

Administrative, Educational and Student Support Units
Annual Assessment Findings Report

Directions: Use content from your 5-Year Assessment Plan, and data collected and analyzed to complete the Annual Assessment Findings Report for the corresponding year. Submit report electronically to aess@york.cuny.edu.

Assessment Year: 2018-2019

Division: Academic Affairs

Unit: Academic Advisement Center

Date: September 25, 2019

Completed by: C. Cruise

Other contributors (e.g., person who analyzed data): AAC Staff

Unit Mission: The Academic Advisement Center empowers students to develop the skills and knowledge they need to achieve their academic, professional, and personal goals. We provide advising services and registration support for the College community and help students create and execute educational plans, explore life and career aspirations, and persist to graduation and beyond.

1. Record each goal, corresponding outcome(s), measure(s), the target(s) of success, and if applicable, the student ILO(s). For each outcome listed above, describe the conclusions, significance and implications of the data collected for the assessment year indicated above (e.g., 2018-2019). Describe the results in comparison to the target of success, and if applicable, the student ILO(s) identified prior to data collection. What is your interpretation of the results?

Remember to use information from your approved 5-Year Assessment Plan.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
Goal 1. Provide student-centered advising services and support that enable students to take responsibility for their academic and career choices.	1.1 Staff will communicate accurate information to students receiving academic advising services.		1.1a 70% of survey participants will report staff communicated accurate information. 1.1b A random sample of advising notes for each advisor will be reviewed.	1.1a A review of survey data from October 1, 2018 – May 15, 2019 showed 94% of respondents (1,275 students) reported staff communicated accurate information in the areas of: <ul style="list-style-type: none"> • course scheduling • referrals to campus resources • how to register for classes

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				<ul style="list-style-type: none"> • Pathways requirements, • prerequisite and co-requisite requirements, and • available course offerings. <p>Results exceeded the target of success by 24%.</p> <p>1.1b 75 advising notes in DegreeWorks were reviewed for information accuracy based on the student's reason for visiting the AAC (15 notes per advisor for different students).</p> <p>Each note showed the advisor provided correct course recommendations, referral information, or guidance on next steps (e.g., you are required to declare your major at 60 credits) based on the student's purpose for visiting the office. DegreeWorks showed 64 students had correct Student Educational Plans (SEP) in the system. SEPs were not available for 11 students because: 1 student withdrew from all classes; 1 student was deciding on a major and did not want a plan developed as yet; 1 student planned to transfer; and SEP</p>

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				<p>information was included in the advising notes for 8 students, but the template plan was not created.</p> <p>The results appear to indicate advisors are providing accurate information to students. The target was exceeded by 26%.</p>
<p>Goal 2. Equip students with the tools and resources they need to: assess their interests and abilities, identify academic and career goals, confidently declare a major/minor, effectively use technology, and develop academic plans.</p>	<p>2.1 Student attendance at Freshmen Workshops will increase.</p> <p>2.2 Students will be advised to take and register for 15 credits/term, 30 credits/year.</p>		<p>2.1 70% of first-time students who are scheduled for a Freshmen Workshop will attend.</p>	<p>2.1a In March 2018, AAC staff reported past Freshmen Workshops were poorly attended. According to staff, students rarely kept their appointments, but traffic would eventually increase after the July 4th holiday and right before school started. Also, student attendance data was not consistently recorded.</p> <p>For Fall 2018, 1,100 first-time students scheduled to attend a Freshmen Workshop. Attendance records showed 973 incoming freshmen actually attended a workshop, 88%.</p> <p>For Spring 2019, 95 incoming freshmen scheduled to attend a Freshmen Workshop. Attendance records showed 88 incoming freshmen actually attended, 93%.</p>

