



One University Assessment Celebration

April 25, 2025

Academic Affairs

Institutional Effectiveness

One University Assessment Celebration

Welcome

Presentation of Awards

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

Poster Presentation

Closing Remarks





Welcome to the One University Assessment Celebration

Julie Hasenwinkel
Associate Provost for Academic Programs





Assessment Champion Awards





Nadaya Brantley

Undergraduate Director
Assistant Teaching Professor
School of Social Work

- Professor Nadaya Brantley is a driving force behind meaningful assessment in the School of Social Work, advancing both student learning and program effectiveness.
- She led the development of tools to assess curriculum quality, student performance, and satisfaction, aligning program outcomes with Council on Social Work Education (CSWE) standards and supporting reaffirmation efforts.
- As part of a Student Engagement in Assessment grant, Professor Brantley designed a hands-on project that engages undergraduates in assessing competencies related to Anti-Racism, Economic, Social, and Environmental Justice, Liberation Strategies, and Advancing Human Rights. Data collection and analysis, ethics, teamwork, and critical thinking skills are topics.
- In this project, students collaborated with faculty to revise tools, conduct focus groups, and interpret findings, providing actionable feedback to enhance the program's effectiveness and building students' assessment literacy.
- Professor Brantley's inclusive, reflective leadership has cultivated a culture of continuous improvement, inspiring faculty, staff, and students to engage in purposeful, evidence-informed program assessment.

- Dr. Michelle Blum is a steadfast leader in program-level assessment and college-wide continuous improvement efforts that have shaped the student experience and elevated quality.
- Her leadership of ECS's recent multi-program ABET reaccreditation effort included a standardized documentation system, a cross-department assessment committee, and collaborative self-study writing.
- Since 2020, she has served as an ABET program evaluator, conducting evaluations of peer institutions and integrating best practices into the College to continuously improve curriculum and student outcomes.
- Dr. Blum fosters a culture of reflective practice by leading interactive faculty workshops, mentoring on advising quality, and evaluating outcomes, such as academic excellence workshop participation and study abroad integration, and uses data to inform change.
- Dr. Blum champions faculty and staff active participation in assessment processes, providing education, outreach, and resources to enhance understanding and execution of strategies in academic programs and the Dean's Office.



Michelle Blum

Associate Dean for Student Affairs

Teaching Professor

Dean's Faculty Fellow for Assessment



Syracuse University Libraries

- Syracuse University Libraries demonstrates exemplary leadership in advancing the Shared Competencies through strategic instruction, faculty development, and research guides. Highlights of these efforts include:
- The Intelligence++ program, which develops students' critical and creative thinking skills as they identify creative solutions to solve problems for people with disabilities.
- Partnering with the SOURCE to launch URP 100: Information Literacy and Research Strategies, a one-credit course aimed at boosting students' information literacy skills in research and creative activities.
- ILTA-focused workshops, supporting faculty from across disciplines to design assignments and learning activities that intentionally develop students' knowledge and skills.
- Three research guides to support faculty in integrating Ethics, Integrity, and Commitment to Diversity and Inclusion, Civic and Global Responsibility, and Information Literacy and Technological Agility into research and course design.
- These sustained, campus-wide efforts reflect the Libraries' commitment to embedding the Shared Competencies into the curriculum and empowering students and faculty to thrive.

Awards for Outstanding Assessment



Outstanding Assessment in Academic Programs



Illustration MFA Program

- The Illustration MFA program in the College of Visual and Performing Arts exemplifies a commitment to student learning with recent curricular updates.
- In response to inconsistent research quality under an outdated curriculum, the program launched a fully redesigned, three-year MFA structure in 2022 that embeds research skill development across the entire academic trajectory of the program.
- Faculty implemented multiple direct measures, including thesis proposal presentations and final papers, to assess research skills and student progress, with results showing a clear improvement in student achievement across semesters.
- Assessment data led to concrete actions: new first-year courses focused on research fundamentals, tiered checkpoints such as self-assessments and grad reviews, as well as restructured thesis milestones, provide early and ongoing support.
- The program's use of disaggregated results, detailed performance criteria, and faculty-wide discussion of findings demonstrates a sustainable approach to program-level learning outcomes assessment.



