

2020-21 Review of Assessment Activities for Academic Programs



BUFFALO STATE
The State University of New York

Submitted by the Assessment Advisory Board and the Office of
Institutional Effectiveness & Planning to the Provost

This is a review of assessment activities recorded in the 2019-20 annual report workspaces.

Table of Contents

Introduction	3
Overall Findings.....	3
Findings by Assessment Criteria	5
Heat Map Analysis	6
Goals	110
Recommendations	11
Academic Program Assessment Rubric.....	143
Programs Included in the Analysis.....	176
2020-21 Assessment Advisory Board Membership	177

Introduction

In academic year 2020-21, the Assessment Advisory Board (AAB) conducted a review of academic program assessment plans. Data from the 2019-20 academic year were collected from Taskstream. The maturity of program assessment was assessed using 6 criteria (Student Learning Outcomes, Curriculum Map, Measures and Criteria, Results and Interpretation, Action and Follow-up, and Sustaining Assessment). This report summarizes the methodology, findings, and recommendations of the AAB. An appendix includes the rubric that was used in the assessment, the membership of the AAB, and a list of programs included in the analysis. Results are reported in aggregate.

AAB members were divided into teams (pairs), each assigned to a list of programs to assess. This ensured that multiple reviewers worked with each program's data before the final determination of scores were made. This process improved the quality of resources on campus and helped to increase the internal validity of our methodology. The rubric for scoring departmental progress on each assessment criteria ranges from 0 to 3, with 0 indicating no evidence and 3 indicating proficiency. The rubric is available at the end of this document. A perfect score for a department is 18, resulting from a score of 3 across all six criteria. Results were reviewed by the AAB and any problems with coding and data collection were addressed.

In all, 121 programs were reviewed. Of the 121 assessment plans, 1 was from the Graduate School, 1 from Academic Affairs, 28 from the School of Arts and Humanities, 23 from the School of Education, 50 from the School of Natural and Social Sciences, and 18 from the School of the Professions. It should be noted that by using only Taskstream as a data source, it is possible that some assessment activities taking place in academic departments were excluded. Nevertheless, Taskstream is the location where assessment activities are to be stored and made available.

Table 1: School/College/Division Representation in the Analysis

School/College/Division	Department		Program/Unit	
	count	nunique	count	nunique
Academic Affairs	1	1	1	1
Graduate School	1	1	1	1
School of Arts and Humanities	28	9	28	28
School of Education	23	5	23	23
School of Natural and Social Sciences	50	15	50	50
School of the Professions	18	10	18	17

Overall Findings

Similar to the findings from the 2019-20 analysis, our data indicate fairly strong academic program assessment campus-wide in terms of developing SLOs and Curriculum Maps. The data also demonstrate a significant improvement in the development of Measures/Criteria and Results/Interpretation. Despite the COVID shut down which began in March of 2020, results suggest that 2019-20 assessment activities largely continued as planned. Analysis of Action/Follow-up activities also indicated meaningful improvement from the previous year however, this area continues to score lowest. Overall, the results are promising. Relative to the previous year, consistent improvements are reflected across all areas with slightly larger improvements in Measures and Criteria and Actions and Follow-up. Averages are based on the coding scheme below.

- 0 = No Evidence
- 1 = Emerging
- 2 = Developing
- 3 = Proficient

The changes in average score are summarized in Table 2.

Table 2: Mean Scores by Criteria by Year

<u>Criteria</u>	<u>2018-19 Average</u>	<u>2019-20 Average</u>	<u>2020-21 Average</u>
Student Learning Outcomes	2.1	2.3	2.6
Curriculum Map	1.6	1.8	2.1
Measures and Criteria	1.7	1.9	2.3
Results and Interpretation	1.0	1.8	2.1
Actions and Follow-Up	.5	1.3	1.7
Sustaining Assessment	.7	1.4	2.2

With 121 programs and a perfect score for each program, the highest possible score is 2,178. The total score for 2019-20 assessment activities is 1,556, 71% overall. This represents improvement over last year's overall score of 1,143 out of a possible 1,590, or 57.7%. The percentage increase and the difference between the highest possible point totals (1,143 for the previous year and 1,556 for the current year) signals marked improvement in the college's efforts to more fully develop academic program assessment processes, as well as gains in the number of assessment activities among programs. Assessment is more widespread and more developed.

