2019-20 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

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Introduction

In the fall of 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.

IEC members were each assigned a list of programs to assess. The rubric for scoring progress on each assessment criteria ranges from 0 to 3, with 0 indicating no evidence and 3 indicating proficiency (see Appendix). In all, assessment activities among 81 units 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 will improve. The tables below summarize the results of the IEC's review of programs. Averages are based on the coding scheme below.

Table 1: Coding Scheme
- 0 = No Evidence
- 1 = Emerging
- 2 = Developing
- 3 = Proficient

Summary data for each of the six assessment criteria are shown in Tables 1 through 8 below.

Frequency Tables

- **Mission Goals:** 67 (83%) of offices included Mission Goals in their assessment. The average was 2.3 with a standard deviation of 1.2.

Table 2: Mission Goals

		Frequency	Valid Percent	Cumulative Percent
Valid	No Evidence	14	17.3	17.3
	Emerging	2	2.5	19.8
	Developing	8	9.9	29.6
	Proficient	57	70.4	100.0
	Total	81	100.0	

- **Support Outcomes:** 65 (80%) included Support Outcomes in their assessment. The average was 2.0 with a standard deviation of 1.2.

Table 3: Support Outcomes

		Frequency	Valid Percent	Cumulative Percent
Valid	No Evidence	16	19.8	19.8
	Emerging	10	12.3	32.1
	Developing	16	19.8	51.9
	Proficient	39	48.1	100.0
	Total	81	100.0	

- **Measures and Criteria:** 52 (64%) included Measures and Criteria in their assessment. The average was 1.6 with a standard deviation of 1.3.

Table 4: Measures and Criteria

		Frequency	Valid Percent	Cumulative Percent
Valid	No Evidence	29	35.8	35.8
	Emerging	5	6.2	42.0
	Developing	19	23.5	65.4
	2.5	1	1.2	66.7
	Proficient	27	33.3	100.0
	Total	81	100.0	

- **Results and Interpretation:** 44 (54%) included Results and Interpretation in their assessment. The average was 1.3 with a standard deviation of 1.3.

Table 5: Results and Interpretation

		Frequency	Valid Percent	Cumulative Percent
Valid	No Evidence	37	45.7	45.7
	Emerging	5	6.2	51.9
	Developing	13	16.0	67.9
	Proficient	26	32.1	100.0
	Total	81	100.0	

- **Action and Follow-Up:** 23 (28%) included Actions and Follow-up in their assessment. The average was .7 with a standard deviation of 1.2.

Table 6: Action and Follow-Up

		Frequency	Valid Percent	Cumulative Percent
Valid	No Evidence	58	71.6	71.6
	Emerging	7	8.6	80.2
	Developing	2	2.5	82.7
	Proficient	14	17.3	100.0
	Total	81	100.0	

- **Sustaining Assessment:** 45 (56%) were rated as Sustainable. The average was 1.2 with a standard deviation of 1.2.

Table 7: Sustaining Assessment

		Frequency	Valid Percent	Cumulative Percent
Valid	No Evidence	36	44.4	44.4
	Emerging	10	12.3	56.8
	Developing	18	22.2	79.0
	Proficient	17	21.0	100.0
	Total	81	100.0	

