



One University Assessment Celebration

April 29, 2022

Academic Affairs

Institutional Effectiveness and Assessment



One University Assessment Celebration

Welcome and Description of Award Categories

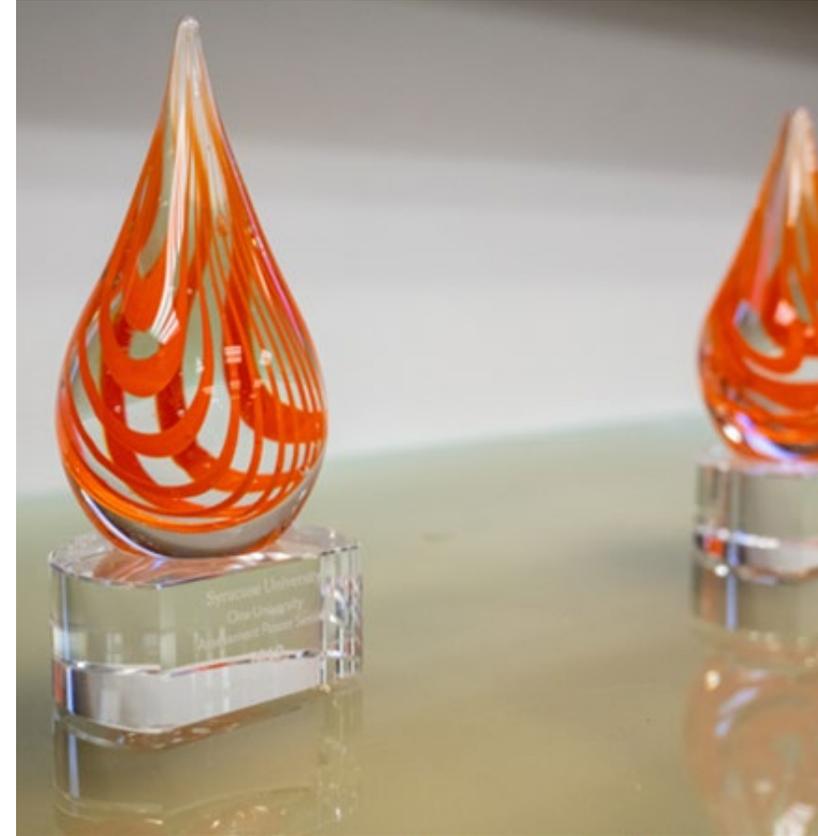
Chris Johnson, Associate Provost, Academic Affairs

Presentation of Awards

- Assessment Champion
- Outstanding Assessment
- Best Engagement Strategies
- Best Use of Results

Closing Remarks

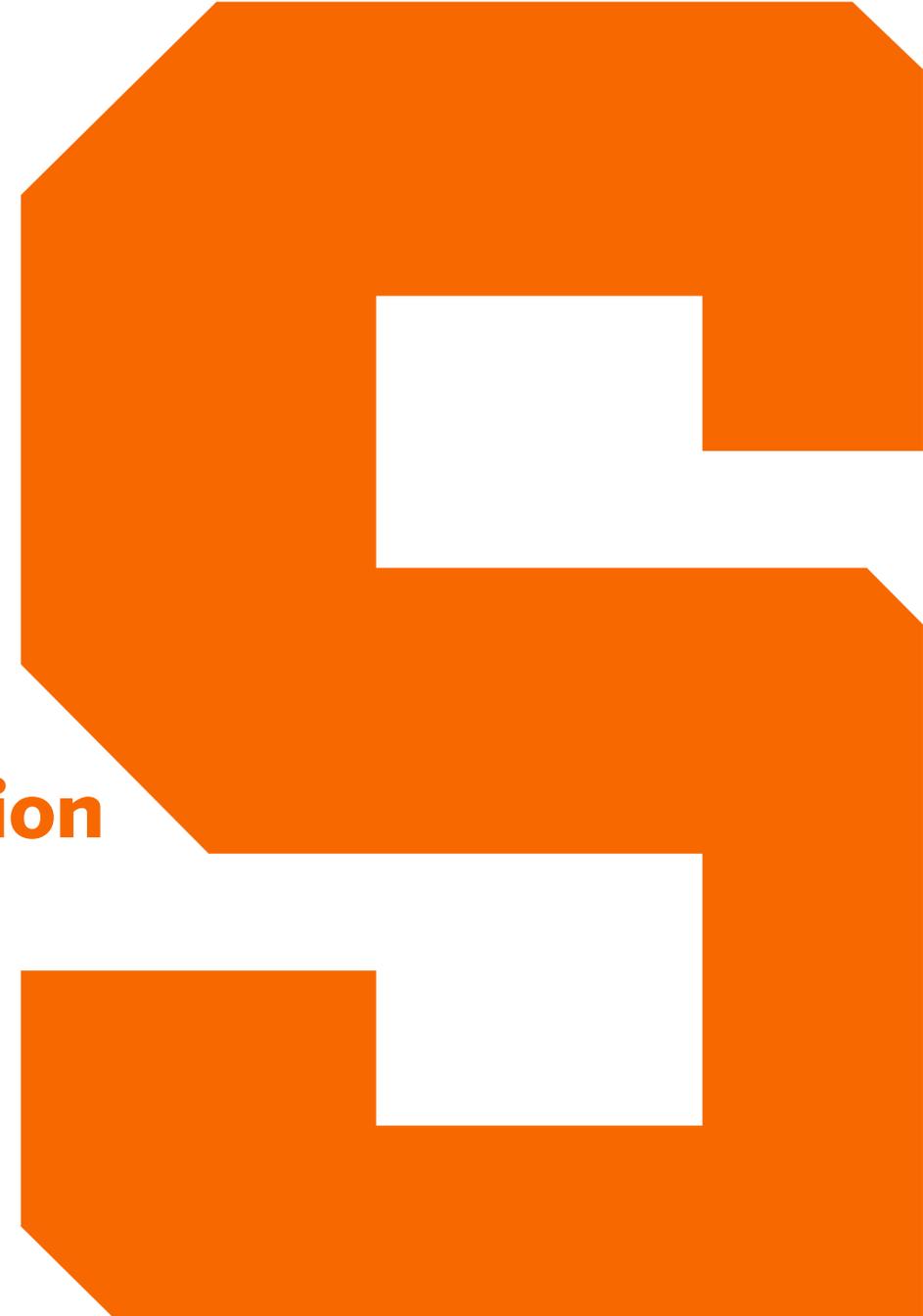
Jerry Edmonds, Senior Assistant Provost, Academic Affairs





