuny.pdf>)

In March, 2007, Executive Vice-Chancellor for Academic Affairs Selma Botman described the Campaign for Student Success as "a plan that brings together all parts of the University: students, faculty, academic administrators, student development officers, budget officials, and support staff. It calls for a deep understanding of our students, and it demands that we deepen their strengths and help address their weaknesses. The plan requires that we disseminate effective practices and remove administrative obstacles standing in our students' way. ...The Campaign for Student Success is a journey that begins with an individual student at an individual campus but develops into a rite of passage carrying the student through life, both personally and professionally." Each CUNY campus will create a plan based on four strategies:

- Changing the Culture: Communicating Expectations of Success;

- Improving Teaching and Learning: faculty Development, Pedagogical Innovation, and Academic Support;
- Coordinating Services to Students: Scheduling, Advising, Navigating Degree Requirements;
- Assessing the Campaign.

(<http://www1.cuny.edu/academics/oa/initiatives/campaign-for-success.html>)

Chancellor Goldstein instituted a University-wide planning and assessment process called the Performance Management Process. Each year, the University identifies its Goals and Targets under the categories of Academic Programs, Student Services and Financial Growth, and then sets targets for each college. Colleges, under the leadership of the President, engage in discussing these targets and identifying the best way to meet them. The annual report on these activities plays a key role in the President's annual evaluation by the Chancellor. At York, President Keizs has led a revitalization of the process, endeavoring to make it more consultative and transparent.

New York State, the City of New York, and The City University of New York have entered into a new fiscal relationship known as The Compact. This innovative funding plan was launched in 2005 to build upon the University's 2004-2008 Master Plan. Over the first three years, the Compact has allocated the following to York College: \$1.247 million for Year I, \$1.428 million for Year II and \$3.2 million for Year III. Each successive year, the Compact funds of the prior year are built into the base budget. The Compact is a long-term plan by the State and City to invest in CUNY. Under this plan, the State and City commit to fully funding mandatory costs and other priorities such as hiring faculty, providing support for research, academic programs and student services and financial aid (*Investing in Futures: Financing the CUNY Master Plan*; www1.cuny.edu/portal_ur/content/2006/compact_2007.pdf). Each college now receives an allocated Compact budget divided into the major initiatives of the University, including Flagship Environment, Fostering a Research Environment, Academic Support, Student Services, Workforce and Economic Development, Information Management Systems, and Upgrading Facilities Infrastructure.

Another important University change that has had a very positive effect on York College was the establishment of the Student Technology Fee, paid by all full and part time students of the University. Each college directly receives this "Tech Fee" and, as prescribed by CUNY policy, forms a committee of faculty, students, and administrators to decide how the money is to be allocated each year. At York, the money has been used to upgrade student labs and technology for the library, purchase software and licensing agreements, staff the help desk, create a state-of-the art digital language laboratory, equip classrooms with projectors, etc. Beginning in 2006 the Tech Fee committee established a Request for Proposal process to support the infusion of technology into classroom teaching. A subcommittee comprised of faculty, students and administrators reviews the proposals and makes recommendations for funding.

A recent court decision has had repercussions in governance throughout the University. The decision in Perez v. CUNY has resulted in a more restrictive definition of a quorum.

Now in order to meet a quorum and conduct business the Senate or its committees must attain attendance of 50% + 1 of the potential full membership of the body, regardless of vacancies. Likewise, a majority vote is defined as 50% + 1 votes out of the potential full membership of the body. Because our governance structure created large committees, where students and faculty are equally represented along with some administrative presence in all bodies, this ruling has made it a bit difficult for the Senate and its standing committees to fully function this academic year. Although there has been a general feeling on campus that the College Charter needs to be re-examined, this new ruling makes revision a matter of necessity.

York College Administrative Changes

Since her arrival on campus, President Marcia V. Keizs has worked on the administrative restructuring of the College. The Office of Academic Affairs (OAA) has moved from being led by a Provost and an Assistant Vice President to being led by a Provost/Senior Vice President along with three academic, divisional deans: Science and Mathematics, the Humanities and Social Sciences, and Professional Programs. Provost Ivelaw Griffith joined the College on July 9, 2007. A search is underway for an assistant provost. Searches have been announced for the positions currently held by acting Deans Meleties (Sciences), Haller (Humanities), and Fusco (Professional Programs). Also brought under the umbrella of OAA was the Office of the Registrar, which had been most recently under the Division of Administrative Affairs. Equally significant is the recent creation of new departments from the restructuring of larger departments: Occupational Therapy, Health Professions, Chemistry, Biology, and Earth & Physical Sciences.

Another key administrative change was the restructuring in the area of Information Technology. A Chief Information Officer, Mr. Peter Tighe, was hired in 2006. Under his leadership the services of Academic Computing and Educational Technology and Computer Services (including the webmaster staff) have been merged into one department, improving delivery of services and streamlining all processes involving technology.

In 2006 York College was awarded a Title III grant of \$2,000,000 over five years. Major objectives of this grant are to improve student retention and enhance the image of the College. These objectives will be achieved through improved pedagogy as developed in the Center for Excellence in Teaching and Learning (CETL), improved technology including an enhanced, user friendly website, improved advisement in seamless and systematic ways, and a sustained system of assessment to encourage data driven decision making. The College began implementation of the grant in 2007. This has included the funding of a director for CETL, the launching of a monthly bulletin, *Academic Affairs Update*, produced both electronically and in hard copy, engagement of consultants to advance the work on outcomes assessment, the hiring of academic support personnel, and the revamping of the College Bulletin.

As part of the overall Campaign for Student Success, the College sought, and was granted, permission and support to raise the admission requirements for incoming freshman classes. Effective Fall 2006, first-time students were required to have earned a

high school average of 75%, an increase from 70%. While our headcount remained relatively stable, our first-time freshman enrollment declined for one year, as was expected. The downturn appears to have been short-lived, according to the Fall 2007 enrollment data. The University is supportive of our efforts to raise requirements as an investment in our future. As the College's academic reputation improves, we will be better positioned to recruit more students who are better prepared academically. Our goals include improved enrollment and retention, participation in the CUNY Honors College, and the creation of new undergraduate and graduate programs, among other things.

During 2005, the College embarked on a Strategic Planning process, which resulted in the 2005-2008 Strategic Plan (Appendix B). Closely related to the overarching goals of the University's Goals and Targets, the York College Strategic Plan delineates seven Strategic Goals: Improve Academic Programs; Improve Student Recruitment and Retention; Improve Access to Technology; Create College-Wide Integrated Systems for Technology, Advisement, Information and Evaluation; Promote the College's Core Characteristics and Values to Enhance its Image and Position; Improve the Physical Plant. The plan was the result of a process marked by consultation among a wide cross section of faculty, students, staff, and administrators. As such, it was an important prelude to the work of the Middle States Steering Committee.

Another emerging trend over the past three years has been the decrease in the age of our students towards a more traditional college-going age. Younger students will demand different kinds of instruction, support services, scheduling, as well as extra- and co-curricular activities. The College must find creative solutions to meet the needs of these younger students.

The York College *2008 Self-Study Report* highlights the academic integrity of the College, focusing on the accomplishments of both the liberal arts and sciences and the professional programs. Many disciplines continually integrate new research in their curricula as the College responds to the needs of a changing city and world. This comprehensive self-study process has helped us identify ways to further develop our curriculum so that our strong liberal arts offerings continue to provide a student-centered and solid foundation in general education for all our students, enhance the academic development of students in professional programs, and introduce students to diverse academic fields and different ways of knowing.

As our few remaining founders pass the baton to a new generation of faculty, as our student body tends to be younger, better prepared academically and more diverse, and as our administration grows more stable, the self-study process provides us with a chance, like Janus, to look backward to renew our core beliefs while moving forward to fulfill our promise to our current and future students.

In the chapters that follow, we present what we have "dared to know" about ourselves, and the recommendations that we will implement to keep York College "on the move!"

Standards 1 & 7: Institutional Goals & Self-Assessment

York College Mission

York College has had a formal mission statement for approximately the last 30 years of its 40 year existence. The current mission statement is the product of the last Middle States self-study process in 1998, and is composed of a mission and a vision statement. President Keizs, at the onset of the self-study process, decided that the College would not undertake a revision of the mission statement at this time.

The mission statement, which appears in the York College bulletin, website, Fact Book and numerous other documents, is guided by the integrated principles of teaching, scholarship, and service. While we additionally adhere to the mission of our parent institution, CUNY, and quote its mission in our own, our mission specifically reflects the goals we have for our students and faculty in their service to our unique community in southeast Queens:

As a senior college of The City University of New York, York College is committed to the University mission of “teaching, research, and public service” responsive to “the special needs of an urban constituency.” The College is a student-centered institution whose mission is to prepare students to:

- Succeed in a chosen discipline
- Acquire basic knowledge in the humanities, behavioral and natural sciences, and mathematics
- Think, speak and write clearly, critically and effectively
- Develop technological literacy and skill
- Seek objectivity and shun bias
- Esteem research and scholarship for life-long learning
- Understand and appreciate culture and cultural diversity
- Value ethical attitudes and behavior
- Promote knowledge of health and pursue wellness
- Engage in public service
- Enrich their communities, the nation, and the world

Simply put, all campus activities are driven by the York College mission.

The mission drives Strategic Planning, which in turn sets the annual and long-term goals of the College, and determines the criteria we use to assess our effectiveness. The concept of institutional effectiveness at York College is well defined in *Organizational Change through Strategic Planning* prepared by the Office of Institutional Research and Assessment (OIRA) in 2005 and shared with the College community in February 2006. It defines and explains the four phases of planning at York College, the relationship between the College mission, strategic goals, the assessment and evaluation activities, and the use of assessment results to improve academic programs and services at the College. The Strategic Planning and Outcomes Assessment Committees at York have been using this document as a blue print for future directions.

The mission is the foundation for the recent broad reevaluations that we have started in the General Education program, the work of the Outcomes Assessment committee, and the restructuring the academic and administrative units. The mission also regularly guides more focused or routine activities such as evaluating curriculum proposals, creating new majors or programs, augmenting class schedules, and advertising.

In addition to the mission, the York College vision statement, adopted in 1997, concisely states our purpose:

York College is committed to academic excellence through teaching and learning, research and scholarship. It envisions service to a student body that reflects the unparalleled cultural diversity and richness of Queens and the New York metropolitan area, and to the communities in which they live. It seeks to develop habits of inquiry and communication that promote these ideas of intellectual and personal growth by embodying them in human relations within the College.

It is possible that as we pursue our strategic goals and implement our outcomes assessment initiatives across the College, those outcomes may provide an opportunity for future mission review and re-envisioning.

Setting Goals

After a considerable Strategic Planning effort (guided in part by the 2003 PRR), the Strategic Planning committee recommended seven Strategic Goals for 2005-08 which have measurable objectives and broad impact (see Appendix B).

Goal I (Improve Academic Programs) draws directly from the College mission, and Goal V (Promote the College's Core Characteristics) impels us to use the mission as a foundation for everything we do. Providing the impetus behind all of the Strategic Goals was our recognition that the College's image, or the perceived quality of our programs and graduates, needed to be improved. There is no one-to-one correspondence between particular goals or objectives from the Strategic Plan and elements of the mission; rather all or most elements of the mission guide every objective in the Plan.

The Strategic Planning Committee was reconstituted in April 2005. First there was a major one-day retreat for re-envisioning which included over 50 faculty, staff, and students. The retreat used the techniques of a SWOT (strengths, weaknesses, opportunities, and threats) analysis and environmental scanning to identify the current situation of York College. Then a committee of 20 faculty, students, and staff continued to meet and initially reported in February 2006 on five strategic goals the College would pursue. Through a broader review process in forums and the College Senate, these strategic goals were expanded to seven and adopted by the Senate in Spring 2006. Initially co-chaired by Prof. Helen Strassberg, Vice President Jerald Posman and Dr. Aghajan Mohammadi, the Committee now formally includes the President as co-chair

since February 2007. The Committee continues to meet twice per semester to monitor the activities and progress towards fulfilling the seven strategic goals.

Beyond this process, planning and goal setting is an annual exercise. Every spring semester President Keizs sets the priority goals and objectives for the following academic year within the context of the University Performance Management Process (PMP) and the College's own Strategic Plan. Each vice president works within his/her area to identify goals and targets that fall within the scope of these two documents. But there are also opportunities to seize upon new initiatives for improvements as they present themselves during the year. The co-chairs of the Strategic Planning Committee serve as resources and provide technical assistance to unit heads, chairs or individuals in need of laying out their plans in transparent and usable ways. An outline of the planning process at York College, minutes of meetings and other details, the University Performance Indicators for York College, as well as our annual reports and targets since 2002 are accessible through the OIRA website.

Progress towards Achieving Goals and Objectives

Since the establishment of the Strategic Goals, York has shown steady progress towards achieving its stated goals and objectives. A few examples will illustrate these achievements:

First, in the area of improving academic quality and offerings, York College recently became the only CUNY college to offer a Bachelor of Science in Aviation Management. Our Teacher Education Program was accredited by the National Council for Accreditation of Teacher Education (2006); the Physician Assistant Program was granted continuous accreditation by the Accreditation Review Commission on Education for the Physician Assistant (2007); our Nursing Program was re-accredited by the National League for Nursing (2005); and the Council on Social Work Education re-accredited our Social Work Program (2005). We submitted letters of intent for a MS in Business Studies, a Generic Nursing Program, and we will launch a new BA degree in Journalism in Fall 2008. York has provided support for its external community by opening an Immigration Center and the York College Men's Center (the CUNY Male Initiative). The College is working to improve the ratio of full time to part time teaching, filling 22 full time faculty lines in Fall 2006 alone. At present 42% of instruction is done by full time faculty (CUNY Survey 2006). The overall faculty to student ratio is 1:16. We continue to recruit distinguished and promising new faculty with strong teaching and research records to replace retirees and to build capacity in growing or understaffed areas.

We changed our admission standards to accept more academically prepared students toward the goal of improving our recruitment, retention, and graduation programs. Our progress in the area of student centeredness is seen in online tutoring for the CUNY Proficiency Exam, more supplemental instruction in gateway courses, mentoring programs, and instruction in information literacy. This resulted in higher student satisfaction in some representative areas as the 2006 CUNY Student Experience Survey demonstrates below.

	Percent “satisfied” or “very satisfied”
“[Q]uality of preparation for the CUNY proficiency exam (CPE)”	81%
Library services	75%
Library facilities	74%
Study areas	67%
Learning labs	59%

Further, the implementation of Cardinal Check (a.k.a. Degree Works) in Summer 2007 will assist in streamlining advisement for students. Cardinal Check is a web-based automatic degree audit system that enables students to track their progress towards graduation. A student’s Cardinal Check audit compares information from the official College catalog with their personal coursework and displays an easy-to-read report summarizing the requirements for the major, in-progress courses, courses completed and courses remaining to be completed to earn the degree. While still a work in progress, York’s Advisement Committee is coordinating department efforts to disseminate four-year plans for all majors at the College. Availability of advisement has been expanded to achieve better parity of services for evening and weekend students (now expanded to Friday nights and Sundays). A winter session has also offered students an opportunity to take courses in January. The development of online courses is actively supported by the College and University.

In the area of marketing and outreach to external audiences, the College has a clearly articulated strategy for marketing with brochures/pamphlets and an advertising campaign including print, web, radio, and video with a York College brand. Internally, with the aid of a significantly improved web site and plasma screens through the Academic Core Building, important news of the College can be immediately shared. The College community is kept apprised of the state of the College twice per year by the President at Convocation. Further, the work of the revamped President’s Advisory Council, the reorganized Foundation Board, and the Executive Leadership Breakfasts have helped to reclaim the reputation of the College in important ways.

Additionally, the College has made progress on enhancing the campus’ physical environment. Supplemental funding from the CUNY Compact has gone towards many improvements in the appearance of most common areas of the College such as the Library, cafeteria and main entrance Atrium. We have built more student lounges, redesigned parts of the Academic Core Building into student lounges, study spaces, affinity spaces, the Honors Program office, as well as the Academic Achievement, Advisement, and Welcome centers. The new 159th Street Pathway provides safer and more pleasant access from the Archer Avenue subway and bus terminals, and enhanced our landscaping, lighting, signage, and public artworks.

Institutional Assessment

Multiple groups and individuals track the College’s progress in achieving its stated goals. First, the President documents the progress via the annual report to the Chancellor. This

report, developed through interaction between the College departments and leadership, as well as between the College and University leadership, describes progress toward goals of the Strategic Plan, and forms the basis for an annual evaluation meeting between the President and the Chancellor. Secondly, data on enrollment and retention assist the College as we revise the admissions standards for future years and as we recalibrate the Merit Scholarships awarded to outstanding incoming students. Thirdly, the Strategic Planning Committee meets twice per semester to monitor progress. Finally, a new level of systematic oversight with the work of the Outcomes Assessment Committee has been added. All of these activities are performed by committees comprised of faculty and administrators, and are implemented by the executive leadership of the College including the President. The work is aided by the College's and University's Offices of Institutional Research and Assessment, and uses the performance indicators from the PMP to measure the progress towards achieving the annual Goals & Targets.

Since the approval of the PRR by MSCHE in Fall 2003, York College has been engaged in planning, assessment, and evaluation processes to ensure the College's effectiveness and quality. The 2003 PRR evaluated the academic programs and administrative functions of the College. The report addressed the "Suggested Institutional Assessment Activities" (page 113) for every program and function at the College to be consistent with the institutional assessment efforts. Seven Guiding Principles were developed:

1. Assessment activities are inclusive and involve those responsible for delivering and receiving the programs and services;
2. Assessment activities represent an ongoing process aimed at improving student learning outcomes, and are therefore conducted in a positive environment;
3. Focus will be on useful information that will drive change, not information for information's sake;
4. The assessment plan must include the complete loop, focusing tightly on specific learning goals, resources, evaluation methods, and analysis and use of results;
5. Each plan must be understandable and appropriate, workable, and easy to interpret, implement, and adapt;
6. Institutional goals and student learning outcomes will be developed in the context of other areas of the College and the College mission and vision statements;
7. Assessment activities will yield quantitative data in areas such as graduation rates, enrollment, and other trends and qualitative data in others, including student satisfaction.

The purpose of the planning, assessment, and evaluation process at York College is to improve the quality of our students' outcomes, the effectiveness of the institution in fulfilling its mission, and the quality of decision making. The passage through several phases of the process has been a valuable learning experience for faculty, administrators and staff over the past years as college personnel have had the opportunity to participate in the development and implementation.

Until very recently, there were questions about the validity of the data and information available at the College as well as at the program level. Although there were numerous

efforts to collect data through surveys, these efforts were fragmented and offered no systematic plan to collect, manage, and analyze data for decision making. To this end, the College has developed an *Assessment Plan* and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

While commitment to institutional assessment and student learning at York was affirmed in the 2003 PRR, the Strategic Plan (Goal IV, Objective 8), and many other documents, developing and implementing a comprehensive and sustainable assessment system started in earnest in April 2005 with the planning work which led to the Title III proposal and reestablishment of Strategic Planning Committee. The Title III proposal acknowledges that a comprehensive assessment system with built-in defined learning outcomes that provide meaningful feedback is needed to stimulate improvement, and thus assure employers, transfer institutions, and students of the quality of our graduates.

York College submitted the Title III proposal in July 2006 and in October 2006 received a two million dollar award for five years. Important components of this grant include: emphasis on teaching pedagogy with the establishment of the Center for Excellence in Teaching and Learning; retention activities through improved advisement and website redesign; assessment of all college areas and activities; and enhancement of the image of the College.

Once the Strategic Planning Committee completed its work in March 2006, the President nominated and charged the Outcomes Assessment Committee. This committee got off to a slow start using the better part of Spring and Fall 2006 to define its purpose, explore the value and benefit of assessment for York College, and prioritize the work necessary to create multi-year assessment plan. Faculty, administrators, and staff have gone through a steep learning curve to understand the concept of the assessment and evaluation process.

During this time, a great deal of professional development took place:

- The President and four administrators attended the Middle States Conference in November 2005.
- Faculty and administrators participated in the 2006 Middle States Conference in Philadelphia, PA.
- A group of faculty and administrators attended the summer institute on assessment (BEAMS) offered by the Higher Education Institute in 2006.
- A number of faculty, staff and administrators attended a Middle States assessment workshop sponsored by CUNY at the College of Staten Island in March 2007.
- A small faculty workshop on assessment took place in April 2007.

The culminating event was a “Day of Assessment” on October 2, 2007, an event designed to engage faculty and staff in the creation of a culture of assessment on campus. Led by the Outcomes Assessment Committee, the workshop was attended by over 66 faculty.

Indeed, the workshop was very well-received and a follow-up survey indicated that a very high percentage of respondents ranked the event as “Good” or “Outstanding”.

Assessment Initiative Today

In July 2007, the Outcomes Assessment Committee released the York College *Assessment Plan 2006-2009*, which outlines the philosophy and initiatives of assessment at York College. The Assessment Plan is described as “holistic and longitudinal” and embraces the guiding principles laid out by the PRR. Nine “key assessments” provide indicators of student learning and institutional effectiveness in five areas: Recruitment and Retention Initiatives; Physical Surroundings; Student Support and Business Services; and Academic, Extracurricular, and Social Activities:

1. Admissions, retention and graduation rates
2. National Survey of Student Engagement (NSSE)
3. Faculty Survey of Student Engagement (FSSE)
4. CUNY Student Experience Survey
5. CUNY Proficiency Exam (CPE)
6. Course-based Assessment
7. Certification Exams
8. Alumni Survey
9. Local Initiatives

Broadly, the key assessments allow the College to compare its performance to that of other comparable institutions, track the academic progress of relevant cohorts, gather feedback from students and faculty for program improvement, and track achievements in testing and other qualifying milestones (program entry, certification, graduation, etc.).

The *Assessment Plan* also cites three main “gaps” in the current assessment practices at the College. First, there is a need to develop a systematic and interdepartmental method to assess student learning over time. Some results of surveys and analyses by the Outcomes Assessment committee to address this first gap are described in the chapter on Standard 14. Secondly, there is no systematic method of tracking alumni. Finally, while many strategic planning decisions have been evidence-based, no formal documentation exists to illustrate the process. As outlined in the *Assessment Plan*, the Outcomes Assessment Committee is currently working to address each of these gaps.

Model for Holistic and Longitudinal Assessment

Student Experiences		Outcomes
Recruitment Initiatives ↓	⇒	ENROLLMENT ↓
Retention Initiatives ↓	⇒	RETENTION ↓
Initiatives to Improve Teaching ↓	⇒	STUDENT LEARNING AND DEVELOPMENT General education Major Professional program Capstone experience ↓
Academic & Social Life ↓	⇒	GRADUATION ↓
Cumulative Effect	⇒	POST GRADUATION

Assessment of Faculty, Administration and Student Services

Details of specific results and procedures for evaluating faculty and administrator performance and the effectiveness of student services will be discussed in other chapters (Standards 4 & 5: administration; Standard 10: faculty, including recruitment; Standard 9: student support services; Standard 14: learning outcomes). In the context of the mission and Strategic Goals, we review them briefly here.

The prime vehicle for the assessment of full time faculty at York College is the individual portfolio. The parameters of this document are set by the College-wide Personnel and Budget (P & B) Committee along with input from CUNY. The portfolio is prepared by each faculty member and submitted according to the calendar set by the College P&B Committee. Various documents provide guidelines and help new faculty prepare their portfolios. In addition to the York College portfolio, CUNY requires the completion of an annual *Memorandum of Evaluation* for all full time faculty members. This document includes summary reports of formal *Classroom Observations*, as well as the data from the *York College Student Reaction to Teaching Effectiveness* form (Appendix B), a Chair's report, and the current Curriculum vitae. Adjunct faculty are observed every semester for their first ten semesters and then annually, and are evaluated by their students in each course section that they teach.

The primary tool in regard to assessment of administrative offices, is the CUNY Student Experience Survey. Results for some of the administrative services reviewed in the 2006 administration of the survey are summarized below.

	Percent satisfied/very satisfied	
	York College	CUNY senior college average
Billing & payment	70%	69%
Financial Aid	66%	58%
Admissions process	73%	69%

Even though the results show that the level of satisfaction of York College students with administrative services is comparable, if not slightly better in some areas, to other CUNY senior colleges, this self-study recognizes that York College needs to improve and move closer toward the accepted standards in colleges and universities today. We must institute a process to gather data, analyze it, and inform our decision making, hence the timely work and proposed plan of the Outcomes Assessment Committee.

Assessment of Resources

In her first year at York College President Keizs conducted a full review of the condition of the campus, its resources, and its needs. Within six weeks of her arrival, with the assistance of the Vice President of Administrative Affairs, the President crafted an Academic Resource Plan which she presented to the University. This resulted in the College being awarded \$2M of investment funds for the year 2005-2006. These funds have now become a part of the College's base budget. The next chapter describes this development.

Summary and Recommendations

While there has been a lot of activity resulting in useful data being generated at the College, the establishment of a transparent assessment process is just beginning. A strong committee comprised of faculty and staff is working, and a plan has been agreed upon. The time is ripe to implement aggressively all elements of the plan and to use the results to drive decisions. Equally important, the College needs to provide extensive training for middle level management on how to develop a self-assessment plan for units or departments and how to use the results of the assessment to improve the quality of the York College experience. We recommend the following:

1. Unify all the research assessment and planning efforts under one unit, possibly to be led by an individual at the dean's level;
2. Use the *Assessment Plan* as a guide to provide professional development on assessment at all levels of the institution;
3. Assess all individual units and services, according to Strategic Plan objectives, on a regular basis (annually or bi-annually) basis.

