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# Institutional Effectiveness Plan

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2018-2019 through 2022-2023

FEBRUARY 6, 2019  
YORK COLLEGE, CUNY

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## Introduction

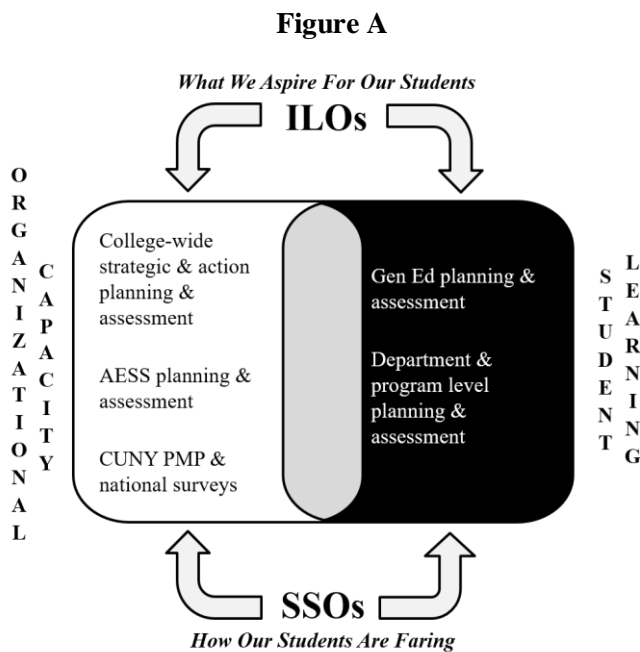
The Institutional Effectiveness Plan is a blueprint to guide assessment activities and ensure that these activities are 1) aligned with strategic planning, 2) conducted within the Institutional Effectiveness Framework (**Figure A**) supported by institutional effectiveness structure and process (**Figure B**), and 3) leading to sustainable and meaningful improvement in teaching, learning and student support system. To this end, the plan includes guiding frameworks, assessment capacity building practices, annual and five-year timelines, and assessment tools for academic programs, general education program, administrative, educational and student support units, and strategic planning. The plan also stipulates the means of communicating assessment activities, results and data-driven changes with stakeholders.

## Institutional Effectiveness Framework

The York College Institutional Effectiveness Framework (**Figure A**) encompasses two overlapping areas of planning and assessment:

- *organizational capacity* – i.e., York College’s ability to assess the extent to which it fulfills its mission through sound management and strong operational processes; and
- *student learning* – i.e., York College’s ability to assess the extent to which it is helping students achieve learning outcomes

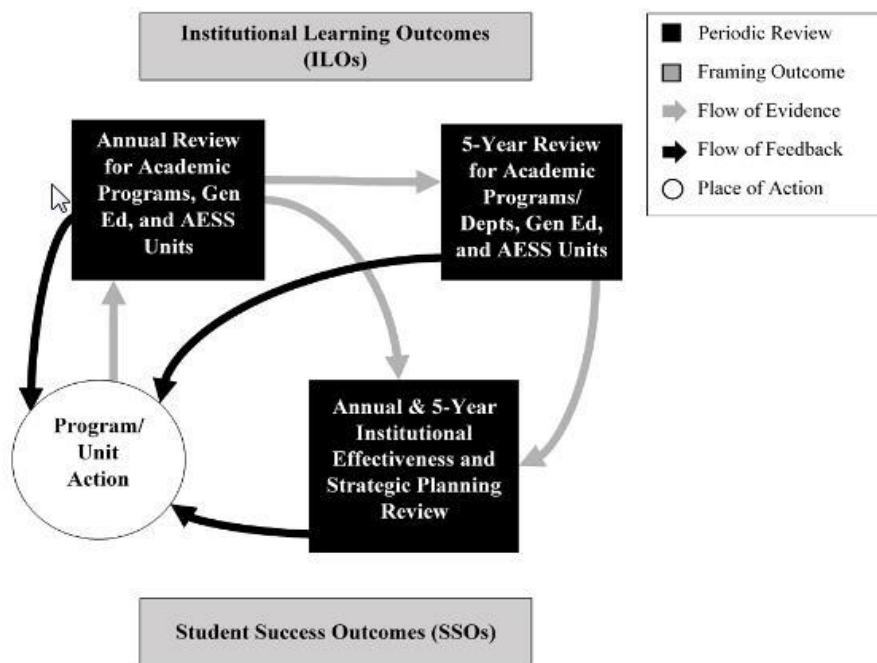
ILOs and student success outcomes (SSOs) (e.g., graduation rates, retention rates, completion rates) act as driving forces for assessment in both the organizational capacity and student learning areas, so that the College can more effectively conduct evidence-based decision-making to improve student achievement.



## Institutional Effectiveness Process

The Institutional Effectiveness Process (Figure B) shows that all academic programs, including General Education, and Administrative, Educational, Student Support (AESS) units engage in annual and five-year assessments. These assessments inform strategic planning and institutional effectiveness assessment to provide action plans back for the programs and units

**Figure B: Institutional Effectiveness Process**



To read this diagram, start in the lower left with Program/Unit Action. This represents academic programs and AESS units conducting their activities in service of student learning and support. Moving clockwise in the diagram, these activities inform (gray arrow) an annual review, which then feeds information back to the program or unit as action plans (black arrow). Continuing to move clockwise, these annual assessments feed into (gray arrow) the five-year reviews for departments and units, which then feed back to the program or unit as action plans (black arrow). Both the annual and five-year reviews also feed into (gray arrows) the annual and five-year strategic planning and institutional effectiveness reviews conducted via York College specific strategic planning and CUNY-wide PMP. These also produce action plans for programs and units (black arrows). This process is informed by the Institutional Effectiveness Framework (Figure 1), represented here by the framing boxes of the ILOs and the SSOs.

## Institutional Effectiveness Structure

The York College Institutional Effectiveness Process is coordinated by the following two overarching committees working with the Office of Institutional Effectiveness and Strategic Planning (OIESP): 1) York College's Strategic Planning Committee oversees College-wide strategic planning and implementation to improve student achievement outcomes and overall educational effectiveness; and, 2) York College's Institutional Effectiveness Committee (IEC), oversees assessment processes conducted by the following three committees:

- Academic Assessment Committee (AAC), which coordinates annual and five-year review for programs and departments;

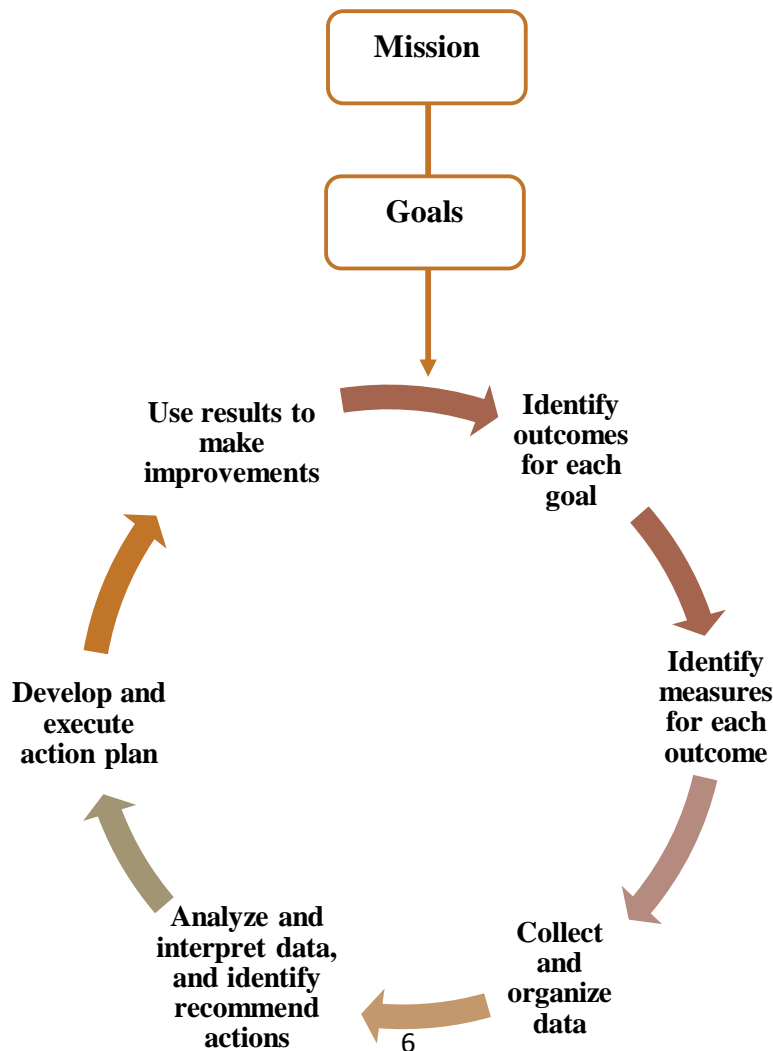
- General Education Assessment Committee (GEAC), which coordinates annual and five-year review for the general education program; and,
- Administrative, Educational and Student Support Assessment Committee (AESSAC), which coordinates annual and five-year review for the AESS units.

### Assessment Cycle

All assessment is cyclical, and activities reoccur to ensure data is used for continuous and sustained improvement of measurable outcomes. The Assessment Cycle (Figure C) below illustrates that in connection with program or unit mission and goals, there are six critical activities that programs/units undertake in the assessment process:

1. Identify outcomes for each goal
2. Identify measures for each outcome
3. Collect and organize data
4. Analyze and interpret data, and identify recommend actions
5. Develop and execute action plan
6. Use results to make improvements (“closing the loop”)

Figure C: Assessment Cycle



These specific activities unify assessment practice across York programs/units and establish standards for engaging in continuous improvement.

Each area of assessment described below includes its 1) guiding framework, 2) its capacity building and supports, 3) annual and five-year timelines and 4) assessment tools. The plan concludes with an overall discussion of communication as an integral part of York's assessment process.

