



One University Assessment Celebration

April 28, 2023

Academic Affairs

Office of Institutional Effectiveness



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

Poster Presentation

Closing Remarks

Jerry Edmonds, Senior Assistant Provost, Academic Affairs





Welcome to the One University Assessment Celebration

Chris Johnson
Associate Provost, Academic Affairs





Assessment Champion Awards





Jamie Desjardins

Associate Teaching Professor and
Director of Undergraduate Programs,
Communication Sciences and Disorders

- Professor Desjardins is actively involved in undergraduate and graduate program assessments and professional accreditation in the department of Communication Sciences and Disorders and chairs a departmental curriculum and assessment committee. Faculty recently engaged in a collaborative learning outcome revision and curriculum mapping process for the CSD BS and Master's in Speech-Language Pathology programs. Professor Desjardins is also leading the revision of graduating student exit surveys and other methods of tracking student outcomes.
- As a member of the Academic Affairs Board of the American Speech-Language-Hearing Association, Professor Desjardins has introduced undergraduate outcome mapping to graduate-level competencies. This exercise addresses an identified gap and will help to ensure that graduate students start their studies equipped with the necessary foundation.
- Professor Desjardins brings an evidence-based approach to assessment with a focus on diversity, equity, and inclusion. She is a committed and dedicated leader who demonstrates excellence in engaging in meaningful assessment to enhance the department's programs and student success as well as making an impact in the broader field.

- Christopher is an outstanding advocate for meaningful assessment, with a clear focus on improving the student experience. He has consistently shown his commitment to streamlining data collection and engaging others in reflective practices. He goes above and beyond to create narratives through data to showcase the work of the University's career services network.
- In the past year, Christopher conducted an assessment of all career services systems on campus, analyzing how these systems are being used. He created benchmark goals for student and staff engagement and worked with career teams to educate on best practices, leading to increased awareness of all systems and discovery of new technologies.
- Christopher also created the first campus-wide career services summit, which brought the career community together for the first time since before the pandemic to share best practices, learn from system vendors, and discuss future partnership opportunities. Pre- and post-assessment captured areas of improvement and opportunities for continued education.



Christopher Maldonado

Assistant Director, Career Systems
Syracuse University Career Services



Kelly Delevan

Information Literacy Librarian
Syracuse University Libraries

- Kelly has shown exceptional commitment to meaningful assessment in the Shared Competencies, the University's six learning goals for undergraduate students. She has been a key contributor to the Ad Hoc Committee on Shared Competencies since its inception and has played a pivotal role in shaping the course tagging review process, participating in every round with positivity.
- Her leadership in the first community of practice was instrumental in developing specific learning outcomes and a rubric to assess Information Literacy and Technological Agility. Kelly's participation in the pilot Shared Competencies Academy (Signature Assignments for ILTA), her analysis of the results, and determination of professional development for faculty teaching the outcomes to tagged courses, further demonstrates her commitment to enhancing the student learning experience.
- Kelly strives to embed ILTA into our campus culture but also consistently highlights how the collective competencies can be used as a framework to guide student learning. Her contributions have been invaluable, and without her time, energy, insights, and dedication, the initiative would not have been able to collect assessment data and implement targeted professional development.

Awards for Outstanding Assessment





Outstanding Assessment in Academic Programs



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College of Engineering & Computer Science



Chemical Engineering BS

- The Chemical Engineering BS program, led by Program Director Katie Cadwell, has sustained comprehensive, assessment that includes clear learning outcomes, strong measures, and a focus on student success. In one example of innovating with how students learn, for the communications outcome, majors in the technical capstone prepared non-technical presentations for first-year majors. Newer students are often unclear about what chemical engineering is, so this has the added benefit of helping them learn more about the profession.
- Professor Cadwell has led faculty in collaboratively developing the program's curriculum map to align outcomes to courses and experiences. This map has been instrumental in helping faculty and staff engage in discussion about the evidence to determine strengths and areas of improvement. Resulting actions ensure that the program is always moving forward and improving.
- Professor Caldwell's leadership and commitment to equity-centered practices, such as partnering with students in the assessment process, are commendable.