Standards 2 & 3: Planning & Resource Management

Of the many changes that have occurred at York College over the last 10 years regarding the substance of these standards, the most significant are:

- The mandate of the Performance Management Process (PMP) by the University
- The institutionalization of a continual process of strategic planning
- The appointment in 2004 of the Vice President of Administrative Affairs and Chief Operating Officer, Jerald Posman, who has brought a new openness, professionalism and competency to the position
- The University's increased support of the College through several initiatives as outlined in the Introduction

Strategic Planning

Since about 2000, all CUNY campuses have been reviewed annually on their performance as measured against their own Goals & Targets and within the Chancellor's PMP. As part of this process, York College initiated a comprehensive and inclusive process of strategic planning. In Spring 2005, the Strategic Planning Committee, led by co-chairs Vice President Posman, Professor Helen Strassberg and Dr. Aghajan Mohammadi (OIRA), was charged by President Keizs to define and communicate the planning and evaluation process, formulate and update the institutional Strategic Plan, and recommend changes resulting from the various College assessments. The Committee conducted a day-long Strategic Planning Kickoff Workshop attended by more than fifty faculty, staff, students, and community members with varied experience and institutional history. The participants objectively analyzed the College's strengths, and its most significant problems. The Strategic Plan emerged from this Kickoff Workshop, the recommendations of the 2003 PRR, findings from demographic and economic trends, feedback from business and community advisors, and student surveys. After this lengthy and comprehensive process, the Strategic Plan continues to evolve through the ongoing review of the Strategic Planning Committee and adaptation to the PMP. In establishing a culture of planning at York and in pursuit of the implementation of strategic planning initiatives, the administration was awarded a Title III grant that directly targets the primary goals of the Strategic Plan.

The OIRA developed the *Manual for Strategic Planning: A Case for Institutional Effectiveness (2005-2010)*, presented to the College at the Spring 2006 Convocation, summarizing the goals and objectives for the College in the given five-year cycle. It also includes a model for planning, implementation, and evaluation. As mentioned in the previous chapter the Strategic Planning Committee recommended seven strategic goals with measurable objectives and broad impact (Appendix B).

In September 2006 planning forms were developed for implementing the operational plan at the program and departmental levels. The co-chairs of the Strategic Planning Committee and the Acting Provost facilitated the process by developing performance indicators based on the requirements of CUNY's PMP reports, the Title III grant, and the objectives of the Strategic Plan. Departments were encouraged to complete planning forms under each objective and to name relevant activities, schedules, assessment

methods, and individuals responsible for completing particular activities. Though not completed yet at this level of detail, the academic departments are now formally responsible for setting their annual goals, and department heads work closely with the President to incorporate unit-level goals into the College Goals & Targets as part of the annual PMP.

Title III Project

The Title III project directly addresses Goals I, II, V and VI in the Strategic Plan. It was approved and the College was awarded \$2M for 5 years starting in October 2006. A primary performance indicator for the project is an increase in enrollment of 2% per year for five years. Achieving this projected increase in enrollment is important for several reasons: It will demonstrate that York College can attract academically better-prepared students under new admissions standards; it will raise our credibility on all levels with the CUNY Central Administration; and it will increase revenue collections by year five in excess of \$2.5 million.

The Title III Grant supports the creation of new permanent positions in key areas:

- Assessment Coordinator in the newly restructured Office of Institutional Research and Assessment (OIRA);
- Assistant Director of the Academic Achievement Center, the College's primary tutoring center;
- Coordinator of Evening and Weekend Programs, a vital constituency of the College that often feels underserved;
- Supplemental instructors for the Academic Achievement Center (part time faculty and/or student tutors);
- Coordinator of the Center for Excellence in Teaching and Learning (CETL), a faculty member with reassigned time to lead faculty development projects;
- Coordinator of Web Standardization to make uniform all online College content and improve York's website's usability and appearance, ultimately improving our image, attracting enrollment, and enhancing the perceived quality of our educational programs

Most of these positions were filled as of Fall 2007 with Title III funds. The website was improved in stages under the direction of a small team of developers. The site now has a professional and consistent look, and much of the functionality that outsiders, students and faculty would expect from an institution of higher learning. Evening, weekend courses have been expanded to include Friday night and Sunday sections, and a winter session has been added. The CETL has been operational since late 2006 and has offered its first faculty grants for a Scholarship for Teaching Excellence Program starting in Fall 2007. In the same way that planning was embraced by the College with a kickoff workshop, an October 2007 workshop for assessment, led by the Outcomes Assessment Committee, engaged the faculty to help create a culture of assessment on campus.

Financial Resources

Once the priorities of the College are established through the Strategic Planning process, the achievement of the College's objectives is aided or constrained by available funding.

To discover how the College budget has evolved since the *1998 Middle States Self-Study Report* and to assess how well the College has aligned budget planning to the Strategic Plan, it is necessary to evaluate the situation both qualitatively and quantitatively. The College has gone through many changes in the past decade which have negatively impacted operations. Currently President Marcia V. Keizs and her senior team, which comprises Provost Ivelaw Griffith, Vice President Jerald Posman and Acting Vice President Janis Jones, have established an open and professional atmosphere that was long overdue.

Vice President Posman is a former University Vice Chancellor of Budget and Finance, and as such he brought to York College considerable expertise in budgeting, and best business practices within the University. Vice President Posman and President Keizs have worked with senior administrators at The City University of New York to obtain targeted funding for specific programmatic goals, described in the 2005 *York College Resource Plan* (Appendix B). The following are examples of additional funding requirements specified in the *Resource Plan*, related to the Strategic Plan and provided to York by the University:

- \$75,000 for merit scholarships and \$250,000 for a marketing campaign to improve student recruitment and retention (Strategic Goal II);
- More than \$2M for various initiatives to improve access to technology (Strategic Goal III).
 1. Funds would pay for full time lines that had previously been paid from the student Technology Fee;
 2. Funds were made available to hire a new Chief Information Officer and other key staff;
 3. Other Than Personnel Services (OTPS) budget for technology was increased in order to equip student computer labs in Foreign Languages, the Library, Natural Sciences, and Student Government, as well as open kiosks;
 4. CUNY Network Infrastructure Initiative (\$1.3 M) granted to completely upgrade all network hardware from cables to switches, and make nearly the entire campus wireless.
- The University enabled York to utilize the consulting services of Aramark to improve the physical plant. Specifically, Aramark analyzed the management of the custodial staff and the results will be discussed later in this chapter.
- Approximately \$1.3M from the CUNY Compact was earmarked for special projects identified through an open planning process that included faculty, students, and staff.
- Budget allocations to departments and units are now available early in the academic year and online budgets can be accessed for monitoring purposes.

In addition, experienced administrators have been hired to bring a level of professional integrity to the College's financial processes, and to ensure that funds are used more efficiently. For example, Vice President Posman is initiating benchmarks to measure operations and evaluate how they may improve in the future. Examples include the intra-college mail delivery time, the efficiency and cost/benefit of printing operations,

surveying satisfaction with the cafeteria, documenting cleanliness of the physical plant, and experimenting with different ways of delivering services such as photocopying. Chief Information Officer Peter Tighe has restructured Information Technology for more effective computer services (e.g., the Help Desk) and is an important liaison between the College and the University. As an ex-officio member of the Student Technology Fee Committee he has also given important advice regarding the way these funds are spent, freeing up more money for acquisitions and student support staff.

As evidenced by the table below, recent increases to York’s funding have truly set the College “on the move.” Although basically flat through the first five years, the 2006 fiscal year allocation increased by approximately 8% over the budget projected from 1997 using the Higher Education Price Index. CUNY’s willingness to invest in York College is measurable.

	1997	2002	2006
Actual budget	\$ 24,264,845	\$ 29,470,378	\$ 37,105,382
Adjusted for inflation from 1997	–	\$ 29,242,947	\$ 34,528,317
Budget/inflation	–	0.8%	7.5%
Adjusted for inflation from 2002	–	–	\$ 34,261,852
Budget/inflation	–	–	8.3%

Essentially, the budget is a list of the full time employees and their salaries, the projected cost of adjuncts and part time personnel categorized as “temporary service.” In other words, most of the budget is standardized and does not allow much flexibility. If a surplus is projected, the divisional vice presidents meet with the President to propose worthwhile projects. Ultimately, it is President Keizs’ decision to determine the allocation of discretionary programmatic funds. Some examples of new funding have been the Honors Program and additional “Other Than Personnel Services” (OTPS) funding to purchase supplies or replacement equipment.

This standard addresses all funding sources, not just the tax levy budget. Although the College still has not prepared an “all funds” budget, as called for in the 2003 PRR, new sources of funding now supplement the tax levy budget. For instance, York College now has full access to the rental income generated by the Food and Drug Administration's presence on campus, and receives millions of dollars from The City University for the targeted initiatives listed in this chapter. The College is also funded for specific activities (e.g., Commencement) through the Auxiliary Enterprise Corporation, and can make additional Requests For Proposals that will be considered by the Board of Directors of that entity. The York College Foundation has financed scholarships. The College receives overhead from grants, and these funds are used at the discretion of the President

and her Cabinet in a similar process to the allocation of tax levy discretionary funds. Grants received by faculty increased 80% from 2005 to 2006.

Student Technology Fee

The York College *Information Technology Plan* is the main policy document guiding the use of technology and a Technology Fee Planning Committee decides on general expenditure levels consistent with the plan's directives. This committee is comprised of the Provost or designee, the Director of Academic Computing, the CIO (ex-officio), administrative department representatives, faculty representatives and student senators. Guiding principles and specific suggestions for use of the fee exist in the York College Technology Fee Guidelines document. This \$75 per full time student (\$37.50 per part time student) fee is used exclusively to fund hourly technology support personnel and to purchase hardware and software related to student and faculty needs. Ad-hoc requests generated by faculty, administrators or students have been sent to the Director of Academic Computing and then the committee or a subcommittee subsequently considers them for funding. A formal request for proposals process was implemented in 2006. Allocation is affected by other sources of funding because projects funded by fee revenue can be used to complement and/or augment ongoing initiatives. A spending plan generated each fiscal year lists proposed allocations within general expense categories. The *2006-2007 York College Technology Fee Plan* includes 19 distinct categories, with support provided to the Library, student activities, academic departments, Academic Computing, administrative departments, online course platform software initiatives and network infrastructure upgrades. Personnel support is limited to part time college assistants dedicated to specific student and faculty technology support functions.

A significant portion of the revenue generated through this fee has been used in past years to support personnel categorized into roles related to computer labs, infrastructure and network, and academic support (e.g., almost 40% of the fee was allocated to personnel in the 2005-2006 fiscal year). Organizational changes instituted by a new Chief Information Officer coupled with increased University support has significantly reduced the amount allocated to personnel.

Administrative Structure and Allocation of Human Resources

As mentioned in more detail in other chapters of this study, the College has made significant progress in filling key senior administrative positions and revising the administrative structure to maximize efficiency and service to students. There have been replacements in the following key positions:

- Director of Admissions
- Director of Purchasing
- Director of Print Shop
- Director of Mailroom
- Director of Public Safety
- Director of Sponsored Research
- Director of Aviation Institute (faculty line)

In addition, new positions have been created and filled in areas that need strong leadership:

- Chief Information Officer
- Executive Director of Development and Alumni Affairs
- Director of Marketing Communications
- Director of Governmental and Community Relations
- Director of Special Projects and Project Management
- Coordinator of Assessment (OIRA)

A number of positions are still designated as “acting”:

- Vice President of Student Development
- Associate Dean of Student Development

The College has also restructured the Office of Academic Affairs by creating three deanships: Dean of Math and Sciences, Associate Dean of Professional Programs, and Associate Dean of Humanities and Social Sciences. At present all three Deans are designated as “acting” and York College faculty members serve in two of these positions. This is customary at many colleges, and may in fact help improve communication between Academic Affairs and the faculty. With the appointment of so many new or acting administrative personnel, there are challenges but at the same time, staffing these positions with effective individuals has provided unprecedented new energy to the College. It should be noted that the Provost is committed to conducting searches during 2007-2008 to fill all the acting positions in Academic Affairs.

The College engages in regular evaluation of the administrative structure and staff to ensure continued progress toward college-wide goals and objectives. Each administrative department participates in the Strategic Planning process, in collaboration with department chairs. Administrators and chairs set standards for each administrative department and progress is measured against these standards.

Everyone who is on the Executive Compensation Plan (ECP) is evaluated by the President of the College or the VP of the responsible area. These evaluations are the basis to determine individual raises for ECP administrators. The President uses a standard evaluation form for all members of the ECP. The President herself is evaluated by the Chancellor, based on the College’s performance in relationship to annual Goals & Targets. These points are further described in the chapter covering Standards 4 & 5.

A significant change that had been in planning for two years, and enacted only in July 2007, was the restructuring of the Department of Natural Sciences into three departments: Biology, Chemistry, and Earth & Physical Sciences. Natural Sciences was an unwieldy department of approximately 100 faculty and staff, including many part time members. Even the basic responsibilities of the chair and discipline coordinators had grown to become nearly unmanageable. Though it is too early to assess the effectiveness of this restructuring, the three new departments, grouped mostly by mutual scholarly interest, seem to be providing better service to students and faculty. On the other hand the restructuring increases the membership of the College Senate and all its standing

committees which require departmental representation, and the College Personnel and Budget Committee. At the same time, the new structure expands the committee service responsibilities of the Natural Sciences faculty, and allocations to cover released time for chairs.

Full time vs. Part time Teaching Staff

The College hopes to improve the full time to part time faculty ratio through reducing adjunct full time equivalents (FTEs) and increasing the number of full time lines across the College primarily through the CUNY Compact. The College's Office of Academic Affairs is focusing on the elimination of small course sections to reduce the need for adjuncts. Currently, there is no designated minimum number of students for a section of a course to run. Academic Affairs has begun working on scheduling changes with the goal of eliminating very small classes except when absolutely necessary. In academic year 2006-2007, the University offered funding to convert four FTE adjuncts into full time lecturer lines. Since lecturers have a 27 hour workload, the full time teaching power of these lines can have a significant impact on instruction and relationships between faculty and students.

Another factor that may have an adverse effect on our finances is the system of reimbursement from the University, which differs for lower-division, upper-division, and graduate courses. The expectation is that lower division classes will be larger. The reimbursement rate assumes a much lower student-faculty ratio for graduate classes, with an intermediate ratio for upper-division undergraduate classes and the highest ratio for lower division courses. This accounting favors campuses with large upper divisions and graduate programs. However, the College is clarifying the impact of this policy on our reimbursements and may alter curriculum codes for certain courses to be sure we are credited appropriately for upper-division offerings.

Prioritization for full time hiring is based on the annual Goals & Targets and the Strategic Plan. Allocations are given to areas that help increase enrollment, to replace faculty losses in productive areas, to support the General Education curriculum, and to meet the requirements of external accreditation standards and new programs. Finally, lines might be allocated to assist departments that have been overlooked in the past in order to rectify understaffing. The three divisional Vice Presidents meet with the President to discuss the budget requests, divisional needs and to make final decisions. Hiring faculty tends to take priority over other categories of hiring but must be balanced against all the staffing needs of the College in a given year. The other divisions (Administrative Affairs, Student Development) are expected to meet with their various departments/directors, prepare presentations and negotiate with the President. All decisions are subject to State funding availability; some do require CUNY approval.

For 2006-2007, the College received funding through the CUNY Compact to hire full time faculty in areas that support initiatives that bolster the flagship environment and foster a research environment. New faculty members were hired in Behavioral Sciences (2), Natural Sciences (2), and Social Sciences (1), Math and Computer Science (1).

Technological Resources

Two of the College's seven Strategic Goals are directly related to improving technical facilities, but many of its goals require improvements in technology as well. For example, to improve student recruitment and retention (Strategic Goal II), the College must maintain its website. Similarly, a successful comprehensive alumni program (related to Strategic Goal VII) rests on the ability to compile and maintain an alumni database and to utilize email to contact students and alumni.

The Information Technology Plan (February 2001), is a guide for the five-year plan to continually modernize equipment and systems and expand technology access for students, faculty, and staff. The *Information Technology Plan* set goals in eight areas that overlap with the current York strategic planning. The major improvement to Information Technology services at York College has come through the appointment of a Chief Information Officer (CIO), Peter Tighe, to coordinate and oversee information technology services on campus. The CIO has created a comprehensive information technology organization for York. This organization eliminates redundancies such as the previous awkward division of IT between academic and administrative areas. This reorganization already has improved service to all divisions and will certainly continue to increase productivity. This plan is outlined at a high-level in two IT strategic restructuring reports from May and Oct 2006 (*York College IT Strategic Restructuring*, *York College IT Strategic Restructuring Update* presentations).

Based upon these plans, the Information Technology division is making progress in a number of important areas of computer technology. It has increased the number of PCs available to the students, faculty, and staff and has organized frequent and regular training sessions. Blackboard is being increasingly used by faculty and students. From 2002 to 2006 the number of faculty using Blackboard increased from 13 to 48. From 2001 to 2006 the number of students using the Computer Lab increased from 2,628 to 4,083. During that same period, the number of courses using the Computer Lab grew 13% (*document from WYH*). As mentioned earlier, the improvements to the College website have been vast.

The Information Technology division participates in two important data collection efforts in order to track student computer use and satisfaction with computer facilities on campus. The first is the annual Campus Computing Survey conducted by EDUCAUSE, a nonprofit association that promotes the intelligent use of IT in higher education. The 2006 survey includes questions on the role of IT in the educational experience at CUNY. Secondly the York OIRA compares York students with the students at other CUNY senior colleges (*CUNY Student Experience Survey*). The latest report reveals mixed results: on one hand, the survey indicates that our students are no less likely to have a computer at home, use a home computer for school assignments, find information on registration and testing and class assignments online, or turn in course assignments using email. They also expressed similar levels of satisfaction to other CUNY students on computer lab hours, staffing, helpfulness, and availability of computers. However, they showed more negative *perceptions* of campus computing and use of Blackboard and campus email lags behind other campuses.

The Registrar's Office has transferred data from the previous interface, SIMS, to the industry standard, DegreeWorks (known at York as Cardinal Check). Additional personnel had to be hired to assist with the data transfer without disrupting current operations. While primarily an advisement tool, implementing Cardinal Check required the efforts of the understaffed Registrar's Office. With the advent of electronic registration, student satisfaction with the Registrar's Office has risen, but providing service that is responsive and timely has been difficult and was cited in the *1998 Middle States Self-Study*. The Provost and Registrar have been discussing potential staff increases.

Space Utilization & Physical Plant

The York College campus is comprised of 6 buildings spread over 50 acres. Originally designed in the 1970's, spaces have been modified to meet the evolving needs of the College and address the Strategic Goals:

- The addition of new disciplines
- Enhanced student support services
- Student lounges
- A campus high school

In recent years, the College has turned special attention to using space to build a greater sense of community, especially among students. On the 2nd level of the Academic Core Building the Atrium serves as a venue of choice for public gatherings. Similarly, the lobby of the Performing Arts Center, the Art Studio, the student cafeteria, 3rd and 4th floor lounges and the faculty dining room are all used for academic, cultural, and community events.

The College has created information centers throughout the Academic Core, including computer kiosks, plasma screens and a Welcome Center. It also has added the Cardinal Café (Starbucks), a newly refurbished student lounge on the third floor, and a student recreation room on the 1st floor. These improvements help to create inviting spaces throughout the College. The sense of community is further reinforced by the conversion of underutilized spaces into attractive new spaces. For example, an office has been created for the College's newspaper, *Pandora's Box*, there is a new Men's Center and construction has begun on an Honors Program Lounge.

Over the past ten years, the College has created an exciting program of events open to the entire College community. The Performing Arts Center and the Health and Physical Education complex collectively stage over 150 events each year, most of which are sponsored by external organizations. These events range from a Performing Arts Series sponsored by the College, to performances by national and international performers, athletic championship events, local school graduations, computer fairs, and community forums. In good weather, the College also sponsors events using the outdoor spaces on campus, including concerts, festivals, and ethnic markets. The College's Commencement Exercises are the most visible event held at the College, filled with tradition, pageantry and emotion, which brings together the internal College community and representatives

of the external community who come in large numbers to witness the spectacle and to reaffirm their bonds with the College.

In response to the needs of our non-traditional student body, the College has nearly completed significant renovation of the landmark St. Monica's Church. There, the College plans to open a Child and Family Center serving the children of York College students.

York College will have an opportunity to create a vision of our facilities needs for 10 or more years when the Facilities Master Plan process begins in earnest in Fall 2007. York moved to the current Academic Core in 1986, and by the end of that decade the Performing Arts Center and the Health and Physical Education Complex were completed. In the 1990's the Food and Drug Administration opened a facility on our campus. The long promised Student Center was never built, despite the fact that the College is in possession of the five-acre site designated for this building. In light of new developments in CUNY and the re-zoning of the Jamaica area, York is primed for a master planning exercise. The College Facilities Master Plan has moved ahead at the University, funding is committed, the architectural firm of Perkins + Will was approved by the Board of Trustees in June 2007, and research has begun. The College must continue to propel this long overdue process as a high priority. Current space allocation is based on a 30-year old plan, yet College programs have grown significantly to meet the changing educational needs of our campus community and research and scholarship on campus. The College is committed to raising academic standards and utilizing the latest in educational technology, which requires space or space modification.

The Facilities Master Plan will be informed by several on-going processes at the College: the Middle States Self-Study, Outcomes Assessment, and Strategic Planning, as well as the planned re-zoning of Jamaica, Queens.

Campus Cleanliness

An overarching complaint of all constituencies of York College is the frequent unclean state of classrooms, bathrooms, cafeteria and other common areas. York College is committed to developing and implementing a plan to improve the cleanliness and appearance of the campus as part of Strategic Goal VII, Objective 1. To specifically improve the effectiveness of the custodial department, the University hired Aramark as consultants to study and analyze custodial operations, in 2005 (*Facilities Assessment*). In January 2007, Rodney Miller, an Aramark consultant, was hired by the College to serve as the administrative superintendent of the custodial staff. Based on Aramark's recommendations he now reports to Dean Ronald Thomas of Administrative Affairs, instead of to the head of Buildings and Grounds. Mr. Miller's responsibilities include devising a cleaning plan, training supervisors and reducing absenteeism.

Summary and Recommendations

As a result of greater and more effective interaction with the College's new administration, CUNY has shown unprecedented support for York College over the last few years through University initiatives. More than any other CUNY college, York

College has been in a position to take great advantage of any and all new funding efforts. The payoff for students has been better access to better technology, improved and simplified services, and a greatly improved and welcoming campus appearance. The College is quite open about its operations and performance, which is appreciated by the faculty, staff, and students, and has allowed greater and more equitable participation by all constituencies in planning and allocation of resources.

We make several recommendations in the new spirit of open and inclusive operations, planning, and accountability, as well as towards serving our students to the best of our abilities:

1. The administration needs to allow proper time for departmental feedback to the President's annual Goals & Targets proposal after their initial input. A regular annual schedule of meetings and timely deadlines for strategic planning must be established and communication between the administration and program leaders needs to be improved.
2. The Library 2005-2006 OTPS budget has only increased 22% since the *1998 Middle States Self-Study Report*. There now is additional funding through the CUNY Compact (earmarked towards facility renovations) and from the Student Association, but sustained, formal increases should be allocated.
3. Appropriate funding and staffing of the Registrar's Office must be secured to allow this office to provide adequate services to the students. The need for 4 full time CUNY office assistants has been expressed by Registrar Sharon Davidson.
4. The College should adopt the "all-funds" budget recommended in the *2003 Periodic Review Report*.
5. A campus-wide committee comprised of faculty, students, alumni, and administrators should convene to develop the core concepts of the Facilities Master Plan. The committee will assure that these concepts are clearly understood and that the Master Plan process will be a capital plan aligned with the College's mission, goals, and objectives, as well as with all planning and assessment activities.

Standards 4 & 5: Leadership, Governance, and Administration

The College's system of governance must clearly support the mission of the institution and allow for the collegial participation of all constituencies in policy development and decision making. The governance structure must include an active governing body with sufficient autonomy to assure institutional integrity and a supportive environment that fosters effective teaching and learning, including research and scholarship.

Reflecting CUNY's long-held tradition of urban public education, York College is committed to academic excellence and the provision of equal access and opportunity for its diverse student body. York College is an integral part of CUNY governance structures, and the University's policies are the overarching authority in matters of governance. As a public liberal arts institution the College must be responsive to the needs of its urban setting and work with other institutions of the City University of New York. One of the unique features of York's governance structure is the equality of representation between faculty and students in the College Senate and all its standing committees

This chapter addresses the following questions: Does the College have a well defined system of collegial leadership and governance that includes appropriate representation of the different constituencies of York College? Does the College maintain a relationship with the central administration of CUNY and peer colleges in the University as well as with the City and the State of New York? Is the administrative leadership of the College qualified and effective? Do appropriate procedures exist for periodically evaluating the effectiveness of administrators' leadership and governance in meeting College objectives?

System of Governance

York College has a tri-cameral senate with the President serving as chairperson of the Senate. Joining her are four other administrators and 29 faculty and an equal number of student senators. The Faculty Caucus and Student Caucus each has a leader who serves with the President on the Executive Board of the Senate. Joining them are the Senate Secretary and the Senate Vice-Chairperson. The President also presides over her cabinet of senior administrators and there is a community advisory board that meets quarterly and works to be supportive of the College. There are regular meetings of deans and administrators with academic chairpersons (the Council of Academic Chairpersons also meets without other administrators present) as well as meetings of academic and non-academic departments. The President chairs the College Personnel and Budget Committee, comprised of all academic department chairs, the Vice President of Academic Affairs and the Vice President of Student Development. This advisory body has responsibilities for acting on all reappointment, tenure, promotion and sabbatical decisions, and for planning and budgeting activities.

The *York College Charter* is the governing document of the York College Senate. The Charter, which establishes the rules and regulations regarding the College Senate, is the governing body of the institution. The most recently revised version of the *Charter* was approved by the Board of Trustees in 1986 (*York College Faculty Handbook, 2006-2007*).