**Welcome -
One University Assessment Celebration**

Chris Johnson
Associate Provost, Academic Affairs





Assessment Champion Awards





Kim Salanger

Functional Business Analyst/Accreditation Coordinator

School of Education

The Assessment Champion Award for Academic Programs goes to Kim Salanger. Kim is the School of Education's resident expert in accreditation, assessment, strategic planning, and program review. Kim streamlines all these processes into a cohesive system and methodology to collect data and disseminate information and reports. Kim goes above and beyond to support faculty in using data to enhance teaching and learning and strengthen the school's commitment to diversity and inclusion. Kim's nominator wrote, "We are very fortunate to have this Assessment Champion in our School and continuously supporting and leading our efforts toward improvement, on behalf of all SOE students."

The Assessment Champion for Co-Curricular/ Functional Programs and Units goes to Qingyi Yu. Qingyi approaches her work with a lens towards health equity to make the Barnes Center a more inclusive and welcoming space for all students. She is advancing the Barnes Center's integrated wellness model which looks at connections between a student's overall health and wellness, their engagement with services at the Barnes Center, and a variety of other factors. She recently presented findings at the American Educational Research Association in San Diego. Qingyi's nominator wrote, "Qingyi makes data fun and exciting. It's not uncommon for our assessment meetings to be full of laughter. She is able to design assessment plans and demystify complex datasets in a way that helps us focus on what matters and find ways to better tailor our services for students.



Qingyi Yu

**Assistant Director of Health Analytics
Barnes Center at The Arch**



Anne Mosher

**Provost's Faculty Fellow for Shared Competencies
and High Impact Practices**

**Associate Professor, Maxwell School of Citizenship
and Public Affairs**

The Assessment Champion for Shared Competencies goes to Anne Mosher. In her role as Provost Faculty Fellow for Shared Competencies and High Impact Practices, Anne chairs the Senate Ad Hoc Committee on Shared Competencies and serves on the community of practice for Civic and Global Responsibility. She utilizes Syracuse University's institutional learning goals to build bridges and break silos between school/colleges and various units across campus. She has the ability to bring faculty, staff, and students together to implement the Shared Competencies as a community to enhance student learning. Her nominator wrote, "Anne is passionate about using data generated from the Shared Competencies assessment to examine equity in the student learning experience and identify ways to support faculty in making the curriculum more transparent."

Awards for Outstanding Assessment



Instructional Design, Development and Evaluation



School of
Education

- Seven graduate programs serve both on campus and online students including professionals seeking to sharpen their skills and those seeking a master's or doctoral degree.
- Courses are scaffolded to build on prior knowledge, with rigorous assessment practices that provide rich feedback for program improvement. Numerous course assessments are analyzed regularly to ensure students are meeting the learning outcomes and are successful.
- Feedback is sought from students that also result in programmatic changes. Recently, students shared with faculty that they were interested in gaining additional foundational knowledge. Because of curriculum mapping, faculty readily identified where this content could be addressed.