Heat Map

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 2019-20, N=81

	Phase 1		Phase 2	Phase 3	
Mission Goals	Support Outcomes	Measures and Criteria	Results and Interpretation	Action and Follow-Up	Sustaining Assessment
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
3.0	3.0	3.0	3.0	3.0	1.0
3.0	3.0	3.0	3.0	2.5	2.5
3.0	3.0	3.0	3.0	2.0	2.5
3.0	3.0	3.0	3.0	1.0	2.0
3.0	3.0	3.0	3.0	1.0	0.0
3.0	3.0	3.0	3.0	0.0	3.0
3.0	3.0	3.0	3.0	0.0	3.0
3.0	3.0	3.0	3.0	0.0	3.0
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	3.0	0.0	2.0
3.0	3.0	3.0	3.0	0.0	2.0
3.0	3.0	3.0	2.0	3.0	2.5
3.0	3.0	3.0	2.0	0.0	2.0
3.0	3.0	3.0	0.0	0.0	2.0
3.0	3.0	3.0	0.0	0.0	0.0
3.0	3.0	2.5	3.0	3.0	2.5
3.0	3.0	2.0	3.0	0.0	2.0
3.0	3.0	2.0	2.0	0.0	2.0
3.0	3.0	2.0	2.0	0.0	0.0
3.0	3.0	2.0	0.0	0.0	1.0
3.0	3.0	1.5	1.5	0.0	1.5
3.0	3.0	0.0	0.0	0.0	2.0
3.0	3.0	0.0	0.0	0.0	0.0
3.0	3.0	0.0	0.0	0.0	0.0
3.0	3.0	0.0	0.0	0.0	0.0
3.0	3.0	0.0	0.0	0.0	0.0

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

Overall Progress

Figure 1 is a graphic representation of the status of the college's functional area assessment based on average scores for the current and previous year. 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.

Figure 1: Results by Year
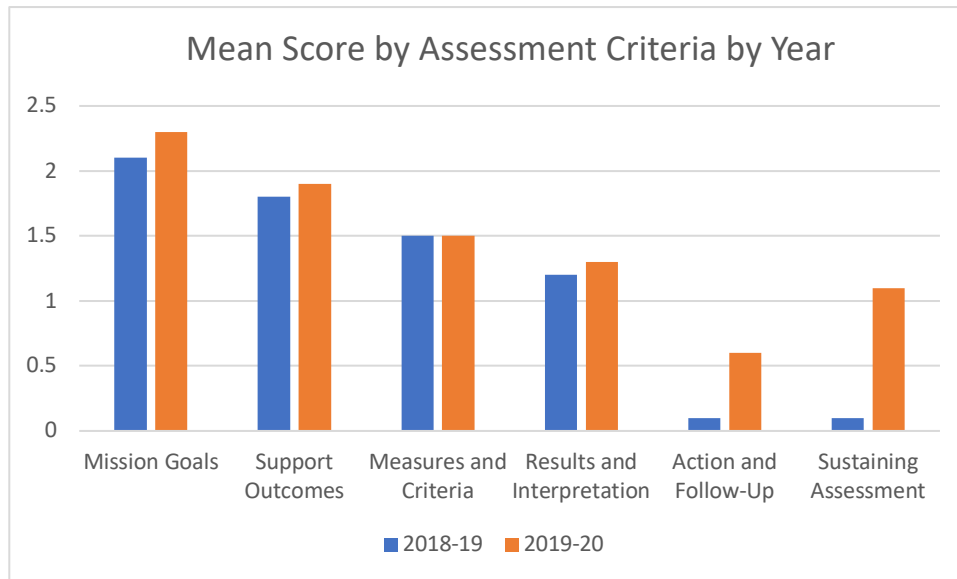
The results show modest improvement in some areas of assessment. Much work remains in the areas of developing *measures and criteria* and *results and interpretation*. Significant work is needed in the area of *action and follow-up*. Overall, if each of the 81 units received a score of 3 for each criterion, the total (perfect) score would be 1,458 total points. The current analysis shows a point total of 721, or 49.5%. This represents a significant improvement over the previous year, which resulted in 524 out of a possible 1,404 points, 37.3%.

Recommendations

Some recommendations from last year's IEC report remain goals that the committee works toward. Of particular importance is the following: *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).* To that end, the IEC recommends the following.

First, work with each Vice President and their leadership team to create an annual assessment cycle contextualized to their respective division focused on functional unit continuous improvement. Provide professional development for each leadership team on developing measures and criteria; results and interpretation; and action plans and follow-up to ensure each division can successfully implement their annual assessment cycle.

Second, continue work to create a dashboard to track changes in assessment activities. The Office of Institutional Effectiveness now has the ability create interactive dashboards using Tableau and post them on its newly re-designed website. The content of the dashboard is not yet determined and will be discussed by the IEC.