The York College Senate has seven standing committees which include the Committee on Academic Standards, Committee on Admissions, Committee on Campus Environment, Committee on Curriculum, Committee on Elections, Committee on Instruction, and the Library Committee. When these committees put forth policies, the Senate votes and all votes are advisory to the President. The College submits a report, which includes these actions as part of its report to the Chancellor. Positive recommendations regarding curriculum by the Board of Trustees of The City University of New York are forwarded to the New York State Department of Education for approval (*Charter of the York College Senate, 1986*).

York's system of governance is unique in its appropriate representation of the different constituencies of York College, as reflected in the College Senate and in all its standing committees. However, this unique quality poses a burden on the effectiveness of the governing body. The number of standing committees, coupled with their required size, strains the time and energy of faculty, students, and administrators. This challenge is most readily apparent when a standing committee is not able to conduct business or function because the quorum is hard to achieve.

As explained earlier, the governance structure has been severely burdened by the *Perez v. CUNY* court decision (*CUNY Memorandum 1/2006: Open Meetings Law, Perez v. CUNY*). Because of the Perez decision, the rules for public meetings and quorum for the College Senate and standing committees are tighter. Quorum is now considered a majority not of the membership but of the potential membership, including vacant seats and motions can only be carried by a majority, not of those present, but of the total potential membership. While this committee recognizes equal student and faculty representation in the college senate as strength, the membership mandated by the charter poses a significant burden on faculty, students, and administrators and consequently on the effectiveness of the governing body.

Relationships with CUNY, the City, and the State of New York

York College students come from the Borough of Queens as well as other neighboring New York City boroughs and suburban Long Island. As a public institution the College is responsive to the needs of its urban setting and maintains close articulation with community college units. The relationship among the City and State of New York, The City University, and York College/CUNY is outlined, in part, by *The City University of New York By-laws 2004*, the primary governing document of the University. The By-laws establish the definitions, rules and regulations for all units and personnel of CUNY. The By-laws are amended to reflect the evolution of the changes as the University responds to the New York communities and the diverse populations it serves, and as The City University strives to be a leader in the field of higher education (*York College Faculty Handbook, 2006-2007*).

The Professional Staff Congress (PSC-CUNY) is the union that represents more than 20,000 faculty and staff at CUNY. It is dedicated to advancing the professional lives of its members, enhancing their terms and conditions of employment, and maintaining the

strength of the University. The PSC-CUNY has been a forceful advocate for the professional conditions of its members. It negotiates, administers and enforces collective bargaining agreements; protects the rights of staff through the grievance and arbitration process; engages in political activity on behalf of CUNY and its staff and student; and advocates for the interests of instructional staff in its various forums. It also provides benefits and services to its members through related organizations as the PSC/CUNY Welfare fund and New York States United Teachers (<http://www.psc-cuny.org/address.htm>).

The College, in consultation with the Chancellor of The City University, is responsible for identifying initiatives that help York College meet a set of financial, enrollment, student development, and curricular goals. Many of these goals and initiatives are codified in annual Performance Goals and Targets (*Performance Goals & Targets, York College, CUNY: 2006-07; 2005-06; 2004-05; 2003-04; 2002-03*), and become an important quantifiable measure of the President's performance (*Performance Summary from Chancellor Goldstein to President Keizs: 8/2005, 8/2006*).

In addition, the CUNY Board of Trustees approves all new academic programs at York College. This oversight helps to ensure the academic integrity of our programs and helps to locate York College's program offerings within The City University portfolio of programs, avoiding unnecessary duplication and competition for specialized programs. For example, with support from The City University of New York, York College is in the process of developing a Bachelor of Science degree in Generic Nursing, a Journalism program, and a Master's of Sciences degree in Accounting. The Teacher Academy was launched in 2007.

Related to the formal accountability provided through tiered governance is the negotiating power that comes with York College's participation in the City University of New York. As part of a larger collection of institutions, York College benefits from financial support from New York State without having to lobby actively for such support. One example of the ways that York College benefits from its association with The City University is the new CUNY Compact, a commitment by New York State and the City of New York to invest in the long-term health of The City University by fully funding mandatory costs, and a sizable percentage of additional costs associated with the University's investment plan (*The CUNY Compact – A CUNY Public Relations Document: 2007-2008*). For its part, The City University has agreed to an "unprecedented focus on philanthropy as a permanent feature of revenue" to support its initiatives, tuition increases that do not exceed the Higher Education Price Index, and additional revenues through enrollment growth. York College's portion of the Compact was \$1.65 million in 2006-2007, and \$1.95 million in 2007-2008 (*CUNY Compact – Office of the Vice President for Administrative Affairs – 3/2007*).

In January 2005, Chancellor Goldstein abruptly announced the reassignment of President Robert Hampton, York College's fifth president and moved quickly to identify a short list of seasoned CUNY administrators that included President Marcia V. Keizs, then Provost at Bronx Community College. President Keizs had served a year as an acting Vice

Chancellor of Students Affairs at CUNY Central Office, a year as interim President of Borough of Manhattan Community College, and as one of York's interim presidents in 1996. Within weeks, President Keizs joined York College, bringing with her a wealth of experience in CUNY's varied institutions.

CUNY's support for President Keizs has benefited York in many areas. For example, at a time of pressure to increase enrollment across The City University, York College has secured Chancellor Goldstein's support for an increase in admissions standards at the College as part of a comprehensive plan to improve retention and strengthen academic programs, despite the fact that a change in standards would lead to lower freshman enrollments, perhaps for several semesters. Indeed, freshman enrollment dropped substantially in Fall 2006 as a result of the new academic floor (*40th Anniversary "onthemove" Presentation, York College, CUNY - Fall 2006*). While the reduction in the size of the freshman class was notable, the College anticipates making up the drop in entering freshmen by retaining a greater percentage of those who did enroll.

The University's new marketing campaigns have featured York College faculty and students, among the faculty and students from other campuses. For example, York College participated in The City University's recent Back2Back Wins for CUNY promotional campaign, a city-wide campaign that has placed the names, faces, and accomplishments of York students and some faculty (Professor Gregory Boutis, for example) on buses, trains, and posters throughout New York City. In 2005-2006, as President Keizs launched a York College "On the Move" marketing initiative, York College Graduate Fiona Smith was featured alongside Jonas Salk (City College) in a campaign that connected York College to The City University with an ad entitled, "The Legacy Continues."

Administrative Structure

The administrative structure of the College is reviewed and amended periodically, as needs dictate, and as new leadership comes into the College. York College/CUNY has had four different organizational charts since 2002 (Organizational Chart, York College of The City University of New York (*2003 PRR; 2004, 2005, 2006 York College Organizational Charts*))

The main administrative units within the College are the Offices of the President, Academic Affairs, Administrative Affairs, Student Development and Counseling, and Institutional Advancement. These units and their chief components are displayed in the 2006 York College Organizational Chart.

In the recent past, the College has undergone much administrative change. The administrative organization has been revised, and new positions have been created. Within administrative ranks, there has been much turnover at all levels. At present, under the leadership of President Marcia V. Keizs, the College's administrative team has been defined and has stabilized.

Changes to the administrative structure of the College are communicated to the York College/CUNY community through numerous channels, including the College Senate, the Personnel & Budget (P&B) Committee, the Council of Chairs, and at Convocation.

The responsibilities of individual administrators are specified in several places. Personnel Vacancy Notices (PVNs) specify the responsibilities and qualifications for prospective applicants. With the exception of individuals functioning in “acting” or “interim” capacities, position responsibilities are defined in writing for each administrator (*Administrative Job Postings and Position Descriptions 2006, 2005, 2004*). Additionally, CUNY Bylaws specify the responsibilities associated with typical administrative positions (*The Board of Trustees of The City University of New York Bylaws, Revised 2004*). York College/CUNY position descriptions for administrators, while mostly complete, contain important gaps. Reports suggest that these gaps will close in time as CUNY presses each college to maintain written descriptions for each administrative position.

Executive Leadership

The President of York College has the affirmative responsibility of maintaining and enhancing the educational standards and general academic excellence of the College under her jurisdiction. She is responsible for the academic leadership, fiscal management and external representation of the College. She is the executive agent of the Board of Trustees and is the vehicle whereby faculty recommendations are transmitted to the Board (*College Faculty Handbook, 2006-2007*).

The Board of Trustees and the Chancellor’s Office are the central administrative bodies of the University which appoint the President and assess the President’s performance. York College/CUNY conducted national searches for three of the College’s four recent Presidents and has had difficulty hiring stable leadership through these channels. The College conducted an extensive national search for a president in 2002-2003 that enlisted the assistance of Heidrick & Struggles, an organization that specializes in executive and high-level administrative searches, and included a recruitment pamphlet for prospective applicants (*The Chancellor and Board of Trustees of The City University of New York Invite Applications and Nominations for President of York College*). The search yielded York College/CUNY’s fifth president, Dr. Robert L. Hampton, who joined the College in Fall 2003. Following the resignation of President Hampton in December 2004, CUNY Chancellor Matthew Goldstein acted within weeks to appoint President Marcia V. Keizs as York College/CUNY’s sixth President. President Keizs was selected in part because of her extensive experience as both a CUNY administrator and a former interim President at York College/CUNY. Chancellor Goldstein identified two experienced CUNY administrators for the position. A variety of internal and external constituencies met with both candidates and made recommendations to the Chancellor.

The College has no formal role in assessing the President’s performance. In the past, the College Senate took votes of no confidence to articulate dissatisfaction with a president, though these votes carry no formal sanction and serve a negative assessment function

only. A rather informal assessment mechanism is also provided via direct communication between York College/CUNY faculty and Chancellor Goldstein.

The President's vision for York College/CUNY is communicated through press releases, periodic speeches, newsletters, the website, and other public documents. It is communicated to the College and the larger community through the Office of Institutional Advancement. The vision emphasizes the design of new curricula, the strengthening of York College/CUNY's academic programs, and increased enrollment through recruitment and retention. This vision is articulated through a campaign that emphasizes the ways that York College/CUNY is "on the move."

Faculty Leadership

CUNY Bylaws state that each of the academic departments should hold an election every three years to select a chairperson. The two exceptions are Library and Counseling, where chairs are appointed. There is an orientation process for new chairpersons and a development workshop for all chairs that was last held in 2007-2008. A chair's handbook is being contemplated for development. York College/CUNY provides department chairpersons with a calendar/checklist for personnel-related matters (*Annual Personnel-Related Activities Calendar/Checklist for Department Chairpersons, 2003*).

The College's P&B Committee, which is chaired by the President, meets at least once a month during the summer and as frequently as four times a month during the fall and spring to consider appointments, reappointments, and tenure and promotion. The Provost and Senior Vice President for Academic Affairs, deans, and department chairpersons meet at least three times per semester. The Council of Academic Chairs also meets monthly to discuss issues.

The CUNY Bylaws specify the faculty responsibilities and duties, evaluation criteria, and the administrative organization of the faculty including the York College/CUNY Faculty Senate (*The College Faculty Handbook, 2006-2007*).

Faculty Caucus

The Faculty Caucus consists of those faculty members elected by their departments to serve in the York College Senate. Currently, there are 29 Faculty Senators who are elected annually during the first week of May. The Faculty Caucus leader, also elected in May, and a secretary set the agenda, keep minutes, and organize the caucus' work. The Caucus leader is an official member of the Executive Committee of the Senate. At the Senate meeting, the leader gives the monthly Caucus report. The leader is often called upon to serve on *ad hoc* committees or represent the faculty at special events. The leader receives 3 credits of reassigned time per semester. As a general rule, the body meets twice a month to discuss items that will come to the Senate for action, as well as other College issues. The Caucus plays an important role in developing curriculum and college policies in its discussions and voting. It also serves as the nominating body for faculty representation on a variety of college boards, search committees, and other *ad hoc* committees. In January, May, and September each year, the Faculty Caucus votes on the Graduation list.

Administrative Leadership

The administrative leadership of the College is qualified and effective, and appropriate procedures exist for periodically assessing the administrators' leadership and governance in meeting College objectives.

Administrative leaders are generally recruited through national searches, published vacancy notices, and formal search committee interviews (*Administrative Job Postings and Position Descriptions 2006, 2005, 2004*).

The Chancellor of The City University of New York establishes a set of performance indicators and targets for York College/CUNY. These targets are communicated to the President (*York College, The City University of New York College/President Year-End Performance Report 2006; York College/CUNY Performance Goals and Targets, 2006-2007 Academic Year*). The President, in consultation with administrative leaders in the President's cabinet, identifies specific activities and initiatives aimed at meeting those targets, and works with the Chancellor to secure support for those activities. With goals and targets formally specified the President works with each administrator to assign responsibility for meeting the goals and targets.

At the conclusion of each academic year, the President formally assesses the performance of each senior executive using CUNY Executive Management Evaluation rubric that includes such personal competencies as leadership, management/teambuilding, communication skills, and adaptability (*2005-2006 Executive Competencies*). As part of the Chancellor's assessment of the President's and College's performance, the President writes a self-assessment letter outlining areas of the College's success in meeting targets and goals. This letter, along with supporting documentation, forms the basis for the Chancellor's assessment of the President's performance (*Letter to President Marcia Keiz August 15, 2006; July 20, 2007*).

The Chancellor for The City University of New York plays a large role in assessing the President's and other senior executives' performance; a limited and indirect role is additionally performed by other external constituencies and York College/CUNY's internal constituencies. The Executive Board of the Professional Staff Congress (PSC-CUNY) meets with the President twice each term, and these meetings are an opportunity for the faculty and others to provide assessments of the administration. The President meets with a Community Advisory Board on a quarterly basis, and these discussions create opportunities for external constituencies to provide input on the administration's performance.

York College/CUNY seeks approval from The City University of New York prior to advertising a vacancy for an administrative position. Job postings generally include a description of responsibilities and qualifications. The College forms a committee and conducts a search (*Administrative Job Postings and Position Descriptions 2006*). Senior executives serve without term. Those in "acting" roles are limited to one year of service in that role, with the possibility of extending their service at the end of the year.

New senior executives are provided with a benefits orientation by the Human Resources Office. They are also informed about policies and procedures, which include a review of New York State Ethics guidelines and of the Terms and Conditions of Employment for Employees Covered under the Executive Compensation Plan. Orientations of senior executives to their particular positions are individualized, and involve consultations with the immediate supervisor, typically either the President and/or relevant vice presidents.

The leadership stability of the College had been an ongoing concern with the unprecedented turnover of administrators. Each new President brought a hope for an era of stability, trust, and growth and which resulted in the negative consequences associated with a vacancy in leadership. In just over two years, President Keizs has undertaken a significant restructuring of the administrative offices. While much of this reorganization is connected to the installation of her team and to her vision of York College, the Middle States Steering Committee initially saw the number of Executive Officers in “acting” roles as a challenge that had to be addressed during the current Middle States Self-Study. However, the College has been proceeding with deliberate speed to bring successful conclusion to searches for the numerous executive officer positions currently held by acting vice presidents and deans. This tentative schedule has put York College in a better and stronger position of bringing future stability in the area of administrative leadership.

Student Governance

Student governance is an important part of the campus social and academic life. All members of the Student Government Association are elected by the student body. The elected senators vote to decide who the executive leaders will be. Students who are interested in running for Student Government must maintain a minimum 2.5 GPA to be members (a minimum 2.75 to be officers,) and show interest in improving the campus environment. Members of Student Government meet and discuss critical issues that affect York College students from an academic and social standpoint. The members of the Student Government represent the York College student body in different venues which include: the Faculty/Student Senate, the York College Association, the York College Auxiliary Enterprises, the Technology Fee Committee and all other committees that affect the campus environment. Students need not be members of the student government to qualify to serve on either standing or ad-hoc committees. Student Government representatives sit on the York College Senate and give reports on issues of student concern. The members of the Student Government participate in a leadership training conference where they are taught leadership skills. Student government has its own office (*York College Bulletin 2005-2006*, p. 25). The 2005-2006 Student Government donated \$200,000 to improve the College library. The money, as requested by the members of the Student Government, was used toward purchasing new books and journals.

Each semester between 30 and 40 student clubs register with the Office of Student Activities. Each club has four officers: president, vice president, treasurer, and secretary, each of whom must maintain a minimum 2.0 GPA. These groups sponsor academic,

cultural, ethnic and other activities. A more detailed description of students clubs is described in the chapter covering Standard 6: Integrity.

Summary and Recommendations

Overall, the College's system of governance supports the mission and allows for the collegial participation of all constituencies in policy development and decision-making. However, this unique feature of appropriate representation of the different constituencies of York College in the College Senate and in all its standing committees also poses a significant burden on the effectiveness of the governing body.

Although leadership stability of the College had been an ongoing concern with the unprecedented turnover of administrators and the large number of executive officers in "acting" roles, the College has been proceeding diligently to bring successful conclusion to searches for the numerous executive officer positions currently held by acting vice presidents and deans.

The College's system of governance can be strengthened further if:

1. The York College Charter is revisited and revised as called for in the 2003 and 1998 Middle States documents.
2. A centralized and standardized record keeping of the minutes of all the Senate's standing committees is created.
3. The strengths and weaknesses of the governance structure are periodically assessed to maintain utmost efficiency .

Standard 6: Integrity

Integrity is a primary value that reflects the “wholeness” of the institution’s functioning in pursuit of the goals and values by which it defines itself. For York College integrity can be judged by its policies on the standard of integrity in relationships within the College and with the community, and by providing support for academic and intellectual freedom.

This chapter addresses the following questions: Does York College honor its contracts and commitments, and represent itself truthfully? Does the College adhere to its ethical standards and conduct, by treating all its constituencies equitably, and appropriately? Does it adhere to state regulations and CUNY policies in such areas as employment practices, academic requirements and policies, student discipline, student evaluation, grievance procedures, and governance?

The purpose of this chapter is to examine how well York College exercises integrity in presenting all information objectively to support the rights of students, faculty, administrative and clerical employees to know all pertinent facts and information about academic and intellectual freedom. It also examines issues of fairness of treatment, policies that assure a non-discriminatory attitude and the grievance procedures available to all the members of the College’s community. In regard to faculty, administrative, and clerical employees, we describe and assess the College’s integrity in its policies on recruitment, promotion, tenure, and retention. Other policies as mandated by CUNY, New York State and the federal government will also be reviewed, such as the College’s sexual harassment policy. We examine the College’s dissemination of accurate public announcements, advertisements, and printed material. In regard to students, we will describe and assess the College’s integrity in articulating and communicating policies on grading and in handling grievances such as alleged violations of institutional policies appropriately, promptly, and equitably.

Academic Integrity

York College adheres to CUNY policies in place on the ethical standard of integrity in relationships within the College and with the community, and in their enactment supports academic and intellectual freedom. Information regarding policies of academic and intellectual freedom is made available to York College via the CUNY portal, especially on the CUNY Intellectual Property Policy Website, (http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001173.htm). CUNY policies are also distributed to the President of York College and copied to appropriate departments on campus, which in turn redistribute the policy to all members of the York College faculty and staff. Policies are integrated into formal college publications such as the bulletin (*York College Bulletin*, 2005-2006, “Academic Freedom University Position” p. 197), and various handbooks (e.g. social work student handbook, foreign languages student handbook); often, elements of policies are made part of course syllabi. Policies and responsibilities are for the most part clearly defined, and the current *Faculty Handbook* (2006-2007), which includes the University By-Laws, has been widely distributed. Although information on policies regarding intellectual property and

academic integrity is available through more than one avenue of communication and redress is possible through various agencies for administrative, clerical, and professional employees, University policies when delivered to the College have not been immediately enacted. It is not uncommon that certain policies delivered to the College are given “interim policy” status, and a committee is formed to deliberate over this interim policy. A final policy that is meant to represent the College’s understanding of the University policy is eventually adopted with modifications that are typically minor and/or of an administrative fashion. The timeliness of the College’s implementation of University policy has often been a challenge.

The concept of academic freedom is described as the rights of professors to teach, and engage in scholarship activities associated with the advancement of knowledge, and of students to learn and express their views, free of external pressures and interference. Academic freedom is specified in the *York College Bulletin*, 2005-2006, “Academic Freedom University Position” p. 197, and “Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law”, p. 201.

Academic dishonesty is prohibited in CUNY and incurs penalties, including failing grades, suspension, and expulsion. Examples of academic dishonesty include cheating, plagiarism, and internet plagiarism. The penalty for academic plagiarism or cheating is failure in the course, indicated by an “F” grade which is irremovable. A second offense results in the student’s expulsion and is indicated in the student’s transcript. Policies for academic dishonesty on the part of students are specified in the *York College Bulletin*, 2005-2006, “CUNY Policy on Academic Integrity”, p. 205, and “Student Discipline”, p. 26, and in the *York College Interim Policy of Academic Integrity: Letter from the President to Faculty*. York College has recently established an Academic Integrity Committee, to hear cases of academic dishonesty.

Under the *Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)*, students have access to their own educational folders. They can challenge the content of the record and secure the correction of inaccurate entries. However, certain materials are not open to students’ inspection and are described in the *York College Bulletin*, 2005-2006, “Student Folders: Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)”, p. 198. Other measures which are in place to ensure confidentiality of records are described in the *York College 2004-05 Gramm-Leach-Bliley (GLB) Information Security Review Report, May 15, 2005* (http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/008693.htm), and in confidentiality agreements signed by employees of the Registrar, Financial Aid, and/or Bursar. Several departments at the College are responsible for controlling and verifying the sanctioned release of sensitive information. These include the Compliance & Legal Affairs Office (e.g., Information Subpoena, Authorization to Disclose Information, Subpoena Duces Tecum, Authorization for Release and Disclosure of Employment Information), the Human Resources Office (Authorization for One-time Release of Information), and the Registrar (request for an official transcript of student records.)

Any breach of confidentiality is subject to disciplinary procedures which are defined in employee contracts with CUNY and which include several documents listed in Appendix A.

Academic Standards

Students are informed about the College's academic standards and expectations through the College Bulletin and student handbooks provided by the different disciplines and programs. The Committee on Academic Standards, a standing committee of the Senate, oversees the implementations of these policies. Information about procedures and policies regarding grading, grade changes and grade appeals is also available in various documents of the Committee (Appendix A). Although the College is committed to being a student-centered institution, allowing students to petition for exceptions to academic policy when unforeseen circumstances arise, the petitioning process has not been well understood by the faculty, staff, and students. The procedures of the Committee on Academic Standards for reviewing petitions were not codified, and deadlines for various petitions outlined in the *York College Bulletin* were not followed. As of Spring 2007 the Committee on Academic Standards reestablished a petitioning calendar and designed a progression to evaluate and improve the petitioning process. To date a *Petitions Definitions & Standards* document has been drafted organizing the committee's understanding of every petition. The Committee on Academic Standards has been working diligently to systematize and improve the petitioning policies and procedures, and has been communicating the changes to the College community.

Workplace Integrity

To foster an equitable and appropriately consistent treatment of constituencies, York College is fair in its hiring, evaluation, and promotion practices regarding faculty, staff, administration, and students. As an employer, York College acts in conformity with federal legislation, and as an educational institution, York College believes in a policy of non-discrimination and recognizes its obligation to maintain an environment free of sexual harassment for its students, faculty, and staff. The College is committed to a policy of equal employment opportunity and affirmative action. Human resources decisions regarding recruitment, hiring, training, promotion and compensation are made in all job categories on the basis of bona fide work related qualifications. Discrimination of any kind against any student, faculty or staff member is not tolerated (*York College Bulletin*, 2005-2006, "Equal Opportunity and Affirmative Action Policy", p. 197.)

The recruitment of new faculty and staff must first be submitted to the relevant division head for fiscal approval. Then it requires the approval of the College's Affirmative Action Officer. Advertisements of vacant positions are posted in a variety of newspapers and journals targeting a diverse population. These include the *Hispanic Outlook*, *Women in Higher Education*, *Diverse*, and *El Diario*. Vacant positions are advertised only with the approval of Executive Director of Compliance Programs & Legal Affairs who reviews all means of advertising (newspapers, journals, professional organizations, educational institutions, and websites) and approves them in accordance with the College's policy of equal employment opportunity and affirmative action.

All full time positions including faculty, non-teaching instructional staff, and classified staff are filled following an affirmative action search. The search is designed to provide an adequate pool of viable applicants from which candidates are selected for interview. The process begins when the chairperson or director receives permission from the President through the Vice President to fill the vacancy. Search committees usually consist of five or more members including the Chairperson. Members of the search committee are selected in a manner that reflects a balance of ethnic and gender representation, and their ability to examine the qualifications and merits of all applicants. At the completion of the process the search file is returned to the Office of Compliance and Legal Affairs with all pertinent information, such as the questions asked during the interviews, the rating sheets and all other documents used during the search. York College has several policies procedures in place for ensuring equity in hiring of all its employees including faculty, staff, and student workers (Appendix A.)

In order to ensure the integrity of the tenure and promotion practices of the College faculty, York College maintains an ongoing process of orienting, informing, and guiding faculty members at various stages of their professional career. This procedure allows faculty to receive feedback at various points prior to their applications for reappointment, tenure, and promotions. This feedback is designed to help faculty improve their performance and maximize their success. The College offers professional development opportunities (e.g., workshops) for junior faculty to discuss guidelines for the preparation of the tenure packet. These workshops are well-attended and well-received by faculty. Guidelines and a description of the tenure and promotion process are provided in the *Faculty Handbook* and in ongoing appropriate feedback by the chairperson and other tenured faculty members in the department. The feedback given to faculty members is intended to help them improve their teaching skills, and enhance their scholarship activities.

Specific guidelines for evaluating faculty teaching, service, and scholarship activities are provided for faculty in preparation for reappointment, tenure, promotion and non-reappointment. The feedback that is provided to faculty regarding their performance and achievements includes several evaluative procedures such as *Classroom Observations*, students' surveys, and the discussion that leads to the creation of the annual *Memorandum of Evaluation*.

The *Student Reaction to Teaching Effectiveness* is an anonymous survey distributed towards the end of the semester to every course section. Students are questioned about aspects of pedagogy, course content, requirements, and teacher dispositions. There is space for comments. Students are supposed to conduct the survey, collect them and turn them in, without intervention by the faculty member. However, this procedure lacks consistency: some faculty do not adhere to the policy or even remain in the room during the evaluations. The number of evaluations actually completed, as a percentage of all classes conducted in a semester, is low. The results are provided to the faculty and the department at the beginning of the subsequent semester. The College P&B considers the results of these surveys very carefully in all reappointment and tenure decisions.

