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: CUNY Language Immersion Program (CLIP)
Date: September 11, 2019
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Other contributors (e.g., person who analyzed data): Claudia Hortua

Unit Mission: The mission of the CUNY Language Immersion Program at York College is to effectively prepare students with limited English proficiency to achieve the cognitive academic language competency necessary to succeed in college. We offer academic programming and specialized support services that enrich the life of every student and demonstrate our commitment to excellence in teaching.

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 linguistic and academic preparation to CUNY Language Immersion Program (CLIP) students.	1.1 CLIP students will improve their post-test scores on the Cambridge Michigan Language Assessments (CAMLA) and CLIP essay.	See 1.1	75% of CLIP students will demonstrate significant improvement on their post-test scores on the Cambridge and Michigan Language Assessments and CLIP essay.	CLIP students improved their post-test scores on CAMLA and CLIP essay but the results were slightly below the targets of success (72% for CAMLA and 68% for the CLIP Essay.) Overall, there was an average gain of 9 points on CAMLA and 8.65 points on the CLIP Essay.
			50% of	Student performance on the CUNY

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
	1.2 CLIP students interested in attending college will improve their scores on the CUNY Skills Assessment Tests.		Students exiting CLIP will demonstrate improvement in their reading and writing scores on the CUNY Skills Assessment Tests.	skills tests surpassed all expectations. While 50% of students leaving CLIP were expected to demonstrate some improvement, 87.5% of the 40 students who took the CATW showed improvement (with an average 17 point gain) and 27.5% passed passed the tests and are deemed writing-proficient by CUNY standards. On the Accuplacer (CUNY Reading test), 72% of the 43 students tested showed an average gain of 9 points, and 17 students passed the test and are thus deemed reading-proficient by CUNY standards.
Goal 2. Help students become autonomous learners	2.1Faculty will engage in effective teaching practices that help students become more autonomous learners.	See 2.1	65% of students will report that they acquired skills that help them to become autonomous learners.	Student evaluations were conducted for all sections during the second week of every cycle. Student perceptions and comments on their own progress as well as on all aspects of the class were discussed with each individual instructor. The evaluations showed 80% satisfaction (65% was the target of success) with the pedagogy, content, and availability of all instructors.
	2.2 Director observation of classroom.	See 2.2	50% of faculty will engage in practices that promote autonomous learning.	At the end of May, the director conducted both scheduled and impromptu observation of all teachers. Follow-up meetings (individual as well as group) discussed approaches to making the students more autonomous learners
Goal 3. Assist students develop competencies to overcome language barriers in	3.1 Students will demonstrate level appropriate confidence in using the English	See 3.1	60% of student portfolios will reflect level appropriate confidence in using the English	In addition to the official test scores, student portfolios were regularly reviewed by both the instructors and director with a view to determining the relevance of the assignments to the content, the nature and quality of the instructor's feedback and the

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
the learning process.	language in academic writing.		language in academic writing.	student's progress from draft 1 to final copy.
Goal 4. Help students develop computer skills.	4.1 CLIP students will perform basic processing, editing, and formatting tasks required of college students.	See 4.1	75% of CLIP students will be able to produce level-appropriate written assignments that follow accepted college conventions and demonstrate basic computer skills.	All students have acquired basic word processing and formatting skills, as evidenced by their portfolios. Students in all levels gave oral presentations using PowerPoint.
	4.2 CLIP students will learn to use software such as PowerPoint to create, edit, and share presentations	See 4.2	75% CLIP students will be able to produce level-appropriate oral and PowerPoint presentation.	Students in the upper levels (3 and 4) levels gave oral presentations using PowerPoint.
Goal 5. Educate students about college life.	5.1 CLIP students will be able to make informed choices about majors, Pathways, and other CUNY requirements	See 5.1	75% students exiting CLIP will be better equipped to navigate the CUNY system and adjust to college life in all its aspects.	"College Knowledge" workshops were attended by all students who completed their 3-cycle tenure as well as students who indicated they were ready to join their college of allocation . Students received guidance in submitting financial Aid applications (Fafsa.gov) and in opening CUNYFirst accounts.

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 CLIP students will improve their post-test scores on the Cambridge Michigan Language Assessments (CAMLA) and CLIP essay.

Recommended changes: A review of the scores of students who took both the CATW and the CLIP Essay shows that the CLIP essays are consistently scored lower than those obtained on the CATW. This requires further faculty training on using the CLIP rubric to align CLIP essay scores with those of the CATW. One such workshop will take place after the midterm in April 2019 and another during the All CLIP Day on May 7, 2019

Outcome 1.2 CLIP students interested in attending college will improve their scores on the CUNY Skills Assessment Tests.

Recommended changes: Click here to enter text.

Outcome 2.1 Faculty will engage in effective teaching practices that help students become more autonomous learners.

Recommended changes: Faculty development workshops are scheduled on a regular basis by CLIP central office

Outcome 2.2 Director observation of classroom.

Recommended changes: None

Outcome 3.1 Students will demonstrate level appropriate confidence in using the English language in academic writing.

Recommended changes: No change, as this is an essential component of the CLIP approach

Outcome 4.1 CLIP students will perform basic processing, editing, and formatting tasks required of college students.

Recommended changes: None. An informal survey of ESL faculty shows that they can identify CLIP graduates and non-clip students through the quality of papers, both in form and content. Progress of CLIP students enrolled at York is monitored since the CLIP director is also the main ESL advisor

Outcome 4.2 CLIP students will learn to use software such as PowerPoint to create, edit, and share presentations

Recommended changes: Click here to enter text.

Outcome 5.1 CLIP students will be able to make informed choices about majors, Pathways, and other CUNY requirements.

Recommended changes: **Follow up surveys of CLIP graduates need to be developed to see how well-prepared they were for college life. Results of the survey will inform the content and form of future workshops.**

3. Communicating Results: Overall results are shared with all faculty members. Faculty meet all the students at the end of every cycle to dicuss each individual student's progress. A copy of the evaluation (scores on all tests and a student's evaluation with information on progress in language skills, college skills and recommendation) is shared with the student and a copy filed. Scores on all official tests (CAMLA, CLIP Essay, as well as SKATS for exiting students) are also submitted to CUNY Central office.

4. Action Taken: CLIP requires the administration of an initial placement exam consisting of CAMLA and the CLIP Essay for all new students and an end-of-cycle exam for all students. Based on this assessment, it was felt that a formal midterm examination (CAMLA and CLIP Essay) be administered at the eighth week of the cycle to better monitor student progress.

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

6. Assessment Plan Year No major changes as assessment policies fare set by CLIP central office.:

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.