



CU-Colorado Springs

Student Assessment Report, 2002-2003

Prepared by the Office of Institutional Research and the
Student Achievement Assessment Committee
in collaboration with the
Teaching and Learning Center



JUNE 2003



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Student Assessment Achievement Committee Membership, 2002-2003

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Lindy Crawford, Education
Debra Dew, Letters, Arts & Sciences
Kathy Ellis, Letters, Arts & Sciences
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Marcia London, Nursing
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Judith Rice-Jones, Library
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Introduction

The purpose of this report is to describe assessment of student learning activities at the University of Colorado at Colorado Springs (CU-Colorado Springs) during Academic Year (AY) 2002-03. The report describes the processes in place to undertake assessment of student learning, the progress that has been made, and in the past year and examines the challenges that remain for carrying out effective student assessment campus-wide.

2002 Assessment Progress Reports

All academic units submitted a progress report in Fall 2002. A total of 46 progress reports were submitted; one for each degree program and stand-alone minors. Each report template was evaluated by two Student Assessment Achievement Committee (SAAC) members using the Progress Report Checklist as a guide. At least one evaluator was a faculty member. Those reports deemed to have significant remediable problems were returned to the unit with comments. These units, in turn, made needed revisions and resubmitted their report. Comments on other reports were forwarded to units in Spring 2003 for consideration for next year's progress report. The 2002 progress report template, instructions for completing the template, and the evaluation checklist are in Appendix A, B, and C, respectively.

A third reviewer was involved with nine units' reports where there were scoring differences among the original reviews. In all cases, the third review resolved the discrepancy issue.

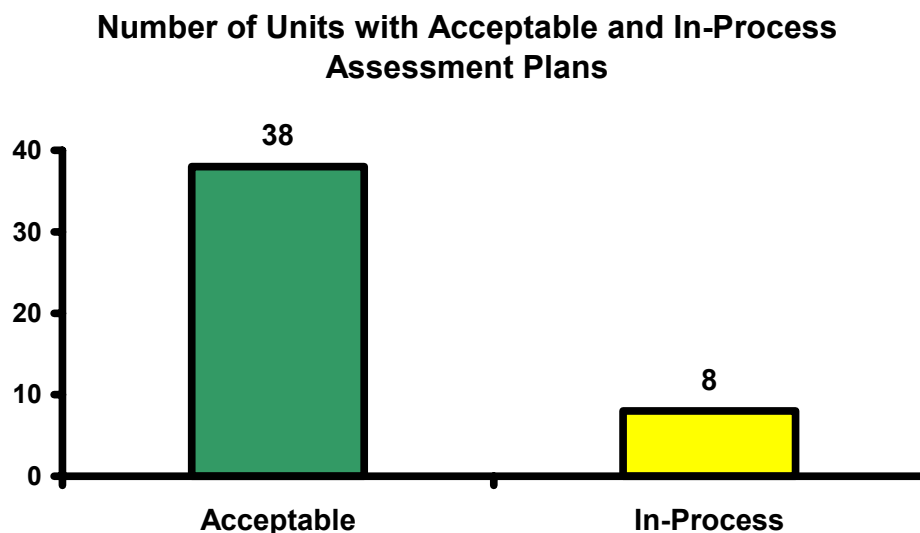
Progress reports were identified as belonging to one of three assessment categories: Follow-up, In-process, and Acceptable.

Follow-up reports were those that were returned with comments for revision and resubmission. Two units have not resubmitted their reports as of this date. SAAC converted all of the *follow-up* reports to one of the other two categories based on the units' responses¹.

In-process reports were those units that were in the middle of implementing their assessment plan, such as, in the process of implementing an assessment measure or waiting to collect or analyze data.

Acceptable reports were those units considered to have an effective and functioning assessment plan in place.

This overall classification has been useful in determining the status of various academic units in implementing their assessment plans. A listing of units and their implementation ratings is found in Appendix D. Thirty-eight programs (83%) were found by SAAC to have fully acceptable assessment efforts. Another eight (17%) were found to



be in the process of implementing assessment plans.

¹ For the two units that did not respond to the request for follow-up, their reports would probably have converted to the higher acceptable category, had a response been provided. Since no response was received, SAAC converted their original follow-up designation to in-process.

New Assessment Standards

SAAC devoted much of the year to developing new campus standards for program assessment that reflect both the direction that student assessment is moving nationally, as embodied in the emerging new North Central Association standards, and in terms of reaching campus goals of making assessment more meaningful to program improvement.

