

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

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Curriculum, Assessment and  
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# Discussion Topics

- UB's Assessment History
- Turning the Tide
- Maintaining Momentum
- Preparing for Middle States Re-Accreditation





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# 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)



Middle States Periodic Review Report (2009)



SUNY MOU – 2010



2010-11 Early Re-Accreditation Efforts



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# 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





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# MAINTAINING MOMENTUM

Developing a Culture of Continuous  
Improvement

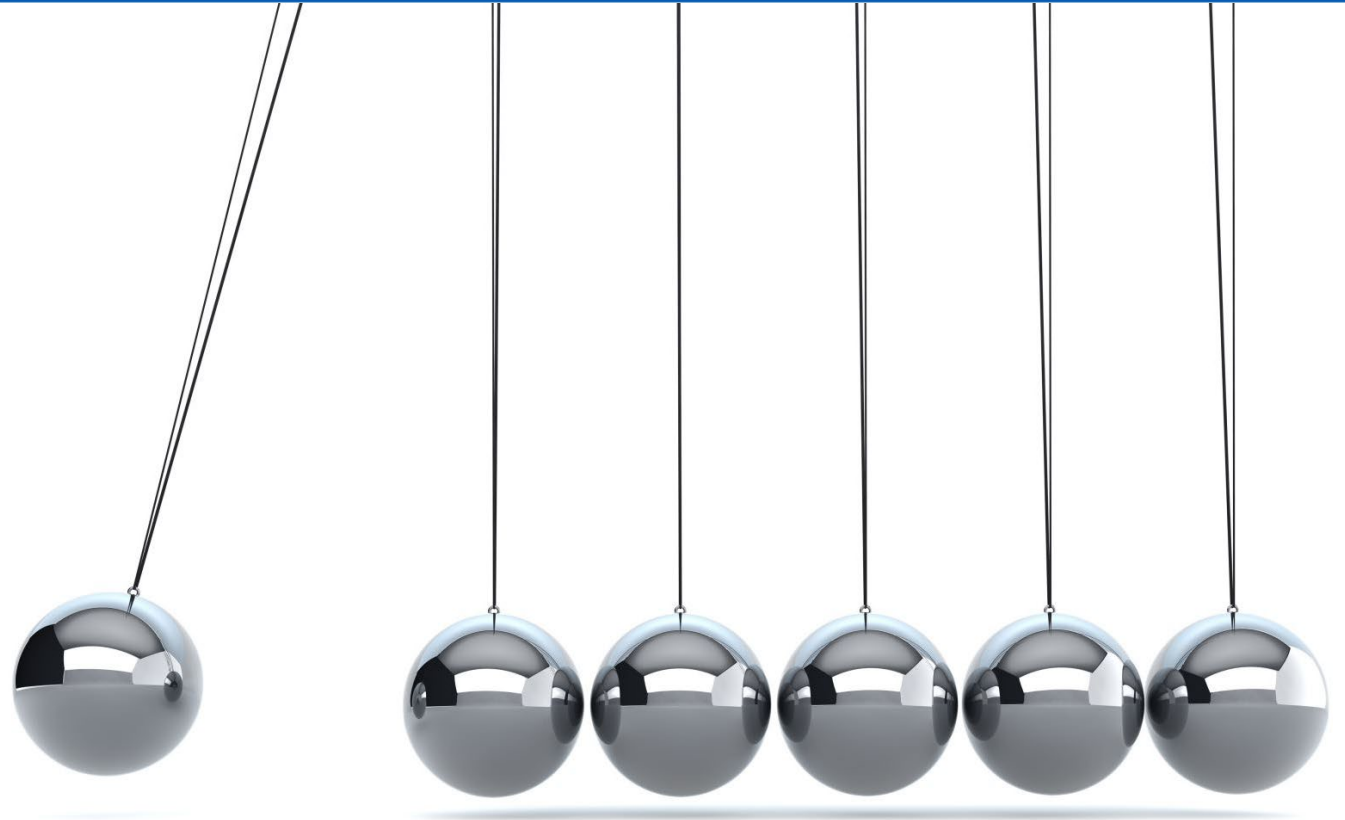
2014 through 2020





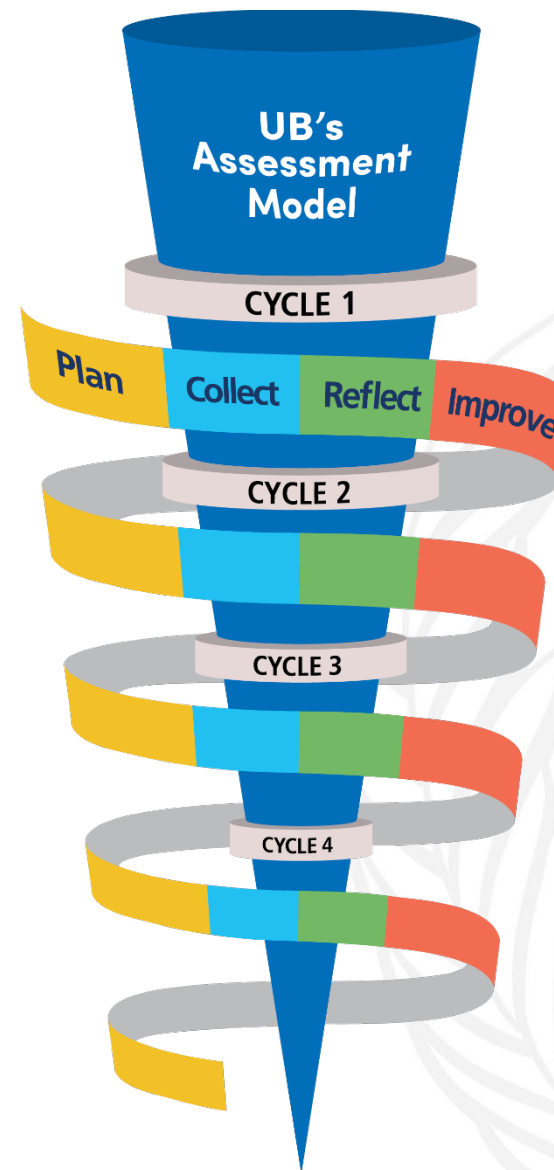
## Maintaining Momentum

- 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.

### Educational Assessment & Review

#### Institutional Learning Outcomes

#### Annual Program Assessment

[Curriculum Mapping](#)

[▶ Program Assessment Frameworks](#)

[Annual Academic Program Assessment Report \(AAPAR\) Process](#)

[Annual Assessment FAQs](#)

[Contact Your Assessment Council Representative & CATT Liaison](#)

#### Comprehensive Program Review

#### Assessing Teaching Effectiveness

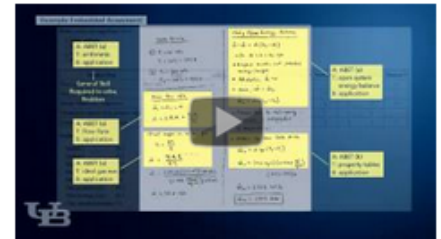
## Program Assessment Frameworks

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.

