



University of Colorado

Boulder • Colorado Springs • Denver • Anschutz Medical Campus

Office of Academic Affairs

1800 Grant Street, Suite 800
Denver, CO 80203
(303) 860-5600
FAX #: (303) 860-5620

MEMORANDUM

TO: Board of Regents

FROM: Associate Vice President Kathleen Bollard
Institutional Research Director Jill Taylor

DATE: October 26, 2009

Issue: Academic Rigor

Brief: The 2009 report contains data for each of the University of Colorado campuses on the following:

- Grade distribution at the school/college level
- Licensure exam results
- National Survey of Student Engagement (NSSE) results on Level of Academic Challenge Benchmark

Issues for Consideration:

- Last year there was concern that the data had not been contextualized. Does this year's report, which includes an introduction from each campus and short narratives for each section, provide the necessary context?
- If concerns remain about the report, how can we better address the board's questions regarding academic rigor?

Background: This is the third annual report on academic rigor. In 2006, President Brown asked the Chancellors to undertake an assessment of the state of academic rigor at each of the campuses. Specifically, he asked to hear about the best practices in place, areas where more work needs to be done, and any recommendations from the faculty. In addition, Regent Lucero, Chair of the Academic Affairs Committee at that time, requested the following additional information: 1) grade distribution, broken down by course subject; 2) Core Curriculum requirements; 3) results of the most recent National Survey of Student Engagement (NSSE) that illuminate academic focus; and 4) licensure exam results.

The Campuses submitted that information, with detailed explanations of campus efforts to increase academic rigor, and it was collated and forwarded to the board in two reports, in August and November 2007. At that point, the board requested that the report be submitted annually. Last year, the Academic Affairs Committee asked that the campuses remove all narrative from the report, and supply only the data mentioned above. Because of the concerns that format elicited, the narrative explanations (referred to above) have been added to this year's report.

Also, because core requirements have not changed substantially, that section of the report was not repeated after the first year. However, it should be noted that all campuses met the June 2009

performance contract deadline for submitting all core courses for gt-pathways (statewide guaranteed transfer) approval.

Beginning with next year's report, campuses will also submit the results of the general education assessment, as required by the regent action of October 7, 2008. The board received an interim report on the campuses' progress in implementing that action on June 8, 2009. They have submitted the following updates for this report:

- UCD began its standardized testing of first-year students the week of October 6, and plans to test seniors in the spring.
- UCB will complete its testing this week, having drawn random samples of first-year students and seniors after the census on September 11.
- UCCS has completed the Measure of Academic Progress and Proficiency (MAPP) for both freshmen and seniors. The testing for freshmen for the Collegiate Learning Assessment (CLA) is underway, but the testing for seniors is planned for the spring.

Key Findings:

- CU students generally perform well on professional and licensure exams results, with pass rates often exceeding state and national pass rates by considerable margins.
- The National Survey of Student Engagement shows that the level of academic challenge provided by the CU campuses is similar to peer averages and, in some cases, has increased over the last few years.
- Average course GPA varies considerably by school/college, however for all campuses, the overall average has shown little change over the last five years.

Average Undergraduate Course Grades - Five Year History

	Boulder	Colorado Springs	Denver
2004-05	2.99	3.07	3.01
2005-06	2.96	3.09	3.02
2006-07	2.97	3.10	2.99
2007-08	2.99	3.06	3.00
2008-09	2.99	3.04	3.03

To Access Report: www.cu.edu/academicaffairs/reports



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Office of Academic Affairs

1800 Grant Street, Suite 800
35 UCA
Denver, Colorado 80203-1185
(303) 860-5600, Fax: (303) 860-5620

University of Colorado

2009 Report on Academic Rigor

Prepared by the University of Colorado System Office of Institutional Research
October 2009

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(UC Denver did not administer the NSSE survey in 2009. The survey will be administered in Spring 2010.)

Report prepared by the University of Colorado System Office of Institutional Research. Data provided by the University of Colorado at Boulder Office of Planning, Budget and Analysis, University of Colorado at Colorado Springs Office of Institutional Research, and University of Colorado Denver Office of Institutional Research, Planning and Analysis.

October 2009

University of Colorado at Boulder

2009 Report on Academic Rigor

Data provided by the University of Colorado at Boulder Office of Planning, Budget, and Analysis
Report prepared by the University of Colorado System Office of Institutional Research
October 2009

CU-Boulder Academic Rigor Report to the Regents 2009

University of Colorado at Boulder

2009 Report to the Regents on Academic Rigor

University of Colorado at Boulder Office of Planning, Budget, and Analysis
October 2009

The report to the Regents on academic rigor is presented annually in November. Per Regent request, it has these components:

- Narrative on ensuring academic rigor
- Narrative summary of the data
- Data on grade distributions and history, test scores, and National Survey of Student Engagement (NSSE)

The Boulder portions of this and past reports are posted at <http://www.colorado.edu/pba/perfmeas/> under "Academic rigor."

Ensuring academic rigor

At Boulder, we use the term 'academic rigor' to encompass several dimensions of academic work, including at least:

- the level of conceptual and cognitive challenge,
- the degree to which complex evidence can be marshaled for effective argumentation,
- the degree to which critical thinking skills can be applied to identify relevant and irrelevant information and to identify what critical information is missing,
- the ascending intellectual challenge corresponding to course work from freshman to senior to graduate levels,
- the level of independent analysis and evaluation required,
- the ability to identify, analyze and solve new problems in new contexts,
- the level of discipline-specific content mastered, and
- the ability to communicate effectively, both orally and in written work.

These dimensions are typically assessed in multiple ways, e.g., via projects, portfolios, written essays, public speeches, problem sets, and tests of various types. These assessments are then used by faculty to make judgments such as course grades, feedback on assignments, competency in proficiencies required for thesis work, quality of manuscripts for publication, sufficiency of experimental designs, etc.

The data provided here, on GPA patterns, standardized exam results, and NSSE results, provide one glimpse of academic rigor. So too does the ongoing work devoted to academic rigor in a more comprehensive sense. This work includes

- *Review of the core curriculum.* Since 2000, the Arts and Sciences [curriculum committee](#) has engaged in a multi-year systematic review of the more than 500 courses meeting any core requirement, to ensure that content and instructional methods – and student learning -- are congruent with the core's aims and goals. The review has prompted revision of dozens of courses. Two-thirds of lower-division enrollments, and one-third of upper division enrollments, are in core courses, making the core curriculum review a critical piece of campus assessment and improvement efforts and thereby a key element in ensuring academic rigor.

CU-Boulder Academic Rigor Report to the Regents 2009

- *The Colorado Challenge.* In 2004, Dean Todd Gleeson of Arts and Sciences issued “[A Colorado Challenge](#)” to faculty as “custodians of liberal arts education” at CU-Boulder, calling for their involvement in improving the quality of undergraduate education. The challenge has been embraced by faculty, creating a better learning environment by heightening attention to curricular integration; course syllabi, assignments, and assessments; consistency in multi-section courses; student feedback; pedagogy; orientation of new and short-term instructional faculty; and other outcomes.
- *Specialized accreditations* of all schools and colleges outside Arts and Sciences emphasize assessment, student learning, and improvement of educational programs.
- The recently revised *academic review and planning process* focuses department attention on undergraduate education, graduate education, assessment, and student learning outcomes.
- *Skill and knowledge goals for undergraduate degree programs* are published in the CU-Boulder catalog, checked by departments each year, and used as the basis for assessment by departments.
- *Improving teaching.* The [Faculty Teaching Excellence Program](#) and the Graduate Teacher Program (GTP) assist instructors at all levels, which in turn improves courses and student learning. Especially notable is the [GTP Lead Teacher Program](#). This award-winning program enhances learning of the lead teachers, the graduate student teaching assistants who work with and learn from them, and the undergraduates in their classes, thereby enhancing academic rigor.
- *Student surveys.* The [cycle of student surveys](#) administered by Institutional Analysis has evolved to emphasize program-level data and comparisons, comparisons to other institutions wherever possible, and student reflection on learning, on behaviors associated with learning, and on other campus goals. All regular surveys are reported publicly with results by CU-Boulder school and college, Arts and Sciences division, and department.
- *More focused projects*, generally within schools, colleges, departments, or groups of departments. A sample:
 - The [Science Education Initiative](#), a “five-year, five-department, five million dollar project to improve how we teach science to all undergraduate students.”
 - Applied math’s development of pre-examination [oral assessments in teaching calculus](#).
 - A joint CU-Boulder and Colorado College project, funded in 2009 by the [Teagle Foundation](#), to carry out an experimental analysis using the [Critical Thinking Assessment Test](#) (CAT), in a before/after design in three types of courses.
 - An emphasis on writing, with the [Program for Writing and Rhetoric](#), campus-wide Writing Center, and a threefold increase in enrollments in lower-division writing courses.
 - Technological assists to instruction, particularly “[clickers](#)” and the [CULearn](#) web facility for students and instructors, have dramatically increased instructors’ ability to assess student understanding frequently and to deliver feedback to students quickly, even several times per class session.

