The Story of Us: Building a Culture of Assessment and Continuous Improvement at UB

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Discussion Topics

• UB’s Assessment History
• Turning the Tide
• Maintaining Momentum
• Preparing for Middle States Re-Accreditation
UB’S ASSESSMENT HISTORY

Pre-2012
UB’s History with Assessment – Pre-2012

We experienced some key milestone events that helped us understand our assessment gaps.

- General Education Assessment (2005)
- SUNY MOU – 2010
- 2010-11 Early Re-Accreditation Efforts
TURNING THE TIDE

Building a Culture of Assessment and Preparing for Middle States Re-Accreditation 2014
Building a Culture of Assessment: Top-Down Efforts

• Staffing of a central assessment office

• Provost-mandated annual assessment reporting requirement and top-down messaging

• Town halls for faculty, program coordinators, chairs

• Establishing Accountability

• Submission of:
  ✓ Program Learning Outcomes
  ✓ Assessment Plans
  ✓ One Cycle of Assessment Results
Building a Culture of Assessment: Bottom-Up Efforts

- Facilitation, Consultation, Retreats
- Building Trust
- Providing Reassurance
- Keeping the focus on Student Learning and Success
MAINTAINING MOMENTUM

Developing a Culture of Continuous Improvement

2014 through 2020
Maintaining Momentum

- Permanency of central office to support assessment
- Assessment Reporting System (AAPAR)
- Regularized communications
- Mission-driven LO alignment
- Pivoting emphasis from compliance to quality
- Embedding assessment results in other annual processes (e.g., resource planning)
The Assessment Spiral

- It was important to firmly focus assessment efforts on reflection and continuous improvement while also making programs accountable for assessment work.

- **The message:** Documenting that you are engaging in the process is important, but no one outside of your own department will be digging into your results and calling you out for those results.
Assessment Frameworks

It was equally important to help chairs, program coordinators, and faculty see that there isn’t a one-size fits all approach.

Program Assessment Frameworks

Assessment within an academic program can be easily organized and implemented by selecting one of the following assessment frameworks as a starting point for the design of the program assessment plan.

- Embedded/Mapped Assessment Framework.

In this model of assessment, the curriculum map plays a very important role. Within the program curriculum map, there should be an indication of which courses are providing an introduction (I) to the learning outcome, reinforcement and practice (R) of the learning outcome, and demonstration of mastery (M) of the learning outcome. The courses marked M in the curriculum map are the most feasible places to insert program assessment.

This video provides three examples of the embedded model of assessment at UB: Chemical and Biological Engineering, the School of Management, and the Composition Program.

The embedded assessment framework will be most useful when the program consists of many common courses that all students must take. During the meeting to review assessment results with program faculty, the curriculum map will be invaluable for identifying areas for improvement based on those results.

- Milestone Assessment Framework
- Capstone Assessment Framework
- Combined Embedded/Milestone Framework
- Combined Embedded/Capstone Framework
Regularized Communications:

Educational Effectiveness and Assessment

Institutional Learning Outcomes Assessment

Annual Program Assessment

Comprehensive Program Review

Assessment of Student Learning
Institutional Learning Outcomes

1. Demonstrate domain expertise, including critical reasoning and analysis.

2. Apply effective communication, information, and digital literacy skills.

3. Demonstrate ethical and professional responsibility and act according to the norms of the chosen discipline.

4. Recognize the relevance of human and cultural diversity within local and global contexts.

5. Collaborate positively with others to achieve a common purpose.

6. Assess, articulate, and acknowledge personal skills, abilities and growth areas.

7. Demonstrate commitment to community service and engagement.
Assessing Assessment Quality

- We’ve moved from simple compliance to providing feedback on quality of assessment efforts.
- Our rubric is a modified version of the SCoA rubric, available here:
  - https://scoa.suny.edu/rubrics/

