



**SUPPLEMENTAL INFORMATION REPORT TO THE  
MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

**YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK  
Dr. Claudia V. Schrader, Interim President**

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February 13, 2025

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## Introduction

On January 16, 2025, the Middle States Commission on Higher Education notified York College:

*For the 2024 collection year, the Commission has analyzed the results for student achievement and annual reporting – FTE. The data collected from your institution suggests concerns with the following:*

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

*Therefore, the institution should respond to this request for information in a supplemental information report (SIR) by February 14, 2025, providing (1) graduation rates for the last two years (Standard IV) and (2) narrative analysis and evidence of the actions the institution has planned or has taken to address these concerns (Standard IV). Please make sure you address all areas noted above in the SIR. Please note that the Commission has updated the 2024 AIU Dashboard on the MSCHE website to include the revised data for IPEDS 2022 and data for Non-IPEDS institutions, for Annual Enrollment-FTE and Student Achievement.*

### Overview of York College

York College, a senior four-year public institution within the 25 colleges of the City University of New York System (CUNY), consists of three schools: Arts and Sciences, Business and Information Systems, and Health Sciences and Professional Programs. As of fall 2024, the preliminary total enrollment is 6,174 students (including non-degree/degree; undergraduate/graduate). The College offers more than 60 majors across its undergraduate curricula, six programs at the Master's level, and one dual degree in Occupational Therapy. Located in Queens, the most ethnically diverse borough in New York City, York College has established itself as a model for enabling first generation college students to earn an undergraduate degree and preparing them for graduate education and the competitive marketplace. The College's exceptional faculty and student success programs, including mentoring, financial aid, and scholarships, support every student's ability to pursue and achieve their highest goals. As a result, York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens. The undergraduate population of York College is highly diverse and representative: Ninety-two percent of students are from racial/ethnic minority groups; 66% were under-represented racial/ethnic minority; 45% were born outside of the US Mainland; 33% are non-native English speakers; 52% have incomes below the NYC poverty line; approximately 54% receive Pell grants; and, 55% are the first generation in their family to attend College.

The College's leadership has firmly identified enrollment and retention/graduation rates as an institutional priority. This is reflected in the College's strategic plan; documented in activities articulated in the College's annual operational plan; and conveyed to all stakeholder groups using multiple methods of outreach (e.g., President's State of the College Address [[Appendix 1](#)]; presentations to Senate, College Personnel & Budget Committee, and Foundation Board; and in town halls, as well as in data workshops and planning meetings. As part of CUNY's annual Performance Management Process, members of the York College Cabinet met with the Chancellor and members of his senior leadership team, to discuss all matters related to student outcomes, as well as other institutional-level metrics.

The College is currently in the MSCHE Self-Study process with a site visit scheduled for Spring 2027.

## Contextualizing this Report: Relevant Institutional Issues and Developments

### Changes in College Leadership

In December 2023, Dr. Berenecea Johnson Eanes stepped down as President of York College after having served five years. The City University of New York Chancellor, Félix V. Matos Rodríguez, appointed Dr. Claudia V. Schrader, then President of CUNY Kingsborough Community College, as Interim President of York. A national search is nearing completion, and a permanent president should be in place by July 1, 2025. Upon her appointment, Interim President Schrader identified the following priorities: enrollment, retention, assessment/accreditation, health and safety, finances, and communications/marketing, all of which aligned with plan the College's strategic plan and the new CUNY *Lifting New York* plan.

### York College Strategic Plan: 2020 – 2025

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

York's strategic plan, *One York* ([Appendix 2](#)), includes aspirational goals, actionable objectives, and measurable key performance indicators (KPIs). It is crucial to note that the strategic plan was launched in spring 2020, which was the start of the pandemic. The plan addresses several key areas of focus: student success, academic program excellence, faculty and staff success, and vibrant campus. The KPIs associated with these goals are monitored annually and appear in the *One York KPI* document ([Appendix 3](#)), which includes metrics for one-year retention and 4-year and six-year graduation rates among many other data points. The College's five-year strategic plan is data-driven, student-centered, and is used by the leadership to operationalize activities each year in a systematic, organized, and collaborative manner. Each year, the College identifies annual initiatives that align with CUNY initiatives and that support York's strategic objectives, and at the end of the year, identify the actions that will drive the initiative forward. The expected impact of priority actions on KPIs are reported to CUNY as part of monitoring progress of CUNY *Lifting New York* ([Appendix 4](#)). Each Administrative, Educational, and Student Support Unit (AESS) maps to *One York's* strategic objectives as part of the College's annual assessment planning and reporting (mapping to strategic objectives [Appendix 5](#)).

Over the past two years, most recently in Spring 2024, the College conducted a Strategic Plan check-in with a cross-campus group representing faculty and staff to review data, discuss progress on the plan, and identify areas of focus for the next year. Improving retention and graduation rates were among the key points identified during the check-in ([Appendix 6](#)). Results from the check-in are maintained on the College's intranet.

York's Strategic Plan is nearing the end of its lifecycle (Spring 2025), but with a search for a permanent president still in progress, the College will extend the Plan through Spring 2026. A process for reviewing the College's current mission, vision, and values has already started and is integrated into the Self-Study process. We anticipate that work to conclude in early fall, at which point, with a permanent President in place, we will commence the full strategic planning process and have a new plan in place beginning in Fall 2026.

### **Student Achievement Data**

The College uses data produced by its Office of Institutional Effectiveness and Strategic Planning (OIESP) to strategically monitor persistence, retention and graduation, tracking cohort performance year-over-year for a ten-year period. The College's Annual Factbook was expanded to include more in-depth analyses of retention, including disaggregated statistics for key indicators (Standard IV, criterion e). In addition to the Factbook, more detailed analyses of student performance are documented in Research Briefs and Data Snapshots.<sup>1</sup> Some of the

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

data analyzed and discussed in detail include understanding the six-year graduation rates in the context of who graduates, who transfers, and who stops out.

**Six-Year Graduation Rates (Standard IV)**

As requested by the Commission, the following table details 6-year graduation rates for first-time full-time students; while the Commission requested data for two years, we provide data for five years in order to demonstrate trends. While the graduation rates are below the MSCHE Annual Institutional Update threshold of 40%, the graduation rate has remained relatively stable over five years and hovers at 32% for the most recent cohort, an increase of 2 percentage points.

**Six-Year Graduation Rates**

<b>Entering Year</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>6-Year Graduation Rates</b>	31.6%	33.4%	33.3%	30.3%	32.3%

An analysis of the five most recent cohorts (2014-2018) reveals that six-year graduation rates ranged from 30.3% to 33.4%, with an additional 4% to 5% still enrolled at York in the sixth year. However, using the services of the National Student Clearinghouse Tracking System, it was determined that an average of 23% of students did not enroll elsewhere (i.e., stopped out). On average, 400 students transferred annually; more than half were found at CUNY 4-year schools, with an additional ~25% at CUNY 2-year schools.

**Analysis of Student Outcomes for Cohorts Entering 2014-2018**

Cohort Year	# of Full-time First-Time Students	Graduated from York		Still Enrolled at York		Stopped Out		Transferred Out		Of those who transferred out, type of institution transferred to:											
										CUNY 2-year		CUNY 4-year		SUNY 2-year		SUNY 4-year		Other 2-year		Other 4-year	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2014	960	303	31.6%	49	5%	202	21%	406	42%	94	23%	215	53%	18	4%	22	5%	15	4%	41	10%
2015	995	332	33.4%	54	5%	214	22%	395	40%	67	17%	222	56%	13	3%	27	7%	13	3%	53	13%
2016	936	312	33.3%	51	5%	213	23%	360	38%	80	22%	184	51%	15	4%	17	5%	12	3%	52	14%
2017	1087	329	30.3%	53	5%	276	25%	429	46%	139	32%	186	43%	15	3%	22	5%	18	4%	49	11%
2018	1107	357	32.3%	49	4%	266	24%	435	40%	119	27%	195	45%	31	7%	24	6%	10	2%	55	13%

Six-year graduation rates are disaggregated (by sex, race/ethnicity, and Pell status) on the page that follows. Women are graduating at a higher rate as compared to men. In terms of race, White students have a higher graduation rate followed by Asian, Black, or African American and then Hispanic/Latino students. Both Men and Hispanic/Latino students perform notably lower than peers. Those that are Pell recipients are graduating at a higher rate than non-Pell recipients.

**Six-Years Graduation Rates of Full-Time First-Time Freshmen in Baccalaureate Programs**

<b>Entering Term</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of Students in Initial Fall Cohort	960	995	936	1087	1107
Number Graduated	303	332	312	329	357
Percent Graduated	31.6%	33.4%	33.3%	30.3%	32.2%
<b>Total Women</b>	<b>610</b>	<b>625</b>	<b>550</b>	<b>663</b>	<b>663</b>
Number Graduated	214	228	201	236	259
Percent Graduated	35.1%	36.5%	36.4%	35.6%	39.1%
<b>Total Men</b>	<b>350</b>	<b>370</b>	<b>386</b>	<b>424</b>	<b>444</b>
Number Graduated	89	104	111	93	98
Percent Graduated	25.4%	28.1%	28.8%	21.9%	22.1%
<b>Total American Indian or Native Alaskan</b>	<b>14</b>	<b>17</b>	<b>**</b>	<b>**</b>	<b>11</b>
Number Graduated	**	10	**	**	**
Percent Graduated	**	58.8%	**	**	**
<b>Total Asian</b>	<b>256</b>	<b>258</b>	<b>238</b>	<b>259</b>	<b>236</b>
Number Graduated	87	117	76	88	93
Percent Graduated	34.0%	45.3%	31.9%	34.0%	39.4%
<b>Total Black or African American</b>	<b>332</b>	<b>327</b>	<b>263</b>	<b>376</b>	<b>398</b>
Number Graduated	115	105	83	113	122
Percent Graduated	34.6%	32.1%	31.6%	30.1%	30.7%
<b>Total Hispanic/Latino</b>	<b>260</b>	<b>277</b>	<b>320</b>	<b>340</b>	<b>340</b>
Number Graduated	72	69	102	90	95
Percent Graduated	27.7%	24.9%	31.9%	26.5%	27.9%
<b>Total Native Hawaiian or Other Pacific Islander</b>	<b>**</b>	<b>11</b>	<b>10</b>	<b>**</b>	<b>**</b>
Number Graduated	**	**	**	**	**
Percent Graduated	**	**	**	**	**
<b>Total Nonresident Alien</b>	<b>31</b>	<b>33</b>	<b>33</b>	<b>32</b>	<b>30</b>
Number Graduated	**	11	10	**	13
Percent Graduated	**	33.3%	30.3%	**	43.3%
<b>Total Two or more races</b>	<b>**</b>	<b>21</b>	<b>**</b>	<b>33</b>	<b>32</b>
Number Graduated	**	**	**	12	**
Percent Graduated	**	**	**	36.4%	**
<b>Total White, Non-Hispanic</b>	<b>53</b>	<b>51</b>	<b>57</b>	<b>39</b>	<b>58</b>
Number Graduated	10	14	24	16	22
Percent Graduated	18.9%	27.5%	42.1%	41.0%	37.9%
<b>Total Recipients of a Pell Grant</b>	<b>722</b>	<b>720</b>	<b>669</b>	<b>821</b>	<b>804</b>
Number Graduated	226	254	232	256	268
Percent Graduated	31.3%	35.3%	34.7%	31.2%	33.3%
<b>Total Not Recipients of a Pell Grant</b>	<b>238</b>	<b>275</b>	<b>267</b>	<b>266</b>	<b>303</b>
Number Graduated	77	78	80	73	89
Percent Graduated	32.4%	28.4%	30.0%	27.4%	29.4%

\*\*Categories with less than 10 students are suppressed

### Four-Year Graduation Rates

The 4-year graduation rate has increased over the last nine years. The rate for the 2020 cohort is 4.4 percentage points higher than the previous year's cohort.

