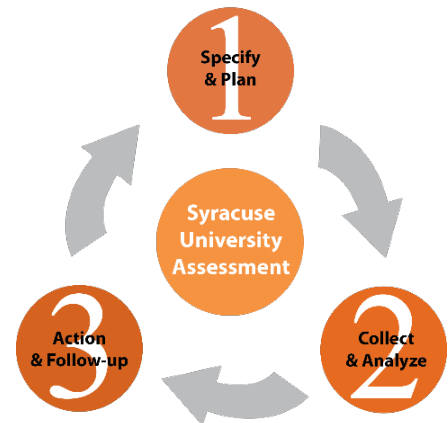


Assessment Overview

Assessment Process

The process for conducting co-curricular program/unit assessment is organized into three phases:

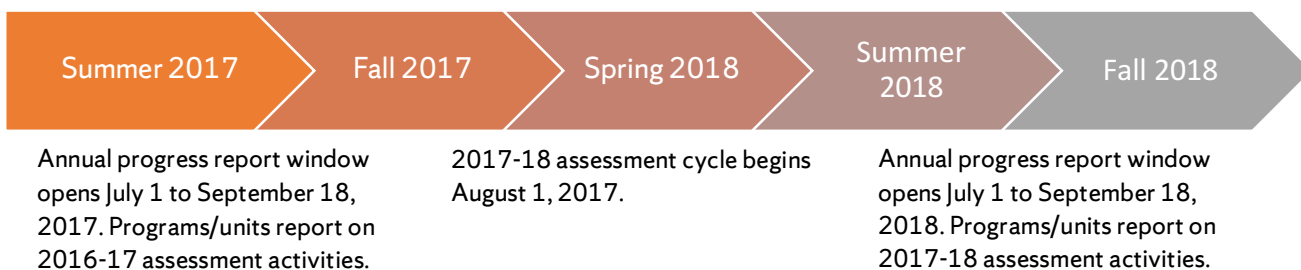
- **Phase 1—Specify and Plan:** Identify goals that align with the program/unit’s mission and strategic plan. For each goal, develop specific and measurable outcomes. Outcomes may focus on student learning/developmental and operational aspects. Select direct and indirect measures and determine corresponding criteria to assess each measure.
- **Phase 2—Collect and Analyze:** Collect data for measures specified in Phase 1. Analyze and interpret results.
- **Phase 3—Action and Follow-up:** Indicate actions to be taken to enhance the program/unit’s goals. After actions are implemented, determine and document the impact(s).



Assessment Expectations

Element	SU Expectation
Goals	<ul style="list-style-type: none"> • Goals are broadly stated, meaningful, achievable, and provide a framework for identifying outcomes. • Two to four goal statements that address the long-term aims and purposes of the co-curricular program/unit and align with its mission and strategic plan.
Outcomes	<ul style="list-style-type: none"> • Outcomes are specific, measurable, and aligned with the goals. They may be a combination of student learning/developmental and operational outcomes. • At least two outcomes are identified for each stated goal.
Measures	<ul style="list-style-type: none"> • Assessment measures are clearly linked to the outcomes. • For each student learning/developmental outcome, at least one direct and one indirect measures are identified. • For each operational outcome, at least one operational measure is identified.
Criteria	<ul style="list-style-type: none"> • Criterion is identified for each measure and aligned with the outcome.
Results	<ul style="list-style-type: none"> • Results are consistent with the corresponding measures and criteria. • Results are detailed (references to written reports, exact numbers and percentages, etc.).
Interpretation	<ul style="list-style-type: none"> • Detailed analysis and interpretation explain what the results indicate. • In addition to discussing results that have met the criteria for success, consideration is given to results that have not met the criteria.
Action and Follow-up	<ul style="list-style-type: none"> • Based on results and interpretation, faculty/staff suggest and implement actions to improve or modify the program/unit. • Records related to the action are maintained to document the process. • Implemented actions are measured and documented in subsequent assessment cycles.
Sustaining Assessment	<ul style="list-style-type: none"> • Co-curricular programs/units sustain a well-designed and manageable assessment plan and process to inform decision-making. • The entire set of outcomes are assessed over a four-year assessment cycle. • All program/unit members participate in the assessment process.

Assessment Timeline



Systematic Assessment: The Assessment and Action Plan (AAP)

- The assessment and action plan template provides a structure for documenting the program/unit’s goals and outcomes, monitoring progress, and making improvements toward them.
- The assessment and action plan is also a key tool to monitor the program/unit’s strategic plan.
- Information presented in the template includes measurable student learning/developmental and operational outcomes; concrete measures and criteria; specific results, interpretation, and actions taken to guide decision-making at the program/unit level.
- Assessment results are intended to provide feedback for continuous improvement. The assessment and action plan is not used to evaluate individual faculty or staff.
- Faculty/staff should meet at least once annually to have program level assessment conversations and update the program/unit’s assessment and action plan. Assessment provides a means for faculty/staff to reflect on the goals, outcomes, and their own practices.

PHASE 1				PHASE 2		PHASE 3	
Goals What do you strive to accomplish?	Outcomes Specific student or operational outcomes that are measurable.	Measures What direct and indirect assessment measures will be used?	Criteria How will competency be determined?	Results What was learned in the assessment process?	Interpretation What do results mean to the unit?	Action Based on the results and interpretation from Phase 2, what action will be taken?	Follow-Up What has been the impact of the action taken?

Systematic Assessment: The Annual Assessment Progress Report (APR)

- Results of assessment activities for each co-curricular program/unit are documented in the annual assessment progress report, which includes an updated assessment and action plan.
- The reporting window for the 2016-17 academic year is July 1 to September 18, 2017. Syracuse University expects each co-curricular program/unit to provide a progress report by September 18.
- Qualtrics is being used to collect the progress reports during the current reporting cycle.
- Syracuse University is in the process of transitioning to an online system, Taskstream/Tk20. The tool provides organizational support for assessment and accreditation efforts. The system includes tools that allow the University to create an integrated, streamlined picture of campus efforts.



Additional Resources

The Assessment Working Team is available for consultation and can work with programs/units to develop and implement their assessment and action plans. Contact Gerald Edmonds, Assistant Provost, Institutional Effectiveness and Assessment, at assessment@syr.edu for more information. You can also visit our website, assessment.syr.edu, for information, announcements, and resources on assessment and institutional effectiveness.