2019-24 Academic Affairs Assessment Plan

Submitted by the Office for Institutional Effectiveness and the

Assessment Advisory Board to the Office of the Provost

November 2019

Contents

Buffalo State Mission, Vision, and Values

Mission
Buffalo State is a diverse and inclusive college committed to the intellectual, personal and professional growth of its students, faculty, staff and alumni. Our mission is to empower students to succeed and to inspire a lifelong passion for learning. Buffalo State is dedicated to excellence in teaching, research, service, scholarship, creative activity and cultural enrichment.

Vision
Buffalo State College will be a nationally recognized leader in public higher education known for
- its caring and rigorous academic environment where lives are transformed through education;
- the intellectual and creative accomplishments of its faculty, staff, students, and alumni;
- its cross-culturally competent community dedicated to developing leaders for an increasingly global society.

Values
We, the Buffalo State community, are committed to
- actively facilitating access to public higher education;
- excellent learning experiences in and out of the classroom;
- being student centered;
- the rigors, joys, and fulfillment of intellectual discovery;
- engagement, applied learning, and partnerships with the community;
- social responsibility;
- respect for diversity and individual differences;
- supportive and collegial relationships;
- opportunities for individuals to realize their full potential.

Institutional Effectiveness Mission

The Office of Institutional Effectiveness provides campus-wide leadership and support for assessment, accreditation, strategic planning, continuous improvement, decision support, and compliance.

Institutional Effectiveness Office

Assessment is led by the Associate Vice President for Institutional Effectiveness and two full time staff associates. The AVP reports directly to the Provost and Vice President for Academic Affairs. The office is responsible for coordinating assessment initiatives; providing leadership and staff support for the Institutional Effectiveness Committee and the Assessment Advisory Board; maintaining all files related to assessment initiatives and correspondence; serving as a repository for assessment plans and other reports and assessment resources; producing the electronic newsletter, *Assessment Matters*; providing assistance in program review and other initiatives; serving as a resource for disciplinary accreditors;

serving as the Liaison Officer for Middle States; maintaining the Institutional Effectiveness website; conducting and/or coordinating a variety of centrally administered college surveys and preparing and distributing the reports of those initiatives to university constituencies.

Coordination of Assessment Activities

All areas directly involved in the delivery of the curriculum at the undergraduate and graduate levels, as well as the units providing academic support services, report to the Provost. The AVP for Institutional Effectiveness coordinates assessment activities within Academic Affairs. The AVP works with college committees, dean, chairs, directors, administrators and individual faculty and staff to carry out this responsibility. The AVP also serves as a resource for assessment and facilitates the sharing of information about assessment planning, data gathering and analysis and for curricular review and planning related to the assessment findings. To facilitate communications concerning assessment initiatives, the AVP works closely with the Dean's Council, the College Senate curriculum committee and the SUNY assistant provost in charge of system-wide assessment initiatives.

The assessment budget is administered by the Provost. It supports the staffing and operations of the Institutional Effectiveness Office, centrally administered assessment initiatives including for example the college's surveys of alumni and several national surveys as well as nationally benchmarked performance assessment and tracking college-wide performance, i.e. retention and graduation rates. The AVP has a budget allocated for attendance at regional and national assessment workshops and conferences and to cover some of the office costs.

NCATE has been the accrediting body for all teacher education programs at Buffalo State since the 1950's. As NCATE moved to a performance assessment model for student outcomes it became necessary to staff education with its own coordinator and assessment personnel. These individuals are responsible for meeting all assessment protocol in the Education Unit in compliance with NCATE/CAEP and Buffalo State standards.

Assessment at Buffalo State

For over 30 years at Buffalo State, assessment has expanded to undergraduate and graduate programs and been institutionalized and used for continuous improvement of curricula, pedagogy and academic rigor. Every 5 years the plan is reviewed and revised, expanding assessment activities on campus. Currently, all academic units on campus are actively engaged in assessment activities. Buffalo State's 2014-19 Assessment Plan is under revision by the Assessment Advisory Board, chaired by the AVP for Institutional Effectiveness.

In 2017, The office of curriculum and assessment was reorganized as part of a larger institutional realignment. Curriculum and curricular oversight was embedded into a newly conceived Associate Provost position, while assessment design and oversight and accreditation liaison duties reside with a newly created position, Associate Vice President for Institutional Effectiveness. This expanded position portfolio endeavors to include assessment in academic units and continuous improvement initiatives in non-academic units and to continuously monitor, report, and document progress toward attaining goals in Buffalo State's Strategic Plan.