The new assessment standards adopted by SAAC and their corresponding evaluation checklist questions to be asked of units in Fall 2003 are:

- ***Assessment of student learning at the course-level feeds into program-level assessment.*** Checklist Question: How is course-level assessment contributing to the unit's assessment plan?
- ***Unit gathers, analyzes, and interprets both direct and indirect measures of student learning.*** Checklist Question: Does the unit gather, analyze and interpret both direct and indirect measures of student learning?
- ***Unit makes a clear connection between assessment findings and how they interpret findings in relation to meeting stated goals. Unit communicates assessment results to internal and external constituencies (i.e. students, faculty, and the community).*** Existing Checklist Questions: Does the report describe how the unit interprets the data with regard to meeting expected student outcomes/program goals? Does the report describe who received a summary of the findings?
- ***Unit makes a clear connection between assessment findings and areas of program improvement.*** Checklist Questions: Does the report describe in detail the changes that have been made as a result of the assessment findings? How were faculty involved in deciding on and implementing changes?
- ***Unit involves alumni, employers, and other external constituents in their assessment of curriculum and/or student learning.*** Checklist Questions: How does the unit involve alumni, employers, and other external constituents in their assessment of curriculum? How does the unit involve alumni, employers, and other external constituents in their assessment of student learning?

In Spring 2003, department chairs and unit assessment coordinators were invited to attend one of three workshops called *Raising the Bar on Assessment*. The workshops included an overview of the direction of assessment, an opportunity for participants to discuss assessment's role on campus, and a detailed explanation of the implications of the changes to the standards for unit assessment reports over the next few years. Participants were presented with the new assessment standards, a new progress report template and checklist, and other materials designed to help them achieve the new standards in their respective units. Lunch or breakfast was provided and at least two SAAC members attended each workshop in order to share their thoughts on assessment and answer questions from participants. Twenty-one chairs and unit assessment coordinators participated in workshops. The remainder of chairs and coordinators were subsequently contacted with follow-up communications.

The goal is that by next AY units will have made changes to their existing plans to accommodate the new standards. In AY 2003-04, units will begin implementing their new assessment plan. In AY 2004-05, units will evaluate their progress on the implementation of their plan and reassess the existing plan to prepare for full implementation by Fall 2005. SAAC has made a commitment to share additional information with the units in the coming years. This information will include detailed comments from reviewers and continued communication about evaluation checklist criteria.

SAAC Mini-Grants to Faculty

SAAC offered a new grant program to all CU-Colorado Springs faculty. Mini-grants of up to \$4,000 were awarded to individual faculty members or teams of faculty to carry out assessment research in the areas of student achievement and measurement of student learning during AY 2002-03. These grants could be used for assessment projects at the individual course, unit, college, or campus-level. Total funding of \$20,000 was available for use in strengthening assessment efforts through these grants. Awards could be used for such expenses including: course-offload, hiring of student employees, travel expenses, software, supplies, researcher's stipend, fees, phone, printing, and mailing expenses. The 2002 request for proposal for SAAC mini-grants is in Appendix E.

A sub-committee of SAAC convened to review and select grant recipients based on certain evaluative criteria:

- (1) significance and value of the assessment issue to be explored;
- (2) contribution of end-product toward improving assessment on campus;

- (3) quality of proposal (i.e. clarity/comprehensibility of proposal);
- (4) feasibility of the proposed project; and
- (5) budget detail, prudence, and appropriateness.

Based on the above criteria, the group awarded five grants. The project titles, principal investigators, departmental affiliations and award amounts follow:

- “Development and Validation of an Instrument to Measure Cognitive Learning Within and Across Disciplines,” Kathy Ellis (Communication), \$3,720
- “Introducing Sociology through Group Projects: An Assessment of Online Collaboration in a Large Class,” Jarl Ahlkvist (Sociology), \$3,328
- “Development of an Assessment Plan for Computer Engineering Program and Review and Revision of the Electrical Engineering Program Assessment Plan,” Ramaswami Dandapani & Richard Y. C. Kwor (Electrical Engineering), \$3,500
- “Assessing Learning from Animation, Modeling, and Video in an Online Organic Chemistry Course,” Allen Schoffstall (Chemistry), \$3,855
- “ENGL 131 Primary Trait Writing Competency Assessment,” Debra Dew (English), \$3,300

Abstracts for the above projects can be found in Appendix F.

Recipients submitted a mid-semester report describing progress of their assessment project. All projects were on track to achieve the desired outcomes. These projects will be showcased to a campus-wide audience in the coming year. Presentations will include an overview of the assessment project, the rationale for the project, the results achieved, and new information learned along the way.

General Education Assessment

One goal for SAAC in 2002-03 was to pursue adoption of a campus level plan to assess general education and to obtain its approval by faculty assembly. A general education assessment proposal was presented to the Educational Policy and University Standards Committee (EPUS) of the Faculty Assembly in fall 2002. After several drafts and discussions, EPUS recommended Faculty Assembly approve the proposal, which occurred on May 9, 2003. The general education assessment implementation process outlined in the proposal is presented in the following section. For more in-depth information on the campus general education plan, the reader is referred to “*General Education Assessment Proposal, presented to: Educational Policy and University Standards Committee, April 2003.*”

General Education Assessment Implementation Process

General education assessment planning began in AY 2001-02. That year CU-Colorado Springs developed a baseline database of student performance measures tied to each core goal of the program. The baseline data, and additional data currently being collected, will allow detailed monitoring of learning levels as students complete their general education requirements under the new plan. A number of comparisons will be possible for each set of college results. For the Educational Testing Service (ETS) *Academic Profile*, the National Survey of Student Engagement (NSSE), and to some extent the Writing Portfolio, there are external benchmarks and standards. For some data, longitudinal comparisons will be possible. Data can be detailed to the individual college level. Once the assessment data has been updated annually, SAAC will review the results and issue a report to each college that includes a summary of the data, relevant comparisons, interpretations and recommendations.

