UTICA COLLEGE

Academic Assessment Coordinating Committee

Handbook
Policies and Procedures

Revised August 21, 2014

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Definitions

General Terms

Assessment – The measure of the extent to which certain goals have been met. Different from **Evaluation** which assigns a value to the progress made towards meeting certain goals. For instance, it is an assessment that x% of students can perform y types of mathematical calculations; it is an evaluation when we determine that that level is or is not good enough.

Assessment Documentation - program reviews, assessment reports, and communications between other individuals or bodies and the Committee.

Core- a select group of courses and/or other experiences required of all students. Core may be thought of as a "program" that is not listed as a "major" that requires a distributed set of credit requirements across multiple curricula. (Core is not the same as "general education".) See below.

Course Syllabus – A document that lays out the expectations, including the learning goals, for a single course.

Curriculum map – a document that lays out the program-level student learning goals and then identifies in which course each goal is met.

Direct Measure – clear, visible, convincing and specific evidence of learning. *Examples*: test, quiz, examinations, internship performance, capstone projects, exhibits, performances, pass rates on licensure or certification tests, employer rating of students' performance. What is being measured needs to be precisely and clearly defined and the measure used needs to give specific information about what is being measured.

General Education-the set of skills and attitudes that students across the entire college are expected to have developed by the time they graduate. At Utica College, these are our 5 intellectual skills:

> *Communication* – The ability to communicate information and attitudes clearly and precisely.
> *Critical Analysis and Reasoning* – The ability to seek out relevant evidence, evaluate it, and draw justified conclusions.
> *Synthesis* – The ability to draw fruitful connections between topics and ideas and to create new understanding.
> *Social Awareness* – An understanding of the nature and origins of the social world and an ability to operate within it.
> *Quantitative Literacy* – The ability to interpret quantitative information and present information in quantitative forms.

Indirect Measure – used to support findings from direct measures. *Examples*: course evaluations, number of hours spent on intellectual activities related to the course, enrollment data, alumni surveys, student opinion surveys, graduation rates, course grades…

Institutional Assessment Plan – documented plan outlining the assessment and institutional effectiveness framework for the entire College.

Specific Processes at Utica College

Course Level Assessment – two distinct assessment processes: student learning assessment and operational goal assessment.

> **Course Student Learning Goals (CSLG)** – the measurable learning/knowledge expectations for all students completing an academic course; documented in the syllabi and program review documents. Direct measures are to be used; indirect measures/results will be used to support the direct measure findings. CSGL are identified by faculty, described in the course syllabus, and it is the faculty of each course who determine what to measure and the tool to use for this faculty-driven process.

> **Course Operational Goals** –focus on the functioning of the course, rather than the learning achieved by the students. Examples include development of new courses, deletion of a course, edits to a course, and course mapping to program goals.

Academic Program – According to NYS Education Department, an academic program is organized around the set of educational requirements necessary to qualify for a registered degree. This applies equally to online, on-ground, or hybrid programs. The curriculum or program includes general education or specialized study in depth in a particular field, or both (NYSED, 2012). At Utica College academic departments may contain more than one registered program. In some cases it may be operationally effective for the documented program review to focus on one department and all its academic programs. If a department would like to consolidate the program review process of more than one academic program under one academic department, it must first send in writing a request to the Academic Assessment Coordinating Committee (AACC) for approval.

Program Level Assessment – assessment of the student learning or operational functioning at the program level.

> **Program Student Learning Goals (PSLG) –** the measurable learning/knowledge expectations for all students graduating from a particular curriculum/major; documented in the catalog, web site, and program review documents. Minimum one PSLG is assessed by the program each year. Direct measures are to be used; indirect measures/results will be used to support the direct measure findings. Faculty of the program identify PSGL's and facilitate the process.

> **Program Operational Goals** – Goals set for and by a program, usually during the five-year program review process. However operational goals may be set during a review for an external accreditor or in the interim between program reviews. Operational goals address the functioning of the program.

Program Review – required self-study process completed by each academic program. It is usually conducted on a five-year rotation, unless external program accreditation cycles require a different review time line.

Program Director – a general term used in this document to refer to whoever has direct administrative responsibility for a program, major, or minor and acts as the administrative link between the school dean and the program faculty. This could be a chair, director, coordinator etc.

Syllabi Format and Submission - faculty are required to follow the established course syllabi requirements adopted by the Curriculum Committee. All syllabi are submitted to the respective School and are reviewed to ensure course student learning goals are communicated and discernible.

Division-Level Academic Assessment – assessment of the division-level operational goals. These are developed by the Provost's cabinet during the annual retreat. Results are communicated annually to the Office of the President. This process also makes use of **Academic Affairs Data –** include the key performance indicators used for the Institution Dashboard Report, the Core Audit Report, the Program Quality Analysis, and the Academic Admissions Report.

Institution-Level Assessment – focuses on both the Institutional Priorities and Institution Level Student Learning Goals.

> **Institutional Priorities** – based upon the divisional goals developed by members of the President's Cabinet in collaboration with their respective areas. In consultation with the Board of Trustees the college President identifies the College's institutional priorities for the year. All goals are linked directly to the College's Strategic Plan. The President reports annually to the College community on progress made towards meeting the previous year's institutional priorities.

> **Institutional Student Learning Goals (At Utica College, these goals are known as our 5 Intellectual Skills) –** the measurable learning expectations for all students graduating from any academic program. The 5 intellectual skills are Utica College's institutional student learning goals and are assessed using direct measures. Indirect measures/results will be used to support the direct measure findings. These are established by the institution with input from the faculty and academic administration. The Academic Assessment Coordinating Committee coordinates the process by which these goals are assessed.