## Academic Program and Department Assessment

### Guiding Framework

York College's 52 academic programs are housed among 18 academic departments, which are administratively structured into the School of Arts and Sciences, the School of Business and Information Systems and the School of Health Sciences and Professional Programs (see appendix A). All programs (and departments) conduct annual (formative) assessment activities and 5-year Academic Program Review (APR) (summative) assessment activities.

Academic program assessment ranges across a continuum of assessment opportunities consisting of both direct and indirect measures. Program-level assessment is a holistic view of students' mastery of program level student learning outcomes. Program assessment addresses the following questions:

1. What do we want our students to learn in our program?
2. How are we helping them learn?
3. How do we know that our students are learning what we want them to learn?
4. What have we learned about student learning to further improve student learning/program?
5. Did the changes made improve student learning?

### Capacity Building and Supports

Academic assessment is supported by a dedicated committee AAC which provides College-wide leadership for academic assessment at the institutional, department and program levels. The AAC is staffed with representative from 18 departments including the Library and is supported by the OIESP and the Office of Academic Affairs (OAA). AAC provides assessment feedback and promotes best practices to individual programs on an on-going basis. AAC reports to the IEC, which in turn reports to the Strategic Planning Committee. The Strategic Planning Committee uses assessment findings and recommendations to guide its annual and multi-year plans, specific to resource allocation. The academic assessment milestones (Table 1) describe activities and support allocated to enhance and sustain a culture of ongoing assessment and improvement.

**Table 1. Academic Assessment Status Milestones: Capacity Building**

Activity	Expected Date of Completion	Status
	<b>Fall 2016</b>	
Create Academic Assessment Website	September – October 2016	Accomplished
Update Academic Assessment Website	On-going	In-process
Create assessment guidelines to focus on Part I (Program mission, goals, student learning outcomes and curriculum maps)	September	
Present academic assessment process to the department chairs at the College P&B meeting	September	Accomplished
Identify department assessment liaisons	September	Accomplished
Create assessment report templates Part I (program mission, goals, student learning outcomes, partial curriculum map) and Part II (measures, data analysis and actions)	October	Accomplished
Revise College Academic Program Review (APR) Guidelines	October-November	In-process
Update program mission and goals,	November-December	Accomplished
Develop program-level student learning outcomes and curriculum maps	November-December	Accomplished
Review and provide feedback to Program Assessment Reports (Part I)	January	Accomplished
	<b>Spring 2017</b>	
Update Academic Assessment Website	On-going	In-process
Organize assessment workshop to focus on data collection and analysis	February	Accomplished
Disseminate the second set of guidelines	March	Accomplished
Provide reference materials such as sample rubrics and assessment models	February-April	Accomplished
Collect and analyze assessment data	May	In-process
Review and provide feedback on submitted Annual Assessment Reports (Part II)	June	Accomplished
	<b>Fall 2017</b>	
Update Academic Assessment Website	On-going	In-process
Organize three Professional Development and Faculty Engagement Assessment workshops	September-October	Accomplished
Update Mission, Goals and Outcomes template to emphasize alignment of goals and outcomes, and update Assessment Report template to incorporate actions taken to improve program	September	Accomplished
Create Annual Assessment Plan template	September	Accomplished

Activity	Expected Date of Completion	Status
Update Program Mission, Goals, SLOs	October-December	Accomplished
	<b>Spring 2018</b>	
Update Academic Assessment Website	On-going	In-process
Organize two Professional Development and Faculty Engagement Assessment workshops	March-April	Accomplished
Research on technological needs/platform for assessment with IT department	April	On-going
Collaborate with College Curriculum Committee to embed assessment in curriculum proposal (new and revised)	April	Accomplished
Collect and analyze program assessment data	May	In-process
	<b>Fall 2018</b>	
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	In-process
Meta-analysis of program Curriculum Maps, Five-Year Assessment plans, Annual Assessment plans and Annual Assessment reports (Fall 2018).	November – December	In-process
	<b>Spring 2019</b>	
Three Professional Development workshops	February-April	In-process
Align Program Goals to ILOs	February	In-process
Update Academic Assessment website	On-going	In-process
AAC Template revisions/updates	June	In-process
Annual Assessment Report	June	In-process
Research on assessment management information systems	March-June	In-process

### Annual and Five-Year Timelines

Academic assessment at York College is implemented as 1) annual assessment process (Table 2) and 2) a comprehensive five-year assessment also known as the Academic Program Review (APR) by department (Table 3). Each program is responsible to develop its annual assessment plans and reports which lead to the five-year program assessment plan. Five-year plans are fluid

and can be adjusted based on the APR schedule and/or when program accreditation reports are required.

**Table 2: Academic Program Annual Process (September through June)**

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 faculty
February	Verbal updates on assessment activities thus far and next steps	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	Program Faculty/department assessment coordinators

**Table 3: Academic Program (Department) Review Five-Year Schedule**

School	Department	Year					
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Arts & Sciences	Behavioral Science		X				
	Biology		X				
	Chemistry			X			
	Earth & Physical Sciences	X					X
	English				X		
	History, Philosophy & Anthropology				X		
	Mathematics & Computer Sciences						X
	Performing & Fine Arts			X			
	World Languages, Literatures & Humanities					X	
Business & Information Systems	Accounting & Finance						X
	Business & Economics		X				
Health Sciences & Professional Programs	Health & Human Performance			X*			
	Health Professions					X*	
	Nursing	X*					X*
	Occupational Therapy					X*	
	Social Work		X*				
	Teacher Education		X*				
OAA	Library					X	

### Assessment Tools

There are five document templates which are utilized to report the annual academic assessment activities and one rubric. The five document templates, included in Appendix B-F, are Mission, Goals, Outcomes; Curriculum Map; Annual Program Assessment Plan; Five-Year Program

Assessment Plan; and Annual Program Assessment Report. The Program Assessment Rubric (appendix G) serves as an accountability tool for evaluating assessment templates/activities.

## General Education Assessment

### Guiding Framework

The goal of York College's General Education curriculum is to enable students to acquire knowledge that will deepen their understanding of the complex world in which they live; productively engage in the political process; and develop their skills of communication, critical analysis and problem-solving. Through the Pathways model, students have the opportunity to select courses from a broad array of disciplines in the liberal arts and sciences. General Education courses are designed to enhance students' academic background, promote understanding of the historical context of current issues, foster creative expression, develop students' self-knowledge and capacity for reasoning, emphasize the importance of obtaining and analyzing information from multiple sources, and enhance student appreciation of the diversity of world societies and cultures. The mission statement (Figure D) aims to achieve these goals and aligns directly with the expectations and learning outcomes established by Pathways.

### Figure D: York General Education Mission Statement

An individual who has received a sound general education is characterized by intellectual curiosity and an awareness of the social significance of education in a diverse world. General education thus fosters personal growth, as well as providing a strong academic base that will lead to the successful completion of a baccalaureate degree. General Education Requirements at York College have been designed to introduce students to the content and methodology of diverse academic disciplines and to appreciate their interrelationship.

This serves not only to expand students' knowledge but to help them formulate goals regarding future careers and graduate study, and provide a foundation for a well-lived life. General Education Requirements provide a foundation for a life of learning and professional success by enabling students to:

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

### History of General Education at York

In 2007, York began a process involving more than 80 faculty members, administrators and staff across the disciplines to develop a general education framework to replace the college's existing distributive learning model of general education. The year 2008 was designated the "Year of General Education at York College;" this initiative ignited support throughout the college. The proposed new general education curriculum included over a dozen new courses, required fewer credits, encouraged students to cross disciplinary boundaries, included a capstone course requirement, and identified critical student learning competencies for each course. The mission above resulted from these efforts.

As our new general education proposal began review by college governance, in Spring 2011, CUNY introduced Pathways. The faculty quickly embraced this university-wide General Education framework, undertaking a mapping to align our model with Pathways aiming to meet the challenge of maintaining the integrity of York's General Education mission. Support for the General Education had been our *primary goal* in the Strategic Plan initially, including an objective to repurpose in part the Center for Excellence in Teaching and Learning to that end. Committees were established including a college-wide Pathways Committee that included all department chairs, the chair of the College Curriculum Committee, and other key advisory faculty. This process engaged the college community to create a model for York. The General Education plan that resulted from this effort moved through college governance (Curriculum Committee, Faculty Caucus, College Senate) and was put into effect in Fall 2013. Numerous York faculty served on the university level committees reviewing hundreds of Pathways course proposals from all campuses.

Along with the Pathways Required Core and Flexible Core, our implementation of the College Option followed directly from our College Values, reflecting our recognition and embrace of diversity, our dedication to wellness, and the centrality of student intellectual expression through writing. Our long history of a General Education stressing writing, language, and health made the College Option all but obvious when we adopted Pathways.

### Capacity Building and Supports

All aspects of General Education Assessment at the college, coordination, data collection, tool development, analysis, scheduling, reporting, and guidance to departments, are the responsibility of the General Education Assessment Committee (GEAC). This faculty body began meeting formally in Summer 2018, and its first assessment activities, based on Spring and Fall 2018 data, were performed in Fall 2018. The GEAC formally reports annually to the Institutional Effectiveness Committee, in addition to working closely with the departments offering the courses under assessment to foster SLO improvement plans each semester. A webpage dedicated to GEA reports publicly on the GEAC activities and results, as well as on the implementation of departmental-level SLO improvement plans.

Through an accelerated GEAC Meeting Schedule and engagement with academic departments, a number of milestone activities were completed, and the supporting systems and processes have

become institutionalized, as summarized in the following tables. The Committee concentrated on several targeted domain assessments, while providing the tools and practices needed to execute assessment projects in upcoming semesters, thus assuring sustained activity towards improvement of student learning.