Findings by Assessment Criteria

- **Student Learning Outcomes.** 112 (89.3%) of programs included Student Learning Outcomes in their assessment activities. The average was 2.6.

	2020 Frequency	2020 Percentage	2019 Frequency	2019 Percentage	2018 Frequency	2018 Percentage
SLO Score						
Developing	18	14.88	18	16.4	21	19.8
Emerging	4	3.31	5	4.5	8	7.5
Not Evident	9	7.44	12	10.9	15	14.2
Proficient	90	74.38	75	68.2	62	58.5

- **Curriculum Mapping.** 89 (73.6%) of programs included Curriculum Maps in their assessment activities. The average was 2.1

	2020 Frequency	2020 Percentage	2019 Frequency	2019 Percentage	2018 Frequency	2018 Percentage
Curriculum Map Score						
Developing	12	9.92	41	37.3	41	38.7
Emerging	2	1.65	0	0.0	6	5.7
Not Evident	32	26.45	11	10.0	12	11.3
Proficient	75	61.98	58	52.7	47	44.3

- **Measures and Criteria.** 105 (86.8%) of programs included Measures and Criteria in their assessment activities. The average was 2.3.

	2020 Frequency	2020 Percentage	2019 Frequency	2019 Percentage	2018 Frequency	2018 Percentage
Measures Score						
Developing	21	17.36	32	29.1	27	25.5
Emerging	9	7.44	7	6.4	17	16.0
Not Evident	16	13.22	8	7.3	27	25.5
Proficient	75	61.98	63	57.3	35	33.0

- **Results and Interpretation.** 102 (84.3%) of programs included Results and Interpretation in their assessment activities. The average was 2.1.

	2020 Frequency	2020 Percentage	2019 Frequency	2019 Percentage	2018 Frequency	2018 Percentage
Results Score						
Developing	26	21.67	34	30.9	56	52.8
Emerging	14	11.67	10	9.1	8	7.5
Not Evident	18	15.00	9	8.2	24	22.6
Proficient	62	51.67	57	51.8	18	17.0

- **Action and Follow-Up.** 78 (64.5%) of programs included Actions and Follow-up in their assessment activities. The average was 1.7.

	2020 Frequency	2020 Percentage	2019 Frequency	2019 Percentage	2018 Frequency	2018 Percentage
Action Score						
Developing	18	15.00	55	50.0	81	76.4
Emerging	4	3.33	6	5.5	7	6.6
Not Evident	42	35.00	8	7.3	8	7.5
Proficient	56	46.67	41	37.3	10	9.4

- **Sustaining Assessment.** 106 (87.6%) of programs were rated as at least somewhat Sustainable. The average was 1.4 with a standard deviation of 2.2.

	2020 Frequency	2020 Percentage	2019 Frequency	2019 Percentage	2018 Frequency	2018 Percentage
Sustaining Score						
Developing	48	40.34	41	37.3	71	67.0
Emerging	13	10.92	11	10.0	8	7.5
Not Evident	13	10.92	34	30.9	19	17.9
Proficient	45	37.82	24	21.8	8	7.5