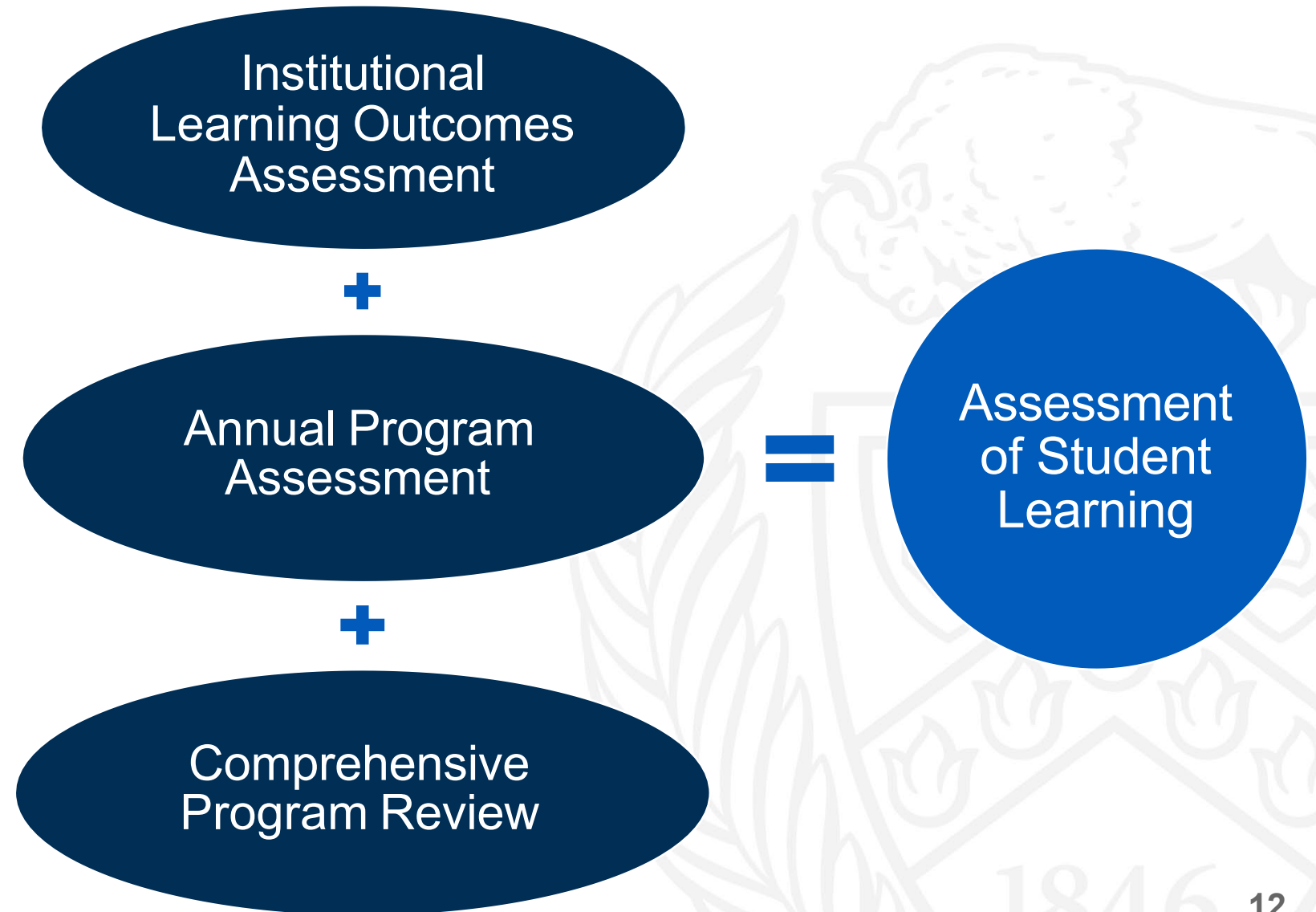


The embedded assessment framework will be most useful when the program consists of many common courses that all students must take. During the meeting to review assessment results with program faculty, the curriculum map will be invaluable for identifying areas for improvement based on those results.

- [+ Milestone Assessment Framework](#)
- [+ Capstone Assessment Framework](#)
- [+ Combined Embedded/Milestone Framework](#)
- [+ Combined Embedded/Capstone Framework](#)

