Co-Curricular Assessment Committee

Handbook
Policies and Procedures
2019 - 2020

April 2019
Co-Curricular Assessment Committee (Co-CA)

Responsibility and Authority

The Co-Curricular Assessment Committee (Co-CA) is a consultive body responsible for guiding and reviewing department-level assessment processes in the following co-curricular areas: Athletics, Athletic Student Success, Student Living and College Engagement, Counseling Center, Career and Professional Development, Student Conduct and Community Standards, Learning Services, Student Success, New Students and First-Year Programs, Tutoring, Opportunity Programs, Health Center, International Education, and Admissions1.

This committee is also responsible for measuring the institution’s compliance with relevant criteria related to MSCHE accreditation Standards IV and V.

Responsibility

The Co-CA meets bi-weekly throughout the academic year. This committee’s responsibilities are as outlined below:

1. To review and provide feedback on departmental assessment plans and annual goal reports;
2. To review and provide feedback on 5-year program reviews from co-curricular departments;
3. To assess the assessment processes in the co-curricular areas and provide a status report to the Institutional Effectiveness Committee and the Dean of Academic Assessment. 2
4. To recommend or coordinate professional development opportunities in assessment practices for co-curricular departments.

Authority

The Co-CA has the authority to track departmental compliance with institutional requirements and accreditation standards and report instances of non-compliance to the Dean of Academic Assessment and the appropriate vice president.

Membership

- Two representatives from Student Affairs
- One representative from Athletics
- One representative from Student Success
- The Assistant Vice President of Student Affairs & Dean of Students and Campus Life (Chair)

The Dean of Academic Assessment serves as an *Ex Officio Member.*

Member Terms

Members are nominated to serve on the committee by their departmental directors. Final approval rests with the Assistant Vice President of Student Affairs & Dean of Students and Campus Life. Each member serves a 2-year term with no term limits. All Co-CA members are voting members.

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1 *Utica College Guide to Institutional Effectiveness, 2019-2020*
2 *Guide to Annual Assessment and Program Reviews: Co-Curricular and Non-Academic Departments*
**Chair Responsibilities**
The chair of the Co-CA is responsible for

- Setting the agenda for meetings and distributing the agenda in advance of the meetings.
- Chairing the Co-CA meetings.
- Coordinating communications between the Co-CA and departments.
- Facilitating the review process for the annual goal reports.
- Generating the committee’s annual report to the Dean of Academic Assessment and the Institutional Effectiveness Committee.

**Secretary**
A secretary of Co-CA will be appointed annually to record and distribute minutes.

**Records**
The committee’s agendas, minutes, and annual reports will be stored in the College’s Google drive. Assessment reports, program reviews, accreditation reports, scored rubrics, and other official records will be stored on the College’s designated storage devices and in TaskStream, the College’s assessment management system.

**Records Retention**
Committee agendas, 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) are permanent records of Utica College and will be retained accordingly.
Assessment Processes

Departmental Annual Goals and Student Learning Assessment

All departments are expected to assess operational goals and student learning goals on an annual basis. Plans and results should be updated in the College’s assessment management system, TaskStream, by June 30 of each year.

It is expected that all members of a department participate in the assessment process, from administering the assessments to interpreting the results and generating an action plan. When warranted, results should be shared with other stakeholders, such as students or alumni.

Reports will be reviewed by the Co-Curricular Assessment Committee (Co-CA). A rubric will be used to share feedback and measure the effectiveness of assessment processes.

Department heads are expected to meet with their respective vice presidents to review any significant assessment findings, discuss concerns or issues related to assessment efforts, and communicate anticipated resource needs based on assessment results.

The 5-Year Program Review Process

All co-curricular and non-academic departments are required to complete a 5-year program review. The program review schedule is established by the Institutional Effectiveness Committee.

The program review includes a self-study, which is an in-depth analysis of a department’s effectiveness in achieving its mission and goals as well as the College’s mission and strategic goals. The self-study provides departments with the opportunity to reflect on the services they offer, the challenges they face, the strengths they demonstrate, and the aspirational plans they have for the future.

Following the completion of the self-study, the department will be reviewed first by the Institutional Effectiveness Committee, followed by an external review team. An external review team should consist of one (1) expert from the field external to the College with extensive knowledge of the services/policies/activities typically associated with the department under review; and one (1) member of the UC community who is familiar with and collaborates regularly with the department being reviewed.

The program review process concludes with the department constructing a Quality Improvement Plan that articulates goals for the next 5 year review period and specifically outlines how the goals will be implemented, achieved, and supported. The QIP should be discussed with and approved by the respective vice-presidentProvost and copies submitted to the IEC and President.