Each college will make a formal response to the data and recommendations from SAAC. SAAC will create a template for the responses to guide colleges in commenting on both positive and negative findings in terms of meeting benchmarks, advance explanations or additional data to address areas of concern, and describe changes they are undertaking in their requirements and curriculum. SAAC will work with each college to insure that the college report adequately addresses all concerns. Once the college reports are finalized, SAAC will submit a campus report to the Vice Chancellor of Academic Affairs (VCAA) and the EPUS committee of the Faculty Assembly on the overall state of general education on the campus, summarizing the college responses and characterizing the degree of achievement of the general education goals at the campus level.

In the rare case that SAAC does not conclude that a college's final report contained an adequate response to the concerns raised, SAAC may include additional recommendations for that college in the final report. This report may also include recommendations for actions at the campus level that may impact general education.

The VCAA will consult with EPUS regarding these findings, including his or her recommendations for any additional action. EPUS is charged with the responsibility to evaluate the findings of the report to determine if the campus and the individual colleges are appropriately implementing the general education goals adopted by the faculty.

EPUS would then be responsible for reporting and making recommendations to the Faculty Assembly.

The procedure outlined above brings SAAC into a formal governance role. Therefore, SAAC will need to become an advisory committee to EPUS with the following responsibilities:

- Increase awareness and understanding of assessment of student learning on campus
- Assist units in developing and implementing effective assessment plans
- Oversee assessment of general education and other campus-wide assessment activities
- Monitor the effectiveness of assessment efforts in improving student learning
- Report to and advise the Vice Chancellor for Academic Affairs and the Educational Policy and University Standards Committee of the Faculty Assembly on the state of assessment and its impact on student learning

Accordingly, the appointment process for the faculty representatives on SAAC should be modified. The distribution of faculty among the colleges will remain the same, but the appointing authority will now be the President of the Faculty Assembly. It is recommended that colleges continue to recommend specific faculty representatives to this committee, since experience and expertise in assessment is particularly important.

Advances toward collecting institutional and national baseline data for general education assessment were made in the past year through continuing Academic Profile testing and participating in the 2002 NSSE.

Academic Profile

CU-Colorado Springs administered the ETS Academic Profile exam as part of its efforts to assess general education. A total of 236 ETS Academic Profile exams were administered during AY2002-03. The administration of this exam will continue in the coming year. The results from the most recent administration are currently being analyzed and will be used to produce college-based reports that will be distributed to the academic deans for use in preparing their upcoming college general education assessment reports.

National Survey of Student Engagement

CU-Colorado Springs participated in the National Survey of Student Engagement (NSSE) conducted by Indiana University in Spring 2002. The survey called *The College*

Student Report, was available to students in paper or on the web and took less than 15 minutes to complete. *The Report* asked students about how and where they spend their time, the nature and quality of their interactions with faculty members and peers, and what they have gained from their classes and other aspects of their college experience.

Results from *The College Student Report 2002* were summarized by the Office of Institutional Research (IR) in research briefs that highlight specific campus-wide concerns about student learning and the current learning environment. Highlights from each brief are summarized below. Full versions are available online at: www.uccs.edu/%7Eirpage/IRPAGE/research_briefs.htm.

IR Brief No. 4- Instructional Innovations

- Freshmen start out using technology less in their classes than their counterparts nationally, but are typically using technology at similar rates by the time they are seniors
- Interactions between faculty and students is occurring, however more frequent dialog is occurring at other public four-year universities
- Freshmen spend more time studying than their peers at other public institutions

IR Brief No. 5- Hours Students Work

- Students are employed at higher rates and work longer than the typical college student
- Rates of employment on campus are lower at CU-Colorado Springs for both freshmen and seniors than found nationally

IR Brief No. 6- Community and Campus Engagement

- Students are more engaged in the community than in campus activities (majority do not spend time participating in co-curricular activities)
- Large majority of students feel the institution provides very little or some support to thrive socially
- Issues that draw students away from campus include employment and providing care for dependents

IR Brief No. 7- Diversity Issues

- Students have less positive experiences than seniors nationally concerning diversity as promoted by the institution, as part of their personal development as college students, or as part of their studies

- Majority of seniors say they often have serious conversations with students from a different ethnicity than their own, slightly more than the national average

Participation in NSSE continued during the 2002-03 academic year. Further examination of NSSE results will be done in order to assess the utility of the instrument and whether existing freshmen and graduating surveys will need to be revised in order to avoid redundancy in the questions asked.

