



**Administrative, Educational, and Student Support
Assessment Committee (AESSAC)**

2018-19

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

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

Table 1. Annual Assessment Status Progress Report

Division	Program/Unit	Mission	Goals	Outcomes	Five-Year Assessment Plan	Annual Assessment Plan	Annual Assessment Report
Academic Affairs (14 units)	Academic Advisement Center	X	X	X	X	X	
	Academic Affairs	X	X				
	Center for Teaching, Learning and Educational Technologies (CTLET)	X	X	X	X	X	
	Collaborative Learning Center	X	X	X	X	X	X
	College Now	X	X	X	X	X	X
	CUNY Explorers	X	X	X	X	X	X
	CUNY Language Immersion Program (CLIP)	X	X	X	X	X	X
	Office of Research and Sponsored Programs	X	X	X	X	X	X
	Office of Student Academic Services	X	X	X	X	X	
	Office of the Registrar	X	X	X	X	X	
	Percy E. Sutton SEEK Program	X	X	X	X	X	X
	Scholarship Center	X	X	X	X	X	
	University Skills Immersion Program	X	X	X	X	X	X
	York Early College Academy (YECA)	X	X	X	X	X	
	Administrative Affairs	X	X	X	X	X	X

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Division	Program/Unit	Mission	Goals	Outcomes	Five-Year Assessment Plan	Annual Assessment Plan	Annual Assessment Report
Administrative Affairs (26 units)	Admissions	X	X	X	X	X	X
	Applications Support and IT Administration	X	X	X	X	X	
	Budget Office	X	X	X	X	X	
	Buildings and Grounds	X	X				
	Office of the Bursar	X	X	X	X	X	
	Business Office	X	X	X	X	X	X
	Continuing and Professional Education Center	X	X	X	X	X	
	Custodial Services	X	X				
	Economic and Workforce Development	X	X	X	X	X	
	Enrollment Management	X	X	X	X	X	X
	Environmental Health and Safety	X	X	X	X	X	
	Facilities Planning Office	X	X	X	X	X	
	Financial Aid Office	X	X	X	X	X	X
	Information Technology	X	X	X	X	X	
	Network Access	X	X	X	X	X	X
	New York Small Business Development Center (NYSBDC)	X	X	X	X	X	X
	Office of Human Resources	X	X	X	X	X	X
	Performing Arts Center	X	X	X	X	X	
	Public Safety	X	X	X	X	X	X
	Purchasing Department	X	X	X	X	X	
	Service Delivery	X	X	X	X	X	X
	Special Events Office	X	X	X	X	X	X
	Testing Center	X	X	X	X	X	
	Web Systems	X	X	X	X	X	X

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Division	Program/Unit	Mission	Goals	Outcomes	Five-Year Assessment Plan	Annual Assessment Plan	Annual Assessment Report
	York College Learning Center	X	X	X	X	X	X
Institutional Advancement (4 units)	Alumni Affairs	X	X	X	X	X	X
	Annual Fund	X	X	X	X	X	X
	Donor Relations	X	X	X	X	X	X
	Institutional Advancement	X	X	X	X	X	X
Office of the President (6 units)	Diversity and Compliance	X	X	X	X	X	
	Government and Community Relations						
	Institutional Effectiveness and Strategic Planning	X	X	X	X	X	X
	Legal Affairs and Labor Relations	X	X	X	X	X	X
	Marketing and Communications	X	X	X	X	X	
	President's Office	X	X				
Student Development (12 units)	Athletics	X	X	X	X	X	
	Career Services	X	X	X	X	X	
	Center for Students with Disabilities	X	X	X	X	X	X
	Counseling Center	X	X	X	X	X	X
	Male Initiative Program	X	X	X	X	X	X
	Office of Veterans Affairs	X	X	X	X	X	X
	Student Activities	X	X	X	X	X	
	Student Development	X	X	X	X	X	
	Student Health Services Center	X	X	X	X	X	X
	TRIO Programs	X	X	X	X	X	X
	Women's Center	X	X	X	X	X	X
	York College Child and Family Center	X	X	X	X	X	

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

As of September 4, 2019, 92% of units (57 out of 62) are in compliance with the completion of mission, goals, outcomes, and five-year annual assessment plans for the 2018-2019 academic year. Five-year plans for Academic Affairs, Buildings and Grounds, Custodial Services, Government and Community Relations, and the President's Office are in development. The five-year plans served as the 2018-2019 annual plan.