A complete description of the 5-year program review process, including procedures and timelines, may be found in the Guide to Annual Assessment and Program Review: Co-Curricular and Non-Academic Departments.
# Assessment Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Responsible Parties</th>
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</thead>
<tbody>
<tr>
<td>March</td>
<td>Assessment workshops for drafting new assessment plans</td>
<td>Department heads and staff, AVP Student Affairs/Dean of Students, Dean of Assessment</td>
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<tr>
<td>June</td>
<td>Assessment plans entered into TaskStream, reviewed by the Co-CA and finalized based on committee feedback. Co-CA annual report due (June 30)</td>
<td>Department heads or assessment coordinators, Co-CA</td>
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<tr>
<td>August</td>
<td>Co-Curricular Assessment Forum where departments present their plans for the next assessment cycle</td>
<td>Department heads and staff, AVP Student Affairs/Dean of Students</td>
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<tr>
<td>October</td>
<td>Co-Curricular Assessment Workshop</td>
<td>Department heads and staff, AVP Student Affairs/Dean of Students, Dean of Assessment</td>
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<tr>
<td>January</td>
<td>Assessment Retreat/progress reports due</td>
<td>Department heads and staff, AVP Student Affairs/Dean of Students, Dean of Assessment</td>
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Program Review Schedule Relevant to Co-CA³

The program review schedule is established by the Institutional Effectiveness Committee. Questions or concerns regarding this schedule should be addressed first to the appropriate vice president and secondly to the chair of the Institutional Effectiveness Committee.

2023-2024
Athletics
Career and Professional Development
Counseling
Learning Services
Opportunity Programs (CSTEP and HEOP)
Student Living and College Engagement

2024-2025
Admissions (Graduate and Undergraduate)
International Education
New Student and First-Year Programs Peer Tutoring
Student Success

2025-2026
Athletic Student Success

2027-2028
Health Center
Student Conduct and Community Standards

³ A complete schedule of all non-academic departments is listed in the Guide to Annual Assessment and Program Review: Co-Curricular and Non-Academic Departments.
<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Accomplished (3)</th>
<th>Exemplary (4)</th>
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<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td>No mission statement provided.</td>
<td>The mission statement is vague and too general. It does not map to the College’s mission or Division goals. It is without core values or aspirations.</td>
<td>The mission statement provides a description that is somewhat vague or too long. It only references the College’s mission or Division’s goal without being mapped to them. Core values and aspirations are difficult to ascertain.</td>
<td>The mission statement provides a brief description of department’s mission and purpose and maps to the College’s mission or Division’s mission. It is clear and focused on core values and aspirations.</td>
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<tr>
<td><strong>Student Learning Goals</strong></td>
<td>Learning goal is not measurable or clear because it is missing learner, learning opportunity, and/or anticipated result and/or these items are unclearly written.</td>
<td>Learning goal identifies two of the three (Learner, learning opportunity and anticipated result) but they are not clearly/concisely identified and/or measurable.</td>
<td>Learning goal identifies the learner, learning opportunity and anticipated result and they are clearly identified but not concisely written (there are unnecessary words).</td>
<td>Learning goal identifies learner, learning opportunity and anticipated result and they are clearly and concisely identified (no unnecessary words) and measurable.</td>
</tr>
<tr>
<td><strong>Student Learning Goal Mapping</strong></td>
<td>The student learning goals are not mapped to the co-curricular competencies and/or intellectual skills.</td>
<td>The student learning goals are mapped to either the co-curricular competencies or the intellectual skills but not both.</td>
<td>The student learning goals are mapped to the co-curricular competencies and the intellectual skills but there is no clear relationship between student learning goals and the co-curricular competencies and/or intellectual skills.</td>
<td>The student learning goals are clearly mapped to the co-curricular competencies and the intellectual skills.</td>
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<tr>
<td><strong>Measure</strong></td>
<td>No assessment measures are identified.</td>
<td>Assessment measures are identified but they are not clearly related to the desired learning outcome and are not balanced.</td>
<td>Assessment measures are identified and clearly related to the desired outcomes but they are not balanced between direct and</td>
<td>Assessment measures are identified and clearly related to the desired outcomes and there is a combination of direct and indirect</td>
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<tr>
<td></td>
<td>between direct and indirect measures</td>
<td>indirect measures</td>
<td>measures for each learning goal</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td><strong>Findings</strong></td>
<td>Findings and substantiating evidence are missing or not presented at all.</td>
<td>Findings and substantiating evidence are summarized, but it is not clear how they align with the learning goal.</td>
<td>Findings and substantiating evidence are presented, but the presentation is difficult to follow or the results are summative and do not identify specific areas of strength or areas where improvement is needed.</td>
<td>Findings and substantiating evidence are clearly presented and easy to follow. They relate directly to the goals being measured. Results are specific enough to indicate strengths and weaknesses.</td>
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<tr>
<td><strong>Future Plans</strong></td>
<td>Future plans are not well developed. Application of the findings to practice is not considered. Follow-up assessment ideas not being proposed.</td>
<td>Future plans are referenced without detail and loosely relate to current findings. Further assessment plans are unclear and not well developed.</td>
<td>Future plans are emerging based on current findings. Ideas for follow-up assessments related to these findings are considered. Assessment plans require additional detail.</td>
<td>Future plans are well developed and fully informed by findings. Further assessment plans are completed and under review for implementation. Plans have strong structure and solid measures.</td>
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<td><strong>Comments:</strong></td>
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