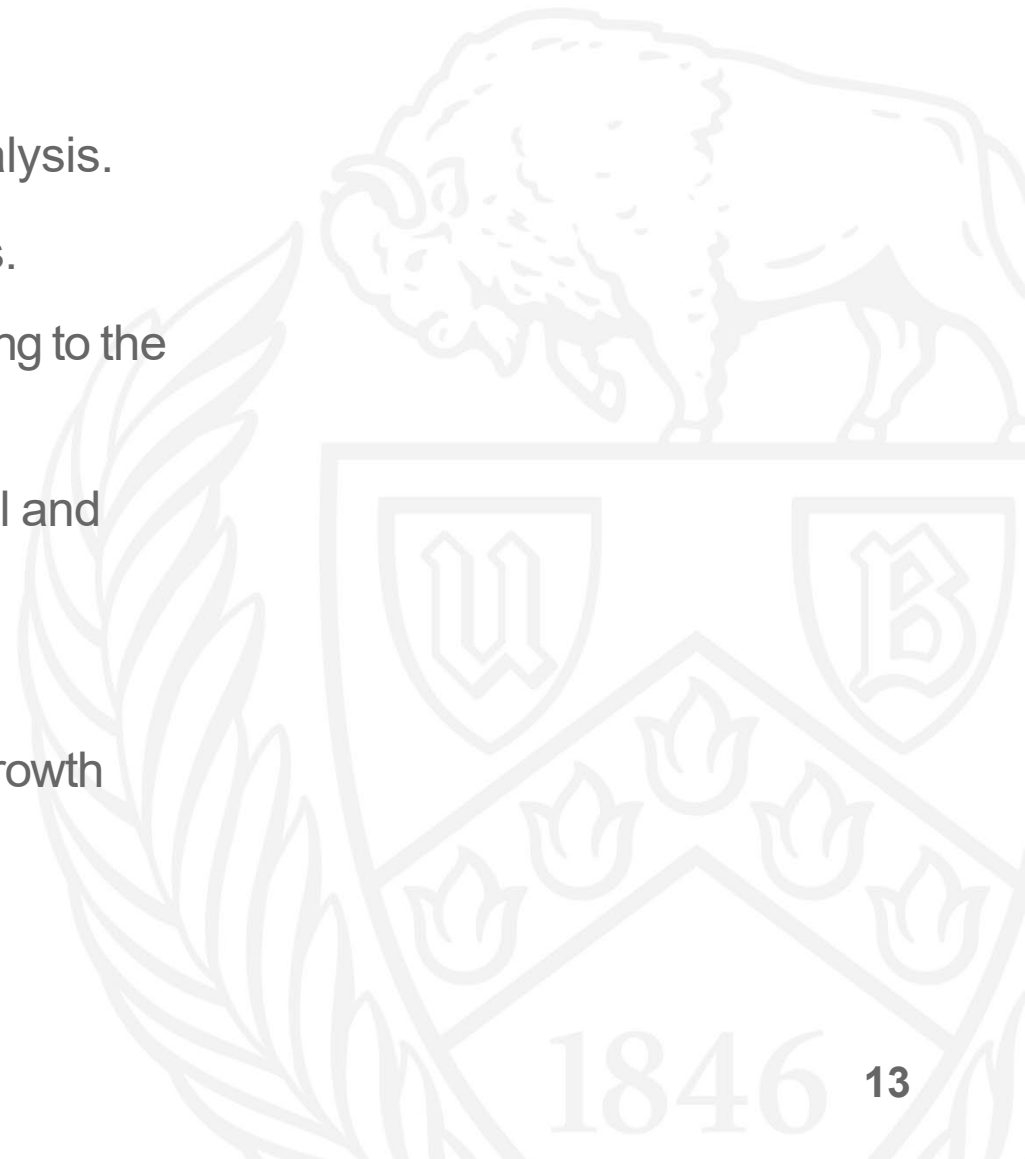
Regularized  
Communications:

Educational  
Effectiveness  
and Assessment



# Institutional Learning Outcomes

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/>



## Academic Program Learning Outcomes Assessment Rubric

This rubric, adapted from the SUNY Council on Assessment (SCoA) Academic Program Assessment Rubric, is used by the University Assessment Council to share feedback to academic departments undergoing Comprehensive Program Review. This rubric can also be used within departments and by program coordinators/directors to review their own assessment activities.

Component/Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Mature	Tips For Success (attached)
<b>Program Learning Outcomes (PLOs)</b> There are written, measurable PLOs that are consistent with the department's/school's mission and the program's goals.	Student learning outcomes have not been written for this program.	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 successfully completing the program or they are not clearly measurable.	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.	The PLOs are measurable and also transparently consistent with the sponsoring department's/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.	1) Statement of PLOs
<b>Comments:</b>					
<b>Program Curriculum Mapping</b> A comprehensive depiction (curriculum map) of how PLOs are covered by the program curriculum requirements has been created.	No curriculum map exists.	A curriculum map has been created, but it is incomplete. Some PLOs are not mapped to program requirements, and/or the mapping of PLOs to specific course requirements is incomplete, and/or all courses that contribute to a PLO are not shown.	A comprehensive curriculum map has been created showing how all program learning outcomes are addressed by program requirements. The map demonstrates how multiple courses/requirements contribute to achieving some or all of the PLOs.	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.	2) Course Mapping in AAPAR
<b>Comments:</b>					
<b>Alignment of PLOs with Institutional Learning Outcomes (ILOs)</b> There is clear documentation identifying the alignments between specific ILOs and PLOs.	No documentation showing alignment of PLOs to ILOs exists.	The program has begun linking PLOs to university ILOs.	All program PLOs are linked to university ILOs	A clear and specific depiction of how the PLOs contribute to the fulfillment of ILOs exists.	3) ILO mapping in AAPAR
<b>Comments:</b>					
<b>Program Assessment Plan</b> The program has a schedule for assessing each PLO.	No assessment plan exists.	There is an established cycle for assessing PLOs (such that all PLOs are assessed within a 3-5 period).	A plan has been determined that ensures that the assessment of each PLO occurs on an established schedule.	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.	4) Assessment Planning in AAPAR
<b>Comments:</b>					



