

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](mailto:aess@york.cuny.edu).

**Assessment Year: 2018-2019**

**Division: Academic Affairs**

**Unit: Enrollment Management**

**Date: July 31, 2019**

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**Other contributors (e.g., person who analyzed data):** [Click here to enter text.](#)

**Unit Mission:** The office of Enrollment Management (EM) coordinates the recruitment and retention of passionate and engaged learners. EM supports prospective students in the areas of admissions, financial aid, and testing, from pre-enrollment through graduation.

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
Develop and maintain the strategic direction for enrollment management.	The College will exceed University overall enrollment projections	N/A	Enrollment will increase by 1.5%.	<p>The fall 2018 overall enrollment for York College was 2% (8,783) higher than fall 2017 (8,615). The fall 2018 FTE enrollment was 1.8% (6,095) higher than fall 2017 (5,985).</p> <p>Although the overall enrollment goals were met/exceeded for fall 2018, there are concerns about the continued positive trend in enrollment growth because of the continued decline in Continuing students. Over the past five years, Continuing student enrollment has</p>

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
				decreased by 6.8%. The college will not be able to maintain growth by only bringing in more new students (i.e., First-Time First-Year and transfer). A concerted effort must be made to stabilize and improve retention rates.
	Students will be satisfied with the revised deregistration process.	N/A	2.1a 70% Survey respondents will be satisfied with the deregistration process.	A survey will be sent out to Continuing students at the start of the fall 2019 semester.  The goal is to capture students that were deregistered in fall 2018 and experienced the deregistration process in spring 2019 and fall 2019. A baseline will be created to analyze the results of the deregistration as well as a communication process for students to give ongoing feedback to improve the process.
			2.b 70% Focus Group participants will be satisfied with the deregistration process.	A focus group will be conducted at the start of the fall 2019 semester.  The goal is to capture students that were deregistered in fall 2018 and experienced the deregistration process in spring 2019 and fall 2019. A baseline will be created to analyze the results of the deregistration as well as a communication process for students to give ongoing feedback to improve the process.

**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** The College will exceed University overall enrollment projections

Recommended changes:

**Outcome 1.1** Although the enrollment cycle was a success, there were some areas of consternation during the end of the enrollment cycle. The overall enrollment was 5% over the goal before the mid-August deregistration and did not recover through the census date (form A). The Executive Director of EM shared his interpretation of enrollment drop with the Executive Enrollment Management committee as well as the Director's EM group in written reports and meetings. As a result of learning from the Fall 2018 enrollment cycle, the Executive Director of EM, AVP of Budget/Finance, and the Bursar created a spring 2019 deregistration pilot plan. The Executive Director of EM, AVP of Budget/Finance, and the Bursar created a spring 2019 deregistration pilot plan. The plan was shared with the Executive Enrollment Management Committee, the Director's EM group as well as the Student Government. The deregistration plan will be replicated in Fall 2019 and results will be shared to both EM committees, and the Director's and Cabinet meeting, and with the Student Government.

Recommended changes: After the execution of the spring 2019 deregistration pilot, a debrief meeting happened to review the implementation of the pilot program, outline problems in the steps in the process, and to think of ways to improve the process. Approximately one month before the start of each subsequent semester. A deregistration meeting will take place to update the communication plan, set the deregistration threshold, and to set up IT support. The execution of each deregistration process will be shared with the Executive and Director's EM committees, Directors and Cabinet, and Student Government.

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

The results of the fall 2018 enrollment cycle were shared verbally in multiple forums (i.e., Cabinet, Directors and Cabinet, and Executive Enrollment Management committee), Enrollment Management website, as well as in email communications to the Executive Enrollment Management committee and student-facing offices Admissions, Financial Aid, Registrar, Bursar, SEEK, and Advisement.

**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).

The Executive Director of EM monitors enrollment targets with the Executive Enrollment Management committee; which meets at least twice a semester (minutes are created after each meeting). Enrollment trends are shared (i.e., University snapshots, York College enrollment reports/dashboards, and EMC meetings) and analyzed on an ongoing basis.

Outcome 2.1. The Deregistration pilot program corresponds with a new initiative established in spring 2019.

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

York College has reached its highest enrollment in the college's history four out of the last five years. York College's overall enrollment is up .7% and FTE's 1.2% over the previous five years, during a time when many of the CUNY senior colleges have seen decreases during the same time-span. Specifically, First-year First-time First-year enrollment is up 17.6% and total new students 10.4% over the last five years.

**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.)

The goals for next year are to increase the Continuing student enrollment year over year by 1%, and the Re-Admit enrollment by 10% year over year. An issue I see forthcoming in assessing the outcomes of the goals are, the offices that play a significant role in these two areas do not report into Enrollment Management. The analysis of "on the ground" information needed to execute a robust Continuing student and Re-Admit plans are not readily available to make real-time data-driven decisions. Secondly, the roles and responsibility of each office in the Continuing students and Re-Admit processes have not been defined throughout the enrollment cycle.

An Enrollment Management shared calendar and shared drive were created in spring 2019. The purpose of the calendar and drive is to create a repository of activities and communications by the student-facing offices to new and Continuing students. There has also been numerous conversations and the Director's EM group during the spring 2019 semester to utilize the calendar and drive to share information. An enrollment debrief will happen at the Executive EM committee and Director's group to review the past enrollment cycle, and to further work on defining roles for offices in the Continuing student and Re-admit process.

**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.