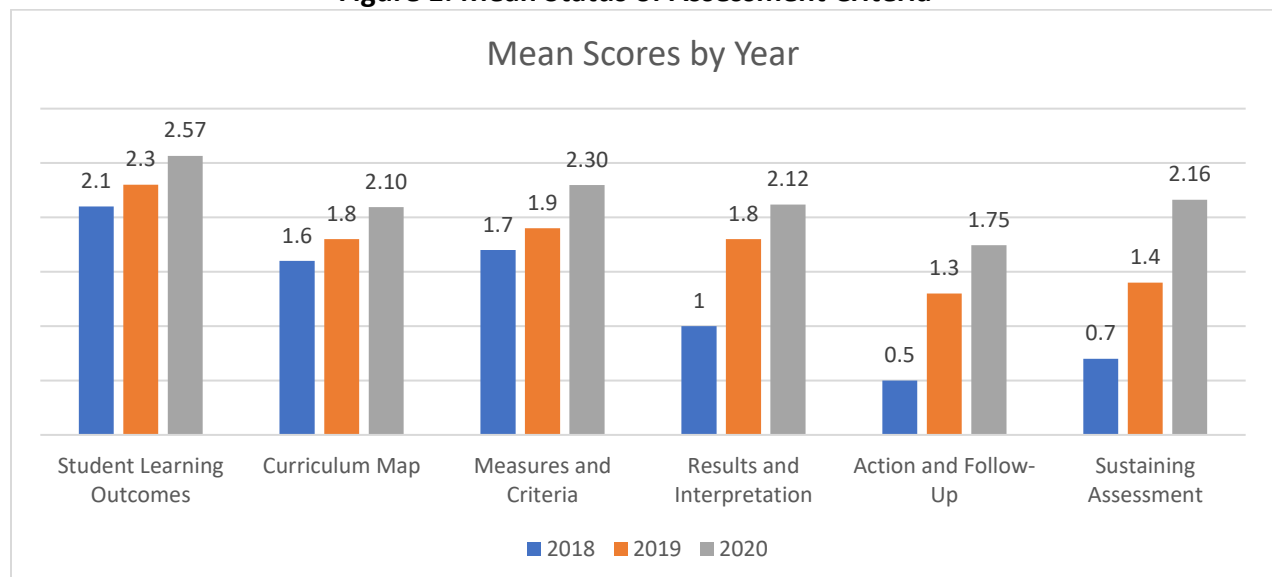
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	3.0	3.0
3.0	3.0	3.0	3.0	2.0	2.5
3.0	3.0	3.0	3.0	2.0	2.5
3.0	3.0	3.0	3.0	2.0	2.5
3.0	3.0	3.0	3.0	2.0	2.5
3.0	3.0	3.0	3.0	0.0	2.5
3.0	3.0	3.0	3.0	0.0	2.5
3.0	3.0	3.0	3.0	0.0	2.5
3.0	3.0	3.0	3.0	0.0	2.0
3.0	3.0	3.0	2.5	2.5	3.0
3.0	3.0	3.0	2.0	0.0	3.0
3.0	3.0	3.0	1.0	0.0	1.5
3.0	3.0	3.0	0.0	2.5	2.0
3.0	3.0	3.0	0.0	0.0	2.0
3.0	3.0	3.0			
3.0	3.0	2.0	2.0	3.0	2.5
3.0	3.0	2.0	2.0	3.0	2.5
3.0	3.0	2.0	2.0	3.0	2.5
3.0	3.0	2.0	2.0	2.0	2.5
3.0	3.0	2.0	2.0	2.0	2.5
3.0	3.0	2.0	2.0	0.0	2.0
3.0	3.0	2.0	1.0	3.0	1.0
3.0	3.0	2.0	1.0	2.5	2.0
3.0	3.0	1.5	2.5	0.0	2.0
3.0	3.0	1.5	1.5	3.0	2.0
3.0	3.0	1.0	1.0	0.0	1.5
3.0	3.0	1.0	1.0	0.0	1.0
3.0	3.0	0.0	0.0	0.0	1.0
3.0	3.0	0.0	0.0	0.0	1.0
3.0	2.5	3.0	2.0	3.0	3.0