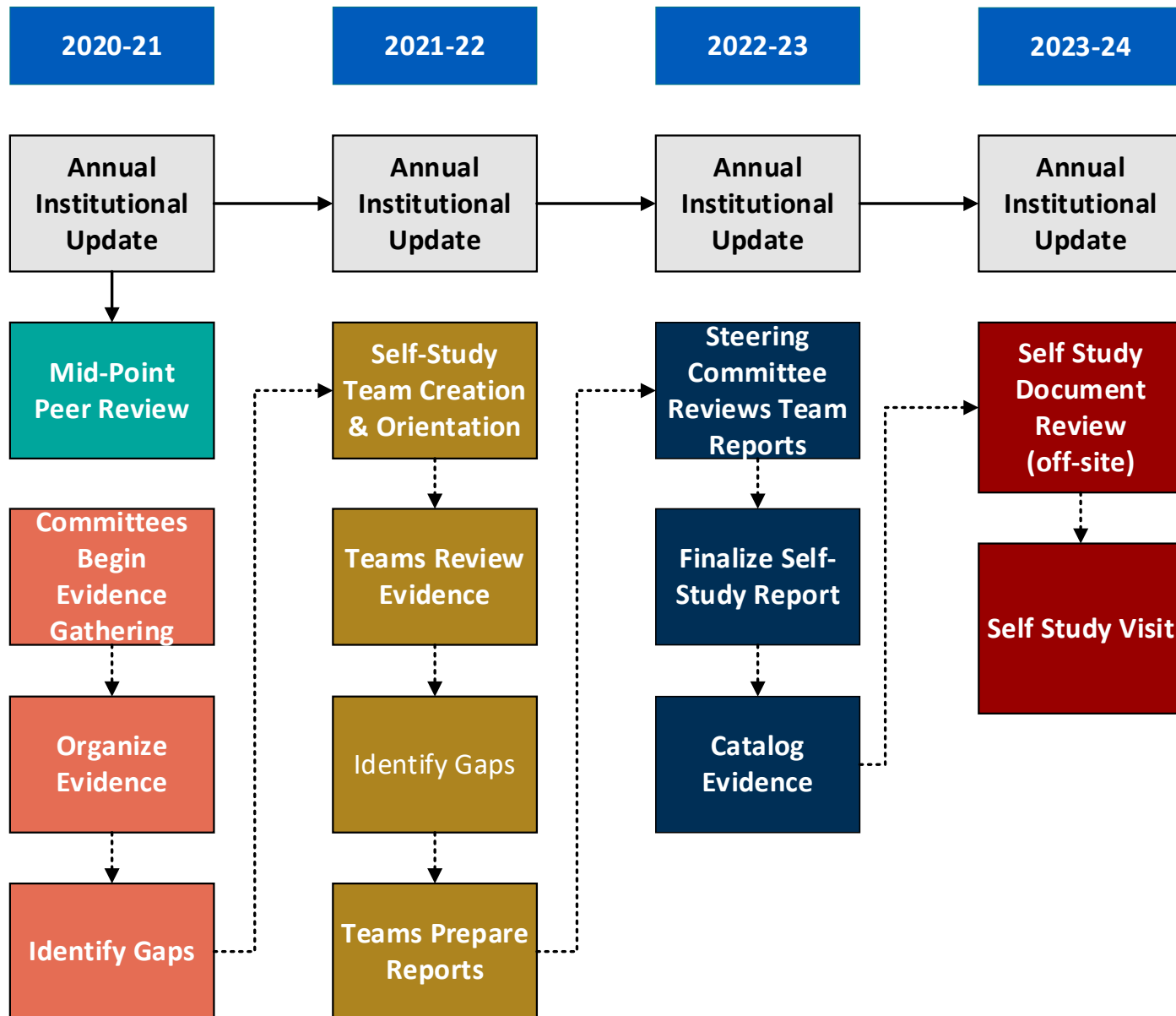
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# PREPARING FOR RE- ACCREDITATION