Among the patterns noted in the plans submitted, was that the missions appear to describe the function of the unit, its stakeholders, and what it hopes to accomplish. In terms of goals, many units indicated customer service as a priority. Others, however, need to revise their outcomes to show alignment with the College's strategic priorities and major unit activities. Overall, the five-year assessment plans are student-centered. In addition, many of the plans stated surveys and focus groups as a measure of their outcomes for future assessment years.

C. Please submit your Use of Results table.

Table 2. Use of Results

Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
Business Office	Spring 2019	56% of posttest respondents communicated that they learned to effectively utilize financial modules in CUNYfirst.	The Business Office will incorporate step-by-step PDF instructions with trainings.	NA
Collaborative Learning Center (CLC)		According to focus group participants, results indicate that tutoring begins too late in the semester; students are discouraged from utilizing services from some members of faculty, and not all tutors were adept in conducting group sessions. There was also an overall dissatisfaction with session cancelations due to tutor absence or tutor availability and a disconnect (between the professor and tutor) in the rules of writing standards (e.g., Modern Language Association or MLA).	Focus group results led to the review of current practices. The CLC will invite faculty to the office for center visits with their classes during the first weeks of the semester to increase faculty investment and student engagement. In addition, the CLC will formulate standard syllabi language about services offered that professors could include on their syllabi.	Diversity Self-reflection and accountability.

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
College Now	Spring 2019 and Summer 2018	<p>16 students enrolled in the Backyard Toxicology class (pre-college experience for high school students) successfully completed the class.</p> <p>10 out of 16 students or 60% of students who completed the Backyard Toxicology class were enrolled in the York Summer Research Academy. All ten students completed the summer program.</p>	<p>No significant changes needed, based on exceeding the target by 15% (85% to 100%).</p> <p>Increase the target from 60% to 68% by having York faculty members who supervise the summer research visit the spring class and by having students visit those professors' research labs during the spring semester.</p>	NA
CUNY Explorers	<p>June 2019</p> <p>2018-2019</p>	<p>1,493 Middle school students out of 1,632 (91.5%) reported an understanding of academic programs offered by the College.</p> <p>4,548 middle school students visited the York College campus, which is below the target of 7,500 students. Failure to meet the target is the result of the high volume of scheduled visit cancellations (63 out of 187) and 105 out of 187 having fewer students attend than the 50 reserved.</p>	<p>The target will be increased to 93% by creating improved handout materials, providing additional training sessions to the visitor guides, and having the CUNY Explorers visit guides focus their presentations more on understanding the academic programs.</p> <p>Increase the number of student visits from 50 to 200 every Friday during the 2019-2020 AY because the College is less occupied on Fridays. For 2019-2020, five stem programs are designed to offer guests more options to visit York.</p>	NA
CUNY Language Immersion Program (CLIP)	Fall 2018 and Spring 2019	<p>72% of CLIP students improved their posttest scores on Cambridge Michigan Language Assessments (CAMLA) and 68% for the CLIP Essay. These results were slightly below the target of success (75%).</p> <p>Student evaluations were conducted for all sections,</p>	<p>Provide faculty training on using the CLIP rubric to align CLIP Essay scores with those of the CUNY Assessment Test in Writing (CATW).</p> <p>Faculty development workshops are scheduled</p>	NA

