



Assessment Overview for Co-Curricular Programs and Units

 **Syracuse University**

Institutional Effectiveness and Assessment (IEA)

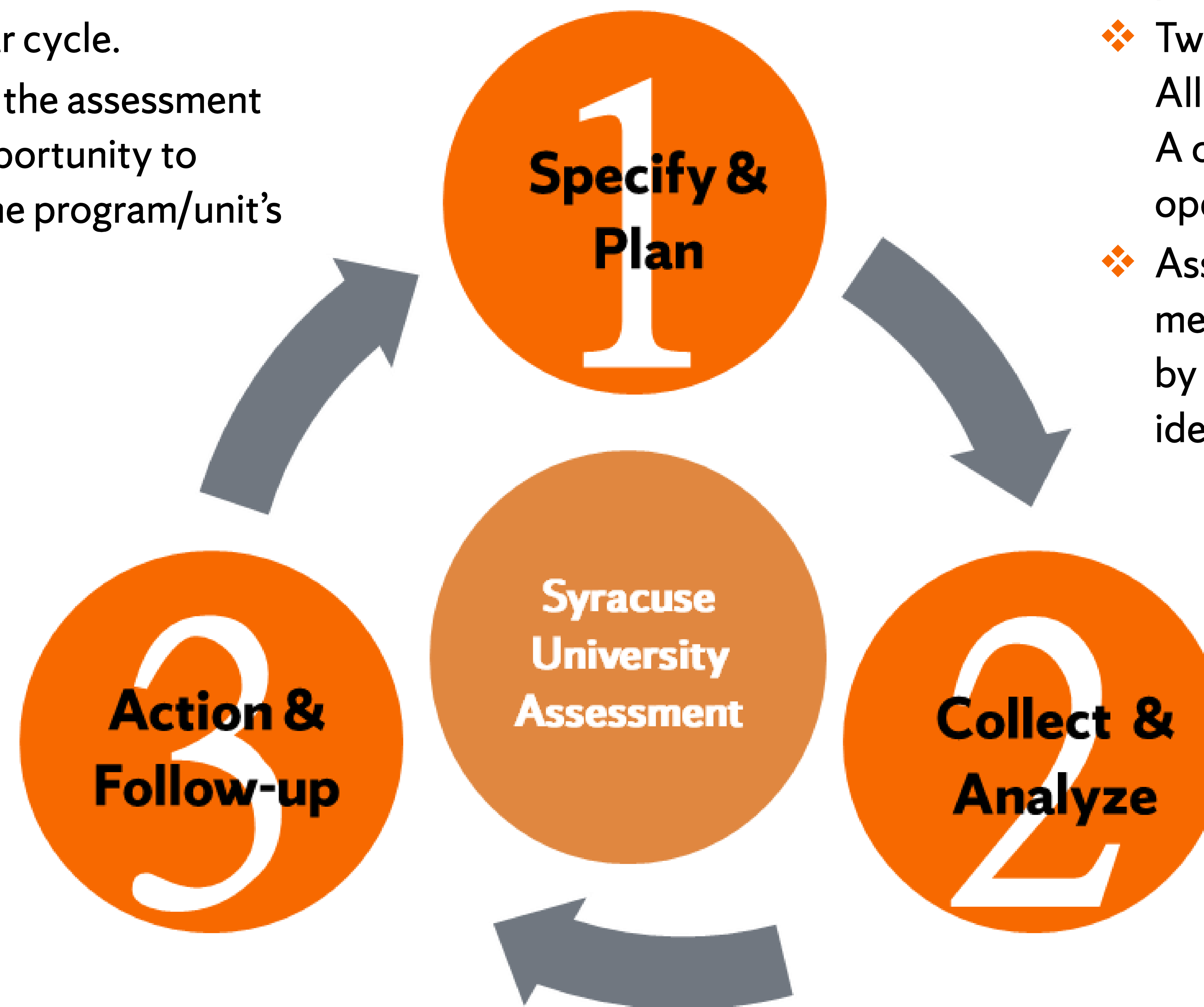
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Assessment Process

Syracuse University's process for implementing an assessment and action plan for co-curricular programs and units is organized into three phases:

Sustaining Assessment

- ❖ Co-curricular programs/units sustain a well designed and manageable assessment and action plan that informs decision-making.
- ❖ The entire set of outcomes are assessed at least once in the University's four year cycle.
- ❖ All staff members participate in the assessment process and are provided an opportunity to recommend improvements to the program/unit's assessment processes.



