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2024 – 2025 Report from the Co-Curricular Assessment Committee

I. Membership

Ann Damiano, Chair
Marissa Hall
Susan Johnston
Kristin St. Hilaire
Adam DeSantis
Sam Vincent
Sean Coffey

II. Meetings

Meeting agendas and minutes are filed in the committee's shared Google drive:
https://drive.google.com/drive/folders/0AIuphMkXVOOVUk9PVA

III. Status Report on 2024 – 2025 Action Plan

Tactic	Status Update
Participate in SSI and participate in self-study	The Co-Curricular Assessment Committee has been actively participating in the SSI and the self-study process. Three current members are a part of Standard 4 for the self-study and data has been reviewed and provided as needed for this standard.
Survey assessment culture	The Co-Curricular Assessment Committee conducted a survey in the fall on Assessment Processes for Co-Curricular & Student Life Operations.

IV. 2024-2025 Assessment Cycle

<u>Participation</u>

As of September 2025, 12/12 (100%) of departments required to submit assessment reports or plans for review by the Co-Curricular Assessment Committee complied with this expectation. Due to the department restructuring, Career Readiness was not asked to provide an assessment report for 2024-2025. Due to a change in departmental leadership, Financial aid was not asked to provide an assessment report for 2024-2025. For 2025-2026, both of these offices will be required to submit annual assessment reports.

Assessment of Processes

Members of the Co-Curricular Assessment Committee met with departments in July 2025 to discuss each unit's assessment processes with its director and any other representatives. The Co-Curricular Assessment Committee's role in these conversations was to offer feedback and provide suggestions for improving the usefulness and sustainability of the department's assessment processes. Following each meeting, committee members provided written feedback to the department by means of a scored rubric that measures the effectiveness of its assessment efforts. A copy of this rubric may be found on the committee's webpage: https://www.utica.edu/academic/Assessment/ccac.cfm. Copies of scored rubrics may be found in the departmental files in the Co-Curricular and Student Support Assessment shared drive: https://drive.google.com/drive/folders/0AKZXbTMXNGY0Uk9PVA

Table 1 reports the average ratings per rubric element from 2024-2025 benchmarked with those from the previous five assessment cycles.

Table 1- Average Ratings Per Rubric Element: 2019/2020 – 2024/2025

Rubric Element	Average 19-20	Average 20-21	Average 21-22	Average 23-23	Average 23-24	Average 24-25
Student Learning Goals	3.00	3.11	3.00	3.33	3.40	3.42
Assessment Plan	2.89	3.43	3.22	3.71	3.70	3.33
Methods & Targets	2.44	2.67	3.00	3.22	3.40	3
Results & Analysis	2.11	2.86	2.62	3.56	3.20	3.17
Action Plan	2.22	2.57	3.11	3.75	3.50	3.25
Operational Goals & Evidence	2.25	2.25	3.12	3.38	3.25	3.42
Operational Planning	1.56	2.50	2.87	3.00	3.29	3.00

Figure 1 reports the percentage of departments that achieved each rating on the scored rubric (2024-2025 reports).

