



CURRICULUM MAP

OUTCOMES		COURSES		EVIDENCE
SLO 1	→	SYR 123	→	Exam
SLO 2	→	SYR 145	→	Project
SLO 3	→	SYR 234	→	Portfolio
SLO 4	→	SYR 444	→	Course Feedback
SLO 5	→	SYR 547	→	Capstone



STEP 1
Four-Year AAP Roadmap
Plan the next four years to sustain assessment



STEP 2
Curriculum Mapping
Review and update the program's curriculum map



STEP 3
Outcome Assessment
Submit annual outcome assessment

Assessment Overview for Academic Programs



Syracuse University

Office of Institutional Effectiveness (OIE)

effectiveness.syr.edu | assessment@syr.edu

Syracuse University's Assessment Framework

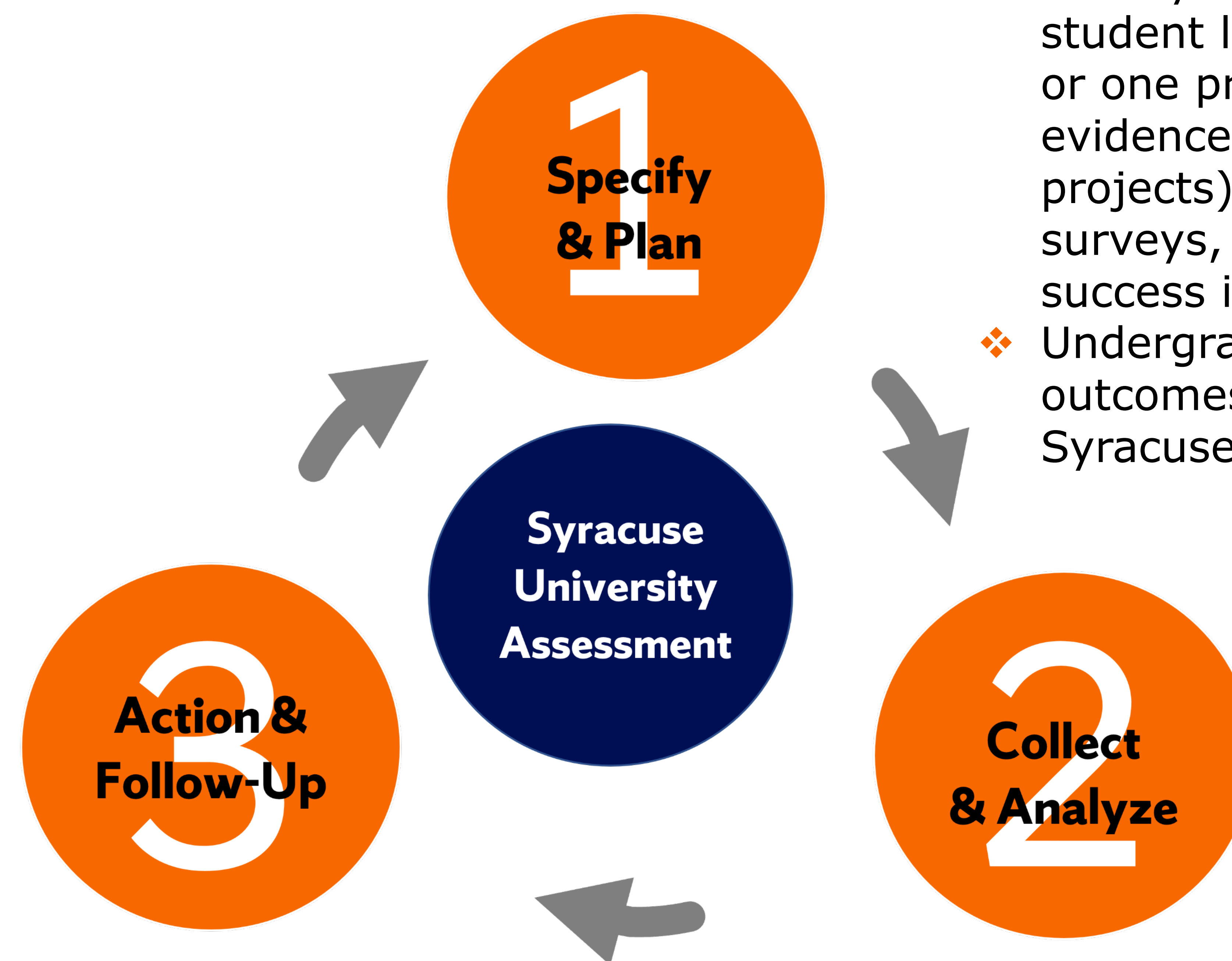
The process for conducting student learning outcomes assessment at the academic program level is organized into three phases:

Sustaining Assessment

- ❖ Faculty members lead and sustain a well-designed and manageable academic program assessment and action plan to inform decision-making.
- ❖ Faculty maintain an up-to-date Four-Year Assessment and Action Plan (AAP) Roadmap.
- ❖ The entire set of student learning outcomes is assessed by year three of the University's four-year cycle; year four closes the loop by providing updates on all actions previously identified.