Teaching and Learning Center

Another major goal of SAAC in 2002-03 was to expand the Teaching and Learning Center (TLC) faculty development support role to include the use of sound assessment practices. The TLC added a 0.25 FTE assessment specialist position to make assessment instruction, materials, and consultation available to the campus community. The primary duties of the assessment specialist were to assist faculty on classroom assessment techniques, survey design and implementation, and to help faculty assess their teaching and their students learning. This position also worked closely with the campus assessment specialist in coordination of assessment efforts.

During the year, the two assessment specialists conducted several workshops designed to help faculty understand student assessment. The first was held in Fall 2002 and was a learning colloquium with a focus on student learning and showcased academic units with sound assessment practices. Guest presentations made by faculty Barbara Gaddis, Department of Chemistry, and Kathy Ellis, Department of Communication, highlighted different models used in their respective disciplines for measuring learning outcomes. The session included an introduction to the Flashlight online resource for improving teaching and learning with technology, and ended with an opportunity for participants to discuss and ask questions of the speakers. Another major workshop, "Assessment Toolbox," was offered by the TLC in Fall 2002. This workshop included a basic introduction to learning evaluation principles and the wide variety of assessment tools used in traditional and non-traditional classrooms.

In addition to these workshops, the assessment specialists also provided individual support to faculty and academic units. The Teaching and Learning Center and SAAC expect to continue collaborating on assessment-related efforts and in supporting faculty and academic units in classroom and program-level assessment. Institutional Research and the Teaching and Learning Center will continue collaboration and integration of campus efforts to support assessment in the next year.

Conclusion

The campus has continued to make significant progress in various areas of assessment. New assessment standards were identified and communicated to the units, a general education plan for the campus was presented and approved by EPUS, participation in a national study of students' college experience continued, resources were made available to faculty through a grant program, and a collaborative relationship was established with the TLC in providing support to faculty and academic units in their assessment-related activities.

However, some significant challenges remain. For example, the limited availability of funding for all purposes makes it difficult to create additional incentive structures for departments and individual faculty to more enthusiastically pursue the benefits assessment offers. In addition, the understanding and appreciation of assessment by faculty is very unevenly distributed both between and within departments. Thus, some units have made admirable progress, but in others all the expertise resides in one or two individuals, or in some cases, does not meaningfully exist. The following actions have been proposed to continue the development of assessment on the campus:

- Extend the initial effort of this spring to educate departments about the new standards and pursue implementation across all units over the next several reporting cycles.
- Make reports to each college regarding general education outcomes following the newly-approved general education assessment process. Report to EPUS in a timely fashion on the colleges' progress and response to assessment results.
- Continue to support department and individual faculty efforts to extend assessment through mini-grants, workshops, panel discussions, and individual consultation. For fall 2003, pay particular attention to highlighting best practices across campus.
- Continue to focus on units that are at the early stages or in the process of developing adequate assessment programs to bring all programs up to a fully functional level within the next year.
- Create a specific set of expectations, and a plan for achieving them, for the next three years that will position the campus to have a very successful NCA review in the spring of 2007. Continue to advocate to the campus the importance and value of this plan, resulting in formal endorsement of the plan in spring 2004.

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Appendix A
ASSESSMENT PROGRESS REPORT
TEMPLATE

DEPARTMENT: _____ TODAY'S DATE: _____

SUBMITTED ON BEHALF OF DEPARTMENT BY: _____

LAST ASSESSMENT PLAN/ PROGRESS REPORT ON FILE: _____

AREA ASSESSED: _____

SAAC COMMENTS (MAILED IN SPRING 2002):

PREVIOUSLY SUBMITTED GOALS AND MEASURABLE OBJECTIVES:	
1.	
2.	
3.	
4.	
	AREA FOR ADDITIONS/ CHANGES TO GOALS
•	
•	
ASSESSMENT MEASURES/TECHNIQUES IN PLACE (goal the measurement addresses):	
1.	
2.	
3.	
4.	
	AREA FOR ADDITIONS/ CHANGES TO MEASURES
•	
•	
SYNTHESIS OF DATA COLLECTED:	
1.	
2.	
3.	

4.	
	AREA FOR ADDITIONAL DATA COLLECTED
•	
•	
HOW DATA HAS BEEN USED TO IMPROVE PROGRAM:	
1.	
2.	
3.	
4.	
	AREA FOR ADDITIONAL PROGRAM IMPROVEMENTS
•	
•	

Appendix B
ASSESSMENT PROGRESS REPORT TEMPLATE
INSTRUCTIONS FOR CHAIRS AND ASSESSMENT COORDINATORS
Fall 2002

In collaboration with the Office of Institutional Research, the Student Achievement Assessment Committee (SAAC) has designed the attached Assessment Progress Report Template to assist you, the academic unit, to prepare and submit your yearly assessment progress report. The template contains: (1) your unit's past assessment goals, (2) a listing of assessment measures and techniques in place, (3) a summary of previously submitted data and findings, and; (4) a review of past curricular changes and program improvements made based on assessment results. Later in this instruction page, you will find a brief description of each of these four areas, including an example that highlights each one.