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
		<p>which showed 80% satisfaction with the pedagogy, content and availability of all instructors.</p> <p>College Knowledge workshops were attended by all CLIP students who completed their 3-year cycle or who indicated they were ready to join their college of allocation.</p>	<p>regularly by CLIP central office.</p> <p>Develop follow-up surveys of CLIP graduates to see how well prepared they were for college life. Results of the survey will inform the content and form of future workshops.</p>	
Percy E. Sutton SEEK Program	Fall 2018-Spring 2019	<p>Fall 2018, 64.5% (120 out of 186) students earned a C or higher in Freshman Composition (ENG 125) whereas in Spring 2019 only 53.3% earned a passing grade (C or higher).</p> <p>47.1% of the Fall 2018 freshman cohort earned a pass rate in gateway math course (Math 111 and Math 120).</p>	<p>Failure to meet the target of success resulted in the purchase of Brainfuse tutoring software to increase the availability of academic support services beyond office hours of operation.</p> <p>Supplemental instructors will provide math tutoring.</p>	
University Skills Immersion Program (USIP)	Summer 2018	<p>139 students attended the required workshop that prepares students for the CUNY Elementary Algebra Final Exam (CEAFE), and all were tested. 124 students passed the workshop with a score of 70 or higher, which exceeded the target by 14% (75% to 89%).</p> <p>44 students attended the required writing workshop that prepares students to pass the CUNY Writing Exam- and all were tested. 36 students passed with a score of 56 or higher. The results exceeded the target by 12% (70% target to 82%).</p>	<p>No significant changes will be taken based on exceeding target outcomes.</p> <p>Continue to enhance and expand recruitment efforts, professional and curricula development opportunities, and connection to appropriate office such as Advisement, Registrar and Admissions.</p>	

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
Admissions	Fall 2018	97% of student survey respondents reported that they were satisfied with the service wait time, exceeding the target of 60%.	Data suggests that wait time is not an issue for students. Therefore, future surveys will be revised to identify other possible issues affecting overall student satisfaction.	NA
Enrollment Management	Fall 2018	Continuing student enrollment experienced a decrease of 6.8%.	Results led to the creation and implementation of a deregistration pilot plan in Spring 2019.	NA
Financial Aid Office	Fall 2018	The majority of staff reported that receiving a student's reason for visiting via the YConnect system prior to meeting with the student did not improve their interaction with the student. The poor interaction may be the result of students' failure to accurately state the reason for their visit.	In response to staff feedback, "other" will be removed from the choice of reasons for visit options.	NA
Network Access	Fall 2018-Spring 2019	Compared with the average first three months of the year, the number of harassing calls has gone down by 70%. The total number of unwanted calls makes up 0.4% of all inbound calls.	The harassment call list will be updated to include new numbers. In addition, the campus community will be educated on how to handle unwanted/unknown calls.	
Web Systems	Fall 2018-Spring 2019	Accessibility issues were reduced to 0.0049% (51 out of 10,433) of the College's webpages from 7%.	The Axe Core Accessibility Checker was integrated into the workflow of the web publishing quality check. More staff (Research Foundation and Work-Study) was hired to fix the PDF and MS documents out of compliance. Auto-transcripts of audio files will be integrated into the CMS using artificial intelligence. Instructions on user responsibility and how to create accessible documents is included in all relevant communication.	NA

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
York College Learning Center	Spring/Summer 2019	<p>As of July 2019, twenty participants of the High School Equivalency Program were identified as SEEK referrals, 200% of the goal of 10 participants.</p> <p>Forty-six participants were identified as referrals to CUNY transitional programs, 306% of our goal of 15 participants as of July 2019.</p>	<p>Although the Learning Center exceeded its goal, the Center employs a continuous improvement model. Key staff members are currently developing a more systematic process of documenting student referrals and outcomes Center-wide.</p> <p>During FY 2020, the case management team will reach out to the CUNY Start and CUNY Math Programs requesting informational sessions be provided to the appropriate students during the fall and spring semesters.</p>	
Donor Relations	2018-2019	<p>92% of mailing addresses are accurate, and 66% of email addresses are accurate in the constituent database. The target before the assessment was to achieve 92% accuracy for both mailing and email addresses.</p> <p>The prospect management system was established, 23 prospects were identified, and 20 prospects were qualified.</p>	<p>To meet the target of 92% accuracy, staff will look to gain more emails by including the field on all printed and electronic forms. In addition, staff will separate the target for success for mailing and email addresses, as the outlets available to obtain mailing address are multiple, whereas there are limited resources to acquire valid email addresses.</p> <p>To meet targets, staff will focus on the cultivation of donors instead of focusing on the cultivation of prospects by measuring the retention of members within each donor club year over year.</p>	
Institutional Effectiveness and Strategic Planning	Fall 2018-Spring 2019	A SWOT Analysis conducted in May 2019 revealed the need for increased visibility and communication, transparency, and resources from the OIESP.	The results from the SWOT analysis led to the creation and implementation of the “Research Briefs” that provides key institutional metrics to the college	NA

