

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: University Skills Immersion Program

Date: July 30, 2019

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

Unit Mission: The University Skills Immersion Program at York College is committed to providing students with the skills and support to meet the requirements to be admitted to York College, placed in required math and English classes, and be better prepared to do well in first-year courses and major Science, Technology, Engineering, and Mathematics classes.

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
Provide workshops and opportunities for students to become eligible to be admitted to York College and enroll in required classes.	1.1 Students who attend the required City University of New York (CUNY) Elementary Algebra Final Exam (CEAFE) workshop will gain the knowledge and skills to become eligible to be		1.1 75% of students will pass the CEAFE workshop and exam.	Findings: 139 students attended and tested at the end of the summer 2018 CEAFE workshop. 124 of students passed the required CUNY CEAFE workshop and exam with a score of 70 or higher. Analysis: This result exceeded the target by 14%. The CEAFE workshops were designed for student success because of in-class graded work and instructors have become increasingly experienced in teaching the class work.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
	admitted to York College and enroll in required classes.			<p>Use of Results: Based on the 14% increase compared to the target of success for CEAFE, we are not planning any significant changes. The overall outcome of 89% indicates the success of the offering. However, we will continue to enhance and expand recruitment efforts, professional and curricula development opportunities, and connections to appropriate offices such as Advisement, Registrar, and Admissions.</p>
Provide workshops and opportunities for students to become eligible to be admitted to York College and enroll in required classes.	1.2 Students who attend the writing workshop and take the required exams will gain the knowledge and skills to become eligible to enroll in the required English class.		1.2 70% of students will pass the required CUNY writing exam.	<p>Findings: 44 students attended and tested at the end of the summer 2018 writing workshop. 36 of students passed the required CUNY writing and exam workshop with a score of 56 or higher.</p> <p>Analysis: This result exceeded the target by 12% because of the change in grading, with class-work 65% and CATW 35%. Instructors were able to teach more effectively and test student learning more accurately.</p> <p>Use of Results: Based on the 12% increase compared to the target of success for Writing, we are not planning any significant changes. The overall outcome of 82% indicates the success of the offering.</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 Students who attend the required City University of New York (CUNY) Elementary Algebra Final Exam (CEAFE) workshop will gain the knowledge and skills to become eligible to be admitted to York College and enroll in required classes.

Recommended changes: We will continue to enhance and expand recruitment efforts, professional and curricula development opportunities, and connections to appropriate offices such as Advisement, Registrar, and Admissions.

Outcome 1.2 Students who attend the writing workshop and take the required exams will gain the knowledge and skills to become eligible to enroll in the required English class.

Recommended changes: : We will continue to enhance and expand recruitment efforts, professional and curricula development opportunities, and connections to appropriate offices such as Advisement, Registrar, and Admissions.

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

We communicated with the following stakeholders: Central Office CUE/Immersion administration, York College chairperson of the Mathematics Department, York's CUE director, ESL director, and the Provost. These communications were carried out through meetings and emails. The required Coordinate Undergraduate Education (CUE) final report for CUNY Central Office, which contains a detailed analysis of the assessment results and changes, will be submitted to Central Office and sent to all of the above stakeholders at the end of summer 2019.

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).

In spring 2019, we met with the chairperson of the mathematics department, the provost, and the ESL director and implemented professional and curricula development workshops for instructors for use in summer 2019. In addition, since the outcomes were highly successful in summer 2018, we plan to maintain the basic ways our workshops are offered.

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

As mentioned above, the passing rates for CEAFE workshops and exams increased by 14% to 89% compared to the target of 75%, and the rates for writing workshops and exams increased by 12% to 82% compared to the target of 70%.

6. Assessment Plan Year [Click here to enter text.](#): 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 2019- 2020 second-year targets for success for CEAFE and writing were set at 78% of students passing CEAFE and 72% passing writing workshops and exams. Based on the summer 2018 outcomes, those targets will be increased to 87% for CEAFE and 80% for writing. For the students who did not achieve the passing score of 70 but scored between 50-69 will be offered a second workshop. Those students who scored 49 and below will be advised to attend a two-year college.

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.