

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: Student Development

Unit: Athletics

Date: September 30, 2019

Completed by: Carl Christian

Other contributors (e.g., person who analyzed data): Denee' Barracato, Sheryl McBarnett

Unit Mission: The York College Intercollegiate Athletics and Recreation Department is committed to excellence in athletics and recreation as part of a larger commitment to enriching the lives of our students through institutional pride, intellectual growth and personal well-being

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. To maintain Federal and National Collegiate Athletic Association (NCAA) compliance	1.1. Demonstrate compliance with Title IX Federal regulations are enforced.		1.1 Satisfactory approvals of EADA Reports by the U.S. Department of Education	1.1 York College Athletics met the target of success, which was satisfactory approvals of EADA Reports by the U.S. Department of Education. Additionally, we met part three of the test that indicates equal treatment of female and male student-athletes in the eleven provisions as mentioned below. Athletics programs are considered educational programs and activities. There are three basic parts of Title IX as it applies to athletics:

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
				<ol style="list-style-type: none"> 1. Participation: Title IX requires that women and men be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play; 2. Scholarships: Title IX requires that female and male student-athletes receive athletics scholarship dollars proportional to their participation; and 3. Other benefits: Title IX requires the equal treatment of female and male student-athletes in the provisions of: (a) equipment and supplies; (b) scheduling of games and practice times; (c) travel and daily allowance/per diem; (d) access to tutoring; (e) coaching, (f) locker rooms, practice and competitive facilities; (g) medical and training facilities and services; (h) housing and dining facilities and services; (i) publicity and promotions; (j) support services and (k) recruitment of student-athletes.
	1.2. Demonstrate satisfactory		1.2. Approval of the NCAA Probationary	1.2 York College Athletics met the target of success, which was the approval of the NCAA

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
	NCAA compliance		Reports by the NCAA Office of the Committee on Infractions	Probationary Reports by the NCAA Office of the Committee on Infractions on Tuesday, April 24, 2018 with no recommended revisions and accepted as is
Goal 2. To maintain academic integrity and eligibility to ensure student-athletes reach their educational goals	2.1. Decrease the number of student-athletes who fall below a 2.0 grade point average.		2.1 Less than 10% of student-athletes will fall below a 2.0 grade point average.	<p>2.1 York College Athletics successfully met the target of success, which was that less than 10% of student-athletes would fall below a 2.0 grade point average. This is evidenced by the following information:</p> <ul style="list-style-type: none"> • We decreased the number of student-athletes who fell below a 2.0 GPA from fall 2018 to spring 2019 by 72% (from 25 student-athletes to 7 student-athletes). This is significantly below the 10% threshold initially set, with 170 unduplicated student-athletes competing in 2018-19. • Fall 2018 - 90 student-athletes were required to complete study hall (including 38 incoming freshmen & 11 incoming transfer students). Spring 2019 - 70 student-athletes were required to complete study hall (including 34 freshmen & 19 transfers). This represents a 22% reduction in study hall attendees from Fall 2018 to Spring 2019.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
				<ul style="list-style-type: none"> • 27.7% (25 out of 90) of the student-athletes that were required to complete study hall fell below 2.00 grade point average in Fall 2018. This percentage fell significantly in Spring 2019 with only 7 of 70 (10%) falling below 2.0 GPA, as compared to Spring 2018 when 25.6% (20 of 78) fell below 2.00 at the end of the semester. The greater number of incoming freshmen and transfers in the fall semester, 80% (20 of 25) of the student-athletes who became ineligible, clearly highlights this as the 'at-risk' group. • 18 of the 90 student-athletes (20%) failed to complete all of their required fall 2018 study hall hours, with three of those 18 student-athletes becoming ineligible at the end of the semester (16.6%). In Spring 2019, 15 of the 70 student-athletes (21%) failed to complete all of their required study hall hours, with seven of those 15 student-athletes (46.7%) becoming ineligible at the end of the semester. Study hall attendance and participation, and utilization of departmental academic resources, will

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
				contribute to the academic success of the student-athlete.
	2.2. Student-athletes who fall below a 2.49 grade point average (GPA) will attend Study Halls.		2.2 75% of Student-athletes who fall below a 2.49 GPA will attend.	<p>2.2 York College Athletics met the target of success, which indicates 75% of student-athletes who fall below a 2.49 GPA will attend Study Hall.</p> <ul style="list-style-type: none"> • In Fall 2018, 18 of the 90 (20%) student-athletes required to attend study hall failed to complete all of their required study hall hours. This was 5% greater than the initial target of success which was 75%. • In Spring 2019, 15 of the 70 (21%) student-athletes required to attend study hall failed to complete all of their required study hall hours. This was 4% greater than the initial target of success which was 75%. • During the 2018-19 academic year, 33 of 170 (19%) student-athletes failed to complete their study hall hours, and of those 33 student-athletes, 10 became ineligible (GPA <2.0) at the end of the semester (30.3%).

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 Demonstrate compliance with Title IX Federal regulations are enforced.

Recommended changes: No Recommended Changes

York College Athletics met the target of success, which was satisfactory approvals of EADA Reports by the U.S. Department of Education.

Outcome 1.2 Demonstrate satisfactory NCAA compliance

Recommended changes: No Changes Recommended

An institution must meet all of the following requirements in order to be in compliance with Title IX:

1. For participation requirements, institution officials must meet one of the following three tests. An institution may:
 - Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment of full-time undergraduate students;
 - Demonstrate a history and continuing practice of program expansion for the underrepresented sex;
 - Fully and effectively accommodate the interests and abilities of the underrepresented sex; and,
2. Female and male student-athletes must receive athletics scholarship dollars proportional to their participation; and,
3. Equal treatment of female and male student-athletes in the eleven provisions as mentioned above.