Third, ensure that all functional areas are included in the IEC annual report. With shifting organizational structure and consolidation of some offices into others, the IEC often struggles to identify the reporting structure and make appropriate changes in Taskstream.

Fourth, provide professional development opportunities for functional areas using a system that triages areas by the maturity of their current system of assessment. This will allow for more targeted help for offices across campus and allow the IEC to develop resources and programs that better meet the specific needs of offices.

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
Mission Goals The functional unit has multiple statements that address the long-term goals and purposes of the unit. These statements focus on general components, such as efficiency, communication, services, support systems and fiscal health to drive decision-making. They are broad, meaningful, achievable, and provide a framework for identifying related activities, measures and criteria.	No evidence of functional unit mission goals.	Mission goals are identified, but do not reflect the long-term purpose of the functional unit. Mission goals focus on specific or non-essential services and processes instead of reflecting the charge of the unit.	Mission goals may reflect long-term, but also short-term, aims or purposes of the functional unit. Mission goals focus on general components, such as efficiency, effectiveness, communication, support systems and fiscal health. Mission goals are broadly stated, meaningful and achievable.	Mission goals reflect the long-term aim or purpose of the functional unit. Mission goal statements focus on general components, such as efficiency, communication, services, support systems, and fiscal health to drive decision-making. Mission goals are broadly-stated, meaningful, achievable and provide a framework for identifying related activities, measures and criteria.	
Support Outcomes (Objectives) 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.	No evidence of functional unit support outcomes.	Each mission goal has only one related support outcome. Support outcomes are written using imprecise verbs and/or are not necessarily measurable.	Each mission goal has multiple related support outcomes. Support outcomes are written using action verbs that describe what the unit will accomplish to achieve the unit goal.	Each goal has multiple related support outcomes. Support outcomes are written using action verbs that describe what the unit will accomplish to achieve the unit goal. Support outcomes are concrete statements that are specific, measurable, attainable, results-oriented	

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

Phase 3: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
Action and Follow-Up 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. A follow-up plan details how actions have been or will be implemented. The impact of actions over time is clearly described, if applicable.	There is no evidence that action items were discussed or implemented.	Actions are identified, but do not align with the results and interpretation. No follow-up plans documented. OR It is stated that no action will be taken, but does not provide a rationale.	Actions are identified and align with the results and interpretation. Follow-up plans are partially documented. OR It is stated that no action will be taken, but the rationale is minimally summarized.	Actions are identified and align with the results and interpretation. A follow-up plan details how actions have been or will be implemented. The impact of actions over time is clearly described, if applicable. OR It is stated that no action will be taken and a clear rationale is provided in detail.	
Element & BSC Expectation	**Not Evident – 0**	**Emerging – 1**	**Developing – 2**	**Proficient – 3**	**Score**

Sustaining Assessment	No documentation that ongoing assessment activity is occurring.	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. The results have been evaluated by a single staff member.	Assessment processes are becoming a regular part of the unit's functioning and inform decision-making. The results have been shared, discussed, and evaluated by a subset of staff or committee.	Assessment processes are a regular part of the unit's functioning and inform decision-making. The results have been shared, discussed, and evaluated by all staff members.	
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. All staff members participate in the assessment process and are provided an opportunity to recommend improvements to the functional unit's assessment processes.					