**Four-Year Graduation Rates**

Entering Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>4-Year Graduation Rates</b>	6.3%	8.7%	7.5%	9.1%	11.5%	11.7%	14.9%	11.0%	15.4%

### One-Semester/One-Year Retention Rates

Over time, the one-semester and one-year retention rates of the first-time full-time entering cohorts have declined, with a slight improvement in one-semester rates.

**One Semester and One-Year Retention Rates**

Entering Year	2016	2017	2018	2019	2020	2021	2022	2023
<b>1-Semester Retention</b>	89.4%	87.7%	84.5%	81.5%	78.3%	82.8%	81.5%	82.4%
<b>1-Year Retention Rates</b>	70.7%	64.0%	62.3%	62.9%	60.4%	61.1%	59.5%	57.4%

As evidenced in the table that follows, Gateway Math pass rate increased by almost 10 percentage points, performance in English declined, and there is a slight increase for first-time, full-time students earning 30 or more credits in first year.

**Trends in First-Year Academic Performance**

Entering Year	2018	2019	2020	2021	2022	2023
Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway Math in the first year	57.6%	51.4%	60.5%	47.9%	39.1%	48.9%
Percentage of fall full-time first-time freshmen in baccalaureate programs who pass Gateway English in the first year	80.8%	78.5%	73.9%	67.4%	75.5%	69.9%
Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 30 credits or more in the first year	32.0%	30.1%	41.6%	23.7%	23.1%	25.3%

### **Fall 2023 to Spring 2024 Persistence**

The OIESP analyzed all degree-seeking students who were enrolled in Fall 2023, but did not return in Spring 2024. Of the 692 non-returning degree seeking undergraduates, 37% left after their first semester at York (i.e., they were first-time freshmen or advanced standing transfers who started at York in Fall 2023). An additional 15% were readmitted in Fall 2023, meaning that was their first semester back at York after having left in a prior year. This means that half of the non-returning students from Fall 2023 to Spring 2024 gave York one semester before stopping out.

Students enrolled part-time, advanced standing transfers, readmits, freshmen, and undeclared majors were over-represented in the non-degree seeking student population. Students who did not return had a slightly lower average GPA than those that remained, attempted fewer credits in Fall 2023, and earned fewer credits (as of the



start of the Fall 2023 semester). In addition, the majority (54%) who did not return had a Bursar hold. The largest proportion owed between \$3,501 and \$4,000.

To address retention, the College continually conducts outreach (telephone calls, text messages from Welcome Center and/or Advisement) in between semesters to determine why students haven't enrolled. This outreach has revealed that noncontinuing students feel that academic and/or budgetary constraints make it difficult for them to continue. As discussed in the next section, the College has implemented several initiatives to support students, in order to improve retention, graduation rates, and overall student success.

## Substantive Narrative and Analysis

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

### Mapping New Initiatives to CUNY & York’s Strategic Plans

<b>MSCHE Standard</b>	<b>CUNY Lifting New York Goal/Initiative</b>	<b>One York Strategic Goal/Objective</b>	<b>New Initiative</b>	<b>Purpose of Initiative</b>	<b>Initial Implementation</b>
Standard IV. Support of the Student Experience	<b>Goal: Be a National Leader in Providing Access to Higher Education for Diverse Populations of Students</b> Increase enrollment and retention at all levels by implementing a modern approach to admissions, financial aid, scheduling and other programs and services that removes barriers for students	<b>Goal: Student Success</b> Objective: Implement college-wide strategic enrollment practices that support students from entry to graduation	National Institute of Student Success (NISS)	To identify policies/processes that hinder student success	Fall 2023
			Early Alert System	Support students experiencing challenges in Gateway courses and courses with high DFW rates	Spring 2024
			Academic Recovery	Support new academic probation and continuing probation students who are below the 2.0 GPA through interventions (workshops, personalized academic counseling)	Summer 2023
			CircleIn	Online platform that allows students to share notes, study materials, and ask questions	Fall 2023
			Cogenerative Dialogs	To improve student performance in Gateway courses by facilitating dialogues between the instructor and students regarding the pedagogy used in the class.	Fall 2023
			Tutor.com	Provide FREE 24/7 tutoring	Spring 2024
			Supplemental Instruction	Peer-led academic support (boost academic performance, reduce course withdrawal and failure rates)	Fall 2024 (Pilot)

<b>MSCHE Standard</b>	<b>CUNY Lifting New York Goal/Initiative</b>	<b>One York Strategic Goal/Objective</b>	<b>New Initiative</b>	<b>Purpose of Initiative</b>	<b>Initial Implementation</b>
			Addressing the Financial Needs of Students	Supporting students, particularly those close to graduation	Ongoing
			Integrating Communication Strategies	Focused communications that highlight life at York	Spring 2024
		<b>Goal: Student Success</b> Objective: Offer intensive guidance to students in their first eight weeks on campus	First-Year Experience and Mentoring Program	To engage students, particularly during the first eight weeks of the semester, to college life	Fall 2022
Standard VI. Planning, Resources, and Institutional Improvement	<b>Goal: Modernize the CUNY System</b> Become an automated, data-informed system that facilitates effective decision making, the optimal use of resources, and compliance with federal, state and local laws	<b>Goal: Academic Excellence</b> Objective: Systematize college-wide continuous improvement using assessment findings	Create a Cohort-based Student Success Dashboard	Proactively tracking students with monitoring and outreach	Spring 2024

**National Institute for Student Success**

As noted in the last SIR, we participated in the National Institute for Student Success (NISS). The core principles that drive NISS consultations: 1) that colleges and universities can inadvertently create policies and practices that become key drivers of student attrition; 2) that colleges and universities can use data to identify and understand these unintentional barriers to student success; and 3) that, with the right coaching, colleges, and universities can remove these barriers and create more equitable enrollment, retention and graduation outcomes. Based on these principles, a Diagnostic Report and a Playbook to address the challenges divulged was produced. The Diagnostic Report situates its findings within the contemporary state of affairs at the College, while highlighting the College’s key strengths and key challenges. The following is a summary of findings extracted from the NISS team’s preliminary report (*in italics*) and the actions undertaken at York to address each finding .<sup>2</sup>

NISS Finding 1

*The NISS team focused on four challenges related to financial aid, advising, course scheduling, and career planning. First, financial aid and financial wellness services are not systematically delivered in a targeted and proactive manner. While the Financial Aid Office systematically alerts students of compliance issues via the portal and email outreach, this outreach is seldom understood by students in a way that elicits timely action. Moreover, students who may be in financial difficulty are not systematically identified for targeted and proactive outreach about financial wellness services. As the majority of York students live in a household with*

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<sup>2</sup> National Institute for Student Success at Georgia State University (2023)

*an annual income of \$30,000 or less, operationalizing student data to proactively target financial support and outreach is critical to their retention, progression, and completion at York.*

### *Actions for Finding 1*

The College committed financial resources to create a new position at the College, Director of Academic Affairs. This individual will oversee critical student success initiatives, including but not limited to the recruiting faculty to participate in EAB Navigate (*Navigate 360 Rollout Guide*), and working with the Office of Financial Aid to use EAB Navigate to identify students with early warning signs of financial risk. The First Year Experience Program launched the *Major Exploration* initiative in November 2024 which focused on the following majors: Nursing, Clinical Lab Science, Psychology, and Business. Interactive demonstrations were used to illustrate the connection between classroom knowledge and real-world application.

The majority of first-time, full-time freshmen receive grant or scholarship aid (86%), as does 70% of the undergraduate degree-seeking student population.<sup>3</sup>

For the 2024-2025 academic year, CUNY:

- Created CUNYFAST. This provided trained staff to assist with filing the revamped 2024-2025 FAFSA application. They were also trained in the filing of the state application.
- Offered a Direct Loan Pilot program making students more aware of their options.
- In the 2024-2025 academic year, CUNY campuses returned to emailing students Missing Information Letters every 3 weeks. The prior year, we had monthly emails but returned to every 3 weeks as a reminder.
- CUNY posted Alternative Loan (private education loans) information on its website. This assists students in finding participating lenders. ELM Select provides an unbiased search for private student loans, compares private loans by school and degree, identifies loan rates and terms that meet students' needs, and provides this service for free with no registration required.
- Central Office has developed a query using lists submitted by the campus and FAFSA information. The end product is then sorted, Check Lists/emails developed. This query ultimately reduces, but does not eliminate, the need for in person Search for Education, Elevation, and Knowledge Program (SEEK) financial aid screening.
- CUNY Central hosted ZOOM workshops throughout the year to assist students in the financial aid application process.

For the 2024-2025 academic year, York has:

- Created a system using Bright Space (student learning module) to place our FWS students. The students currently use Bright Space to submit their documents and complete their Entrance to the program. Supervisors also use Bright Space to hire their students and submit their documents. Time sheets are submitted through email.
- The Financial Aid Office used CUNYFAST staff to assist our ongoing biweekly Workshops that we conduct throughout the academic year.
- Also, during spring and summer 2024, York hosted and participated in Saturday workshops with CUNYFAST. This provided weekend assistance with filing financial aid.
- Participated in the CUNY Direct Loan Pilot where we offered federal loans to students. In the past, students had to apply for the loan. In the pilot, they were offered the loan and needed to accept. All students participating still had to complete the mandatory Master Promissory Notes and Entrance Counseling.

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<sup>3</sup> AY2022-2023

## NISS Finding 2

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

### *Actions for Finding 2*

The Director of Academic Affairs has increased efforts to triage the Early Alerts sent by faculty, staff, and students, including direct engagement with faculty at academic department meetings.

To address advisement, the Interim President established two groups: The first group, “**Presidential Advisement Council**,” co-led by the Chair of the Faculty Caucus and the Vice President for Student Affairs and Enrollment Management, was charged with reviewing recommendations identified from a previous (2019) advisement taskforce. The work will be strategic and evidenced-based. The outcome of this process will be to recommend to the Interim President potential next steps to strengthen advisement.

The second group, “**Advisement Alignment Committee**,” co-led by the Director of Academic Advisement and the Academic Chair of Teacher Education, was charged with addressing day-to-day, operational goals for college-wide advising. The work of this committee will be informed by recommendations from the Presidential Advisement Council. This committee will track student trends and conduct assessment to ensure that student and departmental deficits are addressed.

## NISS Finding 3

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

### *Actions for Finding 3*

High DFW STEM classes that tend to slow student matriculation have been identified and the Provost is engaging in discussions with faculty. Additionally, last year the Provost initiated a Pilot Program for the **CircleIn** peer-led learning software app (discussed below); based on initial data from the Pilot, we are preparing a grant submission for a grant to fund a campus-wide rollout of CircleIn. Additionally, the **Cogenerative Dialogues** process (discussed below) was implemented last year to increase faculty/student engagement regarding enhanced classroom instruction. A third Pilot Program for **Supplemental Instruction** (discussed below) was implemented in Fall 2024 with one MATH 120 course (Calculus); that initiative will be expanded in Spring 2025 to include all sections of MATH 120 as well as BIO 265 Clinical Microbiology.