CU-Boulder Academic Rigor Report to the Regents 2009

Summary of the data**Grade distributions and histories**

- Both distributions and average grades are shown separately for graduate and undergraduate enrollments, for the campus and for each course-offering college.
- At the graduate level the modal grade is A.
- At the undergraduate level the campus-wide modal grade is B, as it is in the College of Arts and Sciences and in Leeds College of Business.
- Distributions and averages vary widely by college.
- Five-year histories of grade averages show tiny changes, some up, some down, with virtually no change in campus-wide averages.

Test scores

- Certified Public Accountant (CPA) Exam
 - CU-Boulder test takers are Leeds School of Business bachelor's and master's degree recipients in accounting.
 - CU-Boulder test takers, both with and without advanced degrees, generally exceed the State and national pass percentages for all four test sections.
 - Both groups also exceed the national percentage of candidates passing at least one test section, or all four sections, in the year.
- Colorado Bar Exam
 - CU-Boulder test takers are School of Law degree recipients.
 - The CU-Boulder July-administration pass rate of 94% for first-time examinees exceeds the State of Colorado rate of 89%.
- Fundamentals of Engineering Exams
 - CU-Boulder test takers are students receiving bachelor's degrees in engineering.
 - The CU-Boulder pass rates exceed the national pass rates on three of the five combinations of student major and test area with 20 or more CU-Boulder takers.
- Graduate Record Exam (GRE)
 - CU-Boulder test takers are seniors and recent CU-Boulder graduates who indicated on the GRE registration that they were CU-Boulder students.
 - CU-Boulder takers exceed the national average for verbal by about 40 points, for quantitative by about 20 points, and for analytical writing (which is on a different scale) by 1/3 point.
- Teacher Licensure Examinations (PLACE and PRAXIS II)
 - For most endorsement areas there are two licensure examination options, PLACE or PRAXIS II. Music and foreign language students have only one exam option, PLACE.
 - A first-time takers pass rate is not a meaningful measure of program quality since some candidates take the exam before completing required coursework to gain familiarity with the test format (due to a lack of exam preparation materials). Foreign language candidates may take the exam prior to an immersion experience in the target language. Therefore, no tables are shown for first-time takers.

CU-Boulder Academic Rigor Report to the Regents 2009

- It is CCHE/CDE policy that all candidates must pass this exam prior to student teaching. Thus, our overall pass rates for this exam are 100%. These are the results shown and which we report annually as part of our Title II report. They establish that our candidates demonstrate mastery of academic content prior to program completion.
- CU-Boulder has selected the Collegiate Learning Assessment (CLA) for accountability testing and publication in the College Portrait of the Voluntary System of Accountability. CLA administrations are October for new freshmen, and late spring for seniors. Results should be available for the 2010 report.
- The medical-school acceptance rate for CU-Boulder students with bachelor-level degrees is 62 percent, up from 41 percent six years ago. During the same period, the national average fell from 48 percent to 43 percent. The national trend reflects the fact that more students are applying for medical schools now than did six years ago. *(No tables shown. Source: <http://artsandsciences.colorado.edu/magazine/2009/09/prospective-med-students-enjoy-greater-success/>)*

National Survey of Student Engagement (NSSE)

- NSSE is designed to provide data that colleges and universities can use to improve undergraduate education. It surveys freshmen and seniors about college experiences, skills acquired during college, and students' academic and non-academic activities.
- CU-Boulder NSSE 2009 results are posted at <http://www.colorado.edu/pba/surveys/NSSE/09/>.
- CU-Boulder administers NSSE every three years, and will do so next in spring 2012.
- Academic challenge is an 11-item scale created by NSSE. On the academic challenge scale,
 - CU-Boulder freshmen provided ratings that were just slightly below those of freshmen at other AAU publics.
 - While the difference is reliable statistically, the effect size of 0.09 indicates that the difference is not noticeable, not approaching the effect size of 0.20 required to register a “small” difference.
 - CU-Boulder seniors provided ratings that were just slightly above those of seniors at other AAU publics, but with no reliable statistical difference.
 - Ratings of both CU-Boulder freshmen and seniors increased slightly from 2006 to 2009.

University of Colorado at Boulder

Grade Distribution, AY 2008-09
Course GPAs AY 2004-05 through AY 2008-09

CU Academic Rigor Report 2009 - 2010: Grade Distributions University of Colorado at Boulder

Notes:

- Academic Year -- includes Fall and Spring terms only.
- Includes state funded (B1/C1/D1/H1) courses and enrollments only.
- Data are as of official end of term snapshot date.
- **For clarity, each table and chart shows only groupings with at least 10 enrollments at that level of detail.**
- Excludes grades for students electing an alternative grading scheme (e.g., pass/fail grading for a letter graded course), in progress, non-graded enrollments, and courses offered by other institutions (Metropolitan State College of Denver, Community College of Denver, Study Abroad).
- College and level are the college offering the course and its level (Undergraduate, Graduate, Professional) as indicated on the CU Student Information System (SIS). Stated levels do not always correspond exactly to course numbering schemes.

Definition of Course Types:

- All categories based on course activity types recorded on SIS.
- Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
- Individual Instruction includes theses, independent research, internships, practica, private lessons, etc.
- **This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction). This accounts for over 97% of all course enrollments.**

Reference:

- UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
- Project Number: 20090313
- Source File: Report05_Output.sas
- This File: I:\OIRPA\Projects\2009\20090313_CUSystemAcademicRigorReport2009\Report_UCB.rtf
- Created: 10/14/2009

CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

CAMPUS TOTAL (UCB)

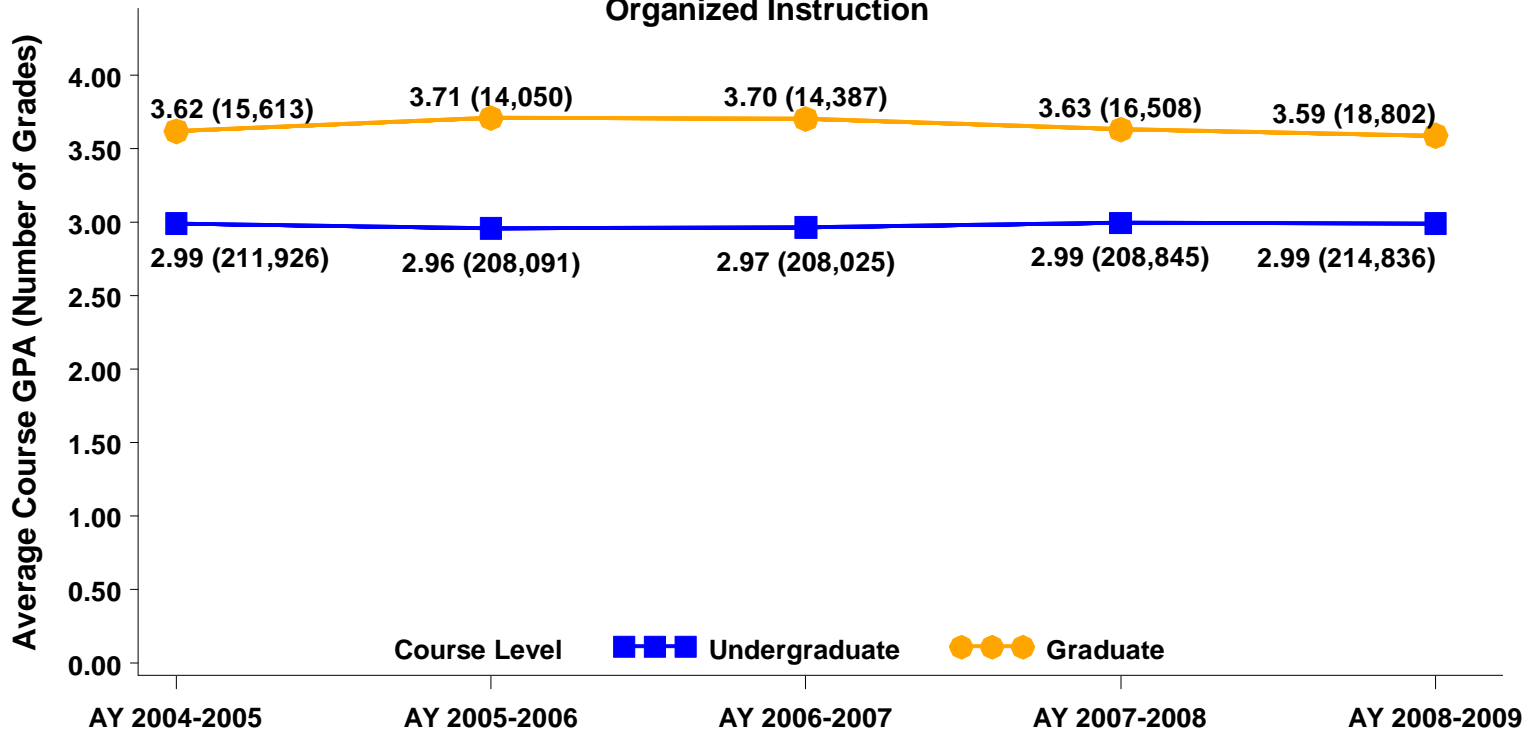
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	CAMPUS TOTAL (UCB) 	214,836	6,313	2.99	35%	38%	17%	4%	3%	4%
Graduate	CAMPUS TOTAL (UCB) 	18,802	1,875	3.59	64%	29%	3%	0%	0%	3%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

