



Academic Assessment Committee

2019

Linda R Barley (Chair)

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I. What patterns do you see across the programs and units with regard to outcomes in the following areas?

A. Please submit your Annual Assessment Status Progress Report table.

Table 1. Annual Assessment Status Progress Report*

Program/Unit	Mission	Goals	Outcomes	Curriculum Map	Five-Year Assessment Plan	Annual Assessment Plan	Annual Assessment Report
Accounting (BS)	X	X	X	X	X	X	X
Anthropology (BA)	X	X	X	X			
Art History (BA)	X	X	X	X	--	X	X
Aviation Management BS	X	X	X	X	X	X	X
Biology (BA)	X	X	X	X	X	X	
Biology BS	X	X	X	X	X	X	X
Biotechnology (BS)	X	X	X	X	X	X	
Black Studies (BA)	X	X	X	X			
Business Administration BS	X	X	X	X	X	X	X
Chemistry (BS)	X	X	X	X	X	X	X
Clinic Laboratory Science (BS)	X	X	X	X	X	X	X
Communications Technology (BS)	X	X	X	X	X	X	X
Community Health Education (BS)	X	X	X	X	X	X	X
Computer Science (BS)	X	X	X	X	X	X	X
Economics (BA)	X	X	X	X	X	X	X
English (BA)	X	X	X	X	X	X	X
Environmental Health Science (BS)	X	X	X	X			
Finance (BS)	X	X	X	X	X	X	X
French (BA)	X	X	X	X	X	X	X
Geology (BS)	X	X	X	X			
Gerontological Studies & Services (BS)	X	X	X	X	X	X	X
Health Education PreK-12 (BS)	X	X	X	X	X	X	X
Health Promotion Management (BS)	X	X	X	X	X	X	
Health Science (BS)	X	X	X	X	X	X	X
History (BA)	X	X	X	X	X	X	

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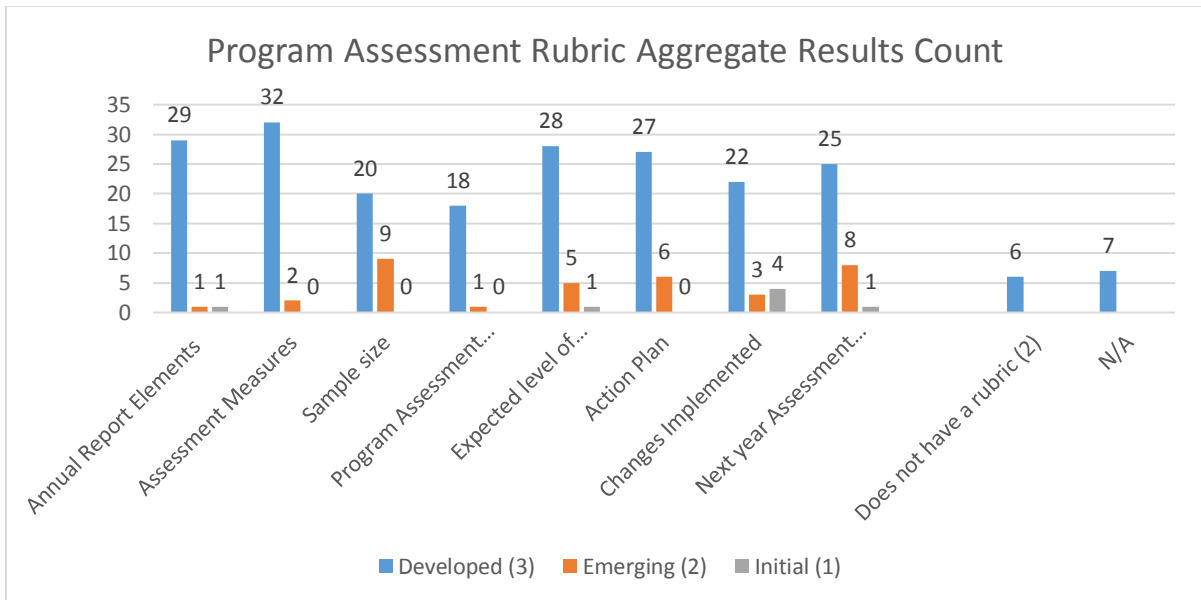
Program/Unit	Mission	Goals	Outcomes	Curriculum Map	Five-Year Assessment Plan	Annual Assessment Plan	Annual Assessment Report
Information Systems Management (BS)	X	X	X	X	X	X	X
Interdisciplinary Studies (BA)							
Journalism (BA)	X	X	X	X	X	X	X
Library	X	X	X	NA	X	X	X
Marketing (BS)	X	X	X	X	X	X	X
Math (BA)	X	X	X	X	X	X	X
Math (BS)	X	X	X	X	X	X	X
Movement Science (BS)	X	X	X	X	X	X	X
Music (BA)	X	X	X	X	X	X	X
Nursing (BS)	X	X	X	X	X	X	X
Nursing Generic (BS)	X	X	X	X	X	X	X
Occupational Therapy (MS)	X	X	X	X	X	X	X
Pharmaceutical Science and Business (MS)	X	X	X	X	X	X	X
Pharmaceutical Science (BS)	X	X	X	X	X	X	X
Philosophy (BA)	X	X	X	X			
Physical Education PreK-12 (BS)	X	X	X	X			
Physician Assistant (MS)	X	X	X	X	X	X	X
Physics (BS)	X	X	X	X	X	X	
Political Science (BA)	X	X	X	X	X	X	X
Psychology (BA)	X	X	X	X	X	X	X
Public Health (BS)	X	X	X	X	X	X	X
Social Work (BS)	X	X	X	X	X	X	X
Sociology (BA)	X	X	X	X	X	X	X
Spanish (BA)	X	X	X	X	X	X	X
Speech Communications & Theatre Arts (BA)	X	X	X	X	X	X	X
Studio Art (BA)	X	X	X	X	X	X	X
Teachers Education	X	X	X	X	X	X	X