Outstanding Assessment in Co-Curricular Programs/Units



Center for Learning and Student Success (CLASS)

- CLASS is committed to helping students achieve their academic goals through tutoring and related academic support services. Most recently, the CLASS team focused on the outcome, “Maximize participation by diverse populations of students.” For this outcome, “students” included not only those who use CLASS programming, but also the student employees.
- The team compared the demographic data of students in group tutoring for 25 courses and tutoring staff from that same year. Several interesting findings were uncovered, including underrepresentation of tutors for nearly all racial/ethnic groups, first generation, and Pell recipients and women represented more highly among tutors compared to course enrollments.
- Using the data as a guide, CLASS enhanced recruiting efforts by connecting with various campus partners who supported personal outreach efforts. This data-driven initiative has resulted in a much stronger alignment with student population demographics.

The screenshot shows the website for the Center for Learning and Student Success at Syracuse University. The header includes the university name and navigation links for Home, Tutoring and Academic Support, Academic Integrity, Be a Peer Tutor or Coach, and Contact Us. A search bar is also present. The main banner features a blurred image of a sign that says "Succeed with Learning And Support" and "Center for Learning and Student Success". Below the banner, there is a white box with the text "Center for Learning and Student Success" and "Helping students become expert independent learners". At the bottom, there are five tiles representing different services: Maximize Your Learning, Group Tutoring, Individual Tutoring, Academic Mindfulness Workshops, and MAT 295 Academic Coaching.

Outstanding Assessment in Functional Units



Human Resources

- The Office of Human Resources at Syracuse University supports the success of faculty, staff, and student employees and helps employees achieve their career goals and work-life balance. Given the scope of the office's mission, the assessment and action plan was implemented in a collective effort.
- In academic year 2021-22, HR staff assessed six outcomes related to supporting the University's strategic priorities, staff development, enhancing organizational design, utilizing technology to advance HR operations, continuously improving processes, and providing excellent customer service.
- HR staff used strong targets to measure the outcomes. In their comprehensive interpretation of the results, achievements were identified along with some gaps. Actions to be implemented include enhancing procedures, adopting new reporting formats, creating new programs, recommending additional training, and modifying assessment practices.

Syracuse University | Human Resources

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Dedicated To Your Success

Providing the resources, services and support all of our faculty and staff members need to succeed at Syracuse University.

- Professional Development Opportunities**
Professional Development
Opportunities for staff and supervisors
- Carebridge**
Faculty and Staff Assistance Program
- Performance Partnership**
STEPS to SUCCESS
1 2 3 4 5 6
- Care@Work by Care.com**
Family care benefits
- WorkLife Benefits and Resources**

Awards for Best Engagement Strategies



Biology Department

- Biology faculty engaged in a review and revision of the undergraduate curriculum to align with best practices outlined in the American Association for Advancement of Science's Vision and Change (V&C) curriculum.
- The entire department was invited to join the Biology Curriculum Committee in mapping courses against the content and competencies of the V&C curriculum. This culminated in a retreat that enabled faculty to work collaboratively to determine curriculum gaps and a charge for moving forward with revisions.
- Faculty also participated in an external curriculum review process using a comprehensive rubric through the NSF Partnership in Undergraduate Life Sciences Education (PULSE) program. Faculty then engaged with the PULSE team in a site visit including class visits and meetings.
- Faculty engagement in these initiatives was extensive and exemplified a strong commitment to undergraduate education in the Biology department