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (<i>Change Implemented</i>)	Aligned ILOs
			community. Five research briefs were distributed to the President and members of the cabinet. However, these briefs have yet to be shared with the greater college community. OIESP will work with IT to modify/revise the OIESP webpage so that research briefs are available to the entire college community.	
Legal Affairs and Labor Relations	Spring 2019	An online portal for the submission of complaints was launched on the College website on February 11, 2019.	Monitor the use of the new complaint portal, seeking opportunities to promote the use of the portal and work with IT to expand the portal to increase its utility to the office.	NA
Center for Student with Disabilities (CSD)	2018-2019	<p>Education and information were provided to the campus community on support services offered to students with disabilities via one-on-one sessions only. Presentations were not given as planned for academic departments, student development courses, NESS seminars.</p> <p>The target of installing assistive software in 75% of student computer labs was not met due to campus migration to Windows 10 and a crash in the licensing server for two of the programs resulting in placing the increase of available assistive software in student computer labs on hold.</p>	<p>To meet the target, presentations will be coordinated and scheduled in advance. The target for success for next year's assessment will be reduced from 20% to 15% for academic departments. Staff will meet to plan presentations and information for student development courses, academic departments, and NESS seminars for 2019-2020. CSD will coordinate with key stakeholder to schedule presentations.</p> <p>Work in collaboration with IT to ensure that the 75% target is met which is a change in the target set for 2019-2020 of 100%.</p>	

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
Counseling Center	Fall 2018 and Spring 2019	<p>Among students who presented with a severe clinical level of distress on the Counseling Center Assessment of Psychological Symptoms (CCAPS) at the initial appointment, 52% of students have made substantial improvement, no longer clinically distressed and scoring lower than the clinical range on their overall level of distress; thus, the target of 50% was met successfully.</p> <p>92 students surveyed reported that the psychological services had a positive impact on their ability to persist in their academic goal. All students surveyed selected “Agree” or “Strongly Agree” to the statement, “As a result of coming for counseling, I am more able to continue my education this semester and feel better about my chance of success in college”.</p>	<p>The counseling center implemented a plan for contacting the students to encourage them to reschedule whenever they miss an appointment. The effect of the new procedure will be assessed next semester.</p> <p>In the coming semester, strengthen collaboration with academic departments by utilizing the existing liaison structure to all three schools (i.e., periodic communication of the counseling services to Provost, Deans, and Chairs of academic departments; invited presentations at faculty meetings. Maximize the effect of one student session and explore treatment modalities.</p>	Self-reflection & Accountability
Counseling Center	AY 2017-2018	<p>Students reported a higher rate of family distress, as compared to other counseling center clients, nationally.</p> <p>95% of students reported (counseling center satisfaction survey) positively about the impact of the psychological services on their beliefs about college success.</p>	<p>Invested staff’s professional development in trauma-informed interventions. Focused our monthly staff development activity on current literature concerning trauma-informed interventions.</p> <p>As a response to the survey results, a revision was made to one of the survey items to better assess their perception of the impact of counseling on their college success.</p>	
Male Initiative Program	Fall 2018	Mentor/mentee interaction has increased; however, improvements are needed	The meeting schedule for mentoring groups will increase from its current	