**2018-2019 Mission, Goals, Outcomes, 98 percent
Curriculum Maps, 98 percent
5-Year Assessment Plans, 85 percent
Annual Assessment Plan, 87 percent
Assessment Report, 77 percent**

B. Please describe any patterns you see above in mission, goals, outcomes, curriculum maps, annual and five-year plans and report.

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Almost all programs completed and submitted mission, goals, outcomes, and curriculum maps, annual and five-year plans. The AAC used the Program Assessment Rubric (PAR) as a tool to evaluate program reports. Majority of program reports were rated at developed level (see the graph below). However, the scores on “changes implemented” do not (appear to) match the narrative that indicates “action plans” rather than “changes implemented” as few programs reported “close the loop” activities.



C. Please submit your Use of Results table.

Table 2. Use of Results

The “use of results” table is listed as the appendix at the end of this report.

D. Please describe any patterns you see above in findings, use of results and alignment.

The AAC meta-analysis – 34 program annual assessment reports were reviewed by AAC members. Not all members rated on all criteria of the Program Assessment Rubric (PAR). Although 79% of the 28 programs are rated “Developed” on “changes implemented”, in the annual reports, many of the programs identified an action plan and did not have changes implemented. Some programs indicate that the assessment in AY 2018-19 was the first time for the program, thus the implementation of the changes is to happen in AY 2019-2020. Some of the programs reassessed the changes they implemented from previous assessment; thus, no new changes were proposed. There are also cases that no changes are needed as student performance met the expectations. These situations probably tell us what and how we need to adjust for our next year’s assessment in order to make the assessment more meaningful and student learning improved. Based on what we have done so far, several recommendations will be conveyed to the programs for their future assessment:

- The sample sizes were in general small last year. We may consider evaluating what sample size is more appropriate and representative of the program student population.

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- For most programs, student performances met the expected level of achievement, though the levels vary across programs. The AAC recommends revisiting/raising expected level of achievement for future assessment cycles.
- Some programs have developed standard assessment tools, i.e. a departmental or program level rubric. The AAC may consider promoting this practice across all programs.
- Professional Programs are meeting their benchmarks and continuously engage in assessment activities. Their experience of conducting assessment as a routine practice is a useful model for all academic programs.

E. Please describe the use of direct and indirect measures across programs and units, giving illustrative examples.

All programs used direct measures for assessment. These direct measures included mid-term exam, quiz, practical exam, research paper, final exam, logbook assignment, and literature review, pre/post-test, essays, certification exams, fieldwork reports, and standardized tests. Some programs also used indirect measure (e.g. a survey) as a supplementary tool to direct measures.

II. What patterns do you see across the programs and units with regard to processes?

A. Please submit your Annual Assessment Process table.

Table 3. Annual Assessment Process

Month	Task	Responsible Party
September	Conduct meta-analysis of all annual program assessment reports using the Program Assessment Rubric (PAR).	AAC
	Report meta-analysis findings, disaggregated by department, to Institutional Effectiveness Committee (IEC)	AAC/ Director of Assessment/Assessment Analyst
	Programs update the <i>Mission, Goals, Outcomes</i> and align <i>Institutional Student Learning Outcomes</i> and <i>Curriculum Maps</i> (as needed)	Department and program faculty
October	Conduct meta-analysis and provides feedback on <i>Mission, Goals, Outcomes</i> and <i>Curriculum Maps</i> using PAR.	AAC
	Create <i>Annual Program Assessment Plan</i>	Department and program faculty
	Programs develop/update <i>Five-year Program Assessment Plan</i>	Department and program faculty
November	Conduct meta-analysis and provide feedback on <i>Annual Program Assessment Plan</i> and <i>Five-year Program Assessment Plan</i> using PAR.	AAC
	Implement <i>Annual Program Assessment Plan</i>	Department and program faculty
December	Continue to implement <i>Annual Program Assessment Plan</i>	Department and program faculty
January	Analyze assessment data	Department and program

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Month	Task	Responsible Party
		faculty
February	Verbal updates on assessment activities thus far and next steps	Department assessment coordinators
	Mid-year Check in YAMS	Program coordinators and department assessment coordinators
	Provide feedback on verbal updates on assessment activities and next steps	AAC
	Continue to implement assessment activities based on <i>Annual Program Assessment Plan</i>	Department and program faculty
March	Continue verbal updates on assessment activities thus far and next steps	Department assessment coordinators
	Continue to provide feedback on verbal updates on assessment activities and next steps	AAC
	Continue to implement assessment activities based on <i>Annual Program Assessment Plan</i>	Department and program faculty
April	Continue to implement assessment activities based on <i>Annual Program Assessment Plan</i>	Department and program faculty
May	Analyze assessment data	Department and program faculty
June	Submit <i>Annual Program Assessment Report</i> to AAC; <i>Annual Assessment Plan</i> for next AY is included in the report	Program Faculty/department assessment coordinators

