**Student Achievement Assessment Committee**
Assessment Progress Report Summary
Fall 2005

Each fall, UCCS degree programs and stand-alone minors submit an assessment progress report to the Student Assessment Achievement Committee (SAAC). A total of 43 reports were received for the 2003-2004 academic year (90%). Each report was evaluated by two or more members of the SAAC committee. Each evaluator noted comments regarding specific content areas and made an overall judgment on a scale of 1-9 as to where the progress report fell within the continuum below.

1	Beginning Implementation	Making Progress	Continuous Improvement	9
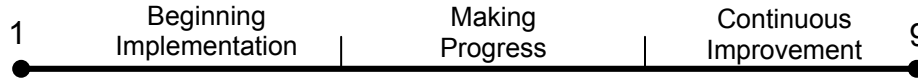
A review of SAAC committee evaluations noted where programs scored in the continuum and important characteristics at each level. The following is an outline of these characteristics.

Continuous Improvement (8)

Most assessment plan activities *exceed* expectations:
- Objectives are clear and measurable
- Assessment instruments measure the intended objectives
- Multiple measures, both direct and indirect are utilized
- Faculty are clearly involved in the assessment process -
  results are shared extensively
- Detailed quantitative and qualitative results reported
- Results of assessment data are used for improvement
- Alumni, employers or other external constituents are involved
  in the assessment

Areas in need of work:
- Assessment tools (rubrics, surveys, etc) are not submitted
- More course level assessment needed
- Report changes made due to assessment in detail

Programs Making Continuous Improvement (Mean Score)

Program	Score
Communication, BA	(8.0)
Computer Science, BS	(8.0)
Nursing, MSN	(7.5)
Psychology, MA	(7.5)
Professional Writing, minor	(7.0)
Nursing, BSN	(7.0)
Chemistry, BA/BS	(6.7)
Communication, MA	(6.7)

Making Progress - Upper Tier (12)

Most descriptions of assessment plan activities *meet* expectations,
several exceed expectations:
- Objectives clearly identified and are measurable
- Multiple measures are identified
- Detailed descriptions of current and future plans are given
- Assessment shared with faculty
- Unit presents and responds to data and plans improvements

Areas in need of work:
- Objectives are often broad and difficult to measure
- Connection between objectives and measurement tools vague
- Minimal data gathering and interpretation of that data
- Heavy reliance on either direct and/or indirect measures
  primarily at the senior/graduating senior level
- Rubrics need to be created and/or submitted
- More course level assessment needed

Programs Making Progress – Upper Tier (Mean Score)

Program	Score
Business, BS	(6.5)
Special Education Lic.	(6.5)
Art History, BA	(6.0)
Sociology, MA	(6.0)
Visual & Perf. Arts, BA	(6.0)
Mathematics, BA/BS	(5.8)
Business, MBA	(5.5)
Geography & Env. Stud., BA	(5.5)
Economics, BA	(5.0)
English, BA	(5.0)
Principal & Admin. Lic.	(5.0)
Psychology, BA	(5.0)

Making Progress - Lower Tier (19)

Most descriptions of assessment plan activities *meet expectations*; four or more *do not meet* expectations:
- Some have well defined and measurable objectives identified
- Some have multiple measures in place
- Implementation of the assessment plan slowly taking place
- Some data is being collected or plans are in place for the collection
- Many areas are in the process of development

Areas in need of work:
- Objectives are often not aligned with assessment measures
- More detail is needed in the assessment plan
- Include actual Assessment measures (rubrics, surveys, etc.)
- Often assessment measures rely solely on direct or indirect measures at the senior or graduating senior level
- Very little data collected and if collected, not analyzed
- Little or no course level assessment

Beginning Implementation (4)

Most descriptions of assessment plan activities *do not meet* expectations:
- Although many areas in the assessment plan do not meet expectations *yet*, their plans are in process and/or the detail in the report provides information that will lead to the meeting of expectations.

Areas in need of work:
- Few measurable objectives; often not aligned to measures
- Multiple measures not in use
- No results submitted, analyzed or changes implemented
- Many descriptions unclear or incomplete

Best Practices

Specific and Measurable Goals:

"Students who complete Comm 102, Interpersonal Communication, will demonstrate significant improvement in willingness to communicate and global self-esteem as measured by Rosenberg's Self-Esteem Scale."   -Communication, BA

"Be capable of both designing and implementing software solutions using state-of-the-art hardware, software design methodologies, and programming languages." – Computer Science, BS

"Demonstrate an understanding of and the ability to apply the fundamentals of research methodology and statistical analysis to the interpretation and evaluation of psychological data and research reports." – Psychology, BA

Capturing student learning at different stages of their education: Ex. (Communication, BA)
First-year: Pre/post test on willingness to communicate
Sophomore/Junior year: Pre/post test regarding research methods and business proposal evaluation.
Anytime: Pre/post test regarding speaking anxiety, communication apprehension and self esteem.
Senior year: Exit exam, surveys/letters from internship supervisors.

Support for Programs

Update/Streamline Assessment Process: SAAC plans to update and streamline the progress report template and develop an online guide to assist in its completion.
Workshops: Workshops are planned in the areas of Goal and Objective development and Course Level Assessment during 2005-2006.
Other Support: Support is available in the form of one-on-one review of all assessment progress report areas as well as working directly with program areas as they develop their assessment plans. For assistance please call Kristin Rice at x4186.

Programs Making Progress – Lower Tier (Mean Score)

Program	Score
Physics, BS	(4.7)
Sociology, BA	(4.7)
Electrical Engineering, MS	(4.5)
Public Administration, MPA	(4.5)
Health Care Science, BS	(4.5)
Women's Studies, minor	(4.5)
History, MA	(4.3)
Anthropology, BA	(4.0)
Computer Engineering, BS	(4.0)
Computer Science, MS	(4.0)
Electrical Engineering, BS	(4.0)
Ethnic Studies, minor	(4.0)
Mechanical Engineering, BS	(4.0)
Philosophy, BA	(4.0)
Political Science, BA	(4.0)
Spanish, BA	(4.0)
History, BA	(3.7)
Applied Mathematics, MS	(3.5)
Engineering, ME	(3.5)

Programs Beginning Implementation (Mean Score)

Program	Score
Mechanical Eng., MS	(3.0)
Applied Geography, MA	(2.5)
Engineering, PhD	(2.5)
Curriculum & Instruction, MA	(2.0)

Progress Reports Not Received
Basic Science, MBS
Biology, BA (in progress)
Counseling & Human Services, MA
Gerontology minor
Geropsychology, PhD