



One University Assessment Celebration

April 26, 2024

Academic Affairs

Institutional Effectiveness

One University Assessment Celebration

Welcome and Description of Award Categories

Lois Agnew

Associate Provost for Academic Programs

Presentation of Awards

- Assessment Champion
- Outstanding Assessment
- Best Engagement Strategies
- Best Use of Results
- Collaborative Inquiry & Action

Poster Presentation

Closing Remarks

Jerry Edmonds

Senior Assistant Provost, Academic Affairs





Welcome to the One University Assessment Celebration

Lois Agnew

Associate Provost for Academic Programs





Assessment Champion Awards





Blythe Bennett

Program Manager in Academic Affairs, iSchool

- Blythe Bennett, Program Manager in Academic Affairs in the iSchool, is described by a colleague as a “tireless champion of students, their learning, and their overall experience.”
- She is dedicated to ensuring that the iSchool’s ongoing assessment efforts provide real results while working with a wide range of data. Her collaborative efforts with faculty have led to significant achievements, including the restructuring of the Innovation, Society, and Technology BS program to align with student needs and a successful reaccreditation of the Library and Information Science MS program.
- With expertise in data analysis and a genuine passion for student success, Blythe fosters a culture of continuous improvement within the iSchool community. She displays an unwavering commitment to assessment, coupled with her proficiency in evidence-based decision-making.
- Blythe's contributions not only enrich the iSchool’s academic landscape but also exemplify excellence in fostering a culture of improvement within Syracuse University.

- Jessica Newsom, assistant director of Living Learning Communities, has an exceptional commitment and enthusiasm for moving assessment forward within the LLC and Syracuse University.
- Jessica's passions for student learning and success and the quality of a Syracuse education dovetail with her leadership in implementing assessment plans and using data in decision-making.
- Her focus on the student experience and her proactive approach to assessment have garnered praise from various departments and staff members. Her dedication is evident as she consistently asks, "Will this be used to make the student have a more positive time here at Syracuse University?"
- Jessica's collaborative approach and strategic support to her colleagues highlight her commitment to fostering a culture of assessment that is woven into the day-to-day work of the LLC. Jessica helps everyone involved with LLCs find meaning in their work by sharing data in a way that illustrates how LLCs enrich the social and academic experiences of Syracuse University students.



Jessica Newsom
Assistant Director of Living
Learning Communities



Maureen Thompson

Public Health Undergraduate Director &
Associate Professor, Falk College

- Maureen Thompson is recognized for her commitment to meaningful assessment and implementation of Syracuse University's Shared Competencies, six learning goals for undergraduate students.
- Maureen created a model for conveying the competencies, program learning outcomes, accreditation knowledge requirements, and course objectives on syllabi. Her efforts supported faculty in extending the model across all courses in the department. Through this integrated approach, the "what" and "why" of learning are clearly communicated to students.
- Her leadership and dedication to improving the quality of undergraduate education go beyond the department. As a member of the Senate Curriculum Committee, Maureen has been a strong advocate for the Shared Competencies, striving towards better alignment between them, assessment, and the work of the SCC. She played a pivotal role in rubric development to assess student achievement.
- Maureen also facilitated the challenging work of putting institutional assessment processes in place as chair of the Senate Ad Hoc Committee on Shared Competencies.

Awards for Outstanding Assessment





Outstanding Assessment in Academic Programs



Forensic Science Undergraduate & Graduate Programs

- The Forensic and National Security Sciences Institute is a national education and research institution where students can take steps towards a career at the nexus of science, criminal investigation, and national security. It offers 7 undergraduate and graduate programs.
- Two years ago, faculty refined student learning outcomes and created curriculum maps that illustrate how outcomes are addressed in the courses that make up each program.
- Through the leadership of Professor Deepika Das, recent assessment for each program use multiple measures focused exclusively on student course work, a key practice. Selected measures were instrumental in providing best evidence of student achievement of the learning outcomes.
- For each set of results, faculty detailed the strengths they observed in the students' work and areas where some struggled. Actions to address learning gaps include adjustments to course format, activities, and assignments, as well as providing additional examples and materials.

S

College of
Arts & Sciences

“ Every contact leaves a trace.”