Phase 1 | Specify and Plan

- ❖ The academic program has 5-7 clear statements of essential learning outcomes that describe what students will be able to do, know, or produce by the time they graduate. All outcomes are assessed within the first three years of the University's four-year assessment cycle.
- ❖ The academic program's curriculum map demonstrates the full progression of learning across the curriculum using the institutional scale.
- ❖ Faculty identify at least two types evidence for each student learning outcome (either two primary evidences or one primary and one supporting evidence). Primary evidence is based on student work (e.g., exams, papers, projects). Supporting evidence may include grades, surveys, or course feedback. A specific criterion for success is identified for all evidence.
- ❖ Undergraduate programs align student learning outcomes and courses with the Shared Competencies, Syracuse University's University-wide learning goals.



Phase 3 | Action and Follow-Up

- ❖ Assessment results inform faculty decisions about the academic program. Based on the findings, faculty members identify and implement actions to improve student learning and program operations.
- ❖ Faculty conduct follow-up assessment to examine the impact of actions taken.

Phase 2 | Collect and Analyze

- ❖ Evidence is collected and results are documented consistent with all evidence and criteria for each learning outcome being assessed in the academic year.
- ❖ Faculty's interpretation of the results is comprehensively documented and summarizes the strengths and weaknesses found in student learning and program operations.
- ❖ To study the nuances of the student learning experience, results are broken down by meaningful subgroups (e.g., learning modality, admit status, class standing).

Annual Assessment Activities across the University's Four-Year Cycle

Sustaining a manageable and meaningful assessment and action plan is important for continuous improvement of teaching and learning. The University maintains a four-year assessment cycle beginning July 1, 2026 - June 30, 2030, described below. **Faculty provide an annual update on or before November 1.**

PLAN AHEAD & ASSESS OUTCOMES



Year 1

Assessing AY 2026-27

Annual Assessment Activities

- Complete, share, and discuss the Four-Year Assessment and Action (AAP) Roadmap with faculty (see template on the next page).
- Review curriculum map and update any changes
- Assess 1/3 of the program's student learning outcomes.

Due: November 1, 2027

ASSESS OUTCOMES



Year 2

Assessing AY 2027-28

Annual Assessment Activities

- Assess 1/3 of the program's student learning outcomes.

Due: November 1, 2028

REVISIT CURRICULUM MAP & ASSESS OUTCOMES



Year 3

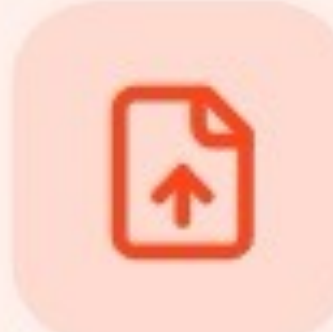
Assessing AY 2028-29

Annual Assessment Activities

- Review curriculum map and update any changes
- Assess the remaining student learning outcomes.

Due: November 1, 2029

UPDATE ACTIONS & PLAN AHEAD



Year 4

Assessing AY 2029-30

Annual Assessment Activities

- Provide an update on all actions that were identified throughout the past three years for every student learning outcome.
- Submit Four-Year AAP Roadmap for 2030-34 assessment cycle

Due: November 1, 2030

Four-Year Assessment and Action Plan Roadmap



Four-Year Assessment and Action Plan (AAP) Roadmap

This roadmap helps programs organize and sustain assessment activities across the University’s four-year cycle. Use it to plan which student learning outcomes will be assessed each year, identify the faculty who will engage in the process, determine evidence to collect, maintain an up-to-date curriculum map, and plan how results will inform teaching and learning improvements. **Annual assessment activities are due November 1.**