Currently this instrument is under revision by the Senate, and the implementation procedures are being discussed by the Council Academic Chairs.

The Americans with Disabilities Act of 1990

York College is committed upholding the Americans with Disabilities Act of 1990 which extends federal civil rights protection to people with disabilities. The Act seeks to dispel stereotypes and assumptions about disabilities, and to assure equality of opportunity, full participation, independent living and economic self-sufficiency for disabled people. To achieve these objectives the College makes every effort to facilitate learning for students who are physically and learning disabled. The Office of Student Development Services for Students with Disabilities works closely with faculty to ensure that students with disability have full access to the resources of the College and CUNY. Visually impaired students are given written material in extra large print. They also have access to special computer resources. Students with learning disabilities are given either oral examinations, extra time to complete examinations and assignments, and/or a different physical environment from the classroom to take exams (*York College Bulletin, 2005-2006*, pp. 198-199). Other support for students with disabilities is discussed in the Chapter on Standards 8 & 9.

Sexual Harassment

York College promotes a cooperative work and academic environment in which respect and equity of students, faculty, and staff are met. Harassment of employees or students based upon sex is not tolerated in the College. The College establishes procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is fair and thorough. The College strives to disseminate these policies through various means, including the distribution of the *York College Sexual Harassment Procedure and Policy*, which is also summarized in the annual *Bulletin*. Sensitivity Workshops for faculty and staff are conducted at least once a year, and as issues arise, by the Affirmative Action Officer in conjunction with the Committee for Sexual Harassment.

Guidelines and procedures that describe the College's fairness policy and grievance procedures for claims including procedures that are in place for appeal. Other avenues of redress can be found in the documents listed in Appendix A.

Diversity

York College engages in deliberate and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. A climate of respect is reflected within and outside the College and is well aligned with the College's vision and mission, which state that the College is a student-centered institution that reflects the cultural diversity and richness of the communities within Queens and the New York Metropolitan area, and whose mission is to prepare students to understand and appreciate culture and cultural diversity. The College's understanding of and respect for diversity are specified in documents listed in Appendix A.

The College supports different cultural events that represent the cultural and ethnic diversity of its students. York College holds annual celebrations of Women's History Month, the Spanish Heritage Month, African-American History Month. Other recent events have included a Resident's Rights Immigration Forum with Assemblyman William Scarborough; a Disabilities Awareness Day; a meeting with Dr. Leonel Fernández, former President of the Dominican Republic and the President of the Global Foundation for Democracy; A Tribute to Bob Marley and What is Rastafarism? (flyers in Standard #6 file)

The College hosts approximately 12 ethnic and religious clubs and organizations to meet the diverse interests and backgrounds of students. Among these clubs are the Haitian Club Association, the African Students Association, the Jewish Club – Hillel; the Bangladesh Students Association, the Chinese Club, the Muslim Club, and the Social Work Club. Except for regular meetings that each club holds weekly, the clubs are also involved in arranging special programs for the College community and outreach programs to the surrounding community of Queens. Among the activities organized by the clubs are: Islamic Awareness Week, The Haitian Flag Day Celebration, A Tribute to Steel Pan Music by the Caribbean Students Association, Pahela Baishakh Celebration by the York College Bengali Students, and a Symposium on War by the Social Work Club (flyers in Standard #6 file).

Alumni Affairs Integrity

Collegiality among administration, faculty, students, and the community is encouraged via conferences and celebratory events. The campus is a place of get-togethers and a site for interaction between the College and visiting scholars, artists, and government and community leaders. Until very recently, there has been very little association with alumni. Graduated students have not been informed about events at the College; databases with lists of graduated students have not been updated through a continuing contact with the students; and the cultivation of alumni as potential donors to the College has been inconsistent. York College Alumni, Inc., which was formed in 1979, has been responsible for various special events sponsored by the Association. However, as an independent corporation, its relationships with York College and the College's alumni have been unclear. New efforts to maintain continued communication with alumni and produce relationships that will have a positive and practical impact on the York College community have been formalized since the College hired an Executive Director of Development and Alumni Affairs.

Communications Media

The history and the development of images and symbols that York College has used in its public announcements, advertisements, and recruitment and admission materials are described in the documents listed in Appendix A.

The Office of Institutional Advancement vets all media alerts, and reviews the honesty and truthfulness of statements of its depiction within and outside the College. Student Activities has a procedure for approving all fliers prior to posting. Examples of recent

media communiqués include: the media alert “York College Celebrates Thirty-Sixth Commencement Exercises;” and President Marcia V. Keizs’ rebuttal to *The New York Times*, National Section, “Debate Grows as Colleges Slip in Graduation” September 15, 2006. CUNY also provides directives from the Office of University Relations.

Summary and Recommendations

University policies are often not disseminated or immediately enacted once delivered to the College. Some policies are given “interim policy” status, often resulting in a lengthy delay in their implementation. While the Committee on Academic Standards has been working diligently to improve the petitioning policies and procedures, much remains to be done in this area. Use of the *Student Reaction to Teaching Effectiveness* form continues to be a challenge as the procedure of administering the survey is perceived to be a source of conflict. The College has been putting great efforts in improving communication with alumni and updating the look and feel of media materials.

Two recommendations emerge from this self-study:

1. The College should streamline the process for dissemination and implementation of University policies. CUNY policies should be adopted in a timely fashion on the campus with the necessary minor modifications, when appropriate.
2. The Office of Academic Affairs should develop an improved procedure for administering the *Student Reaction to Teaching Effectiveness* survey.

Standards 8 & 9: Student Development

Students are the most valuable resource of the College's educational mission, and the success of the College is best measured by the success of its students during their tenure at the College and after graduation. Coming from a wide range of ethnicities and cultures, York College students tend to be older than traditional collegians, and many have children and family responsibilities. York students finance their college careers with a combination of government programs and part time or even full time jobs. They tend to be pragmatic and career oriented, as evidenced by the fact that degrees conferred in business-related fields such as accounting, business administration and professional programs, account for a large percentage of those awarded annually (*York College Fact Book 2006-2007*).

This chapter assesses whether the College successfully admits and retains students whose interests, goals and abilities are congruent with its mission; whether its admissions policies effectively reflect the College goals related to academic quality, student success, and financial effectiveness; and finally whether the Admissions Office executes appropriate practices in outreach, decision-making, and communication with applicants. Framed by the College's mission, student support services should be responsive and appropriate to the needs of its diverse student population. Student support services should be introduced at an early stage to students in a comprehensive and systematic manner. Opportunities available at the College should be effectively communicated, and offered to all new students, freshmen or transfers, each semester.

Admissions

The admissions process is composed of multiple components: Marketing, recruitment, and admissions processing being the most distinct. There are two admission procedures: Students are allocated to York by the University Application Processing Center (UAPC), or they can apply directly to York for admission.

The City University of New York uses separate application forms for admitting freshman students, transfer students, and non-degree students. Acceptance is based on the admissions criteria of each college. Applications and instructions regarding this process can be obtained in several ways:

1. They can be accessed and completed online and sent directly to UAPC, or
2. They can be picked-up in local high schools, or
3. They can be obtained from the Admission Office at York College either in person or via mail.

The admissions criteria are the same for students who apply through UAPC or directly to York College. Direct admit applications, fees, and required documents are collected by the Office of Admissions and sent to UAPC for processing. International students must apply directly via UAPC. Students who do not meet the academic requirements and are not accepted can appeal this decision to the Committee on Admissions, which is a standing committee of the York College Senate comprised of students, faculty and

administrators. Policies and procedures can be found in the *York College Senate Charter and Committee on Admissions' Minutes* (Spring 2006.)

In the past, the College established a task force to look at the recruitment and retention. This task force was charged with identifying several goals and responsible parties, as well as setting timelines for implementation of these goals (*2003 Periodic Review Report*). Currently, many of these goals and timetables have been incorporated into the College's efforts in carrying out the CUNY Campaign for Student Success. An Enrollment Management Committee oversees recruitment and admissions (*York College Campaign for Student Success*).

The University has raised its admission requirements as proposed in its 2000-2004 Master Plan. Each college can establish its own baseline standards above the minimum established by the University. In Fall 2006 York College, with the support of the University, raised its admission average to 75 or higher in order to attract students with stronger academic skills, to reduce the attrition of entering freshmen, and ultimately increase the four and/or six-year graduation rates.

The College has implemented significant changes in admissions and recruiting following the appointment of President Keizs in February 2005. New, more rigorous transfer and non-degree policies were approved by the Faculty Senate in May 2007 (Appendix B), and two policy revisions were put in place for the admission of freshman candidates:

1. The admissions criteria were raised to a minimum high school average of 75 for the 2006 freshman admitted class;
2. A freshman scholarship program was begun for students with an 80 high school average, combined with 12 high school academic units and the eventual exemption from the CUNY Basic Skills Test.

These changes were the result of an analysis of retention rates of several cohorts of freshmen. A clear finding was that students who entered York College with a high school average below 75 attrited at a much greater rate than those admitted with 75 or above. Using three years of freshmen (non-SEEK) retention data, the overall retention of freshmen with a high school average (Cumulative Adjusted Average or CAA) below 75 was 65.02% compared to a retention rate of 69.55% for those with a high school average of 75 or higher (*Performance Management Process Report, 2006*). Therefore the admissions changes were effected to ensure that students would have a better chance of success, (GPA greater than 2.0, significant credit accumulation, and a reasonable time frame to graduation.)

In preparation for the Fall 2006 change in admissions, York College began a multi-faceted recruitment, marketing and advertising campaign. The intent was to change the perception of the academic quality of the College, emphasize its small college atmosphere, and highlight its distinctive program offerings. The roles of the Admissions Office and Welcome Center/Immigration Center were enhanced, emphasis being put on customer service and person to person contact with prospective students and the larger community.

Information regarding financial aid is provided to prospective students through the York website, on and off campus events, admissions packet inserts, and mailings. Information regarding scholarships is provided to through recruitment activities, mailers, scholarship booklets bulletin boards, and the College website. A comprehensive Merit Scholarship Program for entering freshmen, funded by the York College Foundation, was initiated in Fall 2006. At the beginning of the 2007-08 fiscal year a new Scholarship Office was created to coordinate all scholarship activities.

Articulation agreements are program to program course equivalencies designed to facilitate a student's transfer from a two year college to a four year college. Course equivalencies are established by faculty on a course by course basis and through articulation agreements. Articulation agreements already established with other CUNY schools are part of the Transfer Information and Program Planning System (TIPPS). York currently has an articulation agreement with one non-CUNY school – Nassau Community College. For non-CUNY schools, a course by course evaluation is done by the Registrar's Office to match the course description to one offered at York. If the description does not match, it is forwarded to the department chairperson and program coordinator for evaluation. Within CUNY transfer credit policy is implemented using the *Recommended Articulation Agreement Format*. Individual departments meet with the Office Academic Affairs which authorizes the department chairperson to meet with the department chairperson of the other institution and the Registrar's Office to determine existing equivalencies and propose prospective equivalencies. The academic vice presidents of each institution must approve the agreement before it is entered into TIPPS. Transfer credit policies are published on the York website, CUNY's website and in CUNY policy.

York College's new admissions policy is a work in progress. In Fall 2006, non-SEEK freshman admissions declined by 24%. The resulting significant drop in tuition revenue was offset by additional University support. Although the number of freshmen declined, the profile of the entering class significantly changed in favor of better-prepared students. Students with high school averages over 75 increased from 58% of the entering class in Fall 2005 to 83% in Fall 2006. The percentages of those entering with averages over 80% jumped from 24% to 43%.

In Fall 2007, York's efforts at both perceptual and real change were rewarded in several positive ways. The following is a comparison of several key enrollment indicators for Fall 2007 in relation to Fall 2006.

York College student enrollment

	Fall 2006	Fall 2007	Percentage increase
First-time freshman (non-SEEK)	483	780	61.5%
Transfer students	590	694	17.6%
Total headcount	6,197	6,682	7.8%
FTEs	4,395	4,709	7.1%
Percentage of full time students	64.9%	68.8%	3.9%
Merit Scholars	75	130	173%

It is obvious that the new recruitment efforts are working well. It is to be noted that in 2007 the Merit Scholar awards required additional academic units, that is, higher academic standards.

More importantly, the OIRA analyzed the progress of the Fall 2006 freshman class (*First-Time Freshmen Profile 2007*). The retention rate of one completers rose from 66.9% in 2005 to 70.4% in Fall 2006. The Fall 2006 class, on average, earned a GPA that was 3.32% higher and accumulated an average 7.5% more credits. The retention rate of the Fall 2006 Merit Scholarships was an impressive 93.3%.

Student Support Services

Many offices cutting across the three major divisions of the College are significantly involved in the delivery of student support services. We have ordered this section of the self-study around four major themes in support services: academic advisement, registration and financial services; academic support programs; co-curricular and student life services; orientation for freshmen and transfers.

The services offered are introduced through a variety of program activities, for example, open houses; orientations, information sessions; registration; counseling services; Introduction to College Life and Career Development courses, self assessment programs; and finally tutoring and workshops addressing the skills, attitudes and behaviors needed to achieve academic success. These activities start as early as August every year and continue throughout the academic year.

The first three services that a freshman encounters at the College are Admissions, Testing, and Counseling. Each entering student must meet university-established standards of proficiency in the basic skills areas of reading, writing, and mathematics. These skills are evaluated by CUNY Skills Assessment Tests, which all non-ESL students must pass before being permitted to register at York College. First-year students are offered counseling and academic support services. These provide help with study skills and career development, ease the transition to college life and encourage the intellectual, social, and emotional development needed for success.

SEEK is a special admissions program that is offered at each of the CUNY senior colleges. The mission of the Seek Program is to serve students who are educationally under-prepared and economically disadvantaged by providing academic, counseling, and financially supportive services. SEEK, which is open to NYS residents who meet certain educational and economic benchmarks, employs a separate but parallel admissions and advisement process.

Academic Advisement, Registration and Financial Services

Academic advisement, registration and financial services are three important functions that, each on its own, can determine the ease of progress for all students – freshmen and continuing – through the College on their path to success. These functions are integrated and rely on each other for optimal effect. They will be discussed separately.

Academic Advisement

The Academic Advisement Center provides information related to graduation requirements, the CUNY proficiency exam, and the Committee on Academic Standards to all students. Students beyond the freshman year who have not chosen a major and non-matriculated students receive their principal advisement in the Center. The Center also serves as a resource for evening and weekend students who cannot meet with advisors in their major (*York College Bulletin 2005-2006*). As is the case in many other colleges, advisement takes place in different locations. The non-ESL, non-SEEK freshman student at York is advised by the Counseling Department. ESL freshman are advised by the faculty in the ESL program. The declared major is advised by faculty in that discipline. Transfer, undeclared, and readmit students are directed to the Academic Advisement Center. This important process of assisting students to successfully navigate the requirements for graduation and prepare for a career and/or graduate school, requires seamlessness of communication among many entities that has typically been achieved in the smaller professional programs such as Teacher Education, Social Work or for specialized populations like the Honors Program, the new Merit Scholars, ESL, and SEEK. The advisement process has been studied by a college-wide committee and has been aided in its work by the Student Information Management System (SIMS), by TIPPS, and the new advisement system, Cardinal Check.

Cardinal Check was implemented in June 2007 to improve productivity for faculty and staff and eliminate errors that used to plague student advisement. In addition to basic information for all students, the system can keep track of each student's program including the requirements that need to be fulfilled before graduation. This system can also be used to track course enrollments and scheduling, improving the efficiency of course scheduling. Since the system was implemented, many demonstrations of its capabilities have occurred. Additional personnel have been in place to assist with the data transfer without disrupting current operations.

The results of the 2006 CUNY Student Experience Survey on student satisfaction with advisement indicate that 65% of the students (vs. 61% for the senior colleges) were either very satisfied, satisfied, or somewhat satisfied. Eighty-three percent of students (vs. 84% for the senior colleges) were very satisfied and satisfied with the ease of finding

information on the College website. In an interview, the former Director of Advisement Professor Helen Strassberg, commented that: (1) students who receive academic advisement and program planning help make fewer mistakes than other students; (2) a significant number of students do not receive formal advisement after the freshman year; and (3) the gaps in the advisement system have widened since telephone and e-registration were introduced.

The Committee on Advisement was charged two years ago with developing plans to improve the system. Some important measures have been taken including the development of handbooks for all majors which are filed at the Welcome Center. Currently the Committee on Advisement and the College web team are preparing an Advisement web site which will provide electronic access to the handbooks of the different majors. However, more needs to be done and the College is now relying on the work of the Title III proposal funded in October 2006, to jump start the process. To date we have not had much success in recruiting a Director of the Advisement Center.

Registration

The current registration process is defined in the *York College Bulletin* (2006-2007) and according to the 2006 *CUNY Student Experience Survey*, students indicate that 70% were very satisfied or satisfied with the registration procedures. The average across CUNY senior colleges is 67%. With the expansion of online registration students have broader options for selecting and registering for classes. An important component of the Registrar's Office is its role in producing a schedule of classes (electronic and hard copy), once the Office of Academic Affairs approves the schedules. The process starts with the department chair submitting a proposed schedule to the OAA for review and approval. Chairpersons routinely consult with their faculty and some chairs routinely consult with a cohort of their majors. Since Fall 2005 York has moved to offer more evening and weekend classes, more early bird and Friday evening classes and for the first time offered an winter session in January 2007. These scheduling initiative provide students with opportunities to take courses at odd times that meet their individual needs and ultimately to accelerate their progress toward completing their degree. A further reform is the adoption of an annual schedule versus a semester schedules; this allows a student to plan over a one year period with some degree of certainty as to when classes they may need will be offered. These initiatives are rather new, and it will be important to evaluate these new approaches by monitoring registration data, graduation rates and semester-to-semester retention rates.

Student Financial Services

Student Financial Services provides assist students in securing resources to pay for the costs of college. Eligibility for most assistance is based upon demonstrated financial need. Financial need is determined on the basis of a formula established by the U.S. Congress which takes into consideration the average cost of attending college and an estimated family contribution. Students must complete a Free Application for Federal Student Aid (FAFSA), which covers several different aid programs. This application is available online www.fafsa.ed.gov, and in print. The Financial Services Office at the College assists students in the application process and matches fund resources to students

based on eligibility requirements. Among the different financial aid programs are the New York State Tuition Assistance Program (TAP); federal programs such as the Federal Supplemental Educational Opportunity Grant (FSEOG), the Federal Work Study (FWS), and different federal loan programs. Additional financial aid programs include the Veterans Administration (VA) Educational Benefits and emergency loans provided by the College (*York College Bulletin* since 2005; <http://york.cuny.edu/finaid>).

Academic Support Programs

The Office of Student Support Services (SSS) offers academic support to eligible students. Low-income students or first-generation college students, especially freshmen, are strongly encouraged to take avail themselves of these services. To help participating students succeed at York, SSS offers many academic support programs which include: tutoring, personal counseling, computer training, academic advisement, and assistance with financial aid applications; all of which operate across the major divisions. Some are housed in academic disciplines and exclusively serve those students (e.g., Minority Biomedical Research Support, McNair). Others are in the Division of Student Development, and yet others are housed in the Division of Academic Affairs. This self-study will select four areas for discussion and analysis that typify the offerings a York student has access to: the Office of Career Services, the Academic Achievement Center, the Counseling Center, and the Writing Center.

The Office of Career Services provides career development assistance in a partnership effort involving students, faculty, business, industry and a wide variety of community agencies and organizations. Services include career counseling, computer assisted career development tools, resume building, interview skills training, job fairs, and internship programs. The Center assists students in achieving a better understanding of career goals, building confidence, and preparing for the world of work. Students are invited to attend certain specialized programs including workshops, seminars and classroom instruction (e.g. Student Development 120: Individual Career Development.) A Career Day, held once per semester, also targets certain majors to meet with career counselors and industry representatives. Internship placement is an active component of the work of the Career Center and the partnership with the Black Executive Exchange Program and the Thurgood Marshall Scholarship Fund has provided opportunities for students to interview with large corporations such as Enterprise Rent-A-Car, Philip Morris USA, and Time Warner. These are limited opportunities, available to a few qualified students. As the College attracts a younger, more typical college-age student, it will need to develop a plan to provide a similar experience for a larger critical mass of students. Effectiveness in this programming is evaluated from student feedback on surveys designed to assess students' enhanced confidence in job-seeking skills.

The Academic Achievement Center provides supplemental instruction for students in high demand classes and offers tutoring in all disciplines (except Foreign Languages, ESL, and Writing) as well as free GRE prep workshops. The Center offers its services every semester, Monday through Saturday. Students are identified through attendance monitoring, a midterm early warning list which faculty submit, and ongoing telephone outreach. In Fall 2006, a total of 450 students visited the Academic Achievement Center.

They received a total of 1,762 hours of tutoring in 63 different subject areas (Chemistry being the highest subject tutored followed by Mathematics and Accounting.) A total of 36 tutors provided services in 1,738 tutoring sessions enabling each student to receive an average of 28 minutes of tutoring per subject area and 61 minutes of tutoring per session. Effectiveness and student satisfaction are determined by student evaluations, grades, and retention rate. Approximately 68% of the grades distributed among students who received tutoring were above C.

The Counseling Center, which houses general counseling, services for disabled students and veterans counseling, assists students navigate the many challenges of academic life. It offers a variety of counseling services and modalities in personal issues, vocational and graduate school, drug and alcohol prevention, and special services to disabled students and veterans. A Freshman Orientation Course, a Careers course and a Practicum course taught by Counseling faculty are available. In addition there are many short term workshops and seminars that focus on topics such as Test Anxiety, Study Skills, Time Management, Test Taking, and Career Development. The Counseling Center is currently working with OIRA on designing new instruments to assess the effectiveness of these efforts.

The Writing Center serves as the locus of all tutoring in support of writing across York College. The well-equipped, dedicated tutoring lab provides: 1) scheduled and drop-in tutoring for English 125; 2) scheduled and drop-in tutoring for General Education writing intensive courses; 3) scheduled and drop-in tutoring for writing enhanced General Education courses; 4) drop-in tutoring for the Summer and Winter intersession (S3) program; and 5) scheduled tutoring for the CUNY Proficiency Exam (CPE). Such a wide array of needs calls for a pool of well-trained tutors. Upon the recommendation of the President and the OAA, the Center has conducted Tutor Institutes during the Winter and the Summer sessions to provide training for novice tutors and explore more complex issues and professional development for seasoned tutors. In recent months, the Writing Center has broadened and deepened its offerings in response to the emerging needs of students.

Co-Curricular and Student Life Activities

York is a commuter college which attracts many non-traditional students, many of whom are workers and parents. As its mission affirms, the College is fiercely dedicated to providing rich and accessible co-curricular and student life activities, assuring that students experience the full range of college life. This requires a great deal of flexibility and creativity to meet the needs of both our traditional and non-traditional students. This goal is achieved through a number of services, programs, and experiences that students may select at anytime during their academic career.

The Office of Student Activities and Student Government

The Office of Student Activities coordinates a variety of academic, social, cultural, recreational, and political activities which provide an additional set of valuable learning experiences for students and faculty. Faculty advisors assist and consult with students in the development of programs, and provide resources and assistance as needed. There is a

strong focus on the development of cultural heritage events and the promotion of cross-cultural appreciation. The Office of Student Activities is also responsible for the advisement of Student Government (please refer to the chapter covering Standards 4 & 5).

Athletic Program

York College supports varsity teams which compete against CUNY and other metropolitan area colleges. As a member of N.C.A.A., Division III, Metropolitan Tennis Conference, CUNY Athletic Conference, North Eastern Collegiate Volleyball Association and the Eastern Collegiate Athletic Conference, it is expected that new teams will be organized in accordance with student interest and eligibility. All student athletes are required to register for and maintain the minimum number of credits and must be medically and academically cleared before participating on any intercollegiate athletic team. Two years in a row York College men's Basketball team won back-to-back championships in the CUNY Athletic Conference.

Services for Specific Populations

Many programs serve special populations. Students with disabilities find help in two locations: the Office of Disabilities (based in the Counseling Center) and York Enrichment Services (YES). The Office of Disabilities Services (ODS) is responsible for providing eligible students with appropriate services including registration assistance, readers' and interpreters' services, proctoring, note-taking, and arrangements for modified instruction and exam procedures. YES offers enhanced academic support services which include individualized tutoring, counseling, academic advisement, freshman orientation, computer training, adaptive technology and equipment, and coordination of special needs services. Staff from both YES and ODS serve on York's Section 504 Committee.

Another service of note is the Women's Center, which enriches the college experience for women students with activities ranging from events on health issues, cultural events, leadership development and social activities. The Center provides supportive services for the growth and development of women students as they pursue academic and lifelong goals. It provides informational seminars, workshops, and conferences with focus on: self-empowerment, stress and coping, time management, parenting workshops, relationships, career planning, domestic violence, legal rights, etc. The Women's Center cooperates with the Women's Studies program in developing the calendar of events for Women's History Month (held annually in March).

Since January 2006, a center paralleling the Women's Center has been instituted for men, roughly modeling the long-standing Medgar Evers College program that provides a space for men to address their special needs. At York, the unique feature of the offerings is the "Barbershop" where men gather to debate and discuss academic, social, health and domestic issues.

York College Honors Program seeks to provide academic, cultural and social opportunities to enhance the intellectual development of serious, highly able and

motivated students. The program is designed to provide students with opportunities for research and exploration in a wide array of courses, in multiple disciplines as well as interdisciplinary learning experiences. Seminars, lectures, and cultural programs are offered both on and off campus (<http://york.cuny.edu/academics/honors>).