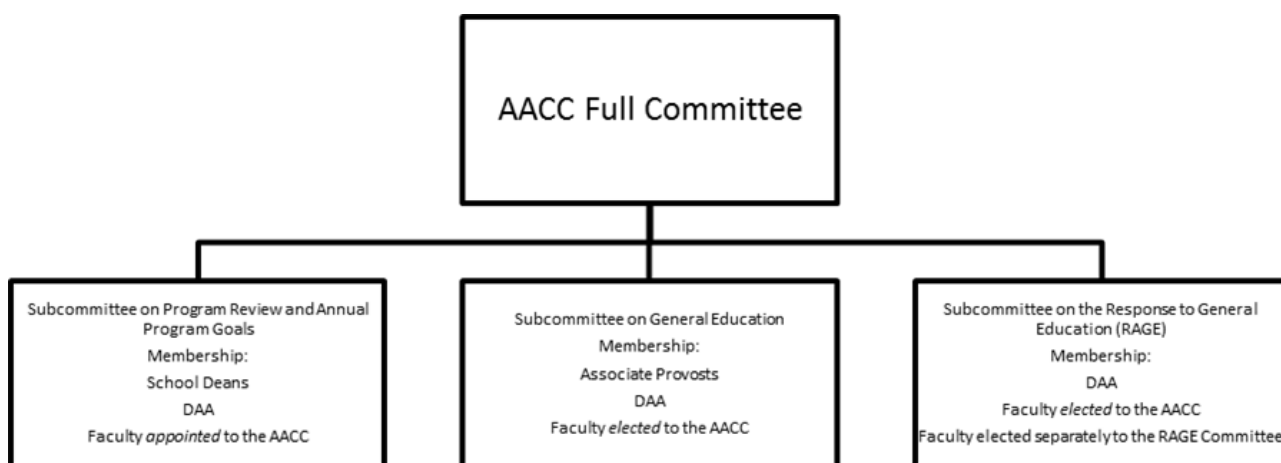# Academic Assessment Coordinating Committee (AACC)

Function and Authority
The Academic Assessment Coordinating Committee coordinates academic assessment within the division of Academic Affairs at the program and institutional level including, but not limited to, the 5-year program review process, the departmental annual reporting process, and all-college assessment of student learning or program performance. The committee is also be responsible for reviewing assessment mechanisms and recommending any necessary changes to the Office of the Provost which has oversight responsibility for all academic assessment at Utica College. The committee will generate semi-annual reports on the status of assessment activities to be shared with the faculty and academic administration.

Membership
Membership shall consist of:
- One faculty member from each school, appointed by the Dean of the relevant school
- One faculty member from each school elected by the faculty in the school in an election run by the Dean of the school
- The Deans of the Schools
- The Director of Academic Assessment
- The Associate Provost
- The Associate Provost for Online Education
- One faculty member from each school elected to the Response to Assessment of General Education (RAGE) subcommittee.

AACC Full Committee

Subcommittee on Program Review and Annual Program Goals	Subcommittee on General Education	Subcommittee on the Response to General Education (RAGE)
Membership:	Membership:	Membership:
School Deans	Associate Provosts	DAA
DAA	DAA	Faculty *elected* to the AACC
Faculty *appointed* to the AACC	Faculty *elected* to the AACC	Faculty elected separately to the RAGE Committee

At least one faculty member from each school will be tenured. Faculty members of the committee (elected and appointed) serve 3-year terms with no term limits. All members are voting members with the exception that the Deans of the Schools do not vote on 5-year program reviews.

Officers
The Associate Provost (or his or her designee) will chair the Committee.
The Committee will appoint a secretary annually. The DAA will prepare the minutes for the signature of the secretary.

Records
The Committee will maintain electronic records on the College's designated storage devices. Electronic records stored by the Committee on the College's designated storage devices are the official records of the committee. Committee minutes will be kept separately from assessment documentation. Assessment documentation includes program reviews, assessment reports, and communications between departments and the Committee. Faculty and

administrators will have access to the Committee minutes. Only Committee members and the Provost will have access to assessment documentation. The Committee can give access to other individuals on an as-needed basis.

Records Retention
Committee minutes and related materials will be kept for a minimum of ten years and may be deleted after that period at the discretion of the committee. Assessment documentation (including program reviews, communications with programs, and reports) will become permanent records.

Web Site
The committee will maintain a web site with information about the committee, its membership, and other relevant documentation. http://www.utica.edu/academic/Assessment/assessment.cfm

Responsibilities of AACC

Academic assessment is ultimately a shared responsibility of the faculty and the academic administration acting through the shared governance mechanisms and administrative personnel. The Academic Assessment Coordinating Committee is responsible for coordination of four distinct academic assessment processes:

1. The 5-year program review process
2. The annual departmental goals process
3. The institution-level assessment of general education
4. Functions of the RAGE (Response to the Assessment of Academic Assessment)

The AACC in its entirety is composed of three separate subcommittees. The functions and duties of each are noted below. The committee as a whole will meet at least three times a year and more often if the need arises.

The Chair of the AACC Committee is responsible for:
- Chairing the meetings of the full AACC
- Setting the agenda for AACC meetings
- Ensuring coordination between the 3 subcommittees
- Regularly reporting to the Provost about the work and progress of the committee
- Assuring that the recommendations of the RAGE and Program Review subcommittee are passed to the appropriate governing bodies and administrators, and incorporating, when appropriate, implementing RAGE recommendations regarding the assessment process.

The Secretary of the Committee is responsible for:
- Taking minutes during committee meetings
- Distributing the minutes to committee members after the meetings

The General Education Subcommittee

The General Education Subcommittee is responsible for direction and oversight of the assessment of the General Education goals (ILO's) of the college. The subcommittee is responsible for maintenance of accreditation standards for General Education/ILO's assessment.
- The Associate Provost is chair ex-officio and is responsible for scheduling meetings and setting the agenda
- Minutes are kept by the DAA
- Minutes are distributed to the full membership of the AACC
- The Associate Provost is responsible for forwarding information from the General Education subcommittee to any other organizational bodies beyond the AACC (Executive Council, BOT, Faculty Senate, etc.) as needed.
- Findings and recommendations of the subcommittee go to the full AACC
- The Associate Provost is responsible for referring any issues that need to be resolved at the Provost level or higher.
- The Associate Provost is responsible for sharing information/decisions from the Provost level or higher back to the committee

The Program Review Subcommittee

The Program Review Subcommittee is responsible for oversight of all processes and procedures related to 5- year Program Reviews and Annual Academic Program Goals forms. The subcommittee is responsible for maintenance of accreditation standards at the program level of assessment.
- The DAA, in conjunction with the three school Deans, acts as facilitator and is responsible for scheduling meetings and setting the agenda
- Minutes are kept by the DAA

- The DAA is responsible for forwarding information, via the minutes, to the Associate Provost and all AACC members
- The DAA will file all program reviews and AACC response letters in the appropriate file
- Minutes are distributed to the full AACC

The RAGE Subcommittee:

The RAGE Subcommittee is responsible for developing appropriate General Education/ILO benchmarks, evaluating General Education/ILO data, and developing appropriate curricular response and recommendations. The subcommittee is responsible for maintenance of accreditation standards for the *response* to General Education assessment data.