**Table 4: General Education Assessment Status Milestones: Capacity Building**

<b>Activity</b>	<b>Expected date of completion</b>	<b>Status 11/29/18</b>
Develop and implement GEA website	2018 Fall	Done, some links missing
Draft York GE mission illustrating our distinct local implementation of Pathways, and disseminate to the college at large for input	2018 Fall	Done, receiving feedback
Summarize the activities, results, and plans for the Monitoring Report	2018 Dec	Drafting
Develop a five-year GEA Plan	2018 Fall	Done
Organize a retreat for all of the assessment participants from Year 1 to share their experiences and update Year 2 of the GEA Plan, as well as Years 3-5 and the mission, as needed.	2019 May	
Assess our GEA from the last three years	2021 Fall	
Develop student learning outcomes for College Option	2022 Spring	
Draft a new Five-year GEA Plan for Fall 2023-Spring 2028, and distribute for college-wide input	2022 Fall	
Complete and publish Five-Year Plan on GEA 2023-2028	2023 May	

### **Annual and Five-Year Timelines**

The GEAC regulates the annual process for assessing Pathways SLOs and reporting the results. This is to ensure sustainable and meaningful assessment and improvement in our General Education Program, which lead to the assessment culture building. The first month of each semester, we decide which domain and which SLOs be assessed and then work with the departments to choose courses/student artifacts. The committee does rubric design and norming before evaluation. The departments receive the assessment results to make improvement plans at the end of the semester.

**Table 5: General Education Annual Assessment Process**

Month	Task	Responsible party
Sep	Choose domain to assess this term Choose SLOs	GEAC
Sep	Work with dept.(s). from previous term's assessment to help set SLO improvement goals Work with dept.(s). with previous SLO improvement plans for follow-up implementation	GEAC and department(s) offering the course(s)
Oct	Decide on measure(s) and gather evidence	GEAC and department(s) offering the course(s)
Oct	Coordinate with the Office of Institutional Effectiveness to support workshops towards improvement of General Education SLOs	GEAC and Off. of Inst. Effectiveness
Nov	Develop rubric(s) and hold norming session	GEAC
Dec	Perform assessment and compile results to report out	GEAC
Feb	Choose domain to assess this term Choose SLOs	GEAC
Feb	Work with dept.(s). from previous term's assessment to help set SLO improvement goals Work with dept.(s). with previous SLO improvement plans for follow-up implementation	GEAC and department(s) offering the course(s)
Mar	Decide on measure(s) and gather evidence	GEAC and department(s) offering the course(s)
Apr	Develop rubric(s) and hold norming session	GEAC
May	Perform assessment and compile results to report out	GEAC
May	Draft annual GEA reports for Strategic Planning, Inst. Effectiveness, and Depts.	GEAC chair

**Table 6: Five-Year Schedule of Assessing GE SLOs**

Year Term	Domain: SLO(s)
2018 Fall	Life & Physical Sciences: Gather, analyze, and interpret data and present it in an effective written laboratory fieldwork report
2019 Spring	English Composition: Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and

	media
2019 Fall	Mathematical and Quantitative Reasoning: <ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems</li> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form</li> </ul>
2020 Spring	Assess Flexible Core SLOs over the following years: <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view</li> <li>• Evaluate evidence and arguments critically or analytically</li> <li>• Produce well-reasoned written arguments using evidence to support conclusions</li> </ul> Flexible Core domain: World Cultures and Global Issues
2020 Fall	Flexible Core domain: U.S. Experience in its Diversity
2021 Spring	Flexible Core domain: Creative Expression
2021 Fall	Flexible Core domain: Individual and Society
2022 Spring	Flexible Core domain: Scientific World
2022 Fall	College Option: Health and Writing
2023 Spring	College Option: World Languages

### Assessment Tools

Creation of assessment tools has included the development of the General Education Assessment Report Template and the SLO Improvement Plan Template. Rubrics for assessing SLOs in a variety of domains have been and continue to be developed, for example, those in the Flexible Core domain and in the Life and Physical Sciences domain. A pre- and post-assessment instrument for Information Literacy was researched and implemented. These resources developed by the GEAC are listed in the Appendix (H-L).

### AESS Unit Assessment

#### Guiding Framework

York College has 63 AESS units located in five divisions (Appendix M). AESS units play a critical role in supporting the teaching and learning experience at York. These units provide diverse services that directly and indirectly enhance student success and help the College achieve its mission and strategic goals.

Administrative offices support student learning by providing functions and services to maintain daily institutional operations. Educational units offer programming and services that directly affect student learning, and student support units offer an array of services supporting departments that directly impact student learning. As a result of the breadth and depth of AESS'

impact on student success, the College has been deliberate in its efforts to systematically integrate sustainable assessment and periodic comprehensive review practices for these units.

Assessment for AESS units is a systematic continuous process of collecting, analyzing and using information to improve unit functions, roles and services as defined by the unit mission, goals and outcomes. AESS units engage in an annual process to identify and examine ways to improve the overall student experience by assessing support outcomes and/or student learning outcomes. The AESS assessment process at York is internally driven and designed to:

- be meaningful
- lead to data-driven decision-making
- maximize the effective use of institutional resources
- ensure continuous improvement
- be relevant to the unit

### Capacity Building and Supports

AESS unit assessment activities and reviews are overseen and supported by the Administrative, Educational, and Student Support Assessment Committee (AESSAC). The AESSAC is staffed with a diverse group of stakeholders charged with developing, facilitating and coordinating AESS assessment and periodic unit review processes, cycles, and activities. The committee also develops and provides tools and resources to build and sustain meaningful assessment practice among unit. AESSAC is supported by the OIESP. It is also overseen and supported by the IEC.

### Annual and Five-Year Timelines

All units are required to engage in ongoing annual assessment that feeds into a five-year comprehensive periodic unit review or self-study.

The AESS unit assessment cycle is also governed by a timeline that requires units to engage in specific assessment activities throughout every year (Table 7). Units submit the 5-Year Annual Assessment Plan and the previous year's Annual Assessment Findings Report to the AESSAC. The five-year Annual Assessment Plan helps units establish short-term and long-term plans based on their mission, goals and identified outcomes. The Annual Assessment Findings Report requires units to communicate information about assessment activities completed for the previous year. Units describe in detail outcomes assessed, measures used to collect data, target of success, and how data was analyzed and interpreted. Units also explain how actionable data was used to create action plans and make improvements. Further, the report provides units with the opportunity to discuss factors that may have impeded assessment efforts, celebrate assessment accomplishments and concisely communicate outcomes for the upcoming year.

The AESSAC uses information in plans and reports to document and provide feedback via the Administrative, Educational, and Support Assessment Plan & Reports Evaluation Rubric to units. After assessment plans have been reviewed and finalized by the AESSAC, units implement their plans. Feedback delivered helps to ensure assessment activities are executable. Actionable data from the previous year's Annual Assessment Findings Report is used to inform decision making.

**Table 7: AESS Annual Assessment Process (September through August)**

Month	Task	Responsible Party
September	<ul style="list-style-type: none"> <li>Submit draft 5-Year Annual Assessment Plan to the AESSAC.</li> <li>Submit Annual Assessment Findings Report for the previous year's assessment activities to the AESSAC.</li> </ul>	Divisions and Units
October	<ul style="list-style-type: none"> <li>Submit draft 5-Year Annual Assessment Plan to the AESSAC. (continue)</li> <li>Submit Annual Assessment Findings Report for the previous year's assessment activities to the AESSAC. (continue)</li> </ul>	Divisions and Units
	*Provide feedback using rubric and/or face-to-face consultation session(s).	AESSAC
November	<ul style="list-style-type: none"> <li>Submit final draft of next year's 5-Year Annual Assessment Plan to the AESSAC. (continue)</li> </ul>	Divisions and Units
	*Provide feedback using rubric and/or face-to-face consultation session(s). (continue)	AESSAC
December	<ul style="list-style-type: none"> <li>Finalize 5-Year Annual Assessment Plan</li> </ul>	Division and units AESSAC
	*Provide feedback using rubric and/or face-to-face consultation session(s). (continue)	AESSAC
January	<ul style="list-style-type: none"> <li>Finalize 5-Year Annual Assessment Plan (continue)</li> </ul>	Division and units AESSAC
	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan</li> </ul>	Divisions and Units
	*Provide feedback using rubric and/or face-to-face consultation session(s). (continue)	AESSAC
February	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units
March	<ul style="list-style-type: none"> <li>Finalize 5-Year Annual Assessment Plan (continue)</li> </ul>	Division and units AESSAC
	*Provide feedback using rubric and/or face-to-face consultation session(s). (continue)	AESSAC
	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units
April	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units
	*Provide feedback using rubric and/or face-to-face consultation session(s). (continue)	AESSAC

Month	Task	Responsible Party
May	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units
June	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units
July	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units
August	<ul style="list-style-type: none"> <li>Execute 5-Year Annual Assessment Plan (continue)</li> </ul>	Divisions and Units

All AESS units are also required to engage in periodic unit review every five years. The purpose of periodic unit review is to:

- demonstrate transparency and accountability
- foster excellence in the quality and efficiency of service delivery and operational functions
- promote continuous improvement and the use of best practices
- engage in strategic planning and innovation

The review provides units with the opportunity to reflect on variables that impact their existence like history, resources, and various trends.

York College's 63 AESS units engage in periodic review based on a five-year cycle (Table 8). The process of periodic unit review consists of two parts: 1. a unit self-study and 2. an on-site review by external professionals in the same field. Information from annual assessment activities informs the unit self-study. Moreover, the review involves all employees within the unit. The components of the periodic unit review process are:

- data collection;
- unit evaluation;
- external review;
- data analysis and action plan development; and
- use of results for continuous improvement.

The review is designed to be accomplished within the parameters of one academic year. The expectation is that the unit self-study process will begin in September and be completed in its entirety, including submission of the final report (Appendix O), by the end of August of the next calendar year. Table 2 shows the AESS Unit Periodic Review Timeline and corresponding tasks.