The Child Care Center, which has recently received final clearance of occupancy, will be available for children ages one through ten. It will provide education in parenting and will be building up resource books and materials. While initially services will be offered throughout the semesters, from 8am to 6 pm, future plans include keeping the Center open until 8:30pm. The Child Care Center addresses one of our students' most prevalent concerns. The Center aims at helping students with children focus on their studies and have peace of mind, knowing their children are safe and being well cared for. The Center's effectiveness can be evaluated in part by monitoring the success of these student-parents as they progress to graduation.

Other populations with specific needs (such as those with alcohol and substance abuse) and veterans are offered services by the Counseling Center (<http://york.cuny.edu/student/counseling-center/services>). The workplace violence policy and reporting procedures, campus crime statistics, and information on registered sex offenders are easily accessible through the Office of Public Safety and are published in a number of documents. The Health Center serves all students in need of care while on campus and is responsible for Immunization compliance.

Orientation for Freshman and Transfer Students

The purpose of Orientation for freshman and transfer students is to provide accurate information on various facets of college life and to familiarize them with all the services put in place to make their progress toward their degree as smooth as possible. There is a broad consensus at York that college-wide orientation services for entering freshmen and transfer students have not been optimal. On the departmental and programmatic levels, successful orientations are offered each semester. In addition to bringing faculty and students together, these provide students with information about the major, about activities, clubs, honor societies, and career opportunities.

During the last two years a number of different orientation efforts have been tried at the College: The Presidential Reception, the Merit Scholars Reception and the SEEK Freshman Orientation. Modeled on the SEEK program, a major two day Freshman Orientation for day and evening students was successfully produced in Summer 2007, by Student Development. A survey conducted at the close of the session will form the basis for further assessment of the impact of this new orientation. Currently there is a search for the Acting Associate Dean for Student Development. The Acting Vice President's position will be searched in the future.

Summary and Recommendations

Overall, the College is committed to recruiting and retaining a culturally, ethnically, racially and economically diverse student population that will be prepared to successfully complete the academic program of their choice. More evening and weekend classes have

been offered to assist students accelerate progress to the degree and meet their own needs. However, evening and weekend support is not currently equitable with daytime/weekday services. With the new financial resources provided by the CUNY Compact and the Title III funds, York College is strengthening student support services, including hiring staff with the appropriate expertise, promoting and improving advisement and orientation to freshman and transfer students.

In order to further strengthen the College's students support services, there is a need to:

1. Integrate, coordinate, and enhance services provided by the many extant offices, e.g., Career Services, Academic Advisement, Academic Achievement Center, SSS, the Writing Center, the Counseling Center, etc. All academic advisement should be under the direct guidance of the disciplines and departments or at least strictly following their most current recommendations;
2. Establish and support an Office of Evening and Weekend Student Support;
3. Increase staffing and hours and improve training in the student services areas.

Standard 10: Faculty Development

As articulated in its mission statement, York College is committed to academic excellence through teaching and learning, research and scholarship (e.g., *York College Bulletin 2005*, p. i). A student-centered faculty and staff are the foundation for implementing the College's mission. They are responsible for promoting, facilitating, assuring and assessing student learning. Faculty at York College contribute to student learning through their teaching, scholarship, and service to the College, University, and the broader community. The core component in creating an environment of academic excellence is the curriculum. Pursuant to the York College by-laws, curriculum development and implementation is completely the purview of the faculty (*York College By-laws*, sec. 11.7-11.1). To this end, faculty consider curriculum development a key component of their service, and the College Curriculum Committee is viewed as one of the most important at the College. It comprises a faculty representative from every department, and in keeping with College regulations, an equal number of students along with representation from the OAA. Within this framework, to ensure its commitment to its educational programs, York College places the utmost importance on the development of faculty and staff. This chapter provides a complete view of the faculty, faculty demographics, as well as their recruitment and evaluation process.

Recruitment and Retention of Faculty

York College is committed to hiring the most qualified faculty. The development of the job description/Personnel Vacancy Notice (PVN) is taken very seriously. Consistent with CUNY by-laws, those qualifications essential to achieving the College's mission of excellence in teaching, scholarship and service are the focus throughout the search process (*CUNY By-laws*, sec. 11.7-11.11). York continues to recruit faculty at the highest possible ranks; with the exception of a very narrowly defined feature of the new PSC-CUNY contract which provides for the conversion of long time adjuncts into full time lecturers, virtually all faculty appointments at the College are at the professorial ranks, requiring terminal degrees or the appropriate licensure in the professional areas, such as physician assistant, occupational therapy, as well as in certain specialties in the fine and performing arts. Full time faculty searches conform to the procedures implemented by the Office of Compliance and Legal Affairs in its *2006 Affirmative Action Plan (AAP)*. This document provides a detailed statement from the President affirming the College's long-standing commitment to non-discrimination in its hiring practices.

Currently, the hiring practice at York typically begins with a request by the department chair. Such requests are made of the divisional vice president, for recommendation to the President. This practice is followed whether the department's request is to fill a vacant position or to create a new one. Other programmatic lines are allocated by the President based on the College's priorities and available resources. Cluster hires and faculty to support CUNY initiatives are allocated to those departments as appropriate.

Once the department has received authorization to fill a position and its recruitment plan is approved, searches are nationally advertised, and are overseen at the departmental level by the departmental search committee, which may also be the department Personnel and

Budget Committee. Finalists are brought to campus for sample lectures or classes, interviews with search committees, department chairs, the relevant academic dean, the Provost and the President. The President then makes the final choice and informs the department. In the past, the process began late in the academic year, at times making it difficult to attract the best candidates, but during the past two years the calendar has been advanced so that departments can begin their recruitment plan in the fall semester.

A perennial concern at York College, and indeed throughout CUNY, is the need to balance the ratio of full time and adjunct teaching. York was hit hard by the retrenchment and hiring freezes of the early 1990s, followed by early retirement incentives of the mid-1990s. The trend has been reversed in the last five years with the recruitment of large numbers of new faculty. For example, between 2003 and 2005 the full time faculty increased from 157 to 162. Currently, there are 174 full time faculty members, 59 of whom have been hired between 2003 and 2006.

Faculty hires by rank

Year	Lecturer	Instructor	Assistant Professor	Associate Professor	Full Professor
2003		3	14	2	
2004		1	15	1	1
2005	1	1	5	2	
2006			12	1	
2007	2	2	10	1	0

In order to recruit a qualified and diverse faculty, York College advertises positions on the “employment opportunities” pages of the CUNY and College websites, in traditional media such as the Chronicle of Higher Education and NY Times, as well as Diverse, Women in Higher Education, Hispanic Outlook, and discipline specific sources such as the MLA, Journal of Community Health, etc.

Retention of faculty is an important priority of the College. At York a candidate for promotion or reappointment must demonstrate excellence in the areas of teaching, scholarship and service. Faculty members present themselves to their departmental and the College P&B through their official personnel file and the Professional Portfolio (instituted in 1992 and refined over the years). Along with the documents required by the University (Memorandum of Evaluation, curriculum vitae, publications) each candidate prepares a portfolio which includes a Framing Statement describing his/her role in the discipline and department, a Reflective Statement expressing the candidate’s philosophy of teaching, work samples and commentaries that highlight some aspects of the individual’s work, and an expanded curriculum vitae. Workshops are held to support new faculty as they begin this process; further guidance is then provided by the departmental Personnel and Budget Committees and Department Chair. The College P&B Committee makes recommendations and offers advice to candidates through their department chairperson for reappointment, so that they may successfully progress to tenure and/or promotion. University policy stipulates promotion in rank does not happen automatically.

During the 2006-2007 academic year, several workshops were held for new faculty to review governance, reappointment, tenure, promotion and the Professional Portfolio procedures. In addition, workshops have been held for members of Departmental Personnel and Budget Committees to discuss evaluation procedures, reappointment and promotion criteria, and other issues of concern.

Support for Faculty Research and Faculty Development

Faculty research was secured through contractual stipulations in the last two collective bargaining agreements. Untenured faculty holding professorial rank, with the exceptions of Librarians and Counselors, initially appointed on or after September 1, 2002, are eligible for reassigned time not to exceed a total of 12 contact hours during their first three annual appointments “in order to engage themselves in scholarly and/or creative activities related to their academic disciplines.” Effective September 1, 2006, untenured faculty holding professorial ranks who were initially appointed on or after September 1, 2006 are eligible for an additional 12 contact hours of reassigned time, for a total of 24 hours of reassigned time, to be taken during their first 5 annual appointments. In this latest contract, faculty counselors and library faculty were included (*Memorandum of Economic Agreement for a Successor Agreement between The City University of New York and the Professional Staff Congress/CUNY*, 11/1/2002 – 9/19/2007 <http://www.psc-cuny.org/>)

Adjunct faculty are encouraged to engage in professional activities at the College and are invited to all workshops. Whenever possible, departments allow the adjuncts to offset this time against the “adjunct professional hour.” This benefit is extended to adjuncts teaching 6 contact hours or more. The union has also established a university-wide grant program to pay expenses for adjuncts who are attending professional conferences and workshops.

York College integrates professional staff in non-teaching ranks into the academic programs to provide support as needed. There are currently 29 Higher Education Officers (HEO) and College Laboratory Technicians (CLT) who are assigned to academic programs and departments at the College. These areas include Academic Computing/Educational Technology; Behavioral Sciences; English; Fine and Performing Arts; Foreign Languages, English as a Second Language (ESL), and Humanities; Health and Physical Education and Gerontological Studies and Services; Library; Biology; Chemistry; Earth & Physical Sciences; and Teacher Education. Two more HEOs serve as director and assistant director of the CUNY Language Immersion Program housed within the Department of Foreign Languages, ESL, and Humanities.

Towards Excellence in Teaching

Excellence in teaching is one of the three criteria for reappointment, tenure and promotion at York College. Full time faculty are evaluated in a variety of ways, including standardized, anonymous student evaluations, scheduled observations by other full time faculty in the department each semester, and the quality of teaching materials presented in the professional portfolio as work samples. Part time faculty are evaluated

through the same student evaluations and classroom observations as full time faculty, except that after serving for 10 consecutive semesters they may be observed just a year. Grade distributions are also considered a part of the evaluation of teaching. When a faculty member exhibits a weakness in this area, specific follow-up recommendations are made to the Chair, such as assigning a senior member of the department to serve as mentor to the candidate.

In recent years, the College has conducted several faculty development workshops open to all full and part time faculty. During the 2006-2007 academic year, these included “Teaching the English Language Learner in Content Area Courses, I and II”; “Course Assessment”; “Teaching with Technology”, among others. The Faculty Development Committee and the Writing Across the Curriculum Committee also provide opportunities for discussions on other topics of interest, and the staff of Academic Computing and Educational Technology run a series of workshops each semester on incorporating technology into the classroom. Twelve such activities were conducted in Fall, 2006; topics included: The use of Blackboard, PowerPoint I & II, Lesson Builder, and Lecture Podcasting.

The newly established Center for Excellence in Teaching and Learning (CETL), a product of the Title III Grant, is one way in which the College is supporting interdisciplinary faculty collaboration. The mission of the Center is to “promote excellence in teaching practices through a wide variety of professional development activities. It will serve as both catalyst and clearinghouse to cultivate knowledge and practice of learning-centered pedagogies through open dialogs, collaboration, assessment, and faculty research and scholarship on teaching and learning.” (www.york.cuny.edu/news/new-center-created, 7-3-2007) An RFP was issued in Spring 2007 so that faculty could begin to work on innovative teaching projects. The center is directed by a faculty member, Professor Debra Swoboda, working with an advisory committee comprised of a cross section of the faculty. Among its goals is the establishment of a plan to recognize and reward excellent teaching.

Faculty research and scholarship enhances instruction and student learning in a variety of ways. New courses are developed and existing courses modified to incorporate new research, thus making students aware of the latest developments, especially in their majors. Faculty members work closely with students in a variety of special research programs such as the Minority Biomedical Research Support Program and the McNair Scholars Program. Students are thus engaged in projects that enrich their educational experience. Students are always welcome at all scholarly, artistic and intellectual activities on the campus, including the Faculty Forum, to explore topics of interest to them.

Curriculum Development

In recent years there has been interest in continuing to develop an interdisciplinary curriculum at the College. Indeed our courses in Cultural Diversity, Humanities, Liberal Studies, Women’s Studies, Puerto Rican Studies, World Literatures, Social Sciences and Biotechnology, as well as Occupational Therapy and Gerontology, have been

interdisciplinary in their content and delivery. More recently, the program in Communications Technology has built on this tradition, as has the curriculum in Aviation Management. The Honors Program is also interested in an interdisciplinary approach in the required Honors Seminars, and faculty are encouraged, through a modest grant program, to work together to develop honors seminars. Faculty are given reassigned time and a modest stipend, as well as funds for materials. These courses allow faculty to collaborate and to incorporate their research interests and scholarship into innovative courses that attract and challenge students.

A fuller discussion of the curriculum process will be included in the following chapter, but it should be mentioned here that curriculum development is under the sole purview of York College faculty. Curriculum cannot be developed without faculty input, and this work is a major portion of a faculty member’s workload at various times in his/her career. Curriculum proposals are reviewed and approved through departmental and College curriculum committees, prior to presentation to the College Senate and the University Board of Trustees for approval. The creation of new majors or degree programs involves a more detailed process which is completed with the support and input of the OAA. This involves a Letter of Intent, including needs analysis and cost analysis, submitted to CUNY for review and approval followed by review and approval by the NY State Education Department. Once the program intent is approved, the curriculum moves through the regular College and University governance structure. York faculty are continually revising and renewing our curriculum, as can be seen in the following chart.

Discipline Proposal Packets*	2003/04	2004/05	2005/06	2006/07
Total Received by College Curriculum Committee	29	20	21	19
Approved**	27	17	18	16
Rejected/tabled/withdrawn	2	3	3	3
Presented to Senate	24	19	18	16
Passed by Senate	24	19	18	16
New Courses Added	29	19	16	16

*A packet may consist of the complete overhaul of a major or minor, and/or one to thirty course change, course creation or course deletion proposals.

**Final approval given. A specific package goes through several reviews before appearing on a committee agenda, and may be sent back for revisions before earning final approval. Packages sent to the Senate, therefore have been thoroughly refined.

Scheduling of courses is the responsibility of department chairs, usually in consultation with deputy chairs and/or discipline coordinators. The OAA issues guidelines regarding the number of sections to be offered by the discipline, and the Registrar establishes the scheduling grid which all faculty must follow. In the past, the grid was not strictly adhered to, causing scheduling difficulties for students. Now, however, patterns that break the grid are not accepted by the Registrar without approval by the OAA.

York College’s faculty actively promotes and sustains excellence and growth within and across disciplines by engaging in the development and dissemination of research,

scholarship, and other creative activities. Faculty must actively pursue research or other scholarly/creative activities as a requirement for reappointment, tenure and promotion considerations. Department Chairs and members of the departmental P&B committees offer guidance to candidates. York's Office of Sponsored Research regularly posts announcements of opportunities to apply for research grants, as well as information about workshops grants. The staff supports the individual faculty member throughout the grant application process. An electronic newsletter keeps the whole college community abreast of the achievements of our faculty in winning grants. (<http://www.york.cuny.edu/osr/>)

The Professional Staff Congress of The City University of New York also supports faculty research through a long-standing grants program. Proposals for funds for reassigned time, summer stipends, research assistants, materials and travel can be submitted annually in October. The awards are announced at the end of the Fall semester. During the 2006-2007 year, several faculty members received these grants, averaging \$3,000. For first-year faculty, there is a special "out of cycle" grant with a later submission date than normal and a higher typical funding scale. Thus a new research program may be easily begun right away. In addition, CUNY offers annual grants for laboratory equipment.

The OAA manages the allocation and disbursement of travel funds to faculty who are participating in scholarly conferences and other activities. If the individual is presenting a paper, 80% of the maximum allowable costs are paid, and 60% of the costs can be reimbursed for attendance at a conference. Each faculty member may receive a maximum of \$1500 reimbursement per calendar year, for a maximum of two trips during that time. Reimbursement is made according to NYS regulations for lodging and other per-diem expenses in each location, and on a scale which reflects the level of participation: key note/invited plenary speaker; presenter; session moderator; panel participant, poster participant, etc.

The activities of each faculty member are reported in two ways: In the individual's annual Memorandum of Evaluation, and as part of the College's annual Performance Management Process report, under the title of the Scholarship/Creative Work Report. Faculty must submit all the titles of their publications to the University's Office of Institutional Research and Assessment in June of each year. In addition to their peer-reviewed/juried publications and presentations, faculty at York College work on a variety of grants. There are collaborative relationships with the on campus regional office of the Food and Drug Administration (FDA). Faculty in Foreign Languages, ESL, Mathematics, English, and other areas are very involved in organizing conferences and workshops through discipline councils and consortia, national organizations, etc. Annually, African American History Month (February), Women's History Month (March), Haitian Book Fair (April) and Hispanic Heritage Month (October) attract nationally and internationally renown scholars and artists to our campus to give lectures, readings, and performances. The Faculty Forum, an activity almost as old as the College itself, has been another important means of building a community of scholars at the College. Several times a semester, York College faculty members make formal presentations on their current research or scholarship. In Fall 2007, the Provost's Lecture

Series was inaugurated as a further way of enhancing the intellectual activity of the College.

The technological infrastructure at York College offers faculty many opportunities for online research and effective communication. New faculty receive new computers when they arrive and a schedule for replacing faculty computers is being devised. Virtually every office, classroom and public space on the campus is set up for wireless internet connections. The University has an outstanding collection of online scholarly journals and resources that are literally only a click away from a faculty member's computer while on campus. In the natural, social, and behavioral sciences, faculty have laboratory facilities. Some faculty members in the natural sciences, through their participation in national grants, also have facilities available to them at sites such as the Rose Planetarium at the Museum of Natural History in Manhattan.

As the size of the faculty increases, the College finds itself in a pinch for office space in some departments. Lab space is also in high demand. The Library does not have faculty studies or carrels, which would improve working conditions for faculty in various disciplines. In addition, the absence of event spaces at the College means that the Faculty Dining Room, practically the only reasonably sized space, is often unavailable to faculty.

York College faculty also have the opportunity to serve as faculty in the various doctoral programs at the CUNY Graduate Center. Currently, a number of faculty in the sciences and humanities are members of the Graduate Center faculty. This provides many research opportunities to the faculty, and York benefits greatly from this exchange. Other faculty participate in various interest groups organized by the Graduate Center, gaining opportunities to discuss their work with colleagues from other campuses.

The University provides several scholarly incentives in the form of leaves for faculty members wishing to pursue a lengthy project. Tenured faculty may apply for several types of contractually negotiated fellowship leaves. Scholar Incentive Awards at 25% salary are often used to extend a research leave. Applications are considered by the Departmental and College P&B committees for recommendation to the President. Non-tenured faculty members establish their research agenda by using the reassigned hours described earlier.

York faculty achievements are disseminated and celebrated in several other ways. Each semester President Keizs highlights faculty work at Convocation. The Presidents' Research Award Appreciation Luncheon has become an annual event each fall since 2006. The Gallery, Library, and Theater showcase faculty work. In the Atrium, and in department offices, faculty publications are on display. The College also provides notices of faculty appearances in the student newspaper, on YorkList, and on the plasma screens located in various venues on campus.

Adjunct faculty at York College are very highly regarded as colleagues and are encouraged to attend departmental and College-wide workshops and events. Course and discipline coordinators meet with part time faculty to provide guidance and share course

materials and course objectives. Adjunct faculty are observed in the classroom each semester during their first 10 consecutive semesters, and may be observed once a year thereafter.

Additionally, York employs CUNY Graduate Teaching Fellows. These are Ph.D. students from the CUNY Graduate Center who teach up to 12 credits per year, for up to three years, on a specific campus. York College currently employs several of these Fellows in Art History, English, French, History, Italian, Spanish, Mathematics, and Sociology. This program helps the graduate students as part of their financial aid, and in turn gives the College instructional support as well as a stable presence for students by virtue of their three year commitment to a discipline. Fellows may stay on as adjuncts upon completion of their three year assignment.

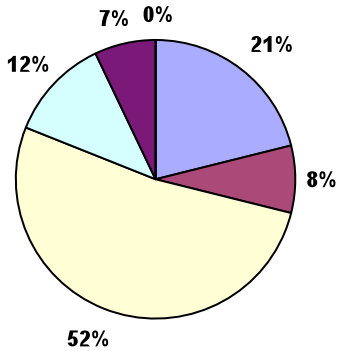
CUNY has started a program this academic year in which long-term adjuncts who do not have the terminal degree for the discipline, can be converted to full time lecturers. Fifty such adjunct conversion lines were established university-wide. York was granted four of these lines for the Spring 2007 and three lines for the Fall 2007. They were allocated by President Keizs to the following disciplines (number of lines allocated in parentheses): English (3), Psychology (1), Spanish (1), Mathematics (1) and Business (1). This is one important way in which the University is assisting campuses to improve the ratio of full time to part time teaching faculty.

Faculty Profile

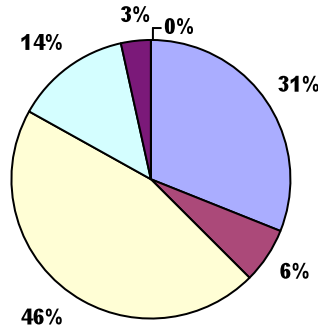
Although York College has been able to restore the ranks of its full time faculty, with 55 faculty members on the path to tenure or Certificate of Continuous Employment (equivalent to tenure for Lecturers) as of the 2006-2007 academic year, the ratio of full to part time teaching faculty is still problematic here and throughout the University. The entire College is involved in efforts to find solutions to this problem. Scheduling is being examined, as is class size. Of course, there is still the need to increase the size of the full time faculty, especially as we expand our course offerings on evenings and weekends, in order to have full time faculty available to those students. The creation of new majors and programs, and the proposed increases in Master's Degree programs will also demand an increase in the size of the full time faculty. While the 24 hours of reassigned time now being granted to tenure-track faculty will help to support their research and enrich the College intellectually, the potential effects on our teaching ratios are not yet fully grasped.

York College's commitment to diversity as one of its core values is reflected in the diversity of its faculty – part time as well as full time – a diversity which aims to reflect the urban society of which the College is a part. The following statistics from the 2006-2007 *York College Affirmative Action Plan* illustrate this diversity (more data are listed in Appendix B).

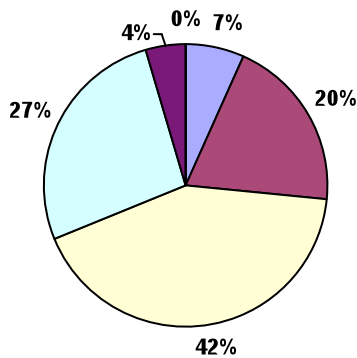
Full time faculty by race/ethnicity



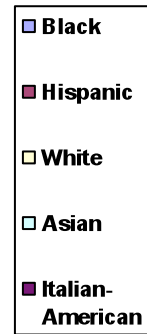
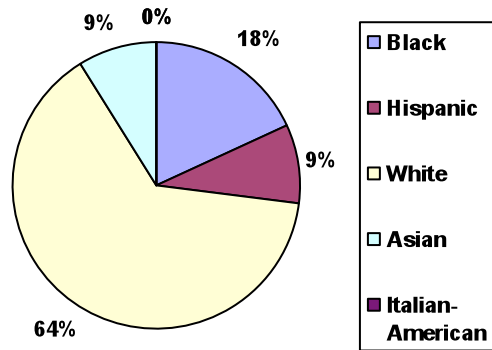
Part time faculty by race/ethnicity



Interviewees for full time positions



Full time, tenure track hires



York College is one of the most ethnically diverse campuses in the City University of New York family. Of the 154 full time faculty, 48% are minorities and 44% are women. In the full time faculty ranks for the 2006-2007 academic year, the underutilization of minorities was low (5 more minority candidates could have been hired based on the percentage of minorities in the workforce), though the underutilization of women was comparatively high (by 21 potential female hires). According to the Office of Compliance Programs and Legal Affairs (CPLA), the College has set goals to address this underutilization by the year 2010. Some of the prime measures that have been implemented are ongoing discussions and proactive planning with all department heads and search committee members to ensure that all searches follow the affirmative action guidelines of the University. The Executive Director of CPLA closely monitors searches to ensure continued reduction in the underutilization of all protected classes. When appropriate, searches are extended to attract a larger pool of candidates. With respect to administrative and classified positions, overall, there has been a decrease in underutilization among females in the administrative ranks and in ethnicity throughout the College.

The late start of searches, identified as a weakness in the past, has been addressed. Departments are notified in Spring for searches to commence in the Fall semester. This gives department search committees ample time to make the best possible recruitment plans. Through its advertising program, efforts are made to cast the widest net possible to attract the best and the brightest faculty available to the College.

The Promotion Process

According to CUNY standards, faculty are retained and promoted on the basis of three areas: Teaching, scholarship and service. The first two have been discussed at length. At York College, service is a very important area, not only of faculty evaluation, but in terms of making the College function to its utmost potential. York College has a relatively small full time faculty which must fulfill its role in the governance structure as mentioned in a previous chapter. From the earliest semesters on, York faculty members are expected to engage in departmental and college-wide service. By the time of tenure, virtually all candidates have served on at least one major College committee, and in more than a few cases, have chaired or been secretary to those committees. These would include the College Senate and its standing committees (Admissions Committee, Library Committee, Committee on Academic Standards, College Curriculum Committee, Committee on Instruction, Campus Environment, Elections Committee); or other bodies such as the Writing Across the Curriculum Committee, Technology Fee Committee, Disciplinary Committee, and *ad-hoc* committees such as Search Committees. Within departments, faculty serve on Personnel and Budget Committees, Curriculum Committees, Open House/Recruitment Committees, special events committees, professional development committees, etc. All faculty are expected to serve as major advisors and to provide registration advisement for general education courses and other electives. The benefit of these activities are evident: the individual becomes quickly engaged with and integrated into the college community, and develops professional and collegial relationships beyond the discipline or department.

