

# 2018-19 Review of Assessment Activities for Functional Areas



**BUFFALO STATE**  
The State University of New York

Submitted by the Institutional Effectiveness Committee and  
the Office of Institutional Effectiveness

Eric Krieg  
Office of Institutional Effectiveness  
519 CLEV  
Buffalo State College  
716-878-5550  
[kriegej@buffalostate.edu](mailto:kriegej@buffalostate.edu)

## **Introduction**

In Spring 2019, the Institutional Effectiveness Committee (IEC) conducted a review of functional area assessment plans. Observations were made using archives information in Taskstream. The "maturity" of program assessment was assessed using 6 criteria (Mission Goals, Support Outcomes, Measures, Results and Interpretation, Actions and Follow-up, and Sustaining Assessment). This report summarizes the methodology, findings, and recommendations of the IEC. An appendix includes the rubric that was used in the assessment, the membership of the IEC, and a list of the functional areas included in the analysis. Results are reported in aggregate.

In the fall of 2018, the IEC reviewed program assessment materials obtained from Syracuse University to determine whether they would be appropriate for Buffalo State. The materials were endorsed with minor changes prior to adoption. The board agreed the rubric was appropriate and felt sufficiently confident to review assessment efforts across campus. In Spring 2019, IEC members were each assigned a list of programs to assess. The rubric for scoring departmental progress on each assessment criteria ranges from 0 to 3, with 0 indicating no evidence and 3 indicating proficiency (see Appendix).

In all, 79 assessment plans were reviewed. It should be noted that by looking only at data available in Taskstream, it is likely that some assessment activities were overlooked. Nevertheless, Taskstream is the archive where assessment activities are intended to be recorded and stored.

## **Findings**

Frequency tables indicate a moderate level of functional area program assessment is taking place on campus. As expected, most progress has been in the development of Mission Goals with progressively less development of Support Outcomes, Measures and Criteria, Results and Interpretation, Actions and Follow-up, and Sustaining Development. Overall, the results are encouraging and suggest that with assistance, the extent and quality of assessment activities among functional area can improve. The tables below summarize the results of the IEC's review of programs. Averages are based on the coding scheme below.

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

- 58 (73%) of offices included Mission Goals in their assessment. The average was 2.0 with a standard deviation of 1.3.

**Mission Goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Evident	21	26.6	26.6	26.6
	Emerging	5	6.3	6.3	32.9
	Developing	4	5.1	5.1	38.0
	Proficient	49	62.0	62.0	100.0
	Total	79	100.0	100.0	

- 65 (82%) included Support Outcomes in their assessment. The average was 1.8 with a standard deviation of 1.1.

**Support Outcomes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Evident	14	17.7	17.7	17.7
	Emerging	16	20.3	20.3	38.0
	Developing	19	24.1	24.1	62.0
	Proficient	30	38.0	38.0	100.0
	Total	79	100.0	100.0	

- 49 (62%) included Measures and Criteria in their assessment. The average was 1.5 with a standard deviation of 1.3.

**Measures and Criteria**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Evident	30	38.0	38.0	38.0
	Emerging	4	5.1	5.1	43.0
	Developing	21	26.6	26.6	69.6
	Proficient	24	30.4	30.4	100.0
	Total	79	100.0	100.0	

- 40 (51%) included Results and Interpretation in their assessment. The average was 1.3 with a standard deviation of 1.4.

#### Results and Interpretation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Evident	39	49.4	49.4	49.4
	Emerging	5	6.3	6.3	55.7
	Developing	9	11.4	11.4	67.1
	Proficient	26	32.9	32.9	100.0
	Total	79	100.0	100.0	

- 3 (4%) included Actions and Follow-up in their assessment. The average was .1 with a standard deviation of .6.

#### Actions and Follow-up

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Evident	76	96.2	96.2	96.2
	Emerging	1	1.3	1.3	97.5
	Developing	1	1.3	1.3	98.7
	Proficient	1	1.3	1.3	100.0
	Total	79	100.0	100.0	

- 4 (5%) were rated as Sustainable. The average was .1 with a standard deviation of .6.