B. Please describe any challenges or successes you have encountered with this process.

Overall, the process has been successful with some challenges. The AAC had its first meeting in the middle of September; this late start date delayed the committee's review of program annual assessment report, which led to a delay in the creation of the AAC report to IEC. The committee found that one month is insufficient to review the reports and provide feedback to departments and programs (see above). Nonetheless, the AAC found the process of reviewing assessment reports informative when the members as department assessment coordinators had the opportunity to learn about different assessment methods, tools and practices from their colleagues. Another issue that emerged is that the review of assessment plans after review of assessment reports by the AAC seems cumbersome. The AAC reflected on this process and recommend changes going forward. For example, if the following year's assessment plan is included in the previous year's annual report, one review may be sufficient for both parts (report and plan) in one document. See the revised Annual Assessment Process above.

C. Please submit the tools (report templates, meta-assessment tools) you are using to facilitate and reflect upon assessment in your area.

The AAC used Microsoft word templates for [annual assessment plans](#) and [annual assessment reports](#) for 2018-2019, which were uploaded by each department assessment coordinator on Blackboard. The [program assessment rubric \(PAR\)](#) was used to review and evaluate all the assessment reports submitted by individual programs. All of the templates are available on the AAC [resource webpage](#).

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- D. Please describe the involvement of program faculty and unit staff across the programs and units in the process of assessment.

Many of the programs have formed department assessment committees to ensure that assessment does not become a responsibility of one faculty member but rather a collaborative effort. As of Spring 2019 the following departments reported at the AAC meetings on [February 26, 2019](#), [March 12, 2019](#) and [April 16, 2019](#) that they have formed department assessment committees: Behavioral Sciences, Performing and Fine Arts, Chemistry, English, Nursing, Social Work, Math and Computer Science, Library, Teachers Education, and Biology.

- E. Please describe your committee's role in ensuring assessment is happening across the programs/units.

The AAC regularly reviews and tracks compliance. The fact that AAC members who are also the representatives of the departments coordinate the activities for their departments ensures that assessment is taking place regularly across campus.

- F. Please submit your Status Milestones: Capacity Building table.

Table 4. Status Milestones: Capacity Building

Activity	Expected Date of Completion	Status
	Fall 2018	
Established Academic Assessment Committee (AAC)	August	Accomplished
Establish department assessment committees	April 2019	In-process
Updates Templates for ADA Compliance and edited content	September	Accomplished
Created Five-Year Assessment Plan Template	September	Accomplished
Created meta-assessment tool: Program Assessment Rubric	October	Accomplished
AAC Norming Session	October	Accomplished
Meta-analysis of program mission, goals and outcomes	October	Accomplished
Three Professional Development workshops	September – October	Accomplished
Update Academic Assessment website	On-going	Accomplished
Meta-analysis of program Curriculum Maps, Five-Year Assessment plans, Annual Assessment plans and Annual Assessment reports (Fall 2018).	November – December	Accomplished
	Spring 2019	
Three Professional Development workshops	February-April	Accomplished
Align Program Goals to ILOs	February	Accomplished

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Activity	Expected Date of Completion	Status
Update Academic Assessment website	On-going	Accomplished
AAC Template revisions/updates	June	Accomplished
Annual Assessment Report	June	Accomplished
Research on assessment management information systems	March-June	Accomplished

G. Please narrate the committee's capacity building activities to sustain a culture of ongoing assessment.

The committee has continued to build capacity throughout AY 2018-19 by various means including having rich assessment discussions at the AAC meetings, professional development workshops, use of templates, and the website.

H. Please describe your committee's communication with programs and units, and how data is disseminated within programs and units.

The committee members who also serve as department assessment coordinators share the information from the committee with their respective departments and individual programs, while also bringing the concerns from the departments and programs to the committee. AAC also shares the information via its webpage, through workshops and emails as appropriate.

III. Describe recommendations going forward to improve the outcomes and processes discussed above.

As mentioned in the Part I (section D), the recommendations for improving the outcomes and processes are the following:

- Programs revisit the assessment designs to gather meaningful and valid data.
- Based on the data collection and action plans, programs pay more attention to “closing the loop”: implementing the changes for the improvement of student learning.
- Both the committee and departments seek timely feedbacks to simplify the assessment process and ensure compliance.
- The college builds a better electronic management system to replace the Blackboard for data storage.
- The AAC revises the templates for annual assessment data collections.