COLLEGE OF ARTS & SCIENCES

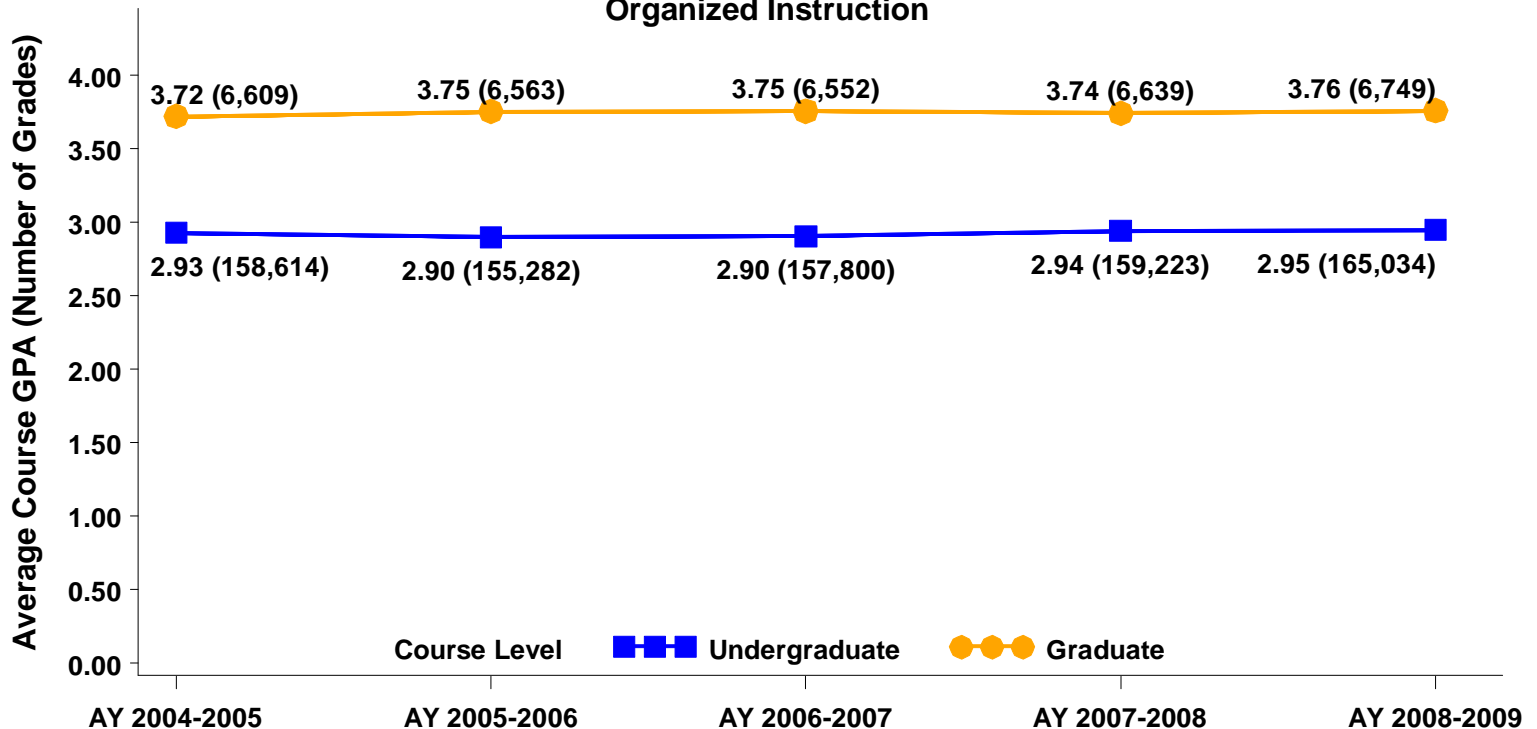
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...																			
					A	B	C	D	F	I/W														
Undergraduate	<div>SCHOOL/COLLEGE TOTAL (AS) <table><thead><tr><th>Grade</th><th>Percent</th></tr></thead><tbody><tr><td>A</td><td>33%</td></tr><tr><td>B</td><td>37%</td></tr><tr><td>C</td><td>18%</td></tr><tr><td>D</td><td>4%</td></tr><tr><td>F</td><td>3%</td></tr><tr><td>I/W</td><td>4%</td></tr></tbody></table></div>	Grade	Percent	A	33%	B	37%	C	18%	D	4%	F	3%	I/W	4%	165,034	4,721	2.95	33%	37%	18%	4%	3%	4%
Grade	Percent																							
A	33%																							
B	37%																							
C	18%																							
D	4%																							
F	3%																							
I/W	4%																							
Graduate	<div>SCHOOL/COLLEGE TOTAL (AS) <table><thead><tr><th>Grade</th><th>Percent</th></tr></thead><tbody><tr><td>A</td><td>79%</td></tr><tr><td>B</td><td>16%</td></tr><tr><td>C</td><td>1%</td></tr><tr><td>D</td><td>0%</td></tr><tr><td>F</td><td>1%</td></tr><tr><td>I/W</td><td>4%</td></tr></tbody></table></div>	Grade	Percent	A	79%	B	16%	C	1%	D	0%	F	1%	I/W	4%	6,749	952	3.76	79%	16%	1%	0%	1%	4%
Grade	Percent																							
A	79%																							
B	16%																							
C	1%																							
D	0%																							
F	1%																							
I/W	4%																							

