WELCOME BACK

After, what I hope was a wonderful summer for all, I want to once again congratulate all of you who led and participated in Buffalo State’s assessment efforts. Your good work and commitment to student success led to our very successful Middle State re-accreditation. In particular, we were cited for our “robust assessment.” This is truly a wonderful achievement for all of us and one which we will continue to build upon.

Rosalyn Lindner
Associate Vice President

BIOLOGY ASSESSMENT OUTSTANDING!

We are pleased to announce that the Biology Department has been awarded the Outstanding Assessment Award for 2012–2013. The department received $4,000 in recognition of its assessment efforts and resultant curricular changes. The submission, can be found on the assessment website and serves as a model of best practices in assessment on campus.

Congratulations to Martha Skerrett, Greg Wadsworth, and their Biology Department colleagues for their excellent efforts in reforming curriculum through assessment.

Applications will be solicited during the spring semester 2014. The Assessment Advisory Board (see Page 2 of this newsletter for member listing) will evaluate applications according to an approved rubric and decide the award recipient. If, in the judgment of the AAB, no submission reflects excellence in assessment, no award will be given.
Assessment Advisory Board
2013-2014

Chair  Rosalyn Lindner, AVP, Assessment and Curriculum

Co-Chairs:  Shannon Budin, Associate Professor, Exceptional Education
            Karen O'Quin, Associate Dean, School of Natural and Social Sciences

Members:  Lisa Hunter, Associate Dean, School of Arts and Humanities
           Kathy Wood, Associate Dean, School of Education
           Rita Zientek, Interim Dean and Associate Dean, School of the Professions
           Lisa Berglund, Professor, English
           Kelly Frothingham, Associate Professor and Chair, Geography and Planning
           Meg Knowles, Associate Professor, Communication
           Christine Lai, Assistant Professor, Business
           Elizabeth Szockyj, Associate Professor and Chair, Criminal Justice
           TBA, Natural and Social Sciences

Upcoming Assessment Events

SCoA (SUNY Council on Assessment)  Regional Workshop - SUNY College @ Brockport, NY
October 8, 2013
‘Enhancing Excellence in Assessment: Institutional Effectiveness and Learning Analytics”
For more information: http://www.sunyassess.org/

IUPUI Fall Conference - Indianapolis, Indiana
October 27-29, 2013
2013 Assessment Institute.  For more Information please visit: www.assessmentinstitute.iupui.edu

Virginia Assessment Group - Roanoke, VA
November 14-15, 2013
2013 Fall Conference  “Making Assessment Valuable”
For more information: http://www.virginiaassessment.org/conferences_workshops.html

MSCHE Annual Conference - Philadelphia, PA
December 8-10, 2013
For Registration Information: http://msche.org/?Nav1=EVENTS&Nav2=2013.01.01

NEEAN (New England Educational Assessment Network) - College of Holy Cross, Worcester, MA
November 1, 2013
2013 Fall Forum “Learning from Assessment”
For more information: http://www.neean.org/
Call for Newsletter Contributions

Board member Lori Collins-Hall, editor of Impact, ANNY’s newsletter, has put out a call for articles for our fall 2013 edition. We are pleased to offer this service to ANNY’s dues-paying members, and hope that members will take advantage of this opportunity to have their work included in publication, again to promote dialogue in our profession. Those presenting at the West Point conference and workshop event are especially invited to submit summaries of their presentations for inclusion in this edition of Impact. Submissions accepted until October 1, 2013 – please send directly to Dr. Lori Collins-Hall: (collins-hall@hartwick.edu).

Reminder: SAVE THE DATE for ANNY’s Second Annual Spring Conference & Workshop

Please hold April 28-30, 2014 for ANNY’s spring statewide conference, this year to be held in western New York at the Rochester Institute of Technology. Travel to and from Rochester is easy, and RIT’s campus and facilities are beautiful and include the latest technology. True to ANNY’s mission, we expect this conference to be every bit as useful and informative as the larger, more expensive meetings that many of us have attended, but offered at a fraction of the cost. Stay tuned for more details over the next few months!

ANNY (Assessment Network of New York) was formed in 2010
“to advance effective assessment to enhance quality in higher education”.
It currently has over 200 members from public and private schools in New York State.
Roz Lindner is a member of the founding board of ANNY.