Figure 1: Percent of Departments Achieving Each Rating

Legend: 4=Exemplary   3=Established   2=Developing   1=Undeveloped
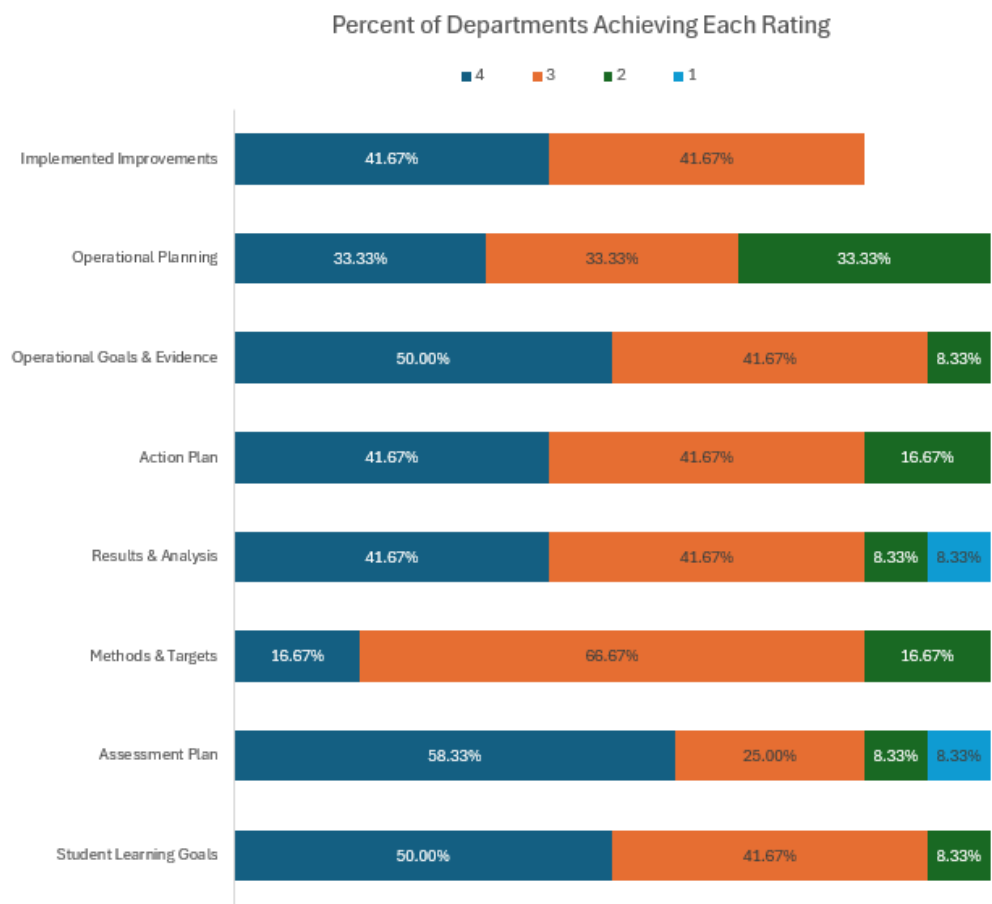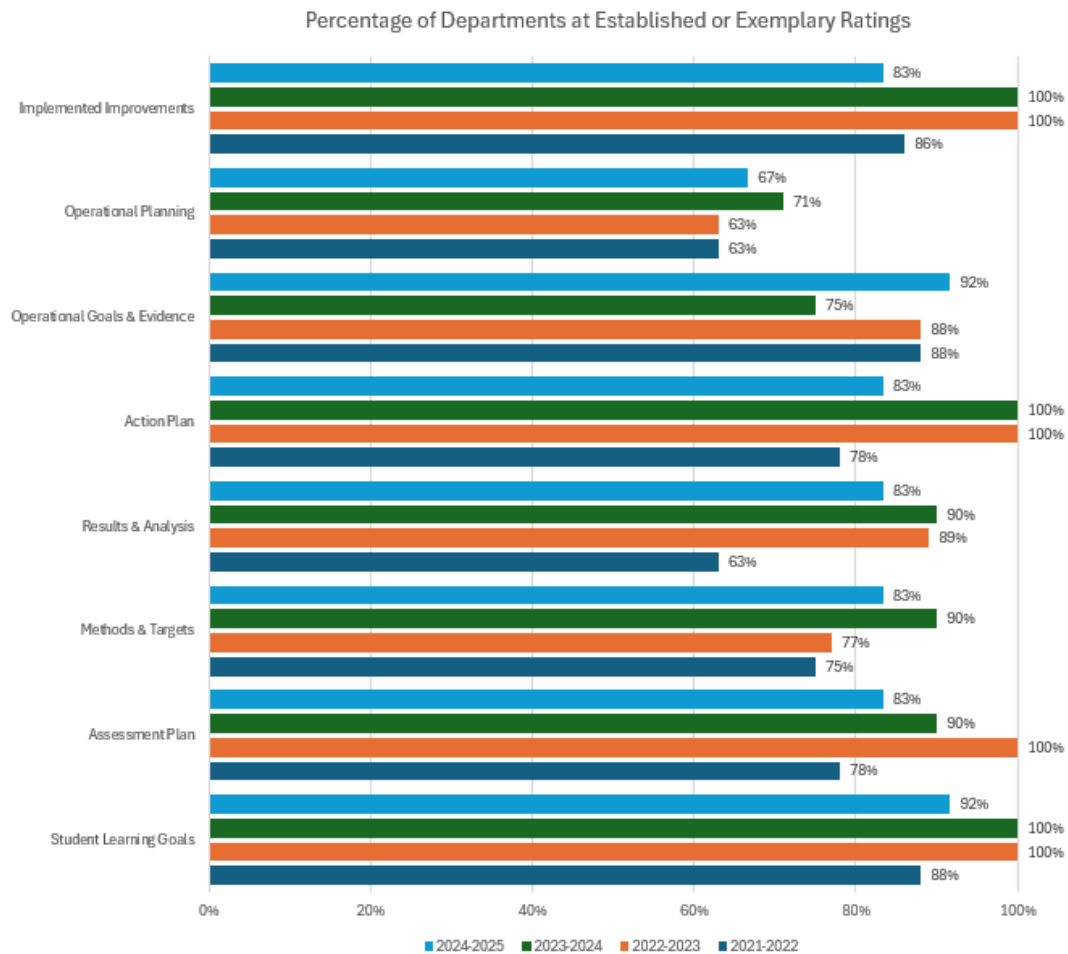
Percent of Departments Achieving Each Rating