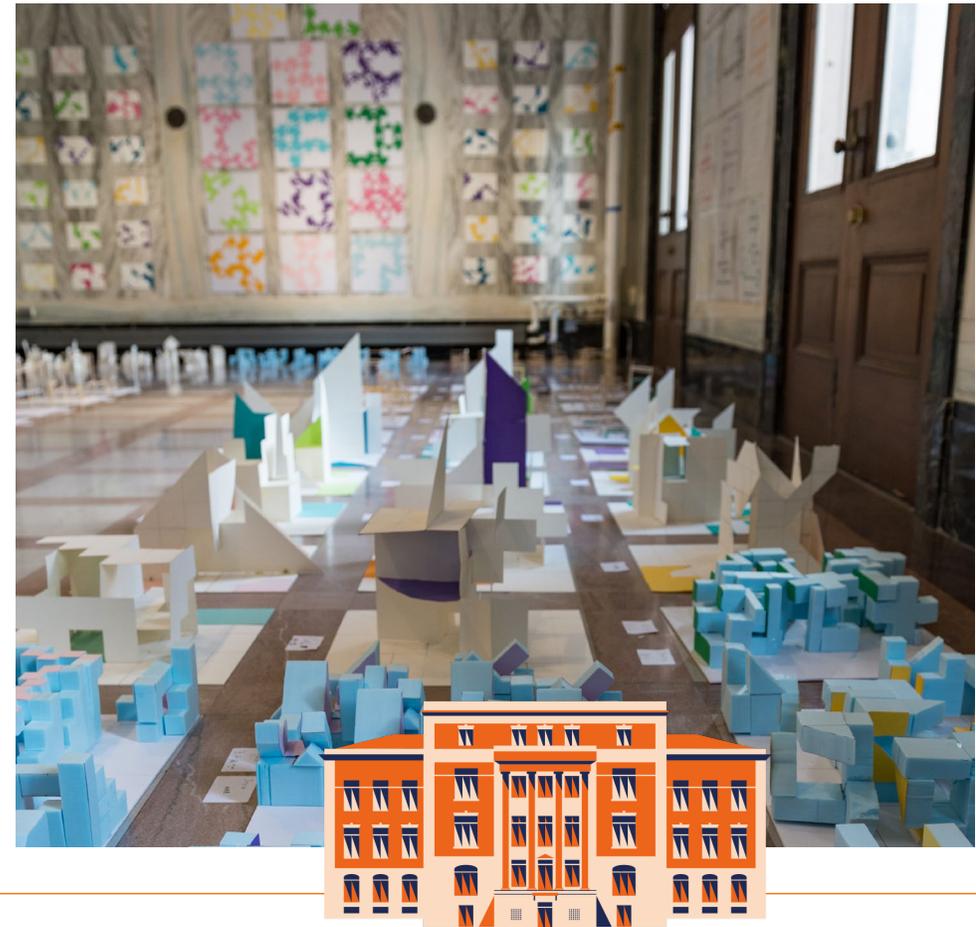


Architecture Dean's Office

- The assessment and action plan for the Dean's Office encompasses a variety of responsibilities within the School of Architecture such as academic operations, including study abroad and the visiting critics program; advancement; finance; technology and student services.
- The Dean's Office engaged faculty, staff, and school leadership in measuring, analyzing, and documenting the assessment of 24 objectives framed by 8 goals in 2020-21.
- A fall meeting and shared use of the Tk20 platform supported the process for the multiple members of the Dean's Office team.
- Strengths and areas where enhancements could be made were documented and informed actions taken.



School of Architecture



S

College of Arts & Sciences



Art History BA

- The BA degree in Art History gives students the skills to write, speak, and analyze art and visual culture, preparing them for a wide range of careers in such sectors as museums, galleries and the art market, education, cultural heritage, and cultural management.
- Multiple measures were used to gauge student achievement of the learning outcomes. The program used student work across different courses in the curriculum to measure learning.
- Faculty provided insightful reflection on the strengths and areas where students were observed to be underperforming.
- Based on the results and interpretation, program faculty revised the student learning outcomes to better reflect the depths of the program's curriculum.

S

College of Engineering & Computer Science



Mechanical Engineering BS

- The program promotes learning and discovery in mechanical engineering and prepares students for careers of technical excellence, professional growth, and leadership. Hallmarks are the strong connection between faculty and students and between students and industry through the senior design capstone.
- There is a long history of strong assessment practices to support decision-making, which are collaborative, inclusive, and equity-centered.
- One pillar of its process is the Continuous Quality Improvement (CQI) program in which each outcome is associated with student performance indicators, and each faculty member provides attainment percentages.
- Another pillar is the practice of partnering with students during the assessment process through senior exit interviews. Student feedback is incorporated into the plan to inform decision-making.

Public Health BS

- The program prepares students for health-related careers in government, private, and non-profit organizations.
- Faculty recently engaged in an extensive process to achieve specialized accreditation, including data collection and analysis of strengths and areas for potential improvement.
- Assessment plan and results were shared with the Public Health Community Advisory Council, which includes both students and alumni. Feedback from students and external stakeholders is being used in the redesign of program components to meet accreditation standards.
- To increase transparency for students, rubrics are often used, and tables that show the connections among program outcomes, assignments, the Shared Competencies, and accreditation domains were developed and included on syllabi.