The following Principles for Effective Assessment of Student Achievement have been endorsed by all seven regional accreditors as well as AACC, AASCU, ACE, AAU, APLU, and NAICU

Principles for Effective Assessment of Student Achievement

Federal law requires that a higher education institution undergoing accreditation provide evidence of “success with respect to student achievement in relation to the institution’s mission.” Both aspects of this requirement – the insistence upon achievement, and the tailoring to institutional mission – are critically important. The demonstration of quality is a fundamental responsibility of all colleges and universities, but both the kinds of quality and the methods used to measure it will differ depending on the mission of the institution.

More specifically, though the exact content of these criteria and the methods for measuring them will differ, all institutions should be expected to provide evidence of success in three domains:

1. **Evidence of the student learning experience.** Institutions should be able to define and evaluate how their students are learning: more specifically, institutions should be able to describe the kinds of experiences that they expect students to have inside and outside the classroom. Relevant evidence may pertain to targets for the kinds of reading and writing assignments that students should complete; levels of personal interaction with faculty members; residential and/or co-curricular components of the learning experience, and other learning experiences that the institution deems relevant to its mission.

2. **Evaluation of student academic performance.** Institutions should be able to define meaningful curricular goals, and they must have defensible standards for evaluating whether students are achieving those goals. Appropriate methods for the assessment of student work may include, among other approaches, meaningful and rigorous faculty evaluation and grading or external benchmarking.

3. **Post-graduation outcomes.** Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data about whether they are meeting these goals. Relevant kinds of data may include completion rates, job placement rates, levels of post-graduation civic participation, kinds of jobs and vocations chosen, surveys pertaining to alumni satisfaction and success, and data on other post-graduation goals relevant to the institution’s mission.

The accreditation process needs to allow institutions flexibility with regard to the methods for measuring progress toward these goals. It is a mistake to conflate particular means for measuring goals with the achievement of those goals. Measures of all kinds will work best if they are integrated into the teaching and administration of colleges and universities, analyzed on a regular basis, and summarized in the accreditation process.

{ Download the full statement, including the list of national higher education associations and regional accrediting commissions that have endorsed the statement. }
Principles for Effective Assessment of Student Achievement
July 19, 2013

The undersigned national higher education associations and regional accrediting commissions have endorsed the attached statement, “Principles for Effective Assessment of Student Achievement.” The statement grew out of a meeting of the presidents of the seven regional accrediting commissions and public and private university provosts. The statement is intended to emphasize the need to assess effectively student achievement, and the importance of conducting such assessments in ways that are congruent with the institution’s mission.

We hope that colleges and universities with find this statement useful in evaluating their assessment policies and procedures and that accrediting commissions similarly will find the statement helpful in evaluating their assessment policies and procedures and that accrediting commissions similarly will find the statement helpful in evaluating their assessment standards. Looking ahead, we believe that the shared principles of this consensus statement can facilitate continued cooperation and collaboration between these two allied sectors of the higher education community.

Higher Education Associations:
- American Association for Community Colleges (AACC)
- American Association of State Colleges and Universities (AASCU)
- American Council on Education (ACE)
- Association of American Universities (AAU)
- Association of Public and Land-grant Universities (APLU)
- National Association of Independent Colleges and Universities (NAICU)

Regional Accrediting Commissions:
- Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE)
- North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)
- Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

More News and Information

CSRDE and IPEDS 2012-13
Retention and Graduation Benchmarking

Buffalo State continues to participate in the Consortium for Student Retention Data Exchange (CSRDE) along with hundreds of other institutions of higher education. The CSRDE provides valuable information on retention and graduation rates for undergraduate full time first-time freshmen from cohorts over the last ten years. The CSRDE report provides an opportunity to benchmark with other public and peer institutions as designated by SUNY and Buffalo State. In 2012-13 eleven of 20 Buffalo State designated peer institutions participated in CSRDE as noted below.

In addition, the Integrated Public Education Data System (IPEDS) provides an opportunity to examine and benchmark retention, graduation rates and several other factors related to student enrollment and success against all 20 peer institutions. So, for the purposes of this report, both databases were used.