## NISS Finding 4

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

### *Actions for Finding 4*

The Provost has asked the various academic departments to draft "Career-Aligned Degree Maps" ([Appendix 7](#)) to link academic progress with career pathways. Career-Infused Degree Maps CUNY Pilot initiative began in February

2024 and continues through June 30, 2025, with \$19,949 funding. Five departments/majors were identified to participate in the Pilot which includes: Accounting, Aviation, Health Sciences, Marketing, and Pharmaceutical Sciences/Chemistry. The maps were drafted and submitted to CUNY for review and feedback before they were finalized. As a next step, an Employer survey was created and administered April/May 2024. The survey results helped inform what employers are looking for in a new hire. Additional funding was then made available for the next step, training to specific areas at the College (Advisement Center, Admissions, CTLET, Faculty) and later rolled out to students; the additional funding received for this is \$9,287. The College is currently in the process of setting up training sessions during this semester, Spring 2025. The long-term plan is to create career-infused degree maps for all majors.

Career Services and the Assistant Vice President and Dean of Student Affairs and Enrollment Management launched the *Curriculum to Career Initiative*. This initiative offered faculty up to \$1,200 per proposal to connect NACE competencies to student learning through activities, programs and assignments. Eight faculty submitted proposals and received funding.

York Career Services and Assistant Vice President and Dean of Student Affairs and Enrollment Management created the *Majors with Career Opportunities* webpage to assist students considering majors. CUNY has two dashboards pertaining to post-secondary employment outcomes and wage data, both of which were shared with Career Services and Academic Advisement to use as a resources when meeting with undecided students exploring majors/careers. These dashboards are also contained on the College's OIESP webpage.

The First-Year Experience/Mentoring added a Major's Fair into Spring New Student Orientation to connect students to their major departments and discuss their career trajectories. Additionally, FYE/Mentoring created the Cardinal Flight: Major Exploration Day for undeclared and undecided students to learn more about majors such as Nursing, Clinical Lab Science, Psychology, and Business through interaction demonstrations that show the connection between classroom knowledge and real-world application.

### **Early Alert System**

In Spring 2024, in order to improve student performance and retention in their first year, York implemented an Early Alert system through the EAB Navigate platform. The focus of this initiative is on identifying and supporting students experiencing challenges in Gateway courses and courses with high DFW rates. At the start of each semester, DFW data are given to the department Chairs with reminders to encourage the use of the Early Alerts system, with specific outreach to faculty of high DFW courses.

The OIESP produced a research brief that summarized the use of EAB Navigate's Early Alert System, providing demographic data and academic outcomes data for undergraduate students who received course-related early alerts in Spring 2024. The following is a summary of that assessment:

Over 800 students received a course-related early alert. Fourteen percent of them received more than one alert for the same course. The top five courses for which early alerts were given were all Pathways (General Education) courses. When compared to the overall undergraduate student population in Spring 2024, men, Black or African American students, and those under 20 years old were over-represented in the early alert group as were full-time students, those in SEEK and ACE, freshmen, sophomores, undeclared majors, and those with a GPA between 0 – 2.19.

This assessment provided the College with baseline data. As the College has added several new interventions to strengthen student support over the past year (e.g., early alerts, Tutor.com, Academic Recovery), success will be evaluated by increased persistence rates (semester to semester), improved retention and graduation rates, more credits accumulated, and higher mean GPA.

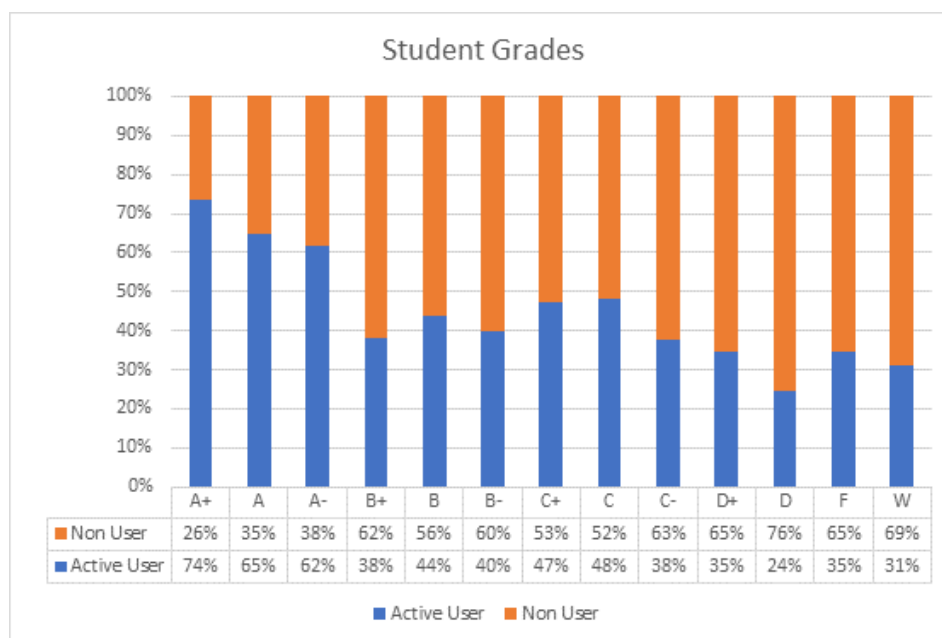
## Academic Recovery

The Academic Recovery Program was introduced in 2023-2024. It is coordinated by a care group consisting of the Academic Advisement Center, Counseling Center, First-Year Experience and Mentoring, and the Collaborative Learning Center (i.e., tutoring). This initiative supports new academic probation and continuing probation students who are below the 2.0 GPA good academic standing criteria of the institution. The program consists of three components that include the participants to attend a seminar, two workshops, and meeting with their assigned specialist (process map [Appendix 8](#)).

During the 2023-2024 academic year, 488 students participated in an academic recovery program (168 in fall, 320 in spring), with 37% achieving good academic standing. The program offers strategies, counseling, and workshops to support students in improving their academic performance. Adjustments and expansions are planned to enhance services, including long-term monitoring of student progress and annual assessments of the program's impact.

## CircleIn

In looking to address increasing DFW pass rates, this new initiative launched as a pilot in fall 2023 with Gateway Biology and Chemistry courses, and a few Nursing courses. Funded through a federal grant, this is an online platform that allows students to share notes, study materials, and questions/answers. The graphic that follows illustrates the grades of 701 students (490 unique) across 22 course sections (in biology, chemistry, math, and nursing) in Spring 2024.



In Spring 2025, CircleIn was expanded to include Nursing (Adult Health I, Adult Health II, Pharmacology); Biology (Anatomy and Physiology, Biological Principles I, Biological Principles II); Math (Precalculus, Calculus I); Chemistry (Principles of Chemistry I, Principles of Chemistry I Lab).

## Cogenerative Dialogs

Launched in Fall 2023 with CUNY funding, this Cogen aimed to improve student performance in Gateway courses through instructor-student dialogues on pedagogy. These discussions helped faculty tailor instruction and strengthened mutual understanding. Students became more active learners and felt heard, while faculty refocused

on effective teaching strategies. Despite some challenges, the approach was well-received, with students requesting its expansion. The College is now seeking external funding to scale the program.

### **Tutor.com**

Introduced in spring 2024, Tutor.com offers 24/7, no cost, 1-to-1 online tutoring in a wide range of subjects. All York College registered students have access to Tutor.com ([Appendix 9](#)). This online platform allows students the flexibility to access tutoring during times that best fit their schedules. Students can log into Tutor.com through Brightspace, the Collaborative Learning Center's site, and the Cardinal App and quickly connect with a tutor. Tutor.com's pool of 3000+ vetted, qualified and trained tutors can help with whatever students are working on at any time. The drop-off writing assignment review service provides feedback within 12 hours to help students improve their writing skills. Students can view recordings of their tutoring sessions to review concepts and reinforce learning at their own pace. Some benefits of students working regularly with tutors include enhanced study and time management skills, a better grasp of course material, a boost to students' confidence and improved grades. Students can utilize all of Tutor.com's tools including whiteboard, Desmos® graphing calculator, text and coding screens. Tutor.com's platform also provides access to free test prep resources from The Princeton Review®, practice quizzes and other resources such as resume support. There were 342 unique students that used Tutor.com in Fall 2024. On average, students visited Tutor.com four times and spent seven hours with the tutors.

### **Supplemental Instruction**

The Office of Academic Affairs at York funded two faculty members, one from the Mathematics & Computer Science Department, and the other from the Biology Department to attend a two-day workshop at the University of Kansas Missouri to learn about Supplemental Instruction (SI). Both professors attended the workshop in July 2024 and earned a certificate to implement SI at York College. The Math & CS department piloted SI on one of their course sections of Math 120 precalculus in the Fall 2024 semester. The Biology department decided to implement SI in the Spring 2025 semester.

Supplemental Instruction is a widely used peer-led academic support program designed to enhance student learning and success in traditionally challenging courses. SI sessions are facilitated by trained student leaders who have previously excelled in the course. These sessions are voluntary, collaborative, and focus on active learning strategies such as group discussions, problem-solving, and review activities that integrate course content with effective study techniques. The goal of SI is to improve understanding of the material, boost academic performance, and foster independent learning skills, ultimately reducing course withdrawal and failure rates while creating a supportive learning environment.

Numerous studies have demonstrated that students who regularly attend SI sessions tend to earn higher grades, have better retention rates, and are less likely to withdraw from challenging courses compared to their peers who do not attend<sup>4</sup>. The following will give you an overview of the results from the pilot study that was conducted by the Math & CS department for SI on one of their precalculus sections. A total of thirty students were registered in the course. A diagnostics test was given at the start of the semester to encourage students who scored less than 70 to attend SI. The majority of the students scored less than the benchmark, however, all students regardless of their score were invited to attend SI sessions throughout the term. According to the results of this pilot, only 14 students participated in attending the SI sessions, one of which withdrew, thus 13 participated with and 16 not participating at all. The average final exam grade of those who participated was 71 slightly higher than those who

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<sup>4</sup> Anfuso et. All (2022). Investigating the impact of peer supplemental instruction on underprepared and historically underserved students in introductory STEM courses. *International Journal of STEM Education*  
Skoglund, K., Wall. Timothy Impact of Supplemental Instruction Participation on College Freshman Retention  
Bowman, N. A., Preschel, S., & Martinez, D. (2023). Does supplemental instruction improve grades and retention? A propensity score analysis approach. *The Journal of Experimental Education*, 91(2), 205-229.  
Dawson, P., van der Meer, J., Skalicky, J., & Cowley, K. (2014). On the effectiveness of supplemental instruction: A systematic review of supplemental instruction and peer-assisted study sessions literature between 2001 and 2010. *Review of educational research*, 84(4), 609-639.  
Martin, D. C., & Arendale, D. R. (1992). Supplemental Instruction: Improving first-year student success in high risk courses. National Resource Center for The First Year Experience.



did not participate (69). In addition, students who participated in SI had an average course grade of 2.5 vs those that didn't 2.0. The next steps are to continue running SI on all sections of Math 120 to see if this trend continues and to expand SI in Biology courses as well. Additional assessment will also be conducted through surveys to get student opinions and attitudes about SI and what other Academic Support they prefer on campus.