Basically, annual progress reports will consist of you adding or changing the current information to the existing template and sending it back to Veronica A. Gardner at the Office of Institutional Research. This year, progress report templates will be **due on September 30, 2002**. Please note that each year's progress report will need to be filled out with the previous academic years' assessment activities. In other words, this year's progress report should include your unit's assessment activities for AY 2001-02.

MISCELLANEOUS INFORMATION ABOUT THE TEMPLATE:

- a) The template has been saved as a *.doc file, which is a Word document file.
- b) The comments you see in **red** are instructions/suggestions that need special attention.
- c) The template is essentially a table. Therefore, if you need to add or delete items, you could do so by inserting or deleting rows. The functions *Insert Row* and *Delete Row* can be found under the option: *Table* in Word.

GENERAL INSTRUCTIONS FOR USING THE TEMPLATE:

- a) Before you get to the table, there is some general information that needs to be filled out, such as TODAY'S DATE and SUBMITTED ON BEHALF OF DEPARTMENT BY.
- b) You will then see a section that includes SAAC COMMENTS. These are comments from SAAC regarding your most recent assessment plan or progress report on file. Special attention should be given to these comments, since they indicate areas for commendation and areas for improvement specific to your unit.
- c) Finally, you will get to the table that includes the four major areas (discussed in detail below). This is where you go in and delete, edit, or add any necessary changes to your assessment plan. For example, in Part III: SYNTHESIS OF DATA COLLECTED, if you need to update the average score for the ETS Field Test on line 1., you will do so by deleting last year's average test score and plugging in the current information for AY 2001-02.

- d) If you added a new assessment method in AY 2001-02, for example, a survey developed by your unit, you will add the survey under AREA FOR ADDITIONS/ CHANGES TO MEASURES, and add the survey data under AREA FOR ADDITIONAL DATA COLLECTED.

1) PART I: GOALS AND MEASURABLE OBJECTIVES

- In this section of the template you will find the goals and measurable objectives that your unit previously submitted.
- If there are none listed, you will need to identify and define *measurable* expected student outcomes/ program goals.
- Example: Goal 1: Exiting students will demonstrate professional competence in each endorsement area.

2) PART II: ASSESSMENT MEASURES AND TECHNIQUES IN PLACE (goal the measurement addresses)

- In this section of the template you will find a listing of your unit's assessment measures and techniques in place and the goal the measurement addresses (in parentheses).
- For *each* expected student outcome/ program goal, describe in detail the specific assessment measure/ strategies to be used to assess that goal. Please note that assessment measures may be applied to more than one goal as applicable.
- Each unit must have at least two assessment measures in place, independent from grades and passing courses.
- After listing the assessment method, describe in detail *who* was assessed and *when* in the student's program the assessment took place.
- Example: Assessment measure: State approved normed 'PLACE' tests in each endorsement area. These tests are given to exiting students and are offered 4 times a year. Results are summarized after the 4th administration.
- In some cases, you will be asked to submit copies of your actual assessment instruments, such as surveys, questionnaires, tests, scoring rubrics, etc.

3) PART III: SYNTHESIS OF DATA COLLECTED

- In this section of the template, you will describe or summarize any quantitative and/or qualitative findings from the assessments.
- Report the findings you have even if they are incomplete, or if you have not collected a full set of data.
- Report how these findings compare with earlier results, if available.
- Compare your data with findings from other institutions or from surveys of comparable regional programs if available.
- Describe how your unit interpreted the data with regard to meeting the expected student outcomes/ program goals.

- Please attach as appendices any graphs, tables, or qualitative summaries of data collected, if necessary.
- Example: 91% of CU-Colorado Springs students passed the Moderate Needs Tests compared to a state average of 87%. 77% of CU- Colorado Springs students passed the Severe Affective Test compared to a state average of 85%.

4) PART IV: HOW DATA HAS BEEN USED TO IMPROVE PROGRAM

- In this section of the template, you will describe in *detail the changes* that have been made as a result of the assessment findings.
 - Describe *who* received a summary of the findings.
 - Describe how your unit will modify or continue to meet the current expected students outcomes/ program goals for the next academic year. Consider changes you anticipate implementing in the coming year.
 - Example: Who obtained the summary: Results were included in the student handout, copies of report were given to program area coordinators and Dean, results were summarized to the Pikes Peak SPED Directors.
 - Example: Changes made to program: Moved instruction of affective needs courses from part-time lecturer to full-time faculty, and added additional affective needs courses to program of study.
- Please use the space below the table to include any additional information you feel is important. Additionally, this space can be used to respond to any specific issue or question asked by SAAC.

If you need any assistance using this template please contact Veronica A. Gardner at the phone number or email listed below. In addition, Veronica is available to answer any questions about methodology, data collection, data analysis, or any other assessment-related issues or needs your unit may have.

Also, we would greatly appreciate it if you would contact us to provide any feedback regarding this template and/or if you have any suggestions for improving it in order to better meet your needs.