Assessment evidence used in several ways:

- Faculty use evidence to update and improve curricula, either in content or pedagogy
- Degree programs use data in periodic program reviews and ongoing curriculum development to ensure the program outcomes for student learning are being met
- Schools use the information to set priorities for resource allocations and to monitor the contribution of degree programs to the college mission and goals
- Professional staff use the evidence to modify existing services or to create new approaches for delivering services to students
- College administrators use the information to assess the quality of the degree programs and support services provided to students and the effectiveness of the university in carrying out its mission.

Academic Assessment

- This goal is pursued through a cycle of assessment that occurs in all academic programs/units within the context of external and internal constraints. Benchmarking, cohort and longitudinal analyses of assessment results provide useful information for improving programs, services and the institution as a whole. This applies to the general education, department-specific learning outcomes, and institutional learning outcomes.
- The primary purposes of academic assessment are: to promote the self-assessment of departments or general education areas; to foster the improvement of the curriculum; to provide continuous feedback about and from our graduates; to promote an exchange among faculty so as to insure their efforts are converging; and to provide additional justification for resources necessary to address deficiencies or gaps if they are identified in an area of the curriculum.
- The methods of ascertaining the achievement of curricular goals is determined at the programmatic level. Such methods should, however, be measurable (i.e. data are regularly gathered according to established criteria and with consistent standards) and based on results of faculty discussions. Internally, the assessment process will contribute to the examination and improvement of curriculum.
- Assessment activities at Buffalo State should be based on multiple approaches and multiple indices. Ideally, they will include value added measures (assessment before and after instruction). The Office of Institutional Effectiveness has developed a set of assessment and reporting resources for academic and co-curricular programs.
- The results of assessment activities will only be used at the campus level to enhance the mission of programs and departments. Assessment results will never be used to punish or embarrass students, faculty, courses, programs or departments, either individually or collectively.
- Stringent guidelines will be developed and adhered to in order to ensure that confidentiality of assessment data is maintained. Data should only be reported in aggregate to protect the identity of individuals.

- Academic assessment activities will be used for program assessment only and will not by themselves be used to establish requirements for students to enter, progress through or graduate from a program.

Generally, academic program assessment is conducted in cycles that vary from 5-8 years depending on external and internal forces (i.e. disciplinary accreditors). Some programs assess all the SLOs each year, while others are on longer cycles. The following constitutes a full cycle of assessment:

- Identify learning outcomes
- Identify strategies used to assess the level of student achievement for the outcomes
- Gather and analyze assessment evidence
- Identify processes for sharing and reflecting on assessment results
- Implement improvements based on assessment data/findings

It is recognized that driving forces in the environment may impact assessment and evidence-based improvements. Examples are changes in funding, policies and personnel. These forces may impede or promote activities.

The flow of academic assessment information is as follows: Programs/units report the results of assessment activities to their respective deans and then to the Provost. The Institutional Effectiveness office keeps records of assessment plans, activities and reported results. Programs use assessment evidence to improve their curriculum and as the basis of the five-year program review (SUNY) and discipline-based accreditation processes. The support units report the results of their assessment activities to their dean or the Provost. The deans provide feedback/resources to the academic units as indicated by the assessment results. The assessment findings are used to provide the quality of academic services provided to students. Assessment results are provided annually by academic departments and units through their annual report. Starting in 2017-18, annual reports will be tracked and warehoused in an online accountability management system (AMS) to increase transparency, ease real-time reporting, and attempt to better address gaps.

Evidence from the accountability management system (AMS) is distributed in a variety of forums: President and President's Cabinet; Dean's Council, Student Affairs Directors, academic school meetings, department/program and support unit meetings and on request. It serves as the impetus for the examination of existing practices, faculty development programming and future assessment initiatives.

Assessment activities help foster faculty development. The Professional Development office conducts workshops and individual sessions on various assessment skills and processes throughout the year. The topics of these workshops/sessions may vary from year to year depending on perceived need. SUNY, through the SUNY Committee on Outcomes Assessment (SCoA) provides an opportunity for all faculty and staff to earn a Learning Outcomes Certificate through the SUNY Center for Professional Development. This certificate consists of 3 courses taken on-line: Assessment for Improvement of

Teaching and Learning; Planning and Implementing as Assessment of Student Learning and Closing the Loop: Using Assessment Results for Improvement.

Assessment Advisory Board

The Assessment Advisory Board (AAB) is chaired by the Associate Vice President for Institutional Effectiveness. The AAB has oversight for all academic assessment activities in academic programs. The Board is made up of two faculty members from each of the four schools, the Associate Deans from each of the four schools, the Associate Provost, and one member from the Graduate School.