Read the full report on the Assessment website

CLA

During the 2012-2013 academic year, SUNY Buffalo State again participated in the CLA (Collegiate Learning Assessment), Freshmen in the fall semester and Seniors in the spring semester. A copy of the final report is available on the Assessment website.

The CLA is an important component of our Voluntary System of Accountability which can be found by clicking on the “College Profile” button on the Buffalo State website.
Fall 2013 Assessment Workshops
Sponsored by the Faculty Development Office
Details and registration information available at www.buffalostate.edu/professionaldevelopment/x555.xml

Thursday, September 12, 12:15 – 1:30, BACO 117
Best Practices for Evaluating Online Teaching
The evaluation of online teaching involves many of the same criteria used in evaluating face-to-face teaching, but it also necessitates the use of additional criteria based more directly on the online environment. Learn about best practices for evaluating online teaching. Examine research-based tools, rubrics, and checklists designed to provide constructive peer feedback on the design and instruction of online courses. Discuss guidelines for developing effective departmental practices for evaluating online courses. Presented by Sue McMillen.

Thursday, October 10, 12:15 – 1:30, BACO 117
Best Practices for Peer Observation of Teaching
Explore best practices for peer observation of teaching. Discuss benefits and drawbacks of various approaches to the peer observation process. Examine a variety of peer observation protocols and tools that provide structure, guidelines, and criteria. Leave with a rich collection of resources. Presented by Sue McMillen.

Thursday, November 14, 12:15 – 1:30, BUTL 210
Best Practices for Evaluating Active Learning and Learner-Centered Teaching
The evaluation of innovative teaching pedagogies often necessitates using additional or different criteria and protocols. Explore several evaluation tools, each designed to help evaluate a specific innovative teaching strategy. Discuss how these tools can be used or modified to best fit teaching at Buffalo State. Presented by Sue McMillen.

Thursday, November 21, 12:15 – 1:30, BUTL 181B
Creating a Teaching Portfolio
Consider creating a teaching portfolio as part of your promotion and tenure process. Teaching portfolios are one way to document both growth in teaching and changes in course content and pedagogy. Sample portfolios from a variety of academic areas will be available. Presented by Sue McMillen.

Thursday, September 19, 12:15 – 1:30, BUTL 181B
Introduction to Rubrics
Learn the basics of constructing and using rubrics to assess your students’ learning. Using rubrics can save time, yet still provide meaningful feedback to students. The process of creating a scoring framework will be discussed and sample rubrics will be shared. Presented by Sue McMillen.

Tuesday, October 29, 12:15 – 1:30, BUTL 181B
Creating Rubrics
Engage in the process of creating a rubric for an assignment and receive feedback on your rubric. Also, discuss strategies and suggestions for having students create a rubric. Presented by Sue McMillen.

Tuesday, November 19, 12:15 – 1:30, BUTL 181B
Rubric Discussion
Discuss your successes and challenges in using rubrics. Bring a rubric for others to examine. This discussion is aimed at faculty who have experience using rubrics. Facilitated by Sue McMillen.
A new issue of *The Toolbox*, an electronic teaching and learning resource for instructors, is available.

To view "Pursuing Academic Rigor One Course at a Time" (Volume 11, Issue 6), click on [http://sc.edu/fye/toolbox/currentissue.htm](http://sc.edu/fye/toolbox/currentissue.htm) or go to *The Toolbox* home page at [www.sc.edu/fye/toolbox/](http://www.sc.edu/fye/toolbox/) to sign up for e-mail updates as the new issues become available.

The article offers strategies for instructors to ensure academic rigor in their classrooms by using the best possible approaches to teaching, engaging students in challenging academic assignments, and developing solid assessments.

Look for the next issue of in September when *The Toolbox* will begin publishing every other month.

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**ASSESSMENT RESOURCES ON THE WEB**

"Internet Resources for Higher Education Outcomes Assessment"

[http://www2.acs.ncsu.edu/UPA/assmt/resource.htm](http://www2.acs.ncsu.edu/UPA/assmt/resource.htm)

This web site / list currently has about 800 links, including over 300 college and university assessment sites.

Visit the Association for Assessment of Higher Education, Inc at [http://aalhe.org](http://aalhe.org)