PLEASE SUBMIT YOUR ASSESSMENT PROGRESS REPORT TEMPLATE BY SEPTEMBER 30, 2002

TO: Veronica A. Gardner, SAAC/IR Representative

Email: vgardner@uccs.edu

Phone: 262-4186

Mail To: Columbine Hall 203G

Appendix C

STUDENT ACHIEVEMENT ASSESSMENT COMMITTEE

UNIT NAME: _____ DATE: _____
COLLEGE: _____

PROGRESS REPORT CHECKLIST

1. Does the report identify and define measurable expected student outcomes/program goals? Does it include objectives that are tied to the goals (if applicable)?	No	Meets	Exceeds
	_____	_____	_____

Comments _____

2. For <i>each</i> expected student outcome/program goal, does the report describe the specific assessment measures to be used to assess that goal or objective?	No	Meets	Exceeds
	_____	_____	_____

(Assessment measures may be applied to more than one goal as applicable). One reliable assessment method – *independent from grade related assessment* – is to be used for each goal that is assessed. Each unit must have at least two assessment measures in place.

Comments _____

3. Does the report describe <u>who</u> was assessed and <u>when</u> in the students' program the assessments were done?	No	Meets	Exceeds
	_____	_____	_____

Comments _____

4. Does the report describe or summarize the quantitative and/or qualitative findings from the assessments?	No	Meets	Exceeds
	_____	_____	_____

The unit may report how these findings compare with earlier results (if available). They should report the

findings they have even if the results are incomplete, or if they have not collected a full set of data.

Comments _____

5. Does the report describe how the unit interprets the data with regard to meeting expected student outcomes/program goals?	No	Meets	Exceeds
	_____	_____	_____

Comments _____

6. Does the report describe in detail the changes that have been made as a result of the assessment findings?	No	Meets	Exceeds
	_____	_____	_____

The unit may consider changes made from last year (or previous years) to this year.

Comments _____

7. Does the report describe <u>who</u> received a summary of the findings?	No	Meets	Exceeds
	_____	_____	_____

What constituents received copies of the findings or report(s)?

Comments _____

8. Have SAAC's areas for improvement been addressed by the unit?	No	Meets	Exceeds
	_____	_____	_____

Comments _____

Reviewer:

Please provide your overall evaluation of where this unit stands based on the following levels of implementation:

Level One- Beginning implementation of assessment programs			Level Two- Making progress in implementing assessment programs			Level Three- Maturing stages of continuous improvement		
1	2	3	4	5	6	7	8	9

Additional general comments:

THANKYOU!

**Appendix D – Status of Unit
Assessment Progress Reports**

Unit	Progress Report Received	Score 1	Score 2	Mean Score	3rd Review	Status of Progress Report
Anthropology	Oct.	4	4	4		Acceptable
Applied Mathematics	Nov.	1	5	3	3	In process
Art History	Oct.	4	3	3.5		Acceptable
Basic Science	Sept.	2	5	4.0	5	Acceptable
Biology	Oct.	5	7	6.0		Acceptable
Business	Sept.	7	8.5	7.8		Acceptable
Business- Graduate	Sept.	8	8.5	8.3		Acceptable
Chemistry	Sept.	8	7	7.5		Acceptable
Communication	Sept.	8	8	8.0		Acceptable
Communication- MA	Oct.	5	5	5.0		Acceptable
Computer Engineering	Sept.	4	7	5.7	6	Acceptable
Computer Science	Oct.	5	2	4.0	5	Acceptable
Computer Science- MS	Oct.	3	1	2.0		Acceptable
Computer Science- PhD	Oct.	-	2	2.0		Acceptable
Counseling and Human Services	Sept., Feb.	5	7	6.7	8	Acceptable
Curriculum and Instruction	Dec.	2	4	3.0		In process
Economics	Oct.	4	2	3.0		In process
Electrical Engineering	Sept.	4	7	5.7	6	Acceptable
Electrical Engineering- MS	Oct.	7	4	4.3	2	Acceptable
Electrical Engineering- PhD	Sept.	8	3	4.7	3	In process
Engineering- ME	Sept.	2	5	3.0	2	Acceptable
English	Oct.	6	5	5.5		Acceptable
Ethnic Minority Studies	Sept.	5	4	4.5		Acceptable
Geography & Environmental Studies	Sept.	5	5	5.0		Acceptable
Gerontology	Oct.	4	3	3.5		Acceptable