— Edmond Locard



Outstanding Assessment in Co-Curricular Programs/Units



Student Outreach and Support

- Student Outreach and Support (SOS) assists Syracuse University students, faculty, staff, parents and supporters, in identifying and removing academic and non-academic barriers to help students meet their goals. SOS provides solution-focused and comprehensive support services.
- Since 2015-16, when the University initiated a shared assessment framework, the SOS team has consistently demonstrated its commitment to fully using the assessment process to inform decision-making.
- In the most recent assessment and action plan, the SOS team revisited an outcome in which a necessary action was identified in the prior year. The reassessment revealed the positive impact of the action taken on students' engagement with the office.
- With a plan that includes both learning and success outcomes, there is strong alignment between these outcomes and the evidence gathered to measure success. Analyses have led to specific actions for all outcomes, which enables SOS to build on its strengths, create a community of care through campus partnerships, and address ways to improve.



Contact Us

We're here to support your unique definition of success. Learn how today!



Student Support

Student Outreach and Support works with students, faculty, staff, parents and supporters!



Medical Leave of Absence

The team is here to support.



Absence Notifications

Learn more today!



Outstanding Assessment in Functional Units



Future Professoriate Program

- The Future Professoriate Program (FPP) is a structured professional development experience for aspiring faculty. It provides graduate students with the experience, confidence, and documented performance they need to excel as teachers and scholars in higher education.
- The FPP is a partnership between the Graduate School and more than 35 departments/units across campus.
- Most recently, the FPP, led by Glenn Wright, documented evidence and reflection on 5 success outcomes. The program effectively utilized the assessment process to uncover gaps and recommend and implement actions.
- The FPP identified strong measures and targets and presented detailed results and findings, including a longitudinal comparison in which Certificate of University Teaching completion rates over 4 years were examined. A recommendation from the assessment was to foster a “community of practice” among FPP faculty liaisons to share ideas and best practices and elevate the FPP within the service portfolios of faculty involved in the program.



Awards for Best Engagement Strategies



Human Development & Family Science BS Program

- The Human Development and Family Science BS program provides students with a broad foundation covering a range of issues centering on the healthy development of children and families across cross-cultural contexts.
- Undergraduate director Matt Mulvaney engaged faculty in a series of thoughtful discussions about the Shared Competencies, curriculum mapping, and the program's student learning outcomes.
- In these conversations, faculty reviewed the curriculum and considered how they are preparing students to reach the outcomes. As a result, outcomes were revised and syllabi refined to better reflect the program's coursework.
- Matt made the process easy for faculty to engage in by co-creating shared frameworks and encouraging all to participate. He fostered inclusiveness and efficiency and addressed concerns for balance. A final project was a four-year rotation plan for assessment that makes clear when and how faculty will engage going forward.

Best Faculty Engagement



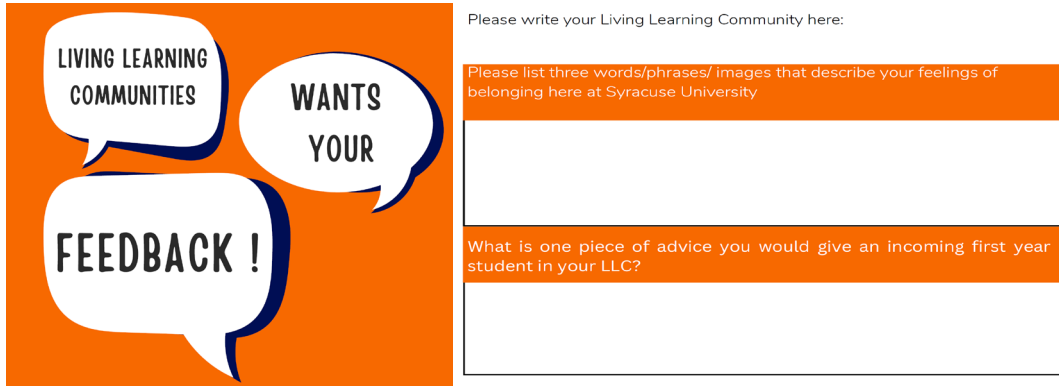
College of Professional Studies Dean's Office

- In recent years, the College of Professional Studies has greatly expanded its portfolio for post-traditional, part-time students to include 25 “future-ready” academic degree programs, as well as micro credentialing opportunities.
- The Dean's Office assessment and action plan reflects the College's wide scope, including academic operations, student services, technology, finance, communications, development, and faculty/staff recruitment and retention.
- Andrea Willis, Director of Academic Programs, leads and engages the Dean's Office team in examining 21 success outcomes on a cyclical basis. Andrea meets with team members and facilitates the collection of details about how areas compiled data and interpreted results to improve student learning and operations.
- Recent efforts tell the story of exciting initiatives and work undertaken by staff, faculty, and leadership that highlight new hires, new programs, continuous program development, and an expanding alumni group.

