

Engagement in Syracuse University's Assessment Process

Enhancing Learning and Campus Operations

Area	How many?	Who is primarily responsible?	What is being studied?
Academic Programs	411	Faculty	Student learning outcomes
Functional Units	66	Staff	Goals and objectives
Co-Curricular Programs and Units	41	Staff and faculty	Goals and outcomes (student learning/developmental and operational)
Dean's Offices in the Schools and Colleges	12	S/C leadership, with faculty/staff involvement	Goals and objectives

Meta-Assessment Study

Purpose

Learn more about how faculty and staff are engaging in assessment overall and within the University's schools, colleges and divisions.

Sources of Information

Information provided by faculty and staff, including:

- Responses to the annual progress report form
- Documentation from assessment and action plans

Data generated by Tk20, the University's assessment management system, including:

- Dashboards showing the number of statements overall and by school, college, division, department, program, and unit; how many statements have been assessed; and level of achievement
- Aggregate "Action and Follow-Up" form data (i.e., action plan)

Timeline

The study began in fall 2018 with academic programs, and analysis of student learning outcomes assessment is ongoing. Our team will study co-curricular and functional areas through summer 2019.

Assessment by the Numbers

5,053 student learning outcomes, goals, outcomes, and objectives have been created in the Tk20 system. This number changes as programs and units develop new statements and archive others.

Assessed in 2017-18 - A Sample of Divisions

Academic Affairs

1,552 student learning outcomes in 12 schools/colleges

163 outcomes/objectives in Academic Affairs units, including Academic Programs, Graduate School, Information Technology Services, Office of Research, SU Libraries, and Syracuse Abroad

333 objectives in 12 Dean's Offices

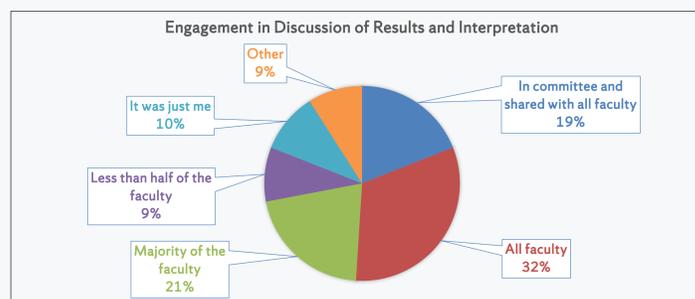
Enrollment and the Student Experience (26 units)

245 outcomes/objectives

Business, Finance and Administrative Services (23 units)

139 objectives

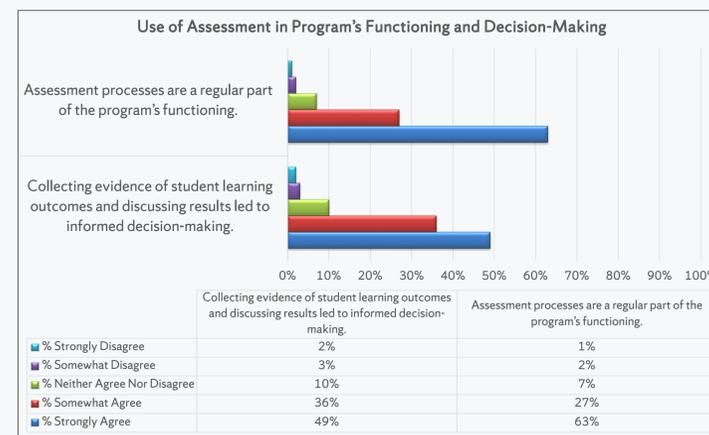
What Faculty are Saying



"Faculty in our department engaged in discussions related to curriculum assessment and/or enhancement in a day-long department retreat, multiple faculty meetings, and committee level meetings."

"My view is probably the standard 'hate assessment' view. Like most faculty and programs, we continually assess and evaluate what we are doing and try to improve. We do that whether or not there are forms to be filled out, and always have."

"We are currently revising program requirements for them to better align with learning outcomes that we had identified at the beginning of the assessment process."



Use of Measures

Faculty have developed student learning outcomes for each academic program. These are statements that describe what students will know or be able to do at the end of the academic program.

Faculty are using a variety of measures to measure student learning. Overall,

72% met or exceeded the University's expectations for measures:

- One direct (e.g., research papers, presentations, capstones, theses, qualifying exams) and one indirect (e.g., student exit surveys, grades) measure OR two direct measures

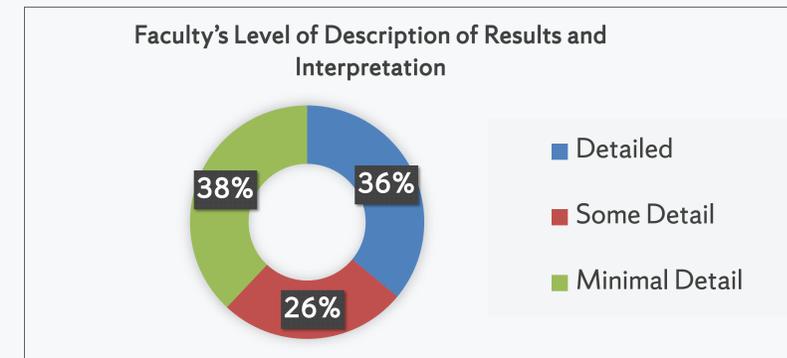
Using Evidence to Inform Action

Considering students' collective strengths and areas where they are underperforming is a best practice when analyzing and interpreting evidence.

78% of the programs identified student strengths

60% identified areas where students were underperforming

Compared to the two prior years, descriptions of faculty's considerations of the results and interpretation were more robust.



One or more actions were identified for almost two-thirds of the learning outcomes assessed in 2017-18, and action plans were created for the majority of the actions.

Academic Program Themes

Positives (n=248)

- Assessment is ongoing and the process is helpful in highlighting what is working well and where there are gaps
- Noted increase in faculty engagement/involvement
- Faculty making pedagogical, curricular, and programmatic changes
 - Exposing faculty to different methods of teaching
 - Helpful in identifying patterns in student performance
 - Helpful in recommending actions
 - Helpful in supporting and advising students
- Faculty are also gathering more data, changing measures/data collection methods, creating new or planning to revise student learning outcomes, and adjusting criteria

Challenges (n=28)

- Limited data (new program, low or no enrollment, assessing minors)
- Process is difficult as there are few faculty and increasing student enrollment
- No assessment data as there is major change in program requirements
- Process is overwhelming

Next Steps

- Continue to analyze academic programs including types of measures used (e.g., research papers, presentations, capstones, theses, qualifying exams, student exit surveys, grades)
- Analyze co-curricular and functional area progress reports and plan updates
- Review aggregate action plan data, looking at types of actions being taken and where actions are in the implementation process
- Address gaps in assessment knowledge (e.g., distinguishing between direct and indirect measures)
- Develop new professional development and recognition initiatives (e.g., Assessment Leadership Institute for faculty)

Institutional Effectiveness and Assessment (IEA)

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