Outstanding Assessment in Co-Curricular Programs/Units



Kessler Scholars Program

- The Kessler Scholars Program exemplifies excellence in co-curricular assessment through a well-rounded, equity-centered approach that fosters student success and belonging.
- Staff developed and measured clearly defined learning and success outcomes, including leadership development, retention, high-impact practice participation, and sense of belonging.
- The Kessler staff used assessment results to refine seminar content, strengthen peer mentorship, and enhance small-group programming to deepen student engagement and community building across all cohorts.
- The program's impact is evident: 100% retention of the 2022 cohort, a 48% engagement rate in high-impact practices, and student-reported belonging and mattering rates that exceed national collaborative averages.
- With its strategic use of disaggregated results, intentional programming, and data-informed decision-making, the Kessler Scholars Program demonstrates a sustained commitment to reflective practice and continuous improvement.



KESSLER
SCHOLARS



Outstanding Assessment in Functional Units



A&S/Maxwell Academic & Professional Advising Office

- The A&S/Maxwell Academic and Career Advising Office has established a data-informed culture of continuous improvement, integrating assessment across all programs, from first-year onboarding to advanced career preparation.
- Summative and formative assessments are conducted, using student feedback to adapt advising tools, workshops, and programming that reach over 5,500 students annually. Staff use longitudinal survey data to assess key metrics such as academic planning, advising accessibility, and awareness of campus resources. The results inform enhancements to advising strategies and communication.
- Outcomes reflect impact: satisfaction with advising has risen across all key indicators since 2018, including a 21-point increase in students understanding major requirements, and a 19-point increase in students viewing advisors as integral to their education beyond help in course registration.
- Commitment to equity is evident in its nationally recognized programming for international students, integration of career competencies, and inclusive onboarding model—recognized by NAFSA and featured in *The Chronicle of Higher Education*.



Awards for Best Engagement Strategies



Civil & Environmental Engineering BS Programs

- Civil & Environmental Engineering BS program faculty have demonstrated exceptional collaboration in developing program-level rubrics that clearly articulate expectations for student learning across core learning outcomes.
- The new rubrics focus on communication, experimentation, and teamwork. They are comprehensive and thoughtfully structured with clear performance indicators and well-defined proficiency levels.
- Faculty worked together on the rubrics to ensure consistent and meaningful assessment across multiple courses and faculty, advancing transparency and instructional alignment.
- Faculty engagement extended beyond rubric development; this year, the department is gathering feedback from instructors actively using the rubrics to inform future revisions, demonstrating a culture of iterative improvement. The rubrics have fostered constructive discussions about teaching and learning in the department
- This collaborative approach not only deepens faculty investment in assessment but also strengthens coherence within a program, ensuring that outcomes are measured consistently and effectively—reducing silos and supporting a shared vision for student success.

Best Faculty Engagement



Community Standards

- Community Standards elevated their assessment efforts from simply measuring sanction completion rates to uncovering what students are learning through a reflective process.
- The staff used a collaborative approach in designing new rubrics to measure student reflective papers. The rubrics now serve as a shared framework for assessing key learning outcomes, including ethical reasoning, values alignment, decision-making, and reflective thinking.
- The office also implemented an anonymous post-case conduct survey, giving students the opportunity to share feedback on their experience. Staff utilize these insights to improve how conduct officers explain policies relevant to allegations and enhance the clarity of educational messaging.
- These efforts embed assessment into the day-to-day work of the office, strengthening staff engagement and enhancing the educational integrity of the student conduct process.

Best Staff Engagement



Welcome to Community Standards

Community Standards is committed to providing an inclusive environment that fosters personal accountability and communal responsibility. We aim to provide opportunities that educate students about the impact(s) of their choices and support them in their development as successful members of our community. This is accomplished through a fair and engaging resolution process for alleged violations of University policy.



Best Student Engagement

Center for Learning and Student Success (CLASS)



Gary Shteyman

"The most meaningful part of this experience was learning how to conduct assessment and evaluate trends in survey responses. That type of work taught me how to identify said trends, how to think about them in terms of problems that can be solved, and how to present these solutions in a concise manner."



Eadin Block

"I learned that assessment isn't a linear process. It involves research, patching, effort, and time. ... This project has furthered my skills in analyzing data in the form of feedback to generate trends and increased my ability to critically examine the work I do and the impact it has on mine and a tutee's experience during a tutoring session."



Margot MacKechnie

By practicing the utilization of assessment and data collection programs, I am not only preparing myself for my future in the business world in terms of dealing with data, but practicing and improving my ability to closely and thoroughly analyze data to find and solve problems.