Assessment Year	Annual Assessment Activities	Outcomes	Faculty Engagement	Evidence	Share & Use Results
		Identify the student learning outcomes ¹ the program will assess in each assessment year. All outcomes must be assessed within the first three years of the four-year cycle.	Identify the faculty who will engage in assessment activities for each assessment year.	Identify the primary evidence and supporting evidence that will be used to assess each outcome. ²	Describe how results will be shared and used to inform teaching and learning.
Year 1 Assessing AY 2026-27	- Complete, share, and discuss the Four-Year Assessment and Action (AAP) Roadmap with faculty. - Review curriculum map and update any changes. - Assess 1/3 of the program’s student learning outcomes.				
Year 2 Assessing AY 2027-28	Assess 1/3 of the program’s student learning outcomes.				
Year 3 Assessing AY 2028-29	- Review curriculum map and update any changes. - Assess the remaining student learning outcomes.				
Year 4: Actions — to be completed in 2029-30 based on the prior three years of assessment³					
Assessment Year	Annual Assessment Activities	Actions	Faculty Engagement	Impact of Actions	Share Action Updates
Year 4 Assessing AY 2029-30	- Provide an update on all actions identified throughout the past three years for every student learning outcome. - Submit Four-Year AAP Roadmap for 2030-34 assessment cycle.	Review all action items identified across Years 1–3 of the assessment cycle.	Engage the faculty responsible in providing updates for actions previously identified.	Describe the impact of each action implemented.	Describe how the impact of the actions has been shared with faculty and constituents to inform teaching and learning in the program.

¹ **A Note About Student Learning Outcomes:** Student learning outcomes for academic programs are listed in the [course catalog](#). If the student learning outcomes in the course catalog are outdated or you have recently updated them, please reflect these updates in this four-year AAP roadmap, [curriculum map](#) and email the revised outcomes to assessment@syr.edu.

² **A Note About Evidence:** Student learning outcomes are assessed using two types of evidence, primary and supporting. Primary evidence is student work (a project, presentation, research paper, exam questions, lab report, observation data, etc.) where they demonstrate achievement of the outcome. Supporting evidence may include another type of student work or course grades, student surveys, course feedback, focus group data, placement data, etc.

³ **A Note About Year 4:** Year 4 information is provided for your reference — faculty do not need to complete it when submitting your AAP Roadmap. In Year 4, faculty will complete a separate action form to document the impact of each action identified in prior years.