The AAB:

- Reviews the university mission statement and strategic plan as well as Middle States and SUNY policies as a context for assessment
- Reviews and updates the college's assessment plan
- Reviews academic program assessment plans and provides feedback to departments
- Promotes campus-wide assessment activities to improve learning outcomes
- Provides advice on performance measures and standards to be used in the SUNY assessment process
- Help position the college for Middle States reaccreditation reviews
- Awards the Provost's Outstanding Assessment Award each year

Institutional Assessment

Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of the institution. Surveys of student satisfaction and engagement allow all stakeholders to be aware of how well the institution is meeting its goals, objectives and mission overall. An assessment website and newsletter are available to all campus constituents. In addition, student learning outcomes (as measured by the Collegiate Learning Assessment (CLA) and engagement (as measured by the National Survey of Student Engagement and Faculty Survey of Student Engagement: NSSE and FSSE) are posted on the Voluntary System of Accountability (VSA) found on Buffalo State's homepage (College Portrait). Starting in 2017, all non-academic units have developed their own mission, support outcomes that align to the mission, and an assessment plan that endeavors to identify the effectiveness of the unit.

Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC) is chaired the Associate Vice President for Institutional Effectiveness. The IEC has oversight for all non-academic assessment activities as well as monitors the strategic plan. The group consists of multiple directors and associate vice presidents from across all Vice-Presidential areas at Buffalo State. It also includes the Associate Provost and Faculty representatives. The group was formed in 2017 and was charged by the Provost as follows:

The work of the IEC will endeavor to measure and make public the degree to which our institutional performance and behavior satisfies Buffalo State's mission. This work will be accomplished by IEC

members who represent stakeholders in all institutional areas. The overarching charge of the IEC is to continuously assess and improve programs and services that enable Buffalo State to respond effectively to opportunities and challenges (MSCHE Standard VI). The IEC will be further deployed to work on specific accreditation processes and actions, as needed.

SUNY Buffalo State Assessment Principles

The following principles were drafted by the College Senate Academic Plan Committee in Spring 2018.

Fostering and furthering of student success must be at the core of any assessment process. As such, the following principles are recommended for high quality student and programmatic assessment:

1. SUNY Buffalo State's assessment practices should be guided by our institutional mission, strategic plan, and learning outcomes. Practices should be driven by a desire to improve student learning through a comprehensive campus assessment process.

2. Assessment is the shared responsibility of all campus constituents (e.g., College Senate, faculty, staff, students, administration), and is to be ethically conducted using intentional methodologies.

3. Assessment is an ongoing process used to answer meaningful questions, and findings should be broadly shared. This includes measuring the effectiveness of the work of each unit, the progress towards meeting educational outcomes, and providing useful information as a basis for continuous improvement.

4. Individual units are responsible for assessing themselves and responding to the results of that assessment.

5. Assessment must not conflict with academic freedom*, and/or be used for individual faculty or staff performance review.

*http://system.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY-BOT-Policies-June2014.pdf

(Based on AAHE's Principles of Good Practice for Assessing Student Learning)
Resolution passed by Senate vote, May 11, 2018.

General Education Assessment (Intellectual Foundations)

Following an extensive assessment of the 2006 Intellectual Foundations program, Buffalo State initiated a new general education program called Intellectual Foundations 14 or IF14. The mission of IF 14 is to:

"promote an understanding of the continuity of human history, the depth of inherited knowledge, the validity of diverse modes of inquiry, the value of artistic expression and the richness of our collective experience. The purpose of the Intellectual Foundations program is to develop the skills and habits of the mind required for a life of intellectual curiosity and civic engagement."

Intellectual Foundations 14 was developed as an outcomes based program. It consists of fifteen areas of knowledge which are assessed on a rolling 5-year cycle. The 2017-18 IF14 Self-Study concluded:

"that Buffalo State is achieving many of its educational goals established for general education. Faculty, Staff, and students are generally satisfied with the overall mission of the program, program structure, and the delivery."

On April 27, 2018, a daylong meeting was convened by the Provost with members of the Senate Intellectual Foundations Oversight Committee (SIFOC), the Associate Provost, Associate Vice President for Institutional Effectiveness, the Associate Deans, and SIFOC Oversight and Assessment Committee (OAC) members for the Arts and Humanities. This meeting reviewed the current state of general education assessment at Buffalo State, exploring strengths, weaknesses, and discussed the revised MSCHE standards and expectations, and national best practices in general education. As a result, it was decided that in 2018 for the Arts and Humanities, and subsequently in 2019 for the Natural Sciences and Social Sciences, Buffalo State will make significant alterations and improvements in methodology.

In the fall of 2018, Buffalo State reconceptualized assessment of its General Education program (Intellectual Foundations '14 or IF14). Previous assessments were based on samples of IF14 courses (typically, some percent of courses were assessed) and the use of a third-party committee to review student work. This method was used to assess all elements of the IF14 program including: American History, Arts, Basic Communication, Critical Thinking, Diversity, Humanities, Mathematics and Quantitative Reasoning, Natural Science, Social Science and Writing Infusion. In the case of Diversity assessment, instructors were provided with "prompts" around which assignments were created and a third-party committee reviewed student work. Several validity-related problems can arise from this method, including:

- Instructors may not design their course around these prompts to adequately prepare students
- A possible disconnect in expectations of comprehension and rigor between instructors and the committee
- Questions regarding the appropriateness of a common prompt to apply across a range of courses and disciplines.