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			<p>2.2b 85% of Academic Advisement Forms for the 2018-2019 academic year will show incoming freshmen were advised to take and register for 15 credits/term, 30 credits/year.</p>	<p>The target of success was exceeded for both advising and registration periods.</p> <p>2.2b According to the Academic Advisement Forms for Fall 2018, about 89% of incoming freshmen were advised to take and register for 15 credits/term, 30 credits/year. Approximately 11% registered for 14 or less credits because: 1. they were in the OSS/SOP student group, 2. attended a workshop during the month of August and was advised based on course availability, or 3. the student requested to attend part-time.</p> <p><i>Any student in the OSS/SOP student group is required to take SD 110. SD 110 is a two-credit class.</i></p> <p>The Spring 2019 Academic Advisement Forms showed about 94% of incoming freshmen were advised to take and register for 15 or more credits. Approximately 6% of incoming freshmen were advised to take 14 credits or less because they were either in the OSS/SOP student group</p>

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			2.2c Freshmen Workshop content will be revised to emphasize message.	<p>or the student requested to attend part-time.</p> <p><i>Any student in the OSS/SOP student group is required to take SD 110. SD 110 is a two-credit class.</i></p> <p>Fall 2018 data was used to provide additional guidance to advisors about how to complete the Academic Advisement Forms for incoming freshmen even when the courses students need are unavailable.</p> <p>2.2c The Freshmen Workshop presentation was revised to promote the 15 to Finish message and register for 15 credits/term, 30 credits/year.</p>
Goal 3. Encourage students to become engaged, self-aware, and deliberate decision-makers.	3.1 NESS 100 will help students acquire the skills and knowledge they need to access support services.		At the end of NESS 100, 40% of students who complete the pre-test and post-test survey will report they acquired the skills and knowledge they needed to access support services.	<p>NESS 100 was first launched in Fall 2018. During the Fall 2018 semester there were 644 students enrolled in NESS 100. Only 211 students completed the pre-test and post-test survey. 83% of respondents (175 students) reported they acquired the skills and knowledge they needed to access support services.</p> <p>The original 40% target of success was exceeded by 43%.</p>

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				<p>During the Spring 2019 semester 143 students were enrolled in NESS 100 at the beginning of the Spring 2019 semester. 59 students were second attempt at NESS 100 (41%). 124 students enrolled after the Verification of Enrollment (VOE).</p> <p>At the end of the seminar, 16 out of the 124 students responded to the evaluation (23% response rate).</p> <p>Findings</p> <p>69% of respondents reported they acquired the skills and knowledge they needed to access support services.</p> <p>The original 40% target of success was exceeded by 29%.</p> <p>Some respondents thought the seminar to be "helpful and a burden at the same time". Others indicated that the seminar was "fairly good" and "helpful", but also expressed that it was a "minor hassle" based on the number of assignments to complete with their busy work and school schedule. In regards to the</p>

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				<p>assignments, some respondents noted that the assignments were “clear and easy to follow”, but some were “confusing”.</p> <p>Use of Results</p> <p>Based on the low response rate and feedback, early outreach efforts were taken to increase enrollment, participation and engagement in the NESS 100 seminar for Fall 2019.</p> <p>Information about the NESS 100 Seminar: goals, objectives and benefits on the AAC webpage, NESS posters, the advising handbook, and made available to the public and incoming students.</p> <p>The Fall 2019 NESS 100 syllabus was revised to focus more on major and career exploration. The number of assignments were reduced and face-to-face meetings between peer leaders and students were increased. Assignments were also revised and clearer instructions added to Blackboard. To increase participation, NESS seminar announcements and activities are now posted weekly on</p>