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

LEEDS SCHOOL OF BUSINESS

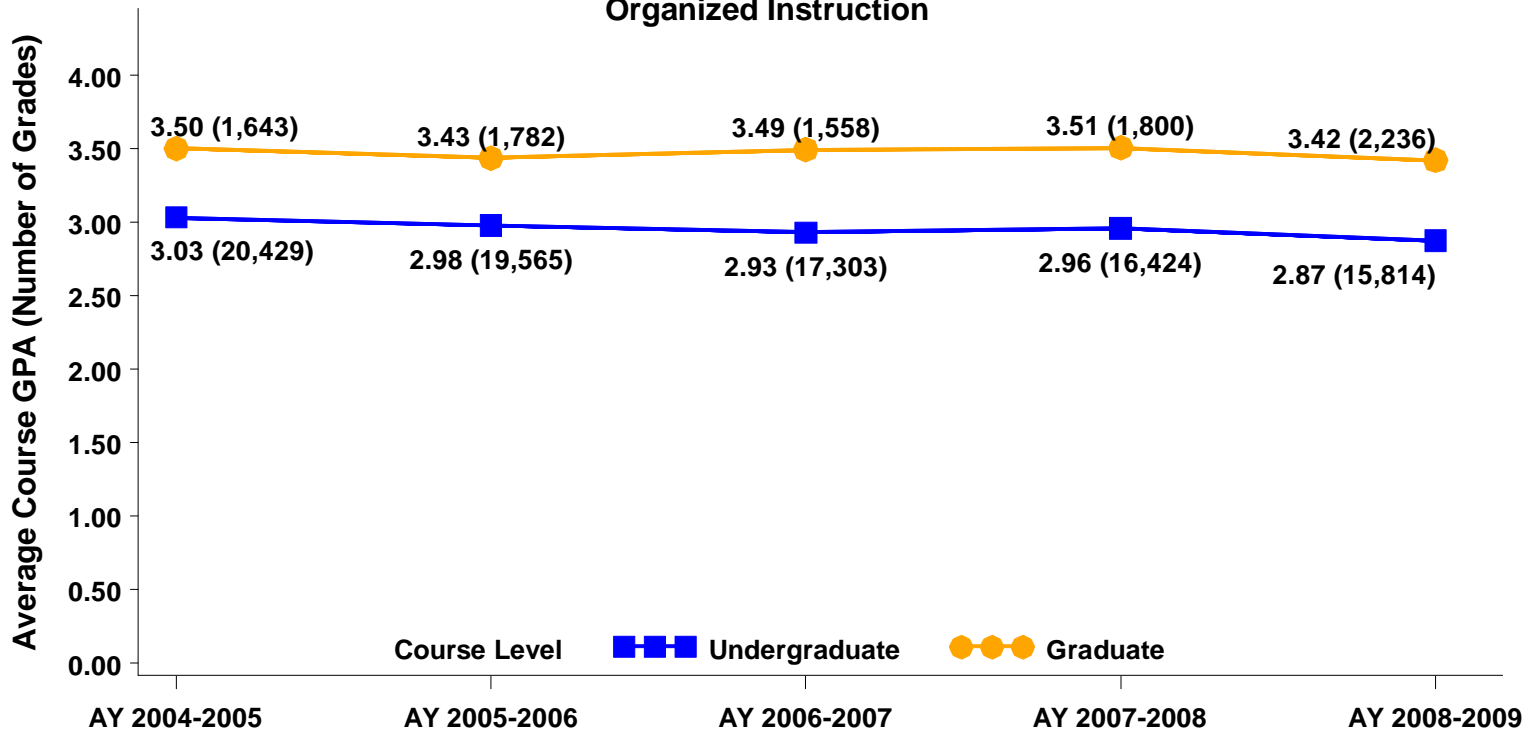
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		15,814	290	2.87	24%	47%	21%	4%	2%	2%
Graduate		2,236	102	3.42	47%	49%	3%	0%	0%	1%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

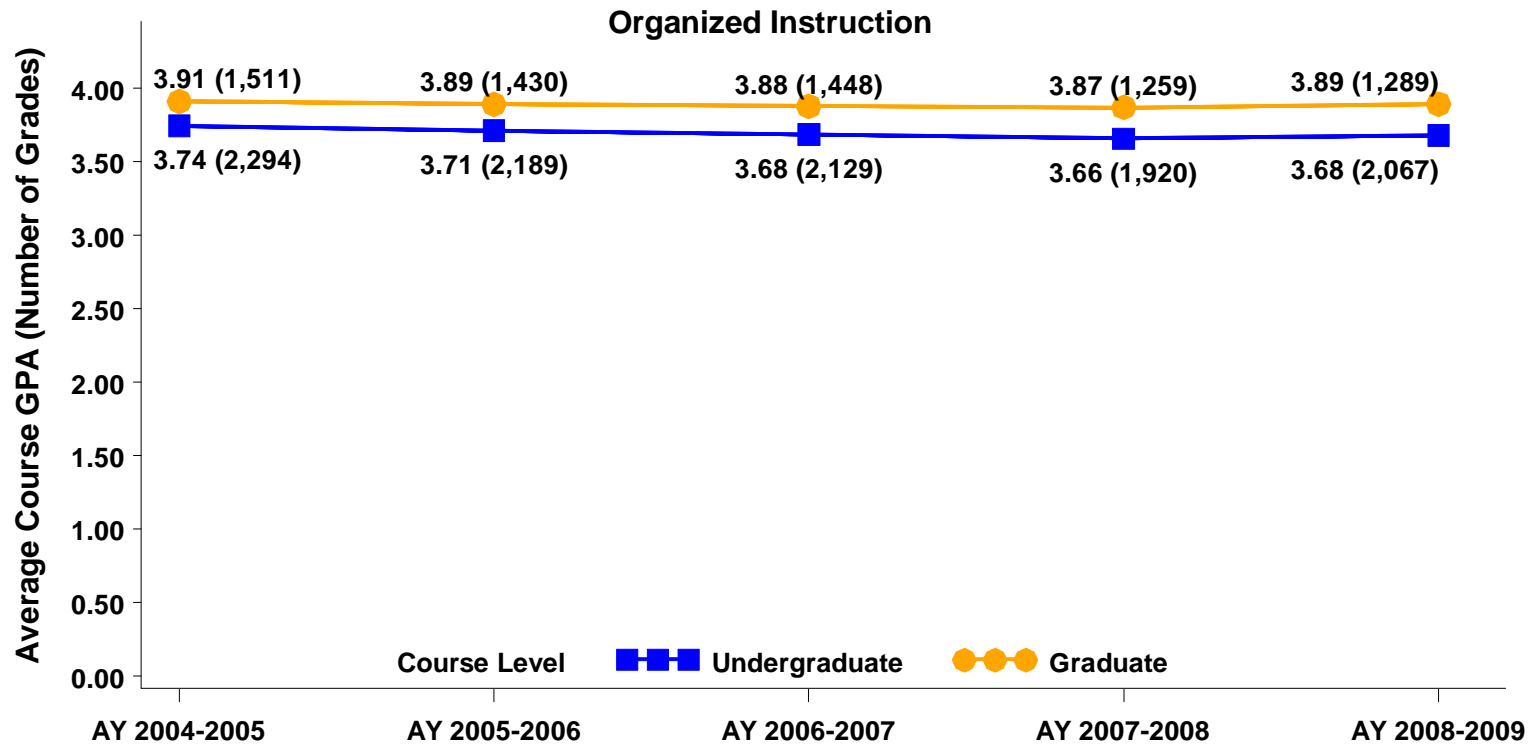
SCHOOL OF EDUCATION

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...																			
					A	B	C	D	F	I/W														
Undergraduate	<div><div>SCHOOL/COLLEGE TOTAL (EB)</div><table><thead><tr><th>Grade</th><th>Percent</th></tr></thead><tbody><tr><td>A</td><td>75%</td></tr><tr><td>B</td><td>19%</td></tr><tr><td>C</td><td>3%</td></tr><tr><td>D</td><td>0%</td></tr><tr><td>F</td><td>1%</td></tr><tr><td>I/W</td><td>3%</td></tr></tbody></table></div>	Grade	Percent	A	75%	B	19%	C	3%	D	0%	F	1%	I/W	3%	2,067	109	3.68	75%	19%	3%	0%	1%	3%
Grade	Percent																							
A	75%																							
B	19%																							
C	3%																							
D	0%																							
F	1%																							
I/W	3%																							
Graduate	<div><div>SCHOOL/COLLEGE TOTAL (EB)</div><table><thead><tr><th>Grade</th><th>Percent</th></tr></thead><tbody><tr><td>A</td><td>89%</td></tr><tr><td>B</td><td>7%</td></tr><tr><td>C</td><td>1%</td></tr><tr><td>D</td><td>0%</td></tr><tr><td>F</td><td>0%</td></tr><tr><td>I/W</td><td>4%</td></tr></tbody></table></div>	Grade	Percent	A	89%	B	7%	C	1%	D	0%	F	0%	I/W	4%	1,289	79	3.89	89%	7%	1%	0%	0%	4%
Grade	Percent																							
A	89%																							
B	7%																							
C	1%																							
D	0%																							
F	0%																							
I/W	4%																							