#### Sustaining Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Evident	75	94.9	94.9	94.9
	Developing	2	2.5	2.5	97.5
	Proficient	2	2.5	2.5	100.0
	Total	79	100.0	100.0	

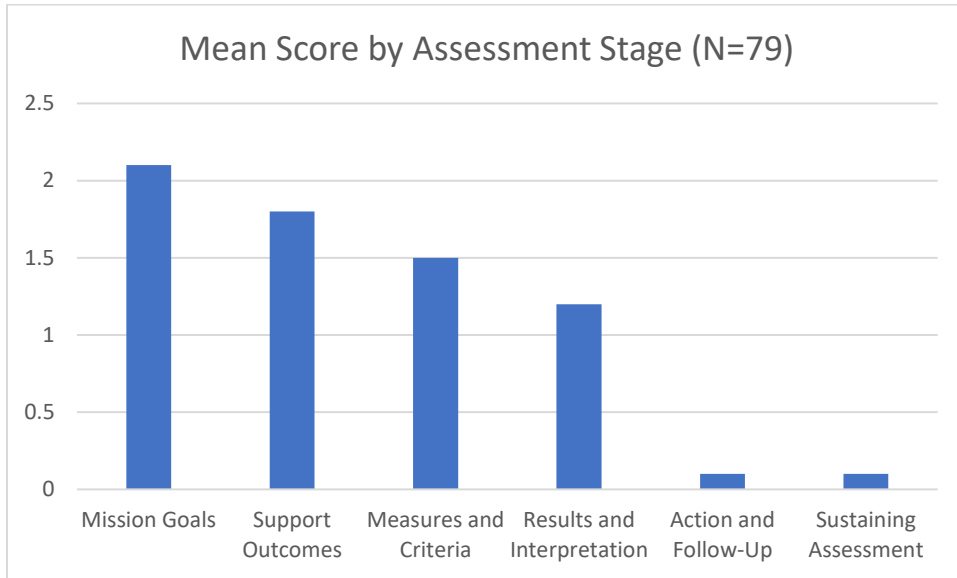
A heat map of program performance offers a visualization of the status of campus-wide functional area program assessment. Data are sorted from high to low within each column and in order of the assessment process. The map reflects the trends from the frequency tables above and indicates that while significant progress has been made in the development of Mission Goals, significantly less progress has been made on Support Outcomes, Measures and Criteria, Results and Interpretation, and Actions and Follow-up.

**Table 8: Heat Map of Functional Area Assessment for 2018-19, N=79**

Support Outcomes	Measures and Criteria	Results and Interpretation	Action and Follow-Up	Sustaining Assessment
3.0	3.0	3.0	3.0	0.0
3.0	3.0	3.0	1.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	3.0	0.0	0.0
3.0	3.0	2.5	0.0	3.0
3.0	3.0	2.0	0.0	2.0
3.0	3.0	2.0	0.0	0.0
3.0	2.7	2.8	2.0	3.0
3.0	2.0	2.5	0.0	0.0
3.0	2.0	0.0	0.0	0.0
3.0	2.0	0.0	0.0	0.0
3.0	2.0	0.0	0.0	0.0
3.0	1.5	0.0	0.0	0.0
2.5	2.5	2.5	0.0	0.0
2.5	2.0	0.0	0.0	0.0
2.0	3.0	3.0	0.0	0.0
2.0	2.5	2.5	0.0	0.0
2.0	2.0	3.0	0.0	0.0
2.0	2.0	3.0	0.0	0.0
2.0	2.0	2.0	0.0	0.0
2.0	2.0	2.0	0.0	0.0
2.0	2.0	2.0	0.0	0.0
2.0	2.0	1.5	0.0	0.0
2.0	2.0	0.0	0.0	0.0



Figure 1 is a graphic representation of the status of the college’s functional area assessment based on average scores. It shows that the strongest parts of the assessment cycle are in Phase 1, the development of Mission Goals and Support Outcomes. The weakest parts of the assessment cycle are in the areas of the development of Measures and Criteria and, consequently, the development of Results and Actions on those results.



