

Let's Talk Data: Closing Out the *One York Strategic Plan*

November 17, 2025

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Outcomes

1. Understand the importance of the College's strategic plan
2. Review strategic initiatives implemented to support One York
3. Describe how the assessment of the strategic plan contributes to institutional assessment and planning
4. Understand Key Performance Indicators
5. Participants engage in meaningful conversations that lead to shared understanding and actionable insights

The Importance of the Strategic Plan



The Importance of Mission and Goals: MSCHE Standard I

1. Clearly defined mission and goals that:
 - a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement;
 - b. address external as well as internal contexts and constituencies;
 - c. are approved and supported by the governing body;
 - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
 - f. are publicized and widely known by the institution's internal stakeholders;
 - g. are periodically evaluated;
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. Goals that focus on student learning outcomes and student achievement that
 - a. include retention, graduation, transfer, and placement rates;
 - b. consider diversity, equity, and inclusion principles;
 - c. are supported by administrative, educational, and student support programs and services;
 - d. prioritize institutional improvement; and
4. Periodic assessment of mission and goals to ensure they are relevant and achievable

One York Goals and Objectives

| Goal 1. Student Success | Goal 2. Academic Excellence | Goal 3. Faculty/Staff Support | Goal 4. Vibrant Campus |
|--|--|---|---|
| 1.1 Increase Academic Momentum | 2.1 Increase student demonstration of General Education competencies | 3.1 Increase faculty satisfaction | 4.1 Increase sense of campus community |
| 1.2 Increase Retention | 2.2 Evidence of more systematized continuous improvement using assessment findings | 3.2 Increase Research Support | 4.2 Increase satisfaction with the campus physical environment and food service offered |
| 1.3 Increase First-time Graduation Rates | 2.3 Increase brand recognition and knowledge of academic offerings | 3.3 Increase faculty understanding of shared governance practices | 4.3 Increase ADA compliance |
| 1.4 Increase Transfer Graduation Rates | 2.4 Increase student access to and satisfaction with their academic experiences and related workforce preparedness | 3.4 Increase faculty and staff access to and satisfaction with professional development offerings | 4.4 Increase alumni engagement and giving |
| 1.5 Reduce equity gaps | | 3.5 Evidence of projects established via the Special Initiatives Funds | 4.5 Increase giving overall from diversified resources |
| 1.6 Increase student access to, use of, and satisfaction with scholarships, work study, cohort-based first year experiences, advising, and graduation supports | | 3.6 Increase faculty and staff pursuit of collaboration, teamwork, and leadership opportunities | 4.6 Increase enrollment in and earned income from continuing education |
| | | | 4.7 Increase partnerships with other Queens-based organizations |

Assessment: Key Performance Indicators (KPI) and Targets

- ▶ Are we making progress? How do we know?

ASSESSMENT!

- ▶ CUNY has established Key Performance Indicators (KPIs) and targets for each initiative at the University level (to be achieved by 2030) and at the institution level (annually and by 2030)*
- ▶ Data are monitored and shared by the CUNY Office of Applied Research, Evaluation, and Data Analytics (OAREDA)
- ▶ Annually, each institution completes a Strategic Alignment Report (SAR) that details the actions that will be employed to contribute to achieving the University goals

*A few targets are university-wide and not campus specific (e.g., % of students coming from DOE; fundraising)

Strategic Initiatives Implemented to Support One York Goal 1. Student Success

- ▶ Established the One York Emergency Relief Fund to assist students in short-term financial distress so that they can continue their education at York.
- ▶ The One York Welcome Center opened in 2021 and was expanded in 2022. It serves as a full-service one-stop, allowing students to receive services related to admissions, financial aid, registration, bursar, advisement, health services, and information technology in one location.
- ▶ York College introduced the Cardinal Queue during the 2021-2022 academic year. This technology allows students to register at the Welcome Center and then receive a text when it's their turn to be seen, thereby eliminating standing in lines.