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

COLL OF ENGINEERING & APPL SCI

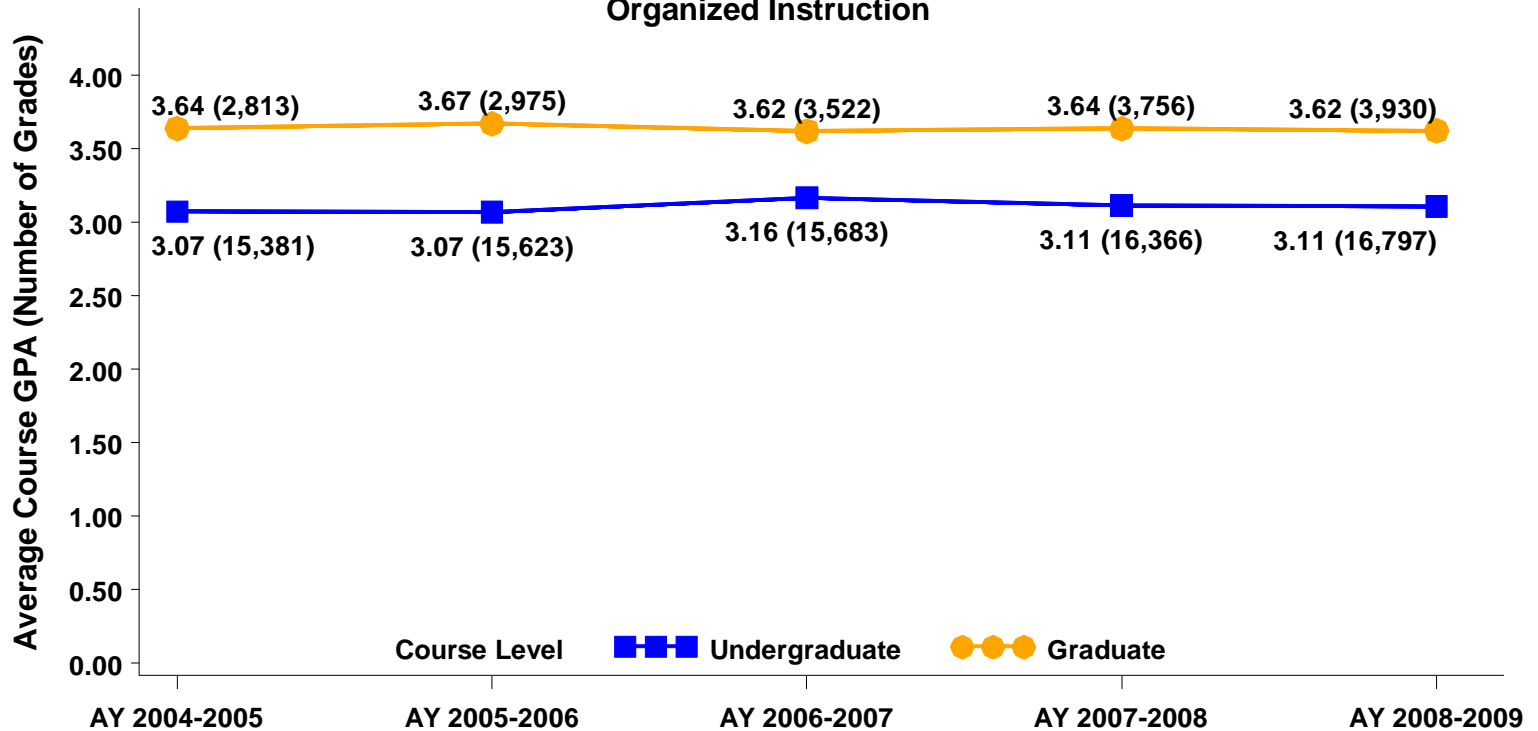
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (EN)	16,797	359	3.11	41%	37%	15%	3%	3%	2%
Graduate	SCHOOL/COLLEGE TOTAL (EN)	3,930	316	3.62	67%	26%	2%	0%	1%	3%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

COLLEGE OF ARCHITECTURE AND PLAN

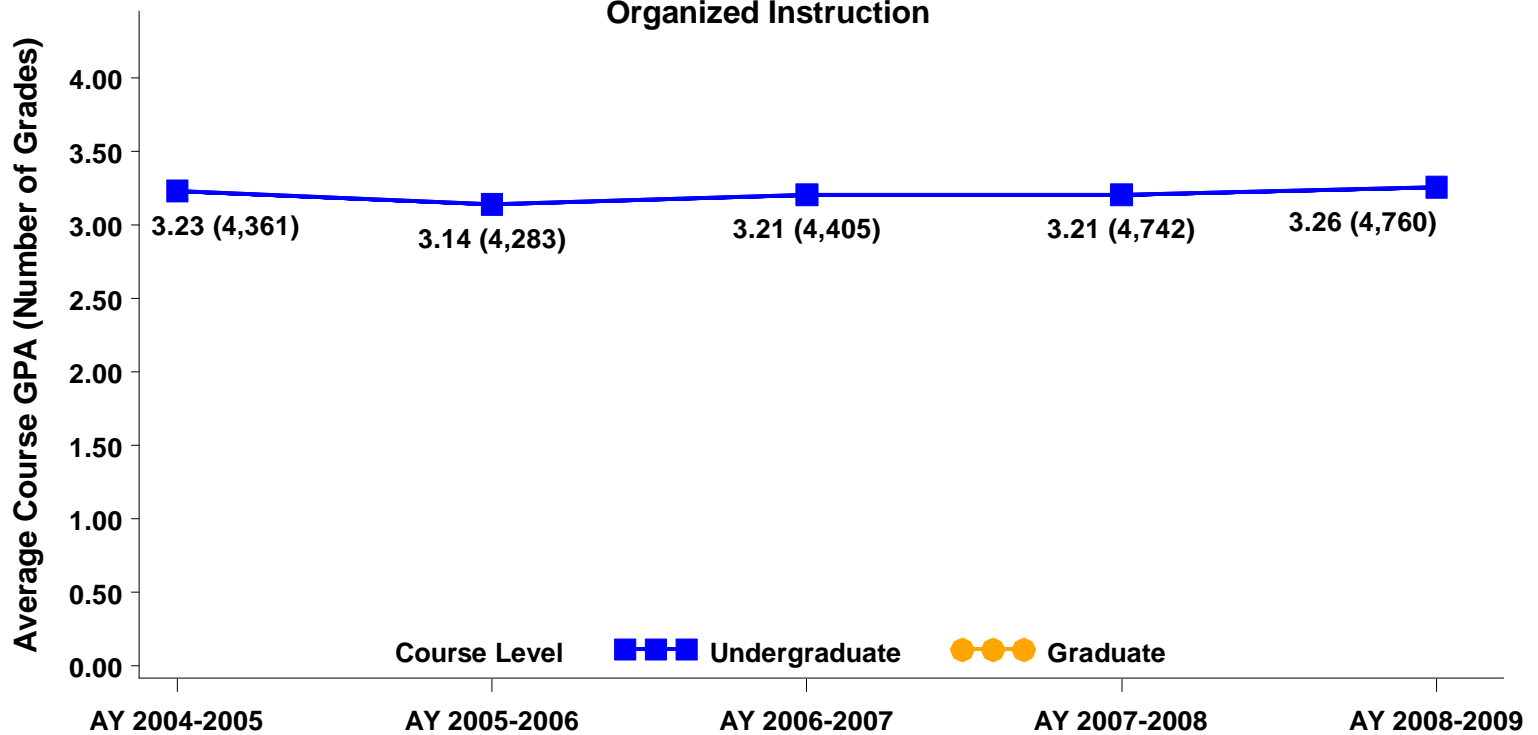
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (EV)	4,760	116	3.26	47%	36%	8%	2%	3%	5%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