- The DAA acts as facilitator and is responsible for scheduling meetings and setting the agenda
- Minutes are kept by the DAA
- Minutes are distributed to the full AACC
- The subcommittee will gather information from other groups (working assessment cadres) as necessary
- Findings and recommendations of the subcommittee will be forwarded to the AACC and Associate Provost for submission to other college committees (Faculty Senate, Curriculum, etc.) as necessary

The Director of Academic Assessment is responsible for:

- Administrator/facilitator of the RAGE subcommittee
- Works with the Deans to schedule meetings with programs undergoing program review.
- Works with Associate Provost to schedule meetings of the GENED committee.
- Working with faculty and academic departments on assessment.
- Scheduling meetings for programs due to embark on 5 year program reviews
- Generating reports and documentation as requested by the Committee, the Provost, or academic programs.
- Generating a semi-annual report on the results of assessment of general education
- Maintaining the electronic archive of minutes for AACC and all 3 subcommittees.
- Maintaining electronic records of assessment documentation, including review of records that are due for deletion in accordance with the committee's records retention guidelines.
- Managing the 360° review process and providing the results to programs undertaking program reviews.
- Generating an annual report on the activities of the AACC committee for distribution by the Committee to the faculty and to academic administration.
- Updating the AACC Policies and Procedures document as necessary and conducting an annual review of the same document.
- Maintaining the committee web site.
- Assisting the information flow between RAGE/AACC (All will receive copies of all subcommittee minutes.)

The 5-Year Program Review Process

Academic programs at Utica College conduct regular assessment activities as part of their curriculum decision-making, planning, and budget process. The program review process is an opportunity for the faculty in the program to: 1) reflect on the ways in which the program supports Utica College's mission to educate students for rewarding careers, responsible citizenship, and fulfilling lives by integrating liberal and professional study; 2) have candid and deliberate discussions related to the past, present, and future of the program; and 3) identify and report on useful and feasible student learning assessment, including general education student learning assessment, and assessment of program goals.

Program reviews are due in the fall of the academic year five years from the academic year in which the committee completed its deliberation of the prior review. See Appendix 2 for the program review timetable.

These reviews are submitted to the School Dean and Academic Assessment Coordination Committee (AACC). A summary of the program review is submitted to the Provost by the AACC.

Procedures

1. The Academic Assessment Coordinating Committee maintains a schedule of the programs due to produce a 5-year program review (See Appendix 2). This schedule is updated annually and any modifications based on special circumstances are made. If the date of a program review is moved, the Dean of the school shall notify the program about the date change and the reasons.
2. Each December/January the directors and/or faculty of the programs that are scheduled to submit a review the following October meet with the Director of Academic Assessment, the relevant School Dean and the Director of Institutional Research. The meeting is scheduled by the Director of Academic Assessment. At that meeting chairs receive instructions for completing program reviews and the necessary data relevant to their program. (See Appendix 3 for the program review instructions.)
3. By October 15th, program directors submit reviews to the Dean of the relevant school.
4. The Dean reviews the program review and makes sure it conforms to the committee's specifications (see Appendix 4) and is a comprehensive and thorough review.
5. If the review does not meet the committee's specifications, the Dean will inform AACC in writing and work with the program to help them revise the review.
6. Once the Dean has approved the review, it is forwarded to the Academic Assessment Coordinating Committee.
7. Once the Committee receives the review, it selects a member of the Committee to conduct a first reading and draft comments on the review for the rest of the Committee.
8. AACC discusses the review and the first reader's comments, formulates the Committee's comments and sends these preliminary comments to the program director for dissemination to the program faculty.
9. The program faculty meet with the Committee to discuss the review and the Committee's comments.
10. After the meeting with the program's faculty, the Committee sends its final comments in memo form to the program director. The program faculty reviews the comments and can make corrections only to errors of fact.
11. The Committee sends its final comments to the Provost.
12. If the program faculty disagrees significantly with the Committee's comments, they may submit their own response to the Committee's memo to the Provost.
13. Once the Provost has received the memo from the committee (and any memo from the department if one is included) the Provost will invite the program faculty to meet with the Provost to discuss the program review.
14. The Provost will assign a member of his or her staff (excluding any member of AACC) to keep minutes of the meeting between the Provost and the Program. The minutes will be submitted to the Director of Academic Assessment for addition to the Assessment Documentation and to the relevant School Dean for any follow-up action with the program.

15. Following the completion of the process, the Director of Academic Assessment will ensure that the resulting assessment documentation is stored in an electronic form on the College's designated storage devices.

Departmental Annual Goals and Student Learning Assessment

In the process of undergoing a 5-year program review, departments create plans to assess student learning and also create departmental goals. Departmental goals guide the department's activities for the next five years and may be operational, curricular, or resource oriented. After the review, the program's director submits to the school dean the annual reports on the program goals and student learning goals they had listed in the review and can add additional goals as well. The School Dean reviews the annual reports and monitors the programs' progress toward their goals.

Procedures

1. As part of the 5-year program review process, the program director submits an annual plan for assessing student learning and other departmental goals on the Academic Program Goals Form (See Appendix 5).
2. During the period between program reviews, programs can add or remove program goals as necessary using the Annual Goals Form.
3. Annually by October 15, program directors submit updates on the progress made towards meeting the student learning outcomes goals and the departmental goals identified in the 5-year program review and any goals added in the interim.
4. Updates are submitted electronically to the relevant School Dean using the Academic Program Goals Form (See appendix 5).
5. Each school submits the departments' reports to the Director of Academic Assessment by posting them to the U Drive in the Annual Program Reports folder.
6. School Deans will communicate with the departments or chairs to follow up on the goals and reports. This may be an acknowledgment or a request for further action.
7. School Deans maintain any necessary records of follow-up conversations.
8. Annual goal documents, student learning assessment documents, and other assessment documentation generated by the process are maintained in an electronic form by the Director of Academic Assessment on the College's designated storage devices.
9. Aggregated information derived from these reports may become part of the semi-annual reports from the committee.
10. Departments seeking information to inform assessment and planning activities may also request information derived from these reports from the Director of Academic Assessment.