**Table 8: Administrative, Educational, and Student Support Unit Review (Self-Study) 2020-2025**

UNIT	Year				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

Academic Advisement Center	<b>X</b>				
Collaborative Learning Center	<b>X</b>				
Admissions	<b>X</b>				
Bursar	<b>X</b>				
Athletics	<b>X</b>				
Career Services	<b>X</b>				
Office of Veterans Affairs	<b>X</b>				
Student Health Services Center	<b>X</b>				
Enrollment Management	<b>X</b>				
Financial Aid Office	<b>X</b>				
Testing Center	<b>X</b>				
Alumni Affairs	<b>X</b>				
Annual Fund	<b>X</b>				
Government and Community Relations	<b>X</b>				
Office of the Registrar	<b>X</b>				
College Now		<b>X</b>			
University Skills Immersion Program		<b>X</b>			
York Early College Academy (YECA)		<b>X</b>			
Continuing and Professional Education Center		<b>X</b>			
New York Small Business Development Center (NYSBDC)		<b>X</b>			
Donors Relations		<b>X</b>			
Office of Diversity and Compliance		<b>X</b>			
Legal Affairs and Labor Relations		<b>X</b>			
Center for Students with Disabilities		<b>X</b>			
York College Male Initiative Program		<b>X</b>			
TRIO Programs (Student Support Services and York Enrichment Services)		<b>X</b>			
Women's Center		<b>X</b>			
Office of Administration and Finance		<b>X</b>			
Office of Economic & Workforce Development		<b>X</b>			
Institutional Advancement		<b>X</b>			
York College Learning Center		<b>X</b>			
Facilities Planning Office			<b>X</b>		
Purchasing			<b>X</b>		
Institutional Effectiveness and Strategic Planning			<b>X</b>		
Counseling Center			<b>X</b>		
Student Activities			<b>X</b>		
Office of Research and Sponsored Programs			<b>X</b>		
Office of Student Academic Services			<b>X</b>		

Scholarship Center			<b>X</b>		
Buildings and Grounds			<b>X</b>		
Business Office			<b>X</b>		
Custodial Services			<b>X</b>		
Office of Marketing and Communications			<b>X</b>		
York College Child and Family Center			<b>X</b>		
CUNY Explorers				<b>X</b>	
CUNY Language Immersion Program (CLIP)				<b>X</b>	
Percy E. Sutton SEEK Program				<b>X</b>	
Environmental Health and Safety				<b>X</b>	
Office of Human Resources				<b>X</b>	
Public Safety				<b>X</b>	
Performing Arts Center				<b>X</b>	
Special Events Office				<b>X</b>	
Institutional Research				<b>X</b>	
President's Office				<b>X</b>	
Office of Student Development				<b>X</b>	
Academic Affairs					<b>X</b>
Center for Teaching, Learning and Educational Technologies (CTLET)					<b>X</b>
Applications Support and IT Administration					<b>X</b>
Office of Financial Planning and Budget					<b>X</b>
Infrastructure-IT					<b>X</b>
Service Delivery-IT					<b>X</b>
Web Systems					<b>X</b>
Office of Information Technology					<b>X</b>

In collaboration with the OIESP, the AESSAC is responsible for ensuring AESS units are supported during the periodic unit review process.

## Strategic Planning and Assessment

### Guiding Framework

Strategic planning and assessment is York's key process by which it sets college-wide goals, priorities, and outcomes to strengthen organizational capacity and student learning. York sets multi-year strategic plans and then executes them via an annual action planning process by which all areas of the college determine what can be done for that year and then reflect on progress toward what they've accomplished toward the multi-year plan.

York has a 10-year strategic plan (2010-2020) in place. For the past 9 years, a [Strategic Planning Committee](#), composed of faculty, staff, and administrators guided annual action planning and assessment related to the strategic plan. With York's 10-year plan coming to an end, York's President has updated the composition of this committee and refreshed its charge: to lead an evidence-based and inclusive planning process to develop a new five-year (2020-2025) plan; and refine annual action planning and assessment processes to strengthen linkages with other forms of assessment on campus and improve opportunities for evidence-based continuous improvement in terms of institutional effectiveness.

Since the development of York's 2010-2020 strategic plan, the College has annual produced plans and assessment reports to operationalize and reflect on strategic plan progress. These have taken the form of [Performance Management Plans](#) and reports required by the City University of New York. In addition, each year since 2010-20 plan's inception, the President's Office, working with the Strategic Planning Committee, has convened annual leadership retreats where additional reflection on progress toward strategic planning has taken place to inform future prioritization of strategic plan-related efforts.

For the 2020-2025 plan, annual strategic plan-related planning and assessment will take place as follows, in alignment with the CUNY-wide PMP process, as well as AAC, General Education and AESS student learning assessment processes and budget.

### **What is the CUNY-wide Performance Management Process (PMP)?**

York has used the CUNY PMP as its way of operationalizing its strategic plan, as well as toward achieving university-wide goals. The CUNY PMP links planning and goal setting by the University with its colleges and professional schools. Each year, CUNY's Chancellor states the University's performance goals for the upcoming academic year, guided by the University's Master Plan. CUNY presidents and professional school deans, working with their executive teams and college communities, establish performance targets for their institution for the coming year reflecting plans for existing or new initiatives. At the end of each academic year, each college's progress on university and college goals is assessed, and strengths and ongoing challenges are identified. The Chancellor meets with each college president or dean annually to review institutional performance, recognize successful performance, and identify future priorities. College presidents and deans then lead their respective campus communities to advance the University and college goals. The [University Data Books](#) show trends in performance

**Table 9: Alignment of Strategic Planning, Budgeting and Assessment Processes**

	PMP/Strategic Planning and Related Institutional Assessment	Budgeting	Student Outcome Assessments (Academic, General Education, AESS,)
<b>September</b>	Report on last year progress and present annual action plan publicly (e.g., at State of College) for current year	Budget projections for current year and report on trends from previous years shared publicly (e.g., Convocation); College President responds to Chancellor's budget call for coming year	Collect, review and report on state of academic assessment for previous academic year. Conduct general education assessment. Submit individual AESS reports for previous academic year. Submit Academic and AESS assessment plans for current year.
<b>October</b>		CUNY expenditure reports shared periodically for fiscal management (ongoing throughout year)	Collect, review and report on state of AESS assessment for previous academic year. (continue activities above)
<b>November</b>			Conduct academic and general education assessment. Finalize AESS assessment plans for current year.
<b>December</b>			Conduct academic assessment. Report on general education assessment for previous semester. Finalize AESS assessment plans for current year.

PMP/Strategic Planning and Related Institutional Assessment		Budgeting	Student Outcome Assessments (Academic, General Education, AESS,)
<b>January</b>		Request Divisional/departmental budget plans for upcoming fiscal year	Conduct academic and AESS assessment.
<b>February</b>	Submit mid-point reports on progress on action plan to President – discussed by divisions, Cabinet for program and financial implications (see sample 2013-14 report)		Conduct academic, general education and AESS assessment.
<b>March</b>	Leadership retreat setting general parameters for areas of focus for coming year – based on analysis of mid-point reports for current year, OIR analysis of progress on strategic plan	Divisional/departmental leadership submits budget proposals to Provost, Deans and Vice Presidents	Conduct academic, general education and AESS assessment.
<b>April</b>	Divisions draft action plan for the coming year – developed through inclusive process within divisions, then vetted by President, OIR and Cabinet – includes analysis of financial implications of action items for year that are discussed as part of budgeting process (see sample action plan 2013-14)	Divisional/departmental leadership submits budget proposals to President and CFO – based on action planning projections (see first column)	Conduct academic, general education and AESS assessment.
<b>May</b>		Institutional Advancement projects revenue generation targets for upcoming year	Conduct academic assessment. Report on general education assessment for current academic year. Conduct AESS assessment.
<b>June</b>	Finalize PMP end-of-year report for current year Finalize PMP goals and targets for upcoming year	CUNY Central gives colleges initial allocation of their annual budgets; Additional allocations and adjustments made throughout the year	Submit individual Academic reports for current academic year. Conduct AESS assessment.

	PMP/Strategic Planning and Related Institutional Assessment	Budgeting	Student Outcome Assessments (Academic, General Education, AESS,)
<b>July</b>	Submit end-of-year reports on progress on action plan to President – discussed by divisions, Cabinet for program and financial implications (see sample report) – this info reviewed to produce final copy of action plan for next year		Conduct AESS assessment.
<b>August</b>	President’s Office compiles into a single college-wide action plan		Conduct AESS assessment.

### Capacity Building and Supports

For the 2020-2025 plan York has identified ways to strengthen its strategic planning processes, particularly linking it to the newly established ILOs, and creating cycles that align with other assessment cycles, so continuous improvement can be implemented at the institutional level toward strategic goals via its annual strategic action plans. Toward that end, the college has embarked on open forums in 2018-19 that include brainstorming of college-wide activities that York should consider in its new plan to help students achieve York’s ILOs. Workshops will continue, to engage the campus community in the development of the 2020-25 plan, as well to facilitate its implementation on an ongoing basis each year of the plan.

### Assessment Tools

York’s revised action planning template for 2018-2019 (see Appendix R) more clearly associates student outcomes with college-wide activities to improve them. It also standardizes reporting on progress toward these outcomes. As the college creates its 2020-2025 plan, it will do so with an eye toward what additional tools support evidence-based strategic planning that engages the entire campus in strategic planning and reflection on progress toward strategic priorities and outcomes.

## Communication

York College's Institutional Effectiveness Framework (see page 1) and the Institutional Effectiveness Process (see page 2) together show how the college engages in assessment for institutional effectiveness as well as how communication flows between different administrative divisions, committees, departments and other leading bodies. Communication flow about student achievement includes the following: assessment of program and general education learning outcomes that stem from the College mission statement and ILOs, results of operational planning and assessment conducted at the college-wide level (via strategic action planning) and unit level (via AESS action planning), and Student Success Outcomes (e.g., retention and graduation rates).