SCH OF JOURNALISM & MASS COMM

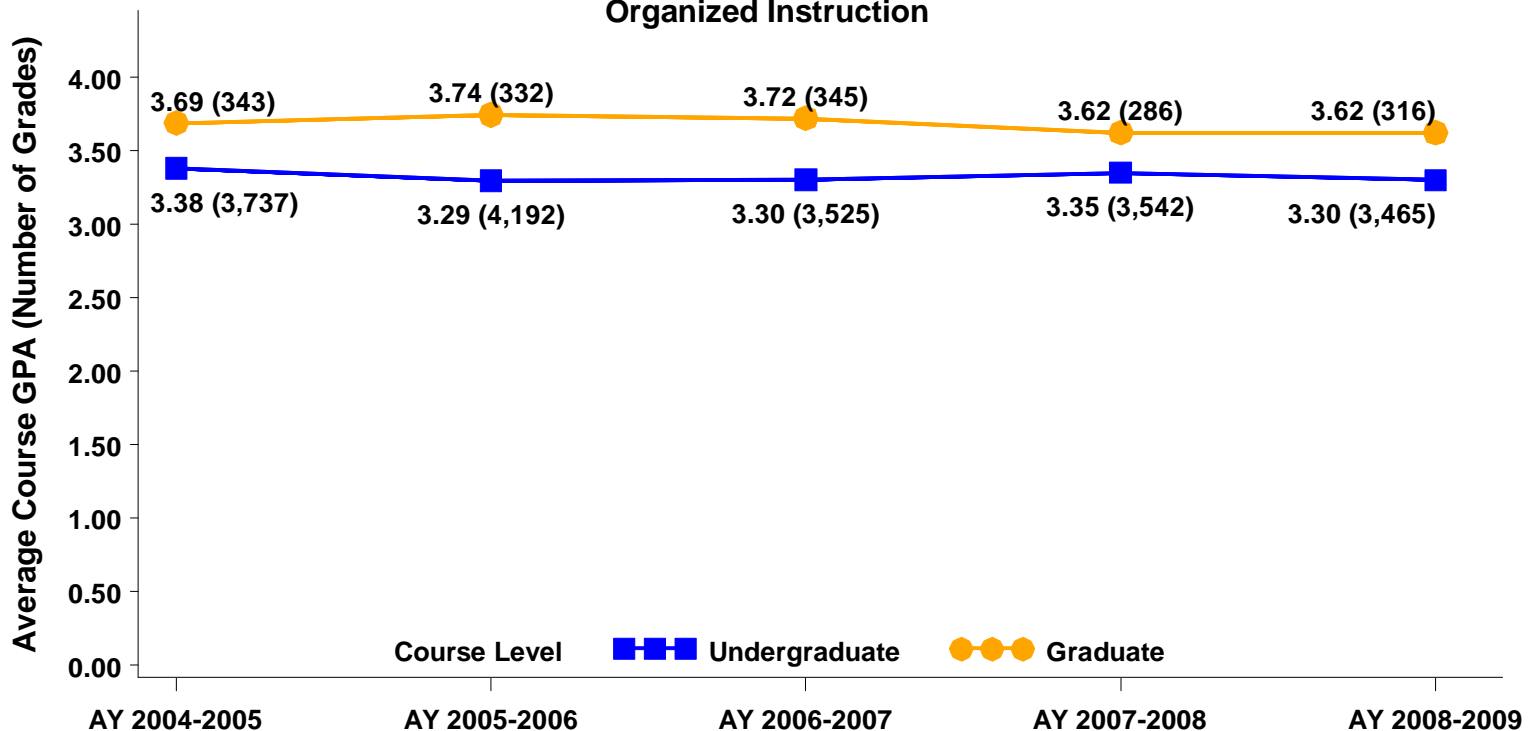
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (JR) 100% 	3,465	122	3.30	47%	39%	9%	2%	1%	2%
Graduate	SCHOOL/COLLEGE TOTAL (JR) 100% 	316	39	3.62	65%	24%	2%	0%	0%	9%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

SCHOOL OF LAW

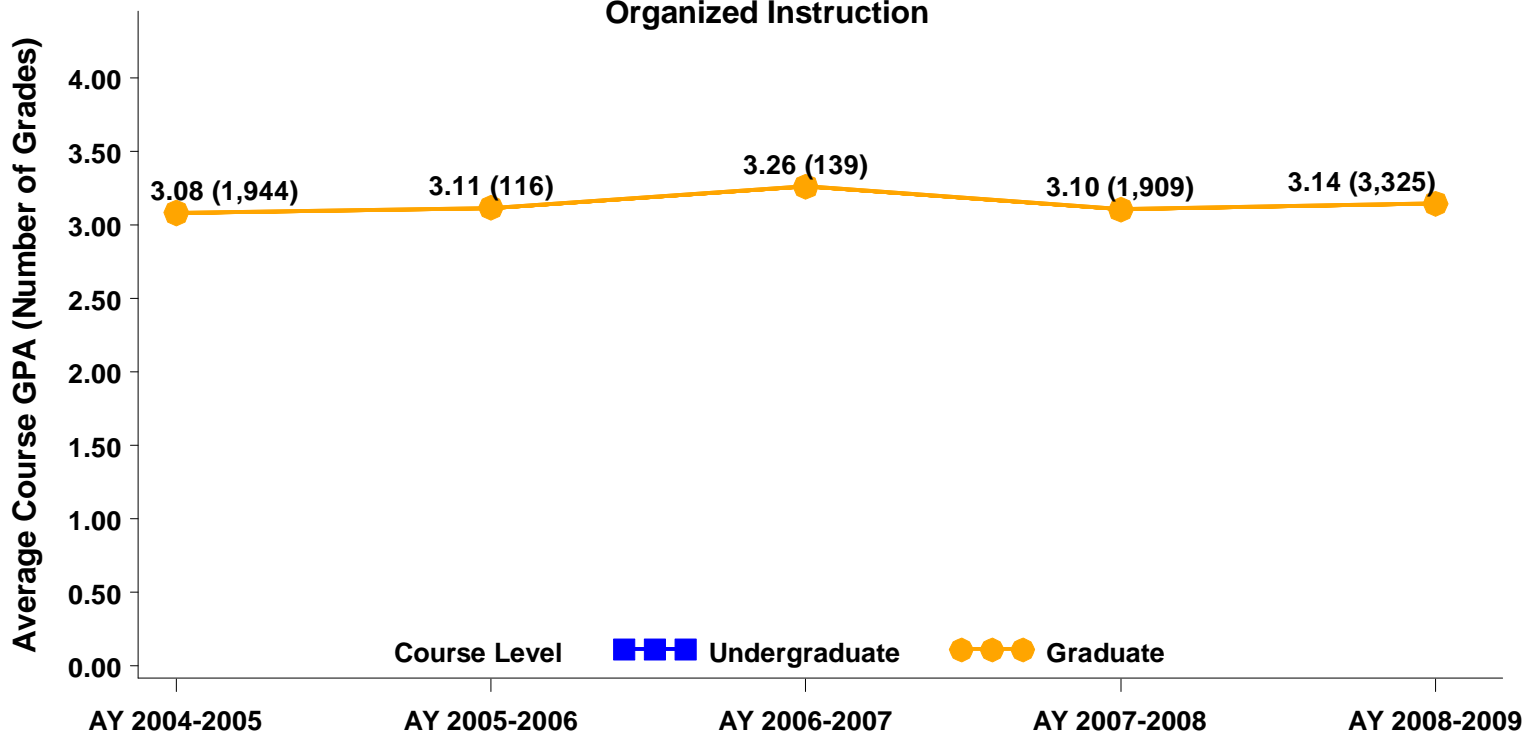
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Graduate		3,325	155	3.14	27%	60%	11%	1%	0%	1%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

