

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: York Early College Academy (YECA)

Date: September 30, 2019

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Unit Mission: The Mission of the York Early College Academy (YECA) program at York College is to create opportunities for students to acquire the core abilities to be autonomous learners and to facilitate their successful transition from high school into post-secondary institutions. YECA provides traditionally underserved students with access to higher education opportunities and provide the academic and social supports that are needed to graduate high school having earned as many as sixty college credits towards a baccalaureate degree.

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 a program of academically challenging and developmentally appropriate courses to fulfill students' dual enrollment requirements.	1.1 Students will be provided with a defined sequence of college courses aligned with CUNY's Pathways General Education curriculum as well as the New York		1.1 85% of the sequence of college courses will be aligned with the CUNY Pathways and NYC DOE high school graduation requirements.	<ul style="list-style-type: none"> After a review of the sequence of college courses offered to YECA students during AY2018-2019 the YECA Manager observed that 13(72%) of the 18 courses are aligned with the CUNY Pathways and New York City Department of Education (NYC DOE) high school graduation requirements.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
	City Department of Education's (DOE) requirements for high school graduation.			<ul style="list-style-type: none"> • This proportion of Pathways courses may have future implications on students' ability to transfer earned credits at the completion of the YECA program. • TARGET NOT MET
Goal 2. Maintain a rigorous learning environment by monitoring and assessing the academic performance of students	2.1. Students will exceed the minimum passing score (D grade) in all college level courses.		2.1 80% of students will complete college courses with a B grade or better	<ul style="list-style-type: none"> • At the end of academic year 2018-2019, 71% of students completed college courses with a B grade or better. • Final grades have a direct impact on student persistence in the program • TARGET NOT MET
Goal 2. Maintain a rigorous learning environment by monitoring and assessing the academic performance of students	2.2. Instructional staff will report student preparedness for college-level courses.		2.2a 60% of instructional staff will complete the survey.	<ul style="list-style-type: none"> • During the fall 2018 and spring 2019 semesters, 13 of 18 (72%) instructors responded to the survey regarding the college preparedness of students respectively. • Data on the response rate of the survey suggests an increase in the instructional staff's willingness to participate in the assessment of the program. • TARGET MET
Goal 2. Maintain a rigorous learning environment by monitoring and assessing the academic	2.2. Instructional staff will report student preparedness for college-level courses.		2.2b 90% of students are prepared for college-level courses.	<ul style="list-style-type: none"> • In the fall 2018 and spring 2019 semesters the instructors that responded to the survey indicated that the average preparedness of students is four (4.20) on a five point Likert scale.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
performance of students				<ul style="list-style-type: none"> Data suggests that students in the 2019 cohort were better prepared for college coursework than previous cohorts. TARGET MET
Goal 3. Assist students in their pursuit of educational and occupational opportunities beyond the YECA program.	3.1. Students will exceed the standards for college readiness.		3.1 80% of students will exceed the standards for college readiness.	<ul style="list-style-type: none"> For the fall 2018 semester, 83.8% of students have an overall grade point average that is greater than or equal to 2.25. For the spring 2019 semester, 82.6% of students have an overall grade point average that is greater than or equal to 2.25. Stronger grade point averages lead to wider higher education opportunities for students once YECA students complete the program. TARGET MET
Goal 3. Assist students in their pursuit of educational and occupational opportunities beyond the YECA program.	3.2. Staff will educate seniors on ways to effectively negotiate college policies and procedures.		3.2 Post-survey results will indicate 90% of seniors understand how to effectively negotiate college policies and procedures	<ul style="list-style-type: none"> During the fall 2018 semester, the pre-test was conducted and 74% of students demonstrated understanding. During the spring 2019 the post-test was conducted and 74% of students demonstrated understanding of college policies and procedures. Although the average score on the post-test (65.8/90) was higher than the average score

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
				<p>on the pre-test (60/90), fewer students completed the post-test.</p> <ul style="list-style-type: none"> • TARGET NOT MET

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 will be provided with a defined sequence of college courses aligned with CUNY’s Pathways General Education curriculum as well as the New York City Department of Education’s (DOE) requirements for high school graduation.