### Internal Communication at Institutional Level

The Institutional Effectiveness Committee (IEC) is composed of AAC, GEAC and AESSAC, which submit annual assessment reports summarizing activities from the three areas: academic programs, General Education Program, and Administrative, Educational, and Student Service units. The IEC then communicates the information (assessment activities and data) to the Strategic Planning Committee.

Formal meetings are held among members of the senior administration and it is worthy to note that continual communication on assessment and improvement among divisional leaders occurs. Cabinet meetings are a starting point for the dissemination of information about current assessment goals and new initiatives. The President will call in the needed experts on campus to discuss a particular issue when necessary.

Faculty, staff and students communicate formally through the York College Senate, Student Government and the Faculty Caucus. Information is shared with, and feedback is received from, these internal stakeholders not only in these formal ways but also through some informal channels that contribute to clarifying of vital information. The YorkTalk ListServ is a faculty forum where general provocative issues and discussions on assessments are held. Academic assessment workshops are another place to share assessment activities and discuss best assessment practices. The Town Hall format has been and is a successful medium to communicate college-wide information including assessment. Student clubs and events are also the venues to exchange assessment results and ideas.

### External Communication at Institutional Level

There are various means of communicating assessment activities and results to external stakeholders. These include the York College Institutional Effectiveness website, [York News](#) and [York College's YouTube channel](#). Annual PMP results are shared with CUNY Central staff and as part of Central's annual reporting with its Board of Trustees-CUNY. The York College Institutional Effectiveness website is organized into three areas Academic Assessment, General Education and AESS. The website is transparent and provides access to information for the public including assessment plans and reports.

### Internal and External Communication at Program and Unit Level

The academic department assessment coordinators and department chairs are responsible for communicating assessment processes, activities and results at the appropriate department and college-wide meetings. Department and program assessment discussions are to be documented in meeting minutes. Each academic year, programs complete an annual assessment report to record their assessment activities which are submitted to the AAC. The department assessment coordinators also report out their department assessment activities at the AAC meetings. The AAC summarizes and communicates this information to the IEC.

The General Education Assessment Committee (GEAC) has established the lines of communications to General Education stakeholders, primarily from the GEAC to the department chair. The assessment results are also shared with faculty through written and oral reports by GEAC faculty at department meetings, in presentations to various constituencies (e.g., Faculty Caucus), and at professional development workshops.

The AESS unit heads are responsible to communicate with appropriate stakeholders throughout the assessment and periodic unit review processes. (Stakeholders include students, staff, faculty, administrators and external constituents.) This includes engaging in meaningful discussions about activities and use of results, as well as action plan development and implementation. All communication efforts are clearly documented (e.g., meeting minutes, reports). Units share information with different stakeholder groups using various means (e.g., reports, college-wide announcements). AESS units annually complete assessment plans and reports which are submitted to the AESSAC and then to the IEC.

## Appendices

### Academic

- A. Schools, Department and Academic Programs**
- B. Mission, Goals and Student Learning Outcomes: AY 2018-2019**
- C. Curriculum Map**
- D. Annual Program Assessment Plan**
- E. Five-Year Program Assessment Plan**
- F. Annual Program Assessment Report**
- G. Program Assessment Rubric**

### General Education

- H. General Education Assessment Report Template**
- I. SLO Improvement Plan Template**
- J. Life and Physical Science Rubric SLO 4**
- K. U.S. Experience in its Diversity Rubric SLO 2**
- L. Information Literacy Test**

### AESS

- M. Divisions and Administrative, Educational and Student Support Units**
- N. Five-Year Assessment Plan Template**
- O. Annual Assessment Findings Report Template**
- P. Administrative, Educational, and Support Assessment Plan & Reports Evaluation Rubric**
- Q. AESS Unit Periodic Review Timeline**

### Strategic Planning and Assessment

- R. Strategic Action Plan Template**

## Appendix A Schools, Department and Academic Programs

School	Department	Program
Arts and Sciences	Behavioral Science	Political Science (BA)
		Psychology (BA)
		Sociology (BA)
	Biology	Biology (BA)
		Biology (BS)
		Biotechnology (BS)
	Chemistry	Chemistry (BS)
		Pharmaceutical Science (BS)
		Pharmaceutical Science and Business (MS)
	Earth & Physical Sciences	Environment Health Science (BS)
		Geology (BS)
		Physics (BS)
	English	English (BA)
		Journalism (BA)
	History, Philosophy & Anthropology	Anthropology (BA)
		Black Studies (BA)
		History (BA)
		Interdisciplinary Studies (BA)
		Philosophy (BA)
	Mathematics & Computer Science	Computer Science (BS)
		Mathematics (BA)
		Mathematics (BS)
	Performing & Fine Arts	Art History (BA)
		Communications Technology (BS)
		Music (BA)
		Speech Communication and Theatre Arts (BA)
		Studio Arts (BA)
	World Languages, Literatures & Humanities	French (BA)
		Spanish (BA)
Business & Information Systems	Accounting & Finance	Accounting (BS)
		Finance (BS)
	Business & Economics	Aviation (BS)
		Business Administration (BS)
		Economics (BA)
		Information System Management (BS)
		Marketing (BS)
Health Sciences & Professional Programs	Health & Human Performance	Community Health Education (BS)
		Gerontological Studies and Services (BS)
		Health Education PreK-12 (BS)
		Health Promotion Management

School	Department	Program
		(BS)
		Movement Science (BS)
		Physical Education PreK-12 (BS)
		Public Health (BS)
	Health Professions	Clinical Laboratory Science (BS)
		Health Science (BS)
		Physician Assistant (MS)
	Nursing	Nursing (BS)
		Nursing Generic (BS)
	Occupational Therapy	Occupational Therapy (MS)
	Social Work	Social Work (BS)
		Social Work (MS)
	Teacher Education	Teacher Education
OAA	Library	Library

## Appendix B Mission, Goals and Student Learning Outcomes

Mission, Goals and Student Learning Outcomes AY: 2018-19

Please upload the form for each program in Blackboard by **February 26, 2019**.

<b>School</b>	Click or tap here to enter text.
<b>Department</b>	Click or tap here to enter text.
<b>Program</b>	Click or tap here to enter text.
<b>Department Chair</b>	Click or tap here to enter text.
<b>Department Assessment Coordinator</b>	Click or tap here to enter text.
<b>Program Coordinator</b>	Click or tap here to enter text.
<b>Other Contributors</b>	Click or tap here to enter text.
<b>Completed by</b>	Click or tap here to enter text.
<b>Date Submitted</b>	Click here to enter a date.

### I. State Program Mission

Click here to enter mission.

### II. Map Institutional Learning Outcomes (ILOS) to Program Goals (PGs) and Program Level Student Learning Outcomes (PSLOs)

#### Institutional Learning Outcomes (ILOS)

**Integrity:** Demonstrate integrity as a central value in all aspects of their engagement including learning, research and service.

**Diversity:** Recognize and appreciate unique differences across the human spectrum.

**Intellectual Discovery & Creativity:** Demonstrate excellence in academic inquiry, creativity, research, collaboration and professional growth.

**Intentional Interactions:** Participate in productive and creative interactions among various groups.

**Self-Reflection & Accountability:** Reflect on their learning, identify challenges, create a plan to meet the challenges, and improve decision-making.

**Civic Engagement:** Recognize personal responsibility to their respective communities, and strive to serve the common good.

<b>Institutional Learning Outcomes (ILOs)</b>	<b>Program Goal</b>	<b>Program Student Learning Outcomes</b>
	<b>Goal 1</b> Click or tap here to enter text.	<b>1.1</b> Click or tap here to enter text.
		<b>1.2</b> Click or tap here to enter text.
		<b>1.3</b> Click or tap here to enter text.
	<b>Goal 2</b> Click or tap here to enter text.	<b>2.1</b> Click or tap here to enter text.
		<b>2.2</b> Click or tap here to enter text.
		<b>2.3</b> Click or tap here to enter text.
	<b>Goal 3</b> Click or tap here to enter text.	<b>3.1</b> Click or tap here to enter text.
		<b>3.2</b> Click or tap here to enter text.
		<b>3.3</b> Click or tap here to enter text.

## Appendix C Curriculum Map

### Curriculum Map: Program Name

**Scale: I-Introduced; R-Reinforced; M-Mastered**

#	Program Goals (PGs) & Program Student Learning Outcomes (PSLOs)	Required Courses		Foundation Courses			Core Courses		Program Electives		
PG1											
PSLO 1.1											
PSLO 1.2											
PSLO 1.3											
PG 2											
PSLO 2.1											
PSLO 2.2											
PSLO 2.3											
PG 3											
PSLO 3.1											
PSLO 3.2											
PSLO 3.3											

## Appendix D Annual Program Assessment Plan: 2018-2019

### Annual Program Assessment Plan: 2018-2019

Please upload the form for each program in Blackboard by **October 9, 2018**.

<b>School</b>	Click or tap here to enter text.
<b>Department</b>	Click or tap here to enter text.
<b>Program</b>	Click or tap here to enter text.
<b>Department Chair</b>	Click or tap here to enter text.
<b>Department Assessment Coordinator</b>	Click or tap here to enter text.
<b>Program Coordinator</b>	Click or tap here to enter text.
<b>Other Contributors</b>	Click or tap here to enter text.
<b>Completed by</b>	Click or tap here to enter text.
<b>Date Submitted</b>	Click here to enter a date.

#### I. State Program Mission

Click here to enter mission.

#### II. Insert Program Goals (PGs) & Program Level Student Learning Outcomes (PSLOs) that will be assessed this academic year

Program Goal	Program Student Learning Outcomes	Expected Level of Achievement*
Goal.Choose goal number. Click here to enter goal.	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.
	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.
	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.
	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.
Goal.Choose goal number. Click here to enter goal.	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.
	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.
	Outcome Choose outcome number. Click here to enter outcome.	Click or tap here to enter text.

