Buffalo State Education Assessment System (BSEAS)
Table of Reviewers, Timelines, and Use of Data

	Name of Assessment Program level	Office Collecting Data	Timeline for collection	Use of Data and by Whom
Unit Aggregation of Data	**INSTRUMENTS**			
	Alumni Survey *(initial)*	Academic Affairs Assessment	Each spring semester	Data are used to reflect opinions of strengths and weaknesses in **program** offerings - content, learner, and pedagogy
	Exit Survey *(currently intial)*	AssociateDean/Unit Assessment Coordinator	End of each semester	Data are used to identify areas in which candidates feel prepared as well as areas in which they believe additional preparation is necessary. This information is used as a basis to revise and improve programs. The data are also triangulated with three-year follow-up surveys and are reviewed by **department chairs/program coordinators, the TEC and the unit head**.
	Survey of Western New York School Administrators (principals' survey) *(initial and advanced)*	Associate Dean/Unit Assessment Coordinator	Every three years	Data are reviewed and used as bases for program improvement by the **department chairs/program coordinators, the TEC and the unit head.**
	Lohr Survey (Student self report on program characteristics (piloted Spring 2007) *(planned initial and advanced)*	Associate Dean/Unit Assessment Coordinator	Expected each semester	Reports student perceptions of program characteristics. Used at the **unit** level to assess areas of weakness across the conceptual framework. Used at the **program** level to detect and correct consistently perceived deficiencies.
	Student Teaching Summary/Evaluation Forms *(initial)*	Associate Dean. Unit Assessment Coordinator	Once per student teacher per semester (note: opportunity exists for this instrument to be administered four times a year - twice a semester for	Data are used to document that candidates meet standards, and, when aggregated, document **program and unit** effectiveness. Areas in the teacher education unit that are in need of strengthening are identified and strategies to improve programs are

			each candidate)	developed, reviewed, and approved by the **TEC and unit head**.
Data on Cooperating Teachers *(initial)*	Teacher Certification Office	Collected Annually	Data are used to assure that cooperating teacher in P-12 schools meet criteria established by **departments/programs/the unit**.
Characteristics of P-12 Practica Settings *(currently optional for initial and advanced)*	Programs (approved as a unit instrument but not aggregated at the unit level yet)	Collected Annually	Data regarding diversity and technology resources in schools document that candidates have opportunities to practice skills related to using technology and working with students with diverse backgrounds in P-12 schools. Not currently aggregated at the unit level although instrument is approved.
Syllabi *(initial and advanced)*	Unit Head	Ongoing, collected at the program level each semester and at the unit level once a year	Used to monitor curriculum content, instructional strategies, and elements of the unit conceptual framework by the **unit head and TEC members**
Faculty vitas (TaskStream presentation portfolios) *(initial and advanced)*	Unit Head	Formerly, vitas were collected once a year. Using TaskStream portfolios will make unit access to vitas continuous for those faculty who participate. Those who do not will continue to be tracked manually.	Information used to determine faculty qualifications and continuing activities related to teaching, scholarship, and service by the **unit head, department chairs, and institutional administration**.
PROCEDURES			
Annual Reports completed by Faculty *(initial and advanced)*	Teacher Education Programs & Departments	Every Spring	Data are used to document that faculty meet standards and to provide information regarding areas in need of strengthening. Non-tenured faculty have mandated periodic reviews by **peers, candidates, program chairs, and unit head**. Annual reports for tenured faculty are used to determine merit/discretionary increases, and, where applicable, promotion in faculty rank. They are reviewed by **their program chairs, the unit head, and possibly**