Best Staff Engagement



Best Student Engagement



The form is titled 'Please write your Living Learning Community here:' and contains three sections for student input. The first section asks for three words/phrases/images describing feelings of belonging. The second section asks for advice for an incoming first-year student. The form is styled with orange headers and white text boxes.

Please write your Living Learning Community here:

Please list three words/phrases/ images that describe your feelings of belonging here at Syracuse University

What is one piece of advice you would give an incoming first year student in your LLC?



Living Learning Communities

- Living Learning Communities (LLC) stands out for its equity-minded approach to assessing students' sense of belonging.
- Jessica Newsom's leadership, alongside LLC Community Resident Assistants (RAs), led to the development of a robust rubric, empowering students to shape the assessment of student sense of belonging.
- The LLC's dedication to direct measures involved engaging students in rubric creation and implementation, ensuring students' voices were included in the process. By engaging LLC RAs in training and feedback sessions, the LLC fostered continuous improvement in assessing student experiences.
- The LLC commitment to collaborative assessment practices, and the involvement of students on multiple levels of the process ranging from defining sense of belonging and RAs observing their communities, are commendable.

Awards for Best Use of Results



- Professor Alex Méndez Giner leads the assessment of the Film BFA program, which has included the development of essential learning outcomes, curriculum mapping, and program-level rubrics to gauge student achievement for each of the learning outcomes.
- Recent curricular modifications in the program have been informed by robust data and a steadfast commitment to academic assessment, including:
 1. Overhauling the first-year student experience through the transformation of two intro courses, integrating film production education into the very first semester. This has led to a significant decrease in the dropout rate from the first to second year.
 2. Harnessing assessment data and Cage Usage data to revamp informal film workshops into the FIL 301 Advanced Workshop, which now serves as a linchpin for sophomore Film students, optimizing equipment utilization and solidifying their educational foundation.
 3. Strategically adding an advanced film development course, FIL 419, for junior Film students to enrich their prelude to the senior thesis production class.

Film BFA Program



College of Visual
& Performing Arts



The Syracuse Office of Undergraduate Research & Creative Engagement (SOURCE)

- The SOURCE fosters diverse undergraduate participation in faculty-guided scholarly research and creative inquiry. Students engage in a range of activities, from research/creative skills training to project design to original research, creative, and professional contributions.
- The most recent assessment and action plan made strong use of methodological diversity to collect, analyze, and take action. The use of student portfolios, essays, and faculty mentor reflections to examine student learning is noteworthy. Rubrics for each of these provided a clear and consistent way to analyze student achievement.
- The results from these varied methods is driving tangible actions to enhance student learning and build partnerships. This year, the SOURCE is working with the library to create student modules and developing additional proposal supports for students in creative fields. Collaborating with school/college budget staff and a funding taskforce have helped to streamline the awards process and promote information-sharing opportunities and resources across campus.



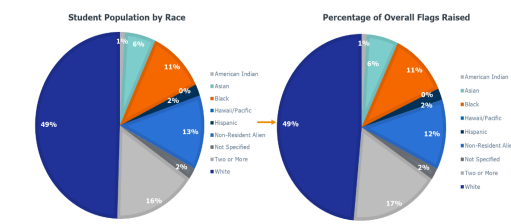
Retention & Student Success

- Retention and Student Success (R&SS) excels in using data to continuously improve student support mechanisms and foster a culture of success at Syracuse University.
- Through its pioneering initiative of implementing Mid-semester Progress Reports (MSPRs) via Orange Success, the unit has created a culture where timely feedback drives student success.
- R&SS' approach involves analysis of MSPR data, leading to refined strategies aimed at enhancing student support and campus excellence. Faculty involvement, guided by the Student Success Faculty Advisory Board, has been instrumental in driving adoption and refinement of the early alert technology.
- R&SS' commitment to equity and inclusion is evident through comprehensive examination of the equity of nudges, for example on FYS 101, and training to ensure fair distribution of student support.
- The impact of R&SS' actions is significant, with declines in failing grades and a culture of accountability and communication fostered across the campus community.