## Appendix E Five-Year Program Assessment Plan

### PROGRAM ASSESSMENT 5-YEAR PLAN: 2018-2023

Please upload the form for each program in Blackboard by **November 6, 2018.**

<b>School</b>	Click or tap here to enter text.
<b>Department</b>	Click or tap here to enter text.
<b>Program</b>	Click or tap here to enter text.
<b>Department Chair</b>	Click or tap here to enter text.
<b>Department Assessment Coordinator</b>	Click or tap here to enter text.
<b>Program Coordinator</b>	Click or tap here to enter text.
<b>Other Contributors</b>	Click or tap here to enter text.
<b>Completed by</b>	Click or tap here to enter text.
<b>Date Submitted</b>	Click or tap to enter a date.

#### York College Strategic Goals 2010-2020

1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences.
2. Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.
3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.
4. Develop and implement a financial model to support York College's programs, students, faculty, staff, and facilities.
5. Ensure the planning and building of facilities that meet and sustain the long-range strategic needs of York College in concert with the surrounding community.

**Mission:** Click or tap here to enter text.

<b>Year</b>	<b>York Strategic Plan Goals (2010-2020)</b>	<b>Program Goal</b>	<b>Program Student Learning Outcome</b>	<b>Source of Evidence<sup>1</sup> (Courses)</b>	<b>Assessment Measures<sup>2</sup></b>	<b>Expected Level of Student Achievement</b>	<b>Rubric</b>	<b>Faculty Involved</b>	<b>Year of Reassessment</b>
Year 1: 2018-2019	Click or tap here to enter text.	Goal 1 Click or tap here to enter text.	1.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
			1.2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
			1.3 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Goal 4 Click or tap here to enter text.	4.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

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<sup>1</sup> See curriculum map

<sup>2</sup> Direct or Embedded (specify) is required; Indirect is optional.

## Appendix F Annual Program Assessment Report

Please upload the form for each program in Blackboard by **November 30, 2018.**

<b>School</b>	Click or tap here to enter text.
<b>Department</b>	Click or tap here to enter text.
<b>Program</b>	Click or tap here to enter text.
<b>Department Chair</b>	Click or tap here to enter text.
<b>Department Assessment Coordinator</b>	Click or tap here to enter text.
<b>Program Coordinator</b>	Click or tap here to enter text.
<b>Other Contributors</b>	Click or tap here to enter text.
<b>Completed by</b>	Click or tap here to enter text.
<b>Date Submitted</b>	Click here to enter a date.

### I. State Program Mission

Click or tap here to enter text.

### II. Program Goals & Program Level Student Learning Outcomes assessed this academic year. (Insert additional rows as necessary)

### III. Data Collection and Evaluation

Describe how and when the data was collected and evaluated for each of the student learning outcome.

Describe what tools were used to evaluate student work, e.g. rubrics. Please attach rubrics used. Include information regarding number of faculty involved in the evaluation and interpretation and evaluation

<b>Program Goal</b>	<b>Program-level Student Learning Outcome</b>	<b>Courses/Sections</b> (Name and number of courses/sections data collected from)	<b>Data Size</b> Sample Size	<b>Measures: Student Learning Evidence<sup>3</sup></b> E.g. Direct: Exams, assignments, presentations, etc. Indirect: Survey, focus groups, etc.	<b>Expected Level of Student Achievement</b> Indicate the expected level of achievement, standard/target for each outcome
Goal 1 Click or tap here to enter text.	1.1 Click or tap here to enter text.	Click or tap here to enter text.	Click here to enter sample size.	<b>Direct:</b> Click here to enter direct measure. <b>Indirect:</b> Click here to enter indirect measure.	Click here to enter expected level of achievement.
	1.2 Click or tap here to enter text.	Click or tap here to enter text.	Click here to enter sample size.	<b>Direct:</b> Click here to enter direct measure. <b>Indirect:</b> Click here to enter indirect measure.	Click here to enter expected level of achievement.

<sup>3</sup> Direct measure is required; indirect measure is optional.

processes.

[Click here to enter information about data collection and evaluation.](#)

#### **IV. Results & Analysis**

Indicate the results for each outcome (use space as necessary). Include interpretation of the results in narrative form. Describe how the actual results are compared with the expected level of student achievement set prior to data collection

[Click here to enter results and analysis for each outcome.](#)

#### **V. Communication**

Describe how the assessment results will be communicated with appropriate internal and external stakeholders.

[Click here to enter results and analysis for each outcome.](#)

**VI. Action Plan:** Based on the results reported, define what changes are recommended for each outcome.

<b>Program Goal</b>	<b>Program Student Learning Outcomes</b>	<b>Changes to be Implemented</b> <i>(Indicate "yes" or "no")</i>	<b>If yes, specify the type of change(s) recommended, needed resources and the reason for the recommendation.</b>
Goal 1 Click or tap here to enter text.	1.1 Click or tap here to enter text.	Choose Yes or No	Click here to enter changes.
	1.2 Click or tap here to enter text.	Choose Yes or No	Click here to enter changes.

**III. Changes Implemented:** Describe changes implemented as a result of assessment activities completed in the prior academic year/semester to “close the loop”. Indicate the semester in which the change was implemented and when it will be reassessed.

[Click here to enter actions taken.](#)

**IV. Other Activities:** Describe other program assessment activities related to student learning for this academic year. *This may include drafting assessment plan for next year, revision of goals/outcomes, curriculum mapping, etc.*

[Click here to enter other assessment activities.](#)

**V. Synopsis Plan for upcoming academic year:** [Click here to enter academic year.](#)

- a. Identify program goals and program level student learning outcomes the program will assess in the AY 2019-2020, and provide the program’s rationale.
- b. Using the curriculum map, identify aligned courses (sections) in which the selected program goals and program level student learning outcomes are embedded.
- c. Identify the assessment measures (direct and/or indirect) to gather evidence.

[Click here to enter plan.](#)

## Appendix G Program Assessment Rubric

**Program Name:** \_\_\_\_\_

**Academic Year:** \_\_\_\_\_

**Mark one category per row and include evidence for each element referenced.**

Source Document	Capacity Criteria	Initial	Emerging	Developed
<b>Program Mission, Goals Outcomes</b>	Program Mission	<input type="checkbox"/> Program mission fails to identify three or more elements (program name, purpose, key functions, stakeholders and alignment with the college mission).	<input type="checkbox"/> Program mission identifies program name, purpose, key functions but lack clarity of stakeholders and alignment to the college mission.	<input type="checkbox"/> Program mission clearly identifies program name, purpose, key functions, stakeholders and evidences alignment with the college mission.
	Program Goals	<input type="checkbox"/> Program learning goals are not aligned to the program mission and do not address knowledge, skills, and/or values.	<input type="checkbox"/> Program learning goals appear to be aligned to the program mission and one or more learning domains are not addressed, i.e. knowledge, skills, and/or values.	<input type="checkbox"/> Program learning goals are aligned to the program mission and are stated in broad terms of knowledge, skills, and/or values.
	Program Student Learning Outcomes (PSLOs)	<input type="checkbox"/> Program student learning outcomes lack alignment with the program goals and are not observable, measurable and student centered.	<input type="checkbox"/> Program student learning outcomes are inconsistently aligned with the program goals, and not each PSLO is observable, measurable and student centered.	<input type="checkbox"/> Each program student learning outcomes is aligned with the program goals, is observable, measurable and is student centered.
<b>Curriculum Map</b>	Curriculum Map	<input type="checkbox"/> Not all program student learning outcomes are listed and/or only a subset of required courses are mapped to the program SLOs; progress of each outcome in the curriculum (I, R, M) is not identified/clear.	<input type="checkbox"/> All program student learning outcomes are listed and most of the major required/elective courses are mapped to the program SLOs; progress of each outcome in the curriculum (I, R, M) is somewhat clear.	<input type="checkbox"/> All program student learning outcomes are listed and all of the major required/elective courses (regularly offered) are mapped to the program SLOs; progress of each outcome in the curriculum (I, R, M) is clearly identified.
<b>Annual Program Assessment Plan</b>	Annual Program Assessment Plan	<input type="checkbox"/> The program has no formal annual plan or is missing three or more critical elements i.e. PGs, PSLOs, measures and evaluation tool.	<input type="checkbox"/> The program has an annual plan which consists of rationale and at a minimum the following elements: mission, PGs, PSLOs,	<input type="checkbox"/> The program has a reasonable annual plan which consists of logical rationale and the following elements: mission, PGs, PSLOs,

			measures and evaluation tool.	measures, sample size, timeline, evaluation tool and next steps.
<b>Five Year Program Assessment Plan</b>	Five-Year Program Assessment Plan	<input type="checkbox"/> The plan does not cover five years and is missing four or more components: mission, PGs/PSLOs, source of evidence, measures, expected level of student achievement, rubric, faculty involved, year of reassessment.	<input type="checkbox"/> The plan covers five years, identifies mission and PGs/PSLOs but is missing less than three components: source of evidence, measures, expected level of student achievement, rubric, faculty involved, year of reassessment.	<input type="checkbox"/> The plan covers five years and includes all components: mission, PGs/PSLOs, source of evidence, measures, expected level of student achievement, rubric, faculty involved, year of reassessment.
<b>Annual Program Assessment Report</b>	Annual Report Elements	<input type="checkbox"/> Annual program assessment report is lacking five or more elements i.e. mission, targeted PGs and PSLOs, measures, rubric, expected Level of achievement, action plan, actions implemented and plan for next year.	<input type="checkbox"/> Annual program assessment report includes critical elements i.e. mission, PGs, PSLOs, data collection and evaluation tools but lacks action plan, actions implemented and plan for the next year.	<input type="checkbox"/> Annual program assessment report includes mission, targeted PGs and PSLOs, measures, rubric, expected level of achievement, action plan, actions implemented and plan for next year.
	Assessment Measures	<input type="checkbox"/> Has not yet developed (or identified) direct measures.	<input type="checkbox"/> Has developed (or identified) direct assessment measures, but may not be appropriate to program level assessment.	<input type="checkbox"/> Has developed (or identified) direct and/or indirect assessment measures that effectively convey information about student learning outcomes.
	Sample size	<input type="checkbox"/> Does not identify the sample size and courses used to collect data.	<input type="checkbox"/> Has identified the sample size and courses used to collect data but may not be representative of the program student population.	<input type="checkbox"/> Has identified the sample size and courses used to collect data. The sample size is appropriate and representative of the program student population
	Program Assessment Rubric	<input type="checkbox"/> Has rubric that does not evidence alignment with PGs and PSLOs and lacks criteria and descriptors that are mutually exclusive	<input type="checkbox"/> Has rubric that aligns with PGs and PSLOs, evidences scale, and has one or more criteria and descriptors that are not mutually exclusive	<input type="checkbox"/> Has rubric that aligns with PGs and PSLOs, evidences scale and includes criteria and descriptors that are mutually exclusive