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
Accounting (BS)	Fall 2018	<p>PSLO1.1 61% of students achieved Accomplished & Developing level from ACC345 Mid-term Exam. Expected level of students' Achievement was 70%</p> <p>PSLO1.2 38% of students achieved Accomplished & Developing level from ACC345 Mid-term Exam. Expected level of students' Achievement was 70%. PSLO3.1 42% of students achieved Accomplished & Developing level from ACC345 Mid-term Exam. Expected level of students' Achievement was 70%</p> <p>Transferred students demonstrated the same level of outcome as that of students who have taken all their major courses at York.</p>	<p>Implementation Plan:</p> <p>1) Different course is being considered to assess PSLO1.1, PSLO1.2 and PSLO3.1</p> <p>2) PSLO1.1 will be changed to: Determine the impact of economic transactions on the financial statements. 3) Revised questions for evaluation of PSLO1.2 and PLSO3.1</p>	<p>Intellectual Discovery and Creativity</p> <p>Self-Reflection and Accountability</p>
Art History (BA)	Spring 18; Fall 18	<p>Spring 18 PGs 1-3 (FA 476 & FA 499). Fall 18, PSLO 1.1, 1.2, 2.1, & 2.3 (FA 477). Direct: research paper, and indirect: one-on-one discussion measures were used. Data demonstrated minimal retention of information learned in pre-requisite course & lack of basic college-level writing skills</p>	<p>Provide the students with shorter writing assignments and more experiential opportunities and including mandatory attendance in a Library literacy course.</p>	<p>Diversity; Intellectual Discovery and Creativity; Self-Reflection and Accountability</p>
Aviation Management (BS)	Fall 2018, Spring 2019	<p>A test was used to assess PGs and PSLOs. For PSLO 1.1: Overall Average Score was 73%, Foundational Knowledge Average Score was 75%. Results show a dramatic increase from Fall 2018 when the results for Overall Average Score were 58% and Foundational Knowledge Average was 57%. For PSLO 2.2: Overall Average Score was 73%, Major Knowledge Average Score was 71%. Results show a dramatic increase from Fall 2018 when the average in the Major knowledge section was 61%. 100% of BUS 237 took and passed FEMA 100, 700, 800.</p>	<p>Two of the Major Subject exam questions are specific to one class and the majority of the students had not taken that class when the test was administered to them. These two questions will be changed before next go round of testing. The Aviation Management degree is being changed to better reflect the goals of the program. Besides general housekeeping changes such as deleting many of the prerequisites for individual courses, several major changes to the degree are being implemented. These changes include Bus 237 and Bus 281 are being moved from required to elective status; BUS 414 and BUS 425 are being moved from elective to required status. AVIA 100, 200, 300, and 400 as well as BUS 210 are being added to the list of approved electives for the Major.</p>	<p>Intellectual Discovery and Creativity.</p>

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
Biology BS	Fall 2018, Spring 2019	<p>PSLO 1.1 Student performance of senior students below expectations</p> <p>PSLO 1.2 Performance of senior students in line with expectations</p> <p>PSLO 1.3 Performance of senior students in line with expectations</p> <p>PSLO 2.1, 2.2, 2.3, 2.4 Students reached expected level of Proficiency (70% Class Average)</p> <p>PSLO 3.1, 3.2,3.3 Students reached expected level of proficiency (70%)</p>	More pro-active use of Pearson's MyLab & Mastering exercise, case studies and online quizzing	<p>Intellectual Discovery & Creativity</p> <p>Integrity</p> <p>Self-Reflection & Accountability</p> <p>Intentional Interactions</p>
Business Administration BS	Fall 2018, Spring 2019	<p>PSLO 2.1: Standardized exam was used to measure General Foundation Knowledge and Specialized Knowledge. There were 94 students in the pilot. There were no meaningful differences between students with an Associate Degree and transfer students with 20 or more credits. There was a noticeable decrease in scores between the two assessments due to the fact that sometimes students take the exam before being exposed to all of the material on the test.</p>	<p>One of the goals is to increase sample size and needs to be balanced with the goal of assessing students at the optimal point in their program. Determine whether additional courses should be included, revisit the timing of the assessment, so students take the test once the relevant material has been covered. In addition to expanding the test-based assessment, templates were designed and are being reviewed for a project-based assessment to assess other program goals and PSLOs.</p>	Goal 2: Intellectual Discovery & Creativity.
Chemistry (BS)	Spring 2019	<p>PSLO 2.1: CHEM 108: 15 out of 44 students achieved over 70%, 13 out of 44 students failed to get 60%. CHEM 341: 3 out of 8 students achieved over 70%, 2 out of 8 students failed to get 60%. CHEM 342: 4 out of 10 students achieved over 70% and failed to get 60%. In comparison to the result from the spring semester of the last academic year, the data shows slight decline.</p> <p>PSLO 2.2 CHEM 108: Not applicable CHEM 341, 6 out of 8 students achieved over 70%, 2 out of 8 students failed to achieve 60%. CHEM 342, 8 out of 10 students achieved over 70%, 1 out of 10 students failed to achieve 60%. In comparison to the assessment result from the spring semester of the same academic year, CHEM 341 has seen slight improvement and CHEM 342 has seen a decline in student's</p>	<p>The changes implemented last semester:</p> <p>Underachieving Students in CHEM 108 were suggested to reach out for a tutor and to be assigned more practice problems through an online system.</p> <p>Underachieving students in CHEM 341 were suggested to be assigned more practice problems. Students in CHEM 342 were advised to use more simulations and modeling software for better visualization and understanding.</p> <p>Change Implementation Plan: for CHEM 108/341/342, More appropriate assignments should be given to the class, while providing help for</p>	<p>Intellectual Discovery and Creativity</p> <p>Self-Reflection and Accountability</p>