To address these potential threats to data quality and to increase the representativeness of the sample, Buffalo State developed an online, faculty-driven comprehensive approach. All students taking a course and all instructors teaching a course in an area to be assessed are included in multi-step process that is 1) oriented toward continuous improvement rather than compliance, 2) oriented toward teaching and learning rather than oversight, 3) focused on faculty development rather than peer review, 4) formative rather than summative, 5) based on both direct and indirect measures, 6) based more directly on Institutional Learning Outcomes, and 7) more sustainable.

The process consists of three steps that includes indirect measures, direct measures and the submission of samples of student work. **First**, students are asked early in the semester (Week 3) to respond to survey questions that read: *How confident are you in your ability to: (fill in the SLO(s) the course is designed to address).* Students will respond electronically to a brief survey prompt during a class meeting via their personal device (e.g., phone, tablet, laptop). **Second**, students are asked later in the semester (Week 13) to respond to the same questions, *in light of having taken this course*. Changes in aggregate results are recorded. **Third**, after the semester ends, faculty are asked to respond to an online survey. In this survey, they are asked to: 1) reflect on the aggregated differences between the pre- and post-test data from students, which is automatically displayed in the survey; 2) attach examples of student work that *Do not meet standard, Approach standard, Meet standard, and Exceed standard*; 3) note the number of students in each of these performance levels; and 4) make note of any changes planned for the next time they teach this course to raise the quality of student work.

As noted in the Buffalo State Assessment Plan 2014-19, the new model moves the assessment from the Spring semester to the Fall semester; benefits from a liaison model between SIFOC, SIFOC OACs, and the individual faculty members teaching courses in the categories to be assessed; shifts focus from oversight to teaching and learning support; shifts from a peer-review model to a self-assessment model; uses both direct and indirect measures; removes artificial pushed prompts in favor of organic assignments in each course individually determined by the faculty in consultation with their SIFOC Liaison; makes better use of technology to provide teaching faculty with more real-time assessment data; and endeavors to better evidence how faculty and administration are using assessment data to improve student outcomes through self-reported faculty templates collected and compiled at the end of the Fall semester.

This new methodology was used for the first time in AY2017-18 for assessment of the IF14 courses in the Arts and in the Humanities. Results of this pilot are available on the Office of Institutional Effectiveness website under the "Assessment" tab. Moving forward, this methodology will be applied to all 14 elements of IF14 assessment listed in the 2014-19 General Education Assessment Plan (see below). This plan is currently based on a 5-year rolling assessment cycle; however, switching it to a 3-

year cycle would allow for a more formative rather than summative process for the 2019-24 General Assessment Plan. The college will consider moving to a 3-year cycle.

Example of Five-Year Assessment Cycle

2017/2018:   Mathematics/Quantitative Reasoning, Writing Across the Curriculum, Basic

Communication, Critical thinking, Information Management

2018/2019:   Arts, Humanities

2019/2020:   Social Sciences, Natural Sciences, Diversity

2020/2021:   Western Civilization, Non-western Civilizations

2021-2022:   American History, Global Engagement

Example of a Three-Year Assessment Cycle

2017/2018:   Mathematics/Quantitative Reasoning, Writing Across the Curriculum,

Critical thinking, Information Management, Arts, Humanities

2019/2020:   Social Sciences, Natural Sciences, Diversity

2020/2021:   Western Civilization, Non-western Civilizations, Basic Communication, American History,

Global Engagement

General Education Student Learning Outcomes

Buffalo State graduates demonstrate competency in these areas of knowledge through assessment of the following learning outcomes:

Arts

Students will:
- Describe the connection between creative process and artistic outcome
- Examine the relationships between art and the individual, culture and society
- Analyze visual and/or performed work by considering purposes and processes (critical thinking)

Humanities

Students will:
- Examine fundamental aspects f human experience as expressed through literary, philosophical or rhetorical works

- Articulate and defend critically informed values pertaining to individual and social questions (critical thinking)

Natural Science

Students will:
- Describe the methods natural scientists use to explore natural phenomena, including observation, the framing of scientific questions, the development of hypotheses, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical analysis
- Apply natural science data, concepts and models to natural science (critical thinking)

Social Science

Students will:
- Describe social environments, behaviors and social issues in the context of course subject matter
- Apply basic concepts and terminology of social science
- Evaluate the basic knowledge of methods of gathering evidence in the social science field (critical thinking)