Legend: ■ 4   ■ 3   ■ 2   ■ 1

Category	4	3	2	1
Implemented Improvements	41.67%	41.67%		
Operational Planning	33.33%	33.33%	33.33%	
Operational Goals & Evidence	50.00%	41.67%	8.33%	
Action Plan	41.67%	41.67%	16.67%	
Results & Analysis	41.67%	41.67%	8.33%	8.33%
Methods & Targets	16.67%	66.67%	16.67%	
Assessment Plan	58.33%	25.00%	8.33%	8.33%
Student Learning Goals	50.00%	41.67%	8.33%	

Figure 2 reports the percentage of departments earning "Established" or "Exemplary" ratings in the last four assessment cycles.

Figure 2: Percentage of Departments at Established or Exemplary Level

Percentage of Departments at Established or Exemplary Ratings

Discussion of Results

The average ratings in Table 1 have dipped a little bit from last year to this year. The drop in averages is attributable to the fact that a new office was added to the Co-Curricular Assessment and was taken from a different assessment at the university. Since the two teams evaluate for different things, that was reflected in some of the scores in this year's assessment. You can see that the score for Operational Goals & Evidence increased this year which demonstrates the emphasis put on that element to ensure that each office is running smoothing and efficiently while also meeting student and university needs.

In Figure 1, you can see that all offices scored in either the exemplary or established categories for Implemented Improvements. This shows that each office is taking the previous feedback from the committee and implementing it to continue to better their assessment practices. The two categories where an office scored in the Undeveloped category were Assessment Plan and Results & Analysis and that can also be seen in the average scores in Table 1. This can again be contributed to the new office we incorporated into our study as these are not things that had been emphasized in their previous assessment years. We are confident that as we continue to work with this office over the next year, and all other offices, to improve their assessment strategies, that these numbers will rise again.

In Figure 2 you can see that the percentage of offices that were either established or exemplary in Operational Goals & Evidence is the highest it has been in the past 4 years. This shows a focus on the overall operations of our departments and assessing the operational goals of each department.

Overall, throughout all three figures and tables you can see that this year, departments focused a lot on the operational side of their assessments. The numbers for student learning were still in line with last year, but the operational numbers have increased. We will continue to work on both sides of the assessment to ensure that offices continue to meet the established and exemplary marks for each section of their assessment.

Using Assessment Results

The Executive Summaries completed by each department clearly indicate how assessment discoveries are shared with and used by the individual units. Plans or action steps identified by co-curricular and student support operations for 2025-2026 based on assessment findings from the 2024-2025 cycle are the following:

- **Admissions:** In order to increase tour test completion and response rates for ambassador assessments, Lead Tour Ambassadors will be responsible for encouraging all newly hired ambassadors to take the tour test. All new ambassadors will be required to shadow tours earlier in the training process to help them learn the material
- **TRIO:** Continue to brainstorm different formats for the content in workshops, explore more interactive delivery methods, and better align topics with student financial concerns to increase participation and utilization of services.
- **Student Living:** We will bring up the lower meal plan rates in the fall to try and get it built into the budget for Fall 2026 in order to generate more revenue.
- **Opportunity Programs:** In order to improve student GPA performance, there will be an expansion of tutoring services, increased outreach to underperforming students, and closer coordination with faculty to support struggling students through more targeted academic advising and progress monitoring.

- **Learning Services:** We have already taken steps to have a specific schedule for conducting our student survey on what students understand about their disability and accommodations. This will be embedded in our regular meeting process.
- **Health and Wellness Center:** We will be developing our partnership with WellNow Urgent Care to provide more expanded medical care for students.
- **Conduct and Community Standards:** I will enlist the SLCE Staff (hearing officers) to assist with assessment efforts. We will continue to make adjustments to which staff hear the different types of cases and varying levels.
- **Success Coaching:** Now that we've moved over to Microsoft Outlook/Teams, we have a newfound opportunity to reorganize everything we do to ensure data, files, and records remain appropriately stored, shared, and available to relevant team members so they're always accessible
- **Athletics:** We will be investing in mental health resources for students and student-athletes alike. I will continue to lobby and share data from our students that demonstrates this important need. I will share how this can be a recruitment and retention strategy if delivered correctly. We must focus our university efforts on recruiting and retaining an appropriate number of mental health counselors.
- **Learning Commons Tutoring**: I have noticed that students like leaving study tips and we had a basket out in the tutoring center where students could write a tip and leave it. Continuing this low-stakes engagement around campus–not just in the library– alongside other outreach might help us engage with students in more places.