COLLEGE OF MUSIC

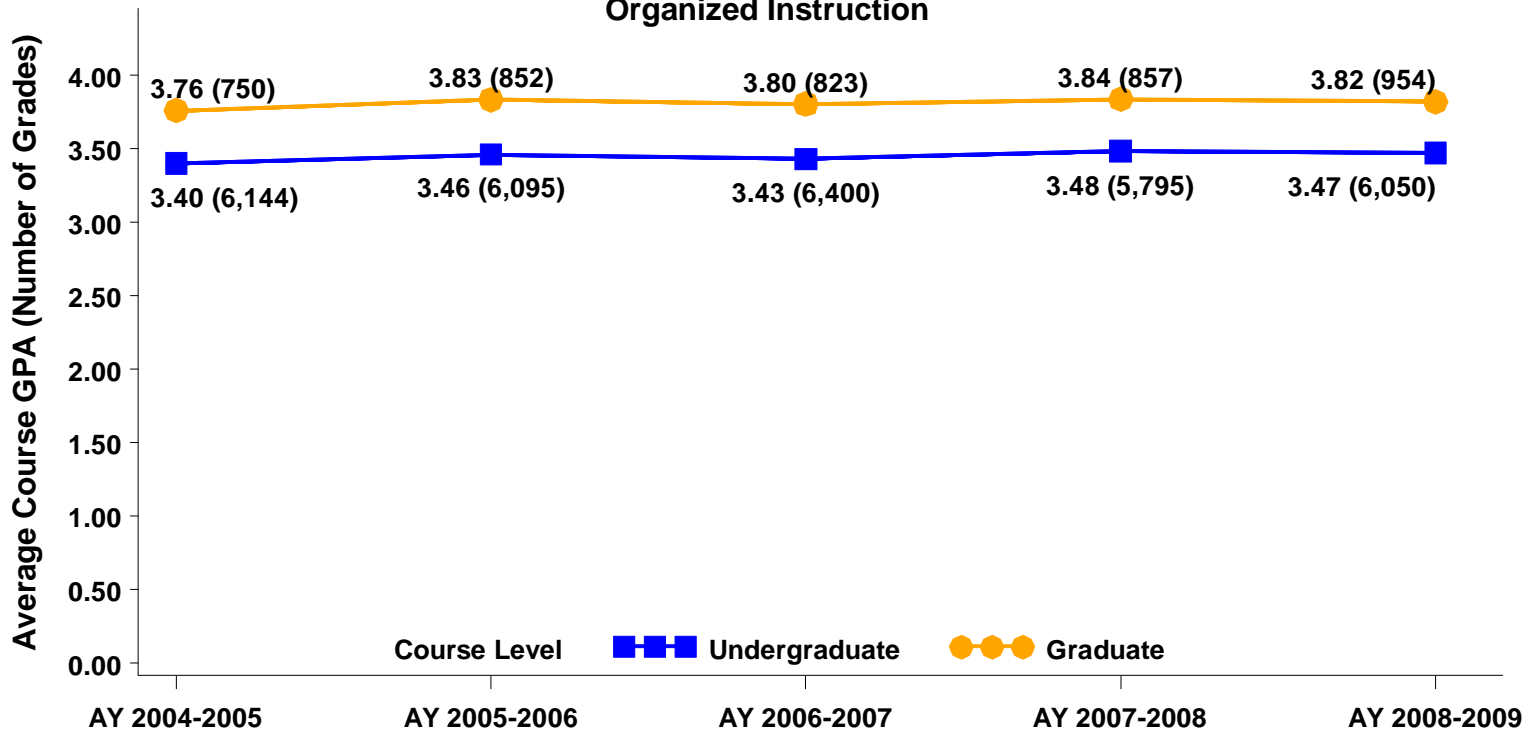
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (MB) 	6,050	527	3.47	64%	24%	7%	2%	2%	3%
Graduate	SCHOOL/COLLEGE TOTAL (MB) 	954	231	3.82	86%	10%	1%	0%	1%	2%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

ROTC PROGRAMS

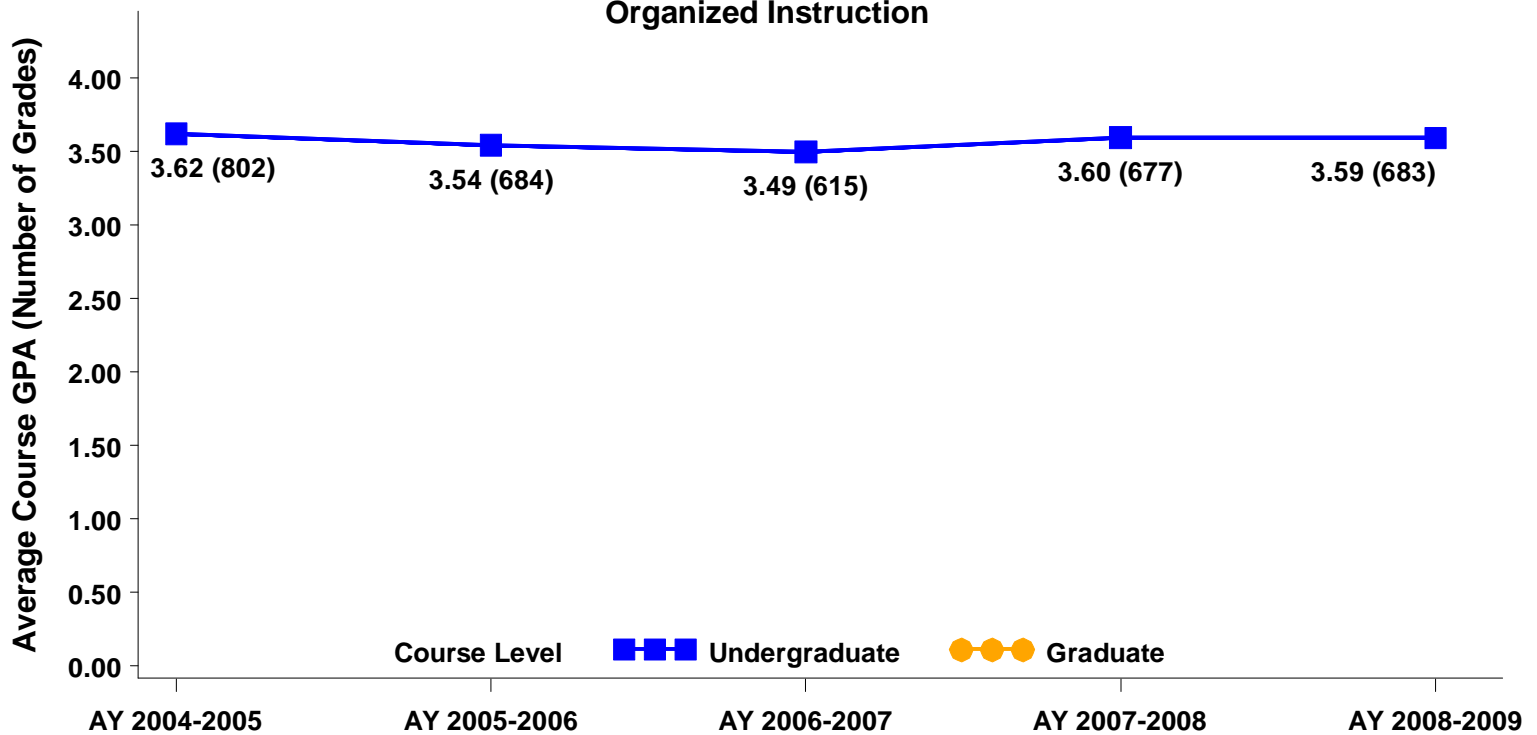
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (XX)	683	65	3.59	69%	24%	3%	0%	2%	3%

Average Course Grades - Five Academic Year History

Organized Instruction




CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Boulder

STUDENT LEADERSHIP PROGRAMS

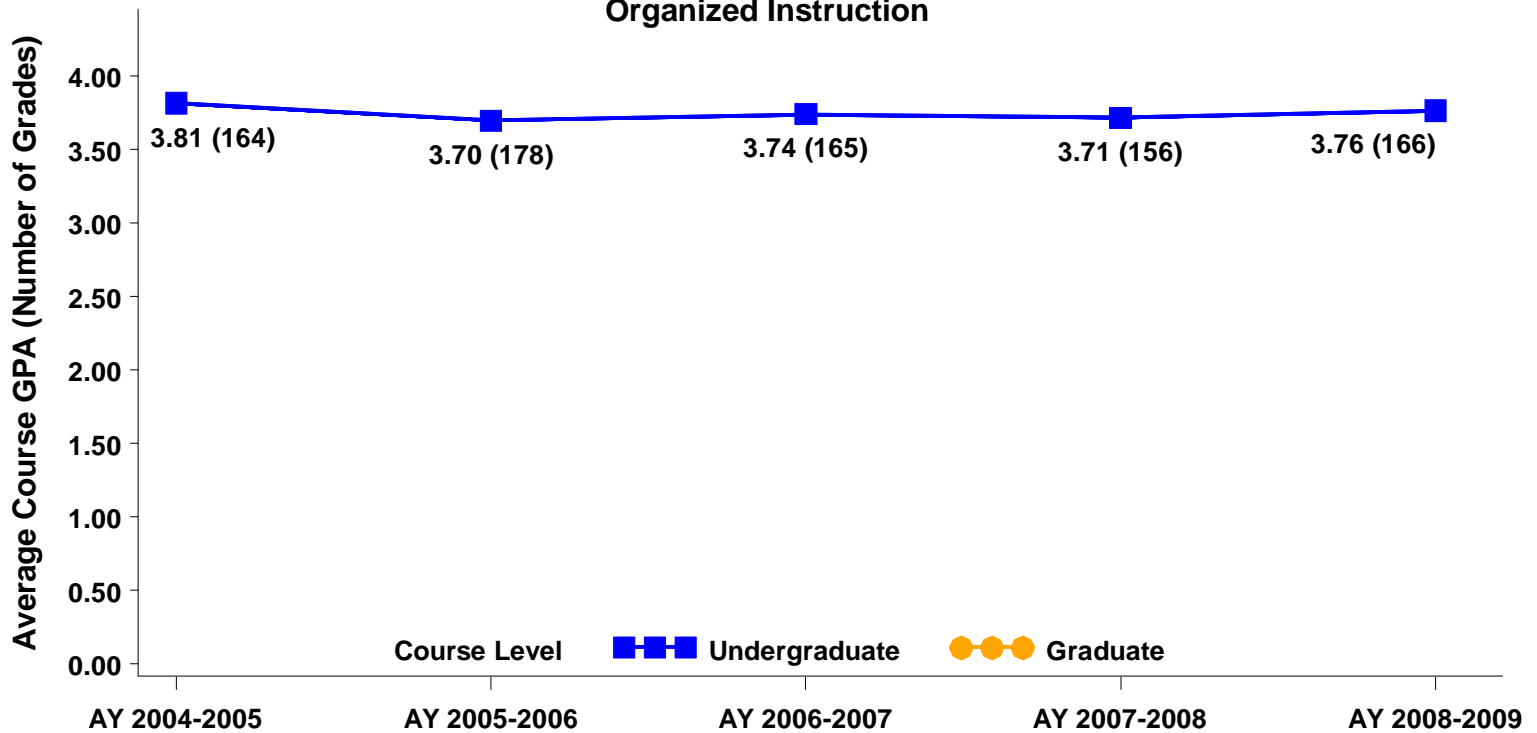
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (XY)	166	4	3.76	80%	19%	1%	0%	0%	0%
										