American History

Students will:
- Analyze the origins and development of intellectual diversity, political, economic, social and cultural institutions of the U.S. and the roles that they have played in American Life (critical thinking)
- Explain the role of and influence of racial, ethnic, class and gender groups in the development of the American people
- Summarize the process by which the U.S. emerged as a world power
- Distinguish primary and secondary sources

Western Civilization

Students will:
- Identify characteristics of Western Civilization and its influence on the modern world through multiple cognate areas of the liberal arts (humanities, natural sciences, social sciences and art)
- Apply fundamental concepts to describe the development of Western Civilization over a significant period of time* (critical thinking)
- Relate the development of Western Civilization to that of other regions of the world

*"significant period of time" should be construed in terms of centuries, rather than decades

Non-Western Civilizations

Students will:

- Summarize: (a) a broad outline of world history, or (b) at least one non-western civilization or multi-cultural region in one or more historical period, including cultures, geography, institutions, societies, politics and economies
- Analyze ways of thought in one or more historical period, in one or more non-western world civilization or multi-cultural region, including at least two foundational fields of thought (e.g. science and religion, or artistic expression and political philosophy)
- Classify an era in terms of the historical periodization, continuities and discontinuities, in the development of non-western civilization or multi-cultural regions
- Identify information and ideas from at least one non-western civilization or multi-cultural region and apply the information and ideas to non-western civilizations and multi-cultural regions (critical thinking)

Critical Thinking (Infused into majors)

Students will:

- Identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- Develop well-reasoned arguments

Information Management (Infused into majors)

Students will:

- Use applications to read, write, and execute files
- Conduct research using investigative techniques
- Evaluate, locate, and synthesize information

Diversity

Students will:

- Examine the past, current and/or prospective contributions of diverse groups to American society
- Analyze the ways in which social and institutional structures can contribute to privilege, social justice or social injustice through stereotyping, prejudice and discrimination (critical thinking)

Basic Communication

In CWP 101, students will:

- Demonstrate competence in the writing process from invention and prewriting through drafting, revision, and final editing
- Compose and revise competent pieces of expository writing, including narratives, personal essays, responses to literary works, and /or informal writing such as journals. Students will

demonstrate competence with patterns of arrangement: narration, description, comparison, contrast, classification, cause and effect, induction and deduction

- Recognize persona, purpose, and audience in writing and develop essays that demonstrate unity and coherence and contain a clear controlling idea (thesis), a strong introduction, sufficient supporting detail, and a strong conclusion
- Demonstrate the ability to locate, select and incorporate source materials into their writing, and be introduced to Butler Library and the Internet as sources of reference information
- Explore the potential of using the personal computer as a tool for writing and revising

In CWP 102, students will:

- Demonstrate competence in argumentative/persuasive writing
- Demonstrate competence in rhetorical forms and writing with sources
- Demonstrate competency in finding, analyzing, and synthesizing material from critical and popular print, electronic media and other media into their writing
- Demonstrate the ability to use research strategies for specialized assignments, employing an appropriate citation format (MLA) and demonstrating the ability to use Butler Library and the Internet as sources of reference information
- Demonstrate the ability to read writing-in-progress, identify rhetorical patterns that work for articulated writing tasks, and appreciate and expand their stylistic repertoire
- Explore the use of the personal computer as writing and revising tool
- Demonstrate the ability to write well-organized, unified, coherent research-based papers and

Mathematics and Quantitative Reasoning

Students completing Mathematics and Quantitative Reasoning courses will meet the outcomes listed below in 1 or 2.

1. Problem Solving and Abstract Reasoning

Students will:
- Represent and analyze known relationships[1] using algebraic and geometric models
- Represent phenomena of the physical world[2] in abstract, symbolic form
- Solve problems using appropriate methods through logical relationships and reasoning

2. Statistical Analysis and Reasoning

Students will:
- Describe and analyze sets of numerical data visually and quantitatively.
- Draw valid and meaningful inferences and conclusions from data using appropriate methods.
- Assess the validity of conclusions drawn from statistical methods.[3]

[1] "known relationships" refers to the existing collection of functions and formulas used to describe the world around us.

[2] "physical world" includes phenomena that we may encounter in the study of the physical, life, and social sciences.

[3] "statistical methods" includes research design, data collection, and data analysis

Global Engagement

Students will:

- Demonstrate cognitive, affective and behavioral skills and competencies that support effective and appropriate interaction in a variety of cultural contexts
- Identify, analyze and evaluate arguments as they occur in their own or other's work

Writing Across the Curriculum

Students will:

- Refine habits conducive to good writing developed at earlier stages in core education and education in the major, per the SUNY Basic Communication Requirements.