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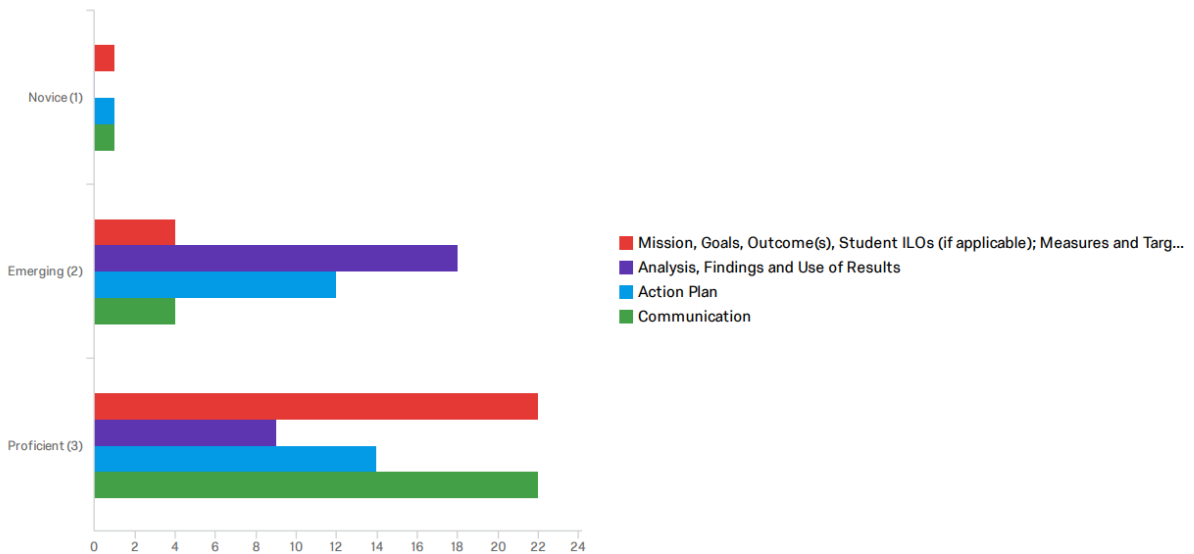
Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
		to achieve an increase of 10%.	standard from one meeting per week to two.	
Office of Veterans Affairs	Fall 2018	Enrollment among students veterans decreased by 22%.	The decrease in enrollment will serve as justification for additional staffing to maintain and increase service hours and assist in recruitment efforts. Through a partnership with the P.R.O.V.E (Project for Return and Opportunity in Veterans Education) program at Hunter College, beginning in the Fall 2019 semester, a graduate social work intern will further assist us in servicing the student veteran population.	NA
Student Health Services Center	Fall 2018	Two students did not meet the legal immunization requirements. In Spring 2019, eight students did not meet the legal immunization requirements.	Results were used to communicate with the students not meeting the legal immunization requirements. Further, results were used to notify the Provost of the need to remove non-compliant students from classes.	NA
TRIO Programs	Spring 2019	50% of TRIO SSS program participants assigned within the same cohort year (14) graduated within six years; exceeding the targeted rate of success indicated at 30%. 81% (54 out of 67 active students) of 81% of TRIO YES program participants maintained good academic standing with a GPA of 2.0 and above; exceeding the targeted rate of 78%.	The TRIO SSS program will continue to use support services to assist students in graduating within four to six years. The TRIO YES program will continue to provide academic support for program participants to maintain good academic standing at York College.	NA
Women's Center	Fall 2018-Spring 2019	There are 57 trained peer-led domestic/ intimate partner advocates on campus, which significantly exceeded the target of success of maintaining 40 peer-led	Based on the current levels of training and attrition, the number of advocates may be increased on campus to sixty instead of forty.	

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Program/Unit Assessed	When (semester)	Key Findings	Use of Results (Change Implemented)	Aligned ILOs
		domestic training partner advocates.		

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

Overall, based on the 32 annual reports received thus far (52% of units); the AESSAC members reviewed approximately 26 reports using the AESSAC report review rubric. The review involved using the free version of Qualtrics and was set up by the OIESP. The review sessions occurred twice in August, and once in September. At the first review session, norming took place using the rubric. The AVP of OIESP and the Director of Assessment also served as reviewers. The current rubric focuses only on the inclusion of all the elements and not the quality of the reports as this is the first year all units are engaging in an annual assessment. Most units performed at the proficient level for the mission, goals, outcomes, Student ILOs, measures, and target criteria. While, many units were at the emerging level for analysis, findings, and use of results. A majority of the reports reviewed were at both the emerging and proficient levels for action plan. Almost all of the reports reviewed, were rated proficient for communication. All of the units received the feedback via email. Included in the email was the rubric with comments. Seven units were asked to resubmit the report due to incomplete data or use of the old template. Almost all units were directed to schedule an appointment with the AVP of OIESP for an assessment consultation.