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<table>
<thead>
<tr>
<th>Component/Goal</th>
<th>Level 0: Not Evident</th>
<th>Level 1: Emerging</th>
<th>Level 2: Proficient</th>
<th>Level 3: Mature</th>
<th>Tips For Success (attached)</th>
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<tbody>
<tr>
<td>Program Learning Outcomes (PLOs)</td>
<td>Student learning outcomes have not been written for this program.</td>
<td>Student learning outcomes have been written for this program, however, they are not written in terms of what students will know or be able to do as a result of completing the program.</td>
<td>Measurable PLOs have been written in terms of what students will know or be able to do as a result of completing the program. The statement of PLOs is publicly available.</td>
<td>The PLOs are measurable and also transparently consistent with the sponsoring department/school’s mission and goals. The statement of PLOs is publicly available and incorporated into program-specific publications, including web-based and hard copy, for students.</td>
<td>1) Statement of PLOs</td>
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<tr>
<td>Program Curriculum Mapping</td>
<td>No curriculum map exists.</td>
<td>A curriculum map has been created, but it is incomplete.</td>
<td>A comprehensive curriculum map has been created showing how all program learning outcomes are addressed by program requirements.</td>
<td>A comprehensive curriculum map has been created showing clear linkages between all PLOs and programmatic requirements. The curriculum map also shows progressions, as appropriate to the program, from introduction to mastery of PLOs and ties these progressions to successive course requirements.</td>
<td>2) Course Mapping in AAPAR</td>
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<tr>
<td>Alignment of PLOs with Institutional Learning Outcomes (ILOs)</td>
<td>No documentation showing alignment of PLOs to ILOs exists.</td>
<td>The program has begun linking PLOs to university ILOs.</td>
<td>All program PLOs are linked to university ILOs.</td>
<td>A clear and specific depiction of how the PLOs contribute to the fulfillment of ILOs exists.</td>
<td>3) ILO mapping in AAPAR</td>
</tr>
<tr>
<td>Program Assessment Plan</td>
<td>No assessment plan exists.</td>
<td>There is an established cycle for assessing PLOs (such that all PLOs are assessed within a 3-5 period).</td>
<td>A plan has been determined that ensures that the assessment of each PLO occurs on an established schedule.</td>
<td>There is an assessment plan that is integrated with the program’s curriculum map and that provides for multiple assessments of PLOs on an established schedule.</td>
<td>4) Assessment Planning in AAPAR</td>
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UB Middle States Accreditation Process

2020-21:
- Annual Institutional Update
  - Mid-Point Peer Review
    - Committees Begin Evidence Gathering
    - Organize Evidence
    - Identify Gaps

2021-22:
- Annual Institutional Update
  - Self-Study Team Creation & Orientation
    - Teams Review Evidence
    - Identify Gaps
    - Teams Prepare Reports

2022-23:
- Annual Institutional Update
  - Steering Committee Reviews Team Reports
    - Finalize Self-Study Report
    - Catalog Evidence

2023-24:
- Annual Institutional Update
  - Self Study Document Review (off-site)
    - Self Study Visit
    - Self Study Visit
Self-Study Team Organization

Governance, Leadership, Administration, Mission, and Goals

- Standard 1 – Mission and Goals
- Standard 7 – Governance, Leadership, and Administration

Ethics and Integrity

- Standard 2 – Ethics and Integrity

Curriculum and Assessment of Student Learning

- Standard 3 – Design and Delivery of the Student Learning Experience
- Standard 5 – Educational Effectiveness Assessment

Support of the Student Experience

- Standard 4 – Support of the Student Experience

Planning, Resources, and Institutional Improvement

- Standard 6 – Planning, Resources, and Institutional Improvement
Committee Structure

Executive Committee
Steering Committee
Organizing Committee

- Governance, Leadership, Administration, Mission, and Goals
- Ethics and Integrity
- Curriculum and Assessment of Student Learning
- Support of the Student Experience
- Planning, Resources, and Institutional Improvement
Key Milestones

- **Fall 2021**
  - Self-study Institute Completed

- **March 2022**
  - Form Self-study Teams
  - Finalize Self-study Design Draft

- **January 2022**
  - Virtual Visit – MSCHE Liaison Paul Starkey

- **October 2023**
  - Visit Team Chair Campus Visit

- **February 2024**
  - Materials to Evaluation Team

- **March/April 2024**
  - Upload Content to MSCHE Portal
  - Finalize Visit Schedule

- **Fall 2023**
  - Self-study teams review evidence & draft chapters

- **Jan 23-Sept 23**
  - Committees review and edit self-study

- **Feb 22-Jan 23**
  - Finalize content & produce

- **Fall 23**
  - Campus Visit
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Our Teams

Learning Environments and Technologies

Support for UB Learns (Blackboard), pedagogy in physical learning spaces and effective use of educational technologies.

Teaching Transformation

Support for effective pedagogies and curricular and learning design.

Educational Effectiveness and Learning Analytics

Oversight of annual learning assessment, program review and course evaluations.