- The Center for Learning and Student Success (CLASS) exemplified student-centered assessment in its launch of the Student Success Advisory Council (SSAC)—a collaborative initiative involving tutors, tutees, staff, and campus partners.
- Student council members contributed to all stages of the assessment process, including survey design, conducting interviews, analyzing data, and proposing changes to enhance student experience and service delivery of the individual tutoring program.
- Based on student feedback, CLASS implemented several changes, including adding syllabus upload options during appointment scheduling, clarifying tutor subject listings, and adjusting session locations to better support tutor-tutee connection.
- Students reported gains in data analysis, research design, and critical thinking skills—showcasing how involvement in assessment enhanced their academic development and ownership of the learning process.
- This initiative positioned students as active partners in decision-making, embedding their insights into CLASS operations while advancing the University's commitment to inclusive, equity-minded assessment practice.

Awards for Best Use of Results



- The Public Health BS program in Falk College exemplifies the effective use of assessment results to inform curricular and pedagogical improvements, with clear criteria, multiple measures, and thoughtful reflection across learning outcomes.
- Faculty analyzed assignment performance and discovered challenges among upper-division students interpreting complex environmental health data. As a result, they proposed incentivizing draft submissions and refining instruction on scientific literature analysis to improve information literacy.
- In internship and service-learning courses, results highlighted a lack of direct assessment of ethics. In response, the program is revising rubrics to explicitly address ethical behavior and expanding orientation content to better prepare students for professional conduct.
- The program also identified the need to formalize assessment in service-learning experiences and plans to implement standardized tools across all sections to measure professionalism.
- These responsive, evidence-based actions demonstrate a strong commitment to continuous improvement and student learning, especially in areas critical to public health practice like ethics, research literacy, and applied experiential learning.

Public Health BS

PUBLIC HEALTH B.S.

Promote health. Prevent disease. Build equity.

Public Health at Syracuse—Where Community = Classroom



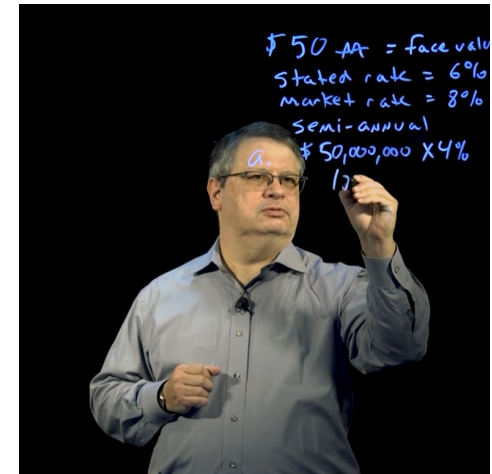
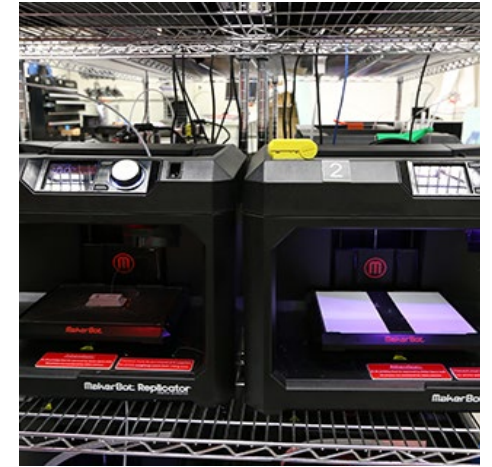
- Syracuse Abroad has demonstrated exemplary use of assessment results to enhance inclusive global learning experiences and respond to institutional goals for equity and student access.
- Assessment data revealed stagnant participation among STEM and student-athlete populations, prompting targeted changes to align offerings with academic and athletic demands. This includes the launch of a Health and Science program in Madrid and new short-term courses in sport-related disciplines.
- Informed by disaggregated data, Syracuse Abroad partnered with advisors, campus partners, and faculty to co-create inclusive programming and outreach initiatives, including new AAS courses in London and faculty-led experiences for first-generation and low-income students.
- A flash survey guided follow-up action addressing barriers such as academic fit, financial concerns, and perceptions of feasibility. In response, Syracuse Abroad increased need-based funding, expanded advisor training, and developed new advising tools and communications.
- These efforts reflect a deep commitment to reflective practice, with meaningful action taken based on student voice, campus partner feedback, and national benchmarks—enhancing operational success and supporting student belonging in global learning experiences.