### **Addressing the Financial Needs of Students**

With 70% of our undergraduate degree-seeking students receiving grant or scholarship aid, we know the financial needs of our students are great. Over the past three years the College has implemented several initiatives to provide financial support for students to ensure their ability to continue their education at York:

- A U.S. Department of Education's Minority Science and Engineering Improvement Program (MSEIP) grant was awarded to the City University of New York at York College in the Fall of 2022. The goal of MSEIP is to increase participation, retention, and graduation rates of underrepresented students, particularly women, in the STEM fields. York's MSEIP program entitled, "Developing STEM Workforce through Career Advisement and Research Engagement" or **STEM-CARE** was developed to meet these goals. STEM-CARE seeks to provide 27 qualified majors from the Departments of Biology, Chemistry, and Earth and Physical Sciences career advisement services, research experience, and financial assistance to help them succeed academically and facilitate their transition into their chosen STEM career. After 4 semesters, 39 undergraduates have participated in the program with 72% staying for at least two semesters. Of the 18% who graduated thus far, 3 have gone on to various graduate, PhD and pharmacy, schools. The program has disbursed around \$180,000 for student stipends and \$30,000 to support the activities of the program.
- The S-STEM Program at York is a five-year **NSF S-STEM** (NSF Scholarships in Science, Technology, Engineering and Mathematics Program) grant awarded in January 2021. The project seeks to support the retention and graduation of high-achieving, low-income students in the four majors (Chemistry, Computer Science, Mathematics, and Physics) with demonstrated financial need at York College. To date, we have supported 40 unique students, with the total of \$331,519 scholarship amount awarded. We currently have 17 scholars in the program. Mentorship is also a key element of our program, and our evaluations have shown that having a mentor is a valuable resource and source of support for the scholars' success. Through mentoring and other academic support provided within the program, we help guide them toward careers or graduate study in STEM-related fields, aligning with their goals. Additionally, a partnership with the Tech Incubator at Queens College has supported 10 scholars in gaining hands-on experience through internships with local companies.
- The College has not deregistered students from courses for non-payment since spring 2021, allowing students additional time to pay their tuition and fee balances. Per CUNY's Tuition and Fee Manual, students with balances at the end of the semester are not permitted to register for the next semester. The College allowed students with semester (spring 2020 to fall 2024) balances of less than \$500 to register.

### **First-Year Experience and Mentoring**

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

In addition to the FYE workshop offerings, another key initiative advanced by the First-Year Experience and Mentoring is a peer-to-peer mentoring program in partnership with the Mentor Collective, a virtual mentoring

program. The Mentor Collective facilitates success through mentorship by increasing student engagement, empowering students to seek support, and supporting the success of diverse student communities. Last academic year, 555 students were paired with 121 mentors. We documented approximately 1200 conversations which promoted engagement and belonging within the student community. To increase engagement, we launched two campaigns: Mid-semester *Mentorship Mingle* for mentors to gather with their mentees and foster connection and *Friends for Finals* for students to receive support and connection during a stressful time.

### **Creating a Cohort-based Student Success Tracking System**

The Office of Information Technology, in collaboration with the OIESP, is creating a cohort-based tracking system for first-time, full-time students that will be used to monitor retention and graduation data for each incoming cohort. The system combines student data from three existing systems: 1) *CUNYfirst*, the University's Enterprise Resource Management System; 2) *DegreeWorks*, a self-advisement tool that allows students to regularly track their degree progress as well as plan for registration; and 3) the *IRDB*, Institutional Research database.

The objectives of this dashboard include:

1. Implement targeted interventions to increase graduation rates and improve persistence
2. Reduce achievement gaps
3. Discover actionable insights for college leadership

The intention is to have a dedicated individual assigned to the management of the cohorts. As of this writing, the system is in development, but the hope is to implement it in spring 2025 so that it can influence fall 2025 registration. This system should allow for a more streamlined, action-oriented approach to monitoring persistence and cohort performance over time.

### **Integrating Communication Strategies**

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

### **Promoting York Student Interns**

In November 2024, the Office of Communications and Marketing launched an initiative to promote the professional growth of York students. By profiling students engaged in internships, we demonstrate the opportunities to develop professional skills and highlight important accomplishments individuals are making to obtain their career goals. This initiative encompasses all departments with students participating in internships or clinical experiences. We share these success stories weekly on York College's social media platforms, except during the Thanksgiving and Christmas holidays.

### **Addressing Issues Raised by Students on the Cardinal App**

The Office of Communications and Marketing, the Office of Student Affairs, and the IT Desk monitor comments and issues that students post on the Cardinal (social media) App, Google Comments, and various social media platforms. Some of these inquiries relate to financial aid and other concerns. We refer students to the appropriate offices to resolve their issues.

## Conclusion

The undergraduate population of York College is highly diverse. Seventy percent of degree-seeking students are awarded grants or scholarships. Fifty-two percent have incomes below the NYC poverty line; approximately 54% receive Pell grants; and, 55% are the first generation in their family to attend College. York College is a community that serves to break down barriers to higher education and social mobility, and support our students in achieving their goals.

The Middle States Commission of Higher Education action on January 16, 2025 to request a supplemental information report that provides information on student achievement data (six-year graduation rates), and the actions taken to address the graduation rates (Standard IV) presented an opportunity for the College to further reflect and document new initiatives to support student success. Improving graduation and retention rates is a key priority for York College as noted in York's Strategic Plan, Goal 1. *Student Success*, and the associated key performance indicator (KPI) metric, *Increase first-time, full-time four-year and six-year graduation rates*.

York College diligently monitors, disaggregates, analyzes, and communicates student outcomes data, integrating it into its annual operational planning processes. Recent student achievement data indicates a modest improvement in York College's four-year graduation rates over time. Conversely, the six-year graduation rates have shown consistency, maintaining levels between 30% and 35% over the past five years. Demonstrating ongoing commitment, the College consistently identifies new initiatives and strategies aimed at supporting students from enrollment through graduation.

Using data as described above and with the goals and objectives set forth in our strategic plan, as well as CUNY's, the College implemented several multifaceted strategies to improve the student experience and address graduation rates. Engaging with the National Institute of Student Success was an invaluable experience, and we acted to implement strategies identified in their key findings. We adopted an Early Alert system through EAB Navigate that provides students with insights into their performance, before it's too late in the semester to address concerns. The College now provides all students with access to the 24/7 tutoring service Tutor.com, so that students can be proactive in seeking academic support during times that are convenient for them. College offices are collaborating to offer our First Year Experience and Mentoring Program and the Academic Recovery program, taking a multi-office approach to providing first-year students with opportunities and programs that enhance academic and social integration, introduce student support services, assist in leadership development, and cultivate peer-to-peer engagement through mentorship initiatives. To support students' academic performance, the College piloted CircleIn, Cogenerative Dialogs, and Supplemental Instruction. In addition, we continue to seek opportunities that will increase financial support to students, we use targeted communication strategies that highlight student-specific initiatives to enhance the student experience, and we are leveraging technology to improve cohort performance through real-time monitoring of student persistence.

# Appendices

## Appendix 1. President's State of the College Address 2024 Example



- ▶ Focus Areas
  - ▶ Increase enrollment and retention
  - ▶ Online programs
  - ▶ Equity gaps
  - ▶ DFW Rates
  - ▶ Percent employed after graduation
  - ▶ Paid internships
  - ▶ Funded grants

College Name	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1 Year		5 Year	
						change	%	change	%
Borough	15,024	15,492	14,274	13,459	13,896	-3%	-6%	-22%	-22%
Brooklyn	14,578	14,970	14,969	13,455	11,661	-13%	-22%	-22%	-22%
City	13,186	13,930	12,587	12,344	11,929	-4%	-10%	-10%	-10%
Hunter	17,212	17,121	17,943	18,152	17,256	-3%	0%	-3%	-3%
John Jay	13,319	13,746	13,662	13,146	12,561	-4%	-9%	-9%	-9%
Lehman	12,639	13,002	12,833	12,375	11,211	-9%	-11%	-11%	-11%
Manhattan	8,438	8,298	8,297	8,194	7,840	-13%	-16%	-16%	-16%
NYCC	17,249	17,036	15,513	14,277	13,067	-8%	-24%	-24%	-24%
Queens	16,400	16,866	16,702	15,863	14,466	-9%	-19%	-19%	-19%
Staten Island	12,211	11,700	11,755	10,243	9,299	-13%	-24%	-24%	-24%
York	8,495	8,116	7,529	6,749	6,199	-8%	-27%	-27%	-27%
Professional Studies	2,111	2,332	2,027	2,631	2,393	+1%	23%	23%	23%
Labor & Urban Studies	176	146	146	117	90	-20%	-14%	-14%	-14%
Total	149,878	149,365	147,477	139,855	129,438	-7%	-14%	-14%	-14%

College Name	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1 Year		5 Year	
						% Change	%	% Change	%
Borough	3,025	3,197	3,966	4,110	3,956	-4%	-3%	-3%	-3%
Brooklyn	3,183	2,841	2,766	2,531	2,534	0%	-20%	-20%	-20%
City	2,581	2,435	2,243	2,264	2,190	-9%	-14%	-14%	-14%
Hunter	5,992	6,073	6,109	5,947	5,714	-4%	-5%	-5%	-5%
John Jay	2,075	2,134	2,104	2,064	1,860	-10%	-10%	-10%	-10%
Lehman	2,148	2,141	2,258	2,017	1,804	-11%	-16%	-16%	-16%
Queens	3,198	3,057	2,998	2,869	2,595	-10%	-17%	-17%	-17%
Staten Island	1,056	1,092	1,042	1,050	949	-10%	-8%	-8%	-8%
York	195	221	205	208	187	-8%	-10%	-10%	-10%
Graduate School	3,607	3,603	3,561	3,432	3,274	-4%	-9%	-9%	-9%
Journalism School	238	228	209	214	198	-9%	-14%	-14%	-14%
Professional Studies	1,094	1,226	1,307	1,441	1,299	-10%	-19%	-19%	-19%
Labor & Urban Studies	234	198	248	234	254	9%	9%	9%	9%
Law School	583	628	677	699	698	0%	20%	20%	20%
Public Health	589	746	922	948	915	-3%	5%	5%	5%
Medical School	296	351	397	401	370	-8%	-23%	-23%	-23%
Total	27,655	26,382	26,142	26,263	26,659	-2%	-4%	-4%	-4%

College Name	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	1-Year		5-Year	
						% Change	%	% Change	%
Borough	86.5	89.1	87.6	86.5	84.2	-3%	-5%	-5%	-5%
Brooklyn	82.9	80.0	82.2	79.1	76.9	-3%	-7%	-7%	-7%
City	82.7	84.1	80.1	81.4	74.5	-8%	-10%	-10%	-10%
Hunter	85.3	81.2	83.8	82.3	80.2	-3%	-6%	-6%	-6%
John Jay	79.9	80.2	83.1	78.1	75.7	-3%	-5%	-5%	-5%
Lehman	80.7	82.5	80.8	73.8	70.4	-4%	-13%	-13%	-13%
Manhattan	58.4	61.9	69.2	58.9	40.4	-4%	-31%	-31%	-31%
NYCC	68.8	67.5	61.7	63.4	61.4	-3%	-11%	-11%	-11%
Queens	84.3	81.9	83.3	79.5	77.2	-3%	-8%	-8%	-8%
Staten Island	77.3	74.5	81.1	72.8	69.1	-5%	-11%	-11%	-11%
York	54.0	60.3	62.9	62.4	61.1	1%	-4%	-4%	-4%
Total	80.7	79.4	80.0	77.3	75.1	-16%	-5%	-5%	-5%