Institution-Level General Education Assessment

Procedures

The Five Intellectual Skills of General Education (see Appendix 6) are assessed on a rotating schedule (see Appendix 7).

The Academic Assessment Committee oversees the development, implementation, and revision of the assessment mechanisms which are not necessarily the same for each goal. In order to oversee this process the Academic Assessment Coordinating Committee may establish working groups with one or more members of the Committee serving as a liaison between the Committee and the working group. Working groups will focus on student learning outcomes assessment at the institutional level and

Implementation of the assessment mechanism is the responsibility of the working group in consultation with the Committee and whichever staff members are necessary.

Aggregated information derived from any institution-level assessment of general education may become part of the semi-annual reports from the committee.

Aggregated reports of student achievement on general education will be forwarded by the Academic Assessment Coordinating Committee to the RAGE (Response to the Assessment of General Education) Committee. The RAGE Committee is responsible for receiving the reports and making recommendations on what standards should be set for student achievement and what actions should be taken by the College to address issues raised in the assessment summary reports. The AACC forwards these recommendations to the Faculty Senate and to the Provost for review and implementation

Appendices

Assessing Institutional Effectiveness

At

Utica College

Revised August 21, 2014

Scope Of This Document:
This document lays out the institutional commitment to general principles of assessment and allows for the development of specific assessment processes, schedules, and formats.

These principles apply to assessment across the entire institution and are designed to meet the College's strategic institutional needs as well as to meet the requirements for assessment outlined by the Middle States Association Commission on Higher Education and mandated by the State of New York.

College Commitment:
The Board of Trustees, Faculty and Staff are committed to outcomes assessment as an important way to ensure that the College meets its educational and strategic goals. Outcomes assessment will take place in the context of the College's mission and values and relate directly to the College's strategic goals.

Responsibilities
The President is responsible for ensuring that each vice-presidential area is carrying out appropriate assessment and that assessment results are used to inform strategic direction and budgeting. Administrators at the vice-presidential level are responsible for developing documented assessment plans and ensuring that, within their areas of responsibility, there are cycles of assessment consistent with these guiding principles. The internally appointed Middle States Self Study and Periodic Review committees are responsible for the reviewing the College's assessment processes every five years. They will refer to *MSACHE Characteristics of Excellence*, AARFs, best practices in the field, institutional summaries, and budgets to evaluate the effectiveness of this document.

Guiding Principles Of Assessment
In carrying out assessment, Utica College subscribes to seven principles consistent with the MSACHE *Characteristics of Excellence* and best practices in the field. Assessment at Utica College will be:

Relevant
Assessment is ongoing and tied to the College's mission and strategic plan. This means that faculty/staff who are responsible for designing and implementing assessment processes within their unit must tie the assessment to the mission and the strategic plan and the operational plan that supports it.

Useful
Results must be useful and used as part of the College's planning and budgeting processes at both the institutional and unit level. Institutional assessment will focus on accountability, effectiveness, and/or efficiency in the following:
1. assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates;
2. achieving institutional mission and goals;
3. implementing planning;
4. allocating resources;
5. insuring institutional renewal;
6. using institutional resources efficiently;
7. providing leadership and governance;
8. providing administrative structures and services;
9. demonstrating institutional integrity.

Realistic
The chosen assessments should be reasonable in terms of the resources available and in terms of expectation for providing useful results. Responsible parties should choose a limited number of goals to assess at any one time, should use existing databases where available, and should integrate collection of data into existing processes if possible while not being discouraged from developing additional processes where necessary.

Non-Punitive

Assessment is a measurement tool to confirm good or improving practice and/or identify areas where practice should be changed or improved. Institutional effectiveness assessment needs to be honest and open and the results should not be used in a punitive manner.

Multi-Dimensional

Measures across the institution will be multi-dimensional, addressing student learning and institutional functioning. Programs/departments/committees/divisions will select measures consistent with both the College's mission and strategic direction and their mission and values. They should consider the use of multiple methods of measurement, including both qualitative and quantitative measures. Reliability and validity of measures is important.

Documented

Those responsible for designing and implementing assessment processes within their unit and for interpreting results, are also responsible for reporting annually on a schedule and in a format designated by appropriate VP/Dean. The VP/Dean, or a designee, will be responsible for making assessment summaries available to internal and external audiences as necessary in a manner that does not compromise the integrity of the assessment.

Locally Owned

Under the leadership of the relevant VPs, faculty and staff have control and ownership of the assessment process in their respective units. This means that faculty/staff are responsible for designing and implementing assessment processes within their unit and for interpreting results.

Current

The assessment process at Utica College, including this document, will be reviewed periodically. See Responsibilities, above.

Sustainable

Processes need to be appropriately scaled to enable long-term assessment without imposing undue burdens.

Loci of Assessment Activities

Assessment of academic and co-curricular student learning and institutional functioning takes place at the departmental/program and the institutional level. There are, therefore, six loci of assessment activity with different people responsible for each.

	Academic Student Learning	Co-curricular Student Learning	Institutional Effectiveness
Departmental/Program Level	Academic program faculty	Staff in department(s) within the Student Affairs and Athletics, Extended Studies, faculty in programs with associated co-curricular clubs	Staff in Department(s) within schools and divisions
Institutional Level	The Faculty, AACC and its subcommittees, Provost's Cabinet	Staff in department(s) within the Student Affairs and Athletics, Extended Studies, faculty in programs with associated co-curricular clubs	President Vice Presidents Board of Trustees

Assessment of Student Learning is the process of identifying the knowledge, skills and attitudes that the College expects students to possess at the end of their college experience and then measuring the progress students make toward those goals. It is primarily a formative process intended for the improvement of teaching and learning. Assessment of this nature is the purview of the faculty, and academic and co-curricular leadership.

Assessment of Institutional Effectiveness starts with the process of identifying outcomes that are designed to address the College's mission, values, and initiatives as stated in the College's Strategic Plan. Assessment requires that progress made toward meeting those outcomes is measured and used in future planning and resource allocation. It is both a formative and summative process.

The original Utica College Institutional Assessment Plan was developed by the Strategic Planning Committee, Recommended to the President by the Faculty Senate (4/02/03), the Administrative Staff Advisory Council (4/08/2003) and the All College Council (4/03/2003). This revision was created in 2012, and reviewed by the President's and Provost's cabinet during a joint cabinets retreat, January 14, 2013.