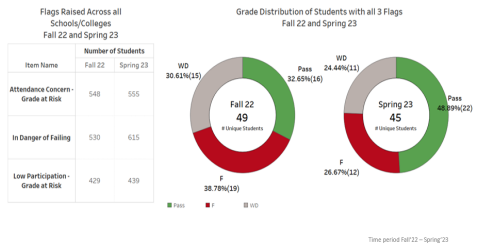


Equity in the Distribution of Nudges

Faculty Proportionately Raise Flags for FYS 101 Students

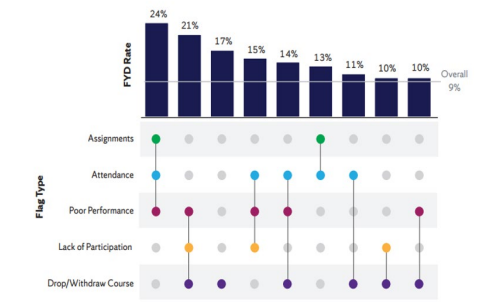


Grade distribution of students with all three flags



4. Data table sent to advising leaders

S/C	Total	Completion%	Prior %	Change
A&S	2855	35.31%	34.26%	1.05%
ARCH	239	30.54%	28.87%	1.67%
ECS	448	43.75%	42.63%	1.12%
EDUC	255	42.75%	42.35%	0.40%
IST	165	49.70%	49.09%	0.61%
MGMT	215	43.26%	42.79%	0.47%
PC	349	66.76%	66.48%	0.28%
SHD	239	61.92%	61.92%	0.00%
VPA	889	58.61%	54.44%	4.17%

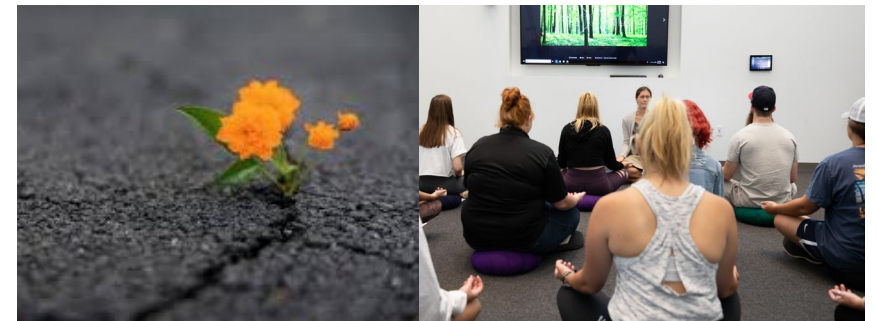


Collaborative Inquiry & Action



Barnes Center at The Arch

- A core team, including Qingyi Yu, Emily Beauparlant, and Cory Wallack from the Barnes Center and Seth Ovadia from Institutional Research, is recognized for dedication to enhancing student well-being through a collaborative approach.
- The journey began with a campus-wide student health survey in spring 2023. With a 31% response rate, the survey provided a robust assessment of student wellness. The large data set allowed for analysis within each school and college. Emily, graduate research assistant, made key contributions to data analytics, statistical modeling, and customized reporting.
- In 2023-24, findings were shared with a diverse set of constituents, including campus units, deans and leadership teams, trustees, and Senate committees. Key factors influencing student wellness were highlighted, such as resiliency and sense of belonging, and actionable recommendations were proposed.
- This effort fostered partnerships between Student Experience and Academic Affairs, leading to joint initiatives like the “Together We Thrive” program. This initiative exemplifies how data-informed collaboration and inquiry can drive tangible improvements in student well-being and campus operations.



Assessment Leadership Institute Participants



Keonte Coleman | Newhouse Assessment & Program Review
Creating Accessible, Inclusive, and Transparent Newhouse Assessment Platforms



Nadeem Ghani | Electrical Engineering & Computer Science | ECS
Student Perspectives on Program Evolution



Dimitar Gueorguiev | Political Science | Maxwell School
Program Assessment: Chinese Studies Major



Jody Nyboer | School of Design | VPA
Harmonizing Standards and Outcomes: An Analysis of Assessment Cogency in
Environment and Interior Design

Assessment Leadership Institute Participants (Cont.)