    -produce coherent texts within common college-level written forms
    -demonstrate the ability to revise and improve such texts
    -research a topic (as defined in accordance with disciplinary practices), develop an argument (as defined in accordance with disciplinary practices), and organize supporting details)

- Use writing as both a tool for learning and a means for communicating about ideas within a discipline or profession.

Institutional Learning Outcomes

Buffalo State recently adopted a set of Institutional Learning Outcomes (ILO). The intent is that these ILOs will be incorporated into the next version of the General Education Program. Per a memo from President Conway-Turner, it is at that point assessment of ILOs will commence. Graduates of Buffalo State will be known for their:

I. Cultural fluency[i] - Graduates will be aware of how ideas are shaped by cultures and social norms and be able to engage with ideas different from or in conflict with their own; students will be aware of cultural, societal, and institutional factors influencing assumptions, prejudices, and privileges.

II. Urban engagement [ii] - Graduates, leveraging their experiences in Buffalo State's distinctive urban setting, will understand how to interact meaningfully in their communities and possess the skills to be wise, productive, and responsible citizens.

III. Scholarship and creative activity [iii] - Graduates will possess the quantitative, conceptual, and creative skills to pose, frame, and analyze a range of questions, problems, and issues. They will produce complex and intellectually challenging work and demonstrate essential technological skills.

IV. Ethical reasoning [iv] - Graduates will deliberate ethical values and principles and apply them in ambiguous, complex, and controversial contexts. They will be conscientious persons, students, and professionals.

[i] Assessment model: Miville-Guzman Universality-Diversity Scale (M-GUDS-S) (short form)

[ii] Assessment models: Civic Engagement VALUE Rubric, Socially Responsible Leadership Scale (SRLS-R2)

[iii] Assessment models: Quantitative Literacy VALUE Rubric, Information Literacy VALUE Rubric See Northcote (2012) (PDF, 473 KB), Inquiry and Analysis VALUE Rubric, Creative Thinking VALUE Rubric (PDF, 42 KB), Problem Solving VALUE Rubric

[iv] Assessment models: Ethical Reasoning VALUE Rubric, Defining Issues Test 2 (DIT-2)

Buffalo State College Senate Academic Plan Committee Recommendation of ILOs: April 14, 2017

Process of Assessment

Assessment of student learning outcomes is carried out in multiple ways. Most areas of the General Education Program (IF14) are carried out in a similar way on a 5-year cycle, while assessment of departmental academic programs is designed by departments.

Assessment of General Education (IF14)

Oversight and Assessment Committees (OAC) are formed each year to facilitate communication with faculty members regarding the assessment process. Each OAC is composed of approximately 4-6 faculty/professional staff and faculty librarians. The OACs will include at least one Senate Intellectual Foundations Oversight Committee (SIFOC) member (chair or liaison) and an administrative liaison. The former duties of the Assistant Dean for Intellectual Foundations have been assigned to the Associate Provost and the former duties of the AVP for Curriculum, Assessment and Accreditation have been reassigned to the AVP for Institutional Effectiveness, both of whom are ex-officio members of each committee.

The OACs are responsible for the following:

- Each member will become familiar with the mission and goals of IF14.
- Each member will become familiar with the SUNY General Education Student Learning Outcomes.
- OAC members will attend faculty orientation sessions held by the Office of Institutional Effectiveness to communicate the assessment process to participating faculty members.
- The OAC will review and revise IF14 student learning outcomes as needed.
- The OAC will review and assist with implementation of the recommendations from the Self-study and external evaluators report.
- The OAC will review and revise assessment plans for the designated IF category to include multiple measures of assessment and benchmarks.
- The OAC will collect and analyze assessment data based upon the assessment cycle provided.
- Each OAC will submit an assessment report to SIFOC, the Associate Provost, and the Associate Vice President for Institutional Effectiveness upon completion of the category assessment.

- The OAC will implement and provide oversight of approved assessment recommendations with oversight from SIFOC, College Senate Curriculum Committee, the Associate Provost, and the AVP for Institutional Effectiveness.

Intellectual Foundations14 uses multiple methods of assessment. Direct assessment of student work products occurs in courses in each area. Instructors are also asked to reflect on the aggregate results of indirect assessments of student opinions from week 3 and week 13 of the semester.

The learning environment is also assessed through the administration of the NSSE and FSSE. Results of the NSSE are presented with results from Intellectual Foundations assessment. The IF Oversight Committee and the Scholarship of Teaching and Learning (SoTL) Advisory committee will reflect on the results of NSSE and FSSE and make recommendations.

The results of IF assessment are tracked in the [General Education dashboard](#) which is available to all faculty, staff and administrators at Buffalo State and in the accountability management system (AMS).