3.0	2.0	2.0	1.0	0.0	1.0
3.0	2.0	2.0	1.0	0.0	1.0
3.0	2.0	2.0	1.0	0.0	1.0
3.0	0.0	3.0	3.0	3.0	2.5
3.0	0.0	3.0	3.0	1.0	2.0
3.0	0.0	3.0	3.0	1.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	3.0	0.0	2.0
3.0	0.0	3.0	1.0	2.0	2.0
3.0	0.0	1.5	2.5	0.0	2.0
3.0	0.0	1.0	1.0	3.0	2.0
3.0	0.0	1.0	1.0	3.0	2.0
3.0	0.0	1.0	1.0	0.0	1.5
3.0	0.0	0.0	0.0	0.0	0.0
2.0	3.0	3.0	3.0	3.0	3.0
2.0	3.0	3.0	3.0	3.0	3.0
2.0	3.0	3.0	2.0	3.0	2.5
2.0	3.0	3.0	2.0	3.0	2.5
2.0	3.0	3.0	2.0	3.0	2.5
2.0	3.0	3.0	2.0	3.0	2.5
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	2.0	2.0	2.0	2.0
2.0	2.0	0.0	0.0	0.0	1.0
2.0	0.0	2.0	2.0	2.0	2.0
2.0	0.0	0.0	0.0	0.0	0.0
2.0	0.0	0.0	0.0	0.0	0.0
2.0	0.0	0.0	0.0	0.0	0.0
1.5	0.0	1.5	2.0	0.0	1.5
1.0	2.0	2.0	2.0	1.0	2.0
1.0	2.0	2.0	2.0	1.0	2.0
1.0	0.0	3.0	1.0	0.0	1.0
0.0	0.0	0.0	0.0	0.0	0.0

0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
2.6	2.1	2.3	2.1	1.7	2.2
85.5%	69.8%	76.6%	70.0%	57.7%	71.5%

Figure 1 represents the status of the college’s academic program assessment, as of 2020. It shows that the strongest parts of the assessment cycle remain in Phase 1, the development of SLOs, Curriculum Maps, and Measures and Criteria. Phase 2 (Results and Interpretation) scores have improved markedly but remain relatively low. The weakest part of Buffalo State’s assessment cycle is in Phase 3, the “Closing the Loop” part of assessment that consists of Actions and Follow-up and designing a sustainable model for assessment. Noted is a large increase in Sustaining Assessment scores, surpassing development of Actions and Follow-Up indicating there may several departments with a mature assessment system in place, yet missing recorded actions based on the data. Or, it is possible there is a validity issue and we may need to ensure our raters understand the indicators of each rubric criteria and scale level.

Figure 1: Mean Status of Assessment Criteria



Goals

Overall, academic departments have made tremendous progress, with an average score above 2.0 (above “Developing”) in all but one category. We are especially pleased about the improvement made in Phase 2 (Results and Interpretation). This analysis shows, however, that significant work remains. The AAB hopes to improve academic program assessment college-wide in the coming year. Specifically, the AAB hopes to make strides in terms of using the assessment data and interpretations in more meaningful ways as well as tracking the impact of changes made. Finally, we will need to prioritize validity and reliability testing next year, in particular, training for our raters. We also hope to complete a more thorough audit of programs (certificate, degree, post-baccalaureate, etc.) to be sure we are monitoring every program.