Phase 1

- ❖ Two to four goal statements are identified that address the long term aims and purposes of the program/unit. Goals are broadly stated, meaningful, achievable, and provide a framework for identifying outcomes.
- ❖ Two or more outcomes are identified for each goal. All outcomes are specific, measurable, and attainable. A combination of student learning/developmental and operational outcomes are evident.
- ❖ Assessment activities focus on the use of direct measures for gathering information and are supported by indirect measures. A specific criterion for success is identified for each measure.

Phase 3

- ❖ Assessment results inform staff decisions about the program/unit. Based on results, staff members suggest and implement actions to improve the program/unit. The rationale for actions taken or not taken is clearly documented in detail for all outcomes being assessed in the academic year.
- ❖ A follow up detailing how actions have been implemented and the impact of actions over time is clearly described.

Phase 2

- ❖ Results are documented and consistent with all measures and criteria identified for each outcome being assessed in the academic year.
- ❖ Staff's interpretation of the results is comprehensively documented and summarizes the strengths and weakness found.

Roles in the Assessment Process

Division Leaders

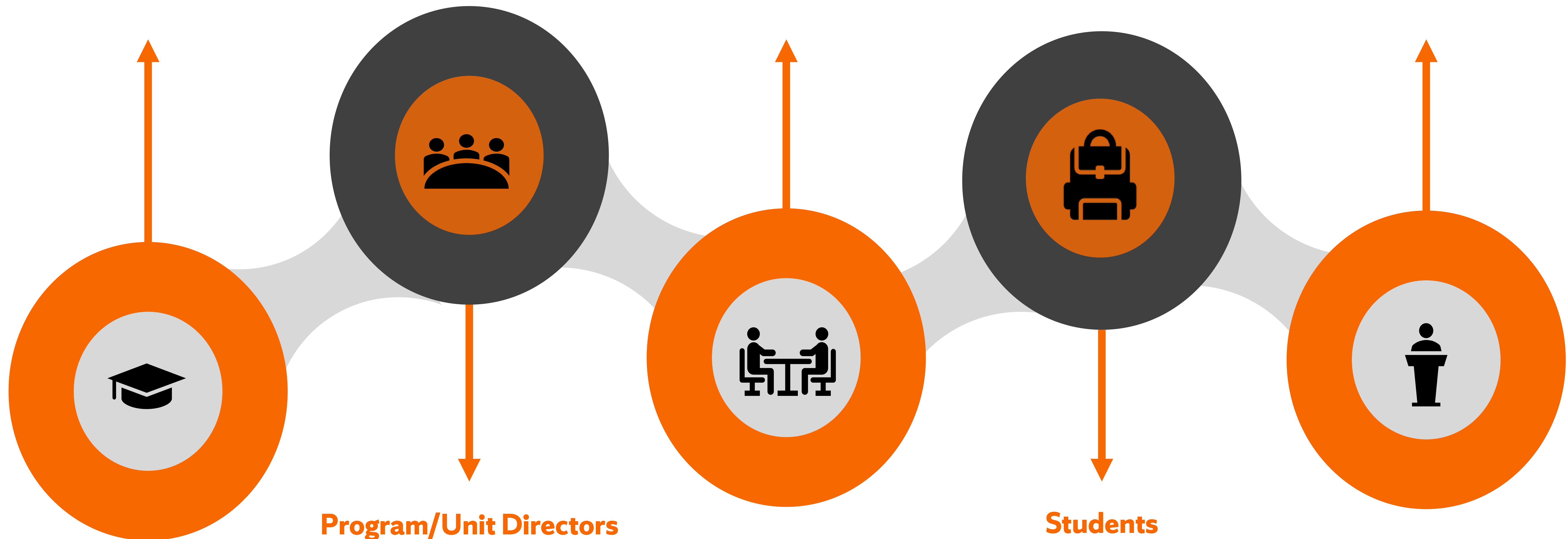
- ❖ Communicate the value of assessment to the school/college/division.
- ❖ Identify and establish resources to sustain the division's commitment to assessment.
- ❖ Ensure that student learning/development and operational goals are incorporated into divisional priorities.
- ❖ Establish a divisional committee responsible for assessment.
- ❖ Act on assessment results.