Documentation of Assessment Processes

All Vice-Presidents
- Current Annual Institutional Priorities
- Current Utica College Operational Plan

Provost and Vice President of Academic Affairs
- *Academic Assessment Plan*
- *Academic Assessment Coordinating Committee (AACC) Handbook of Policies and Procedures*
- *Chair Handbook*

Vice President for Student Affairs and Dean of Student Success
- Student Affairs Assessment Plan

Appendix 2 – Program Review Schedule

NOTES

Programs are expected to adhere to the timetable for program reviews. In certain circumstances the Committee may approve a request to delay or accelerate the program review due dates including:

1. External Accreditation – Externally accredited programs may request that a 5-year program review be done in concert with an external accreditation. However, requests to move a program review more than two years off the 5-year cycle will not be granted.
2. Significant Loss of Program Resources – Significant recent loss of program resources in combination with program commitments that mean the program simply cannot complete an effective review.

As of August 2014

Program	Last Review-	Due October	Notes
Business-Economics	10/15/2009	2014	
ECM-MS Online	10/15/2009	2014	
Mathematics	10/15/2009	2014	
Occupational Therapy	10/15/2009	2014	External Accreditor due 2014; 7 Year Cycle
Therapeutic Recreation	10/15/2009	2014	
Accounting	10/15/2010	2015	Expected External Accreditor
Chemistry/Biochemistry	10/15/2010	2015	Expected External Completion fall 2014
Communication Arts	10/15/2009	2015	
Liberal Studies MS	10/15/2009	2015	
Econ Crim/Fraud Mgmt-MBA	10/15/2009	2015	
CJ-ECI	10/15/2010	2015	
Government & Politics	10/15/2010	2015	
Health Care Administration	10/15/2010	2015	
Health Studies	10/15/2010	2015	
International Studies	10/15/2010	2015	
Management	10/15/2010	2015	
Psychology	10/15/2010	2015	
Public Relations	10/15/2009	To Be Determined	On hold-Program Reorganization
Public Relations/Journalism	10/15/2009	To Be Determined	On hold – Program Reorganization
Journalism	10/15/2009	To Be Determined	On hold- Program Reorganization

Program	Last Review-	Due October	Notes
Construction Management	10/15/2011	2016	External Accreditor
Cyber security/Intel Forensics-MS	10/15/2011	2016	Moved to 2016 to follow NSA cycle of certification
Education Leadership	10/15/2011	2016	2010 TEAC requested mid-report 2015
English	10/15/2011	2016	
Health Studies Management	10/15/2011	2016	Expected External Accreditor
History	10/15/2011	2016	
Nursing	10/15/2011	2016	CCNE External Accreditor 2010; next 2015, then 10 years
Physical Therapy	10/15/2011	2016	CAPTE External Accreditor 2013
Risk Management & Insurance	10/15/2011	2016	
Sociology/Anthropology	10/15/2011	2016	
Computer Science	10/15/2012	2017	Outsider Review Dated 2010
Criminal Justice	10/15/2012	2017	
Homeland Sec. & Emerg. Mgt.	10/15/2012	2017	New
Liberal Studies BS	10/15/2012	2017	
Philosophy	10/15/2012	2017	
Psychology Child Life	10/15/2012	2017	
Biology	10/15/2013	2018	
Cybersecurity and Info Assurance-BS	10/15/2013	2018	NSA 2013-14
Education Program	10/15/2013	2018	TEAC 2010; Next due 2017
Foreign Languages	10/15/2013	2018	
Geoscience	10/15/2013	2018	
Physics	10/15/2013	2018	
PPt DPT	10/15/2013	2018	
Professional Accountancy MBA	New	2018	
IEP (Intensive English Program)	10/15/2014	2019	Program moved from MVCC back to UC

Appendix 3 – Program Review Instructions

Academic programs at Utica College conduct regular assessment activities as part of their curriculum decision-making, planning, and budget process. These reviews, which are completed every five years, are submitted by the program director to the School Dean. The School Dean reviews the program review and, once the dean has confirmed that it meets the criteria outlined on the relevant checklist (see appendix 4), submits it to the Academic Assessment Coordination Committee (AACC). A memo resulting from the program review is submitted to the Provost by AACC. The Provost will then invite the department faculty to a meeting to discuss the program review and AACC's memo.

The program review process is an opportunity for the faculty in the program to: 1) reflect on the ways in which the program supports Utica College's mission to educate students for rewarding careers, responsible citizenship, and fulfilling lives by integrating liberal and professional study; 2) have candid and deliberate discussions related to the past, present, and future of the program; and 3) identify and report on useful and feasible student learning assessment, including general education student learning assessment, and assessment of program goals.

The written document should reflect the faculty's thinking and decision-making related to the program. It should consist of a narrative and supporting documentation addressing the questions central to a discussion of the program's current state and future plans. The format of the final document is left to the discretion of the program's faculty. A review must address the bolded questions below. The bulleted questions in each section are provided to guide reflection. Department faculty are encouraged to broaden their reflections to include other questions where appropriate. AACC may also ask for additional information to deal with specific issues faced by a program. Such requests will be submitted to the program in writing by the dean early in the review process.

In cases where a program is subject to external accreditation the program may elect to use that document for their program review. However the program must:
1. Seek approval from AACC before using the external accreditation report and, if necessary, delaying the program review to coincide with the external accreditation.
2. Submit an executive summary that elucidates where in the accreditation documents the answers to the College's questions may be found. If the accreditation document does not address one or more of the College's questions, additional documentation is required.
3. Submit the program goals form outlining the department's goals including student learning goals.

Program Review Format
Programs must address the bolded questions below. The bulleted questions in each section are provided to guide reflection. Departments are encouraged to broaden their reflections to include other questions where appropriate.

I. Executive Summary of the Program Review (maximum of four pages double spaced)

II. Mission and Strategic Plan
  Describe how your program meets the mission of the college.
  • Explain the mission of the program.

- Describe the ways in which the program mission is consistent with the relevant initiatives in the Utica College Strategic Plan.
- In what ways does your program meet the needs of society?
- What distinguishing characteristics make your program stand out from competing programs?