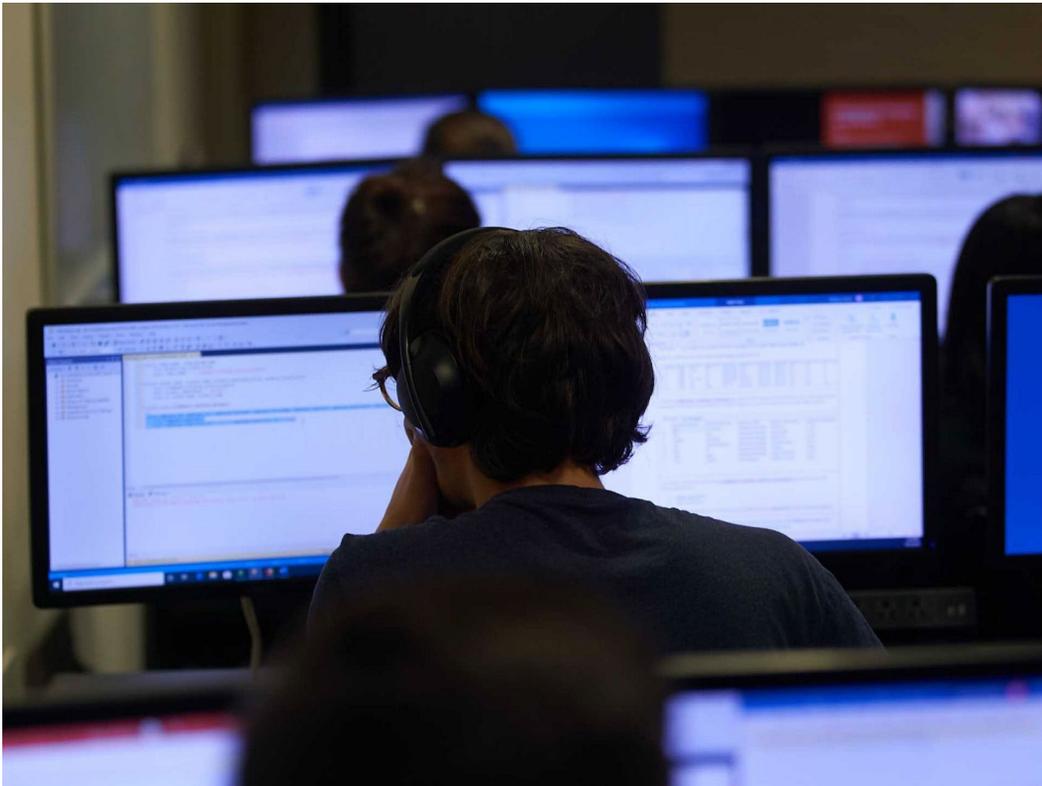


Falk College of Sport
& Human Dynamics



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School of Information Studies



Information Systems MS

- The program prepares students for in-demand careers in information technology, while also providing the flexibility to customize their program toward their interests. Students can gain deeper technical expertise, explore leading-edge topics, or focus on technology strategy and management.
- The program committee spent much of 2019-2021 reviewing the curriculum with plans to completely revise it by this fall. An alumni survey was developed, asking alums about the importance of core classes and program learning outcomes in helping them prepare for their careers.
- Based on the findings, the program title was changed to attract new students, student learning outcomes were revised, credits reduced to 36, and course offerings reviewed and revised or inactivated.

Office of Academic & Bar Support

- The Office of Academic and Bar Support is an important resource for College of Law students from their first year through the bar exam at the end of year three. The office provides services such as structured study groups, individual counseling, skill development workshops, and sessions on academic and personal success.
- Director Kelly Curtis engages academically accomplished upper-level students to provide support to first year students to ensure strong development of essential skills. She has worked tirelessly to improve support for students in passing the bar exam. She has reviewed data, implemented changes, and explored new ideas. Kelly speaks openly and practically about the changes and stays focused on what is best for College of Law students.



College of Law





Whitman School of Management



Management BS

- The program's curriculum combines courses in managing human capital, firm strategies and industry analysis, and legal, ethical, and global domains, helping students complement their functional training in the areas of accounting, finance, marketing, retail management, and supply chain management.
- Program faculty adapted well to the abrupt changes of the past years and developed a new management curriculum that engages students in industry analysis.
- Faculty independently reviewed randomly selected student work and provided insightful interpretation identifying strengths and areas where students were underperforming.
- Assessment results have helped the program in formulating new student learning outcomes that reflect the new leadership and strategy tracks that the program is exploring to offer.

Geography MA

- The Geography master's program gives students a critical perspective on contemporary trends in geography, develops research skills, and provides advanced training in the discipline.
- Faculty recently examined the student learning outcome focused on ethical guidelines for research. In addition to taking a research design class and participating in an online research ethics training program, students were expected to demonstrate an understanding of ethical guidelines in discussions with their advisor.
- Faculty were impressed with student attention to the ethical considerations of their human subjects in their research overall and in interactions with populations of difference in the Syracuse community. These discussions will now be a regular part of students' annual update.