				institutional administration.
	Annual Reports completed by Department Chairs *(initial and advanced)*	Teacher Education Programs & Departments	Every Spring	Data are used to reflect areas in need of strengthening so that plans for program improvement may be developed and implemented. Assessment plans are revised based upon information obtained from data collected. The **unit head** meets with **department chairs/program coordinators** to ensure follow-up activities.
	Strategic planning *(initial and advanced)*	Currently SOE strategic Planning committee	2 year window for development ending Spring, 2008	Currently strategic planning involves understanding the context and needs of education programs and candidates - developing adaptations or new goals, strategies, and measures as appropriate. **The SOE planning committee and unit head and unit faculty**.
	Review BSEAS *(initial and advanced)*	Unit Head/Unit Assessment Coordinator/ TEC Unit Assessment Committee/ TEC faculty/ Community Partners/ Candidates	Aspects presented at retreats each semester. Supplemental informational sessions reflecting specialized needs (such as the TaskStream vs TK20 debate) scheduled intermittently including all system partners	Many reviews in part reflect on efficiency of the collection and dissemination and/or the effectiveness of individual instruments. Summary of the system as a whole is shared with **constituents** (see BSEAS system graphic) as an introduction to specific issues or topics of discussion.
	Assessment Plans *(Currently initial only at unit level - many programs have advanced level plans)*	Teacher Education Programs & Departments	Reviewed and Revised every five years.	Data are reported to **unit head** in annual reports and are shared with and incorporated in the **institution**'s assessment plan. Data are used for **program** improvement.
	Unit organization chart *(initial and advanced)*	Unit Head	Continuously, reviewed to meet specialized needs at intermittent times	Information is used to inform others (**candidates, administrators, unit members, community members**) of structure and participants so that they may suggest changes or additions to personnel or lines of command as appropriate.
	Curriculum mapping/ review *(initial and advanced)*	Developed by programs, reviewed by Unit Head	Continuously	Information is used to track content of **programs** and courses aiding course development and revision at the program

				level and identification of needs or changes across or within **departments** at the **unit** level
NCATE continuing accreditation /updates *(initial and advanced)*	Unit Head	Annually - Site visits to be on a 7 year cycle	Information is characterized in a manner to support consistent, systematic representation of **unit** operations for ongoing review. **Programs** also aggregating data for SPA or other review are informed of the unit reports.
New York State program review *(initial and advanced)*	Unit Head	10 year cycle of review	Content filling templates of submission and review is considered by **programs** so that state recognition can be maintained
Program capacity reports *(initial and advanced)*	Unit Head	Reported annually, may be compiled each semester as needed	Data is used to make decisions on future course offerings, facilities and staffing, and also targeted marketing at **both program and unit** levels.
Assessment support workshops *(planned unit level initial and advanced)*	Currently TaskStream Coordinator - potentially TEC unit and program subcommittees	Current scheduling reflects recent progress on TaskStream expansion project. A regular schedule of offerings will be maintained once implementation of TaskStream for program level use is fully accomplished	Data on participation and attendance as well as questions will be used to refine training sessions and justify financial and staffing commitments to support ongoing training needs for **all constituents of BSEAS.**
Unit data review/dissemination *(initial and advanced)*	Unit Head	Ongoing. Aggregations commonly occur prior to teacher education retreats each semester including summer	Data is used to guide decision-making at **all levels of unit operations.**
Cooperating teacher stipends *(initial)*	Teacher Certification Office	Each semester	Information used for budgeting, stipend payment information is also accompanied by the cooperating teacher profile survey which allows **the unit** to understand qualifications of school faculty and target additional groups as appropriate
Supervisor expenses *(initial)*	Teacher Certification Office	Each semester	
Training of cooperating teachers and supervisors *(initial)*	Currently by programs, anticipated by Teacher Certifications Office, new Field Placement	Each semester	Data on participation and attendance as well as questions will be used to refine training sessions and justify financial and staffing commitments to support ongoing training

		Director		and needs of **programs** as well as the **teacher certification office**. .
	Update school partner agreements *(primarily initial, less formal but necessary for most advanced programs)*	Currently by programs	Each semester	Data is used to profile community partner schools - their characteristics, needs and commitments to the **unit** as well as individual **programs**, and **faculty** of individual courses.
	Log candidate complaints and resolution *(initial and advanced)*	Unit Head	Each semester	Information is used to identify continuing problem faculty, courses, procedures, etc and correct deficiencies at the level of **candidate, advisor or faculty, program, department, unit, or institution** (dependent on the issue)
	Prepare and implement budget *(initial and advanced)*	Unit Head	Annually	Information is gathered on resource needs, allocations, and current spending/justifications in order to make budgeting appropriate, effective, and efficient at **program, department, and unit levels**.
	Outcomes (initial and advanced)	Unit Head, TEC, Teacher Education Programs & Departments	Reviewed and Revised every five years	Data are reported to **unit** head in annual reports and are used for **program** improvement.
	Program Admissions Data *(initial and advanced)*	Teacher Education Programs & Departments	Collected Every Semester. Reported to the unit head annually.	At the **program** level, data are used to monitor admissions decisions and to show the relationship between admissions criteria and candidate success. Data are also used to advise candidates and/or provide strategies for remediation when specific areas in need strengthening are identified.
	Program Effectiveness Data *(initial and advanced)*	Unit Head, TEC, Teacher Education Programs & Departments	Collected Every Semester. Reported to the unit head annually.	Multiple transitions point data are used to monitor candidate performance at each the transition points and to assess the effectiveness, fairness, and appropriateness of the criteria and to make **program** improvements. Data are also used to advise candidates at the program level and/or

