**Engagement in Syracuse University’s Assessment Process**

### Enhancing Learning and Campus Operations

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### 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

- **Engagement in Discussions of Results and Interpretation**
  - 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.

- **Faculty’s Level of Description of Results and Interpretation**
  - 38% Detailed
  - 36% Some Detail
  - 26% Minimal Detail

### Using Evidence to Inform Action

**Facility’s Level of Description of Results and Interpretation**

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
  - Helping in identifying patterns in student performance
  - Helping 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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