

ASSESSMENT PROGRESS REPORT
Student Achievement Assessment Committee
Assessment Activities in 2005 - 2006

A fully integrated program of student learning assessment is critical to maintaining the high quality of instructional programs at UCCS. The annual reporting of each program's and/or stand alone minor's assessment activities provides documentation of the University's commitment to this belief. Please complete this form by documenting those assessment activities, data, and improvements that took place in the 2005-2006 school year. This form and any attachments should be submitted digitally to Kristin Rice at krice@uccs.edu by November 10th, 2006.

Assistance in completing this report can be obtained by visiting the SAAC website (http://www.uccs.edu/~irpage/IRPAGE/Assessment_Index/saac.htm) and following the link to the Annual Assessment Progress Report Guidelines (http://www.uccs.edu/~irpage/IRPAGE/Assessment_Index/guidelines.html) or by contacting Kristin Rice, Campus Learning Outcomes Coordinator (krice@uccs.edu, x4186) or other SAAC committee members.

PROGRAM OF STUDY:

TODAY'S DATE:

COLLEGE:

SUBMITTED ON BEHALF OF DEPARTMENT BY:

EMAIL OF SUBMITTOR:

LAST ASSESSMENT PLAN/ PROGRESS REPORT ON FILE:

I. STUDENT LEARNING OBJECTIVES:	
List measurable student learning objectives: i.e. what do you expect students to be capable of doing at specific points in the program.	
<i>Please Note: Objectives are listed each year in the UCCS Course Bulletin within the General Information Section.</i>	
1.	
2.	
3.	
4.	
5.	
6.	

II. ASSESSMENT INSTRUMENTS :

Please list and attach copies of the instruments that were used to assess each objective. At least one direct and one indirect method should be used. (Examples: portfolios, presentations, course-level assessments, surveys, tests, project evaluations, etc.)

Have the instruments been modified since the last submission? Yes, No, N/A:

	Instrument	Objective(s) Measured (#)	Direct or Indirect (D/I)	Formative or Summative (F/S)	Description of Process (who, what, when, how and benchmarks)	Instrument Attached (✓)
1.						
2.						
3.						
4.						
5.						
6.						

III. COURSE-LEVEL ASSESSMENT:

Describe how course-level assessment assures that learning is taking place in the classroom and that classroom learning – throughout a student’s course of study – is directly linked to the achievement of the program objectives listed in Section I. List any course-level assessment processes currently in place. If course-level assessment is not currently utilized, please indicate how it will be implemented in the coming year.

IV. SUMMARY OF COLLECTED DATA:

Please include collected quantitative/qualitative data for each instrument listed above in a summarized form. This should, for example, include: the number of items/students assessed, a table of scores, comparisons from current year to previous years, and how scores correspond to pre-set benchmark levels. If data are not available, please indicate why and when they will be available.

	Instrument	Data
1.		
2.		
3.		
4.		
5.		
6.		

V. DATA INTERPRETATION

How does the unit interpret the data generated by the assessment methods currently in place with regard to meeting the listed student-learning objectives? Do the findings indicate students are meeting the learning objectives, and if so, based upon what evidence?

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VI. IMPROVEMENTS

How have data been used to improve the program? Please make explicit the connection between assessment findings obtained and changes made to improve **the curriculum, academic processes, or the assessment process.**

	Data Obtained	Improvement (Planned or Implemented)
1.		
2.		
3.		

VII. FACULTY INVOLVEMENT

How were all program **faculty** involved in deciding upon and implementing changes based upon the assessment data? If they were not involved, how will they be included in the coming year?

VIII. ROLES & COMMUNICATION

Who collected and maintained this data? Did faculty, students, and/or external constituents receive summaries of the findings generated by the assessment program? Are assessment findings regarding improvements shared and discussed on any set schedule? With whom? Are the findings posted on the departmental website? Please indicate with whom findings will be shared in the coming year.

IX. EXTERNAL CONSTITUENTS

How were **alumni, employers, and other external constituents** (e.g. professionals in the field, internship supervisors) involved in the assessment of **student learning** and/or the **curriculum**? If they were not involved, how will they be included in the coming year?