



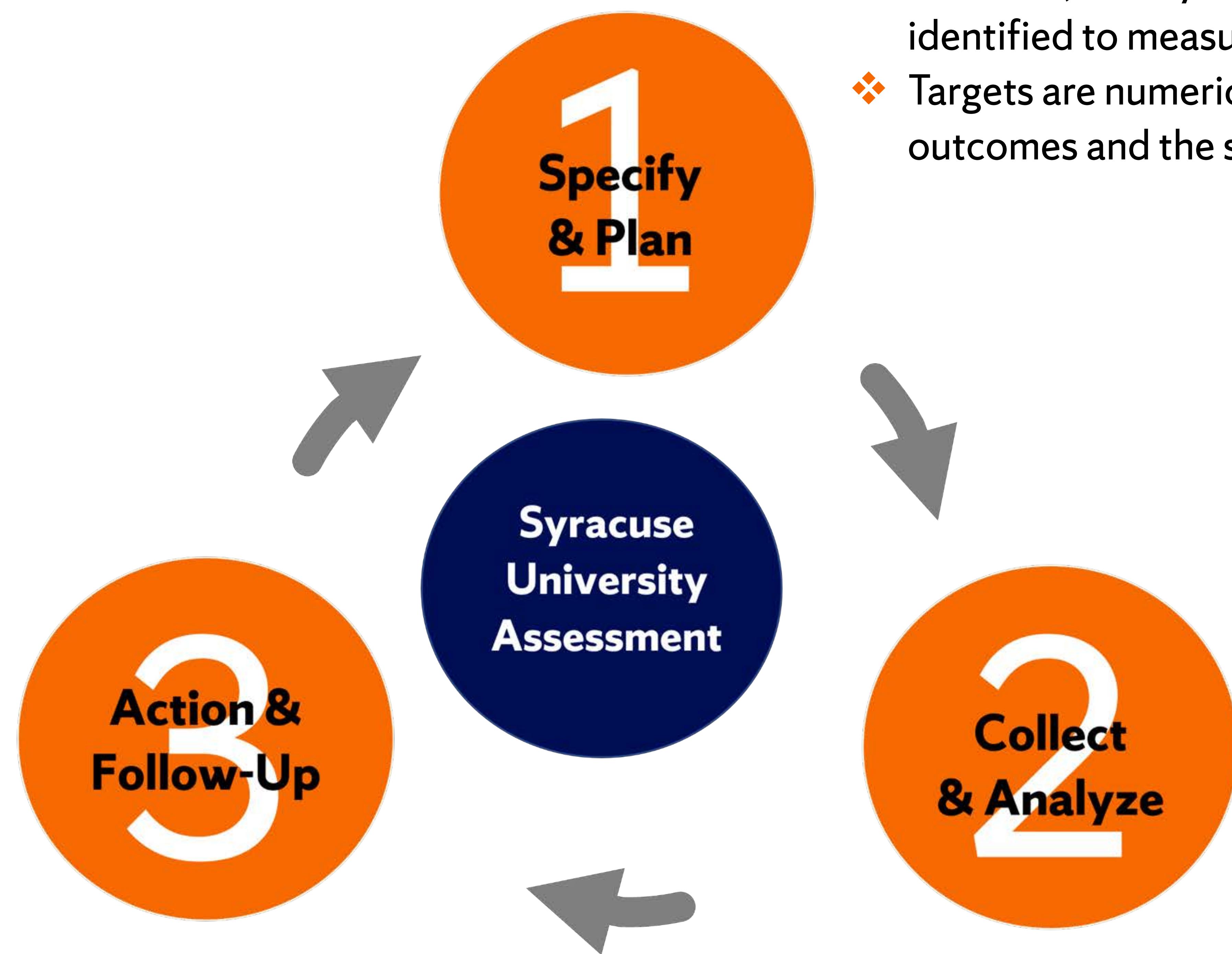
## Assessment Overview for Functional Units

# Syracuse University's Assessment Framework

The process for conducting success outcomes assessment for functional units is organized into three phases:

## Sustaining Assessment

- ❖ Functional units sustain a well-designed and manageable assessment and action plan to inform decision-making.
- ❖ The entire set of success outcomes are assessed at least once in the University's four-year cycle with updates provided annually.
- ❖ All staff members participate in the assessment process and are provided an opportunity to recommend improvements to the functional unit's assessment processes.



## Phase 1 | Specify and Plan

- ❖ The functional unit has success outcomes that articulate the processes and operations that support student success. Success outcomes are equivalent to objectives.
- ❖ Success outcomes are specific, measurable, and attainable.
- ❖ The functional unit has established at least one primary evidence for each success outcome (e.g., retention rates, process completion timelines, money raised, number of presentations, etc.). A target is identified to measure each success outcome's performance.
- ❖ Targets are numerical criteria and are focused on the impact of the outcomes and the success achieved through the evidence .

## Phase 3 | Action and Follow-Up

- ❖ Assessment results inform staff decisions about the functional unit. Based on the findings, staff members suggest and implement actions to improve the functional unit's processes and operations.
- ❖ Staff conduct follow-up assessment to examine the impact of actions taken.

## Phase 2 | Collect and Analyze

- ❖ Results are documented and are consistent with all the primary evidence and targets identified for each success outcome being assessed.
- ❖ Staff's interpretation of the results is comprehensively documented and summarizes the strengths and weaknesses found in the results.