College Name	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	1-Year		5-Year	
						% Change	%	% Change	%
Borough	-3.7	-1.7	-6.4	-4.1	-7.2	-4.1	-7.2	-7.2	-7.2
Brooklyn	-4.3	-3.2	-4.8	-4	-6.7	-4	-6.7	-6.7	-6.7
City	-6.4	-3.5	-6.7	-9.2	-9.2	-9.2	-9.2	-9.2	-9.2
Hunter	-3.2	-6.5	-4.6	-5.6	-9.6	-9.6	-9.6	-9.6	-9.6
John Jay	0.7	0.3	-1.6	-0.2	-1.5	-1.5	-1.5	-1.5	-1.5
Lehman	-4.2	1.5	-7.7	-2.3	-5.4	-5.4	-5.4	-5.4	-5.4
Manhattan	8	17.2	4	7.2	-10.3	-10.3	-10.3	-10.3	-10.3
NYCC	-11.2	-11	-14.5	-13.5	-17.4	-17.4	-17.4	-17.4	-17.4
Queens	-2	-5	-4.1	-6.3	-9.3	-9.3	-9.3	-9.3	-9.3
Staten Island	-15.4	-8	-1.1	-10.4	-17.5	-17.5	-17.5	-17.5	-17.5
York	-13.9	-5.8	-3.9	-6.6	-17.3	-17.3	-17.3	-17.3	-17.3
Total	-6.6	-6.7	-8.3	-9.6	-9.6	-9.6	-9.6	-9.6	-9.6

## Fall-to-Fall retention rate of baccalaureate degree-seeking transfer students

College Name	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	1-Year % Change	5-Year % Change
Baruch	85.7	83.6	83.9	82.2	82.0	-2%	-4%
Brooklyn	74.1	77.1	79.2	79.7	70.4	+12%	-5%
City	74.2	72.5	76.0	79.4	71.6	-10%	-3%
Hunter	77.1	75.1	81.0	75.8	75.5	0%	-2%
John Jay	79.3	78.4	77.9	77.5	73.5	-5%	-7%
Lehman	75.7	74.2	75.4	72.8	73.7	1%	-3%
Medgar Evers	65.0	65.0	67.1	61.9	50.0	-19%	-23%
NYCCT	67.7	70.3	74.4	74.4	66.7	-10%	-2%
Queens	71.9	76.2	76.8	78.8	74.6	-7%	2%
Staten Island	64.6	68.4	68.6	65.8	61.4	-8%	-5%
York	70.3	65.7	69.0	75.3	77.8	7%	0%
Professional Studies	62.7	63.2	68.4	65.7	62.6	-5%	0%
Total	75.3	75.2	77.2	74.8	73.2	-2%	-4%

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Racial/ethnic group gap in retention rates of baccalaureate degree-seeking transfer students

College Name	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Baruch	-9.3	-6.6	-3.1	-1.1	-4.9
Brooklyn	-9.6	-9.7	-4.7	-4.7	-12.1
City	-11.2	-6.1	-2.7	0.4	-2.5
Hunter	-3.5	-4.9	-5.1	-9	-4.5
John Jay	-4.9	-3.6	-4.9	-2.2	-7.2
Lehman	-4.5	-3.6	-7.9	-2.7	-4.4
Medgar Evers	-3.8	3.4	2.3	7.7	0
NYCCT	-7.8	-11.7	-2.1	-9.9	-15.4
Queens	-8.9	-5.4	-4.1	-5.3	-6
Staten Island	-18	-17.4	-13	-18.8	-3.4
York	-11.6	-7.8	-2.2	-11.2	-5.8
Professional Studies	-8.5	-12.7	-5.1	-3.4	-7
Total	-7.1	-6.3	-5.7	-6.3	-6.9

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Online Programs: Number of certificate and degree programs that can be completed fully online

College Name	2022-23
Baruch	1
Brooklyn	4
City	8
Hunter	3
John Jay	36
Lehman	15
Medgar Evers	5
Queens	6
Staten Island	4
York	1
Professional Studies	47
Public Health	7
Senior College Total	138

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Racial/ethnic group gap in D/F/Withdrawal/Incomplete (DFWI)

College Name	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Baruch	-7.2	-10.0	-8.4	-15.4	-12.2
Brooklyn	-8.9	-8.0	-9.8	-13.0	-12.0
City	-5.9	-5.7	-5.9	-7.5	-4.4
Hunter	-5.9	-6.7	-5.9	-11.2	-7.7
John Jay	-5.2	-5.8	-4.7	-9.8	-4.3
Lehman	-4.7	-5.9	-7.1	-9.2	-9.9
Medgar Evers	-5.0	-5.6	-3.6	-10.7	-14.6
NYCCT	-10.1	-11.3	-12.0	-13.3	-14.1
Queens	-4.6	-4.7	-4.3	-7.5	-4.9
Staten Island	-10.8	-11.7	-12.1	-13.2	-12.3
York	-5.4	-7.6	-7.8	-12.0	-9.0
Professional Studies	-5.6	0.6	-7.8	-6.6	-6.8
Senior College Total	-6.7	-9.7	-9.2	-11.8	-11.0

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Percentage of baccalaureate degree graduates consistently employed within one year of graduation

College Name	2013-14 Graduates	2014-15 Graduates	2015-16 Graduates	2016-17 Graduates	2017-18 Graduates	1-Year % Change	5-Year % Change
Baruch	61.7	63.9	63.3	63	61.4	-3%	-1%
Brooklyn	62.6	65	65	64.9	66	+1%	0%
City	62.2	62.1	61.5	62.1	63.1	2%	1%
Hunter	61.4	62.9	64.2	63.5	67.7	7%	10%
John Jay	68.9	70.8	70.7	71.3	73.2	3%	6%
Lehman	72.1	72.1	74.4	73.5	74.7	2%	4%
Medgar Evers	71.3	72.4	74.6	72.8	75.3	2%	5%
NYCCT	71.7	71.7	73.4	73.5	72.3	-2%	1%
Queens	63.7	64.6	63.8	65.8	68	+3%	2%
Staten Island	69.1	68.1	71.7	69.6	70.5	1%	2%
York	69.6	72.4	73.1	71.6	72.5	2%	6%
Graduate School	62.8	64.4	56	55.3	53	-4%	-24%
Professional Studies	56.6	51.6	68.1	68.8	67.8	1%	20%
Total	65.5	67.1	67.5	67.6	68.6	2%	4%

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Percentage of undergraduate students who complete a paid internship

College Name	2019-20	2021-22	1-Year % Change
Baruch	25.7	16.4	-36%
Brooklyn	13.3	9.9	-25%
City	19.6	14.8	-25%
Hunter	12.2	12.6	4%
John Jay	12.1	11.3	-7%
Lehman	11.3	7.4	-35%
Medgar Evers	14.2	13.8	-3%
NYCCT	14	8.6	-39%
Queens	12.9	12.7	-2%
Staten Island	10.7	5.5	-48%
York	7.2	6.3	-12%
Professional Studies	4.3	4.8	12%
Labor & Urban Studies	4.1		
Sector Total	14	10.9	-24%

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Six-year baccalaureate degree graduation rate of first-time freshmen

College Name	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	1-Year Percent Change	5-Year Percent Change
Baruch	68.7	69.9	72.5	73.9	73.5	-1%	-7%
Brooklyn	58.1	53.9	54.5	56.1	54.9	-2%	-5%
City	55.3	56.2	59.7	57.4	56.5	-2%	6%
Hunter	56.2	57.2	55.9	57.7	56.4	-2%	0%
John Jay	46.4	51.3	50.6	54.2	53.7	-1%	16%
Lehman	49	52.9	53.2	53.1	53.7	1%	10%
Medgar Evers	10.3	23.3	20.7	29.9	21.9	-27%	113%
NYCCT	27.2	29.3	24.4	30.1	30.2	1%	11%
Queens	54.8	56.3	53.4	55.2	56.3	2%	+1%
Staten Island	45.5	44.2	47.8	49.4	51.3	4%	6%
York	30.2	34.2	31.6	33.6	33.3	0%	10%
University Total	51.9	53	52.7	54.6	54.5	-1%	7%

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Number of funded research grants (annual)

College Name	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023						
Baruch	32	58	36	56	40	63	35	46	29	56	33	58
Brooklyn	49	73	47	78	48	95	34	55	33	55	36	63
City	227	305	220	305	182	295	202	303	189	305	189	305
Hunter	146	215	148	225	134	215	128	215	132	215	142	225
John Jay	71	105	37	85	75	125	80	135	90	145	83	135
Lehman	41	65	33	55	27	45	29	55	34	65	35	65
Medgar Evers	10	15	7	15	10	25	7	15	9	15	9	15
NYCCT	11	25	14	25	10	25	9	15	8	15	15	25
Queens	41	95	68	105	54	105	57	95	54	95	57	95
Staten Island	44	65	33	55	28	45	28	55	28	55	27	45
York	13	25	14	25	12	25	12	25	11	25	12	25
Senior College Total	704	1005	678	1005	630	1005	621	1005	621	1005	638	1005

Source: CIP® Database, Institute for Institutional Effectiveness Database, © 2022