III. Curriculum
Describe how your curriculum supports the mission of the college, what evidence supports this assessment, and what changes should be made to meet future needs.

What are your program-level student learning goals, including general education goals? How do the course-level goals reflected in syllabi promote the program-level goals? Please include a curriculum map showing the learning goals of the program, the courses required for the program, and indicating where the goals are introduced, developed and mastered. (See sample attached.)
- How does the curriculum support and advance the mission and strategic plan of the College?
- How does the curriculum meet the goals of the program?
- How well does the curriculum meet the student learning outcomes of the program?
- How does the program provide instruction in, and assessment of, the goals of general education?
- What percentage of department syllabi have course learning goals that are linked to the department learning goals?
- What are the total credit hours required in your program? Could the program goals be accomplished in fewer credit hours? If not, why not?
- Describe how student learning data have been used by faculty to make curriculum decisions.
- What are the areas of concern and/or opportunity for the program's curriculum?
- What are the program's goals for the curriculum over the next five years?

IV. Students
Describe the students in your program with supporting evidence. What would you like graduates to look like in the future?
- What are the demographics of your students?
- What are the characteristics of the students in the program and graduates from the program?
- Identify any local, regional, and/or national trends that affect student recruitment.
- What are the strengths of the program's students?
- What is the program retention rate of students?
- What are the rates of student completion of courses and the program?
- What are the areas of concern and/or opportunity related to the program's students/graduates?
- What future resources will the program need to meet the changing needs of the students?
- What future resources, in general, will the college need to meet the needs of the students in your program?
- What opportunities does your program provide for faculty-student interaction in informal settings outside the classroom? To what extent do your students participate?

V. Student Learning
Evaluate student learning in the program, what evidence supports this assessment, and what changes should be made to meet future needs.

- What sources of evidence does the program use to determine whether or not students are meeting the program-level student learning goals outlined in III above?
- What are the program's goals for students over the next five years?
- What sources of evidence does the program use to determine whether or not the students currently in the program, and graduates from the program, have learned the content of the program's curriculum? All program learning goals should be assessed over a 5-year cycle. Have you assessed all goals over 5 years? If not, why not?
- How have data regarding student learning and performance informed the faculty in decision making regarding curriculum and teaching?
- What student learning outcomes will the program focus on over the next five years and how will they be assessed?
- What evidence has the program's faculty used to make program improvements? What evidence will they use for future decisions?
- Describe the active learning components in your program's curriculum, e.g. class discussion, collaborative learning groups, think-pair-share, "one minute paper",…

VI Faculty
Describe how your faculty meets the needs of the program, what evidence supports this assessment, and what changes should be made to meet future needs.

- Provide information about the faculty in the program including terminal degrees, scholarly research and publications and areas of expertise. Where relevant describe their involvement with professional organizations, pursuit of advanced degrees or certifications, and professional consultations.
- What are the strengths of the faculty? How do these strengths relate to the program's mission and goals?
- How well does the department meet student advising needs? In what ways could advising be improved?
- What are the program's goals for the faculty over the next five years? In developing these goals, consider concerns and/or opportunities relevant to the programs' faculty.

VII Teaching
Describe how the teaching in your program meets the needs of the program, what evidence supports this assessment, and what changes should be made to meet future needs.

- What are the teaching strengths and weaknesses of the program's faculty?
- What new or innovative teaching strategies have been implemented by the faculty?
- What ideas or plans are there for future innovation?
- What concerns and/or opportunities does your program have related to delivery modes of instruction such as for on-line instruction, traditional classroom instruction, and residencies?
- How does your program envision the evolution of their teaching strategies as they meet the changing needs of future students?
- What does your program need with regard to classroom environments, equipment, curriculum materials, laboratory equipment, and instructional technology?
- What current resources have been beneficial to your program related to teaching?
- What future resources will the program need related to teaching?

VIII. Resources

Describe the resources necessary to your program, how they meet the needs of the program, what evidence supports this assessment, and what changes should be made to meet future needs.

> **The following section is designed for program planning as it relates to budgetary priorities and requests.**
> 1. Discuss any strengths/concerns regarding the adequacy of resources in meeting the program's mission and curricular goals.
>
>> i. operating budget
>> ii. professional development funds
>> iii. equipment
>> iv. library resources
>> v. space
>> vi. computing technology
>> vii. other supporting offices and staff
>> viii. other
>
> 2. What are the program's prioritized goals for resources over the next five years?

IX. 360° Review Process
The 360° Review Process was established to make available the opportunity for non-instructional areas of the college to provide feedback to the academic program being reviewed. The Director of Academic Assessment gathers this information and delivers it to the program director to be used as a reflective piece of material.

IX. Additional information as desired by the program

X. Attach the Student Learning Assessment Plan Form
This summarizes the student learning outcomes and assessment measures identified in the program review. Programs will then submit annual updates on the results of that assessment.

XI. Attach the 5 Year Program Goal Form
The 5-year goal form is a compilation of the goals identified in the program review. Programs will then submit annual updates on progress made towards achieving those goals.

INFORMATION AVAILABLE TO PROGRAMS

Previous department program reviews
Previous five-year program goals
Previous student assessment plans
Annual Update-Program Goal Reports
Annual Update-Student Learning Assessment Reports
Departmental Fact Sheets
Utica College Fact Book (www.utica.edu/academic/facultyinfor/departmentchairs.cfm)
Program course enrollments (supplied by Provost Office)
Program faculty loads (supplied by Provost Office)
Program student enrollment (supplied by Provost Office)
Office of Admissions reports (www.utica.edu/academic/facultyinfor/departmentchairs.cfm)
Office of Career Services reports (www.utica.edu/academic/facultyinfor/departmentchairs.cfm
Office of Alumni and Parent Relations reports (department will need to make a request)

Athletic Department reports on team grade point averages
Student grades and grade point averages (request from Registrar's Office)
Student scores on admission tests (www.utica.edu/academic/facultyinfor/departmentchairs.cfm)
Utica College Strategic Plan and Strategic Goals (Office of Planning and Analysis)
Program fiscal analysis (may be available in the future)
College enrollment projections (Office of Admissions)
Bureau of Labor Statistics (10 year projections of hiring trends)
CareerInfoNet (www.utica.edu/academic/facultyinfor/departmentchairs.cfm)
Middle States Report (School Offices)