Syracuse Abroad



Learning Environments & Media Production (LEMP)

- The Learning Environments and Media Production (LEMP) team exemplifies evidence-driven operational excellence, using detailed metrics to inform strategic improvements across instructional spaces, service delivery, and user support.
- Assessment revealed consistently high demand for MakerSpace services, with a 53% increase in work orders year-over-year. In response, LEMP enhanced access to informal, tech-rich learning spaces through expanded resources and new service features.
- Informed by satisfaction data and usage analytics, LEMP made continuous refinements to its self-service training materials and Answers.syr.edu content, resulting in over 11,000 page views and consistently high satisfaction from faculty training participants.
- Analysis of classroom support data led to the identification of repeat service calls and underutilized feedback channels. As a result, LEMP is piloting changes in measurement strategy, exploring repeat issue tracking and launching more visible satisfaction surveys.
- These responsive, data-informed actions underscore LEMP's deep commitment to continuous improvement and exceptional user experience.



Collaborative Inquiry & Action



University Retention & Student Success Council

- The University Retention and Student Success Council (URSSC) exemplifies collaborative assessment in action, uniting over 35 members across divisions to enhance student persistence and graduation through data-informed, equity-centered strategies.
- The Council launched targeted initiatives, including a mentoring program inventory that led to a new university-wide mentoring platform for first-generation, transfer, and international students, as well as the Invest in Success Scholarship, improving retention for high-achieving students.
- Disaggregated data analyses—leveraging Tableau dashboards, student records data, and Orange Survey insights—allow URSSC subcommittees to identify barriers by student subgroup and design responsive interventions such as peer recognition efforts, increased access to honors courses, and financial support.
- Collaborative efforts also drove systemic change, from early-alert systems to technology upgrades (e.g., adopting Microsoft Teams) that improved cross-campus coordination and operational efficiency.
- Through sustained engagement, inclusive dialogue, and measurable outcomes, URSSC has elevated Syracuse's culture of continuous improvement as it strives to uncover and removes barriers surrounding students progressing through and completing their degrees.



Assessment Leadership Institute

The posters around the room feature assessment work from faculty, staff, and students. I invite you to grab some refreshments and learn more about their projects after the ceremony. But let me tell you a little bit about these initiatives.

The assessment leadership institute engages faculty from across campus in a 2 ½ day curriculum to develop a sense of agency to inform program-level decision-making, enhance facilitation skills to guide assessment efforts, and increase their overall knowledge and skills to study student learning.

We have 5 faculty members to recognize this year. As I call your name, please stand and be recognized

Assessment Leadership Institute Faculty



Deepika Das | Forensic and National Security Sciences Institute | A&S
Sustained Assessment Practices for Promoting Transparency and Faculty Engagement



Hille Paakkunainen | Philosophy | A&S
Building a Sustainable Assessment Process for a New Interdisciplinary Program: The Case of the Health Humanities ILM



Yilei Shi | Civil and Environmental Engineering | ECS
A Reinvigorated Framework of Program-Level Assessment of Civil Engineering



Svetoslava Todorova | Civil and Environmental Engineering | ECS
Strengthening Program-Level Assessment for Environmental Engineering: Undergraduate and Graduate Focus



Rebecca Ruige Xu | Film and Media Arts | VPA
Rebooting the Computer Art and Animation Program Assessment Process

Student Engagement in Assessment

The student engagement in assessment min—grant supports faculty and staff in including students in the assessment process. Bringing students into program/unit assessment efforts validates their lived experiences as learners and provides faculty/staff with insights to enhance the overall student learning experience.

We have 5 teams to recognize this year. As I call your name, please stand and be recognized

Student Engagement Grant Recipients

Linguistic Studies MA Program

Peer-To-Peer Student Outreach in Linguistics MA Curriculum Assessment and Development

Newhouse Office of Academic Affairs

Revitalizing Newhouse Cocurricular Assessments for Undergraduate Students

Public Health

Actively Engaging Graduate Students in Public Health to Assess Learning Outcomes Using Meetings and One Sentence Summary

Retention & Student Success

Beyond Retention: The Effectiveness and Measurement of Student Engagement

School of Social Work

Enhancing Student Involvement in Social Work Program Assessment Strategies

Closing Remarks

Laura Harrington
Director, Institutional Effectiveness



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.