Kathleen Roland-Silverstein | School of Music | VPA
Setnor M.M. Voice Pedagogy Program: Assessment & Aspirations



Darwin Tsen | Languages, Literatures, & Linguistics | A&S
CHI 201: Beginning of a Journey



Andrea Willis | Academic Programs | College of Professional Studies
Assessment Excellence: Tracking Success at the College of Professional Studies

Student Engagement Grant Recipients



Biomedical & Chemical Engineering

Enhancing K-12 STEM Preparedness through Biomedical Engineering Outreach



Center for Learning & Student Success (CLASS)

Student Success Advisory Council: A Strategy for Student Engagement



New Student Programs

Retention and Connection: Analyzing the Impact of New Student Programs' Small Group Experience on Student Success during Orientation



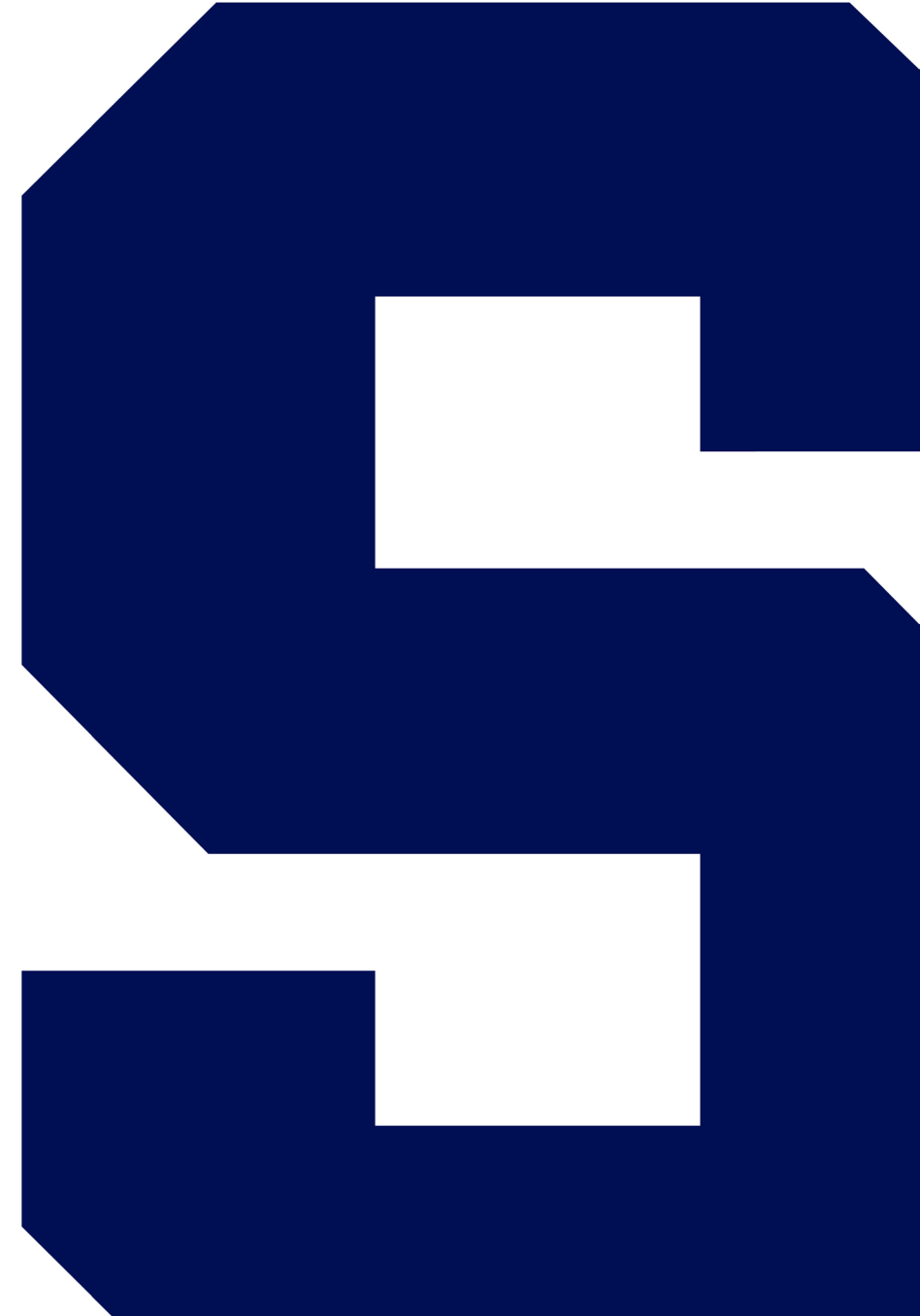
Retention & Student Success

Beyond Retention - An Integrated Student Success Model (2 Posters)



Closing Remarks

Jerry Edmonds
Senior Assistant Provost, Academic Affairs





Thank You!

We would like to extend our thanks to the School of Education for their invaluable assistance in setting up the venue, and to 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.

