

Institutional Effectiveness @ Syracuse University

What is institutional effectiveness?

"Higher education institution's effort to organize evaluation, assessment, and improvement initiatives so the institution can determine how well it is fulfilling its mission and achieving its goals."

~ The Society for College and University Planning

At Syracuse University, the **Office of Institutional Effectiveness (IE)** collaborates with the campus community to advance the culture of evidence-based decision-making through an integrated set of processes and practices. We establish systems, frameworks, and procedures to guide these efforts and offer professional development opportunities, consultations, tools, and other resources to faculty and staff as they examine and enhance learning and operational success.

Strategic Initiatives

IE provides operational support for important institutional initiatives including accreditation and the Faculty Portfolio System.

The **Faculty Portfolio System** builds on the following guiding principles:

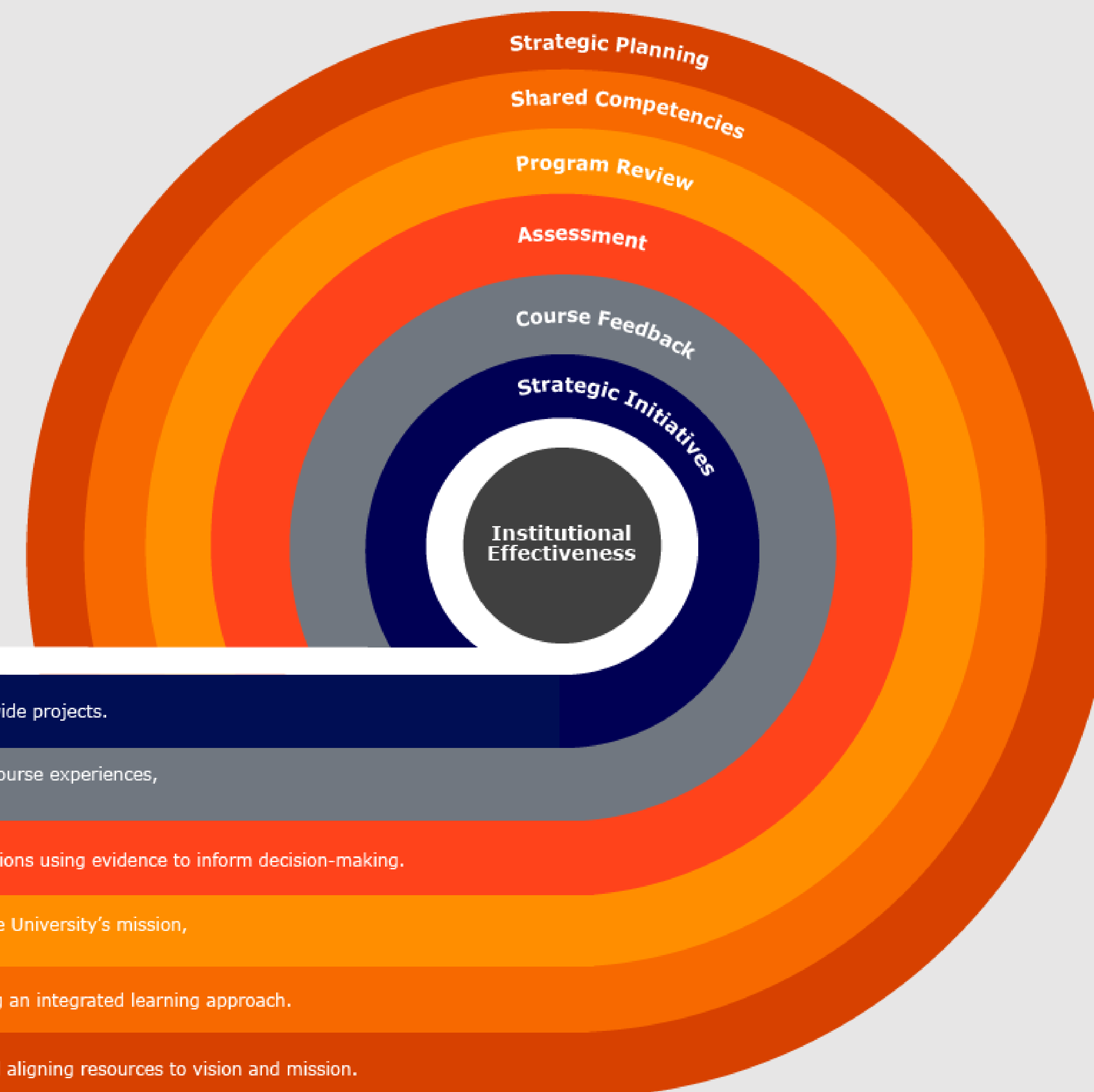
- Support faculty success across the full spectrum of activities that are at the core of the University's academic mission by reflecting contributions to teaching, research, creative work, and service.
- Document faculty accomplishments based on established school/college criteria and cultural/disciplinary expectations.
- Support salary equity goals at the University.
- Maintain existing school/college and University processes for faculty review (i.e., annual review, tenure, and promotion).