Recommendations

The end of the 2019-20 Academic year was a challenge for Buffalo State and our students, as it was for all facets of education. 2020 has been a year of change and adaptation. In addition, the Office of Institutional Effectiveness and Planning has undergone a leadership change and is committed to capitalizing on the opportunities that inevitably present themselves in the wake of such change. The Assessment Advisory Board is resolved to support academic departments in any way possible to maintain the progress we have made towards a culture of assessment. We expect to complete our annual analysis of the status of assessment in academic departments on-time and share the results with each school. We will encourage the Deans and Associate Deans to follow up with departments and encourage them to use the resources on the Institutional Effectiveness and Planning website and/or reach out to their colleagues on the AAB for guidance and support. Specifically, this year we hope the feedback module established in Taskstream to facilitate communication between Deans and Chairs regarding assessment will be utilized to a greater degree and in a meaningful way. The committee plans to add the status of this goal as a data point in annual report. Finally, as we head into the 2021-22 school year, we will be considering the part our committee will play in the preparations for our **Middle States MSCHE Self-Study and preparing to assist the Self-Study work groups.**

Considering the findings from the AAB’s review of program assessment this year, the following recommendations are made with the understanding that many of our processes and structures will be changing and adapting for months to come. ~~Again,~~ we recommend that departments consider ~~Middle States~~ **Middle States** MSCHE Standard V (Assessing Educational Effectiveness) when conducting program assessment. Specifically, the AAB recommends that departments consider item #3, a-h (see below).

Standard V

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;
 - f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness. https://www.msche.org/standards/#standard_5

Many of the initiatives and discussions that began in Fall 2020 were unable to be completed or continued due to the campus shutdown and a leadership change in **the Office of Institutional Effectiveness and Planning. IEP.** Therefore, we expect most of the recommendations from last year's report to continue through to 2021-22 with various adjustments related to budget and technology. We recommend that we begin transitioning all workspaces into program workspaces as opposed to department workspaces, and that our inventory of programs be audited by the Registrar's Office. The AAB recommends that the focus of the IEC shift to primarily reinforcing the necessary processes of Phase 3 – Actions and Follow Up. The AAB is resolved to develop supports and structures that will assist with this important step.

Academic Program Assessment Rubric

This rubric is intended to assess the status of student learning outcomes assessment for an academic program at Buffalo State College. Each component of the College’s assessment and action plan template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each academic program will sustain a well-designed and manageable assessment plan and process to inform decision-making.

Phase 1: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p>Student Learning Outcomes</p> <p>The academic program has clear statements of essential student learning outcomes that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.</p>	Student learning outcomes are not identified.	Student learning outcomes are written with imprecise verbs and/or may be too broad to measure.	Majority of student learning outcomes are written using active verbs that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.	All student learning outcomes are written using active verbs that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.	
<p>Curriculum Map</p> <p>The academic program’s curriculum map demonstrates the full progression of learning across the curriculum using the institutional scale.</p>	Curriculum map has not been provided.	Student learning outcomes are mapped to some, but not all, courses.	Student learning outcomes are mapped to courses but the map does not demonstrate the full progression of learning across the curriculum.	Student learning outcomes are mapped to courses and the map demonstrates the full progression of learning across the curriculum.	
<p>Measures & Criteria</p> <p>Assessment activities focus on the use of direct measures for gathering information about student learning and are supported by indirect measures.</p> <p>At a minimum, two direct measures, or one direct measure and one indirect measure, are used to assess each student learning outcome. Measures are clearly linked to student learning outcomes being assessed.</p>	Measures and criteria are not identified.	<p>One measure is identified for each student learning outcome being assessed or only indirect measures are identified.</p> <p>A criterion is not identified for each measure.</p>	Two or more measures (either one direct and one indirect or two direct measures) are identified, but may not be clearly linked to the student learning outcome being assessed.	<p>Two or more measures (either one direct and one indirect or two direct measures) are identified for and clearly linked to each student learning outcome being assessed.</p> <p>A specific criterion is identified for each measure that establishes expectations of student performance or achievement of the</p>	

A specific criterion is identified for each measure that establishes expectations of student performance or achievement of the student learning outcome being assessed.

A criterion is identified for each measure, but lacks specificity.

student learning outcome being assessed.