# Roles in a Collaborative Assessment Process

## Division Leaders

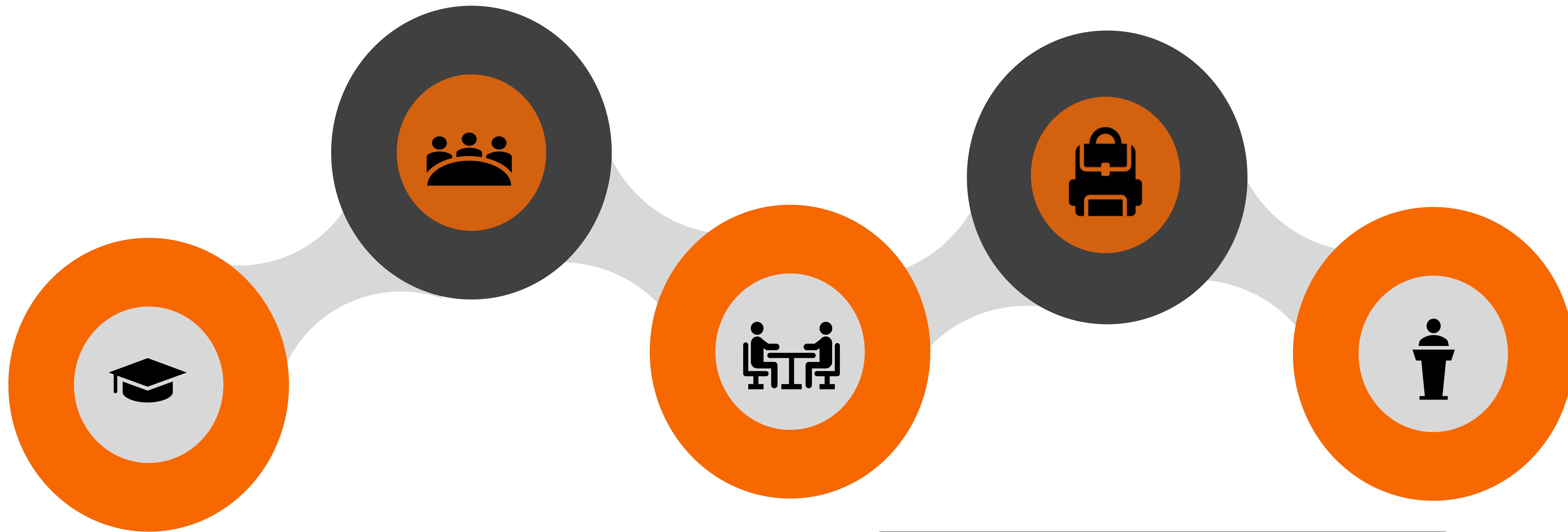
- ❖ Communicate the value of evidence-based decision-making to enhance processes and operations at the school/college/division.
- ❖ Establish resources to sustain the division's commitment to ongoing improvement.
- ❖ Form and maintain divisional committee responsible for success outcome assessment.
- ❖ Act on assessment results.
- ❖ Align selected assessment and action plan outcomes to the division's strategic plan.

## Staff

- ❖ Collectively implement the functional unit's assessment and action plan including establishing success outcomes, creating evidence and targets, discussing results, and acting on the findings.
- ❖ Some staff may serve as the lead on assessment activities.
- ❖ Communicate functional unit's success outcomes to students.

## Unit Directors

- ❖ Establish student learning and success outcomes.
- ❖ Support the unit's assessment efforts.
- ❖ Align unit success outcomes with institutional/divisional strategic goals.
- ❖ Ensure that staff participate in collaborative discussions of the functional unit's operations and share responsibility for systematically collecting and reflecting on the assessment results.
- ❖ Act on assessment results.



## Students

- ❖ Engage in assessment-related activities that allow them to share their perspectives and experiences (e.g., surveys, course feedback, focus groups).
- ❖ Provide constructive feedback to staff on assessment activities.
- ❖ Serve on assessment committees when requested.

## Educational Effectiveness Committee

- ❖ Representatives communicate information shared at the committee with program/unit/division leaders to guide actions that support and enhance the student experience and campus operations.
- ❖ Monitor assessment and accreditation activities in the program/unit/division and point leaders to appropriate University resources as needed.
- ❖ Identify strengths and limitations of current assessment practices in the program/unit/division and share insights with the committees.

# Assessment and Action Plan Update

## Overview

- ❖ The functional unit's assessment and action plan is updated annually. Staff document assessment activities, including evidence used, targets, results, analyses, and any actions that will be taken to enhance operational success.

## Process & Requirements

- ❖ Staff examine one or more success outcomes annually, summarizing evidence, target, results, analyses, and actions to enhance operational success.
- ❖ Use at least two evidence for each success outcome, examples of primary evidence may include average time, counts, money raised, number of applications, project metrics, and total time. Supporting evidence support the information gathered through primary evidence (e.g., focus groups, interviews, and surveys.)
- ❖ Analyze subgroup results and identify strengths, weaknesses, gaps and opportunities to enhance operational success.

## Reporting & Documentation

- ❖ Functional units complete the annual update using [success outcome worksheet](#) for each assessed outcome and submit completed worksheets to [assessment@syr.edu](mailto:assessment@syr.edu).
- ❖ Functional units should maintain any evidence they have collected and meeting minutes within their units for at least one year.

## Timeline & Cycle

- ❖ Assessment periods run annually from July 1 to June 30. Annual Update Due: **November 1**. For units within the Division of the Student Experience the deadline is **August 1**.
- ❖ Syracuse University's four-year assessment cycle runs through **June 30, 2026**. Through June 30, 2026, each success outcome is examined at least once.

## Always Remember

- ❖ The **Assessment Working Team** is here to help! Email us at [assessment@syr.edu](mailto:assessment@syr.edu).