Additional Potential Sources of Evidence

Student scores on standardized license or board examinations
Third-party ratings of program's students
Ratings of students' performance in the field during fieldwork or internships
Students' presentations at national conferences
Students' publications in journals
Students' professional activities in local, state, and national organizations
Graduates' career retention rates
Graduates' job placement rates
Graduates' self-assessment of their own professional accomplishments
Graduates' assessment of the program
Third-party professional recognition of graduates
Graduates' authoring of professional materials

Revised August 21, 2014

Program Review Timeline
Study Activities and Review Process

Prior to Year One	
November/December	Program review process begins. Programs up for review in the next academic year meet with AACC.
Year One	
Spring semester	Self-study begins. Program meets with the School Dean for preliminary discussion of program goals. Outside consultant works with program (optional).
	Program meets with the Director of Academic Assessment (optional).
October	Program review submitted to School Dean by October 15th. School Dean evaluates review for completeness using the program review check list and forwards complete program reviews to AACC.
October	The program reviews are used to inform the summaries that the School Deans create for the Provost's Cabinet Academic Planning Retreat.
October – February	AACC evaluates the program review and meets with the coordinator/director and the program faculty.
Year Two	
Spring semester	The program faculty are invited to meet with the Committee to discuss the review and the Committee's comments. The Committee sends its final comments in memo form to the program. The program reviews the comments and can make corrections only to errors of fact.
Spring semester	The Committee sends its final comments to the Provost. If the program disagrees significantly with the Committee's comments, the program may submit its own response to the Committee's memo to the Provost.
Spring Semester	The Provost invites the program to meet to discuss the review and any recommendations arising from it.
Year Three Onwards	
	Programs meet annually with the School Dean to review progress as reflected in the annual reports.

Appendix 4 – 5-Year Program Review Deans Check List

Is the Program Review Complete?

- ☐ A full and complete answer to each section of the program review requirements
- ☐ Is there anything significant for this program that was *not* discussed in the program review?
- ☐ Results of student learning measured against goals:
  - o Measurable and useful student learning outcomes assessment
  - o General education assessment goals
- ☐ Reported follow-up on assessment of student learning and resulting actions
- ☐ Reported follow-up on program operational goals
- ☐ Departmental goals for the next five years
- ☐ Program level student learning goals for the next five years
- ☐ Course level student learning goals for the next five years

Revised August 21, 2014

Appendix 5 - 5 Year Program Goals Submission Form

ACADEMIC PROGRAM GOALS FORM

Due October 15th to School Deans

Date of submission: _____   **Program:** _____

Completed by: _____

Goal #	Type of Goal (Operational or Student Learning)	Date Adopted	General Education Goal?	Goal Statement	Responsible Person/Group	If this is a student learning goal, how was it or will it be assessed?	What were the student learning results and what did you do about these results?	Expected date of completion	Status Report	Notes	Date of Status Report
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
…											

Appendix 6 – The Five Intellectual Skills

Skill 1: Communication
The ability to communicate information and attitudes clearly and precisely.

Skill 2: Critical Analysis and Reasoning
The ability to seek out relevant evidence, evaluate it, and draw justified conclusions.

Skill 3: Synthesis
The ability to draw fruitful connections between topics and ideas and to create new understanding.

Skill 4: Social Awareness
An understanding of the nature and origins of the social world and an ability to operate within it.

Skill 5: Quantitative Literacy
The ability to interpret quantitative information and present information in quantitative form

Appendix 7 – Schedule of General Education Goal Assessment

	Fall 2013	*Spring 2014*	*Fall 2014*	*Spring 2015*	*Fall 2015*	*Spring 2016*
Goal 1 Communication	Collect data	Analyze	Implement Changes Collect data	Analyze	Implement changes Collect Data	Analyze
Goal 2 Critical Analysis and Reasoning	Collect data	Analyze	Implement Changes Collect data	Analyze	Implement changes Collect Data	Analyze
Goal 3 Synthesis	Development	Development	Create Rubric	Collect Data	Analyze	Implement Changes Collect Data
Goal 4 Social Awareness	Create Rubric	Collect Data	Analyze Data	Implement Changes Collect Data	Analyze	Implement Changes Collect Data
Goal 5 Quantitative Literacy	Development	Create Rubric	Collect Data	Analyze	Implement Changes Collect Data	Analyze

Issues-
- This schedule is "accelerated" to calibrate and refine instruments. These time frames will be extending with improved practice (probably on an every 3rd or 5th semester).

Appendix 8 – Written Communication Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Focus	• Text is not centered on any particular identifiable idea, has no recognizable purpose, and makes no particular point. • Text is ambiguous; text is internally inconsistent/confusing. • Text does not respond to the assignment or answer the question at hand.	• Though the text may raise a number of ideas, it settles in the end on a single idea. • Purpose of text is clear. • Points of ambiguity are eventually resolved. • Text responds to assignment or answers the question at hand.	• Text serves to explain a single identifiable idea, fulfilling an identifiable purpose and making a recognizable point. • Text is unambiguous throughout. • Text responds to the assignment in full detail. • Text is readable independent of the assignment.	• Text meets all criteria for level 3 and exceeds the assignment in appropriate and meaningful ways.
Development	• Ideas are not explained. • Text does not offer examples or definitions. • Text does not show that the writer has understood the course material.	• Ideas are explained and/or defined adequately (so the reader can follow the text). • Examples are relevant to the main idea. • Text shows that the writer has understood the course material.	• Ideas are thoroughly explained and defined. • Examples are apt, original and well-integrated. • Text shows that the writer has understood course material and thought beyond it.	• Text meets all criteria for level 3 and is set in the context of the discipline, showing evidence of knowledge of the discipline outside of the assignment's specific requirements.
Structural Integrity	• Beginning, middle or end is missing/obscure. • Order of ideas interrupts the flow of thought, distracts from content. • Divisions within text are inadequate (too many or too few divisions) and /or distracting.	• Text has clear beginning, middle and end. • Ideas occur in an order that makes sense for the task. • Parts of text hold together.	• Text has a clear beginning, middle and end; parts are well-integrated. • Parts of text are presented in a discernible order that serves a clear purpose. • Text divisions are clear and aid in understanding.	• Text meets all criteria for level 3 and conforms to discipline standards for presentation.