2020 and Beyond





# UB Middle States Accreditation Process

- Evidence Gathering Teams
- Self-Study Teams
- Self-Study Steering Committee
- Accreditation Team



# 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

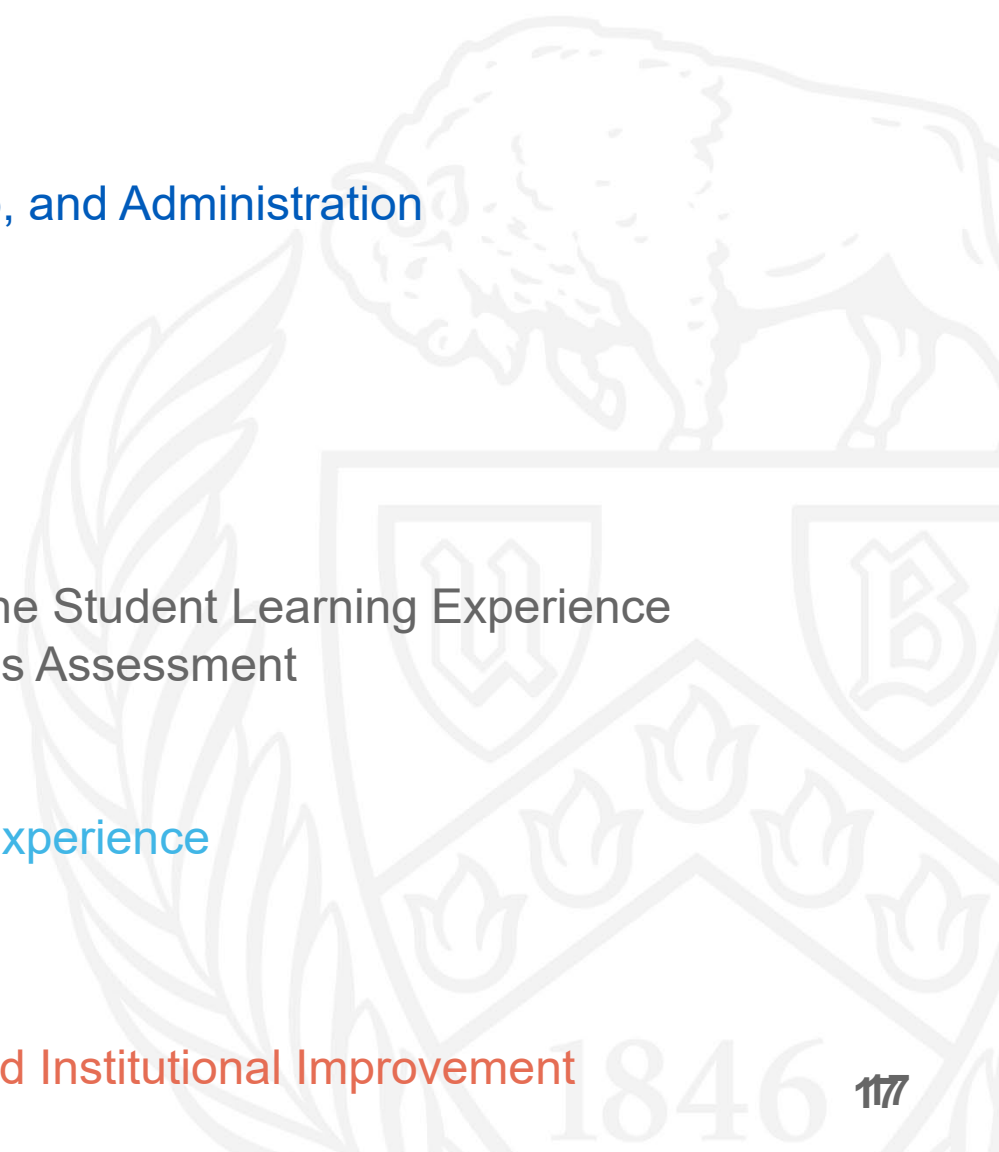
Standard 3 – Design and Delivery of the Student Learning Experience  
Standard 5 – Educational Effectiveness Assessment