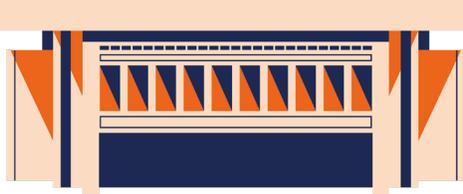


Maxwell School of
Citizenship & Public Affairs



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Newhouse School of Public Communications



Newhouse Assessment Committee

- The Newhouse Assessment Committee fully represents the academic areas of the School and includes faculty with research experience to ensure that valid and reliable instruments are used.
- An important measure across programs is the capstone/portfolio/internship, which gauges student achievement using rubrics tailored to key aspects of the particular industries with a “job ready” scale. A school-wide pre- and post-test is another key direct measure of learning developed by the committee.
- The committee’s efforts have changed the way that faculty view the process; going from onerous and data overload to something that provides tools and information to inform what is taught and how. Led by Aileen Gallagher, the committee presents a consistent and logical assessment process that now leverages assessment takeaways to revise and reimagine coursework and foster student success.

Acting BFA

- The BFA in Acting makes full use of the resources provided by the Department of Drama and its relationship with Syracuse Stage to provide emerging theater artists with rigorous training in performance technique, text analysis, creative improvisation, voice, speech, and movement.
- Most recently, scene presentations and course grades were used to gauge student achievement of two learning outcomes.
- Faculty identified strong areas of performance, but also limitations in some of the data collected. To address this going forward, they propose completing one rubric per student instead of the group evaluation model they had been using to better observe individual success.
- The program will collect and analyze additional data before determining if further action should be taken.

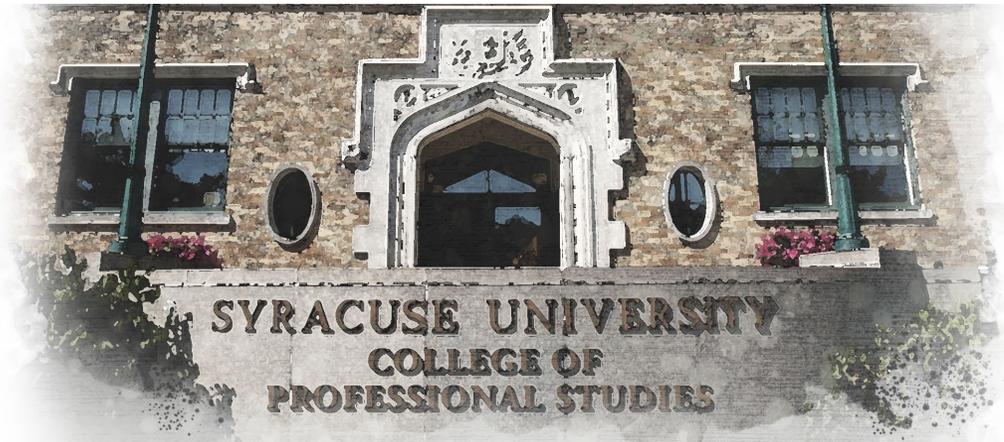


College of Visual
& Performing Arts



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College of Professional Studies



Online Degrees and Certificates

- CPS is charged with expanding its portfolio of degree and certificate options for part-time, post-traditional students, as well as adding minors. In recent years, it has grown from 4 programs to nearly 20. Partnerships with other schools/colleges have been established in the development of additional degree programs.
- To date, the college faculty delivering professional competency core courses and the major courses has been 98% part-time. This has created unique challenges in curriculum mapping and collecting and reporting data.
- Over the last few years, Director Andrea Willis has been dedicated to engaging more than 35 faculty in the assessment process to use data to inform decision-making and improve student outcomes. Meetings are scheduled outside of standard business hours and data collection forms created to capture faculty observations of student learning and the alignment of courses to program outcomes and soon, the University's Shared Competencies.



Outstanding Assessment in Co-Curricular Program/Units





		<p>STAY SAFE PLEDGE</p>		
<p>Report a Concern Report a Concern regarding possible violations of University Policy.</p>	<p>University Conduct Board Apply to the 2021-22 University Conduct Board!</p>	<p>Stay Safe Pledge Stay Safe. Stay Healthy. Do Your Part.</p>	<p>Code of Student Conduct Academic year 2021-2022 are now available.</p>	<p>Return from Suspension Learn more about submitting your Good Citizenship Petition.</p>

Community Standards

- CS maintains a safe and responsible campus environment by instilling in students life-long lessons on choice, intent, and communal impact. CS goes beyond looking at numbers and critically examines all aspects of their work. Assessment highlights include:
- Reviewing educational sanctions and reflective exercises that students complete. On average, CS receives over 3,000 reflective papers from students a year, and each is reviewed by staff to ensure quality and students' understanding of their situation.
- Assessing recidivists with multiple points of contact, which informs policy reform and education and allows CS to know if increased intervention methods are required and when to connect students with appropriate support services.
- Using a database system for monitoring and assessment, which earned CS national recognition for the thorough methods staff use to pull reliable and accurate data.