Strategic Initiatives Implemented to Support One York Goal 2. Academic Excellence

- ▶ Public Health (BS) received its initial accreditation from the Council for Education on Public Health. Programs scheduled for reaffirmation of accreditation between 2020 and 2025 successfully did so (Clinical Lab Science; Exercise Science; Nursing (RN); Nursing; Social Work (BS); and Social Work MSW).
- ▶ The Business and Economics Department is pursuing accreditation from the Accreditation Council for Business Schools and Programs accreditation
- ▶ New academic programs: Accounting & Finance major (BS) 5-year program, Human Resource Management (BS), Mathematics/Teacher Education 5-9 (BS), Music Education Pre-K-12 (BMUS), Nursing Education (MS)

Strategic Initiatives Implemented to Support One York Goal 3. Faculty and Staff Support

- ▶ Implemented several employee recognition initiatives:
 - Annual Years of Service Recognition
 - Yemmy Awards for teaching, service, assessment, and mentoring
 - Employee of the Month for Staff
- ▶ York College Celebrating Assessment event acknowledges the work of assessment at York, thanks the various faculty and staff members involved, and shares the assessment activities as they pertain to outcomes for student learning, support, and operational assessment.
- ▶ York's Spring Symposium is a multi-disciplinary conference offering a brief look at the fascinating research representative of the level of scholarship one might expect from York's faculty. The Symposium is used to highlight scholarship of Junior faculty.

Strategic Initiatives Implemented to Support One York Goal 4. Vibrant Campus

- ▶ During the life of One York, roughly \$97 million dollars has been invested in multiple capital project completion: Cafeteria, Café Renovation, Roof repair, Roof lighting, Upgraded lighting on plaza, ACB Entry Doors ADA Upgrades, Escalator and Elevators ADA Upgrades, Renovation of Faculty Dining Room, biology lab, chemistry lab, and greenhouse and etc.
- ▶ Extensive technology-related initiatives pertaining to instructional and academic enhancements, facilities and campus connectivity, and student and faculty support.
- ▶ Implemented the York Opportunity Network (YON) to cultivate a symbiotic relationship with community-based organizations. This initiative is dedicated to increasing college enrollment and fostering success among pre-college youth in underserved communities. By partnering with local organizations, and businesses, we aim to provide students with the resources, support, and guidance they need to navigate the college application process, excel academically, and achieve their full potential.

Key Performance Indicators: Using the Strategic Plan for Assessment and Planning

| Scorecard | Metric (PMP = Bold) | Baseline AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 | 5-Year Targets | Target Met? |
|---------------------------------------|--|------------------------|----------------|----------------|----------------|----------------|--------------------------|-------------------|----------------|
| Goal 1. Student Success | | | | | | | | | |
| 1.1 Increase Academic Momentum | % of full-time first-time freshmen who earn 30 credits or more in the first year | 30.1% (F19) | 41.6% (F20) | 23.3% (F21) | 23.1% (F22) | 25.3% (F23) | 27.9% (F24 Prelim) | 50% | No |
| | % of full-time first-time freshmen who pass Gateway English in the first year | 78.5% (F19) | 73.9% (F20) | 67.5% (F21) | 75.5% (F22) | 69.9% (F23) | 66.8% (F24) | 90% | No |
| | % of fall full-time first-time freshmen who pass Gateway Math in the first year | 51.4% (F19) | 60.5% (F20) | 47.9% (F21) | 39.1% (F22) | 48.7% (F23) | 33.9% (F24) | 70% | No |
| 1.2 Increase Retention | % of first-time, full-time first-year retention rate | 62.9% (F19) | 60.4% (F20) | 61.1% (F21) | 59.5% (F22) | 57.4% (F23) | 68.2% (F24 Prelim) | 70% | No |

Key Performance Indicators

| Scorecard | Metric (PMP = Bold) | Baseline AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 | 5-Year Targets | Target Met? |
|---|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------|----------------|
| Goal 1. Student Success | | | | | | | | | |
| 1.3 Increase First-time Graduation Rates | % of first-time, full-time, 4-year graduation rate | 9.1% (F15 cohort) | 11.5% (F16 cohort) | 11.7% (F17 cohort) | 14.9% (F18 cohort) | 11% (F19 cohort) | 15.4% (F20 cohort) | 15% | Yes |
| | % of first-time, full-time 6-year graduation rate | 34.9% (F13 cohort) | 31.6% (F14 cohort) | 33.4% (F15 cohort) | 33.3% (F16 cohort) | 30.3% (F17 cohort) | 32.2% (F18 cohort) | 42% | No |
| 1.4 Increase Transfer Graduation Rates | 3-year graduation rate of transfer students: Total | 29.8% (F16 cohort) | 34.3% (F17 cohort) | 33.6% (F18 cohort) | 36.1% (F19 cohort) | 39.8% (F20 cohort) | 38.2% (F21 cohort) | 40% | No |
| | 3-year graduation rate of transfers with associates degree | 38.8% (F16 cohort) | 43.5% (F17 cohort) | 39.6% (F18 cohort) | 50.4% (F19 cohort) | 53.4% (F20 cohort) | 50.6% (F21 cohort) | 55% | No |
| | 3-year graduation rate of transfers without associates degree | 15.1% (F16 cohort) | 20.9% (F17 cohort) | 26.3% (F18 cohort) | 26% (F19 cohort) | 32.3% (F20 cohort) | 20.7% (F21 cohort) | 30% | No |
| | % of FT transfer students with an associate degree who earn 24+ credits in first year after transfer | 51.9% (F19) | 62.5% (F20) | 52.3% (F21) | 55.9% (F22) | 52.3% (F23) | 59.3% (F24 Prelim) | 65% | No |