Support of the Student  
Experience

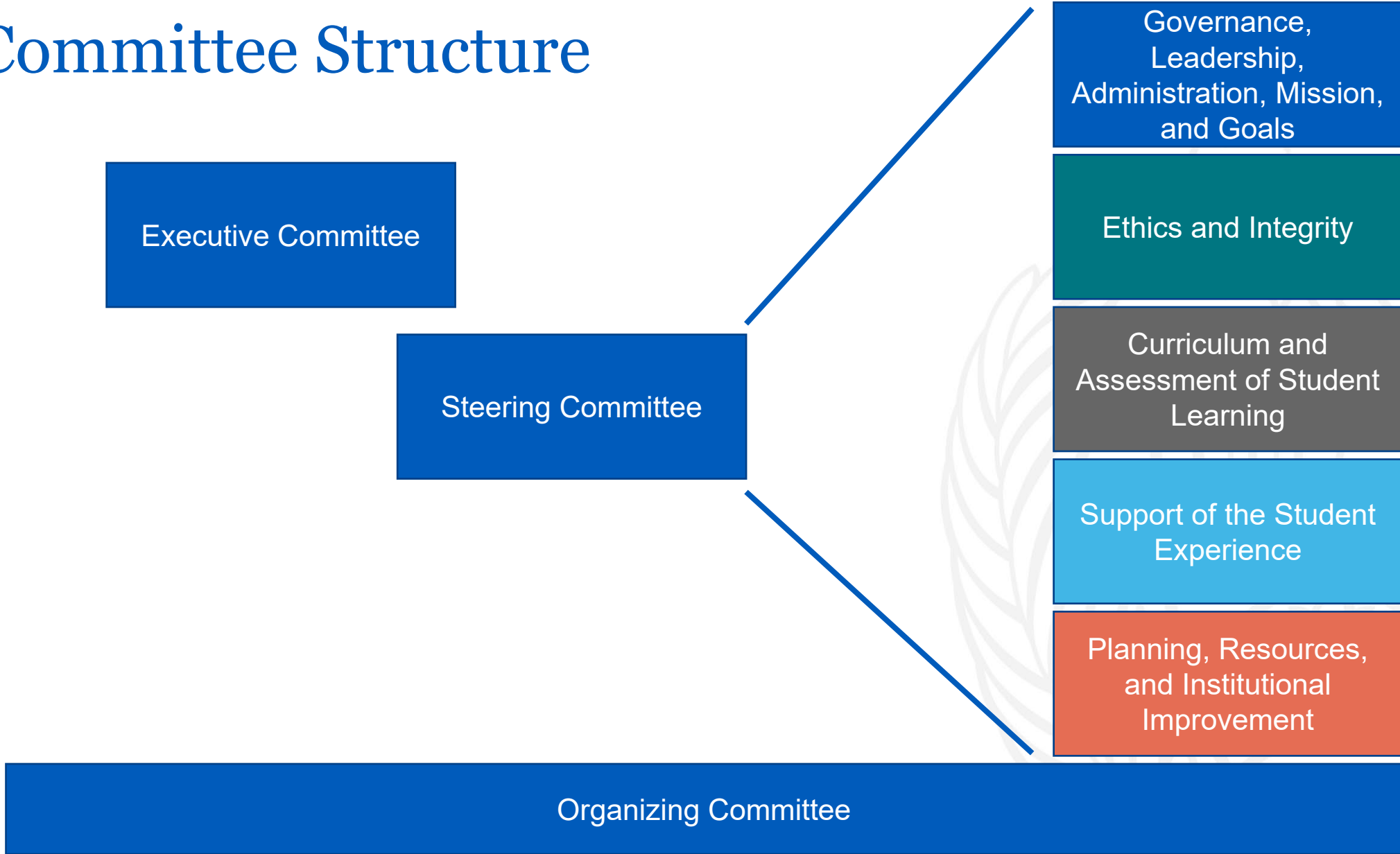
Standard 4 – Support of the Student Experience