## Appendix 2. York College’s One York Strategic Plan Excerpt

### Strategic Plan 2020-2025, *One York* OBJECTIVES

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

## Key Performance Indicators

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

### Appendix 3. Key Performance Indicators Excerpt, Goal 1

Key Performance Indicator	Measurement (bold=CUNY PMP metrics)	Baseline AY 2019-20	AY 2020-21 (actuals)	AY 2021-22 (actuals)	AY 2022-23 (actuals)	AY 2023-24 (actuals)
<b>Goal 1. Student Success</b>						
<b>1.1 Increase Academic Momentum</b>	• % of full-time first-time freshmen who earn 30 credits or more in the first year	30.1% (F19)	41.6% (F20) <i>[Target: 37%]</i>	23.3% (F21) <i>[Target F21: 42%]</i>	23.1% (F22)	25.4% (F23)
	• % of full-time first-time freshmen in baccalaureate programs who pass Gateway English in the first year	78.5% (F19)	73.9% (F20)	67.5% (F21)	75.5% (F22)	69.9% (F23)
	• % of fall full-time first-time freshmen in baccalaureate programs who pass Gateway Math in the first year	51.2% (F19)	60.6% (F20)	47.9% (F21)	39.1% (F22)	48.7% (F23)
<b>1.2 Increase Retention</b>	• % of first-time, full-time first-year retention rate	62.9% (F19)	60.4% (F20)	61.1% (F21) <i>[Target 62%]</i>	59.5% (F22)	57.8% (CBIL Preliminary F23)
<b>1.3 Increase First-time Graduation Rates</b>	• % of first-time, full-time, 4-year graduation rate	9.1% (F15 cohort)	11.5% (F16 cohort) <i>[Target 10%]</i>	11.7% (F17 cohort) <i>[Target 12%]</i>	14.9% (F18 cohort)	11% (F19 cohort)
	• % of first-time, full-time 6-year graduation rate	34.9% (F13 cohort)	31.6% (F14 cohort) <i>[Target 36%]</i>	33.4% (F15 cohort) <i>[Target 38%]</i>	33.3% (F16 cohort)	30.3% (F17 cohort)
<b>1.4 Increase Transfer Graduation Rates</b>	• 3-year graduation rate of transfer students-Total	29.8% (F16 cohort)	34.3% (F17 cohort)	33.6% (F18 cohort)	36.1% (F19 cohort)	39.8% (F20 Cohort)
	• 3-year graduation rate of students who transferred from an associate program to a baccalaureate degree with a degree	38.8% (F16 cohort)	43.5% (F17 cohort)	39.6% (F18 cohort)	not available	not available
	• 3-year graduation rate of students who transferred from an associate program to a baccalaureate degree without a degree	15.1% (F16 cohort)	20.9% (F17 cohort)	26.3% (F18 cohort)	not available	not available
	• % of FT transfer students with an associate degree who earn 24+ credits in first year after transfer	51.9% (F19)	62.5% (F20)	not available	not available	not available
<b>1.5 Reduce equity gaps</b>	• Gap in the one-year retention rate of underrepresented minority and non-underrepresented minority for first-time full-time freshmen	-3.9% (F19)	-8.6% (F20)	-17.3% (F21)	-10.9% (F22)	-10.2% (CBIL Preliminary F23)



Key Performance Indicator	Measurement (bold=CUNY PMP metrics)	Baseline AY 2019-20	AY 2020-21 (actuals)	AY 2021-22 (actuals)	AY 2022-23 (actuals)	AY 2023-24 (actuals)
<b>1.6 Increase student access to, use of, and satisfaction with scholarships, work study, cohort-based first year experiences, advising, and graduation supports</b>	• % Students know where to go for information about scholarships (strongly agree + agree)	n/a	53.6%	56.9%	44.4%	61.1%
	• % Students know where to go for information about work study opportunities at York (strongly agree + agree)	n/a	55.8%	59.0%	52.9%	73.6%
	• Of those that said they obtained at least one work-study position, % overall satisfied with the assistance York provided in helping to obtain a work study (strongly agree + agree)	n/a	96.3%	97.5%	83.3%	96.4%
	• % Overall advising experience was positive (strongly agree + agree)	n/a	83.2%	84.0%	87.8%	91.3%
	• % Indicated advisor used Degree Works during advising sessions? (% yes)	n/a	n/a	91.90%	96.3%	not asked
	• % Overall satisfied with academic experiences at York (strongly agree + agree)	n/a	76.2%	79.2%	76.5%	84.0%
	• # of students awarded work-study	566 *Covid	364 *Covid	172	157	152
	• # and % of students who worked	227 (40%) *Covid	56 (15%) *Covid	82 (48%)	119 (76%)	126 (83%)
	• # of students enrolled in cohort based program (SEEK; ACE; SoP)	776 (F19)	572 (F20)	583 (F21) [Target 600]	575 (F22)	569 (F23)

**Appendix 4. York College Annual Operational Plan and PMP 2024-2025 Excerpt**

York Strategic Goal	CUNY Initiative	Looking Back (AY23-24): List 1-3 priority actions that have driven the initiative forward during AY23-24	Looking Forward (AY24-25): list 1-3 priority actions that will drive the initiative forward during AY24-25	Looking Forward (AY24-25): Expected impact of priority actions on KPIs during AY24-25
Goal 1. Student Success	CUNY Goal 1 Initiative 1: Increase enrollment	1) Implemented the York College Strategic Enrollment Management Plan	1) Advisement Make structural changes to advisement, including a restructure to shift all new student advisement to the Enrollment Management Division and to boost summer advisement by including faculty members via Express Advisement Days; Revise advisement protocol for first-year students to include registration	Increase new and continuing student enrollment by 3% as indicated by the Strategic Enrollment Management Plan
		2) Expanded recruitment and outreach beyond high schools to community-based organizations to diversity the applicant pool; including inviting community on campus	2) Establish York Opportunity Network: Community Engagement Framework  2a) Establish an Advisory Committee  2b) Conduct outreach and develop partnerships  2c) Provide training and support	G1.1_K010.0 - increase Undergraduate students enrolled at senior colleges
		3) Implemented Thurgood Marshall Recommended Top-level Key Strategies: Emphasize critical importance of college-wide buy-in of enrollment; Increase overall institutional marketing, paying specific attention to the academic marketing messages and enhancing social media presence	Thurgood Marshall Recommendations: 3a) Marketing: -Bus ads promoting York and/or select programs on selected QNS bus routes target date: August 2024 -LIRR station ads - Fall 2024 -Summer/Fall 2024 focused marketing (mailing, social media) for military veteran population; students with disabilities; SEEK and ACE programs 3b) Engage Faculty: Involve the faculty to participate in initiatives that support recruitment, enrollment, and retention 3c) Feeder High Schools: Increase recruitment with high schools focused on York-aligned programs	Increase new student enrollment by 3% as indicated by the Strategic Enrollment Management Plan
Goal 1. Student Success	CUNY Goal 1 Initiative 2: Increase Retention	1) Improve student performance by implementing Circle In Pilot: A virtual-	1a) Tutor.com -Increase marketing of Tutor.com (social media/emails/texts/campus posters/Cardinal	G1.1_K070.0 - increase Fall-to-fall retention rate of baccalaureate degree seeking first-time freshmen. G1.1_K090.0

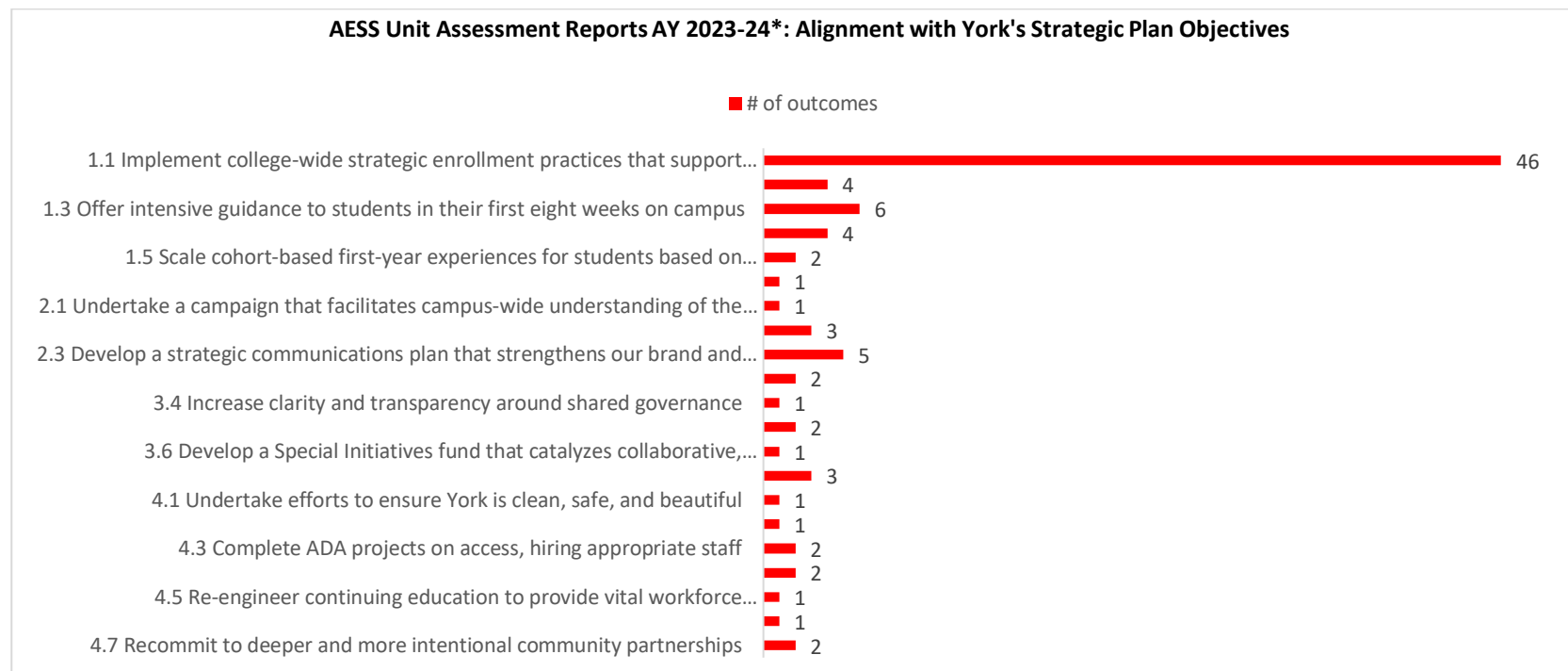
York Strategic Goal	CUNY Initiative	Looking Back (AY23-24): List 1-3 priority actions that have driven the initiative forward during AY23-24	Looking Forward (AY24-25): list 1-3 priority actions that will drive the initiative forward during AY24-25	Looking Forward (AY24-25): Expected impact of priority actions on KPIs during AY24-25
		learning community that allows students to study together (~300/semester)	<p>app);</p> <ul style="list-style-type: none"> <li>-Include sign-up for Tutor.com as part of new student/transfer orientation</li> <li>-Require sign-up for Tutor.com for special programs (SEEK; ACE; Athletes)</li> <li>- Create orientation video for faculty</li> </ul> <p>1b) Predictive Analytics Pilot EAB predictive analytics for incoming first-year students that will result in the creation of 3 advisement groups: low; mid; high risk populations. Process for execution is in development</p>	- increase Fall-to-fall retention rate of baccalaureate degree-seeking transfer students
		2) Decrease institutional barriers to student success by engaging with the National Institute of Student Success: Added the Early Alert System	<p>Engage Faculty:</p> <ul style="list-style-type: none"> <li>2a) Increase faculty participation in Early Alert through faculty and student video testimonials and potential direct evidence through OIESP analysis of retention</li> <li>2b) Provide consistent updates to faculty who have made EA for students</li> <li>2c) Add Early Alert presentation to Prof101</li> <li>2d) Increase advisement-related training for faculty</li> </ul>	G1.1_K070.0 - increase Fall-to-fall retention rate of baccalaureate degree seeking first-time freshmen. G1.1_K090.0 - Fall-to-fall retention rate of baccalaureate degree-seeking transfer students
		3) Implemented academic recovery initiatives that included corrective and preventive advising for students on SAP or borderline SAP	3) Academic Recovery We are in a CUNY-led process to package students for federal loans. This ties in with the academic recovery initiatives as an effort to better assist students with more fully covering the total cost of attendance while also devoting more time to securing academic support. Workshops will include time management and financial literacy.	Increase of retention by 3% as indicated in the College's Strategic Enrollment Management Plan.
Goal 1. Student Success	CUNY Goal 1 Initiative 3: Improve transfer experience	1) Reduced production time on transfer evaluation process (Registrar's Office)	1) Work closely with transfer student offices and faculty at community colleges to increase interest	Increase in transfer enrollment by 3% as indicated in the Strategic Enrollment Management Plan