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				<p>Blackboard, the NESS Newsletter and YC Cardinal App. To keep students engaged, and to accommodate students with a busy work and school schedule, attendance on other campus wide events are encouraged as an alternate face-to-face assignment.</p> <p>The Academic Liaison who oversees the coordination of the seminars now presents at the Freshmen Workshops.</p> <p>NESS 100 is also a part of the Freshmen Workshop presentation and indicated on the Academic Advisement Form.</p>
<p>Goal 4. Provide advising services, training, and degree audit support for the College community.</p>	<p>4.1 Degree audits will be accurately updated in a timely manner.</p> <p>4.2 AAC will offer DegreeWorks workshops to teach stakeholders how to track academic progress.</p>		<p>100% of waivers and exceptions requests will be correctly processed within 10 business days of receipt.</p> <p>4.2 Two workshops for students/semester</p> <p>One workshop for faculty and staff/semester</p>	<p>4.1 According the DegreeWorks Waivers and Exceptions log, on average, waivers and exceptions requests were correctly processed within approximately 6 business days of receipt.</p> <p>4.2 In Fall 2018, four DegreeWorks Workshops were offered to students. One workshop was offered to a Student Development class, SD 110, where 16 students attended. A total of 34</p>

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	<p>4.3 Students will understand how to use DegreeWorks.</p> <p>4.4 Majors and minors will remain updated in DegreeWorks to ensure stakeholders receive accurate academic progress information.</p>		<p>4.3 70% of students who attend the DegreeWorks workshops and complete the evaluation will report they understand how to use DegreeWorks.</p>	<p>students attended a workshop in the Fall.</p> <p>In Spring 2019, five DegreeWorks Workshops were offered to students primarily enrolled in the New Student Seminar, NESS 100. One (1) student attended a workshop in the Spring.</p> <p>In Fall 2018, one DegreeWorks Workshop was offered to Professor 101 (PROF 101) faculty. Ten (10) new faculty participated.</p> <p>In Spring 2019, two DegreeWorks Workshops were offered to faculty. One workshop was advertised for all faculty to attend. Five (5) faculty attended. The other workshop conducted for the English Department. Sixteen (16) faculty attended.</p> <p>4.3 100% of students responded to the workshop evaluation. Students were asked to indicate whether they – strongly agree, agree, slightly agree or disagree, disagree, or strongly disagree – with statements pertaining to the presenter and presentation.</p>

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				<p>71% of respondents found the workshop useful; 69% of respondents understood how to log into their degree audit; 66% of respondents understood how to correctly read their degree audit; 66% of respondents understood how to use the “What-If” function in DegreeWorks; and 71% of respondents understood how to use the GPA calculators.</p> <p>Use of Results</p> <p>Since DegreeWorks workshops were not well attended in Fall 2018 or Spring 2019, the DegreeWorks Specialist began presenting at the Freshmen Workshops to communicate the benefits of degree audit platform and invite new students to sign-up for workshops scheduled in Fall 2019.</p> <p>During Summer 2019, the DegreeWorks Specialist presented at 85% of the Freshmen Workshops. A DegreeWorks Workshop flyer was also included in each incoming freshman folder with a QR code to enable students to sign-up for a workshop directly on their phones.</p> <p>At New Student Orientation on 8/16/2019, an advisor spoke to</p>

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			<p>4.4 100% of majors and minors will remain updated in DegreeWorks</p>	<p>incoming transfer students about the benefits and features of DegreeWorks and the importance of attending a workshop. The information was also reiterated to incoming freshmen at their NESS breakout session where flyers were handed out and students were encouraged to sign-up for a workshop using the QR code on the flyer.</p> <p>4.4 The DegreeWorks scribe record and communications with the Office of the Registrar show majors and minors are regularly updated to ensure stakeholders receive accurate academic progress information. Using the Chancellor’s Reports and Bulletins, 100% of majors and minors remain updated in DegreeWorks. If, and when, an error or omission is identified in DegreeWorks, the scribe is updated within 10 business days or less.</p>

2. Action Plan. Using information from the Analysis, Findings, and Use of Results section above, what steps will you take to ensure recommended changes will be implemented and sustained? 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 Staff will communicate accurate information to students receiving academic advising services.