Moreover, members of the York College faculty are engaged in outside service that promotes the linkages to the wider community. Throughout the year faculty provide workshops and training that are open to the wider community, such as those in small business development and computer training. Faculty lectures, as well as cultural events, concerts, readings, art exhibits, and other intellectual activities organized by faculty and staff are open to the public. York College hosts such events on an almost weekly basis during the semester. Community attendance is encouraged through different advertising sources such as local newspapers and radio broadcasts, the York College Website, flyers and mailing lists (*Events Report 2003-2006*). The Offices of Institutional Advancement and Research and Sponsored Programs maintain a list of Faculty Experts who are available to the larger community on an as-needed basis.

Faculty are also actively engaged in a variety of educational programs in the Queens community. Science faculty members are especially involved in this way. The York College Observatory Public Open Night program brings community members to campus to take advantage of the College's telescopes. The program director, Professor Timothy Paglione, gives lectures along with the evening's observations. The Science, Engineering, Mathematics and Aerospace Academy (SEMAA) is another important program, funded by NASA, in which natural science faculty members work with local children. There are weekend programs during the year, and summer programs. Faculty members in Political Science and Psychology sponsor regular lectures on timely topics open to the campus and the larger community. For example, during Spring 2007,

Professor Ron Daniels, Distinguished Lecturer in Political Science, sponsored an excellent, well-attended three part lecture on civil rights. He plans to offer similar programs each semester. Foreign Language faculty are resources to the local community as well. Working in collaboration with the community, Professor Jean Francois of French/Haitian Creole discipline organizes an international symposium known as Haitian Book Day on campus, strengthening long standing ties with that segment of the community. Members of the Spanish discipline sponsor a variety of events open to the public, but one very important one is the annual Reading event for bilingual children from the community. One Saturday each Spring, Professor Margarita Drago and her students organize a full day of story telling, story readings, arts and crafts and theater for parents and their children. One of our historians, Professor Laura Fishman, organizes an essay writing contest for local high school students during Women's History Month. The contest is capped off with a reception for the participants and small prizes for the winners.

Summary and Recommendations

York College faculty is highly qualified and talented. At present, the College is achieving modest growth in the faculty ranks as lines vacated through retirements are being filled, and new positions for new and existing programs are being filled. The College pays close attention to attracting and hiring the best faculty members possible. While many strides in diversity have been made, there is still work to be done in this area. Since 2005, a variety of faculty development activities have focused on mentoring new faculty and improving classroom instruction. In this way, the College focuses on retaining both faculty and students. Faculty members are highly productive in scholarship, earning grants, winning prizes and awards, and improving the College's visibility in the academic and non-academic world. Their scholarship and creative activities enrich students' learning experience as curriculum is developed and constantly updated. Faculty members are also expected to do college service. Many also do community service through activities related to their work at the College. York College's faculty are dedicated to teaching and scholarship, and to service in its broadest sense. They energize the College and help to fulfill its mission every day.

The College should pay close attention and allocate resources to address the following:

1. Increase the number of fulltime faculty to improve the ratio of full time to part time teaching hours;
2. Support research by senior and mid-level faculty who do not have the advantages of reassigned time of more recent hires;
3. Improve the physical environment for faculty in order to foster collegiality and help create a sense of intellectual community as a means of recruiting and retaining new faculty;
4. Enhance recognition of faculty service commitments in order to encourage faculty at all ranks to take an active part in the life of the College.

Standards 11, 12, and 13: Educational Programs

York College's educational offerings encompass a broad range of liberal arts disciplines and professional programs, reflect an awareness of new fields and areas of research, and make the learning objectives clear for students. The offerings are consistent with the mission of the College and cover a broad range of content and skills. Programs and departments periodically review their curricula with a view to reflecting societal change and to meeting the evolving economic and social realities of the City as well as in national and international arenas. The development of new programs illustrates a keen awareness of the rapid changes occurring in our world, and provides students with the ability to develop the intellectual traits and skills necessary for success. A wide variety of field work and internship options and requirements provides students with opportunities to gain broad experience in the application of their knowledge and to contribute to their community in a meaningful way. Most of the programs recently developed at the College reflect national opportunities and demands in the professional areas and stress career opportunities. This is essential for our students, and addresses their goals of upward mobility. At the same time, in areas such as Physician Assistant, Teacher Education, and Gerontology (the only such BS program in CUNY) the College helps to address the needs of our broader community by training qualified professionals in understaffed fields.

However, it is crucial that the College not lose sight of its commitment to and roots in the liberal arts and sciences. These disciplines are integral to the intellectual development of our students. Skills of synthesis, analysis and communication are necessary for success in any field, and the issues that are raised in humanities and sciences – behavioral and natural – provide students with insights and understandings that carry over into any professional field. Moreover, a deep appreciation for world culture at its highest levels is essential for the educated person preparing not merely for a profession but for leadership. Therefore, these disciplines are much more than service disciplines but prove to be majors not only for students who must have a Liberal Arts or Science major in order to enter our Teacher Education program, but also for those who take alternate routes to professional careers, enter the world of business, or go on to graduate programs for advanced degrees.

An important complement to the work of the faculty in the College's educational mission and to the collegiate experience that students acquire is the work undertaken by support staff in academic advising, tutoring, student development, career services, and other areas. Such components will also be evaluated in this section.

Educational Offerings

Because faculty play the central role in curriculum development, bringing to it new research in the disciplines and updated criteria mandated by accrediting agencies, the College's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. Individual faculty members or teams of faculty members design courses or programs, or make revisions and must secure local

approval before a proposal can be submitted to the College Curriculum Committee, a standing committee of the York College Senate

Curricular Procedures and Standards

The existence of procedures for curriculum development helps insure rigor and coherence. The College's Curriculum Committee functions under the Senate Charter and the requirements of New York State's Open Meeting Law. It consists of 17 faculty members – one from each department serving for two year terms – and an equal number of students chosen by the Student Government Association along with 2 administrators. Course proposals consist of a CUNY generated form, a signature sheet which reflects the College's governance structure, and a sample syllabus. Program changes require the CUNY form, a description of the new or revised program, and syllabi as appropriate (Appendix B). Once a proposal has been approved by the appropriate departmental curriculum committee and the full department, the proposal is submitted to the Chair of the College Curriculum Committee who reviews it. If the proposal meets all the requirements, the item will appear on the next agenda submitted to all committee members one week in advance of the meeting in order to provide sufficient time to review the material so that informed discussion can take place at the meeting. Approval is based on the positive votes of a majority of the membership of the committee, not merely a majority of those present. All approved proposals are then sent on to the York College Senate, whose members again receive the materials a week in advance. Once approved by the Senate and signed by the President, the proposals are then forwarded to the University for ultimate approval by the Board of Trustees. Only then can the courses or programs appear in the Bulletin or be offered by the College. This process is intended to maintain standards across disciplines and to enable the entire academic community to be kept abreast of curricular developments. Once the Board of Trustees' approval has been secured, the College's Office of Academic Affairs keeps the official records of new curriculum. The Office of Academic Affairs has also assumed responsibility, in conjunction with faculty, for preparing the Letters of Intent which are necessary to submit to CUNY's Office of Academic Affairs for approval of new majors. Of course, new majors or substantial revisions to programs or degree requirements must be submitted to the New York State Education Department by the University. Only when notice of acceptance by that body is received is the program considered fully registered.

Academic programs actualize the mission of the College. Among other things, the mission commits the faculty and staff to provide students with critical reading, writing, and communication skills, and with the disposition to become ethical citizens who are conscious of societal developments. Learning objectives for courses and programs generally reflect these objectives. In keeping with the College's mission statement the various departments in the College have created program-wide mission statements congruent with the College's mission, and published in the College Bulletin. Besides providing high quality education and career preparation, academic departments strive to create a student-centered atmosphere characterized by support, concern, educational opportunity, teaching excellence, career advisement, academic counseling, and innovative curricula.

York College's undergraduate and graduate programs aim to address changing societal needs and serve our students well. Examples of relevance abound. One key area in which the College is focusing is the area of health care. Our College is located in an area which is considered medically underserved (*Community Health Profiles, Second Edition, 2006*. NYC Department of Health and Mental Hygiene). Our programs in Physician Assistant, Medical Technology, and Occupational Therapy, as well as the BS in Nursing and the proposed generic Nursing degree program, offer students an opportunity to pursue careers which are of crucial need to Queens, the City and State of New York. The Department of Accounting and Business has developed several new programs which allow students to study areas of growth in our local economy. In July 2001 the Mortgage Finance Program was registered. Thanks to incentives provided by the Port Authority of New York and New Jersey, a Certificate Program and a BS degree in Aviation Management which integrates a strong liberal arts component into its requirements was registered in 2006. Another example in the area of business is a new accounting course on Fraud Examination, reflecting the growing concerns of the public. In 2002, the Department of Mathematics added a Computer Science major to the already existing major in Information Systems Management. In October 2003, the BS in Communications Technology was approved, preparing students for careers in communication which emphasize information technologies and production and delivery of digital interactive media. This is also an interdisciplinary program incorporating liberal arts courses from diverse disciplines into a career program.

In the humanities there has been much curricular change as well. For example, the Department of English developed the new Journalism major. The Department of Foreign Languages, ESL, and Humanities, has developed a certificate program in Spanish for Professional Purposes, inspired in part by the states' privacy laws which have increased the need for translators in hospitals, clinics, social agencies and the like. The French and Haitian Creole disciplines are currently working on parallel programs. The History discipline has just finished a successful search for a specialist in African-American History. This faculty line was provided by CUNY as a cluster hire in order to strengthen the teaching of American History. A search will be conducted in the 2007-2008 school year for another philosopher, whose primary duties will include the development of ethics courses for students in our professional programs.

The curriculum of the College is constantly evolving in response to a variety of influences: evolving standards set by accrediting agencies, in the professional programs; internal review processes in the liberal arts and sciences; faculty attention to recent scholarly developments; programmatic opportunities, and changing social and economic demands and needs. The most significant change is the creation of the College's first Master's Degree, the combined BS/MS in Occupational Therapy, which was inaugurated in 2003. This was mandated by the professional organization, the American Occupational Therapy Association, that the entry level to the profession be moved from bachelors level to masters. Similarly, the College is working to develop an MS in Accounting. Amended New York State education and licensure requirements for the CPA profession require that individuals who apply for licensure on or after August 1, 2009 must have completed a registered, 150 credit hour program or the equivalent. In

addition, York's program will provide a broader scope of courses, reflecting the American Institute of Certified Public Accountants objectives, especially in the areas of fraud detection and deterrence. At present, no College in the New York City area offers a graduate program with such a focus, so York will be in a unique position to train accountants in this growing field.

Many of our professional programs have completed accreditation processes (Physician Assistant [2007]; Teacher Education [2006]) and others have been successfully reaccredited (Social Work [2005], Nursing [2006]). These processes resulted in modifications to the curriculum in each program. In the case of Teacher Education, liberal arts and sciences programs also developed courses to support the programs.

In the liberal arts and sciences, departments follow a schedule of program review that help to keep the curriculum current, and allow the disciplines to plan for the future. In many of the disciplines, faculty look to professional organizations for guidelines on standards, course objectives and content. For example, in Foreign Languages, the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages are very important in setting learning objectives. In the Department of Health and Physical Education, curricular development in its six majors are guided by national accrediting bodies such as the American Alliance for Health, Physical Education, Recreation and Dance, American Association of Health Education, National Association of Sport and Physical Education, National Council for Accreditation of Teacher Education, Association of Gerontology in Higher Education. The 2003 revision to the Mathematics curriculum was spurred by the reports on the state of undergraduate Mathematics education by the Mathematical Association of America, and the National Research Council.

As discussed in Standard 10, faculty take curriculum development very seriously, and make great efforts to keep the curriculum in each discipline at the highest levels. This is done in a variety of ways. For example, in the Behavioral Sciences, alumni were polled about employment experiences, and how prepared they felt on entering the job market; an analysis was made of student success in key courses; graduate program entrance requirements were evaluated. All of this helped to revise degree requirements, develop new materials and classroom strategies, and provide students with special opportunities for fieldwork, internships, etc. when the Psychology and Political Science programs were revised.

University initiatives also affect York's curriculum. The CUNY-wide Writing Across the Curriculum initiative led to the approval in 2001 of York's WAC program by the governance structure. At York the program is overseen by an interdisciplinary steering committee consisting of four faculty members. The College is supported by the University in this endeavor through the work of six Writing Fellows, doctoral candidates studying in a variety of disciplines who work with individual faculty to implement the WAC objectives. The program requires that all General Education courses be "Writing Enhanced," that writing tasks in these courses serve as stepping stones for development of writing skills in later coursework. This is in line with the College mission which

promotes student ability to “think, speak and write clearly, critically and effectively.” Students must also take two designated writing intensive (WI) courses in which they complete at least 10 pages of formal, multiple-draft, graded writing. Within the major, all students must take a WI course on the 300 or 400 level (WAC website; *Handbook for Writing Intensive Courses, 2005*). At present some major programs still need assistance from the WAC staff in developing WI courses, and their students are given permission to use a course in a different discipline to fulfill their requirements. The WAC program began formal assessment in Spring 2006, studying the link between student performance in English composition, WI courses and the CPE. Preliminary results indicate that over five years, nearly half of students report that writing helps them understand course readings, follow an author’s reasoning, understand the lectures, formulate their own views, improve their own writing and enhance their enjoyment of the course. (*WAC Assessments, 2001-2006; Does WAC Make a Difference, 2006*).

The College has long identified student learning goals and objectives, including knowledge and skills, for its educational offerings. For more than ten years, the College Curriculum Committee has required that all new course proposals and course change proposals include measurable learning outcomes as an inherent part of the syllabus. These syllabi are subjected to stringent reviews according to guidelines developed by the Curriculum Committee over time, with special attention given the discussion of the course objectives and learning outcomes. Faculty in each discipline develop these objectives according to discipline-wide standards, and according to levels of the course. The Curriculum Committee aims to maintain standards within and across disciplines.

Student assessment and outcomes analysis contribute to refining course syllabi and learning objectives, as faculty develop assessment tools suited to the specific needs of their course. As part of program reviews in the liberal arts and sciences, and the various accreditation/re-accreditation processes the departments undertake, programmatic outcomes and goals have become articulated. Specific assessment processes and the changes they have brought to courses and programs will be further discussed in Standard 14.

Educational Facilities and Resources

While there are areas in need of attention, generally the College has appropriate laboratory and studio facilities, library and media holdings, resources and staff to support the educational programs. Over the past decade, the College has upgraded and created laboratories to support new programs or new emphases within programs. These have been funded in a variety of ways, from grants in the Sciences and Social Sciences, Legislative Initiative funds, Technology Fee funds, and CUNY investment in our programs. A wide variety of fields, ranging from Social Science (Survey Laboratory), Theater (Auto CAD laboratory), the Natural Sciences (Chemistry, Biology, Geology, and Physics), to Computer Sciences, Educational Technology and Communications Technology (labs and studio) to the Health Professions (Occupational Therapy, Physician Assistant labs) to Foreign Languages (Digital Language Lab) all have recently constructed, state of the art laboratory facilities (*Laboratory Facilities List, Appendix B*). In the Behavioral Sciences the Animal Quarters is run by a full time CLT who assists

with lab courses and faculty research. This individual must maintain the facilities in accordance with government regulations monitored on our campus by the Animal Care and Use Committee.

The laboratories on campus are staffed in a variety of ways. Most laboratories are supervised by College Laboratory Technicians (CLT). This job classification is part of the PSC-CUNY bargaining unit, and individuals go through the College Personnel and Budget Committee for appointment, reappointment, tenure, and promotion. CLT positions are subjected to the same rigorous search procedures as faculty lines. Individual programs, through the department Chair make the case for staffing labs to the Provost, who authorizes such hires. Because the College offers courses seven days a week, from 8:00 am to 10:00 pm most days, labs are supported by College Assistants and Work Study students who are often majors in the discipline and trained by the CLTs. Facilities are maintained and updated to reflect curricular development and student need. Scheduling in all labs, and especially in the many computer laboratories on campus take into account course schedules, enrollment patterns and high periods of demands, such as during mid-terms and finals. Student government has been instrumental in garnering administrative support for extending lab and Library hours, throughout the semester, and especially on weekends.

The Library has been a special area of concern for the College over the past decade. From a low point in funding in 2003 when the library had only enough money to purchase a single print book, to the recent infusion of monies from CUNY, Student Government, and other sources, the Library at York College is on the move. Administrative changes in the leadership of the Library and CUNY funds for capital improvements are making the library a more vibrant, user-friendly center for intellectual pursuits by our students and faculty.

The Library Committee, a standing committee of the College Senate, evaluates the needs of users, collects information, and makes decisions regarding acquisitions and services, within the confines of available resources. Committee representatives include Library faculty, a representative from each academic department, staff and students. The Library Committee meets regularly. Policies and procedures are established by the Library Committee, with the input of the Library faculty, and in consultation with other College constituencies. The Chief Librarian annually requests that department chairs provide a list of books for purchase, and works with departments and programs to identify the best choices for database and journal subscriptions.

The Library has a current annual budget of \$172,500, as allocated by CUNY and overseen by the Office of Academic Affairs. Journal subscriptions amount to \$100,000 annually. Much of the budget goes towards purchase and maintenance of databases. The Library is scheduled to receive an additional allocation of \$20,000 from the 2007-2008 Tech Fee to purchase new computers. To help bring the Library up to date, the Office of Academic Affairs has provided additional funding over the past three years to cover the cost of the Science Direct database (approximately \$17,000 according to the *Library Funding Synopsis*).

The Library is moving towards providing users with greater access to databases and improved availability of full-text resources, following national trends in library acquisitions (*York College Library Annual Report 2005-06*) but limited resources restrict the process.

Staffing of the Library has been an issue of much concern, and steps are being to be taken to remedy the staffing shortages. Staff levels have remained constant for most of the past five years; however, during 2007-2008 the College hired a Science Librarian and Cataloguing Librarian. Full time librarians staff the two reference desks whenever the Library is open. Five FTE student assistants provide a number of front-services. Librarians have different disciplinary areas of expertise, are familiar with the Web-based resources, and can provide the majority of users with appropriate reference assistance. Specific individuals have primary responsibility for particular library services such as inter-library loan, cataloging, acquisitions, science holdings, and training students and faculty in the Information Literacy Lab, created in 2003 (*York College Library Annual Report, 2005-06*).

During the 2006-2007 academic year, funds were made available by CUNY for capital improvements. The Library is one of the focal points of the renovations made to the campus. Furnishings are being updated to better serve students and create a more user friendly environment.

Policies and procedures for acquisition of print, non-print, and other instructional media are in place, although they are more clearly articulated in the area of the library and through the Tech Fee process, than in other areas. For example, instructional media may be purchased for faculty through the Educational Technology department which accepts faculty requests for purchases of CDs, DVDs, videos, etc. The faculty in that department ultimately make the final choices according to available resources. In other cases, departments may choose to spend some of their discretionary OTPS funds on instructional materials. This year, thanks to additional funding from the Compact, the OAA provided all departments with additional funds to purchase instructional material that they might not otherwise be able to obtain.

In 2006-2007 the restructured Tech Fee Committee streamlined its processes and now solicits requests for hardware and software from faculty, student government, and programs. The Committee then votes on the requests. This process is clearly delineated, is very open and transparent and could serve as a model for other similar processes.

Much has happened in the past five years in terms of developing new curriculum, hiring new faculty, upgrading laboratories and other facilities, and creating new degree and certificate programs. Commencement 2007 was a momentous occasion for York College, since we graduated our first master's degree students in Occupational Therapy. The College stands ready to expand its Master's Degree Programs. The most likely route will be through professional programs whose accrediting agencies are beginning to require graduate degrees for licensure, as in the case of the CPA discussed above. In

order to become a Master's degree granting institution, the College's charter will need to be amended, and the administration is beginning negotiations with the University and the State. With our faculty's expertise and our upgraded facilities we are also ready to offer Master's programs in many disciplines, including the liberal arts and sciences. The College must now begin to identify those niches where we could offer unique and attractive graduate programs to New York City students.

General Education

The College's General Education curriculum is designed so that students acquire and demonstrate college-level proficiency in general education and essential quantitative reasoning; critical analysis and reasoning; effective oral and written communication; technological competency and information literacy. In Spring of 2004, a General Education Program Review Committee was established, co-chaired by then Assistant Vice President for Academic Affairs, Dr. Cheryl Smith, and Dr. Howard Ruttenberg, Professor of Philosophy. Members of the Committee included faculty from Natural Sciences, Mathematics, Behavioral Sciences, Foreign Languages, Library, Occupational Therapy, Accounting, Cultural Diversity, SEEK, Writing Across the Curriculum as well as the Chair of the College Curriculum Committee and the Director of Institutional Research. The committee was established in response to a CUNY-wide initiative to examine General Education in the University, and in response to recommendations from York's Periodic Review Report of 2003. The goals of the committee were to examine the relationship of the General Education curriculum to the overall mission of the College, and to establish goals for General Education at York. In December 2006 the College Senate approved the Committee's General Education Mission Statement. The goals and objectives of the General Education program are now clearly stated. The General Education mission statement will serve as a guide in the process of assessment of the effectiveness of the College's attention. At that same December meeting, the Senate also created an *ad hoc* committee to review the General Education requirements. Faculty, students and administrative members of the Committee began to meet in the Spring 2007 semester and are currently surveying faculty who teach those courses. Their recommendations will be forthcoming during the 2007-2008 academic year.

Although a preliminary study of the correlation between York's General Education and the GPA of graduates was made by the College's Office of Institutional Research in 2006, the results were inconclusive and at times, contradictory. This was the first such attempt at a systematic study of this type, but in the future, variables and other domains must be more clearly defined. The *ad hoc* committee has already begun to address the need for data so that we can assess how the College's General Education requirements better prepare students for academic work in their declared majors, in liberal arts/science and professional programs. Likewise, data must be collected and analyzed to allow us to evaluate how the College's General Education requirements better prepare students for success in university, state and national assessments.

As the General Education Committee began its work in 2004, it began to examine the relationship of the General Education program and the overall mission of the College. As the process of setting goals for the General Education Program moved forward, a survey

of involved faculty was conducted. This led to the Committee's work on establishing goals and learning outcomes for students in General Education courses, and their defining the skills and content appropriate for General Education in different segments of the program. From this work emerged the General Education Mission Statement passed by the Senate in 2006.

The General Education Program Review Committee developed learning outcomes for students based on the goals expressed in the General Education mission statement. Four subcommittees studied aspects of cognitive development and affective development. After discussions with various constituencies, and especially with the WAC program, a grid was designed which incorporated 14 learning objectives derived from the York College mission statement, the General Education mission statement, and the WAC program (Appendix B). Syllabi from General Education courses were then collected and analyzed. While syllabi vary in length and detail, it was hard to identify uniform standards across disciplines. Attention to writing enhanced guidelines was evident, but in many cases the articulation of course objectives and learning outcomes needs more and consistent clarification. Emphasis on course content is very strong; attention to critical thinking skills varies. Quantitative literacy is stressed in mathematics and science courses; visual literacy and creative expression are stressed in the humanities. (*General Education Program Review Committee Report*)

General Education requirements are transmitted to students in a variety of modalities such as the York College Bulletin, the College website, and the advisement materials developed by various departments. Incoming students are all given orientation about the curriculum by Counselors. Faculty advisors work with students from sophomore through senior years. The Academic Advisement Center also provides undeclared majors with information about the General Education requirements. Launched in June 2007, an automated degree tracking program, Cardinal Check, will allow students to monitor their own progress towards completing the General Education requirements.

Not all students are required to fulfill the General Education requirements to graduate. Students who hold an Associate Degree from a CUNY or SUNY community College, or who have completed at least 45 credits in the liberal arts and sciences from a regionally-accredited college are exempt from the General Education requirements. However, all students, transfer or not, must take the upper division Writing course appropriate to their major. In addition, students may need to take some of the General Education offerings for programmatic reasons: some serve as prerequisites for advanced courses in majors, while others are required by programs with accreditation regulations.

The College provides support to enable students to successfully complete the general education curriculum. The College has created various tutoring and support services for students. The Academic Achievement Center houses and schedules peer tutors in almost all disciplines of the General Education program. In other disciplines, such as ESL, Foreign Languages, and English, tutoring services funded by the OAA are housed in special locations such as the Language Lab/ Foreign Language Resource center, or in the Writing Center. The OAA has recently identified "Gateway Courses", such as Chemistry

101, where student success needs to be improved. Special workshops and tutorials are now offered to students in these courses.

Faculty are asked to provide feedback on student attendance to the counselors, using a form distributed in the first half of the semester. At mid-term, faculty are asked to submit rosters which indicate student progress to date. This early warning system then triggers interventions from a counselor. An online tutorial for students preparing for the College Proficiency Examination is also available. Additionally, students can use the many online tutorials available for specific courses.

Related Educational Experiences

York College's diverse offerings of related educational opportunities generally meet the standards of the College, the University, and external agencies. Such activities as internships, co-op programs, fieldwork, online instruction, integrated technology, and the various honors programs, as well as certificate programs, all adhere to appropriate academic and professional standards aimed at enhancing our students' educational experience.

Certificate programs are responsive to changing demands in the professional fields while providing students the opportunity to pursue corollary studies. CUNY established Certificate Programs in 2000, as a way to allow students to attain an additional credentials, and to attract non-degree students looking for such credentials. At York College these certificate programs are highly responsive to local needs and allow students to move into new professional areas. One such example would be the Certificate in Child and Youth Workers. As childcare becomes increasingly professionalized, workers need special training. An added benefit to the student is that the program includes courses which are transferable to our Teacher Education program, should the individual decide to pursue a career in teaching after earning this certificate.

Most of the York College certificate programs are subsets of our major programs, which allows us to run the necessary courses without straining faculty or resources. A list of the certificate programs currently offered by the College demonstrates the close ties between these programs and local social and/or economic interests. York College now offers Certificate Programs in Child and Youth Workers, Spanish for Professional Purposes, Mortgage Finance (the College's first such program), Aviation Management, and Survey Research.