	Expected level of achievement	<input type="checkbox"/> Expected level of achievement is not defined.	<input type="checkbox"/> Expected level of achievement identifies a percentage but lacks specifics on performance levels (rubric).	<input type="checkbox"/> Expected level of achievement identifies a percentage and includes specifics on performance levels (rubric).
	Action Plan	<input type="checkbox"/> Program does not yet have plans for next steps and there is no understanding on what action is needed.	<input type="checkbox"/> Program has plans for next steps including the required action, but they are not yet clear or feasible.	<input type="checkbox"/> Program has concrete plans for next steps with goals, roles, timelines and required actions.
	Implementation of action plan	<input type="checkbox"/> Program does not demonstrate <i>closing the loop</i> as per assessment action plan from last year.	<input type="checkbox"/> Program partially demonstrates <i>closing the loop</i> as per assessment action plan from last year but is missing at least one of these components, i.e. time of implementation and future assessment of the change	<input type="checkbox"/> Program has demonstrated <i>closing the loop</i> as per assessment action plan from last year, time of implementation and future assessment of the change
	Next year Assessment Plan	<input type="checkbox"/> Program does not identify an assessment plan for next year.	<input type="checkbox"/> Program identifies an assessment plan for next year including PGs, PSLOs, but lacks at least one of the following: specific course and sections and assessment measure.	<input type="checkbox"/> Program identifies an assessment plan for next year including PGs, PSLOs, specific course and sections and identified assessment measure.

Completed by \_\_\_\_\_ Date \_\_\_\_\_

## Appendix H General Education Assessment Report Template

### General Education Assessment Committee

---

Assessment Report

[DATE]

---

Pathways domain:

[Required/Flexible] Core - [DOMAIN]

---

Student Learning Outcome(s):

[SLO]

[SLO]

---

### The Committee

The General Education Assessment Committee (GEAC) is responsible for all aspects of General Education assessment at the college. The GEAC is comprised of faculty members from departments with long associations with this vital part of the curriculum. Although faculty remain at the helm of York's General Education assessment, the GEAC faculty, not individual faculty or departments, are responsible for General Education assessment coordination, data collection, analysis, reporting, and providing guidance to departments, and the GEAC has annual and five-year plans to assess student achievement across the general curriculum. This shift beyond course-based, department-initiated assessment ensures a comprehensive assessment of Gen Ed Student Learning Outcomes (SLOs) using objective assessment practices. Since the GEAC also formally reports annually to the Office of Institutional Effectiveness and Strategic Planning (OIESP) and to the Strategic Planning Committee (SPC), in addition to working closely with departments, this new structure also affords opportunities to address across-the-curriculum and institutional outcomes improvements linked to General Education.

[DOMAIN] study

The GEAC would like to thank the faculty of the [DEPT(S)] for participating in this assessment of the [DOMAIN] domain. We look forward to working with the discipline faculty through the [FOLLOWING SEMESTER] to develop together a plan to ensure student achievement of the SLO(s) above.

[Artifacts assessed and contextual support materials provided]

The committee held a norming session on [DATE] ... [Rubric information]

### Rubric

SLO	Highly proficient	Proficient	Partly proficient	Minimally proficient

#### [Norming results]

Each member of the GEAC reviewed [X] of the [Y] [ARTIFACTS]. The data are attached in the Appendix.

#### Results

[...]

#### [FIGURES etc.]

#### Recommendations

[...]

The GEAC looks forward to working with the discipline to develop a plan to respond to these findings. Some questions to consider may be: [...]?

A response is requested from the discipline before the end of the [UPCOMING SEMESTER] semester on how this assessment will be utilized towards improvement of student achievement. An SLO Improvement Plan template is provided. A follow-up report describing the implementation and the effects on student achievement of the SLO(s) is requested by the end of the [UPCOMING SEMESTER + 1 Year] semester.

Tim Paglione (Chair), Earth & Physical Sciences Jacob Apkarian, Behavioral Sciences

Donald Auriemma, Occupational Therapy Laura Beaton, Biology

Edoardo Carta-Gerardino, Mathematics & Computer Science Margarita Drago, World Languages, Literatures, and Humanities Jonathan Hall, English

Tom Marion, Performing & Fine Arts Panayiotis Meleties, Academic Affairs

Xiaodan Zhang, Institutional Effectiveness, Behavioral Sciences

#### Appendix

[DATA]

## Appendix I SLO Improvement Plan Template

---

### General Education Assessment Committee

Student Learning Outcome Improvement Plan

[DISCIPLINE/DEPT]

---

[DATE]

Pathways domain:

---

[Required/Flexible] Core - [DOMAIN]

Student Learning Outcome(s):

[SLO]

---

[SLO]

---

### Summary of GEAC findings and recommendations

---

### SLO Improvement Plan

---

### Implementation schedule

---

### Follow-up assessment plan

Person(s) responsible from discipline/dept.

## Appendix J Life and Physical Science Rubric SLO 4

### General Education Assessment Committee

Pathways domain:

Required Core - Life & Physical Sciences

#### Rubric

SLO	Highly proficient	Proficient	Partly proficient	Minimally proficient
Gather, analyze, and interpret data and present it in an effective written laboratory fieldwork report	Makes logical inferences citing the data, analysis is soundly based and properly executed using the data	Properly and logically judges strength of hypothesis generally referencing the findings for support	Attempts scientific inferences but with poor reference to findings	Misjudges or neglects to judge outcome of experiment with little reference to data
	Tables/figures are well made and informative	Tables/figures are mostly complete and/or clear	Tables/figures are partly incomplete and/or unclear	Figure/tables missing or badly made
	Report is well written with all expected elements and formatting	Acceptably written with nearly all expected report elements	Writing may require consider- able revision, some report elements missing	Writing is poor Numerous report elements omitted

#### Notes

Each member was asked to look at the criteria within each column and make an overall assessment. This decision grew out of extensive discussion about how to separate out the SLO into its non-overlapping but comprehensive components. For the sake of expediency in the Fall 2018 pilot, we chose to give a holistic score.

Appendix K U.S. Experience in its Diversity Rubric SLO 2  
General Education Assessment Committee

Pathways domain:  
Flexible Core - U.S. Experience in its Diversity

**Rubric**

SLO	Highly proficient	Proficient	Partly proficient	Minimally proficient
Evaluate evidence and arguments critically and analytically				
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

**Notes:**

The committee used this provisional rubric based on the AAC&U VALUE rubric for Critical Thinking: Explanation of issues and Evidence.

## Appendix L. Information Literacy Test

Date: \_\_\_\_\_

Information Literacy Pretest

Your Status (Please circle)    1<sup>st</sup> Year    2<sup>nd</sup> Year    3<sup>rd</sup> Year    4<sup>th</sup> Year    Graduate

Course Number: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Please circle your answers

**1. To find books owned by the York College Library, you should use**

- a. Google                      b. an article database                      c. a catalog                      d. amazon.com

**2. Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 62, 465-480. This citation is for a**

- a. book                      b. newspaper article                      c. journal article                      d. website

**3. When searching in a research database, the use of Boolean operators "AND", "OR" and "NOT" can be useful in narrowing or widening your search results. Which operator would you use to increase the number of the items you will retrieve?**

- a. AND                      b. OR                      c. NOT                      d. All of them

**4. Books are arranged on shelves in the library by what?**

- a. Title                      b. Author                      c. ISBN                      d. Call number

**5. Failure to give credit to your sources of information is called**

- a. plagiarism                      b. copyright                      c. partial citation                      d. abstracting

**2. An abstract is a**

- a. quote from a book                      b. full text article                      c. citation                      d. summary of a source

**3. If you need a book which the York College Library does not have, you can**

- a. request it from the author                      b. order it via interlibrary loan                      c. buy it from the library                      d. forget about it

**4. Which is the best place to find research published by scholars, experts or professionals?**

- a. On amazon.com                      b. In the newspapers                      c. In magazines                      d. In scholarly journals

**5. APA and MLA style both refer to**

a. classification systems   b. formats for documenting sources   c. call numbers   d. article indexes

**6. A bibliography is a**

a. summary of the article   b. person's life   c. list of sources   d. citation of the article

This quiz is partially adapted from online quizzes at Madonna University Library, MI. 10/18/2018