The patterns noted by AESSAC included: 1) Findings stated did not always translate to the expected outcome and the target set prior to assessment. 2) The narrative in the use of results section seems to be very limited or vague. 3) The units that did state alignment of their outcomes with ILOs did not explain how the findings translate to ILO achievement.

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

Out of the 26 reports reviewed thus far, almost all units used both direct and indirect measures. The direct measures included wait time, count of labs, course/workshop pass rates, counts of visits, test

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scores, accuracy rates, number of participants, systems/tools established, number of applications deployed, enrollment rate, graduation and retention rate, service usage, credits earned, and number of accessibility issues. Approximately ten units identified the use of surveys (indirect measure; faculty/students/stakeholders served).

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

A. Please submit your Annual Assessment Process table.

Table 3. Annual Assessment Process

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

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

Table 3 above was created in fall 2018. The process has been slightly modified since spring 2019 semester to incorporate the annual plan submission. In AY 2018-2019, units were using the five-year plans to implement annual assessment activities; however, this year, all units will submit the annual plan using the five-year plan as a source document. A tentative revised process table effective August 2019 is listed below.

Table 4. Tentative AESS Annual Assessment Process (September through August)

RV August 26, 2019

Month	Task	Responsible Party
September	Review and Provide Feedback on Annual Assessment Report	AESSAC
September	Begin drafting annual assessment plan	Divisions and Units
October	Begin drafting annual assessment plan	Divisions and Units
	Provide feedback on annual assessment plans. Provide consultations as requested/needed.	AESSAC
November	Submit and Implement Annual Assessment Plan	Divisions and Units
	Provide feedback-using rubric. Provide consultations as requested/needed.	AESSAC
December	Continue Implementing the Annual Assessment Plan	Division and units
	Provide consultation as requested/needed	AESSAC
January	Continue Implementing the Annual Assessment Plan	Division and units
	Provide consultation as requested/needed	AESSAC
February	Continue Implementing the Annual Assessment Plan Complete mid-year check	Division and units
	Review mid-year check and provide feedback as needed	AESSAC
March	Continue Implementing the Annual Assessment Plan	Divisions and Units
	Review mid-year check and provide feedback as needed	AESSAC
April	Continue Implementing the Annual Assessment Plan	Divisions and Units
	Provide consultations as requested/needed	AESSAC
May	Continue Implementing the Annual Assessment Plan	Divisions and Units
	Provide consultations as requested/needed. Send reminder on the annual assessment report (due date/template)	AESSAC
June	Continue Implementing the Annual Assessment Plan	Divisions and Units
	Begin drafting Annual Assessment Report	Divisions and Units

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Month	Task	Responsible Party
	Provide consultations as requested/needed. Send reminder on the annual assessment report	AESSAC
July	Continue Implementing the Annual Assessment Plan Begin drafting Annual Assessment Report	Divisions and Units
	Provide consultations as requested/needed. Send reminder on the annual assessment report	AESSAC
August	Submit Annual Assessment Report	Divisions and Units
	Review and Provide Feedback on Annual Assessment Report	AESSAC

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

Based on the process described in table 3 above, challenges encountered included: 1) the need for additional assessment training for AESSAC members to avoid the conflicting directives issued to unit directors throughout the assessment cycle. For example, units were advised to change the number of outcomes to assess each year and to adapt/align to ILOs as directed by the monitoring report committee. AESSAC asked units to change the wording of outcomes based on the change in the Committee’s understanding of behavior vs. outcome and understanding of direct/indirect measures. 2) The lack of a rubric created inconsistency in the review of the plans. 3) Getting units to invest in assessment activities. 4) Finally, the committee meetings were held bi-weekly and during evening hours multiple times a week in order to meet the process deadlines. The committee members also held additional review sessions and consultations. The demanding meeting schedule took time away from the primary job responsibilities of the committee members.

The successes encountered in this process were 1) AESSAC was able to provide timely consultation to units when requested; 2) AESSAC had strong committee participation in working with units across the institution; 3) Units were educated about assessment and the process. 4) AESSAC members learned about the various areas and services provided at the College.

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

AESSAC went through a few versions of five-year assessment plans and the annual report. A rubric to review the annual assessment report was created in July 2019. All three documents (templates/rubric) are available on the AESS resource [webpage](#) under the heading *AESS Templates & Rubrics*.