York Strategic Goal	CUNY Initiative	Looking Back (AY23-24): List 1-3 priority actions that have driven the initiative forward during AY23-24	Looking Forward (AY24-25): list 1-3 priority actions that will drive the initiative forward during AY24-25	Looking Forward (AY24-25): Expected impact of priority actions on KPIs during AY24-25
			from students and awareness regarding our articulation agreements	
		2) Included transfer students in AdvisorFest and Express Enrollment Days	2) Increased communications to transfers and access to registration	Increase in transfer enrollment by 3% as indicated in the College's Strategic Enrollment Management Plan
		3) Started registration process earlier in Fall 2023 and Spring 2024 to increase enrollment among transfers and convened Q-TAG (Queens Transfer Affinity Group)	3) Scholarships for transfer students	Increase in transfer enrollment by 3% as indicated in the College's Strategic Enrollment Management Plan
Goal 2. Academic Excellence	CUNY Goal 2 Initiative 1: Become a Model for Academic Excellence	1) Develop plans to make academic program more responsive to student needs through systematic review of academic program health	1) Finalize decisions from academic program review and implement	G2.1_K160.0 - Racial/ethnic group gap in D/F/Withdrawal/Incomplete (DFWI) rates in general education courses
		2) Improve student success in Gateway Courses by augmenting support opportunities: -Expand USIP Booster workshop modalities in gateway courses; -Implement Cogenerative Dialogs in Gateway courses	Engage Faculty:  2a) Through the use of early alerts - video testimonials of students and faculty, sharing outcomes data  2b) Video testimonials of students and faculty sharing the benefits  2c) Introduce Supplemental Instruction into Gateway Courses	G2.1_K160.0 - Racial/ethnic group gap in D/F/Withdrawal/Incomplete (DFWI) rates in general education courses
		3) Grow experiential learning opportunities by developing workshop-based research experiences for STEM students	3) Develop and offer workshops that are accessible to students with limited background knowledge	G2.1_K160.0 - Racial/ethnic group gap in D/F/Withdrawal/Incomplete (DFWI) rates in general education courses. G2.3_K204.0 - # graduates employed in alignment with their field of study / # total graduates
Goal 3. Faculty and Staff Support	CUNY Goal 2: Initiative 2: Staff Professional Development	Optional to fill in for "Continuous Improvement" initiative	1) <i>Professional development on topics pertaining to advisement, early warning, and financial aid.</i>	
Goal 1. Student Success	CUNY Goal 2: Initiative 3a: Increase Graduation Rates	1) Awarded Completion Grants: Identified students in good academic standing with at least 100 credits who	1) Work closely with Deans to identify students with at least 100 credits to determine if students are academically and financially on track to	G2.3_K180.0 - # of students graduated / # total first-time freshmen

York Strategic Goal	CUNY Initiative	Looking Back (AY23-24): List 1-3 priority actions that have driven the initiative forward during AY23-24	Looking Forward (AY24-25): list 1-3 priority actions that will drive the initiative forward during AY24-25	Looking Forward (AY24-25): Expected impact of priority actions on KPIs during AY24-25
		had Bursar holds in order to assist them in completing coursework	graduate; Implement EAB Predictive Analytics	
		2) STEM Programs (S-STEM, STEM CARE, STEM Academy): These are federal grant-funded programs (NSF, Dept. of Ed.) with the goal of increasing participation of underrepresented groups in STEM fields through providing academic and financial support as well as professional development.	2) Recruit more students to participate; Identify more research-focused experiential learning opportunities	G2.3_K180.0 - # of students graduated / # total first-time freshmen
		3) Developed predictive analytics with EAB Navigate	Pilot EAB predictive analytics for incoming first-year students that will result in the creation of 3 advisement groups: low; mid; high risk populations. Process for exe caution is in development	G2.3_K180.0 - # of students graduated / # total first-time freshmen
Goal 1. Student Success	CUNY Goal 2: Initiative 3b: Prepare Students or Successful Careers	1a) Created career-aligned degree plans to facilitate persistence, particularly for students who will not be accepted to high-domain, enrollment capped programs 1b) Participated in CUNY Career-Infused Degree Mapping Pilot Initiative	1) NISS Recommendation: Have faculty and academic departments facilitate deliberations with students through programming  1a) Informed Academic Decision-Making: Faculty meet and greets, department open houses, and alumni panels provide students with direct access to valuable insights and guidance, helping them make well-informed decisions about their academic pathways and reducing the likelihood of changing majors after the first year.  1b) Increased Student Engagement and Connection: These programs foster stronger connections between students, faculty, and departments, creating a supportive academic community. This enhanced engagement can lead to increased student satisfaction and a greater sense of belonging within the academic institution.  1c) Enhanced Alignment with Career Goals: By interacting with alumni and faculty, students	G2.3_K200.0 - # of graduates with employment by graduation / # total graduates G2.3_K220.0 - # of graduates with employment at least three quarters within 1 year of graduation / # total graduates G2.3_K204.0 - # graduates employed in alignment with their field of study / # total graduates G2.3_K230.0 - # students who completed a paid internship / # total students

York Strategic Goal	CUNY Initiative	Looking Back (AY23-24): List 1-3 priority actions that have driven the initiative forward during AY23-24	Looking Forward (AY24-25): list 1-3 priority actions that will drive the initiative forward during AY24-25	Looking Forward (AY24-25): Expected impact of priority actions on KPIs during AY24-25
			<p>gain a clearer understanding of potential career paths and the real-world applications of their studies. This alignment helps students choose academic pathways that closely match their career aspirations, contributing to better long-term outcomes.</p> <p>1d) Expand the number of degree maps offered, diversifying to ensure extensive programmatic representation</p>	
Goal 1. Student Success	2) Collaborated with external partners (Deloitte Made, Ed Brown Society, City Tutors, Gumbo Coalition University, Google, etc.) to host multiple industry focused events on campus	<p>2) NISS Recommendation: Work with York's data team, Career Services, and potentially an external vendor to track career outcomes of York's graduates disaggregated by academic areas.</p> <p>2a) Data-Driven Academic and Career Decisions: By tracking and sharing disaggregated career outcome data for graduates, students can make more informed decisions when selecting majors, choosing pathways that align with successful career outcomes in their fields of interest.</p> <p>2b) Enhanced Professional Networking and Mentoring: Developing pathways for students to connect with alumni in specific career areas facilitates the creation of professional networks and mentoring relationships, providing current students with guidance, support, and valuable industry connections that can enhance their career prospects.</p>	<p>G2.3_K200.0 - # of graduates with employment by graduation / # total graduates G2.3_K220.0 - # of graduates with employment at least three quarters within 1 year of graduation / # total graduates G2.3_K204.0 - # graduates employed in alignment with their field of study / # total graduates</p>	

## Appendix 5. AESS Units Mapping to Strategic Objectives



Source: York Assessment Management System (YAMS) \*Includes reports that are internally published and pending dept/VP review as of December 4, 2024

### Summary: 91 AESS unit outcomes were assessed in AY 2023-2024

- Goal 1. Student Success Represents 69% (n=63) of AESS unit outcomes assessed align with goal 1
- Goal 2. Academic Program Excellence Represents 12% (N=11) of all AESS unit outcomes assessed align with goal 2
- Goal 3. Faculty/Staff Support Represents 8% (N=7) of the AESS unit outcomes assessed align with goal 3
- Goal 4. Vibrant Campus Represents 11% (N=10) of the AESS unit outcomes assessed align with goal 4

# Appendix 6. Strategic Plan Check-in Presentation Outline Excerpt

## One York Strategic Plan 2023-2024 Check-in

May 10, 2024

**Survey Results: Progress on York's Strategic Objectives**

Source: Progress on Strategic Objectives Survey, Spring 2024

- 1.3 Offer intensive guidance to students in their first eight weeks on campus
- 2.2 Systematize college-wide continuous improvement using assessment findings
- 1.1 Implement college-wide strategic enrollment practices that support students from entry to graduation
- 3.4 Engineer advisement systems so that students can better access, stay, and graduate in their desired areas of study
- 1.6 Engage students close to graduation in targeted supports that help them complete their degrees
- 4.1 Undertake efforts to ensure York is clean, safe, and beautiful
- 1.5 Scale cohort-based first-year experiences for students based on successful models
- 3.2 Facilitate student access to scholarships and work study
- 2.3 Develop a strategic communications plan that strengthens our brand and marketing across academic offerings
- 3.1 Offer faculty development that improves faculty teaching and research competence
- 3.2 Increase recognition of faculty service
- 2.4 Build an infrastructure to support student workforce preparedness connected to areas of study
- 4.3 Complete ADA projects on access, hiring appropriate staff
- 3.3 Re-engineer support for faculty research
- 3.6 Develop a Special Initiatives Fund that catalyzes collaborative, interdisciplinary, strategic plan-related innovation on campus
- 4.7 Reccommit to deeper and more intentional community partnerships
- 4.6 Develop a three-year advancement plan
- 4.5 Re-engineer continuing education to provide vital workforce development offerings to Queens community residents and expand staff professional development offerings and opportunities for recognition
- 1.7 Offer leadership development opportunities for chairs, deans, and managers that helps them build their teams and the college
- 2.1 Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education
- 4.4 Grow a healthy, engaged alumni program that cultivates a robust, integrated relationship with the Alumni Association
- 3.4 Increase clarity and transparency around shared governance
- 4.2 Offer healthy, sustainable food service on campus

Legend: Substantial % (Green), Some % (Yellow), Little % (Orange), None % (Red)

### College/CUNY/MSCHE Musts

- G1: Enrollment/marketing/industry partner recruitment
- G2: MSCHE/accreditation, assessment/data-informed systems
- G3: Faculty/staff recognition and professional development and support for research
- G4: Facilities
- G4: Financial Health
- G4: Academic/Transfer/Career Alignment

### Top Strategic Priorities: 2024-2025

Survey Respondents were asked to Identify Top 3

Source: Progress on Strategic Objectives Survey, Spring 2024

### Aligning Expectations with Community Feedback

College/CUNY/MSCHE Expectations	Community Identified Top Priorities
G1: Enrollment/marketing/industry partner recruitment	G1: Implement college-wide strategic enrollment practices that support students from entry to graduation
G2: MSCHE/accreditation, assessment/data-informed systems	G2: Offer healthy, sustainable food service on campus
G3: Faculty/staff recognition and professional development and support for research	G3: Develop a strategic communications plan that strengthens our brand and marketing across academic offerings
G4: Facilities	G4: Facilitate student access to scholarships and work study
G4: Financial Health	G4: Engage students close to graduation in targeted supports that help them complete their degrees
G4: Academic/Transfer/Career Alignment	G4: Increase clarity and transparency around shared governance
	G5: Offer faculty development that improves faculty teaching and research competence
	G5: Re-engineer support for faculty research
	G6: Undertake efforts to ensure York is clean, safe, and beautiful
	G6: Undertake a campaign that facilitates campus-wide understanding of the relevance of liberal arts general education courses to careers and life in the 21st century

### Making Strategic Choices in the Final Stretch

- What are realistic actions between now and the end of the plan that we should include in our 2024-2025 PMP/Operational Plan?