Unit	Progress Report Received	Score 1	Score 2	Mean Score	3rd Review	Status of Progress Report
Graduate School of Public Affairs	Oct.	6	4	5.0		Acceptable
History	Sept.	5	3.5	4.3		Acceptable
History- Graduate	Sept.	5	3.5	4.3		Acceptable
Mathematics	Nov.	4	4.5	4.3		Acceptable
Mechanical Engineering	Sept.	2	5	3.3	3	In process
Mechanical Engineering- Graduate	Sept.	4	5	4.3	4	Acceptable
Nursing	Oct.	6	7	6.5		Acceptable
Nursing- Graduate	Oct.	7	4.5	5.5	5	Acceptable
Nursing- Health Care Services	Oct.	7	8	7.5		Acceptable
Philosophy	Dec.	4	5	4.5		Acceptable
Physics	May	6	5	5.5		Acceptable
Political Science	Oct.	4	3	3.5		In process
Principal and Administrator Licensure	Nov.	3	5	4.0		Acceptable
Psychology	Sept.	4	5	4.5		Acceptable
Psychology- Graduate	Sept.	5	5	5.0		Acceptable
Sociology	Sept.	5	7	6.0		Acceptable
Sociology- Graduate	Oct.	5	3	4.0		Acceptable
Spanish	Sept.	6	6	6.0		Acceptable
Special Education	Nov.	2	3	2.5		In process
Studio Art	Oct.	5	3	4.0		In process
Women's Studies	Oct.	3	4	3.5		Acceptable

Appendix E

REQUEST FOR PROPOSALS

Assessment Grants

*Offered by: the Office of the Vice Chancellor for Academic Affairs
and the Student Achievement Assessment Committee*

Proposals due: August 15, 2002 12:00 Noon

Please return fully completed and signed proposal, plus 5 copies to:

Student Achievement Assessment Committee
c/o Veronica A. Gardner
Columbine Hall, Room 203G
719-262-4186

*Have you thought about assessing collaborative learning in
your classroom? Or adapting curriculum to better reflect
different learning styles?*

*Would you like to improve your units' assessment plan but
never had the time or money?*

*Would you be interested in working with another faculty
member on a learning assessment project that is of interest to
you?*

The Student Achievement Assessment Committee (SAAC) presents a new grant opportunity program available to CU-Colorado Springs faculty. Mini-grants will be awarded to individual faculty members or teams of faculty to carry out assessment research in the areas of student achievement and student learning. These grants could be used for assessment projects at the individual course, unit, college, or campus-level.

The Student Achievement Assessment Committee, composed of faculty, staff and student members, oversees the implementation and advancement of assessment of student achievement and student learning at CU-Colorado Springs. A primary goal of SAAC is to use assessment results for improving curriculum, student learning, and teaching.

It is anticipated that for Fiscal Year 2002-03, \$20,000 will be available to CU-Colorado Springs faculty for use in assessment efforts. A minimum of five mini-grants will be awarded, ranging from a minimum of \$2000 up to \$4000 each, and can be used for such expenses including: course-offload, hiring of student employees, travel expenses, software, supplies, researcher's stipend, fees, phone, printing, and mailing expenses.

Eligibility

- Eligible applicants are CU-Colorado Springs regular faculty members.
- Faculty may submit only **one** assessment proposal, and may do so individually as sole author or jointly with other faculty members.
- Awards will be based on merit of the proposal. Criteria are listed below.
- Proposal contents should be clearly stated for a general faculty audience. This is very important for thorough consideration of proposals by SAAC.
- In order to be eligible, proposals must be signed by the applicant's chair and dean.

Proposal Submission

Grants are to be used September 15, 2002 through June 30, 2003. The proposed assessment project should be completed by June 30, 2003. **To apply, please address the evaluation criteria in your proposal and submit the following:**

1. Principal Faculty's name, department, phone, and email.
2. Faculty Partner name(s), department, phone, and email.
3. Project Title.
4. A brief abstract of the proposed assessment project.
5. Detailed plan of the proposed assessment project, including specific objectives.

This may not exceed three double-spaced pages, one-side of text, no more than 750 words. Describe your proposed project and the desired outcomes of the project, include a rationale for the project, and describe your project's contribution to the assessment of student achievement and/or student learning at CU-Colorado Springs. A bibliography is recommended, but not mandatory.

6. Budget Outline, limited to **one-page**. All budget outlines should be detailed and itemized in terms of general categories (i.e. course-offload, hiring of student employees, travel expenses, software, supplies, researcher's stipend, fees, phone, printing, mailing expenses, etc.). In addition, you may identify resources needed and support needed from the campus. Awardees will be responsible for the accounting of grant expenditures.
7. Awardees must agree to carry out the responsibilities associated with the grant and obtain signatures and support of the department chair(s) and dean(s). See attached form.

NOTE: Page and word limitations will be strictly enforced. Proposals exceeding 3 pages, excluding budget outline, appendices, etc., will be INELIGIBLE.

Awardee Commitments

***Mid Semester Report-* Awardees will submit a report to SAAC by January 31, 2003, describing progress of their assessment project and whether they are achieving the desired outcomes. The report should also discuss any issues/problems encountered as the project has developed.**

Final Presentation- Awardees will give a brief presentation (30 minutes) at a Fall 2003 gathering. The presentation should include an overview of the assessment project, the rationale for the project, the results you achieved, and anything else that was learned along the way.