Assessment in Major Programs

Buffalo State provides quality undergraduate and graduate programs in the liberal arts, business, communication, education, health and human services, the sciences and technologies. Every department engages in major program assessment activities to measure and benchmark quality as part of either accreditation review or a 5 year internal/external review process. Both SUNY and Buffalo State provide guidelines for the 5 year review. This assessment review includes a self-study, external review and department response to the external review report. Upon completion, the Dean and department work together to implement agreed upon recommendations for improvement.

Assessment in major programs is guided by each program's assessment plan. Student learning outcomes are available on academic department websites. Other materials such as assessment plans, curriculum maps, and assessment results/actions are available in the Accountability Management System (AMS) in Taskstream.

Reports detailing assessment activities/results/responses are included in department annual reports which are sent to Deans, Provost and AVP Institutional Effectiveness.

All assessment plans include:

1. Clear delineation of programmatic student learning outcomes.
2. A curriculum map of courses in each program that relate to and result in achievement of goals and objectives.
3. Measures and criteria (standards) utilized in determining the degree to which students are achieving goals/objectives.
4. Process/procedures for making changes suggested by assessment results.
5. Realistic cyclic timetable for completing programmatic assessment.

Major Program Review Schedule (2013-14 to 2017-18)

2013/14

    English B.A., M.A., Writing B.A. (originally scheduled for 12/13)
    Psychology B.A., B.S.
    Political Science B.A. (originally scheduled for 12/13)
    Sociology B.A./B.S.
    Multidisciplinary Studies M.A., M.S.
    Mathematics B.A., B.S., M.S.

    ACEJMC: Broadcasting B.A., Communication B.A., Journalism B.S. & Public Communication B.A.
    CIDA: Interior Design B.F.A.
    NASM: Music B.A.
    NAIT: Industrial Technology B.S.
    ACEND: Dietetics Coordinated B.S. and Dietetics Didactic B.S.
    ACPHA: Hospitality Administration B.S.
    AAFA: Fashion and Textile Technology B.S.

2014/15

    Anthropology B.A.
    Criminal Justice B.S., M.S.
    Earth Sciences B.S.
    Geography B.A., Urban-Regional Analysis and Planning B.S.
    Geology B.A.
    Economics B.A., B.S., M.A.
    Health and Wellness B.S.
    Modern and Classical Languages (French and Spanish) B.A.
    Philosophy B.A.
    Physics B.A., B.S.

    NCATE/CAEP: Teacher Education Programs
    CAA: Speech-Language Pathology M.S.Ed

2015/16

    Business Administration B.S.
    History B.A., M.A.
    Individualized Studies B.S.
    Biology B.A.
    Higher Education Administration M.S.

2015/16

      ACS: Chemistry B.S., M.A.
      AAFCS: Family and Consumer Sciences

2016/17

      Forensic Chemistry B.S., Forensic Science M.S.
      Fashion and Textile Technology, B.S.
      NASAD: Visual Arts Programs
      ABET: Electrical Engineering Technology B.S., Mechanical Engineering Technology B.S.
      NAST: Theater B.A.

2017/18

      Television and Film Arts B.A.
      Arts and Letters B.A.
      Computer Information Systems B.S.
      CSWE: Social Work B.S.

Current and Future Major Program Review Schedule

During the summer of 2019, the Office of Institutional Effectiveness conducted a review of records to ensure that program reviews were being collected and organized in a manner that allows for the timely access to materials and clear communication with department chairs and program coordinators. The current process was conducive to neither. The table below was developed as a method by which to organize and catalog materials in an easily accessible manner, as well as a method by which to foster more effective communication with the campus regarding the timing and required materials for program review. This should enable to college to better monitor and enforce the required 5-year review cycle for major academic programs. The Office of Institutional Effectiveness is currently developing a similar strategy to collect and catalog program reviews for accredited programs.

Program Review Schedule for Non-Accredited Programs

SS = Self-Study   RR = Reviewers' Report   DR = Departmental Response

Adult Education Adult Education, M.S. 2013-14 SS RR DR	2018-2019 SS RR DR	2023-2024 SS RR DR	2028—2029 SS RR DR
Anthropology Anthropology, B.A. 2015-16 SS RR DR	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
Arts and Humanities Dean's Office Arts and Letter, B.A. 2017-18 SS RR DR	2022-2023 SS RR DR	2027-2028 SS RR DR	2032-2033 SS RR DR
Biology Biology, B.A., Biology, M.A. 2016-17 SS RR DR	2021-2022 SS RR DR	2026-2027 SS RR DR	2031-2032 SS RR DR
Business Business Administration, B.S. 2015-16 SS RR DR	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
Communication Broadcasting, B.A. Communication, B.A. Journalism, B.S. Public Communication, B.A. 2013-14 SS RR DR	2018-2019 SS RR DR	2023-2024 SS RR DR	2028—2029 SS RR DR
Computer Information Systems Computer Information Systems, B.S. 2012-13 SS RR DR	2018-2019 SS RR DR	2023-2024 SS RR DR	2028—2029 SS RR DR
Criminal Justice Criminal Justice, B.S. 2014-15 SS RR DR	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Earth Sciences and Science Education Earth Science, B.S., Geology, B.A. 2015-16 SS RR DR	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
Economics and Finance Economics, B.A., Economics, B.S., Applied Economics, M.A. 2017-18 SS RR DR	2022-2023 SS RR DR	2027-2028 SS RR DR	2032-2033 SS RR DR
English English, B.A., English, M.A. 2013-14 SS RR DR Writing, B.A., ???	2019-2020 SS RR DR ??	2024-2025 SS RR DR ???	2029-2030 SS RR DR ???
Fashion and Textile Technology 2016-17 SS RR DR	2021-2022 SS RR DR	2026-2027 SS RR DR	2031-2032 SS RR DR