			provide strategies for remediation when specific areas in need of strengthening are identified.
PRODUCTS			
Probation Reports *(initial and advanced)*	Unit Head	Every semeser	Data allows **advisors, programs**, and the **unit** to track candidate academic progress and/or weaknesses
Handbook(s) *(initial and advanced)*	Unit Head	Vary - some annual updates, some every other year, some every third year, others as needed	Review of current content and consideration of information informs **unit, program, and teacher certification office** corrections or clarifications
SOE website *(initial and advanced)*	Unit Head	ongoing	Unit information informs currency of posted information for access by **all constituents**
EXTERNAL IN			
NYSTCE *(initial and advanced)*	Teacher Certification Office	Aggregated scores are disaggregated and distributed to departments/programs after every test administration. (Three times/year)	Candidate test scores are reviewed to identify potential areas to be improved and to investigate the relationship between test scores, grade point average, demographic information and other potentially significant factors within the **unit**. Data are also used to advise students of areas in need of remediation at the **program** level.
ETS (Praxis) *(initial and advanced)*	Teacher Certification Office	By semester, aggregated for Title II reporting annually	Informs areas of program weakness in content areas
TEACH database *(initial)*	Teacher Certification Office	Ongoing, certifications submitted by teacher certification officer each semester, activities of teacher certification office reported annually	Data used to determine applications for certification by Buffalo State candidates. Reviewed primarily by the **Teacher Certification officer** but reported annually to the **unit head**.
School Faculty Action Research *(initial and advanced)*	CEURE, CASTL, Institutional	vary	Performance data reviewed to determine school faculty scholarly pursuits. Information also shared with on **campus funding resources** to determine future allocations and subsequent dissemination
Community Partner (public databases) *(initial and advanced)*	Available to all via website	ongoing	Data is used to understand the environments of community partners schools by **all parties who work with them in any**

				manner.
	EXTERNAL OUT			
	Title II *(initial and advanced)*	Compiled by Institutional Research Office (approved by Unit Head)	Annually	Candidate performance data indicates areas of **program** weakness for knowledge, skills, and content required for teacher certification, additional certifications, or professional certification.
	Funding Reports	Varies Reviewed by Unit Head	New and continuing awards considered as submitted	Information informs allocation of resources possible with supplement to meet specific needs. Reviewed by **unit head** and any **related parties including other deans.**
	Research Grants	Varies Awards compiled by Unit Head	New and continuing awards for unit faculty compiled by semester	Information informs allocation of resources for projects in the **unit** as well as faculty scholarly activity for **campus administration** review
Academic Affairs Assessment	*By education major*			
	SUNY-wide National Survey of Student Engagement *(initial)*	Associate Vice President for Curriculum and Assessment	Administered every three years. Data are reported to the unit, departments, programs, and the unit head.	Data are reviewed by **department chairs/program coordinators, the TEC, the Teacher Administrator Advisory Committee** and are used to examine reports of candidates' satisfaction with the quality of their academic programs as well as their preparedness to teach and to improve preparation programs.
	By institution			
	SUNY-wide Student Opinion Survey *(initial)*	Associate Vice President for Curriculum and Assessment	Annually. Results made available through the Buffalo State website.	Sections II and IV used to describe characteristics of courses for subsequent improvement of courses by **unit faculty**.
	Advising Survey (Spring 2007?) *(initial)*	Associate Vice President for Curriculum and Assessment	Annually (tentatively planned)	First administration this year. Student responses to questions will indicate areas of strength or weakness to be corrected at the **unit** level (breakdown by program not possible)
	Faculty Survey of Student Engagement *(initial)*	Associate Vice President for	Every three years. Results made available via website.	Informs the unit of areas of concern on campus as identified by faculty.