Outstanding Assessment in Functional Units



Student Outreach and Retention

- SOAR brings together the teams previously known as the Dean of Students Office and Retention and Student Success to address concerns and provide services and support that advance students' academic and personal success in a holistic and integrated way.
- The unit is committed to the University's culture of improvement as demonstrated through the implementation of ten proactive retention initiatives/programs.
- Engaging in the assessment process, the unit has implemented innovative student retention strategies to effectively support student success.
- The unit uses strong targets to measure retention across sub-populations. Assessment results are discussed and shared with relevant stakeholders and actions are identified to create new or enhance existing initiatives.



				
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Best Engagement Strategies



Linguistic Studies Program

- Five years after outcomes were established, one year out from program review, and after a two-year hiatus, recent assessment efforts included 100% of faculty teaching LIN courses, 100% of fall semester LIN courses, and most, if not all, outcomes in the BA, MA, and CAS programs.
- Collaborative discussions of course and program outcomes took place among LIN faculty. The majority of master's program advisors were also engaged in discussion of program outcomes.
- The creation of a shared google doc enables collaborative real-time revision and long-term access to information. Faculty can consult one another's courses and use that information to inform assessment of their own courses. The accessibility of the google doc allows assessment to be ongoing, encouraging deeper, iterative reflection.

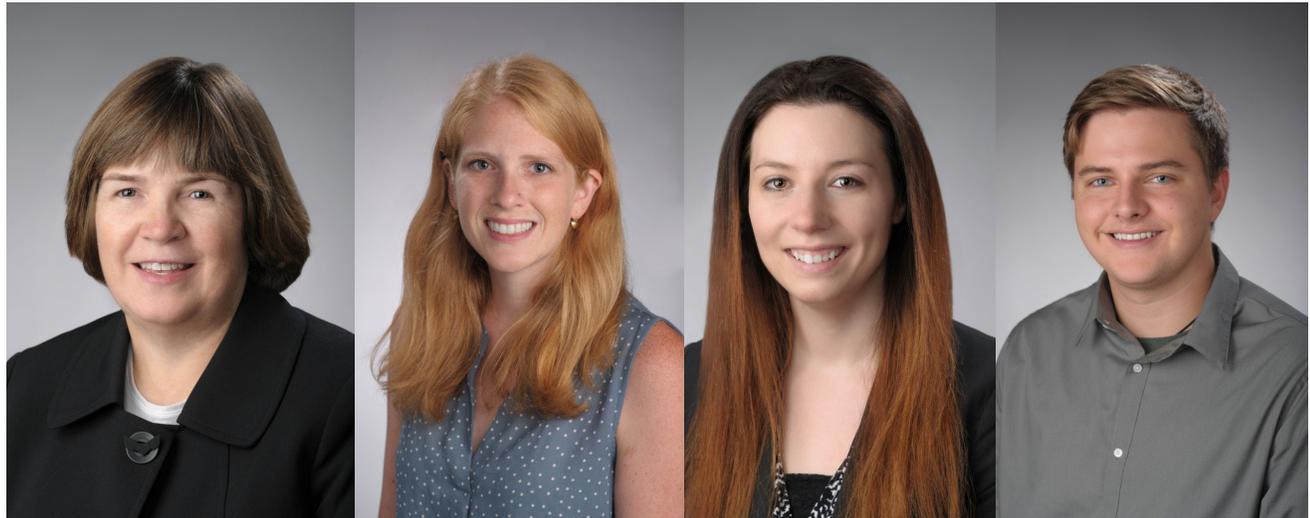
Best Faculty Engagement



Center for Learning and Student Success (CLASS)

- CLASS provides and facilitates academic support services for students, including one-on-one tutoring, small-group tutoring and workshops, academic coaching and academic integrity education and training.
- This past year, CLASS engaged in collaborative, sustainable, and meaningful reflection as they came together to reflect on their goals/outcomes and ways to assess outcomes across their initiatives.
- CLASS met several times throughout the year to revise their outcomes and discuss changes as a team. This type of all-hands-on-deck strategy worked well to create goals and outcomes each staff member can believe in and measure.