Evaluation Criteria

The following criteria will be used by SAAC in determining the merit of each proposal:

1. Significance and value of the assessment issue to be explored;
2. Contribution of end-product toward improving assessment on campus;
3. Quality of proposal (i.e. clarity/comprehensibility of proposal);
4. Feasibility of the proposed project;
5. Budget detail, prudence, and appropriateness.

Deadline for Proposal

Five copies of the proposal should be delivered to Veronica A. Gardner, Assessment Coordinator, Office of Institutional Research, Columbine Hall 203G, **no later than 12:00 Noon on August 15, 2002.** Proposals must include the signature form when submitted. Awards will be announced by September 15, 2002.

Signature Form

Awardee Commitments

***Mid Semester Report-* Awardees will submit a report to SAAC by January 15, 2003, describing progress of their assessment project and whether they are achieving the desired outcomes. The report should also discuss any issues/problems encountered as the project has developed.**

Final Presentation- Awardees will give a brief presentation (30 minutes) at a Fall 2003 gathering. The presentation should include an overview of the assessment project, the rationale for the project, the results you achieved, and anything else that was learned along the way.

I agree, and if selected, will carry out the above responsibilities:

Principal Faculty Signature

Date

Faculty Partner Signature

Date

Faculty Partner Signature

Date

Department Chair Signature

Date

Dean Signature

Date

2002 SAAC Assessment Grant Recipients

Appendix F

Title of Project:

"Development and Validation of an Instrument to Measure Cognitive Learning Within and Across Disciplines," Kathy Ellis

Abstract:

This institutional-level project seeks to develop and validate a psychometrically sound self-report instrument that can be used to measure cognitive learning within and across academic disciplines. The new instrument will be based on the recent revision of Bloom's Taxonomy (Anderson & Krathwohl, 2001) and will measure four types of knowledge (factual, conceptual, procedural, and metacognitive) and six cognitive processes (remembering, understanding, applying, analyzing, evaluating, and creating). The project involves three phases, the first of which has already been completed. Differences and similarities in what seems to be working to increase learning for diverse demographic groups of UCCS students will also be identified, as will the relationship between cognitive learning and differing student and teacher variables.

Title of Project:

"Introducing Sociology through Group Projects: An Assessment of Online Collaboration in a Large Class," Jarl Ahlkvist

Abstract:

The objective of this assessment project is to collect quantitative and qualitative data on student experiences and learning outcomes related to the use of online collaborative projects in a large introductory sociology course. Given the high potential for this format to effectively and efficiently allow for quality interactive learning in a large, introductory class, this proposal requests resources to conduct an assessment of this course design during the upcoming academic year. Data will be collected using student surveys and focus group interviews with a sample of students.

Title of Project:

"Development of an Assessment Plan for Computer Engineering Program and Review and Revision of the Electrical Engineering Program Assessment Plan,"
Ramaswami Dandapani & Richard Y. C. Kwor

Abstract:

The tools and processes currently in use for the assessment of the baccalaureate and graduate (M.S. and Ph.D.) degree programs in Electrical Engineering will be reviewed and revised, and improvements proposed. In addition, an assessment plan will be developed for the Computer Engineering program, including the necessary instruments, questionnaires, and analysis methodology so as to assess the program to date, and prepare for the coming Accreditation Board for Engineering and Technology, Inc. team visit.

2002 SAAC Assessment Grant Recipients

Title of Project:

"Assessing Learning from Animation, Modeling, and Video in an Online Organic Chemistry Course," Allen Schoffstall

Abstract:

This proposal is to develop an assessment plan to analyze the effect of visualization tools on learning organic chemistry concepts and on long-term retention of these concepts. This project will develop mini-lecture videos, animations of organic reactions, and computer modeling projects about core organic chemistry topics. Learning from lecture (the traditional method of delivering instruction to an on-campus student population) and learning from the visualization tools (the instructional method available to online students) will be assessed through post-test scores. Application of these concepts to topics in a subsequent course will analyze long-term effects of the two instructional strategies. Individual learner characteristics, such as visualization ability, logical thinking ability, and conceptual understanding of general chemistry, will be analyzed to determine whether learner characteristic correlates to the ability to learn from visualization tools. Although the intent is to improve understanding of organic chemistry mechanism and reactivity for online students, the impact of this project will be to improve learning for all organic chemistry students.

Title of Project:

"ENGL 131 Primary Trait Writing Competency Assessment," Debra Dew

Abstract:

Writing faculty implemented a new ENGL 131 curriculum during AY 01-02, and we would like to assess the new curriculum to further guide individual instructors in their development of assignments and instructional activities. We request funding for the assessment of writing competencies of UCCS students who completed ENGL 131 during the calendar year 2002. We collected a random sample of documented essays written during the spring 02 semester (40 essays). This fall we will collect another random sample across 35 sections of ENGL 131 (175 essays). Our project goal is to assess primary trait competencies within the random sample of documented essays for the purpose of enhancing instructional effectiveness. Three faculty members will manage the project, and Harriet Napierkowski and Deb Dew will support them in their work.