Best Faculty Engagement



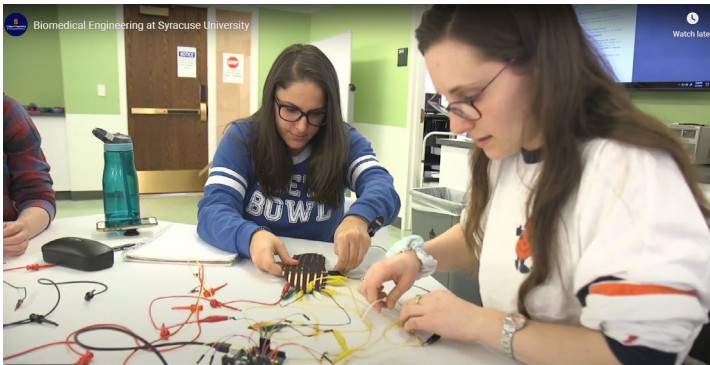
Falk College Dean's Office

- The Falk College Dean's Office assessment and action plan is very comprehensive and strong. Evidence from academic year 2021-22 was used to assess 31 of 41 outcomes. Staff identified 46 measures and targets for success. Results and analysis were provided for almost all identified measures. The staff did a great job documenting their area's efforts while navigating a new platform.
- The Dean's Office engaged all staff in discussion for each of their areas and made changes to the plan based on feedback from colleagues and the assessment working team.
- The Dean's Office has demonstrated an effective staff engagement strategy that values the contributions of all stakeholders. This approach contributes to the sustainability of a meaningful and collaborative assessment and action plan that encompasses the full scope of responsibilities within the Dean's Office.

Best Staff Engagement

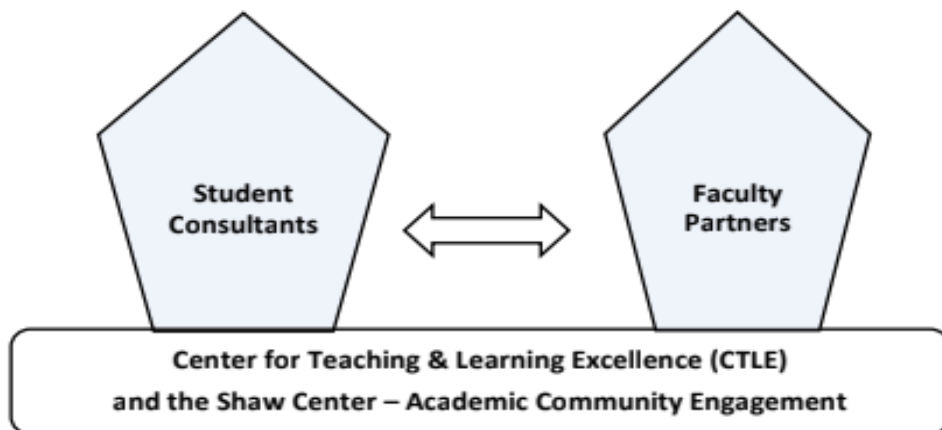


Bioengineering Instruction Team and Student Consultants | Partnership for Inclusive Education



Best Student Engagement

- Partnership for Inclusive Education, a CTLE initiative, is a meaningful and collaborative reflection on teaching and learning involving faculty, staff, and students. The program pairs faculty with students who are not enrolled in their courses. Faculty reflect on their teaching goals and strategies with input from the student consultants.
- The Bioengineering instruction team and two student consultants were paired in the Bioengineering Capstone Design I & II courses, with the partnership resulting in improvements in student engagement through effective strategies involving data to drive the instruction team's mentoring styles. The student consultants attended classes and observed interactions among the instruction team, students, and external clients.
- The student consultants' input was valuable in helping to identify areas for change. This partnership has explored student well-being, diversification and inclusivity, mutual academic success, educator growth, and student-faculty relations to enhance the learning experience.