Recommended changes: At this time, findings appear to indicate academic advisors are providing accurate information to students. Since survey results and advising notes seemed to show some degree of inconsistencies in the use of the SEP in DegreeWorks among academic advisors, training will be provided and a SEP quality assurance check conducted to help better ensure advisors are using the technological platform correctly.

Outcome 2.1 Student attendance at Freshmen Workshops will increase.

Recommended changes: There are no recommended changes. Baseline data for Freshmen Workshop attendance has now been established. This information will be used to measure future attendance. The AAC staff will continue to employ proactive techniques to connect with incoming students and encourage workshop attendance. Techniques include call campaigns, email and telephone appointment reminders, and follow-up scheduling if, and when, a student does not attend a scheduled appointment.

Outcome 2.2 Students will be advised to take and register for 15 credits/term, 30 credits/year.

Recommended changes: Based on Fall 2018 data, advising practice in Freshmen Workshops will be modified to ensure that regardless of course availability, students will still be advised how important it is to take and register for 15 credits/term, 30 credits/year. Even if courses are unavailable, the Academic Advisement Forms will still record what the student was advised to take. Advisors will inform students how courses can be recovered during the winter and summer sessions.

Outcome 3.1 NESS 100 will help students acquire the skills and knowledge they need to access support services.

Recommended changes: Communications will be enhanced to improve student awareness and participation in NESS 100 before the seminar begins and during the semester. More direct messaging will also be used to help encourage better response rates on data collection tools that are a part of the seminar. Peer leaders will be asked to communicate more often with students before assignments are due, and follow-up with students when assignments are past due. The Academic Liaison assigned to coordinate NESS 100 will also be more visible so students and other stakeholders will connect a person to NESS. This is why she was asked to start attending the Freshmen Workshops to present about NESS 100. The Academic Liaison will also proactively monitor response rates on assignments throughout the semester so she can develop tailored interventions with the peer leaders to improve them. The challenge is the seminar is not mandatory, but still requires students to complete activities and submit assignments.

Outcome 4.1 Degree audits will be accurately updated in a timely manner.

Recommended changes: Since results showed that on average 100% of waivers and exceptions are correctly processed within less than 10 business days of receipt, no changes are being recommended.

Outcome 4.2 AAC will offer DegreeWorks workshops to teach stakeholders how to track academic progress.

Recommended changes: Regularly scheduled face-to-face workshops are now offered to the college community. An online workshop will be made available so more students will be able to learn how to use DegreeWorks.

Outcome 4.3 Students will understand how to use DegreeWorks.

Recommended changes: Workshop content and delivery methods will be modified to help improve student understanding of how to use DegreeWorks.

Outcome 4.4 Majors and minors will remain updated in DegreeWorks to ensure stakeholders receive accurate academic progress information.

Recommended changes: The DegreeWorks scribe record and communications with the Office of the Registrar show majors and minors are regularly updated to ensure stakeholders receive accurate academic progress information.

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

Assessment results, recommendations, and changes were progressively communicated during AAC staff meetings and one-on-one interactions with AAC staff, including the College Assistant and Federal Work Study students, Student Development personnel coordinating New Student Orientation, SGA, the Provost, and OAA for the College's 2018-2019 strategic action plan. Assessment results were also provided to the Office of Institutional Effectiveness and Strategic Planning to be included in the PMP report.

A communication plan is being considered to identify what information should be shared to stakeholders like students and faculty, and when.

4. 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).

- **Advising:** Baseline data for Freshmen Workshops were established in Fall 2018 and Spring 2019. This information will be used as the standard to improve attendance and office processes to engage students who have committed to attend York College for future advising and registration periods for incoming students. Assessment is ongoing.
 - Advisor quality control and assurance measures did not exist last year. Making sure advisors are providing correct information to students will be reviewed at the end of every semester. However, if there is a complaint, it will be addressed immediately. Survey responses, advising notes, and SEPs will continue to be reviewed and results discussed during staff meetings or individually with the advisor.