### Recommendations

Based on the analysis of Spring 2019, the IEC makes the following recommendations:

- Follow-up with struggling offices and offer to assist with the development of assessment plans and processes (goal-setting, developing measures, analyzing results, making changes, reporting in Taskstream).
- Identify ways to integrate assessment into day-to-day practices.
- Organize a campus-wide event focused on assessment best practices.
- Create a dashboard to track changes in assessment activities.

## Appendix

### Academic Program Assessment Rubric

This rubric is intended to provide feedback on functional unit assessment and action plans. Each component of the University's assessment and action plan template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each functional area sustains 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><b>Mission Goals</b></p> <p>The functional unit has multiple statements that address the long-term goals and purposes of the unit.</p> <p>These statements focus on general components, such as efficiency, communication, services, support systems and fiscal health to drive decision-making.</p> <p>They are broad, meaningful, achievable, and provide a framework for identifying related activities, measures and criteria.</p>	<p>No evidence of functional unit mission goals.</p>	<p>Mission goals are identified, but do not reflect the long-term purpose of the functional unit.</p> <p>Mission goals focus on specific or non-essential services and processes instead of reflecting the charge of the unit.</p>	<p>Mission goals may reflect long-term, but also short-term, aims or purposes of the functional unit.</p> <p>Mission goals focus on general components, such as efficiency, effectiveness, communication, support systems and fiscal health.</p> <p>Mission goals are broadly stated, meaningful and achievable.</p>	<p>Mission goals reflect the long-term aim or purpose of the functional unit.</p> <p>Mission goal statements focus on general components, such as efficiency, communication, services, support systems, and fiscal health to drive decision-making.</p> <p>Mission goals are broadly-stated, meaningful, achievable and provide a framework for identifying related activities, measures and criteria.</p>	
<p><b>Support Outcomes (Objectives)</b></p> <p>A set of activities designed to move the office in the direction of fulfillment of its mission goals. Activities are specific, measurable, attainable, results-oriented and time bound.</p>	<p>No evidence of functional unit support outcomes.</p>	<p>Each mission goal has only one related support outcome.</p> <p>Support outcomes are written using imprecise verbs and/or are not necessarily measurable.</p>	<p>Each mission goal has multiple related support outcomes.</p> <p>Support outcomes are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p>	<p>Each goal has multiple related support outcomes.</p> <p>Support outcomes are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Support outcomes are concrete statements that are specific, measurable, attainable, results-oriented and time bound.</p>	



<p><b>Measures (Targets)</b></p> <p>The functional unit has developed at least one way to measure progress toward its support outcomes.</p>	<p>No evidence of functional unit measures and criteria.</p>	<p>Measures and criteria do not exist for each support outcome.</p> <p>They are written using imprecise verbs and/or are not necessarily measurable.</p>	<p>Each support outcome has one measure and criteria.</p> <p>They are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Measures and criteria are concrete statements that are specific, measurable, attainable, results-oriented and time bound.</p>	<p>Each support outcome has two or more related measures and criteria.</p> <p>They are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Measures and criteria are concrete statements that are specific, measurable, attainable, results-oriented and time bound.</p>	
<p><b>Phase 2: Element &amp; BSC Expectation</b></p>	<p><b>Not Evident – 0</b></p>	<p><b>Emerging – 1</b></p>	<p><b>Developing – 2</b></p>	<p><b>Proficient – 3</b></p>	<p><b>Score</b></p>
<p><b>Results and Interpretation</b></p> <p>Results are documented and consistent with all targets identified for each objective being assessed.</p> <p>Staff’s interpretation of the results is comprehensively documented and summarizes the strengths and weaknesses found in the results.</p>	<p>There is no evidence that information about objectives is being collected or interpreted.</p>	<p>Results are documented for some, but not all, identified targets or are inconsistent with the identified targets.</p> <p>A minimal interpretation of the results is recorded.</p>	<p>Results are consistent with all identified targets but staff’s interpretation is broadly summarized.</p>	<p>Results are consistent with all identified targets.</p> <p>Staff’s interpretation of the results is documented and comprehensively summarizes the strengths and weaknesses found in the results.</p>	

