Strengths and Research
at Buffalo State College

Standard 2: Assessment System and Unit Evaluation

Strengths at Buffalo State:

Art Education Program (AED)
Michael Parks in Art Education has conducted ongoing summaries and presentations of assessment data to AED faculty. Dr. Parks has served on the campus-wide assessment committee, which oversees SUNY assessments and middle states assessment. For three years, he has summarized and aggregated NYSCTE test scores, and co-op teacher's evaluations of student teachers. He is currently summarizing final Master's Projects for AED graduate students taking a MS in Education.

Elementary Education and Reading Department (EER)
- Now a universal requirement for all undergraduate students, the *Taskstream* portfolio and assessment tool has provided EER and Exceptional Education (EXE) programs with every expanding breadth and depth in assessing candidate performance on all standards appropriate to each certification area.   - EER has instituted a regular student satisfaction survey at both the undergraduate and graduate levels that provide self-report data on such dimensions as academic rigor, advisement, knowledge of standards, support, and faculty quality (see annual report). Trends observed over the years are currently being reviewed. Information from these surveys is reported to the EER Assessment Committee who advises the chair on potential directions for program improvement based on information and trends from these surveys.   - With the universal application of general education guidelines, all undergraduate students at BSC have one common experience in BSC 101 where they are introduced to the Foundations of Inquiry and assessed on agreed upon competencies across the disciplines. While this arrangement provides plenty of room for the academic freedom of each instructor, it is competency based.   - The Department of EER has been engaged in discussion with Dr. Kevin Railey, Dean of the Graduate School, to explore options for interdisciplinary common experiences at the Graduate level including but not limited to: EDU 501, Seminar for the Reflective Teacher; EDF 689, Methods and Techniques in Educational Research; EDU 620 Teaching in Diverse Classrooms; EDF 503, Educational Psychology; EDU 672, Microcomputers in the Instructional Program. These courses could be shared among the Arts and Sciences faculty in addition to the content courses they currently offer our majors. The mingling of secondary and elementary teacher candidates in advanced programs will provide a starting point for greater coherence of programming, outcomes, and assessment in the Teacher Education Unit.

Exceptional Education Department (EXE)
- The Department of Exceptional Education administers surveys to candidates enrolled in several courses (e.g., EXE 500, Block 1 courses). Survey content focuses on assessing candidate perception of content coverage and objectives met in course.   - Candidates are surveyed following student teaching to report on perceptions of preparedness.   - Now a universal requirement for all undergraduate students, the *TaskStream* portfolio and assessment tool has provide EER and Exceptional Education (EXE) programs with every expanding breadth and depth in assessing candidate performance on all standards appropriate to each certification area.   - Administration of EBI survey.   - Department engages in and leads strategic planning activities aimed at evaluating and improving the unit.   - Faculty conduct course evaluations at end of each course as well as period mid-semester course evaluations to revise course as needed. Some faculty collect informal feedback for every course that is used to clarify misconceptions and strengthen learning.   - An online, anonymous course evaluation system has been implemented using ANGEL's technology.   - Department conducts regular student and peer evaluations of faculty.   - Candidate peer evaluations implemented in several courses to enhance and triangulate professor feedback.   - Triangulation of student teacher evaluation conducted by: cooperating teachers, college supervision, and the teacher candidate's self evaluation and reflection.

Speech and Language Pathology
The Department conducts a systematic assessment process that includes feedback from graduating graduate students, alumni, and employers/professionals in the community. The Department chair meets semi-annually with the Department's advisory council that is made up of professionals who work in a variety of settings. Each semester, their clients complete a consumer survey. Annually, the Department performs program assessment through evaluation of the following: (a) an exit survey and interview of graduating master's level students, (b) a survey of graduate student alumni, and (c) a survey of employers.

Related Research or Inquiry at Buffalo State:

Art Education Department
Mary Wyrick and other members of the BSC Graduate Advisory Council, Amable Twagilimana, Marina Deutchman, and Robin Harris, worked on a campus wide assessment of Master's Theses and Projects. They collected data from all programs with Master's programs in Art Education to discern their requirements for their graduate students. Using this information, the Department developed/refined guidelines for Master's theses and Projects that are also posted on the Graduate Studies Website.

Elementary Education and Reading Department
▪ See Annual Report for Student Satisfaction Survey results at Undergraduate and Graduate levels

Exceptional Education Department
▪ Department piloted *Professional Disposition Qualities (PDQ) For Teacher Candidates* evaluation tool in conjunction with University of Colorado as part of a nationwide research collaboration effort. ▪ Candidate and in-service teacher performance on Language Structure Knowledge Survey's was used as part of faculty research project.

Speech and Language Department
The accrediting body (CAA) cited as a strength of the SLP program that "The students and alumni are diverse, enthusiastic and positive ambassadors for the program" (p. 11). CAA also stated that program is "…responsive to feedback from the community of students, alumni, supervisors, and employers" (p. 11).