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

Many of the unit directors were involved along with their staff members. However, some units were reluctant to participate/engage in assessment.

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

AESSAC met with units and had the College leadership communicate the importance of conducting assessment as well. AESSAC offered workshops, provided day and evening consultations, and

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provided feedback via email. Overall, AESSAC played a critical role in ensuring that assessment is happening across AESS units.

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

Table 5. Status Milestones: Capacity Building

Activity	Expected Date of Completion	Status
Created AESS webpages	June–July 2018	Completed
Update and maintain AESS webpages	Ongoing	In progress
Established 5 Year AESS Periodic Unit Review Cycle	July–August 2018	Completed
Developed 5-Year Annual Assessment plan template	August 2018	Completed
Host four AESS assessment workshops	August–November 2018	Completed
Assessment Consultation Meetings	Ongoing throughout AY 2018-19	Completed
Established AESS annual assessment process	September 2018	Completed
Created AESS email address to allow submission of documents	September 2018	Completed
Developed Annual Assessment Findings Report template	October 2018	Completed
Host two AESS assessment workshops	February–June 2019	Completed
Revised five-year assessment template to incorporate ILOs	February 2019	Completed
Revised Annual Assessment Findings Report template	March 2019	Completed
Developed AESS Handbook	June 2019	Completed
Developed Annual Assessment Findings Report Rubric	July 2019	Completed
Created an account on Qualtrics to facilitate the review of annual reports using rubric and analysis of the data	August 2019	Ongoing

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

The AESSAC committee has built capacity for AESS unit assessment since last summer 2018. The first presentation to educate the campus community about AESS unit assessment, the plans for 2018-2019, and the status of the College in regards to Middle States accreditation occurred at the 2018 Directors and Cabinet retreat. Following the presentation, AESSAC began meeting with units to further develop assessment plans and provide consultations. In addition, assessment workshops were offered throughout the year, rubrics created, and templates revised. Starting AY 2019-2020, the AVP of OIESP will meet with all unit directors to further develop their assessment plans and focus on

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assessing key activities that incorporate a large amount of resources and time. Having the AVP working closely with the AESSAC and the units will further enhance and sustain the assessment culture.

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

The committee's communication with units occurred via various platforms, including emails, face-to-face consultations, and assessment workshops. The committee encouraged the involvement of unit staff members along with the directors. In addition to unit directors, AESSAC communicated with VPs regarding assessment plans, reports, workshops, etc.

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

The recommendations going forward include:

- Simplify the assessment process to foster investment in assessment among AESS units.
- Simplify the templates used to allow units to add information with ease and provide clear instructions
- Draft rubric for reviewing annual plans and consider if revisions are needed to the annual report rubric
- Ensure the communication between units and committee members focuses on motivating units to engage in assessment and supports the units with their assessment activities
- Create AESSAC membership protocol and revise the committee charge as suggested by AVP of Institutional Effectiveness
- Attempt to reduce frequent meetings and move toward monthly meetings instead of bi-weekly once the committee has reviewed the reports for 2018-19 and provided feedback on the upcoming annual plans for 2019-2020.
- Eliminate evening consultations.
- Collaborate with OIESP to offer assessment workshops for AESS units.
- Encourage units to engage in assessment activities that they spend a lot of resource/time on and emphasize the importance of use of results.
- Reduce the 62 units down by departments or combine units that offer similar services to reduce redundancy e.g. building and grounds, custodial services, special events, etc. to one unit (Facilities).
- To ensure compliance and sustainability, AESSAC needs to work closely with OIESP and the administration to ensure that all units annually conduct assessment, report on the assessment activities and use results to plan and make future decisions. As of September 4, 2019, only 32 or 52% of units submitted the annual assessment report out of the 62, which is slightly more than half of the units. AESSAC will discuss and identify how to ensure compliance and make assessment part of the routine practice.
- Implement York's Assessment Management System (YAMS). OIESP and IT are working together on the development. The goal is to complete phase I by November 1st which will allow units to submit plans and reports via web forms. AESSAC will serve as a pilot in mid-late September 2019. The later phases of YAMS will facilitate alignment across units, division and the institution as well as assist with year-end reporting of assessment activities across the College.