V. Assessment of Review Process

In alignment with the Academic Assessment Committee's decision to formally assess their annual review process on a biennial basis, the Co-Curricular Assessment Committee has adopted the same approach. This decision was based on the consistent positive feedback received from participants, who found the process to be helpful, supportive, and sustainable, with no significant suggestions for improvement. As a result, the 2024–2025 cycle was not assessed. Looking ahead, the 2025–2026 cycle will include implementation of an assessment of the 5-year review process. That process will be assessed annually in order to gather stabilized, meaningful feedback, with the intent of eventually moving it to a biennial schedule that runs opposite the annual review process assessment.

Discussion of Results:

Since no assessment was conducted, the current approach will remain unchanged for now, aside from incorporating the 5-year self-review assessment and beginning the biennial annual review process in 2025–2026.

VIII. Assessment Workshops

Two assessment workshops were conducted in 2024-2025: one in October 2024 and the second in June 2025.

The October 2024 Assessment Workshop focused on guiding participants through the process of reviewing, revising, and updating their office or division mission statements to ensure alignment with Utica University's institutional mission and goals. The session emphasized the connection between clear, mission-driven statements and effective assessment planning across departments.

Ten participants completed the evaluation of the October 2024 assessment workshop. On a 5-point scale, the workshop received an average rating of 4.3 for helpfulness, 4.6 for relevance, and 4.1 for participant confidence. Most respondents reported contributing to one to four assessment plans and attending three to four prior workshops. Qualitative responses indicated a need for additional support in using campus-wide data and involving students in assessment methods. Suggested future topics included cross-departmental collaboration, balancing quantitative and qualitative approaches, and practical report examples.

The June 2025 assessment workshop centered on assessment best practices, using case studies to help participants apply concepts to real-world scenarios. The session emphasized practical strategies for developing meaningful learning outcomes, collecting evidence of effectiveness, and using results for improvement, fostering collaborative discussion and reflection rather than formal evaluation. Participants explored examples of effective assessment processes from across higher education and discussed how similar approaches could be adapted to strengthen assessment practices within their own departments.

Discussion of Results

The results from the October 15, 2024 Assessment Workshop indicate that participants found the session highly relevant and beneficial to their ongoing development in assessment practice. Overall, respondents rated the workshop's helpfulness and relevance very positively, with average scores of 4.3 and 4.6 out of 5, respectively. These strong ratings suggest that the session's content was well aligned with the participants' departmental assessment needs and contributed meaningfully to their understanding of assessment processes. The average confidence rating of 4.1 was slightly lower, which may indicate that, although participants found the material helpful and applicable, they still require additional opportunities to practice and strengthen their skills in real-world contexts. This finding is consistent with the developmental nature of assessment learning, where confidence typically grows with applied experience and peer collaboration.

Participants represented a range of experience levels. Most reported having written or contributed to one to four assessment plans and attended approximately three to four previous workshops at Utica University. This mix suggests that the session attracted both emerging and moderately experienced practitioners, and that the workshop successfully offered value to participants with differing levels of familiarity.

Qualitative feedback revealed several consistent themes regarding additional support needs. Participants expressed a desire for greater guidance in qualitative assessment methods, the use of campus-wide data, and strategies for involving students in the assessment process. These areas indicate a growing institutional interest in utilizing assessment as a tool for improvement and

engagement, rather than merely compliance. Participants also identified several potential topics for future workshops, including cross-departmental collaboration, balancing quantitative and qualitative approaches, utilizing practical examples and templates, and methods for enhancing student engagement.

Taken together, the findings suggest that the workshop was highly successful in achieving its goals of enhancing participants' understanding of assessment and connecting it to their departmental work. However, the results also indicate an opportunity to focus future professional development efforts on practical application, hands-on learning, and cross-unit collaboration. Continued emphasis on qualitative methods, the use of data, and student involvement will help strengthen confidence and support a more reflective and inclusive approach to assessment across the university.