Geography and Planning Geography, B.A., Urban and Reg. Planning, B.S. 2014-15 SS RR DR	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Environmental Geography, B.S. (New in 2018-19)	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Graduate Dean's Office Multidisciplinary Studies, M.A. and M.S. 2015-16 SS RR DR Appendix A	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
Great Lakes Center Great Lakes Ecosystem Sciences, M.A. and M.S. 2015-16 SS RR DR	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Health, Nutrition, and Dietetics Health and Wellness, B.S. 2016-17 SS RR DR	2021-2022 SS RR DR	2026-2027 SS RR DR	2031-2032 SS RR DR
Higher Education Administration Higher Education and Student Affairs Administration, M.A. 2015-16 SS RR DR	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
History and Social Studies Education History, B.A., History, M.A. 2015-16 SS RR DR Appendix 1, Appendix 2, Appendix 3, Appendix 4, Appendix 5, Appendix 6, Appendix 7, Appendix 8	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
History and Social Studies Education Museum Studies, M.A. 2017-18 SS RR DR	2022-2023 SS RR DR	2027-2028 SS RR DR	2032-2033 SS RR DR
International Center for Studies in Creativity Creative Studies, M.S. ???	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Mathematics Applied Mathematics, B.S., Mathematics, B.A., Professional Applied Computational Mathematics, M.S. 2013-14 SS RR DR	2018-2019 SS RR DR	2023-2024 SS RR DR	2028—2029 SS RR DR
Modern and Classical Languages French, B.A., Spanish, B.A. 2014-15 SS RR DR	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Philosophy Philosophy, B.A. 2014-15 SS RR DR	2019-2020 SS RR DR	2024-2025 SS RR DR	2029-2030 SS RR DR
Physics Physics, B.A., Physics, B.S., Physics Three-Two Engineering Option, B.S. 2015-16 SS RR DR	2020-2021 SS RR DR	2025-2026 SS RR DR	2030-2031 SS RR DR
Political Science Political Science, B.A., International Relations, B.S. 2013-14 SS RR DR	2018-2019 SS RR DR	2023-2024 SS RR DR	2028—2029 SS RR DR
Political Science Public Administration in Public and Nonprofit Management, M.P.A. 2016-17 SS RR DR	2021-2022 SS RR DR	2026-2027 SS RR DR	2031-2032 SS RR DR

Psychology			
Psychology, B.A., Psychology, B.S.	2019-2020	2024-2025	2029-2030
2013-14 SS RR DR	SS RR DR	SS RR DR	SS RR DR
Sociology			
Sociology, B.A.	2019-2020	2024-2025	2029-2030
2013-14 SS RR DR	SS RR DR	SS RR DR	SS RR DR
Television and Film Arts			
Television and Film Arts, B.A.	2022-2023	2027-2028	2032-2033
2017-18 SS RR DR	SS RR DR	SS RR DR	SS RR DR

New Program Additions Initial Assessment Cycle Starting Dates

Museum Studies M.A. 17/18
Creative Studies M.S. 13/14

Program Review Schedule for Accredited Programs (2013-14 to 2017-18)

2013/14

ACEJMC: Broadcasting B.A., Communication B.A., Journalism B.S. & Public Communication B.A.
CIDA: Interior Design B.F.A.
NASM: Music B.A.
NAIT: Industrial Technology B.S.
ACEND: Dietetics Coordinated B.S. and Dietetics Didactic B.S.
ACPHA: Hospitality Administration B.S.

2014/15

NCATE/CAEP: Teacher Education Programs
CAA: Speech-Language Pathology M.S.Ed

2015/16

ACS: Chemistry B.S., M.A.
AAFCS: Family and Consumer Sciences

2016/17

NASAD: Visual Arts Programs
ABET: Electrical Engineering Technology B.S., Mechanical Engineering Technology B.S.
NAST: Theater B.A.

2017/18

CSWE: Social Work B.S.