Key Performance Indicators

| Scorecard | Metric (PMP = Bold) | Baseline AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 | 5-Year Targets | Target Met? |
|---|--|------------------------|----------------|-----------------|-----------------|-----------------|-----------------------|-------------------|----------------|
| Goal 1. Student Success | | | | | | | | | |
| 1.5 Reduce equity gaps | Gap in the one-year retention rate of URM and Non-URM for first-time full-time freshmen | -3.9% (F19) | -8.6% (F20) | -17.3% (F21) | -10.9% (F22) | -10.5% (F23) | -9.3% (F24 Prelim) | less than 3% | No |
| 1.6 Increase cohort-based first year experiences | # of students enrolled in cohort-based program (SEEK; ACE; Students of Promise (discontinued)) | 776 (F19) | 572 (F20) | 583 (F21) | 575 (F22) | 569 (F23) | 718 (F24) | 800 | No |

Key Performance Indicators

| Scorecard | Metric (PMP = Bold) | Baseline AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 | 5-Year Targets | Target Met? |
|---|--|---------------------------|------------------|------------------|------------------|------------------|------------------|-------------------|----------------|
| Goal 2. Academic Excellence | | | | | | | | | |
| 2.3 Increase brand recognition (increase enrollment) | % of first-time freshmen enrolled of those admitted | 10.5% (F19) | 10.4% (F20) | 9.7% (F21) | 8.2% (F22) | 8.1% (F23) | 7.7% (F24) | 14% | No |
| | % of transfer enrolled of those admitted | 37.5% (F19) | 22.9% (F20) | 20.5% (F21) | 28.4% (F22) | 24.3% (F23) | 25.8% (F24) | 40% | No |
| | Total headcount | 8,337 (F19) | 7,784 (F20) | 7,027 (F21) | 6,446 (F22) | 6,161 (F23) | 6,174 (F24) | 7,785 | No |
| 2.4 Increase student access to academic experiences and related workforce preparedness | % of baccalaureate degree graduates consistently employed within one year of graduation (data by year of graduation) | 73.1% (15-16) | 71.4% (16-17) | 72.5% (17-18) | 69.9% (18-19) | 61.6% (19-20) | 65.7% (20-21) | 90% | No |

Key Performance Indicators

| Scorecard | Metric (PMP=bold) | Baseline AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 | 5-Year Targets | Target Met? |
|---|---|---------------------|--------------------|--------------------|--------------------|--------------------|------------------|----------------|-------------|
| Goal 3. Faculty/Staff Support | | | | | | | | | |
| 3.2 Increase Research Support | \$ Research awards (annual) | \$2,523,459 (FY19) | \$1,188,912 (FY20) | \$2,055,746 (FY21) | \$1,079,543 (FY22) | \$1,615,350 (FY23) | 1,882,974 (FY24) | \$1,500,000 | Yes |
| | # of funded research grants | 14 (FY19) | 12 (FY20) | 12 (FY 21) | 11 (FY22) | 12 (FY23) | 14 (FY24) | 17 (FY23) | No |
| 3.5 Evidence of projects established via the Special Initiatives Funds | # of Special Initiative Projects | n/a | n/a | 0 | 1 | 7 | 6 | Increase YOY | No |
| | \$ generated for Special Initiatives Fund | n/a | n/a | \$75,000 | \$50,000 | 0 | 0 | Increase YOY | No |

Key Performance Indicators

| Scorecard | Metric (PMP = Bold) | Baseline AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 | 5-Year Targets | Target Met? |
|---|--|------------------------|------------------|------------------|------------------|------------------|-----------------|-------------------|----------------|
| Goal 4. Vibrant Campus | | | | | | | | | |
| 4.5 Increase giving overall from diversified resources | Total voluntary contributions (annual) | \$469,581 (FY19) | \$604,943 (FY20) | \$701,959 (FY21) | \$492,557 (FY22) | \$656,839 (FY23) | \$238,193 (F24) | Increase YOY | No |

Thank you!

Q&A