	Level 1	Level 2	Level 3	Level 4
Language	• Diction or vocabulary inappropriate to academic discourse • Words are misused/misdefined. • Appropriate vocabulary missing. • Language does not reflect an understanding of course material.	• Diction and vocabulary appropriate to academic discourse. • Text mirrors language used in textbook and other course materials. • Use of vocabulary reflects understanding of course material.	• Diction and vocabulary demonstrate that the writer takes a serious, thoughtful attitude toward the subject and wants the reader to do the same. • Vocabulary indicates thorough understanding of course material. • Novel or original use of vocabulary is pertinent to the subject matter.	• Text meets all criteria for level 3 and includes novel or original use of vocabulary appropriate to the field.
Mechanics	• Errors in punctuation, spelling, syntax are numerous and varied. • Errors interfere with reading. • Text is formatted inconsistently and does not conform to any style guide or manual.	• Errors are present but do not interfere with reading. • Errors show a pattern. • Format and style are consistent throughout text.	• Text is free of syntactic, punctuation, spelling and other mechanical errors. • Text is prepared in accordance with a style guide/manual.	• Text meets all criteria for level 3, uses mechanics creatively to advance the purpose of the text and, if relevant, is prepared in accordance with the style standard to publications in the field of study (including citation style.)

Key Terms:
"Text" - any kind of writing that might be evaluated.
"Well-integrated" - the part fits in place in the whole, both in the structure of ideas and in the way the language reads.
"Text divisions." In a conventional essay, would refer to paragraphs; in a lab report or a business memo, "text divisions" could refer to labeled subsections; in other kinds of texts, "text divisions" might refer to sentences, phrases, items in a list, etc.

Appendix 9 – Critical Thinking Assessment Rubric

Note: This rubric makes frequent reference to an "assignment." An assignment is any problem, case, or question through which a student has to work. An assignment could require creating and justifying a plan of treatment based on a medical case study, or writing a paper in response to an essay question, or proposing and defending an accounting method for dealing with a specific situation in business. In each case the student is going to be required to understand the essence of the problem in the context of the discipline (clarity of understanding,) reason through to a well-supported recommendation or conclusion (quality of reasoning) and exhibit an appropriately questioning attitude to evidence and the conclusions that can be drawn from it (critical attitude.)

In determining whether a specific level of attainment for any element has been achieved, it is suggested that all items (bullets) for the previous level(s) have been demonstrated, and all with the potential exception of one item (bullet) for the level in question also be demonstrated. For example, if the assessor is reviewing the element 'Clarity of Understanding' and attempting to determine whether Level 3 has been achieved, all items noted in Level 1 and Level 2 have been demonstrated in the assignment, and at least two of the three items for 'Proficient' must also be demonstrated.

Element	Level 1 - Inadequate	Level 2 - Adequate	Level 3 - Proficient	Level 4 - Mastery
Clarity of Understanding	• Fails to understand the key issues presented by the assignment. • Cannot formulate a coherent and relevant response to the assignment.	• Understands the key issues enough to satisfactorily complete the assignment • Has only a superficial understanding of any additional issues. • Does not place the issue in the context of the discipline.	• Identifies and understands the key problems/issues. • Also understands more nuanced or subtle issues involved in the assignment. • Places the issue in the context of the discipline.	• Meets the conditions for level 3 and, • Reveals a developed understanding of the essence of the assignment and/or • Understands the key problems/issues within a larger context of relevant materials and places the discipline within the context of other disciplines.

Quality of Reasoning	• Fails to identify important implicit assertions & assumptions contained within the assignment. • Cannot identify alternative strategies to approach the assignment. • Cannot provide justifications for any final recommendation or conclusion.	• Does not always follow where evidence and reason lead, but still manages to obtain defensible conclusions or solutions. • Does not understand or perceive more nuanced implications of the assignment. • Presents superficial or insubstantial evidence to support assertions or conclusions. • Has a limited or parochial view of the scope of the issue.	• Accurately identifies implicit assertions & assumptions • Provides reasonable interpretations and evaluations of the perspective embedded within the assignment • Presents plausible alternative perspective as needed to resolve the key problems/issues • Follows where evidence and reason lead in order to obtain defensible conclusions or solutions. • Moves beyond a limited or parochial view of the scope of the issue.	• Meets the conditions for level 3 and, • Completes the assignment without discernable omissions or fallacious reasoning and/or • Where relevant, demonstrates an awareness of the limitations of the reasoning used, the application of the reasoning to other issues, or potential unintended consequences.
Critical Attitude	• Exhibits strong bias or fails to adopt a fair, open-minded, non-dogmatic attitude • Fails to anticipate key objections, implications, anomalies and problems. • Does not seek evidence to support beliefs or assertions.	• Generally gives due consideration to other perspectives or positions, but fails to consider some relevant perspectives or positions. • Is inclined to hold beliefs or assertions without seeking much evidence.	• Gives due consideration to other perspectives or positions • Avoids bias and adopts a fair, open-minded, non-dogmatic attitude. • Looks for evidence to support beliefs or assertions. • Adopts well supported positions.	• Meets the conditions for level 3 and, • Avoids bias and adopts a fair, open-minded, and non-dogmatic attitude and actively seeks out weaknesses in his/her own position and/or • Is willing to confront contradictory evidence and work through its implications.

Appendix 10-Social Awareness Rubric (Pilot Version)

Focus on 1st part of goal: "an understanding of the nature and origins of the social world"

Criterion	1	2	3	4
Self-awareness	• Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) • Identifies some connections between an individual's personal decision-making and certain local and global issues.	• Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) • Analyzes ways that human actions influence the natural and human world.	• Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness • Comfortable with the complexities that new perspectives offer. • Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	• Articulates insights into own cultural rules and biases (e.g. seeking complexity • Aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) • Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.
Knowledge of cultural worldview frameworks	• Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	• Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	• Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	• Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
	• Identifies the basic role	• Examines the historical	• Analyzes major elements	• Uses deep knowledge of

Criterion	1	2	3	4
Understanding Social Systems	of some social institutions, ideas, and processes in the human and natural worlds.	and contemporary roles, interconnections, and differential effects of human organizations and actions on social systems within the human and the natural worlds.	of social systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	the historic and contemporary role and differential effects of human organizations and actions on social systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Adapted from AAC&U Intercultural Knowledge and Competence Value Rubric & Global Learning Value Rubric