Planning, Resources,  
and Institutional  
Improvement

Standard 6 – Planning, Resources, and Institutional Improvement



# Committee Structure



# Key Milestones





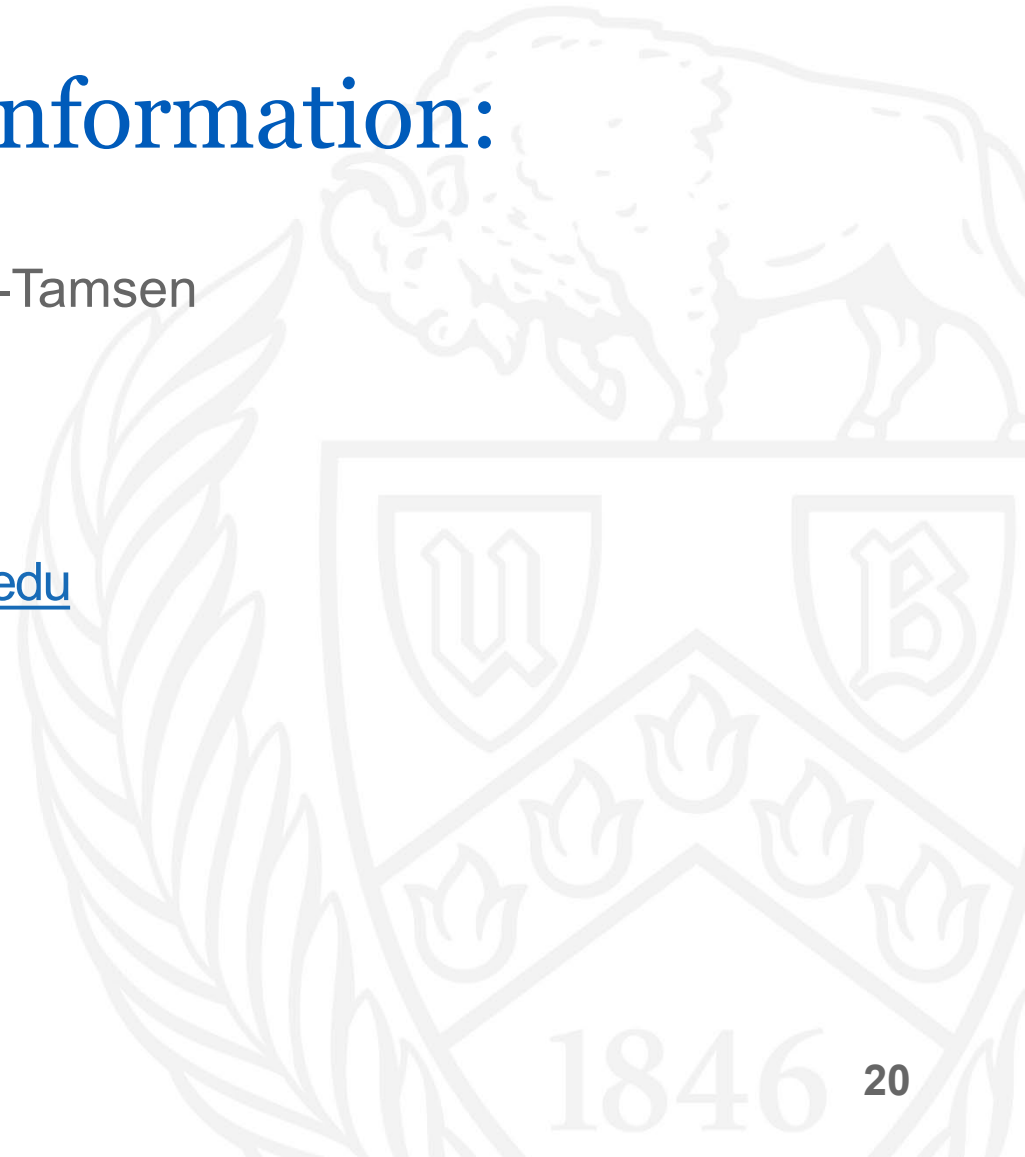
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# Our Teams

Learning  
Environments and  
Technologies

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

Support for effective pedagogies and curricular and learning design.

Teaching  
Transformation

Educational  
Effectiveness  
and Learning  
Analytics

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