A partnership with the FDA, which has a presence on campus, provides resources and faculty for our programs on an adjunct basis. The York College/FDA Advisory Committee provides feedback on curriculum and other matters. For example at a meeting attended by the College Curriculum Committee chair, this committee has discussed the role of student interns at the FDA and how to better formalize and structure their experiences. For instance, students are now able to participate in credit-bearing internships at the FDA facility.

Student performance in fieldwork, internships, community service, are planned, implemented, assessed, and reported in very systematic ways defined by the program or discipline according to accepted practices. They are designed to enable students to understand the concepts and theories under study and apply them in a supervised setting. For the most part, these activities take place in the professional programs, especially in Teacher Education, Health Professions, and Social Work, and in the Behavioral Sciences. While there are aspects of each field experience, which are discipline-specific, they present similar features in their organization. Each program assigns students to specific sites and faculty advisors who work closely with fieldwork supervisors. Workshops and seminars are held throughout the experience. Logs must be carefully kept and submitted for final evaluation. Faculty count their hours of supervision as part of their teaching load, and coordinators receive some reassigned time.

Online (entirely web-based or hybrid) courses adhere to the College's newly implemented academic standards and procedure for online instruction, which were approved by the Senate in Spring 2006. The Online Course Committee monitors online courses, and new online courses must go through the normal governance structure. Blackboard is the College's delivery platform of choice. Many faculty use it in some form or another. The improvements to the College's technological infrastructure of the past five years, including the presence of wireless connectivity in all areas of the Academic Core building, have made the internet a powerful and accessible teaching tool.

Degree programs are encouraged to incorporate diverse educational experiences into syllabi and/or programmatic objectives. For example, museum visits are part of the curriculum of Art History courses. Students in Performing Arts produce and perform in plays and concerts. In Foreign Languages, ESL and Humanities, it is a departmental policy that students in all courses attend at least one cultural event or visit a museum each semester. Students in Italian or the Humanities course on Opera attend at least one performance of the the Metropolitan Opera; Spanish language students attend a play or concert or visit a museum, as per their professor's instructions; ESL students attend guest lectures on campus, etc. In the York College Honors Program, students must attend a minimum of one cultural event per semester. During Women's History month numerous events take place on campus such as guest lectures, films, concerts, plays, and panel discussions. Students are given assignments by their instructors which relate these events to their course curriculum. Such activities enrich our students' experience, increase their interest, and familiarize them with the cultural institutions of the metropolitan area.

York recognizes the achievements of our students through induction in local chapters of a variety of national honors societies such as Sigma Xi (Science and Math), Sigma Delta Pi (Spanish), Phi Alpha Theta (History), Kappa Delta Pi (Education), and Psy Chi (Psychology) and/or the York College Honor Society of the Liberal Arts. York College provides our best students with opportunities to further enrich their educational experience through a variety of Honors Programs open to those who achieve superior GPAs and meet other requirements. Many departments offer an Honors track for majors, usually requiring additional study on the 300 or 400 levels, and a capstone project. English and Spanish are two examples of this kind of Honors program. The McNair

Scholars program is a federally funded program open to high level academic students who are underrepresented in the national college population such as first generation, low income, and minority students. This program provides students with a mentor who works closely with them on a substantial research project. Students and mentors meet regularly to discuss their work, and prepare the students' formal presentations. The goal is to direct these students to doctoral programs in order to increase diversity among future college faculty. Currently, faculty in the natural sciences work with a small group of students under a MARC grant. The MBRS program on campus supports faculty research, but does offer students the opportunity to participate in faculty research as paid laboratory assistants.

In order to recruit and retain students with higher GPAs, the College instituted the Merit Scholars Program in the 2006-2007 academic year. Funds raised by the York College Foundation are used for merit-based scholarships and other support such as the Summer Academy. This is a two-week program which includes some introductory course work, college preparatory workshops, guest speakers, detailed orientation about college services and field trips to the Museum of Modern Art in Manhattan. There are cultural and social activities for the Scholars throughout the year. Merit Scholars have an advisor and a special center where they can meet, study, get advisement, etc. The first class of scholars (September 2006) was comprised of 75 freshmen who entered the College with a High School CAA of 80%. A total of 70 of those students have returned for their sophomore year.

The most important Honors initiative at the College is the York College Honors Program, established in 2000. Since York is not yet part of the CUNY Honors College, this program was designed to help provide our highest achieving students with an enriched and more challenging curriculum, while laying the groundwork for York's participation in the University-wide Honors College. Currently there are 16 students in the Honors Program, all of whom are full time students who maintain the required minimum 3.25 GPA. These students must take two Honors Enhanced courses, and must also choose two interdisciplinary Honors Seminars while they are in the program. Each semester they must attend a cultural event, scholarly events, and special programs for the honors students. In their senior year they must produce an honors thesis under the supervision of a faculty mentor in their discipline. Since its inception, over 20 Honors Program students have graduated from the College. Of the 5 members of the Honors Program Class of 2006, four are in graduate school and one is employed at York College. As the College raises its admissions requirements and build a better-prepared cohort of students, we will continue to work toward the goal of enhancing our Honors Program and inclusion in the University's Honors College.

Another exciting development has been the inclusion of York in the CUNY Teacher's Academy, an honors program for future teachers of Mathematics and Sciences. This new program will allow us to attract the highest caliber student who wishes to major in Math or Science and complete our program in Teacher Education. In our inaugural 2007-2008 class, fourteen students are participating in the program, under the guidance of Professor Jane Kelleher. This responds to the University's commitment to provide New York City

with more science and mathematics teachers, as part of the Decade of the Sciences at CUNY. This is an example of the kind of substantive support the University is giving to York under President's Keizs' leadership.

Summary and Recommendations

York College has a well established, transparent curriculum development process directed by the faculty. The curriculum meets the mission of the College and responds to local economic and societal factors in order to best prepare our students for their future careers. Support services and facilities have been improved recently, and the College looks forward to building on that momentum.

A few key areas emerge to strengthen our educational programs:

1. Revise the College's Academic Master Plan and establish more Master's degree programs in niche areas related to the College's unique programs;
2. Research and create new, innovative, cross-cutting and interdisciplinary liberal arts and professional majors with vision towards potential new markets;
3. Expand training for both faculty and students in new educational technology.

Standard 14: Assessment of Student Learning

Assessment of student learning is not an end itself. Rather, it is an invaluable aspect of continuous improvement of the design, content, delivery, and desired outcomes of the educational experience provided to students. Assessment of student learning is also a function of a broader concern and expectation in higher education: accountability to the relevant higher education constituencies, notably students, the community, and accrediting agencies. As stated in York College's recently developed *Assessment Plan 2006-2009*:

Assessment is an ongoing practice of measuring progress towards an expected goal or identifying the distance from an anticipated target. Student learning, being the pinnacle of college success, deserves the greatest attention for assessment activities in higher education.

York College has just completed one and a half years of work on creating an assessment plan. The plan, finalized by the Outcomes Assessment Committee in July 2007, marks a new phase of our development in this arena. The Assessment Plan was introduced to the campus at an event on October 2, 2007. After dissemination, the Plan will be submitted to the College Senate for approval, following long-standing governance procedures at the College.

The plan, once implemented, will allow us to comprehensively assess and use data to drive decisions and interventions across the campus. It also provides a concrete point of departure for the creation of a culture of assessment. An important historical marker, this tool joins prior efforts and undertakings in assessment including: tracking show and pass rates on the CUNY Proficiency Exam; participating in the Chancellor's annual goal setting and reporting process; reporting of the benchmarks used to pinpoint our performance within the CUNY context; administering the annual CUNY Student Experience Survey, the National Survey of Student Engagement, and the Faculty Survey of Student Engagement. The College PMP report that the CUNY Office of Institutional Research and Assessment produces has 64 main indicators for senior colleges and 34 context indicators. There are 10-15 additional indicators for which colleges are asked to provide data in the reports they submit to the Chancellor.

Additionally, in the context of external accreditations, York has an established history of effective crafting and implementation of assessment in programs such as Nursing, Physician Assistant, Social Work, Occupational Therapy and Teacher Education. Finally, in response to guidelines established by CUNY in 1992, York has undertaken program reviews at the discipline and departmental levels. The Program Review process is currently being reevaluated by the OAA.

Since student learning is the ultimate aim of any educational institution, the College is in the process of implementing a multi-leveled, interrelated, and integrated system of assessment that helps us to fulfill our mission. It is multi-leveled in that it ranges from the individual course, to the majors, programs, College and University; it is interrelated

in that learning in the higher level courses (300 and 400 level) must build on the knowledge and competencies acquired in general education courses (100 and 200 level); and it is integrated in that the mission of the institution is translated into the objectives of the departments/programs and ultimately into the learning objectives assessed in individual courses.

This chapter will describe York’s processes for assessing student learning and efforts to utilize the information gleaned from these processes to better bring about changes in so far as possible to fulfill the College’s mission.

Assessment of Student Learning in General Education

All students at York College must complete 42-51 credits of general education in the following areas: general requirements, humanities, behavioral sciences, mathematics and science. At the 45th-60th credit, students are required to sit for the CUNY Proficiency Exam (CPE). The CPE tests students’ ability to understand and respond to the kinds of reading material, data, or observations that are typically encountered in upper-division courses. The CPE is meant to ensure that all students receive a solid general education within the first 60 credits of study. The average show rate for senior colleges is 76.8%; the average pass rate, 93.4%. As shown in the table below, there was a 9.7% decrease in the 2006 show rate in comparison to the previous year.

York College show and pass rates on the CPE

	Show Rate %	Pass Rate %
Fall 2003	70.0	85.3
Fall 2004	77.2	86.4
Fall 2005	75.8	88.8
Fall 2006	66.1	87.2

The lower show and pass rates have led to a campus-wide campaign designed to heighten faculty and student awareness of the exam requirements, the creation of an online tutorial for students (<http://york.cuny.edu/testing/cpe-exam>), and the organization of several workshops. In addition, the adoption of Cardinal Check for advisement will automatically identify for faculty and students when the CPE should be taken.

Since the late 1990s, several studies have attempted to address the broader picture of general education on campus, some conducted by sub-committees of the College Curriculum Committee. From 2004-2006, important work was accomplished by the General Education Review Committee, an *ad hoc* committee of faculty from a broad range of disciplines as well as administrators. This group studied syllabi and developed the General Education Mission Statement, approved by the College Senate in Fall 2006. A new committee was also charged to continue to work on the study of General Education at York. A more recent study was conducted by the Outcomes Assessment Committee which examined York’s General Education objectives in relation to the standards written by the American Association of Colleges and Universities (AACU). The result of this review pointed to several AACU standards not being addressed by

York's General Education mission statement but deemed critical to success in a global society. The standards included teamwork skills in diverse groups; intercultural competence; ethics and values; and applied knowledge in real-world settings. The College will need to engage in a discussion of the place of these standards in its curriculum.

A second study is addressing the question of whether York College is providing appropriate opportunities for students to achieve the general education objectives. A survey of all instructors of General Education courses is currently underway (26% responded by Summer 2007). Faculty are being asked to describe the general education objectives their specific course covers and the teaching activities they design to support each goal. Continued administration for the survey will take place in the fall and results will be compiled and reviewed in Spring 2008.

Finally, the Middle States Sub-committee on Standard 14 conducted a survey of department chairs in the Fall 2006. Their study revealed two key findings: 1) a number of departments, especially those with externally accredited programs, have clearly delineated learning objectives that are linked to the College's mission statement, and 2) learning objectives among sections of the same course in many instances differed. Course objectives written into a syllabus communicate to students the knowledge they are expected to master and the learning goals they are expected to reach by the end of the semester. Assessment measures must reflect the course objectives, and students should be informed about the methods of these assessments and the weight given to each in computing the final grade. To ensure that all students taking the same multiple section course are working towards consistent goals, and held to the same standards, these courses should have the same objectives, learning goals and consistency in assessment practices. The review of General Education syllabi revealed that only five of the most highly enrolled General Education courses with multiple sections accomplish this (English 125, English 200, Chemistry 101 and Spanish 101-102). Most other courses there was a lack of uniformity of objectives, learning goals and assessment measures. These are clearly areas in need of improvement.

Assessment of Student Learning in the Major

At York College, fifteen academic departments house our majors and programs. It should be noted that, in keeping with policy throughout CUNY, the Library and Counseling are also considered academic departments although they offer no degree programs. An internal survey conducted in Fall 2006 examined the types of assessment methods used in the majors. The results of a survey of 163 instructors of 300 and 400 level courses show that on the individual course level, instructors use varied assessments of student learning. The most frequently used methods are objective tests (58%), research papers (56%) and oral presentations (51%). A third of the instructors use essay exams and nearly as many require creative writing assignments and group projects (28%).

Programs requiring accreditation (Nursing, Occupational Therapy, Physician Assistant, Social Work, and Teacher Education) have comprehensive systems for assessing student

learning that ensure students know their content areas and have the skills necessary to practice their profession. These self-studies document the ways in which student learning is assessed. In addition, certification examinations are required for all professional programs and provide one indicator of knowledge in the content area, though only teacher education candidates sit for these exams prior to graduation.

Certification examinations for Teacher Education program

Exam	2005/06 Pass Rate
Liberal Arts and Sciences Test	93% (n = 14)
Assessment of Teaching Skills-Written	93% (n = 15)
Content Specialty Test	90% (n = 10)

While all individual faculty assess student learning within the context of their majors and programs, the Outcomes Assessment Committee identified a glaring gap:

The college has no systematic, interdepartmental method of assessing student learning over time. The course-based assessment method (Key Assessment #6) will be a beginning step in engaging faculty in gathering evidence of student learning. The focus on Course-Based Assessments for the academic year 2007-2008 will be on General Education.

The committee defines course-based assessments as those

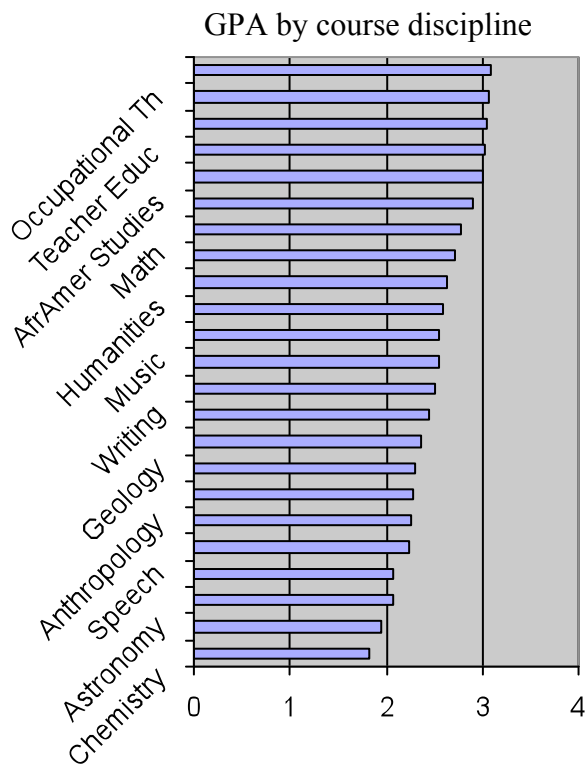
generated by individual faculty members and departments to coincide with college-wide learning objectives and disciplinary learning objectives. The goal of a course-based assessment system is to involve faculty members and departments in aligning learning objectives with learning activities and outcomes. The role of faculty expertise is critical to the success and accuracy of assessing student learning in the disciplines. The focus of the course-based assessments varies each year. The 2007-2008 academic year will focus on course-based assessments in the General Education curriculum” (*Assessment Plan, 2007, p. 9*)

In 2008-2009, the process will extend to the majors. A proposed template for the course-based assessment method that will begin in 2008 can be found in Appendix B. This system of assessing student learning will also be woven into the Academic Program Review process, as described in a later section.

Grading Practices

An analysis of grading practices was conducted by the Middle States Sub-committee on assessment of student learning in Spring 2007. The average grade point average for different majors was examined (see figure below). Given that the professional programs such as Teacher Education and Occupational Therapy have GPA entry requirements, the higher averages of these majors are not surprising.

One issue that has arisen many times over the years is that without a plus/minus grading system it is difficult for faculty to make finer distinctions in their grading practices. During the 2005-2006 academic year, the Faculty and Student Caucuses thoroughly researched and debated the implications of revising the grading scales, and in Spring 2006 the College Senate approved a revised grading system which went into effect in the Fall of 2006. The College once again had plus and minus grades for the first time in three decades. The change was driven by the desire to provide the faculty a more nuanced evaluation of student work and to be in closer alignment with the mainstream of CUNY senior colleges. The committee's decision was supported by a study of grading practices at other CUNY campuses that found York was one of very few colleges without a plus/minus system. The effectiveness of the policy change will be studied to determine its impact on faculty's capacity to assign grades to students' work.



York College requires that students earn a minimum GPA of 2.0 in two areas: the overall GPA and the Major GPA. In the case of transfer students, there must also be a GPA of 2.0 in the credits transferred to York College. Some professional programs require higher overall or major GPAs. The above figure presents data on a variety of programs, including liberal arts and sciences and professional majors some programs, such as Teacher Education which is a certification program, and the College-wide 300 level Writing Course required of all students. The low grade point average in certain majors begs the question: Are students academically prepared to succeed in the major? The College has identified several courses in which the percentage of completers (students who receive a grade of C or better) is low. One course that stands out above all else is Chemistry 101, with an average 28% completion rate. Faculty members from the natural

sciences were interviewed in the context of designing the Teacher Academy. The results of the interviews were quite revealing suggesting that in order to succeed in Chemistry 101 students must have a high school chemistry background. They must also be able to conduct general physical and inorganic chemistry experiments in lab. In addition, students should have a basic understanding of the patterns of relations underlying the periodic table of elements, and have basic math skills in algebra and pre-calculus. The Chemistry department proposed two curricular changes to address the need for a stronger math background: 1) The math prerequisite for Chemistry 101 and 105 was changed from Mathematics 101 (Algebra and Trigonometry) to Mathematics 120 (Pre-calculus); and 2) A new course, Chemistry 100: Chemistry Calculations, was created as an optional addition for students in need of ancillary support.

Academic Program Review

All academic programs at York College conduct program reviews in accordance with schedules set forth by the Office of Academic Affairs. While the goal is to hold these reviews in five year cycles, administrative turnover in the past ten years has interrupted the process at several points. Some departments are now conducting reviews after a period of 7 or 8 years. Beginning in 2006-2007, The Office of Academic revised the program review schedule, and with the newly blossoming culture of assessment on campus, we no longer anticipate interruptions of the cycle. As defined by the Guidelines for Academic Program Review,

the program review process provides an opportunity to take notice of the program's strengths and to identify areas in need of improvement. Engaging in an honest and informed self-study process will yield an evidence-based action plan that will drive the future of the program. Curricular changes, faculty hiring, faculty development, re-allocation of resources, or new opportunities for student internships are some of the recommendations that might result from a program review. Progress on the action plan should be documented each year in the department's annual report.

Beginning in 2007, the Academic Program Review process will include a section on student learning that is guided by the following questions: Is there demonstrable evidence of student learning? Is there data showing student learning in lower and upper division courses? How does the program ensure that students are ready to advance through the program? Do students succeed in their chosen disciplines after graduation? Programs are encouraged to answer the questions with data from exams, research papers, portfolios, capstone projects, examples of student work, and alumni surveys. Overall, as noted earlier, the Program Review process is currently under study by the OAA. The following table outlines the original program review cycle for all programs beginning with the current academic year.

Academic Program Review Cycle

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Chemistry	Accounting & Business	Biology	Behavioral Sciences	Nursing
Communications Technology	English	Health & Physical Education & Gerontology	Earth & Physical Sciences	Physician Assistant
Foreign Languages	Fine & Performing Arts	Library	Occupational Therapy	Social Sciences
History & Philosophy	Medical Technology	Teacher Education		
	Math & Computer Studies			

Assessment of Post-Graduate Outcomes

In the professional programs, many licensing and certification processes take place after graduation from York. Accredited programs typically receive descriptive statistics of student performance on national registration/certification examinations. However, there does not exist a comprehensive mechanism to collect this information centrally from the College. This past year CUNY opted to collect CPA data on Accounting graduates. The percentage of first-time test-takers without an advanced degree from York College who passed at least one segment of the Uniform CPA exam was 35.5%. The average for all senior colleges was 37.3%. York was the third highest next to Queens College (44.2%) and Baruch (36.5%).

Likewise, while thousands of students have graduated from York and proceeded to successfully attain graduate degrees, there is little data on those students. The same can be said about those who seek employment after graduation. Departments are in touch with students and have some anecdotal information. This information gap from alumni is identified in the *Assessment Plan*. An Executive Director of Development and Alumni Affairs was recently hired and the Outcomes Assessment Committee is planning an alumni survey for Spring 2008.

Use of Data to Drive Positive Change

According to York College's *Assessment Plan 2006-2009* presented in July 2007:

Understanding whether the college, program or course is reaching its targeted objectives allows for improvement in the education and educational experiences of York's students. Assessment, then, is an indicator of performance with the ultimate purpose of strategic growth. What is assessed, when, how and by whom may change each academic year; however, the developmental purpose of assessment remains the same (p. 1)

Several examples of data-driven program change have already been discussed: a CPE campaign and an online tutorial and workshops for students; the development of a course-based assessment methodology; the adoption of a plus/minus grading policy; changes in the Chemistry curriculum; and the introduction of some new elements into the academic program review process. Many more examples at the programmatic level are available, including changes in the Writing Across the Curriculum Program, the addition of Supplemental Instructors in the tutoring center, the launching of the Center for Excellence in Teaching and Learning, and many program/discipline-specific changes. The College as a whole, however, has no systematic method for collecting information on data-driven change and such a system is needed.

At the classroom level, the Middle States Standard 14 Sub-committee studied the issue using two methods to measure the extent to which faculty use learning outcomes to adjust their instruction. First, the rationales for program or course modifications approved by the college-wide Curriculum Committee were examined. From Spring 2005 through Spring 2006, the College-wide Curriculum Committee approved 93 program/course modification proposals. These modifications involved several academic departments and programs: Behavioral Sciences, Communications Technology, Fine and Performing Arts, Health and Physical Education and Gerontology, Math and Computer Studies, Health Sciences, Natural Sciences (now Biology, Chemistry, and Earth & Physical Sciences) and Teacher Education. The rationales showed that 26% of the modifications were primarily concerned with improving student learning.

The reasons for these modifications were manifold. Some focused on the introduction of new topics to equip students better for national examinations, to meet current standards, or apply relevant procedures and methodologies. Some provided for additional class time to focus on developing needs in the field, specific writing skills, or to build content knowledge to facilitate the learning process. Some were geared to better prepare students for upper-level courses and to focus on the use of various tools, data interpretation or specially focused topics. Some also required additional time to enable students to master relevant concepts or to apply them towards developing specific skills. Still more sought to change the prerequisite for a course to make it accessible to more students who were sufficiently prepared. These changes were designed basically to facilitate the learning process to ensure student success, reflecting goals that derive from the College's mission statement and Strategic Goal I.

Secondly a survey of the instructors who teach upper level (300-level and above) courses indicated that faculty are flexible and open to change based on assessment of student learning. To the question "Based on your experience teaching this course, has there ever been a time that the results of student assessment led you to change something in your instruction or assessment?", more than half (54%) of the respondents indicated that they had altered their instruction and/or assessment criteria as a result.

Future Plans for Assessing Student Learning

The newly developed *Assessment Plan (2006-2009)* proposes several goals for the coming years which are aligned with the elements of the College mission, the objectives

of the Strategic Plan, and the goals of the Title III project. Much of the organizational structure of the College is being realigned to foster assessment activities, as described in earlier chapters:

- The new area of assessment in the OIRA, with its associated coordinator
- The new dean's position with assessment oversight responsibility
- The Center for Excellence in Teaching and Learning, and
- The Title III Task Force

Summary and Recommendations

The OAA is responsible for the implementation and oversight of the College's outcomes assessment plan. York College has genuinely embraced a culture of assessment as driven by the President, the University in its Performance Management Process, and the College's Outcomes Assessment Committee. Since the OIRA has been restructured to include assessment, and a coordinator has been hired, the College now has the ability to offer real support to departments as they embark on this task. The *Assessment Plan*, once approved by the College Senate, must be implemented at all levels and show evidence of its use in driving decisions.

In order for the plan to truly drive positive change, the following must be accomplished:

1. The OAA must energetically oversee the implementation of the College's outcomes assessment plan.
2. The OIRA must support departments in developing comprehensive systems of assessment that identify outcomes, objectives, assessment tools, data collection intervals, analysis methods, strengths and challenges, and plans for continual improvement, for each program offered.

Conclusion

York College's motto *Sapere Aude Incipe* (Dare to Know: Begin Now) is appropriate for a comprehensive self-study process such as ours. The review of our college, seen through the prism of the fourteen Characteristics of Excellence, has allowed us to examine ourselves, challenge our own assumptions and begin to chart the future.

One focus of the self-study process has been the planning processes of the College. The *2003 Periodic Review Report* established the need for York to begin a comprehensive system and cycle of planning and assessment. The University has also been actively engaged in assuring such a comprehensive planning process through the PMP. York College has participated since the inception of this process by Chancellor Goldstein in 2001, and it is becoming more firmly part of the culture of the College. Outcomes Assessment, somewhat delayed and fragmented in the past, has started in earnest, drawing from strengths in individual existing "best practice" programs like Teacher Education and SEEK. The culture of assessment is taking root; the groundwork has been laid through the college-wide efforts of the Outcomes Assessment Committee and the Title III Project.

A continued high priority of the current administration is the pursuit of excellence in all areas and the commitment to the improvement of delivery of student services and of the physical plant. We want to foster what students describe as the "small college feel," increase technology quality and access, and provide affinity spaces. Recruitment and retention are a major focuses today and weaknesses in the advisement system, while recognized, are not yet effectively addressed. However, the launch of the web-based advisement tool Cardinal Check will provide students and their advisors an easy and effective way to follow progress to their degree.