Phase 2: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p>Results & Interpretation</p> <p>Results are documented and consistent with all measures and criteria identified for each student learning outcome being assessed in the academic year.</p> <p>Faculty’s interpretation of the results is comprehensively documented and summarizes the strengths and weaknesses found in student learning.</p>	<p>There is no evidence that information about student learning is being collected or interpreted.</p>	<p>Results are documented for some, but not all, identified measures or are inconsistent with the identified measures and/or criteria.</p> <p>A minimal interpretation of the results is recorded.</p>	<p>Results are consistent with all identified measures and criteria but faculty’s interpretation is broadly summarized.</p>	<p>Results are consistent with all identified measures and criteria.</p> <p>Faculty’s interpretation of the results is documented and comprehensively summarizes the strengths and weaknesses found in student learning.</p>	
Phase 3: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p>Action & Follow-Up</p> <p>Assessment results inform faculty decisions about the academic program. Based on results, faculty members suggest and implement actions to improve the academic program. The rationale for actions taken or not taken is clearly documented in detail for all student learning outcomes being assessed in the academic year.</p> <p>A follow-up plan details how actions have been or will be implemented. The impact of actions over time is clearly described, if applicable.</p>	<p>There is no evidence that action items were discussed or implemented.</p>	<p>For each student learning outcome being assessed, an action is identified, but does not align with the results and interpretation.</p> <p>No follow-up plans documented.</p> <p>OR</p> <p>It is stated that no action will be taken, but does not provide a rationale.</p>	<p>For each student learning outcome being assessed, an action is identified.</p> <p>Follow-up plans are partially documented.</p> <p>OR</p> <p>It is stated that no action will be taken, but the rationale is minimally summarized.</p>	<p>For each student learning outcome being assessed, an action is identified.</p> <p>A follow-up plan details how actions have been or will be implemented. The impact of actions over time is clearly described, if applicable.</p> <p>OR</p> <p>It is stated that no action will be taken and a clear rationale is provided in detail.</p>	

Element & BSC Expectation	Not Evident - 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p>Sustaining Assessment</p> <p>Academic programs will sustain a well-designed and manageable assessment and action plan that informs decision-making. The entire set of program student learning outcomes are assessed over a four-year cycle.</p> <p>All faculty members participate in the assessment process and are provided an opportunity to recommend improvements to the academic program’s assessment processes.</p>	<p>No documentation that ongoing assessment activity at the academic program level is occurring.</p>	<p>Some assessment activity is occurring and documented, but it is unclear whether assessment processes are a regular part of the academic program functioning and inform decision-making.</p> <p>The results have been evaluated by a single faculty member.</p>	<p>Assessment processes are becoming a regular part of the program’s functioning and inform decision-making.</p> <p>The results have been shared, discussed, and evaluated by a subset of faculty or committee.</p>	<p>Assessment processes are a regular part of the program’s functioning and inform decision-making.</p> <p>The results have been shared, discussed, and evaluated by all faculty members.</p>	