Awards for Best Use of Results



WRT 205 Learning Outcomes Assessment for the Liberal Arts Core

- WRT 205 has 4 learning outcomes with 1 outcome examined each year. In spring 2022, student work from 99 sections was reviewed for the “ethical considerations of rhetorical choices in research writing” outcome.
- Each instructor completed a rubric for the portfolio of student work from their section and responded to questions about the outcome. They also completed a planning form that described the assignments and activities in their section. In the summer, a group of scorers gathered to score all of the student work and discuss the outcome and findings in detail.
- Faculty have found these conversations to be useful and the process has led to action. This includes student work from WRT 209, Honors sections, being included in the next round of assessment; revisions to the planning form to clarify how course activities are aligned to the WRT 205 outcome; additional training for summer scorers; and a pilot of a specific, continuous assignment (such as a semester-long journal) to demonstrate that student have done reflective work related to the outcome.

Department of Writing Studies,
Rhetoric, and Composition



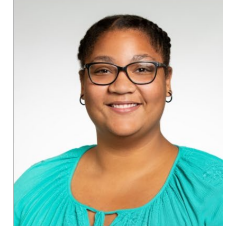
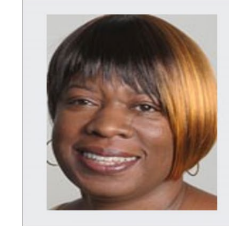
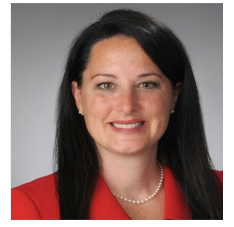
Barnes Center at The Arch DEIA Committee

- Over the past year, the DEIA committee has conducted inclusive mixed-method research to better understand the utilization and experiences of students from diverse social identities. Program evaluations and focus groups with LGBTQ+, international, first-generation, low-income, and other social identity groups, were conducted to gain insight into students' belonging and their unique challenges in accessing health and wellness services.
- As a result, a wide range of actions have been taken. New policies, programs, and initiatives based on findings have been implemented, such as updated bathroom and digital signs with inclusive language, staff education and DEIA workshops, safe sex expression supplies, and developing various health promotion and recreation programs.
- Committee members are commended for their commitment to promoting health and wellness for all students with a focus on understanding and addressing the unique experiences of individuals from diverse social identities.



Maxwell Staff Council

- The Maxwell Staff Council's mission is to provide enrichment opportunities, support initiatives that cultivate a positive work environment, facilitate communication, and advocate on behalf of the staff.
- In spring 2022, the Council distributed a survey to 95+ full- and part-time staff members. Respondents indicated their satisfaction with aspects of their employment and shared their perspectives on factors that influence their decision to work at Maxwell/Syracuse, experiences that have had a meaningful impact, and any concerns they had.
- The Council analyzed the results, identifying areas for improvement in student learning and the campus environment, and actions have been implemented based on the findings.
- The Council shared its report with the Senate Committee on Services to Faculty and Staff, which concurs that the results are relevant to many units and Senate Committees and should be elevated to raise awareness and draw broader discussion of important work life matters in the University community.



Assessment Leadership Institute Poster Presenters



Nicole Beckwith | Nutrition and Food Studies | Falk College
Implementation of Accreditation Standards in a Dietetic Internship



Jamie Desjardins | Communication Sciences and Disorders | A&S
Learning and Development of Undergraduate Students in CSD



Mary Kiernan | Nutrition and Food Studies | Falk College
Food Studies Program Curriculum Mapping Exercise