- Based on Fall 2018 data, advising practice for future Freshmen Workshops will be modified to ensure that regardless of course availability, students will still be advised on how important it is to take and register for 15 credits/term, 30 credits/year. Even if the courses are unavailable, the Academic Advisement Form will still record what the student was advised to take. Advisors will inform students how courses can be recovered during the winter and summer sessions
- **NESS Seminar:** NESS 100 is new to York College. Fall 2018 and Spring 2019 provided baseline data for improvements to be made for future offerings of the seminar as well as the development of a seminar for incoming transfer students. Both formative and summative evaluation was employed to improve NESS 100. In August 2019, the AAC collaborated with Student Development to ensure the Academic Liaison overseeing the coordination of NESS seminars would attend and present at the New Student Orientation (NSO) event to promote the benefits of NESS 100 seminar. This was not previously done. Student Peer Leaders and peer leads also recapped the information to incoming freshmen and gave training on Blackboard during the NSO breakout sessions. A follow up email blast was sent to all incoming freshmen who were advised and registered for the fall 2019 on the automatic enrollment into NESS 100 Seminar. Students were advised to check CUNYfirst for their NESS100 section and log into Blackboard to access the seminar. They were also instructed to check Blackboard for their peer leader and instructor information. The Academic Liaison will continue to collaborate with the students, AAC staff, peer leaders and other departments to improve the incoming freshmen experience and increase participation in NESS100 throughout the semester. For better data collection and analysis in the 2019-2020 academic year, NESS 100 evaluations were reviewed, modified and approved by the Office of Institutional Effectiveness and Strategic Planning.
- **DegreeWorks:** To improve workshop attendance, an email blast inviting students to sign-up for a workshop was sent to all incoming freshmen and transfer students who were advised and registered for Fall 2019. A workshop schedule confirmation and reminder system was also developed and used. Students who signed up for a workshop now receive a confirmation email and a reminder call. On Blackboard, DegreeWorks Workshops are advertised as being able to satisfy one of the required NESS face-to-face assignments. Workshop information is also available on the Academic Advisement webpage. Students can also sign up for a workshop on the webpage.
- During the Fall 2019 semester, workshop content and delivery methods will be revisited and modified to help improve student understanding of how to use DegreeWorks. The DegreeWorks Specialist will:
 - reach out to Department Chairs to promote the use of DegreeWorks and new features available such as Student Educational Planner (SEP and Transfer What-If (TWIF) to best assist faculty in the advisement and registration process.
 - continue to attend Freshmen Workshops in the Spring to advertise workshops.

In Spring 2020, a pilot of an online interactive DegreeWorks workshop which will include surveys and quizzes will be launched through Blackboard to incoming students. This

content will be featured on student's Blackboard accounts and will include adaptive release features of Blackboard that will not allow a student to continue with the content until a survey or quiz is completed.

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

- More incoming freshmen are attending the Freshmen Workshops and registering for 15 credits/term.
- AAC advisors are all verifiably helping students engage in long-term educational planning using the SEP module in DegreeWorks.
- Data is now being collected, managed, interpreted, and used to help develop programming, improve services, and enhance Center operations and programmatic activities.
- Improved communication and visibility of the NESS 100 seminar to incoming freshmen. Collaboration with other offices (e.g., Student Development) is increasing. This includes revising NESS Seminar webpages so they are more informative and provide stakeholders with the opportunity to see a syllabus, activities and assignments.
<https://www.york.cuny.edu/academics/advisement/ness>
- Improved communication and visibility of the availability of DegreeWorks Workshops to incoming freshmen. This includes the creation of webpages to educate stakeholders about the degree audit, allow students to submit concerns, FAQs, PowerPoint presentations, and workshop sign up.
<https://www.york.cuny.edu/academics/advisement/degreeworks>

6. Assessment Plan Year 2019-2020: 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.)

Assessment Plan for the year 2019-2020 is not included. The College is migrating to an online CMS platform.

7. 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.