## Appendix M. Divisions and Administrative, Educational and Student Support Units

### AESS Assessment Sites (Divisions and Units)

<b>Academic Affairs</b>	<b>Administrative Affairs</b>	<b>Institutional Advancement</b>	<b>Office of the President</b>	<b>Student Development</b>
Academic Advisement Center	Administrative Affairs	Alumni Affairs	Diversity and Compliance	Athletics
Collaborative Learning Center	Budget Office	Annual Fund	Government and Community Relations	Career Services
Center for Teaching, Learning and Educational Technologies (CTLET)	Applications Support-IT	Donors Relations	Institutional Effectiveness and Strategic Planning	Center for Students with Disabilities
Academic Affairs	Admissions	Institutional Advancement	Institutional Research	Counseling Center
College Now	Buildings and Grounds		Legal Affairs and Labor Relations	Male Initiative Program
CUNY Explorers	Bursar		Marketing and Communications	Office of Veterans Affairs
CUNY Language Immersion Program	Business Office		President's Office	Percy E. Sutton SEEK Program*
Office of Research and Sponsored Programs	Continuing and Professional Education Center			Student Activities
Office of Student Academic Services	Custodial Services			Student Development
Office of the Registrar	Economic and Workforce Development			
Percy E. Sutton SEEK Program*	Enrollment Management			
Scholarship Center	Environmental Health and Safety			
University Skills Immersion Program	Facilities Planning Office			
York Early College Academy (YECA)	Financial Aid Office			
	Information Technology			
	Infrastructure-IT			
	New York Small Business Development Center (NYSBDC)			
	Office of Human			

<b>Academic Affairs</b>	<b>Administrative Affairs</b>	<b>Institutional Advancement</b>	<b>Office of the President</b>	<b>Student Development</b>
	Resources			
	Performing Arts Center			
	Public Safety			
	Purchasing			
	Service Delivery-IT			
	Special Events Office			
	Testing Center			
	Web Systems			
	York College Learning Center			

## Appendix N. Five-Year Assessment Plan Template

### Administrative, Educational, and Student Support Units Five Year Assessment Plan

**Division:** Click here to enter text.

**Unit:** Click here to enter text.

**Date:** Click here to enter a date.

Completed by:

#### Unit Mission:

Year	Unit Goals	What is the expected measurable outcome to meet the stated goal?	How will the outcome be measured?	What divisional goal(s) does the unit goal align with?	What institutional strategic goal(s) does the unit goal align with?	What is the target for success?	Who will collect the data?	Approximate Date Data Collection Begins	Approximate Date Data Collection Ends
Year 1:									
Year 2:									
Year 3:									
Year 4:									
Year 5:									

## Appendix O Annual Assessment Findings Report Template

### Administrative, Educational and Student Support Units Annual Assessment Findings Report Template

**Directions:** Use content from your 5-Year Assessment Plan, and data collected and analyzed to complete the Annual Assessment Findings Report. Submit report electronically to [aess@york.cuny.edu](mailto:aess@york.cuny.edu).

**Assessment Year:** Choose an item.

**Division:** Choose an item.

**Unit:** Choose an item.

**Date:** Click here to enter a date.

**Completed by:** Click here to enter text.

**Unit Mission:** Click here to enter text.

1. Using information from your approved 5-Year Assessment Plan, record each goal, the corresponding outcome(s), and the target(s) of success. Enter the person(s) responsible for evaluating and interpreting data. This may or may not be the person who was responsible for *collecting* the data.

Goal(s)	Outcome(s)	Target of Success	Person(s) responsible for evaluating and interpreting data

**2. Data Analysis and Interpretation of Results.** For each outcome listed above, describe the conclusions, significance and implications of the data collected. Describe the results in comparison to the target of success identified prior to data collection. What is your interpretation of the results?

**3. Action.** Based on the results, what actions are you going to take to improve the support outcomes (SOs) and/or student learning outcomes (SLOs) listed above. If no changes are being recommended, provide an explanation with supporting evidence. *(Add additional rows for outcomes, as needed by copying and pasting the appropriate outcome textbox. You may delete any unneeded textboxes.)*

**Outcome 1.1** Click here to enter text.

Recommended changes: Click here to enter text.

**Outcome 2.1:** Click here to enter text.

Recommended changes: Click here to enter text.

**Outcome 3.1:** Click here to enter text.

Recommended changes: Click here to enter text.

**Outcome 4.1:** Click here to enter text.

Recommended changes: Click here to enter text.

**Outcome 5.1** Click here to enter text.

**4. Communicating Results:** Describe how you communicated assessment results, recommendations, and changes to appropriate stakeholders (e.g., staff, supervisor, students).

**5. Action Taken:** Describe how you used the results from last year to inform your action this year. Narrative should include action(s) taken or changes implemented as identified by assessment activities completed (i.e., closing the loop). Indicate when the changes were implemented and when they will be reassessed to see if they helped to improve support outcomes (SOs) and/or student learning outcomes (SLOs).

**6. Achievement Summary:** York College is excited to hear about what is going well! Share your unit's proudest accomplishments for this assessment period.

**7. Assessment Plan Year** [Click here to enter text.](#): Briefly outline the assessment plan for next year. Explain any revisions you will need to make based on results (e.g., revision in outcomes, target for success, measuring instrument). Attach an updated 5-Year Assessment Plan for your unit. (Remember to revise the years.)

**8. Annual/Special Reporting (optional):** Highlight accomplishments directly related to how assessment activities in your area contributed to the mission of the division and the College--not assessed elsewhere, but related to operational effectiveness.

Appendix P Administrative, Educational, and Support Assessment Plan & Reports  
Evaluation Rubric

<b>Unit Name</b> Click here to enter text.	<b>AESSAC Review</b> <b>Date</b> Click here to enter text.  <b>Name(s)</b> Click here to enter text.			<b>Institutional Effectiveness Responses to AESSAC Review, if applicable.</b>
<b>Mission Statement/Purpose</b>	<b>YES</b>	<b>NO</b>	<b>Comments</b>	
Includes a relationship in support of the York College mission				
Includes a broad statement describing aspirations of the unit				
Describes key services provided by the unit				
Describes who the unit serves or target audience				
Is consistent with unit web page				
Acronyms or uncommon terms are fully articulated				
<b>Goals</b>				
Each goal is directly linked to the unit mission				
Goals are broad statements written clearly and concisely				
Includes key services or processes to improve				
Acronyms or uncommon terms are fully articulated				
Goals are connected to appropriate division and institutional goal				
<b>Outcomes</b>				
Describes desired outcome and what the unit will accomplish				
Outcome is measurable and realistic				
Acronyms or uncommon terms are fully articulated				
Is there at least one outcome for every goal?				

<b>Measures</b>				
Describes procedure used to collect data and has an appropriate balance of direct and indirect measures				
Assessment method is appropriate for desired outcome				
If multiple-item surveys are used, it is clear which specific items are used as measures of which outcomes				
Instrument(s) are identified and attached.				
Instrument(s) were approved by Institutional Effectiveness/Institutional Research				
Identifies who will collect the data (position title/department)				
Is there at least one measure for every outcome?				
<b>Target</b>				
Includes criteria for success-- target number (i.e. unit number, percentage etc.), a baseline or standard for comparison				
<b>Findings</b>				
Indicates whether outcome has been met or not				
Includes findings for every measurable outcome				
Include number of assessments used to report findings				
Breakdown of findings provided; data tables attached if appropriate				
Is there an action plan for every target "Not Met" or "Partially Met"?				
<b>Action Plans (Use of Results)</b>				
Describes all results in detail				

Valid conclusions were drawn from the available data and instrumentation				
Areas of improvement are stated				
All concerns that need to be addressed are identified				
New action/strategy identifying areas to improvement are stated <b>(If outcome is the same, the same action plan will be used going forward. Implementation notes will be used to update each year until outcome is no longer used.)</b>				
Identifies resources needed for new action/strategy				
Indicate when and how results are discussed with staff				
<b>Achievement Summary/Analysis Questions</b>				
Improvements Achieved-- completed and followed through from previous year				
Analysis Questions Complete				
<b>Annual/Special Reporting (optional)</b>				
Highlights of accomplishments related to how assessment activities contributed to the mission of the division and the College--not assessed elsewhere, but related to operational effectiveness				
No personal identifiers in data and reporting (i.e.EMPL numbers).				

## Appendix Q AESS Unit Periodic Review Timeline

Month	Task	Responsible Party
September	AESS units attend a Periodic Unit Review orientation	Units  AESSAC  Office of Institutional Effectiveness and Strategic Planning
October	AESS units compile data and information in preparation for the completion of the unit review.	Units
	AESS units attend a Periodic Unit Review orientation (continue)	Units  AESSAC  Office of Institutional Effectiveness and Strategic Planning
November	AESS units compile data and information in preparation for the completion of the unit review.	Units
	AESS units attend a Periodic Unit Review orientation. (continue)	Units  AESSAC  Office of Institutional Effectiveness and Strategic Planning
	AESS units identify at least three external reviewers (one reviewer is an alternate) and provides list to AESSAC.  AESS units contact and schedule two external reviewers for onsite visit during the Spring semester.	Units
December	AESS units identify at least three external reviewers (one reviewer is an alternate) and provides list to AESSAC. (continue)  AESS units contact and schedule two external reviewers for onsite visit during the Spring semester. (continue)	Units
January	AESS units use data and information to write unit review.	Units
February	AESS units use data and information to write unit review. (continue)	Units
	AESSAC provides follow-up and feedback to units undergoing periodic review.	AESSAC

March	AESS units write first draft of unit review and submit to AESSAC for feedback	Units
	AESSAC provides feedback to units on first draft of unit review.	AESSAC
April	AESS units complete unit review	Units
	External reviewers visit	
May	External reviewers visit (continue)	Units
	AESS units receive the final report from the external reviewers.	
June	AESS units write final report integrating findings from external reviewers, recommendations and an action plan.	Units
July	AESS units write final report integrating findings from external reviewers, recommendations and an action plan. (continue)	Units
August	AESS units submit final Periodic Review Report	Units

Appendix R York College 2018-19 Strategic Action Plan

York College 2018-19 Strategic Action Plan								
York 2018-19 Targets	Activities	Lead	Connection to York SP Goals	Connection to CUNY PMP Outcomes	Progress Update- Jan 2019	Budget Implications	ILOs	Progress Update- June 2019