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
		performance.	<p>underachieving students.</p> <p>Changes that have been implemented (from previous semester): for PSLO 2.2, underachieving students in CHEM 341 were suggested to demonstrate more connections and application of each laboratory exercise.</p> <p>Underachieving students in CHEM 342 will be given more opportunities to work with more instruments.</p>	
Clinic Laboratory Science (BS)	Fall 2018; Spring 19	PSLO 1.1(CLS 460). Direct measure; Media Lab practice exam demonstrated 83% first attempt passing rate, the goal is 90%. PSLO 1.2 (CLS 460). direct measure ASCP licensure exam demonstrated 76% first time pass rate which is above the 75% national benchmark. PSLO 1.3 data demonstrated that York college exceeded national average in 5 out of 7 subjects area.	Students are encouraged to use the practice exams available through Medialabinc.net. Based on Fall 18 exam results additional emphasis was given to weak areas of study during Spring 19 semester.	N/A
Communications Technology BS	Fall 2018; Spring 19	PSLO 2.1 (CT 240, CT 355). Direct measure, writing sample. Most samples did not exceed adequate performance level. PSLO 3.2 & 3.4 (CT 370, CT 385). Direct measure, capstone project. Student demonstrated improvement across CT 370 to CT 385.	Recommendation were made to put more emphasis on the study of the aesthetics and reflection, and written analysis of other work. Modifications will be made to the core curriculum to address overarching shortfalls of PSLOs across ALL courses.	Intellectual Discovery and Creativity
Community Health Education (BS)	Fall 2018/ Spring 2019	PSLO2.2 (HE321; HE316; HE211 spring 2019 only) 100% of students were able to identify 3 of 4 characteristics of physical health. Expected level of achievement was 70%. PSLO2.3 (HE321; HE316; HE211) 76.3% (168 of 220) of students were able to achieve a score of 72% or better concerning questions pertaining to emotional health. Expected level of students' Achievement was 70%. PSLO2.4 (HE316) 70.3% (57 of 81) of students were able to achieve a score of 72% or better concerning questions pertaining to emotional health Expected level of students' Achievement was 70%. PSLO2.5 (HE211) 70.2% (59 of 84) of students were able to achieve a score of 72% or better concerning	<p>No Change has been implemented</p> <p>No implementation plan was discussed because students responded as hoped.</p>	

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
		questions pertaining to the impact of stress. Expected level of students' Achievement was 70%		
Computer Science (BS)	Fall 2018, Spring 2019	PSLO 2.3- 37% of students scored 3(good) or above on Process Management topic; 45% scored 3 or above on Memory Management; both below expected level of achievement PSLO 2.4-69% of students scored 3 or above on Base Conversions and Number Representations; 86% scored 3 or above on Data Transfer, Addressing and Arithmetic; both expected to be at 70%	Additional Data will be analyzed	Intellectual Discovery & Creativity. Self-Reflection and Accountability
Economics (BA)	Fall 2018, Spring 2019	PSLO 1.1, PSLO 1.2, and PSLO 2.1: In Fall 2018: An assessment standardized test consisting of 30 questions was administered to students in the Economics program. In Spring 2019: An assessment standardized test consisting of the same 30 questions (10 focusing exclusively on more advanced "Specialized Knowledge" or "Knowledge of the Major". The other 20 questions comprise the "Foundation Knowledge" section). Both averages were reported and the percentage of students scoring 75% or higher.	Based on the results, the following changes will be implemented: Increase the sample size and review situations where students did not take the course that the scale is based upon.	Intellectual Discovery & Creativity; Diversity.
Finance (BS)	Fall 2018	PSLO1.1 69% of students achieved Accomplished & Developing level from FINC329 Mid-term Exam. Expected level of students' Achievement was 70% PSLO1.2 66% of students achieved Accomplished & Developing level from FINC329 Mid-term Exam. Expected level of students' Achievement was 70%. PSLO3.1 69% of students achieved Accomplished & Developing level from FINC329 Mid-term Exam. Expected level of students' Achievement was 70%	No Change has been implemented Implementation Plan: Because the finance program just started about 1 year ago and the student size is small, the department faculty will reevaluate PSLOs when the size of students in the finance major grows.	Intellectual Discovery and Creativity Self-Reflection and Accountability
French (BA)	Spring 2019	PSLO3.2 was assessed; artifacts were collected from FREN218. 70% of the students were able to analyze satisfactorily the assigned texts and were able to identify the stylistics tools referred to in the rubric used for the assessment (Anaphors, junctions, metonymies, metaphors, verbal constructions and deictic references) to establish the unity of the texts and their syntactic and lexical cohesion. The students were, thus, able to demonstrate understanding of the	No change is proposed.	Intellectual Discovery and Creativity; Self-Reflection and Accountability