Best Staff Engagement



Civil & Environmental Engineering Graduate Seminar Assessment

Best Student Engagement



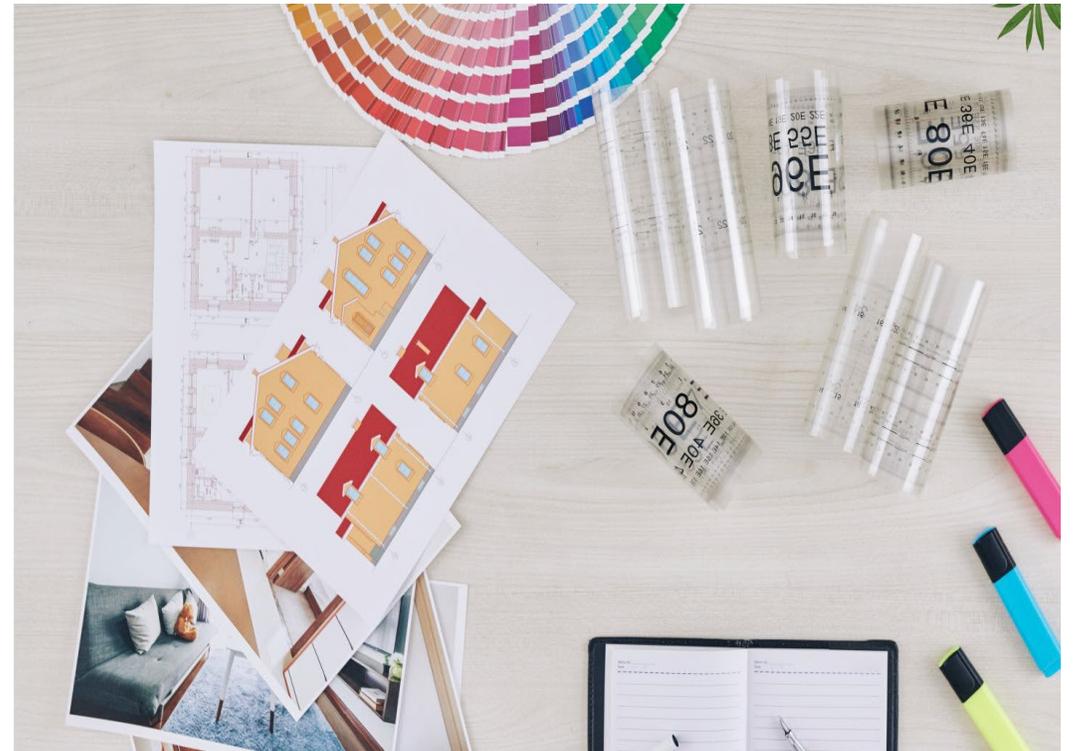
- In 2021, graduate seminars pivoted to completely online due to the pandemic, making it difficult to engage students and collect their feedback. Dr. Qin took the initiative to develop an online survey.
- To ensure accessibility, QR codes were provided at the end of each seminar so that students could complete the survey through their computers or phones.
- For each seminar, the data included students' overall impression, relevance to their career development, and suggestions for future seminars. Faculty discussed the feedback, leading to changes, such as allocating 1-2 seminar slots per year for speakers to be invited and hosted by the graduate students.
- The survey has been an effective way to enhance graduate student engagement in shaping the departmental seminar series and a useful tool for recording their participation.

Awards for Best Use of Results



Environmental + Interior Design BFA

- The program develops curious and critical thinkers through the exploration of the art and architecture of environmental design. Students solve problems in a broad range of built environments and work in a studio setting similar to a professional design office experience.
- Program faculty foster a creative and supportive environment for students to engage in their own practice of research-informed decision-making.
- A range of measures are used to examine student learning including critiques; written reflections; and semester-long projects with digital, printed, written, and physically modeled deliverables.
- Faculty value improving the curriculum and optimizing the learning experience. They work collaboratively to use results to address deficiencies in student work and reassess to affirm that actions taken have had a positive impact on learning achievement.



Student Living

- Student Living creates residential communities where living and learning experiences prepare students to pursue their life goals.
- SL has been conducting an engagement survey for the past couple of years to learn about the experiences of students living in the residence halls. During 2020-21, this survey became critically important as the student experience changed dramatically during the pandemic.
- For the first time, SL disaggregated the survey responses by hall and student-reported characteristics. This allowed the office to identify trends across locations and demographics and monitor and address any gaps in the living experience.
- The disaggregation of survey responses is an outstanding use of results as it helps to ensure equity in the student experience.



A&S Dean's Office

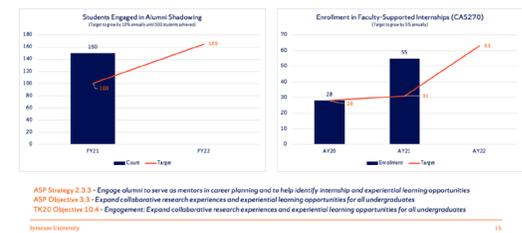
- The Dean's Office assessment and action plan is wide to reflect the many decision-making areas within the College and links to the College's strategic plan. Execution of the plan is a team effort.
- Recognizing the reporting limitations of the University's assessment management system, the A&S Dean's Office effectively developed and integrated dashboards to report results on the achievement of the College's objectives.
- The Dean's Office is using additional KPI dashboards to draw results and inform decision making around the objectives.
- Matt Kennedy, Director of Operations and Strategic Initiatives updates these dashboards every October and shares it with the College's leadership team to modify and develop strategies/tasks as needed.