		Curriculum and Assessment		Corrections or compensations could be made as appropriate if concerns seem relevant to the **unit.**
	Consortium for Student Retention Data Exchange *(initial)*	Associate Vice President for Curriculum and Assessment	?	This data informs the unit of reasons students depart. It can be supplemented by tables of candidate retention in majors. Reviewed by **programs** and the **unit head**, deficiencies in support structures or processes can be addressed.
Institutional Research	*By education major*			
	Undergraduate and Graduate Enrollment by Multiple Grouping Variables *(initial and advanced)*	Institutional Research Office	Ongoing, reports regenerated annually	Trends in each **program** can be considered in deciding budgeting, faculty lines, reasons for increases or decreases, targeting of diverse populations by **unit** operations, etc.
	By institution			
	All College Alumni Survey *(initial)*	Institutional Research Office	Annually	Indicates general areas of satisfaction or dissatisfaction as reported by alumni. Identified areas of concern could be addressed by the **unit** if deemed relevant.
	Buffalo State Historical Trends	Institutional Research Office	ongoing	Trends are used to explain or understand changes in the institutional context including **schools and programs**.
	Buffalo State Faculty and Staff Trends	Institutional Research Office	Annually	Information can be used to understand the **unit** in relationship to other groups on campus and act to correct procedures or products not in accordance with others as appropriate
	Buffalo State Admissions Trends *(initial and advanced)*	Institutional Research Office	Annually	Allow the **unit** to identify changes to candidate populations or characteristics and whether or not those changes are in accordance with general trends at the institution
	Common Data Set (numerically profiling the institution) *(initial and advanced)*	Institutional Research Office	Annually	Allow the **unit** to put its operation in the context of the institutional setting - seeking out explanations of differences and promoting programs to strengthen areas

				identified as a priority by institutional documentation.
	State Census Detail (most recent only)	Institutional Research Office (posts information on school website)	As available from the state	Aids the **unit** to understand needs and trends for the local area and the education vocation.
Other				
	Career Development Day satisfaction *(primarily initial but open to all)*	Career Development Center	By semester	Candidate satisfaction survey informs the **Career Development personnel** as well as the **unit head** on decision-making on future sessions
	Candidate demographics *(initial and advanced)*	Registrar	ongoing	Data informs budgeting **by institutional administration** including faculty lines, workloads, facility dedication/use and other allocations of campus resources.
	Education major participation *(primarily initial but open to all)*	International and Exchange Office	Annually	Information informs decisions of **unit** support of diversity opportunities for candidates
	Noel Levitz Retention survey *(initial)*	Equal Opportunity Program	Annually	Data informs **advisors** of education candidates of support resources needed to aid retention
	Affirmative Action profiles *(initial and advanced)*	Equity and Campus Diversity Office - through Institutional Research	Annually	Profiles indicate areas to be targeted in ensuring adequate participation of diverse groups as **faculty, administrators, candidates, and support personnel**
	Carnegie Academy of the Scholarship of Teaching and Learning (scholarly work)	Campus CASTL program	Annually (some materials reproduced every other year)	**Participants** projects inform teaching; participation in CASTL is part of the **unit** aggregation of faculty scholarly pursuits. . Information is additionally reviewed by **Carnegie personnel** to decide future funding and dissemination of results in a forum of **CASTL peers**

Summary of Unit Assessment Review table

Office Responsible	Name of Assessment Program level	Number of Items Contributing Information for Review		Primary Users of Data
Unit	**INSTRUMENTS**	9		Teacher Education Council, Unit Head
	PROCEDURES	21		Unit faculty, Program Chairs, Unit Head
	PRODUCTS	3		Candidates
	EXTERNAL IN	5		Federal funders, On-campus research funders, Community partners
	EXTERNAL OUT	3		School and Unit Faculty, funding sources
Academic Affairs				
	By education major	1		Program Chairs, Unit Head
	By institution	4		Unit Head
Institutional Research				
	By education major	1		Program Chairs, Teacher Ed Council, Unit Head
	By institution	6		Unit Head
Other		6		Contributing Specialty groups

There are additionally aggregations reported at the unit level but administered at the program level
PLEASE SEE THE FULL TABLE TO UNDERSTAND REVIEWERS, TIMELINE AND USE OF DATA FOR THE UNIT