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
		linguistics devices used to shape a text and character within.		
Gerontological Studies and Services (BS)	Spring 2019 (NOTE: Report also includes results from Spring/Fall 2017, Spring 2018)	PSLO4.1&4.2: In spring 2019, 92% of students (11 of 12) from GERO311 achieved a score of 80% or better (12 out of 15 points or better) on their evaluation of health programs for older adults. Expected level of students' Achievement was 80%.	Implemented changes occurred in Spring 2015. Research Assignment modified to focus on program evaluation. Implementation Plan: give students more options in sample journal articles to review for this assignment.	Intentional Interactions Self-Reflection and Accountability Civic Engagement
Health-Education pK-12 (BS)	Spring 2019	PSLO 8.1 and 8.2 were assessed. 3 of 3 HETE candidates achieved minimum passing score on related items for 8.1 and 3 of 3 candidates' oral presentation was rated as acceptable or proficient.	No change is proposed.	
Information Systems Management (BS)	Fall 2018, Spring 2019	For Fall 2018, the ISM students met the 75% threshold established by the department in all but two areas, namely Statistics and Computer Applications in Business. For Spring 2019 there was a marginal decline in the overall performance from 75.4% to 75.3%. There was an improvement in Computer Applications for Business from 73.9% in Fall 2018 to 80.7% in Spring 2019. In the average for the ISM major, there was an improvement from 76.1% to 81.8%.	Attention needs to focus on (some) questions where students underperformed. One possible explanation is the timing of the assessment (as it was conducted before the middle of the semester). The action plan the weaknesses observed in the standardized test, in particular questions 2,7,8, and 9.	Intellectual Discovery and Creativity, Civic Engagement, Integrity, Intentional Interactions, and Diversity.
Library	Fall 2018	PSLO 3.1- 3.3 were assessed on information literacy within the information literacy workshops offered every year (students familiarity with library resources, services, and ability to find and use information effectively) using a multiple choice before and after the workshop. Six course sections with (two sections each-SPCH 101, TA 110, and Bio 130) for a total of 116 students took the test in the Library before the workshop and 107 students from these sections took the same test at the end of the semester in class. 3 sections showed significant improvement in scores from pre-test (beginning of semester) to post-test (end of semester), 56.2% to 66.5%. Results from control group were not provided.	Change Implemented Library Assessment Committee was formed (currently 4 members) and work toward developing a more relevant assessment instrument. Change proposed The assessment tool (pre- and post-test quiz) has been adapted to better tie it to the program goals at York.	Intellectual Discovery and Creativity
Marketing (BS)	Fall 2018, Spring 2019	PSLO 1.1: Standardized test and Marketing Knowledge test were administered. In Fall 2018 average scoring for common knowledge-marketing only was 76.3%. In Spring 2019 was 75%. PSLO 1.2: Average	For PSLO1.1 and PSLO 1.2: Changes were identified. Develop more questions or other assessment (e.g., in-class exam) would be used.	Diversity

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
		scoring for specialized knowledge-Marketing was 73.8% in Spring 2019, and 62.8% in Fall 2018. PSLO 1.3: In Spring 2019 the average score for common knowledge was 71.3% and for Fall 2018 was 63.8%.	For PSLO 1.3: it was concluded that it would be better to test the outcome solely.	
Math BA	Fall 2018, Spring 2019	PSLO 1.1: 60% of students scored 3 or better on limits and 70% scored 3 or better on derivatives. PSLO 1.3 42% of students scored 3 or better on solving systems of linear equation. 58% scored 3 or better on understanding vector spaces and subspaces and 81% scored 3 or better on computing the determinant and finding eigenvalues of a matrix.	No changes implemented from previous cycle. Action Plan: Collect artifacts from both Math 121 and Math 122 to fully assess PSLO 1.1. For PSLO 1.3, remind students to make sure that answers, to be correct, should exhibit appropriate notation, consistency and all justifications. When computing the determinant and finding eigenvalues of a matrix, students should make sure that their conclusions are verified thoroughly. Solutions should also be presented elegantly.	Intellectual Discovery and Creativity Self-Reflection and Accountability
Math (BS)	Fall 2018, Spring 2019	Same As Math BA	Same as Math BA	Same as Math BA
Music (BA)	Fall 2018, Spring 2019	PSLOs 2.1: student artifacts collected from MUS223; 75% of students achieved the level of proficient and 25% achieved the level of mastery in the Music Notation category. Measure used: Midterm exam. As for the final exam assessment 71% of students showed proficiency in the Music Notation and 57% in the Harmonic Analysis. For PSLO 2.3 student artifacts collected from MUS210; the expected level of achievement (70% at emerging) was met.	Changes implemented: drafted rubrics for all SLOs. For PSLO 2.1: Expand the curriculum of MUS 223 into two courses; include diatonic harmonic analysis across other music courses. For PSLO 2.3: Create a culture of choral singing at York College by establishing a new Chorus course; include singing and dictation activities across other music courses including musicology, ethnomusicology and performance courses.	Intellectual Discovery and Creativity; Integrity
Movement Science (BS)	Spring 2019	PSLO 1.1, 1.2, 1.3 and 4.1 were assessed. For 1.1, 1.3 and 4.1, most students met the expected level of achievement; thus no change was proposed. For 1.2, 65% of students met the expected level of achievement.	Changes proposed for 1.2: Further emphasis of the physiological aspects of the health related fitness components is needed in the PE 452 and in other lower level courses	Intellectual Discovery and Creativity
Occupational Therapy (MS)	Fall 2018; Spring 2019	PG 1: PSLO 1.1 (OT 423 & OT506). Field work performance evaluation using an evaluation tool that includes	Changes Implemented: Based upon prior data analyses foundational first	Diversity; Intentional Interactions;