Course Feedback

Core elements of the University's course feedback framework include:

- Students can provide feedback on their courses regardless of delivery format, time schedule, or campus location.
- The process provides actionable feedback to improve teaching and learning. Students are reminded to be constructive, professional, and respectful.
- Each school/college determines how course feedback is used within its respective area with regard to teaching, learning, promotion, and tenure.
- The majority of course feedback items address departmental and instructor needs; the form also includes a set of common questions used for all University courses.

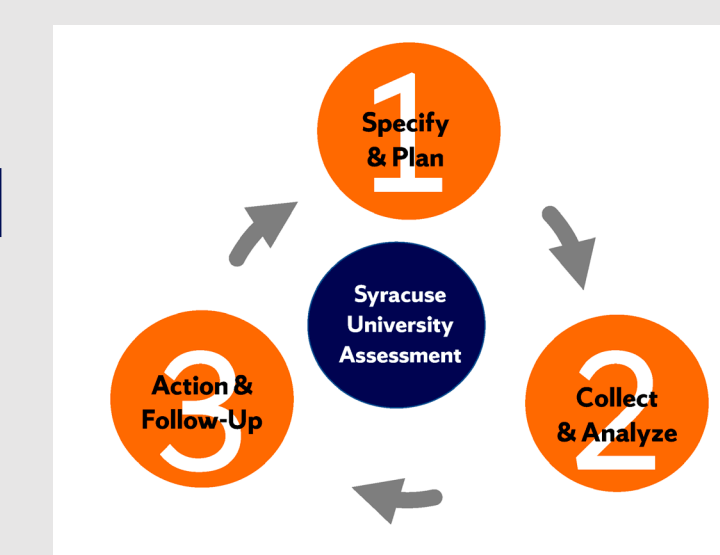
S Office of Institutional Effectiveness
effectiveness.syr.edu | iea@syr.edu



Assessment

The University's assessment framework is organized into 3 phases: (1) specify and plan, (2) collect and analyze, and (3) action and follow-up.

Faculty and staff lead and sustain well-designed and manageable assessment and action plans to inform decision-making in their respective programs/units.



Each outcome is examined at least once during Syracuse's 4-year assessment cycle and areas of strengths and weaknesses are discussed and actions identified to support continuous improvement.

Area	How many?	Who is primarily responsible?	What is being studied?
Academic Programs	410	Faculty	Student Learning Outcomes of the Program
Co-Curricular Programs and Units	33	Staff and Faculty	Learning and Operational Outcomes of the Unit
Functional Units	62	Staff	Operational Outcomes of the Unit
School/College Dean's Offices	12	Leadership with Faculty/Staff	Operational Outcomes of Units within the S/C

Strategic Planning

A strategic plan is a 3 to 5-year organizational plan that drives action to address the gap between the current state of affairs and the desired state.

IE provides consultative services to support schools/colleges, divisions, departments, and units in conducting an environmental scan; creating and/or refining vision and mission statements; articulating values; and establishing goals, objectives, and strategies.

Shared Competencies

Undergraduate students develop competencies through their major degree courses, liberal arts requirements, and co-curricular experiences. The Shared Competencies enable students to communicate their learning experience, provide pathways for academic development, and integrate different aspects of a Syracuse University education.

- **Ethics, Integrity, & Commitment to Diversity and Inclusion**
- **Critical & Creative Thinking**
- **Scientific Inquiry & Research Skills**
- **Civic & Global Responsibility**
- **Communication Skills**
- **Information Literacy & Technological Agility**

Program Review

Program review informs departmental, school/college, and University discussions, decisions, and recommendations. Faculty prepare a narrative for programs once every 4 years. The following comprise the basis of the University's program review:

- **Quality** | Extent of student learning, student persistence, employment outcomes, or other markers appropriate to the discipline.
- **Demand** | Student enrollments and/or student majors, and sustenance or growth potential to maintain the program.
- **Cost Effectiveness** | The program's value to students and to the University necessitates the resources to sustain the program.
- **Centrality to Mission** | The program is deeply connected to successful execution of our mission as a pre-eminent and inclusive student-focused research university as well as the specific mission of the school/college.