Programs Included in the Analysis

Individualized Studies, BA/BS	Geology BA	History, M.A.
Adult Education, M.S.	Science Education MSED	Museum Studies, GRCT
Anthropology, B.A.	Applied Economics, M.A.	Museum Studies, M.A.
Art Conservation, M.S.	Economics B.A.	Social Studies Education (7-12), B.S.
Art Education, Post Bacc	Economics B.S.	Social Studies Education (7-12), Post Bacc
Art Education, B.F.A.	Economics B.S.-Financial Track	Social Studies Education (7-12), M.S.Ed
Art Education, M.S.Ed.	Childhood and Early Child Curr and Instr	Hospitality BS
Art History, B.A.	Childhood Education (Grade 1-6)B.S.	Applied Math BA
Art, B.A., B.F.A.	Early Childhood and Childhood	Applied Math BS
Ceramics, B.F.A., B.S.	Early Childhood Education (Birth-2)	Math BA
Fibers, B.F.A., B.S.	Educational Leadership C.A.S.	Math Ed (7-12) BS
Graphic Design, B.F.A.	Literacy Specialist (Birth-Grade 12), M.S.Ed.	Math Ed (7-12; 5-6 ext; BS)
Interior Design, B.F.A.	Electrical Eng Tech: Electronic,s B.S.	Math Ed MS
Metals/Jewelry, B.F.A., B.S.	Electrical Eng Tech: Smart Grid, B.S.	Prof. Applied Comp Math MS
Biology B.A.	Industrial Technology, B.S.	Statistics in Insurance, GRCT
Biology B.S.	Industrial Technology, M.S.	Modern & Class Lang (MCL) SPA, B.A.
Biology M.A.	Mechanical Engineering Technology, B.S.	Music (BA)
Business	English Education (7-12) M.S. Ed.	Music Ed (M. Mus)
Business	English Education (7-12), B.S.	Music Ed (Pk-12,B. MUS)
Business and Marketing Ed, BS	English, B.A.	Philosophy
Business and Marketing Ed, Post Bacc	Writing, B.A.	Physics 3+2 Engineering option BS
Business and Marketing Ed,MSED	Writing, M.A.	Physics BA
Career and Technical Ed, BS	Exceptional Ed and Childhood Ed, B.S. Ed.	Physics BS
Career and Technical Ed, Post Bacc	Special Education: Childhood Ed Program, M.S. Ed.	Physics Ed. 7-12 w/Alt. Cert. MSED
Career and Technical Ed, MSED	Special Ed: Early Childhood Program, M.S. Ed.	Physics Ed. MSED
Family and Consumer Sciences BS	Students w/ Disab 7-12 Gen & Ext M.S. Ed.	International Relations BA
Technology Ed. BS	Teaching Bilingual Exceptional Indiv, GRCT	Political Science BA
Technology Ed. MSED	Teaching Speakers of Other Languages, GRCT	Psychology BA
Chemistry BS (chem and biochem conc)	Fashion and Textile Technology	Psychology BS
Forensic Chemistry BS	Environmental Geography BS	Public Administration MPA
Forensic Science MS	Geography BA	Arts and Letters, B. A.
Communication Studies, B.A.	GIS Certificate	Data Science and Analytics, M. S.
Journalism, B.A.	Great Lakes Environmental Science M.A. & M.S.	Urban Education, MS
Media Production, B.A.	Urban and Regional Planning BS	Social Work
Public Relations and Advertising, B.A.	Multidisciplinary Studies M.A. and M.S.	Sociology BA
Computer Info Systems BS	Didactic Program in Nutrition and Dietetics, B.S.	Speech Language Pathology BS
Creative Studies, MS	Dietitian Education Program, B.S.	Speech Language Pathology MS
Creativity & Change Leadership GRCT	Health and Wellness, B.S.	Television and Film Arts BA
Criminal Justice BS	Higher Ed and Student Affairs Admin, M.S.	Theater BA
Criminal Justice MS	History, B.A.	Africana Studies, B.A.
Earth Sciences BS		

2020-21 Assessment Advisory Board Membership

Kim Barron, Chair (Spring 2021), AVP for Institutional Effectiveness and Planning

Eric Krieg, Chair (Fall 2020), Interim AVP for Institutional Effectiveness

Tiffany Fuzak, Research Analyst for Institutional Effectiveness

Lisa Anselmi, Chair of Anthropology

Julian Cole, Associate Dean A&H

Diane McCarthy, Elementary Education, Literacy, and Educational Leadership

Eugene Harvey, Assessment / Reference Librarian

Kimberly Jackson, Assistant Dean / Strategic & Enrollment Planning, The Graduate School

Jane Cushman, Math

Keunyoung Oh, Fashion and Textile Technology

Wall, Amitra, Associate Provost

Kathy Wood, Associate Dean SoE

Shannon Budin, Exceptional Education

Kelly Frothingham, Associate Dean NSS

Rita Zientek, Interim Dean, SoP