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
		<p>10 items measured on a 4-point scale. A score of 26 out of 40 is the minimum passing score. All students achieved a minimum score of 26; PSLO 1.2 (OT 641 & OT 642). Students' clinical competence is measured by final scores on the American Occupational Therapy Association (AOTA) Fieldwork II Performance Evaluation. All student passed the clinical component; PG 2: OT 644 National Board for Certification in Occupational Therapy Certification. 100% pass rate. PG 3 (OT 518, OT 519, OT 522). Direct measure, successful completion of research PowerPoint presentation.</p>	<p>year courses now include added course content and assignments focused on having students develop professional documentation skills. This has been implemented in 2018-19 in OT 319, OT 321, and OT 322.</p> <p>Plan: For PSLO 1.2 await 2019 data analyses to determine if any curricula changes in 2020-2021 are needed</p>	<p>Integrity; Intellectual Discovery and Creativity; Self-Reflection and Accountability;</p>
Pharmaceutical Science and Business (MS)	Spring 2019	<p>PSLO 3.1 PHS 501 (7 students): 7 out of 7 students (100%) achieved the expected level (Students will get over 70%) PHS 509 (4 students): for Midterm, 3 out of 4 students (75%) achieved the expected level; for Final, 3 out of 4 students (75%) achieved over 70%. PSLO 3.2: PHS 501(7 students), 5 out of 7 students (71.4%) achieved over 70% 2 students failing to achieve 60%. PSLO 3.3 PHS 501 (7 students) 5 out of 7 students (71.4%) scored over 70, 2 out of 7 students have failed to score 60.</p>	<p>Change proposed: More cumulative final exam support should provide for students toward the end of the semester. Change Implemented: The committee recommended students take PHS 401 prior to PHS 503 in order to build a strong background. The department has tried to implement the changes through the respective instructors and it will be reevaluated in the cycle of 2019-2020 academic year.</p>	<p>Intellectual Discovery and Creativity</p>
Pharmaceutical Science (BS)	Spring 2019	<p>PLSO 3.1: PHS 401 (7 students), Not applicable (There was no lesson tested on this learning outcome) PLSO 3.2: PHS 401 (8 students), Expected Level of Students' learning Outcomes: Students will score over 70%: 5 over 70% (62.5%) and 3 (37.5%) failed to achieve 60% Fall 2018, 5 out of 8 (62.5%) students achieved over 70%, in the Academic Year 2017-18, 10 out of 12 students (83.3%) achieved over 70%. PLSO 3.3 PHS 401 (7students), #1Test 3: 7 students over 70% and none failing to achieve 60%. #2 Final 3 students over 70% and 4 students failing to achieve 60%</p>	<p>No Proposed Change(s) for PLSO 3.1 and PLSO 3.2. For PLSO 3.3 Suggested that more cumulative final exam support should be provided for students especially toward the end of the semester.</p> <p>Change implemented based on last year assessment to improve PSLO 3.1, it was suggested that PHS 401 include more anatomy and physiology in the curriculum despite its effectiveness. The department has tried to implement the changes through the respective instructors and it will be reevaluated in the cycle of 2019-2020 academic year.</p>	<p>Intellectual Discovery and Creativity</p>

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
Physician Assistant (MS)	Fall 2018 – Spring 2019	PSLO 1.1 and 1.2: Expected level of students' achievement was accomplished. PLSO 1.3 Achieved 79% first pass-rate. National pass-rate not yet reported. PLSO 2.1, 2.2, and 2.3: students' achievement was accomplished. PSLO 3.1, 3.2, and 3.3: Expected level of students' achievement was accomplished. PLSO 4.1 and 4.2: Expected level of students' achievement was accomplished. (Student artifacts are national certification exams, writing assignments from various PA courses.)	The first cohort of the MS program completed the program in January 2019. The program intends to continue monitoring and is in the process of assessing whether changes are needed.	Intellectual discovery and creativity; Self-reflection and Accountability; Diversity; Integrity; Intentional Interactions; Civic Engagement
Political Science (BA)	Fall 2018 and Spring 2019	PSLO 2.1 and 3.4 were assessed. Student artifacts were collected from courses at different levels. Overall performance for 2.1 is lower at the 100 level and stronger at the 400 level. In examining the data, it appears that students need support with their reading skills and lower level students should be working on all skills.	Changes proposed: Introducing more lower-stake writing exercises to practice the deficient skills including working on developing these at all levels and practicing how to use the readings to help perform critical thinking skills.	Intellectual discovery and creativity; Civic Engagement
Psychology (BA)	Fall 2018 and Spring 2019	PSLO 2.1, 2.2 and 2.3 were assessed. Student artifacts were collected from PSY226, 230, 313, 319 and 430. While data analysis for Spring 2019 is pending, for 2.3, the results from Fall 2018 indicate that the changes made in Fall 2018 based on the assessment in Spring 2018 helped to improve student performance.	No change is proposed at this point.	Intellectual discovery and creativity; Integrity
Public Health (BS)	Spring 2019	PH201 course used to assess PSLOs 2.1, 2.2 and 2.3 (N =30) No specific expected level of students' achievement PSLO2.1: 84.5% of students identified at least 2 contributions of public health (past and present). 85.4% of students identified at least one role of public health. PSLO2.2: 90.4% of students identified a minimum of three types of determinants as they relate to a specific health problem and priority population. PSLO2.3: 78.7% of students identified at least one modern public health concern (HIV) and evaluated the expected responses of the US public health infrastructure in reducing or eliminating the problem.	No Change has been implemented SLOs are currently being met; thus, no changes are currently needed.	N/A