York College Athletics met the target of success, which was the approval of the NCAA Probationary Reports by the NCAA Office of the Committee on Infractions on Tuesday, April 24, 2018 with no recommended revisions and accepted as is

Outcome 2.1 Decrease the number of student-athletes who fall below a 2.0 grade point average

Recommended changes: No Changes Recommended. York College Athletics successfully met the target of success, which was that less than 10% of student-athletes would fall below a 2.0 grade point average

Outcome 2.2 Student-athletes who fall below a 2.49 grade point average (GPA) will attend Study Halls.

Recommended changes: No Changes Recommended. York College Athletics met the target of success, which indicates 75% of student-athletes who fall below a 2.49 GPA will attend Study Hall.

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

- Weekly in-person staff meetings and emails
- Monthly all-staff meetings
- Semester email updates to coaches and staff
- Student-Athlete handbook
- Student-Athlete orientation

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).

We found that we did meet outcome 2.1. which was to decrease the number of student-athletes who fall below a 2.0 grade point average (GPA). In Fall 2018, 27.7% (25 out of 90) of the student-athletes that were required to complete study hall fell below 2.0 grade point average (GPA) whereas in Spring 2019 only 10% (7 of 70) fell below 2.0. This significant improvement can be attributed to the acclimatization period over the course of the academic year for the new incoming students who have been identified as the 'at-risk' group, along with greater familiarity with the academic resources (such as study hall, advisement, progress reports, and tutoring services) available to them as a student-athlete. Greater focus and resources need to be placed on providing additional support to new incoming freshman and transfers, which made up an extremely high percentage 80% (20 of 25) of the student-athletes who became ineligible in the Fall.

As a result, we have implemented several strategies to ensure new incoming freshman and transfers are better prepared to handle the transition into a four-year institution and the challenges that accompany this transition.

1. Develop new initiatives and additional resources for first semester incoming freshmen and transfer student-athletes such as a New Student-Athlete Welcome Reception for new incoming freshman and transfer recruits that will help prepare them for what to expect as a student and as an athlete. In addition, a mandatory Student-Athlete Orientation will be held at the beginning of both the fall and spring semester. Student-

athlete handbooks will be distributed at this event, and will also be available on the Athletics website.

2. Implement a student-athlete mentor program that will help incoming freshman and transfers transition better into a four-year college environment and provide an added resource to help them adjust more quickly and provide relevant advice.
3. Continue to provide electronic Progress Reports to each student-athletes professor (twice per semester) to identify 'at-risk' students and provide assistance to those that need it based on the reports we receive: Additionally, we will provide a follow-up email to the professors that do not initially respond to the request in order to better track each student-athletes success.
4. Closely monitor student-athletes with C or lower grade as "at risk".
5. Continue to provide referrals to the Collaborative Learning Center for tutoring, and track both attendance to the tutoring sessions and academic progress.
6. Provide workshops on study skills, time management strategies and test taking tips. Coaches' attendance at these sessions will be required, to encourage greater student-athlete engagement.

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

Our proudest accomplishment for the assessment period is that we successfully fulfilled our completion of the two-year probationary period on May 19, 2019. The college is still under probation for sports sponsorship/participation until 2020; however, we are on target to fulfill the requirements to overcome and eradicate this probation as well, having successfully met the required minimums in each of the past two seasons having increased the identification, recruitment, and retention of new student-athletes.

Additionally, we have increased the academic success of our student-athletes, raising the departmental GPA to 2.697 in Spring 2019, and decreasing the number of student-athletes who fell below a 2.0 GPA from fall 2018 to spring 2019 by 72% (from 25 student-athletes to 7 student-athletes).

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.)

Year	Unit Goals	What is the expected measurable outcome to meet the stated goal?	How will the outcome be measured?	What is the target for success?	Approximate Date Data Collection Begins

Goal 1. To maintain Federal and NCAA compliance	1.1. Demonstrate compliance with Title IX Federal regulations are enforced.	1.1. York Colleges' Equity in Athletics Data Analysis (EADA) Report	1.1 Satisfactory approvals of EADA Reports by the U.S. Department of Education	July 1, 2019	June 30, 2020
			1.1. "Equity in Athletics Disclosure Act Completion Certificate" by The U.S. Department of Education		
Goal 2. To maintain academic integrity and eligibility to ensure that student-athletes reach their educational goals	2.1. Decrease the number of student-athletes who fall below a 2.0 grade point average.	2.1. CUNYfirst Report	2.1 Less than 9% of student-athletes will fall below a 2.0 grade point average.	August 28, 2019 January 28, 2020	January 15, 2020 May 31, 2020
	2.2. Student-athletes who fall below a 2.49 grade point average (GPA) will attend Study Halls.	2.2 Study Hall attendance	2.2 80% of Student-athletes who fall below a 2.49 GPA will attend.	August 27, 2019 January 28, 2020	January 15, 2020 May 31, 2020
Goal 3. To support the improvement of our athletic programs and the overall student-athlete experience.	3.1. All 17 teams will have a full NCAA certifiable roster based on NCAA minimum standards.	3.1. Competition Roster report	3.1. Meet 100% NCAA minimum participation numbers;	August 20, 2019 May 15, 2020	May 15, 2020 June 30, 2020

	3.2. Recruit and retain high achieving student-athletes in order to compete for conference championships	Recruitment Plan. Competition Roster report	3.2.Improve win/loss % for 60% of our varsity teams from previous year	August 20, 2019	June 30, 2020
Goal 4. Generate revenues to support the improvement of the athletic facilities	4.1. Increase rental revenue to upgrade facilities.	4.1. Annual Financial Report	4.1. 7% increase in rental revenue	August 27, 2019	June 30, 2020

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.