The need to improve communications on all levels, a concern as we began the self-study process has shown signs of amelioration with the overhaul of the College website, the effective restructuring of the IT functions, increased frequency of meetings of department chairs, and the organization of the OAA into a divisional structure comprised of the humanities and social sciences, mathematics and the sciences, and the professional programs. This year, horizontal and vertical lines of communication have improved with more transparent processes regarding budgeting and allocation of faculty lines, more faculty development workshops, Chairs' retreats, and the publication of *Academic Affairs Update*.

The centerpiece of this report is the examination of the academic programs and the accomplishments of our programs. New research in all disciplines is shown to be continually integrated into the curriculum. York College's programs are successfully reaccredited, and relevant new programs and modifications are continually being introduced. The College remains true to its foundation in the liberal arts and sciences, while launching innovative programs in Aviation Management, and our first Master's Degree in Occupational Therapy. The Center for Excellence in Teaching and Learning, launched this academic year, has helped the College systemize our work on pedagogy

and faculty renewal in the classroom. The Honors Program, the Merit Scholars Program, and the Teacher Academy all continue to offer high end academic students – a growing number since the College adopted higher admissions standards – the challenges and opportunities they seek.

The organization of the self-study and the process itself provided a unique opportunity to bring together faculty, staff, students, administrators, and community members, across disciplines and generations, to create a new sense of an academic community united in the common goal to make York College the star of the City University, as our *alma mater* affirms. Together we have had the chance to learn the lessons of our past, and to shape a vision our future. With a dedicated faculty, dynamic leadership, and our new, open, and data-driven planning processes, York is certainly “on the move” into our fifth decade.

Appendix A: List of Cited Documents

This appendix is organized by chapter and lists a document only in the first chapter in which it is cited. Documents are listed in the order in which they appear.

Introduction

2003 Periodic Review Report

CUNY Form A (Enrollment data)

2008 Self-Study Design

1997 CUNY Board of Trustees Policy on Remediation

“Decade of the Sciences” (<http://www1.cuny.edu/forums/chancellor/?p=2>)

“Cluster Hires” (<http://www1.cuny.edu/abtcuny/ff/bud2001-02/515-cuny.pdf>)

“Campaign for Student Success”
(<http://www1.cuny.edu/academics/oa/initiatives/campaign-for-success.html>)

Investing in Futures: Financing the CUNY Plan
(http://www1.cuny.edu/portal_ur/content/2006/compact_2007.pdf)

CUNY Board of Trustees 2003 Technology Fee Policy

CUNY Memorandum 1/2006: Open Meeting Law, Perez v. CUNY

York College Strategic Plan, 2005-2008

University Goals and Targets, 2002-2007

2008 Self-Study Report

Standards 1 & 7: Institutional Goals and Self-Assessment

York College Bulletin

Organizational Change through Strategic Planning, OIRA

CUNY Student Experience Survey, 2002, 2004, 2006

York College Advising Survey

National Survey of Student Engagement

Performance Goals and Targets, York College, CUNY: 2006-2007; 2005-06; 2004-05; 2003-04; 2002-03

York College Assessment Plan, 2007

York College Academic Resource Plan, 2005

Standards 2 & 3: Planning and Resource Management

Title III Grant Proposal

Manual for Strategic Planning: A Case for Institutional Effectiveness (2005-2010)

Center for Excellence in Teaching and Learning Brochure

Request for Proposals: Scholarship for Teaching Excellence Program

Network Infrastructure Initiative

1998 York College Middle States Self-Study

Facilities Assessment, March 2005

York College Budgets, 1998-2007

York College Information Technology Plan, 2001

Annual York College Technology Fee Plan, 2003-2005

Terms and Conditions of Employment for Employees Covered under the Executive Compensation Plan

Informational Technology Strategic Restructuring Report May, 2006 (Power Point)

Informational Technology Strategic Restructuring Update October, 2006 (Power Point)

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EDUCAUSE Campus Computing Survey, 2006

Standards 4 & 5: Leadership, Governance, and Administration

A Guide for Faculty, 1994

York College Faculty Handbook, 2006-2007

Charter of the York College Senate, 1986

The Board of Trustees of the City University of New York By-laws, 2004

Performance Summary from Chancellor Goldstein to President Keizs: 8/2005, 8/2006

40th Anniversary “onthemove” Presentation, York College, Fall 2006

The CUNY Compact—A CUNY Public Relations Document: 2007-2008

CUNY Compact—Office of the Vice-President for Administrative Affairs, 3/2007

York College Organizational Charts, 2003-2006

Administrative Jobs Postings and Position Descriptions, 2004-2006

The Chancellor and Board of Trustees of the City University of New York Invite Applications and Nominations for the President of York College.

Annual Personnel Related Activities Calendar/Checklist for Department Chairpersons, 2003

York College, The City University of New York College/President Year-End Performance Report 2006

CUNY Executive Management Evaluation Rubric

Executive Competencies, 2005-2006

New York State Ethics Guidelines

Standard 6

CUNY Academic and Intellectual Property Policy

(http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001173.htm)

York College Interim Policy on Academic Integrity, Letter from the President to the Faculty

Family Educational Rights and Privacy Act of 1974

York College 2004-2005 Gramm-Leach-Bliley Information Security Review Report, May 15, 2005 (http://portal.cuny.edu/cms/id/cuny/documents/level_3page/008693.htm)

York College Fact Book, 2006-2007

York College Committee on Academic Standards Petitions Definitions and Standards

*The Agreement between The City University of New York and the Professional Staff
Congress/CUNY November 1, 2002 - September 19, 2007, p. 37-46*

*The 2002-2006 Agreement covering Custodial, Stores-Stock and Security Employees of
the Classified Service of The City University of New York, p. 80-86.*

*The 2000-2002 Agreement covering Clerical, Administrative and Professional
Employees of the Classified Service of The City University of New York, p. 101-
107*

York College Affirmative Action Plan 2005-2006

York College Recruitment Plan document

*Search Procedures for Faculty & Staff other than Civil Service Positions
Office of Compliance Programs and legal Affairs*

Classified Staff Transfer Application

*List of classified staff positions that require a civil service test, sample qualification and
description for these positions.*

Email from CUNY requesting staffing needs for classified staff at York College.

*Draft of the Update to the University Complaint Procedure for Review of Allegations of
Unlawful Discrimination/Harassment, November 2, 2005.*

York College Sexual harassment Procedure and Policy

ADA Committee Minutes

York College Statement of Equal Opportunity and Non-Discrimination

*York College Bulletin, 2005-2006, "Equal Opportunity and Affirmative Action Policy,
Section 504: Rehabilitation Act of 1973, The Americans with Disabilities Act of
1990", and "Title IX, Policy of Sexual Harassment", p. 197-201.*

Faculty evaluation forms

Classroom Observation Report

Post Observation Conference Memorandum

Memorandum of Evaluation Discussion – Instructional Staff-teaching

Student Reaction to Teaching Effectiveness

HEO Series Annual Evaluation Conference memorandum

Probationary and Service Report (Classified Staff evaluation form)

Evaluation Conference Memorandum (For Non-Teaching Instructional Staff Members)

A Guide for Faculty (Aug. 1994), Part VII. Personnel Policies and Procedures.

Minutes from Department meetings

Faculty Portfolios

Affirmative Action Plan, Fall 2006, Appendix C.2, Annual Pluralism and Diversity Update

Various flyers, invitations, and press releases that represent events and speakers that have come to our campus and reflect the diversity of the campus

Standards 8 & 9: Student Development

York College Fact Book, 2006-2007

York College Campaign for Student Success

Standard 10: Faculty Development

*Access Granted, Newsletter of the Office of Research and Sponsored Programs
(<http://www.york.cuny.edu/osr/>)*

CUNY Scholarship and Creative Works Form, 2006, 2007

York College Events Report, 2003-2006

York College Faculty Experts Guide, 2007

Standards 11, 12, and 13: Educational Programs

York College Curriculum Committee Minutes

Community Health Profiles, Second Edition, 2006. New York City Department of Health and Mental Hygiene

Handbook for Writing Intensive Courses, 2005

WAC Assessments, 2001-2006

Does WAC Make a Difference? 2006

York College Laboratory Facilities List

York College Library Funding Synopsis

York College Library Annual Report, 2005-2006

General Education Program Review Committee Report

Standard 14: Assessment of Student Learning

York College Assessment Plan, 2006-2009

Annual CUNY College PMP Benchmarks, CUNY Office of Institutional Research and Assessment

York College CPE Report (<http://york.cuny.edu/testing/cpe-exam>)

Appendix B: Supporting Materials

Standards 1 & 7

Strategic Goals and Objectives

Strategic Goal I: Improve Academic Programs

- Objective 1: Develop new degree programs
- Objective 2: Update and revise the Curriculum
- Objective 3: Improve Teaching and Learning
- Objective 4: Promote Intellectual Life on Campus
- Objective 5: Improve full time and part time faculty recruitment and retention
- Objective 6: Build a diverse faculty
- Objective 7: Support and empower faculty to conduct research in line with the mission and goals of the College

Strategic Goal II: Improve Student Recruitment and Retention

- Objective 1: Increase the number of students
- Objective 2: Increase the average level of preparedness of new students
- Objective 3: Build a diverse student body
- Objective 4: Improve and centralize advisement, including redesign of the College Bulletin
- Objective 5: Develop and implement more effective retention strategies

Strategic Goal III: Improve Access to Technology

- Objective 1: Improve access to technology in labs and classrooms, including voice, video, and data connections
- Objective 2: Increase the use of technology in the library
- Objective 3: Expand the use of TV productions and teleconferencing
- Objective 4: Expand distance learning programs
- Objective 5: Improve and expand professional development of faculty and staff

Strategic Goal IV: Create College-Wide Integrated Systems for Technology, Advisement, Information, and Evaluation

- Objective 1: Centralize and coordinate the administration of technology
- Objective 2: Develop a College-wide computer system to facilitate advisement
- Objective 3: Expand and integrate the use of technology for advisement, counseling, tutoring and testing
- Objective 4: Integrate computer systems to facilitate the flow of information between units
- Objective 5: Redesign the College website
- Objective 6: Improve College-wide systems for academic, administrative, and student support processes
- Objective 7: Improve all aspects of the College Library

Objective 8: Design, develop and implement a continuous cycle of planning, assessment and evaluation of academic, administrative and student services and programs.

Strategic Goal V: Promote the College's Core Characteristics and Values to Enhance its Image and Position Among All Constituencies

Objective 1: Strengthen internal and external relationships

Objective 2: Develop and implement a communication plan

Objective 3: Develop and expand partnerships; brand and market the College

Objective 4: Build a comprehensive alumni program

Strategic Goal VI: Increase, Manage, and Allocate the Financial Resources to Support the Goals and Objectives of Strategic Planning

Objective 1: Establish a financial reporting that captures the management and allocation of revenues consistent with the strategic plan.

Objective 2: Develop and implement a comprehensive fundraising program

Strategic Goal VII: Improve the Physical Plant

Objective 1: Develop and implement a plan for improving the cleanliness and appearance of the campus.

Objective 2: Obtain space for a student union

Objective 3: Increase classroom space

Objective 4: Provide space for students, including lockers, lounges, etc.

Personnel File

**York College
of
The City University of New York**

MEMORANDUM OF EVALUATION DISCUSSION-INSTRUCTIONAL STAFF-TEACHING

Semester Review _____

Annual Review _____

Staff
Member _____

Date of
Discussion _____

Rank _____

Date of
Observation _____

Discipline _____

Department **Foreign Languages/ESL/Humanities**

I. CLASSROOM INSTRUCTION AND RELATED ACTIVITIES

A. Summary of observations (strengths, weakness, satisfactory, unsatisfactory):

B. Summary of student evaluations (strengths, weakness, other sources of information):

C. Contribution to the academic program of the discipline

D. Grading Practices:

II. ADMINISTRATIVE ASSIGNMENTS

III. SCHOLALRY AND PROFESSIONAL ACTIVITY

PRESENTATIONS

OTHER SCHOLARLY ACTIVITY

IV. COMMITTEE ASSIGNMENTS (Should reflect the level of participation)

Department

College

V. STUDENT GUIDANCE

VI. PUBLIC AND PROFESSIONAL WORKS IN FIELD OF SPECIALTY (Last five years)

**VII. ADDITIONAL NARRATIVE WHERE REQUIRED TO COMPLETE THE INDIVIDUAL PROFILE
(Particular problems, special assets, etc.)**

THE CHAIR'S REPORT

VIII. THE OVERALL EVALUATION OF THIS FACULTY MEMBER AS A MEMBER OF HER/HIS DISCIPLINE IN TERMS OF ITS PROFESSIONAL STANDARDS IS:

Unsatisfactory _____

Satisfactory _____

Signed _____
Department Chair

I HAVE READ THE ABOVE REPORT. MY INITIALS DO NOT NECCESARILY SIGNIFY AGREEMENT. I UNDERSTAND THAT I MAY SUBMIT A REBUTTAL.

Initialed by staff member: _____

Date: _____

PERSONAL FILE:

TEACHING

York College
The City University of New York

CLASSROOM OBSERVATION REPORT

Staff Member: _____ Observer: _____
 Last First Middle

Rank: _____ Date of Observation: _____

Discipline: _____ Length of Observation: 50
 min.

Classroom Activity: _____ Date Filed With
 _____ Division Head: _____

SUMMARY OF CLASSROOM PERFORMANCE

	POOR	FAIR	GOOD	EXCELLENT
1. Knowledge of subject				
2. Organization of subject matter				
3. Ability to explain				
4. Encouragement to thinking				
5. Speaking ability				
6. Student participation				
7. Student discipline				
8. Atmosphere conducive to learning				
9. Attitude towards Bright students				
10. Attitude towards Slow students				

II. ANALYSIS OF LECTURE

1. Strengths:

2. Weaknesses:

3. Overall performance as a college faculty member in terms of the professional standards of your discipline:

Poor _____

Fair _____

Good _____

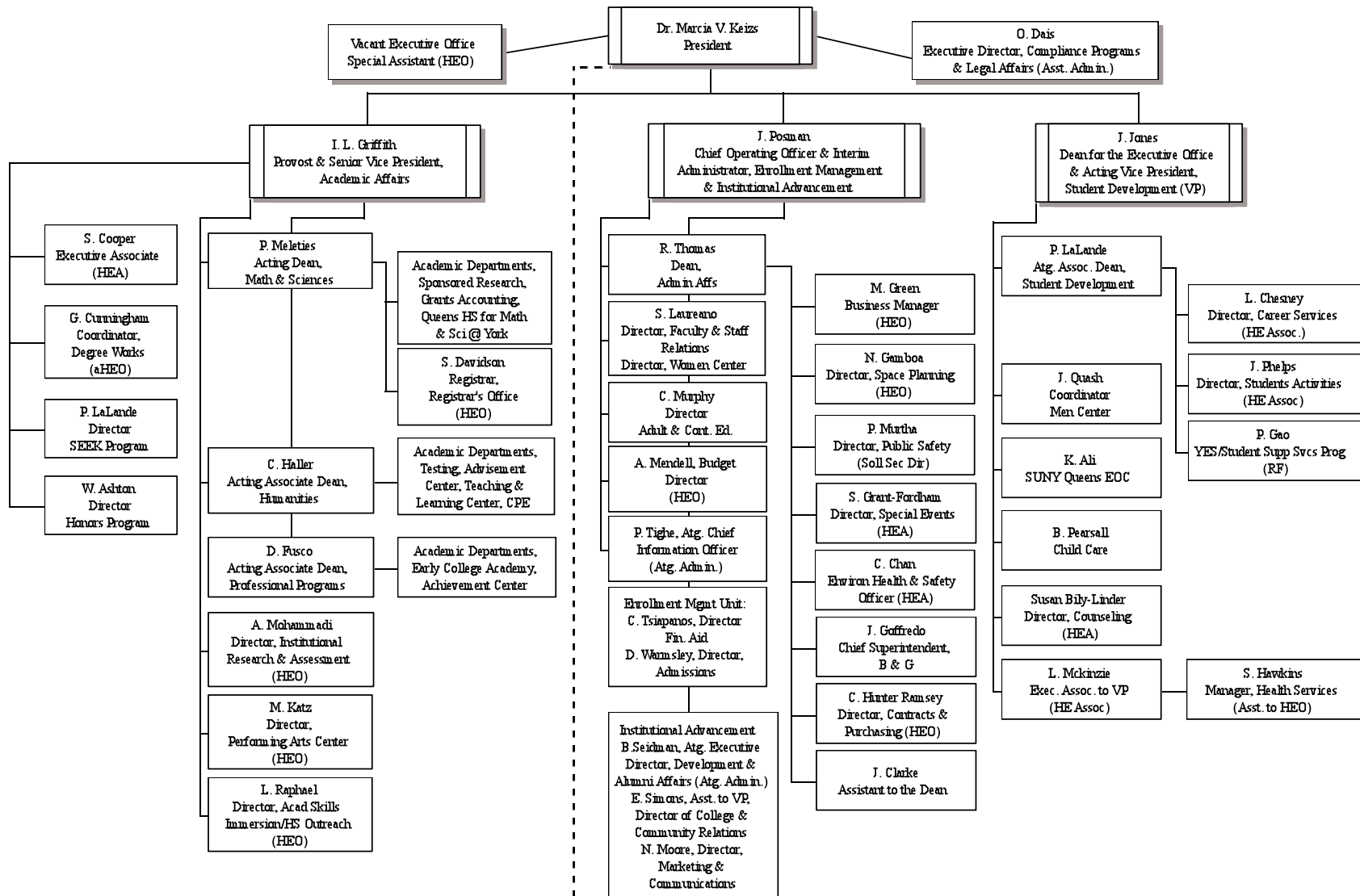
Excellent _____

Signature of Observer

I HAVE RECEIVED A COPY OF THIS REPORT.

SIGNATURE

**YORK COLLEGE of
The City University of New York**



**2006 – 2007
EXECUTIVE COMPETENCIES**

RATING SCALE **E – EXCEEDS EXPECTATIONS** **M – MEETS EXPECTATIONS**
 N – NEEDS IMPROVEMENT **D – DOES NOT MEET EXPECTATIONS**

PERSONAL COMPETENCIES	BEHAVIORAL GOALS	RATING	COMMENTS
Leadership -			
Management/Teambuilding -			
Communication Skills -			
Adaptability -			
Other -			

Overall Assessment /Comments:

Signature: Employer: _____ **Date:** _____

President/Reviewer: _____ **Date:** _____

**The City University of New York 2004-2005 Academic Year
Performance Goals & Targets for CUNY Executives**

_____EXT

Raise Academic Quality	Improve Student Success	Enhance Financial/Management Strength
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Goal and Target	Performance Assessment/Outcomes

Standard 10

Full time faculty by gender, race, ethnicity

Year	Total	Male	Female	Black	Hispanic	White	Asian	Italian-American
2003	157	86 57%	71 45%	39 24%	10 6.4%	83 52%	14 8.9%	11 7%
2004	164	93 56.7	71 43.3%	40 24.4%	10 6.1%	86 52.4%	16 9.8%	12 7.3%
2005	162	94 58%	68 42%	39 24.1%	10 6.2%	84 51.9%	17 10.5%	12 7.4%
2006	161	91 57%	70 43%	39 24%	10 6%	83 52%	17 11%	11 7%
2007	154	87 56%	67 44%	33 21%	12 8%	81 52%	18 12%	10 7%

Part time faculty by gender, race, ethnicity

Year	Total	Male	Female	Black	Hispanic	White	Asian	Italian-American
2003	251	146 58.2%	105 41.8%	75 29.9%	13 5.2%	114 45.4%	37 14%	12 4.8%
2004	296	165 55.7%	131 44.3%	95 32.1%	18 5.7%	128 43.2%	43 14.5%	12 4.1%
2005	290	160 55.2%	130 44.8%	86 29.71%	18 6.2%	132 45.5%	44 15.2%	10 3.4%
2006	283	159 56.3%	124 43.8%	89 31.4%	17 6.0%	130 46%	39 13.8%	8 2.8%
2007	343	193 56.3%	150 43.7%	107 31.2%	22 6.4%	156 45.5%	47 13.7%	11 3.2%

*For Affirmative Action purposes at CUNY, Italian-Americans are a protected class.

Candidates Interviewed for Full time Positions

Year	Total	Male	Female	Black	Hispanic	White	Asian	Italian-American
2003/04	104	55	49	19	7	55	12	0
2004/05	60	29	30	7	4	37	8	0
2005/06	196	109	87	12	14	77	29	0
2006/07	43	15	28	3	9	19	12	2

Full time, tenure track hires

Year	Number	Male	Female	Black	Hispanic	White	Asian	Italian-American
2003/04	21	15	6	5	0	12	3	0
2004/05	10	8	2	1	0	8	1	0
2005/06	6	3	3	1	0	3	2	0
2006/07	11	2	9	2	1	7	1	0

**York College
Chancellor’s University Report—Part A: Academic Matters**

Section AllI: Changes in Degree Programs

Changes in Degree Programs include:

Changes in the admissions, course, or graduation requirements, or change in the name of a registered degree or certificate program; addition or deletion of a track or concentration.

Example for a change in course requirements

AllI.1 The following revisions are proposed for the Program:

Program Code: 12345

Effective: Fall 2006

From		To	
Course Description	Crs	Course Description	Crs
Requirements for the Concentration		Requirements for the Concentration	
Sub-total Electives]	Sub-Total Electives	
_____ ET electives		_____ ET electives+	
Total credits required		Total credits required	

Rationale: The proposed changes will maintain the same number of credits and hours as in the existing curriculum. There are no changes to the liberal arts and sciences courses.

Section AIV: New Courses

AIV.I. Department

Course Number:

Title

Hours: 3.0

Credits: 3.0

Prerequisites or Co-requisite:

Course Description:

Rationale:

Section AV: Changes in Existing Courses

Changes in Existing Courses include: Changes in course number, title, description, credits, hours, co- or pre-requisites for a currently authorized course.

Example of a change in course title, description and prerequisites

AV.1.1. ENG 3720 Writing By and About Women

FROM:		To:	
Title	Writing By and About Women	Title	Women in Literature
Description	This course examines the wide-ranging work by and about women and explores the way in which writers have seen women and their societies. A variety of literary forms by such authors as Wollstonecraft, Bronte, Eliot, and Woolf are included.	Description	This course examines the presence of women in literature as both authors and subjects. How do literary works represent and challenge the traditional social roles assigned to women? How have novels, poetry, and plays shaped powerful cultural myths of femininity? The historical period(s) and genres to be covered in this course will vary: medieval and renaissance authors might include Marie de France and Shakespeare; eighteenth-century writers might include Aphra Behn and Mary Wollstonecraft; Romantic, Victorian and modern authors might include Jane Austen, Charlotte Bronte, and Virginia Woolf.
Prerequisites	ENG 2150 or equivalent, or ENG/LTT 2800 or 2850, or departmental permission.	Prerequisites	ENG/LTT 2800 or 2850, or departmental permission

Rationale: The proposed new description offers more complete information about the different historical periods and varied subject matter of the course as currently taught by different faculty members.

YORK COLLEGE SENATE
DECEMBER 12, 2006

General Education Program Review Committee

Mission Statement
General Education Requirements

An individual who has received a sound general education is characterized by intellectual curiosity and an awareness of the social significance of education in a diverse world. General education thus fosters personal growth, as well as providing a strong academic base which will lead to the successful completion of a baccalaureate degree. General Education Requirements at York College have been designed to introduce students to the content and methodology of diverse academic disciplines and to appreciate their inter-relationship. This serves not only to expand students' knowledge but to help them formulate goals regarding future careers and graduate study, and provide a foundation for a well-lived life. General Education Requirements provide a foundation for a life of learning and professional success by enabling students to:

- Develop skills of critical analysis and problem-solving.
- Construct an effective argument based on evidence and reasoning.
- Generate, synthesize and clearly express ideas through writing and speaking.
- Develop research skills, using both traditional and electronic media.
- Acquire quantitative literacy and essential mathematical skills.
- Develop skills of visual literacy in order to analyze and interpret information presented in diverse forms.
- Gain knowledge of diverse world societies, cultures and languages.
- Understand the economic, political and social structure of contemporary society and the background of ideas and events that contributed to its formation.
- Appreciate diverse forms of creative expression in literature and the fine and performing arts.
- Develop opportunities for self-expression through writing, speaking and artistic activity.
- Understand the workings of the human mind and body and learn activities that promote health and well-being.
- Gain scientific knowledge of the physical environment and the ecological impact of human behavior.

Standard 14

Proposed template for course-based assessment

COURSE-BASED ASSESSMENTS			
Faculty Name _____		Semester FALL/SPRING	Year 200____
Course Title _____		Prefix _____	Number _____
Gen Ed Objective(s) being Assessed *	Course Assignment that fosters Gen Ed objectives	Method of Assessment	Percentage of Total Grade
NARRATIVE SHOWING EVIDENCE: (including student grades on assignment).			

Outcomes Assessment Goals

Fall 2007 – Spring 2008 Goals

- Establish a culture of assessment as strategic growth on campus.
- Continue assessment of general education and address implications of data.
- Design a systematic process for assessing student learning.
- Engage faculty expertise in defining learning objectives and assessing learning outcomes.
- Develop and administer an alumni survey.
- Develop a tracking mechanism for data-driven change at the institutional, program and classroom level.
- Strengthen the role of assessment in the Academic Program Review process.

Fall 2008 – Spring 2009 Goals

- Continue to engage faculty expertise in defining learning objectives and assessing learning outcomes.
- Expand course-based assessment to courses in the major.
- Converge data on student learning outcomes (CPE, course-based assessment, licensing exam scores).
- Develop method for assessment of student support and business services using Council for the Advancement of Standards in Higher Education standards and assessment guides.
- Engage students in the College assessment initiative