Recommended changes: The YECA Manager in conjunction with the affiliated high school administration reviews course offerings annually to consider replacement and/or addition of courses to achieve the desired alignment target. Discussed more in the action plan section.

Outcome 2.1 Students will exceed the minimum passing score (D grade) in all college level courses.

Recommended changes: During the 2018-2019 academic year, students did not meet the target of 80% of passing all college courses with a B grade or better. In response to this shortfall, the YECA Manager will review and enhance current interventions to promote stronger academic performance.

Outcome 2.2 Instructional staff will report student preparedness for college-level courses.

Recommended changes: The targeted response rate of 60% was exceeded for this goal. We will continue to encourage instructional staff feedback in future semesters.

Outcome 2.3 Instructional staff will report student preparedness for college-level courses.

Recommended changes: While the instructional staff reported that students are meeting the benchmarks for college readiness, we may utilize a different instrument to target other areas of proficiency.

Outcome 3.1 Students will exceed the standards for college readiness.

Recommended changes: The target of 80% for this goal was exceeded during the fall 2018 and spring 2019 semesters. We will continue to work with students and revamp academic interventions for stronger performance

Outcome 3.2 Staff will educate seniors on ways to effectively negotiate college policies and procedures.

Recommended changes: The results for the pre-test and post-test indicate that students are well prepared to navigate college policies and procedures. However, 12th grade students will continue to be exposed to student service areas and will develop knowledge and skills through the interactive sessions in their Senior Seminar.

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

1.1-Course alignment data was communicated to the high school administration during the spring 2019 semester. A series of five meetings were held to discuss and plan the sequence of college course offerings for York Early College Academy students. The current scope and sequence of courses can be viewed in the York Early College Academy Instructional Staff Handbook: <https://www.york.cuny.edu/centers-institutes/yeca/faculty>.

2.1 & 3.1 - At the end of the spring 2019 semester student performance was communicated to appropriate constituents in the following ways:

- Students receive grades through CUNYfirst
- High school administrators received student grades via email and further discussed on May 29, 2019.
- The City University of New York Early College Initiative (CUNY ECI) that provides funding for the York Early College Academy has access to student grades through CUNYfirst and they are collected at the end of each of semester. Final grades for the spring 2019 were verified and submitted by the YECA Manager on September 27, 2019.

2.2a & 2.2b -Data from the survey from the instructional staff were shared with the high school administration on April 3, 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).

1.1 This led to a series of meetings during the spring 2019 semester with the high school administration, NYC Department of Education Academic Policy representative, and CUNY Early College Initiative to address course offerings. These conversations resulted in the

development of career tracks that are aligned with potential career choices. Attention was given to incorporate as many Pathways courses as possible with respect to future financial aid implications. The target will remain at 85% for the upcoming academic year.

2.1 In response to this shortfall and conversations with parents the YECA Manager has decided to revamp efforts to provide early interventions to strengthen academic performance. Instructional staff will continue to provide feedback on student academic progress through surveys that will be administered at the midpoint of the fall and spring semesters respectively. In the past students have been encouraged to participate in tutoring and writing enrichment voluntarily. For the fall 2019 semester, students will be re-introduced to location and resources of The Collaborative Learning Center. Also, all York Early College academy students will be participating in one of the two courses that the College is screening for early support (MATH104 and ENG125). All students in the 12th grade cohort will participate in the YECA Academic Support program which will monitor student performance through self-reported check-ins with student mentors provided by the York College Social Work Department. Students in the 11th grade cohort who performed poorly will participate in the Academic Success Workshop. This is a semester long workshop where students identify areas of challenge and learn and develop new techniques (time management, note-taking, etc.) that prepare them for success in future coursework. The YECA Manager will continue to explore options to provide additional support for this cohort as their schedule on campus is limited.

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 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.)

AY2018-2019 was the first time that the York Early College Academy program has conducted assessment in this fashion. We endeavor to develop a robust set of assessment practices to strengthen and inform the work that we do to provide students with a quality learning experience.

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.