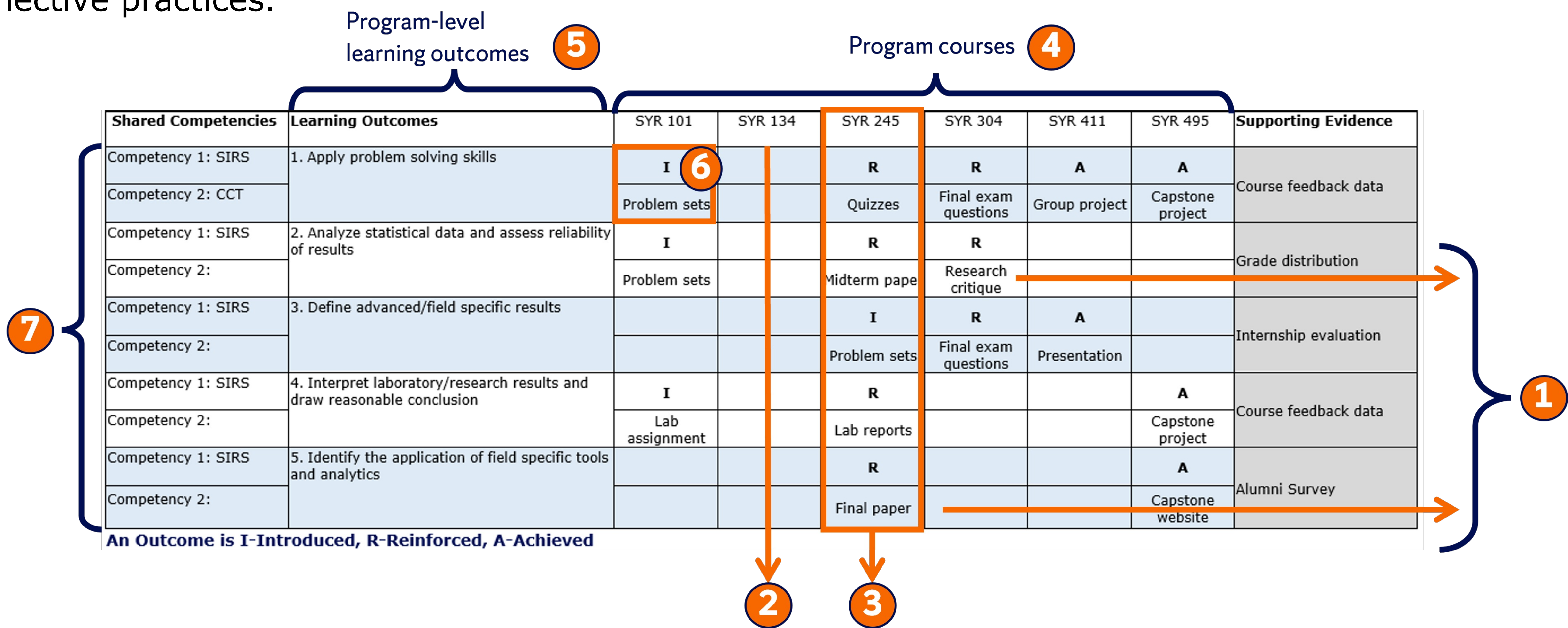
Curriculum Mapping Overview

Benefits of Curriculum Mapping

- ❖ Promotes discussion among the faculty about learning across the curriculum.
- ❖ Improves program coherence, increasing the likelihood that students achieve program-level learning outcomes.
- ❖ Communicates expectation to students.
- ❖ Encourages reflective practices.

Prerequisites to Curriculum Mapping

- ❖ Student learning outcomes for the program
- ❖ List of academic courses and other learning experiences (e.g., internships, study abroad, symposia, special seminars, etc.)
- ❖ [Curriculum map template](#)



Program Coherence Questions to Discuss

1	Do we offer students sufficient learning opportunities for each outcome?	An example of where this is not the case is an outcome with an introductory rating and a few “reinforced” ratings, but no “achieved” rating or vice versa.
2	Does each course contribute to the student learning outcomes in some way?	A course should be associated with one or more outcomes.
3	Is any course taking on too much for the program-level outcome?	It is rare for a course to address each outcome in depth. A capstone course may be the exception here.
4	Are there high-risk courses?	A high-risk course is one in which students struggle in or even fail, which may impact future learning.
5	Are there high-risk outcomes?	A high-risk outcome is one that is difficult for students to achieve at high quality levels.
6	Are the potential measures aligned well to the outcomes?	An example of a mismatch is an outcome asking students to "describe..." but the measure is a multiple-choice exam.
7	For undergraduate programs, are all Shared Competencies integrated into the degree requirements?	Do the course tags align with the program learning outcomes mapped to the Shared Competencies?

Transparent Assessment

Using transparent assessment strategies fosters a collaborative and participatory assessment culture to enhance the student learning experience.

Framework & Guiding Principles

Montenegro, E., & Jankowski, N. A. (2020)

- ❖ Meaningful student engagement
- ❖ Data disaggregation, exploration, and action
- ❖ Use context specific approaches and responses
- ❖ Embed transparency in all assessment processes

Transparent Assessment Strategies

	❖ Develop program learning outcomes using clear language appropriate for all learners. ❖ Explore both cognitive and non-cognitive taxonomies, such as <u>Bloom’s (revised)</u> and <u>Finks Taxonomy</u> when crafting outcomes. ❖ Provide students with multiple ways (primary evidence) to demonstrate their knowledge or skills. ❖ Ask students enrolled in the program to identify meaningful learning experiences (supporting evidence) they had in courses aligned to the program learning outcomes. ❖ Consider adopting a culminating signature assignment such as a portfolio, presentation, or exhibition that allows students to demonstrate holistic learning in relation to the outcomes. ❖ Identify achievement criteria based on the industry, field, and/or faculty expertise. Criteria should set all students up for post-graduate success.
	❖ Collect multiple different assignment types (primary and supporting) to assess each outcome across the curriculum. ❖ Disaggregate data by student subgroups that are meaningful to the program. ❖ When looking at results of different student subgroups, be sure to look at the evidence with the established criteria in mind and not compare performance of one group to another, in particular to the majority group. ❖ Compare results of one or more assignments over a few years to determine consistency of findings. (This can be a very helpful approach for programs with small enrollments.) ❖ Compare cohorts of students (e.g., class of 2024 and class of 2025 following a change to look at learning improvement) or for the same students at different times (e.g., class of 2025 in their first year and again during senior year). ❖ Share results with students to seek feedback on ways to enhance learning.
	❖ As the needs of your students and the program evolve, so will student learning outcomes, the curriculum, instructional methods, and assessment practices. Establish a manageable timeline to implement and assess actions based on results. ❖ Include students and alumni in discussions about actions. They are experts in their own experience with the program and can provide keen insights.