Staff

- ❖ Participate in assessment activities such as developing student learning and operational outcomes, developing and norming rubrics, collecting evidence, and discussing results.
- ❖ Some staff may serve as the lead on assessment activities.
- ❖ Communicate outcomes to students.
- ❖ Act on assessment results.

UAAC School/College/Division Representative

- ❖ Track assessment and accreditation activities in the school/college/division.
- ❖ Communicate information shared with the UAAC to faculty, staff, and school/college/division leaders to guide assessment activities used to support and improve learning and operational success.
- ❖ Identify strengths and limitations of current assessment practices in the school/college/division and share insights with the UAAC.






Program/Unit Directors

- ❖ Establish goals and outcomes.
- ❖ Support the program/unit's assessment efforts.
- ❖ Align program/unit goals and outcomes with institutional/divisional goals.
- ❖ Ensure that staff participate in collaborative assessment discussions and share responsibility for systematically collecting and reflecting on assessment results.
- ❖ Act on assessment results.

Students

- ❖ Engage in assessment-related activities (e.g., surveys, course feedback, focus groups) to the best of their ability.
- ❖ Provide feedback to staff on assessment activities.
- ❖ Serve on assessment committees.

Assessment and Action Plan Checklist

	<input type="checkbox"/>	Develop two to four goal statements that address the long term aims and purposes of the program/unit.
	<input type="checkbox"/>	For each goal, identify at least two specific and measurable outcomes (operational or student learning/development).
	<input type="checkbox"/>	Identify at least two measures for each student learning/developmental outcome (two direct measures or one direct measure and one indirect measure) and one measure for each operational outcome (direct measure).
	<input type="checkbox"/>	Identify a specific criterion for success for each measure that establishes the expectations of student performance or operational success.
	<input type="checkbox"/>	Periodically set aside a time to review Phase 1 components (goals, outcomes, measures, and criteria) and update or revise as necessary.
	<input type="checkbox"/>	Designate a person to lead the implementation of the assessment and action plan and submit the annual progress report.
	<input type="checkbox"/>	Provide each program/unit staff member with access to an updated copy of the assessment and action plan.
	<input type="checkbox"/>	Establish a data collection process so evidence/information can be easily collected for review.
	<input type="checkbox"/>	Collect data/information/evidence for selected outcomes.
	<input type="checkbox"/>	Build time into regular program/unit meetings to review and discuss the assessment results.
	<input type="checkbox"/>	When reviewing the data, consider the strengths and weaknesses observed across the selected measure(s) related to the outcome(s) being assessed.
	<input type="checkbox"/>	Document the impact of changes implemented previously.
	<input type="checkbox"/>	Discuss how program/unit processes or services may be improved and develop plans for how recommendations or actions will be implemented.
	<input type="checkbox"/>	Update the program/unit's assessment and action plan and complete the Annual Progress Report (APR) form in Tk20.
	<input type="checkbox"/>	Sustain a well-designed and manageable assessment plan and process to inform decision-making. Consider placing goals/outcomes on a rotating schedule to ensure assessment occurs in a sustainable and meaningful way.

The Annual Progress Report (APR)

APR Overview

The Annual Progress Report (APR) consists of two parts in Tk20:

- Step 1: Update the assessment and action plan for one or more outcome(s).
- Step 2: Complete the Annual Progress Report (APR) form.

Step 1

To update the assessment and action plan, document assessment activities in Phase 1, Phase 2, and Phase 3 in Tk20.

Tk20 training resources, including both guides and videos, are available:

<http://effectiveness.syr.edu/tk20/assessment-planning-training-resources/>

Step 2

The Annual Progress Report (APR) form is completed after step 1 and located under the “Pending Tasks” panel on the Tk20 Home screen. An APR form is completed for each program/unit. Forms will be available on April 16th of each reporting year.

Assessment Period Dates

Assessment periods are from July 1-June 30. A new assessment period opens in Tk20 each year in early January. Staff can begin documenting assessment activities for selected outcomes at this time.

Deadline

The deadline for the Annual Progress Report (APR) is October 15th of each year.

Always Remember

The Assessment Working Team is here to help! Email us at assessment@syr.edu.