Programs Included in the Analysis

School/College/Division	Program/Unit
CIO/VP Enrollment, Marketing & Communication	Enrollment Management
CIO/VP Enrollment, Marketing & Communication	Enterprise Data & Analytics
CIO/VP Enrollment, Marketing & Communication	Enterprise Infrastructure Services
CIO/VP Enrollment, Marketing & Communication	Financial Aid
CIO/VP Enrollment, Marketing & Communication	Information Security Awareness
CIO/VP Enrollment, Marketing & Communication	Information Technology Exchange Center
CIO/VP Enrollment, Marketing & Communication	Institutional Research
CIO/VP Enrollment, Marketing & Communication	Instructional Design and Training
CIO/VP Enrollment, Marketing & Communication	IT Operations
CIO/VP Enrollment, Marketing & Communication	Marketing and Communications
CIO/VP Enrollment, Marketing & Communication	Registrar
CIO/VP Enrollment, Marketing & Communication	Technology Support Services
CIO/VP Enrollment, Marketing & Communication	Technology, Planning and Outreach
CIO/VP Enrollment, Marketing & Communication	Undergraduate Admissions
Equity and Diversity	Equity and Diversity
Equity and Diversity	Professional Development
VP Academic Affairs	Academic Success
VP Academic Affairs	Academic Advising Center
VP Academic Affairs	Anne Frank Project
VP Academic Affairs	Associate Provost
VP Academic Affairs	Burchfield Penney Art Center
VP Academic Affairs	Civic and Community Engagement
VP Academic Affairs	College Writing Program
VP Academic Affairs	Continuing Professional Studies
VP Academic Affairs	E. H. Butler Library
VP Academic Affairs	Educational Opportunity Program
VP Academic Affairs	Educational Pipeline Initiative Office
VP Academic Affairs	Global Engagement
VP Academic Affairs	Graduate School
VP Academic Affairs	Honors Program
VP Academic Affairs	Institute for Community Health Promotion
VP Academic Affairs	Institutional Effectiveness
VP Academic Affairs	International Graduate Program for Educators
VP Academic Affairs	Math Center
VP Academic Affairs	New Student Academic Programs
VP Academic Affairs	Performing Arts Center
VP Academic Affairs	Precollegiate Academic Success Center
VP Academic Affairs	Research and Economic Development
VP Academic Affairs	Say Yes
VP Academic Affairs	Small Business Development Center
VP Academic Affairs	Student Accessibility Services
VP Academic Affairs	Student Retention Programs
VP Academic Affairs	Teacher Certification Office
VP Academic Affairs	The Teaching and Learning Center
VP Academic Affairs	Title III Online Summer Engagement Program

VP Academic Affairs	Tutoring and Learning Center
VP Academic Affairs	Undergraduate Research
VP Academic Affairs	Writing Center
VP Finance and Management	Accounts Payable and Travel Services
VP Finance and Management	Budget Office
VP Finance and Management	College & Auxiliary Accounting
VP Finance and Management	Comptroller's Office
VP Finance and Management	Copy Center
VP Finance and Management	Custodial Services
VP Finance and Management	Environmental Health and Safety
VP Finance and Management	Events Management
VP Finance and Management	Facilities Construction and Management
VP Finance and Management	Finance and Management
VP Finance and Management	Human Resource Management
VP Finance and Management	Internal Control Program
VP Finance and Management	Mail Services
VP Finance and Management	Parking Services Office
VP Finance and Management	Procurement Services
VP Finance and Management	Property Control and Sustainable Programs
VP Finance and Management	Sponsored Programs Administration
VP Finance and Management	Sponsored Programs Administration
VP Finance and Management	Student Accounts
VP Finance and Management	University Police
VP Institutional Advancement	Institutional Advancement
VP Student Affairs	Career Development Center
VP Student Affairs	Chartwells
VP Student Affairs	Child Care Center
VP Student Affairs	Dean of Students
VP Student Affairs	Intercollegiate Athletics
VP Student Affairs	Student Leadership and Engagement
VP Student Affairs	New Student and Family Programs (now part of SLE)
VP Student Affairs	Residence Life
VP Student Affairs	Student Affairs Operations
VP Student Affairs	Student Leadership and Engagement
VP Student Affairs	Student Conduct and Community Standards (SA)
VP Student Affairs	Weigel Wellness Center

2019-20 IEC Membership

Eric Krieg, Interim Associate VP, Institutional Effectiveness

Curtis Brickhouse, Director, Student Affairs Operations

*Scott Burns, Associate VP, Institutional Advancement

Tiffany Fuzak, Senior Staff Assistant, Institutional Effectiveness

*Michelle Bonn, 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

Amitra Wall, Associate Provost, Academic Affairs

Student (TBD)

* Indicates a member who has left the committee since the start of the current academic year.