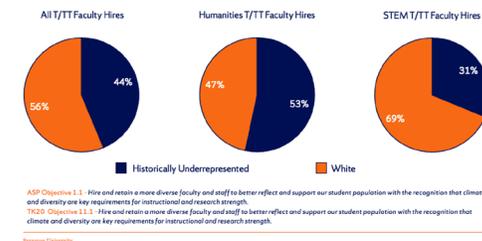
College of Arts & Sciences



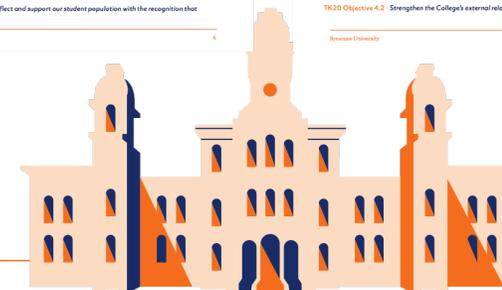
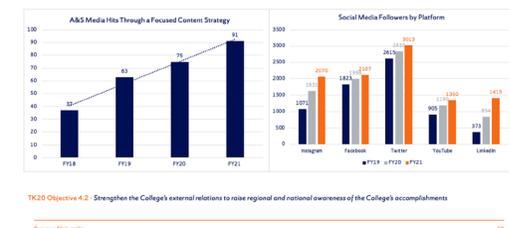
Engaging Undergraduate Students



Commitment to Hiring Diverse Faculty (FY20-FY22)



Communication with External Constituencies

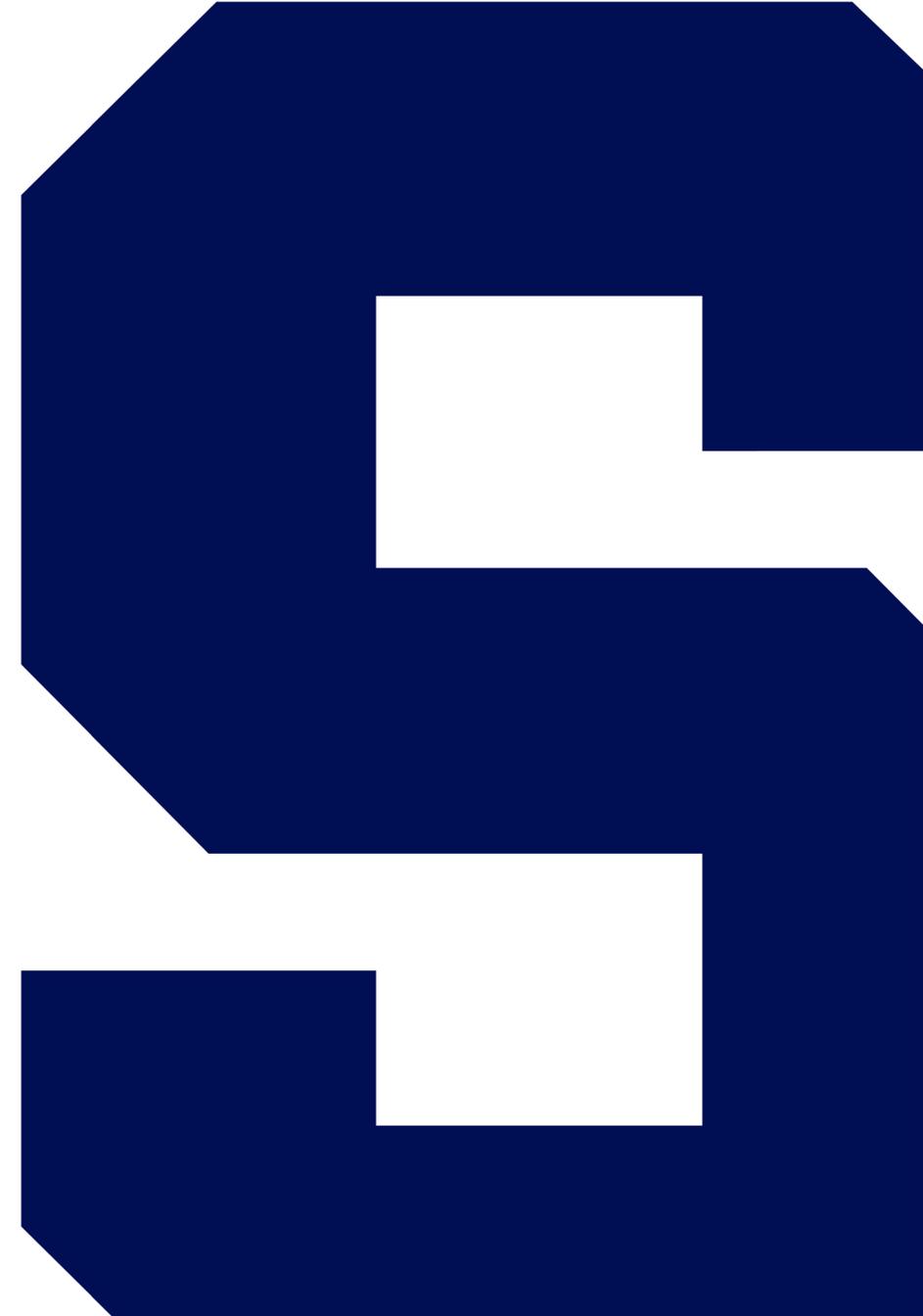




Closing Remarks

Jerry Edmonds

Senior Assistant Provost, Academic Affairs





Thank You

Our thanks, as well, to nominators for highlighting excellent work in assessment. The support statements they provided were adapted in the award descriptions.

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