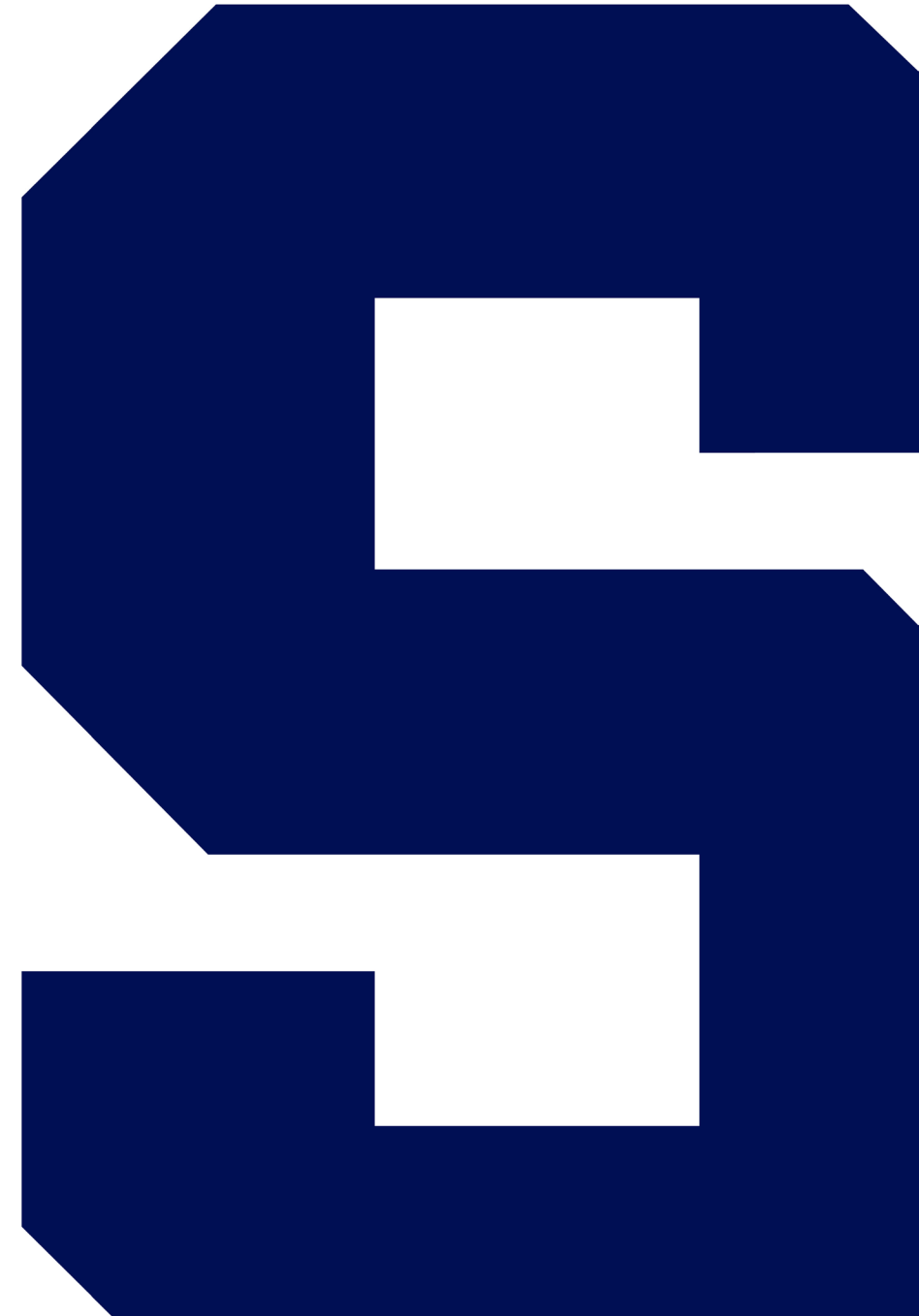
Kal Srinivas | Retention and Student Success | Syracuse University
Assessment First, Then Student Success (SummerStart)



Closing Remarks

Jerry Edmonds

Senior Assistant Provost, Academic Affairs





Thank You

We would like to extend our special thanks to Jen Heckathorn and Danielle Williams in the School of Education for their invaluable assistance in setting up the venue, as well as the Syracuse Office of Undergraduate Research and Creative Engagement (SOURCE) for generously providing us with boards and easels for our posters.

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