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
Social Work (BS)		<p>PSLO1.1 (SCWK410; SCWK492) & PSLO3.1(SCWK470; SCWK492) Both benchmarks were achieved; scores were 4.8/5.0 and 4.3/5.0 on these practice behaviors (client advocacy and integration of knowledge sources). Expected level of student achievement was 4.0/5.0 scale</p> <p>PSLO2.1 (SCWK293; SCWK203) The benchmark was not achieved; score was 3.6/5.0 for this practice behavior (recognize and manage personal values).</p>	<p>No Change has been implemented</p> <p>Implementation Plan: for PSLO2.1, 1) Attention to missing data because Missing data may have accounted for the below benchmark achievement level; 2) If the benchmark continues to fall below an acceptable level, the course syllabus and assignments will be changed to increase attention to the NASW Code of Ethics and maintaining professional boundaries</p>	No Aligned ILOs (Older version of Annual Report was used)
Sociology (BA)	Spring 2019	<p>PSLO 1.1 and 4.1 were assessed. Artifacts from SOC312 and 338 were collected. While the data analysis for SOC338 is pending, student performance in SOC312 indicates that students met the expected level of achievement for 1.1 and slightly under the expected level of achievement for 4.1.</p>	<p>Changes proposed:</p> <p>Instructors will suggest that students focus on a main question to answer in this essay, as this may help them develop stronger critical analysis skills. Instructors will be asked to devote more time in class to making clear distinctions between description and logical analytical writing. The program coordinator will work with the course instructors to rework the instructor's assignment instructions, and to have the instructors discuss these PSLOs in class, using examples. It's the hope that asking students to be more specific or focus on a question for this essay assignment will lead to more students using academic scholarship to clearly construct logical arguments.</p>	Diversity; Intellectual Discovery and Creativity; Civic Engagement
Spanish (BA)	Fall 2018; Spring 19	<p>PSLO 2.1 (SPAN 418) Direct measure, mid-semester essay. Findings demonstrated that 70% of the data collected achieved expectations. PSLO 4.1 (SPAN 351). Direct measure mid-semester essay. For this PSLO students did not achieve expected level of performance. Specific data was not presented.</p>	<p>No further action will be taken pertaining PSLO 2. 1. However, to increase the level of performance for PSLO4.1, faculty will re-iterate the request for tutorial support for advanced course.</p> <p>Changes Implemented: Based on Fall 2018</p>	N/A

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
			assessment of PSLO 4.1 (Write well developed essays using appropriate organization, vocabulary and grammatical structures), in Spring 2019, instructors included in each Spanish major course grammar mini-lessons. Individual and group tutoring was offered by the instructors during office hours. Students were encouraged to visit the Collaborative Learning Center to receive Spanish tutorial services. The changes will be reassessed in AY 2023-2024.	
Speech Communications & Theatre Arts (BA)	Fall 18; Spring 19	<p>PSLO 1.1 (SPCH 182/TA 490): Direct measure is students' performance. At the 100 level the performance met expectation. Improvement was demonstrated among each category for the PSLO in the 400-level courses.</p> <p>PSLO 1.2 (TA 211): Direct measure is a journal assignment. Two sections of TA 211 were assessed; the combined data demonstrated students achieving expected level of performance; however, there was a wide disparity between the sections' mean scores.</p> <p>PSLO 2.2 (TA 410): Direct measure is Information Literacy exam. The expected score level was at 90% - 100%. Students scored significantly below expected level with average score of 77.5%.</p> <p>PSLO 4.1 (SPCH101/SPCH 303): Direct measure is a written assignment. Data from the 100-level course demonstrated students performing at expected the level; however in the 300-level course students performed below expectations.</p>	<p>PLSO 1.1: Students need greater development of individual vocal and articulatory abilities. There are classes already in the bulletin that would fulfill this need. PSLO 1.2: instructors of TA 211 sections were advised to meet with Coordinator to decide on clear inter-sectional outcomes. PSLO 2.2: greater attention to information literacy in 300 level writing intensive class. PSLO 4.1: incorporation of interdisciplinary materials in SPCH 101 & SPCH 303.</p>	<p>Self-Reflection and Accountability; Integrity; Diversity; Intellectual Discovery and Creativity</p>
Studio Art (BA)	Fall 2018, Spring 2019	<p>PSLO 1.1: student artifacts collected from FA382, FA481 and FA482; 69% of the students achieved Excellent (4 points) to Good (3 points) in Fall 2018 and 67% achieved the same in Spring 2019.</p> <p>PSLO 3.1 Assessment of artifacts from FA382, FA481 and FA482; 43% of the students achieved Excellent (4 points) to Good (3 points) in Fall 2018 and 50% achieved the</p>	<p>Changes implemented: Art Model pool established for studio classes in AY 2017-2018.</p> <p>Two-day class schedule offered for FA 102 Elements of Design in AY 2017-2018</p> <p>Changes proposed: Introducing a new</p>	<p>Intellectual Discovery and Creativity</p> <p>Self-Reflection and Accountability</p>

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Program/Unit Assessed	When (<i>semester</i>)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
		same in Spring 2019	assignment to measure the learning	