Phase 3: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p><b>Action and Follow-Up</b></p> <p>Assessment results inform staff decisions about the functional unit. Based on results, staff members suggest and implement actions to improve the functional unit. The rationale for actions taken or not taken is clearly documented in detail for all objectives being assessed.</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>Actions are identified, but do 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>Actions are identified and align with the results and interpretation.</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>Actions are identified and align with the results and interpretation.</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><b>Sustaining Assessment</b></p> <p>Functional units will sustain a well-designed and manageable assessment that informs decision-making. The entire set of objectives are assessed over a four-year cycle.</p> <p>All staff members participate in the assessment process and are provided an opportunity to recommend improvements to the functional unit's assessment processes.</p>	<p>No documentation that ongoing assessment activity is occurring.</p>	<p>Some assessment activity is occurring and documented, but it is unclear whether assessment processes are a regular part of the functional unit functioning and inform decision-making.</p> <p>The results have been evaluated by a single staff member.</p>	<p>Assessment processes are becoming a regular part of the unit's functioning and inform decision-making.</p> <p>The results have been shared, discussed, and evaluated by a subset of staff or committee.</p>	<p>Assessment processes are a regular part of the unit's functioning and inform decision-making.</p> <p>The results have been shared, discussed, and evaluated by all staff members.</p>	

**Programs Included in the Analysis**

Academic Advising Center	Equity and Campus Diversity	New Student and Family Programs
Academic Commons	Equity and Diversity Programming	Parking Services
Academic Success	Events Management	Precollegiate Academic Success Center
Budget Office	Facilities Constuction and Maintenance	President's Council on Equity and Diversity
Bulter Library	Finance and Management	Professional Development
Burchfield Penny	Financial Aid	Registrar
Business Services	Global Engagement	Research and Economic Development
Campbell Student Union	Graduate School	Residence Life
Career Development Center	Grounds and Arboretum	RITE Operations
Chartwells	Honors Program	Say Yes
Child Care Center (SA)	Human Resources	Scholarship of Teaching and Learning
Civic and Community Engagement	Information Security Awareness	Small Business Development Center
College & Auxillary Accounting	Information Technology Exchange Center	Sponsored Programs Administration
Community Health Promotion	Institutional Advancement	Student Accessibility Services
Compass	Institutional Effectiveness	Student Accounts
Comptroller's Office	Institutional Research	Student Conduct and Community Standards
Continuing Professional Studies	Instructional Design and Training	Student Life
Counseling Center	Intercollegiate Athletics	Teacher Certification Office
Creative Media Services	Intercollegiate Athletics (SA)	Technology Support Services
Custodial Services	Internal Control Program	Technology, Planning and Outreach
Dean of Students	International Graduate Programs for Educators	Tutoring and Learning Center
Educational Opportunity Program	International Graduate Programs for Educators	Undergraduate Admissions
Educational Pipeline Initiatives	Equity and Campus Diversity	Undergraduate Research
Enrollment Management	Marketing and Communications	University Police
Enterprise Data Analytics	Math Center	Weigel Health Center
Enterprise Infrastructure Services	Multidisciplinary Studies	
Environmental Health and Safety	New Student Academic Programs	

## **2018-19 IEC Membership**

Eric Krieg, Interim Associate VP, Institutional Effectiveness, Committee Chair

Judi Basinski, Associate VP, Data and Analytics, RITE

Curtis Brickhouse, Director, Student Affairs Operations

Scott Burns, Associate VP, Institutional Advancement

Kelly Frothingham, Chair and Professor, Geography and Planning

Tiffany Fuzak, Senior Staff Assistant, Institutional Effectiveness

Yves Gachette, Director, Institutional Research

Jon Hulbert, Director, Leadership and Organizational Development, Professional Development

Melaine Kenyon, Director, Technology Support Services, RITE

Lisa Krieger, Assistant VP (Finance and Management),

KimMarie Markel, Staff Associate, Institutional Effectiveness and Academic Affairs

Holly Quicksey, Director, Educational Pipeline Initiatives

Amitra Wall, Associate Provost, Academic Affairs

Student (TBD)