VIII. Culture of Assessment in Co-Curricular & Student Life Operations

This year we completed a Culture of Assessment in Co-Curricular & Student Life Operations survey. This survey was last conducted in 2021. Between 2021 and 2024, perceptions of assessment at Utica University improved across most areas, with a noticeable shift toward stronger levels of agreement. Respondents in 2024 more frequently selected "strongly agree" or "agree," indicating increased clarity around the purpose of assessment, stronger understanding of leadership expectations, and greater overall confidence in assessment practices.

The most significant gains were seen in perceptions of assessment as an organized and coherent effort and in the adequacy of resources supporting assessment work. In both areas, disagreement was eliminated in 2024, suggesting meaningful progress in coordination, infrastructure, and institutional support. Understanding of assessment's purpose also strengthened, with fewer respondents expressing uncertainty or disagreement.

While views on using assessment for effective planning and resource allocation improved modestly, this area continues to show mixed responses and remains an opportunity for further growth. Perceptions of assessment as primarily accreditation-driven remained relatively stable, indicating ongoing tension between compliance and continuous improvement, though not a decline in overall confidence.

VIV. Relevant Criteria Related to MSCHE Standards

Standard IV

A candidate or accredited institution possesses and demonstrates the following attributes or activities:	
b. a process by which students who are not adequately prepared for study at the level for which they	*Students who benefit from additional support (personal, academic, and financial) are generally identified through the admissions process.*

have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;	*TRIO students are identified through a process established by that operation (https://www.utica.edu/trio:. Specific programs supporting students who may not be fully prepared for the rigors of higher education include HEOP, Pioneer Scholars, SASP, C-STEP, TRIO, and Learning Services. Success metrics are GPAs, retention rates, and graduation rates. Assessment findings specific to programs & services are documented in the assessment reports from individual departments. NSSE and satisfaction survey data provide additional quantitative evidence of how well students feel they are supported.* *Data on developmental math and English courses collected by IR Associate.*
c. orientation, advisement, and counseling programs to enhance retention and guide students through their educational experiences;	*Post-assessment of new student orientation, NSSE and satisfaction survey data on advisement & counseling, withdrawal survey, Center for Student Success assessment of study hall.*
e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations.	*SSI findings were disaggregated by race/ethnicity; retention and graduation rates likewise disaggregated. However, we need to develop and implement strategies to improve outcomes for all students and narrow the equity gaps.* ==*Retention committee report?*==
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	*Athletics, student life, and other extra/co-curricular services are part of the institution's organizational structures. (https://uticapioneers.com/;https://www.utica.edu/directory/student-living-and-campus-engagement-slce; https://www.utica.edu/directory/student-affairs. These units are subject to identical or equivalent policies and procedures as other administrative and academic departments (e.g. budgeting, assessment expectations).*
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	*Assessment of online tutoring support included in the Peer Tutoring annual assessment report.* *What about online counseling services or telecounseling?*
6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.	*Annual assessment reports and 5-year program reviews. When possible, data or assessment findings need to be disaggregated, analyzed, and well documented to determine if services are effective for all student types.*

Standard V

A candidate or accredited institution possesses and demonstrates the following attributes or activities:	

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should	*https://www.utica.edu/academic/Assessment/ccac.cfm; Guide to Assessment in Co-Curricular Departments; Co-CA annual reports, annual assessment reports, 5-year program reviews*
a.Define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;	*Annual assessment reports; https://www.utica.edu/directory/student-living-and-campus-engagement-slce* SLCE and Athletics have student learning goals posted on their websites. Academic departments indicate learning goals on their web pages and in the catalog. Should all units be asked to do this?
b.articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;	*Annual assessment reports from co-curricular units; experiential learning assessments; Athletic View Point survey; tracking post-graduate employment/graduate or professional school.*
c.support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;	*Annual assessment reports, executive summaries, and Co-Curricular Assessment Committee annual reports*
3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;	*Annual assessment reports, June 2023 Assessment Workshop presentations*
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	*Not applicable.*
5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.	*Co-Curricular Assessment Committee reports*

Discussion of Findings:

- Implement assessments on third-party vendors such as online tutoring and counseling services.
- Require departments to post updated learning/student performance goals on departmental webpages.
- Encourage a structured review of the Retention Committee Report by various campus partners.

VII. Action Plan for 2025 – 2026

Based on its review of assessment processes in the co-curricular and student support operations, the Co-Curricular Assessment Committee developed the following action plan for 2025-2026:

- Develop a review process for the 5-Year Program Review to be implemented in 2026-2027 and then biennially.

- Implement the biennial review process for Annual Assessment Reviews.

- Continue to participate in the Middle States Self-Study process.

- Survey assessment culture in co-curricular and student support departments.

- Provide further professional development opportunities such as: reimplementing Assessment 101 and 102, and an assessment round-table.