### Activities to Support Goal 1: Student Success 2020-2021 through 2022-2023

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

### Activities to Support Goal 1: Student Success 2023-24

- Implemented the Strategic Enrollment Management Plan
- Engaged with the National Institute of Student Success
- Launched the Navigate Early Alert System
- Reestablished the Advisement Council
- Auditing academic program plans
- Updating Curriculum Cardinal maps
- Extensive review/editing of College bulletins

### Activities to Support Goal 2: Academic Excellence 2020-2021 through 2022-2023

- Established an assessment framework and infrastructure
- The General Education Assessment Committee is in its second round of assessment
- The School of Business and Information Systems is in year 2 of a 3-year process moving toward accreditation by the Accreditation Council for Business Schools and Programs (ACBSP)
- The Public Health BS program had its site visit from the Council on Education for Public Health in pursuit of initial accreditation (fall 2023)
- 10 – 12 recruitment brochures created for academic departments
- DEI activities – increased trainings across all constituencies
- The Center for Students with Disabilities has increased efforts to remove ADA barriers
- The CUNY Inclusive Economy Initiative seeks to augment student career outcomes by providing campuses with resources in order to build connections with employers and help students identify co-curricular experiences and align their academic journey with their specific career goals. Through the support of this initiative, York's Aviation Management program is using its unique location to partner with JFK and LaGuardia airports to create paid internships which could eventually lead to careers.



### Activities to Support Goal 2: Academic Excellence 2023-2024

- Undergraduate Research Conference
- Academic Program Analysis
- Career-infused degree maps
- Accreditation efforts in Business and Economics Department
- Accreditation of Public Health BS Program **awarded** from the Council on Education for Public Health
- An ad hoc committee of the Senate created guidelines for offering and assessing online learning. The draft is undergoing review and discussions.
- New major: Master's Nursing Education (MSN)
- New online program: Clinical Trial Management Master's
- 4+1 programs

### Activities to Support Goal 3: Faculty/Staff 2020-2021 through 2022-2023

- Introduction of the Strategic Initiative Fund for faculty grants ranging from \$1,000 to a maximum of \$10,000 each for scholarly projects that support York College's Strategic Priorities
- Faculty participation in the Association of College and University Educators (ACUE) Program
- Increased DEI training to all constituent groups
- Introduction and continuation of the Annual York College Celebrating Assessment Event
- The 3 college-wide assessment committees continue to offer assessment workshops

### Activities to Support Goal 3: Faculty/Staff 2023-2024

- Grants
  - Grant Awardee recognition event held in fall 2023
  - PSC grant workshop
  - Grant writing workshop for new faculty
- Distribution of Strategic Initiative Funds – 19 awards for a total of \$114,261
- Five DEI training opportunities offered to all constituent groups
- Years of Service Recognition event

### Activities to Support Goal 4: Vibrant Campus 2020-2021 through 2022-2023

- Capital Projects – completed, in progress, and planned
- Café – secured \$500,000 in funding and a vendor will be identified in December 2023
- Hyflex classrooms
- Annual year-end carnival
- Introduced the President's Annual State of the College Address
- Reestablished the York College Annual Report
- Serving as Stewards of Place

### Activities to Support Goal 4: Vibrant Campus 2023-2024

- Continuing education on track
- Completed Capital Projects
  - LED lighting
  - Track and Field

## Public Relations Specialist – Sociology BA / Communications Minor

This material is for information purposes only as it does not constitute a guarantee of employment.

### Median Salary:

In May 2021, the median annual wages for public relations specialists in the top industries in which they worked were as follows:

Advertising, public relations, and related services	\$69,170
Government	\$67,270
Business, professional, labor, political, and similar organizations	\$64,430
Educational services; state, local, and private	\$61,860

**Job Outlook:** 8 percent growth from 2021 to 2031, faster than the average for all occupations.

**Job Description:** Public relations specialists create and maintain a positive public image for the individuals, groups, or organizations they represent. They craft media releases and develop social media programs to shape public perception of their clients and to increase awareness of each client’s work and goals.

Public relations specialists, also called *communications specialists*, handle an individual’s, group’s, or organization’s communication with the public, including consumers, investors, reporters, and other media specialists. In government, public relations specialists may be called *press secretaries* and keep the public informed about the activities of government officials and agencies.

Public relations specialists write press releases and contact people in the media who might print or broadcast their material. Many radio or television special reports, newspaper stories, and magazine articles start at the desks of public relations specialists. For example, a press release might describe a public issue, such as health, energy, or the environment, and what an organization does concerning that issue.

Press releases often are adapted for announcements on social media, in addition to publication through traditional media outlets. Public relations specialists are usually in charge of monitoring and responding to social media questions and concerns.

Public relations specialists are different from advertisers in that they get their stories covered by media instead of purchasing ad space in publications and on television.

### Sources:

<https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

<https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-1>

Suggested Degree Plan: **This suggested plan is not a guarantee of employment.**

<b>FIRST YEAR - FALL</b>	<b>13</b>	<b>FIRST YEAR - SPRING</b>	<b>15</b>
English Composition (EC): ENG 125	3	English Composition (EC): ENG 126	3
Math/ Quantitative Reasoning (MQR): MATH 111	3	Life & Physical Science (LPS)	3
Individual & Society (IS): SOC 101	3	Creative Expression (CE): SPCH 101	3
World Culture (WCGI): HUM 200	3	Scientific World (SW): PSY 102	3
ENG 199A	1	College Option: HE 111	3
<b>SECOND YEAR - FALL</b>	<b>15</b>	<b>SECOND YEAR - SPRING</b>	<b>15</b>
College Option: Foreign Language†	3	College Option: Foreign Language†	3
Writing Intensive: Lower-level WI	3	US Experience (USED): SOC 235	3
SOC 220	3	Additional Flexible Core Course	3
SOC Elective (200-level): SOC 239	3	Writing Intensive (WI): SOC 201 WI	3
SOC Elective (200-level): SOC 252	3	SOC 321	3
<b>THIRD YEAR - FALL</b>	<b>15</b>	<b>THIRD YEAR - SPRING</b>	<b>15</b>
College Option: Writing Requirement: WRIT 300-level	3	Writing Intensive (WI): SOC 312 WI	3
SOC Elective (300/400-level): SOC 313	3	Communications Minor: SPCH 260	3
SOC Elective (300/400-level): SOC 334	3	Communications Minor: SPCH 303	3
SOC Elective (300/400-level): SOC 338	3	Minor Course or Free Elective	3
Communications Minor: SPCH 250	3	Minor Course or Free Elective	3
<b>FOURTH YEAR - FALL</b>	<b>16</b>	<b>FOURTH YEAR - SPRING</b>	<b>16</b>
Communications Minor: SPCH 350	3	Minor Course or Free Elective	3
Minor Course or Free Elective	3	Minor Course or Free Elective	3
Minor Course or Free Elective	3	Minor Course or Free Elective	3
Minor Course or Free Elective	3	Minor Course or Free Elective	3
Minor Course or Free Elective	4	Minor Course or Free Elective	4

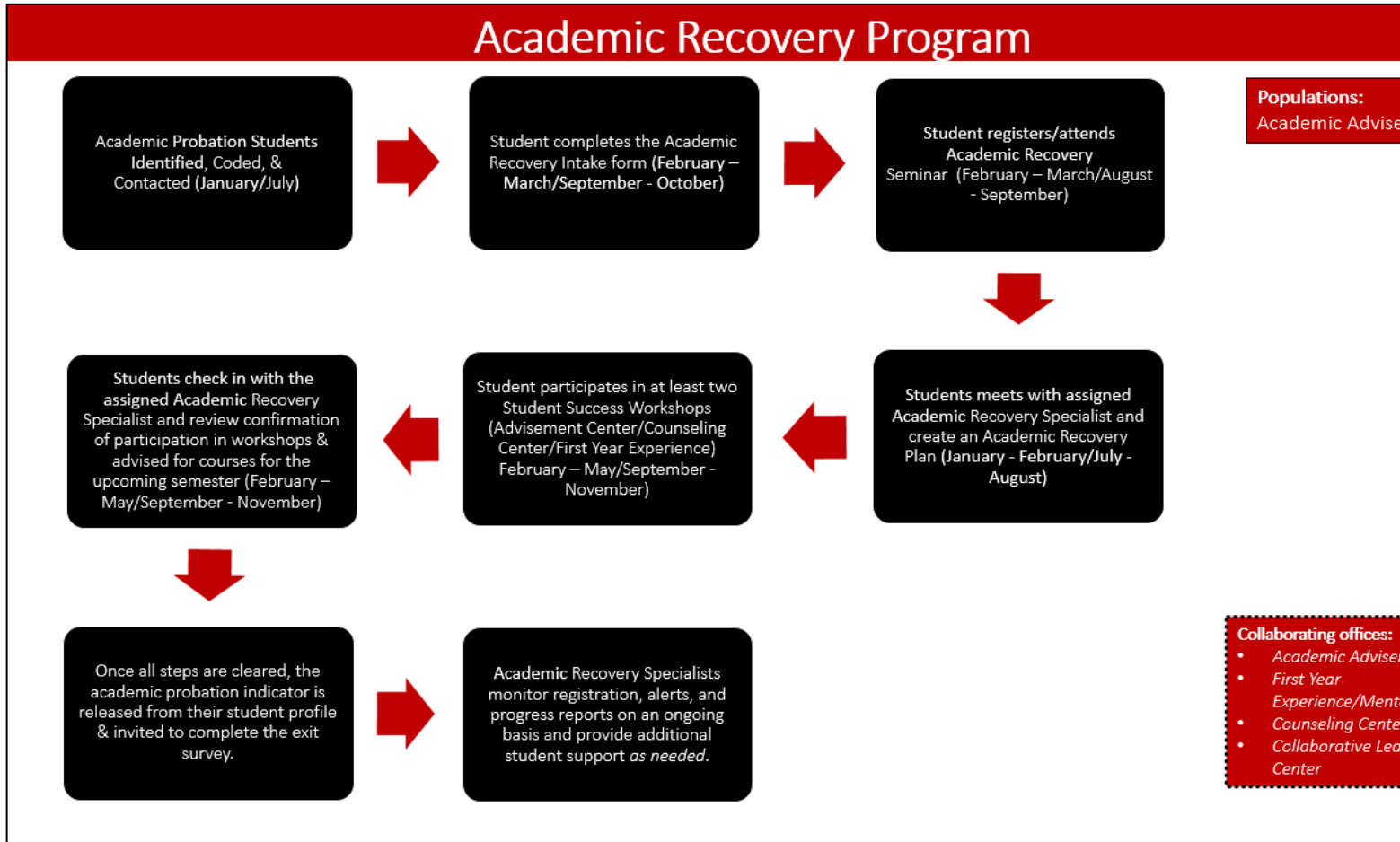
Sociology Electives (examples)\*:

SOC 239	Sociology of Work	*These are some, not all, of the
SOC 252	Social Problems	Sociology electives offered that
SOC 313	Sociology of the Media	Students can select in accordance
SOC 334	Complex Organizations	With the major requirements
SOC 338	Gender and Sexuality	

Communications Minor:

SPCH 101	Oral Communication in Contemporary Society
SPCH 250	Introduction to Mass Media
SPCH 260	Public Communication
SPCH 303	Ethics and Freedom of Speech

Appendix 8. Academic Recovery Program Process Map



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<https://www.york.cuny.edu/tutor>

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