Average Course Grades - Five Academic Year History

Organized Instruction



University of Colorado at Boulder

Examination/Licensure Test Results

University of Colorado at Boulder
CPA Exam

The CPA exam is a computer-based examination available during four testing windows each year.

Calendar year results are available the following November.

Pass rates include first-time takers and repeaters.

Results for tests with fewer than 20 CU takers in the year are omitted

Source: National Association of State Boards of Accountancy (NASBA),

Candidate Performance on the Uniform CPA Examination, compiled by CU-System IR

	Number of candidates	Pass rates for test sections (of N of attempts)				Percent of candidates	
		Financial Accounting and Reporting (FAR)	Auditing and Attestation (AUD)	Regulation (REG)	Business Environ. and Concepts (BEC)	passing at least one test section in the year	passing all 4 test sections in the year
Candidates without advanced degree							
CU-Boulder							
2008	147	63%	58%	62%	59%	80%	39%
2007	138	55%	56%	53%	59%	71%	36%
2006	115	49%	62%	42%	45%	71%	31%
Colorado schools w/o CU							
2008	565	45%	47%	44%	43%	60%	29%
2007	510	41%	48%	48%	44%	57%	30%
2006	445	48%	43%	45%	40%	59%	28%
National							
2008	52,948	49%	50%	49%	46%	63%	31%
2007	46,746	47%	48%	48%	45%	57%	27%
2006	57,498	43%	43%	41%	42%	58%	27%
Candidates with advanced degree							
CU-Boulder							
2008	27	80%	37%	58%	67%	81%	44%
2007	23	47%	59%	47%	60%	78%	35%
2006	31	73%	76%	56%	76%	84%	58%
Colorado schools w/o CU							
2008	68	44%	38%	57%	50%	66%	38%
2007	48	60%	50%	53%	55%	60%	27%
2006	48	47%	42%	44%	51%	65%	31%
National							
2008	9,543	55%	57%	56%	56%	70%	39%
2007	8,982	54%	57%	53%	56%	68%	36%
2006	11,761	51%	51%	48%	54%	69%	36%



University of Colorado at Boulder

Colorado Bar Exam

Two administrations per year in February and July

68% of takers are in the July administration

July results available mid-October

Pass rates of first-time examinees from July administrations

	CU-Boulder		State		State w/o CU	
	Pass rate	Takers	Pass rate	Takers	Pass rate	Takers
2009	94%	122	89%	748	88%	626
2008	94%	126	85%	794	83%	668
2007	93%	123	81%	797	79%	674
2006	91%	127	78%	803	76%	676

First-time examinees who passed, July 2009 (typical of other years)

	N passing	Percent of total passing	*Includes Harvard, Virginia, Berkeley, and 7 others **Includes all other law schools
CU-Boulder	115	17%	
U of Denver	207	31%	
"National" schools*	31	5%	
Other**	310	47%	
Total	663	100%	


University of Colorado at Boulder College of Engineering, Performance on Fundamentals of Engineering

Two administrations/year, April and October. Calendar year update available in March.

PBA, ALMT updated 10/09, from data supplied by Terry Mayes, College of Engineering

Tests with fewer than 20 CU takers per year omitted.

PBA: Lir consult engr FEResultsBrief.xls

		Calendar Year 2008					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Architectural	Civil	20	14	137	93	70%	68%
Architectural	General	24	12	423	322	50%	76%
Chemical	Chemical	24	21	1,030	893	88%	87%
Civil	Civil	67	50	7,441	5,195	75%	70%
Mechanical	Mechanical	151	117	2,674	2,244	77%	84%
All	All	296	224	12,061	9,020	76%	75%

		Calendar Year 2007					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Architectural	General	36	20	410	264	56%	64%
Chemical	Chemical	22	21	840	722	95%	86%
Civil	Civil	56	43	6,894	5,095	77%	74%
Mechanical	Mechanical	130	109	2,333	1,888	84%	81%
All	All	231	173	10,067	7,705	75%	77%

		Calendar Year 2006					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Chemical	Chemical	20	18	878	753	90%	86%
Civil	Civil	42	34	6,282	4,495	81%	72%
Mechanical	Mechanical	97	79	2,267	1,818	81%	80%
All	All	159	131	9,427	7,066	82%	75%



University of Colorado at Boulder - GRE Undergraduate Summary

Based on the performance of test takers who indicated they were seniors or others who graduated from CU-Boulder within the past two years.

NOTE: Fiscal year scores available mid-November

GRE scores	FY 05		FY 06		FY 07		FY 08	
	CU mean (n=508)	National mean	CU mean (n=530)	National mean	CU mean (n=557)	National mean	CU mean (n=532)	National mean
Verbal	521	476	518	473	521	468	507	466
Quantitative	609	593	623	593	615	593	614	592
Analytical writing**		4.30		4.23	4.50	4.13	4.32	4.00

**Note: For the analytic writing test mean, ETS reported the CU-Boulder averages for FY04-06 only as an integer (4); data to do our own calculation are not available.


University of Colorado at Boulder - Teacher Licensure Exams
Program for Licensing Assessment for Colorado Educators (PLACE) and PRAXIS I

Candidates for licensure, Title II report

Includes all test scores available as of October 19 2009

Prepared by School of Education, CU-Boulder

Content Area/Year	PLACE		PRAXIS II		Total	
	Number Tested	Pass Rate	Number Tested	Pass Rate	Number Tested	Pass Rate
Elementary Ed						
FY 07-08	30	100%	60	100%	90	100%
FY 06-07	21	100%	84	100%	105	100%
FY 05-06	4	100%	84	100%	88	100%
English						
FY 07-08	8	100%	26	100%	34	100%
FY 06-07	3	100%	24	100%	27	100%
FY 05-06	5	100%	30	100%	35	100%
Mathematics						
FY 07-08	7	100%	5	100%	12	100%
FY 06-07	6	100%	3	100%	9	100%
FY 05-06	1	100%	3	100%	4	100%
Music						
FY 07-08	12	100%			12	100%
FY 06-07	19	100%			19	100%
FY 05-06	3	100%			3	100%
Science						
FY 07-08	3	100%	14	100%	17	100%
FY 06-07	1	100%	20	100%	21	100%
FY 05-06	4	100%	12	100%	16	100%
Social Studies						
FY 07-08	4	100%	21	100%	25	100%
FY 06-07	8	100%	27	100%	35	100%
FY 05-06	2	100%	31	100%	33	100%
Foreign Languages						
FY 07-08	7	100%			7	100%
FY 06-07	7	100%			7	100%
FY 05-06	2	100%			2	100%
Grand Total						
FY 07-08	71	100%	131	100%	202	100%
FY 06-07	65	100%	158	100%	223	100%
FY 05-06	21	100%	160	100%	181	100%

University of Colorado at Boulder

National Survey of Student Engagement (NSSE), 2009
Level of Academic Challenge Items

CU-Boulder NSSE 2006 results are also posted at <http://www.colorado.edu/pba/surveys/NSSE/09/>. The site includes highlights, methods, and comparisons over time, across colleges and departments, and comparison with AAU public peers.



Level of Academic Challenge (LAC)

Mean Comparisons

University of Colorado at Boulder compared with:

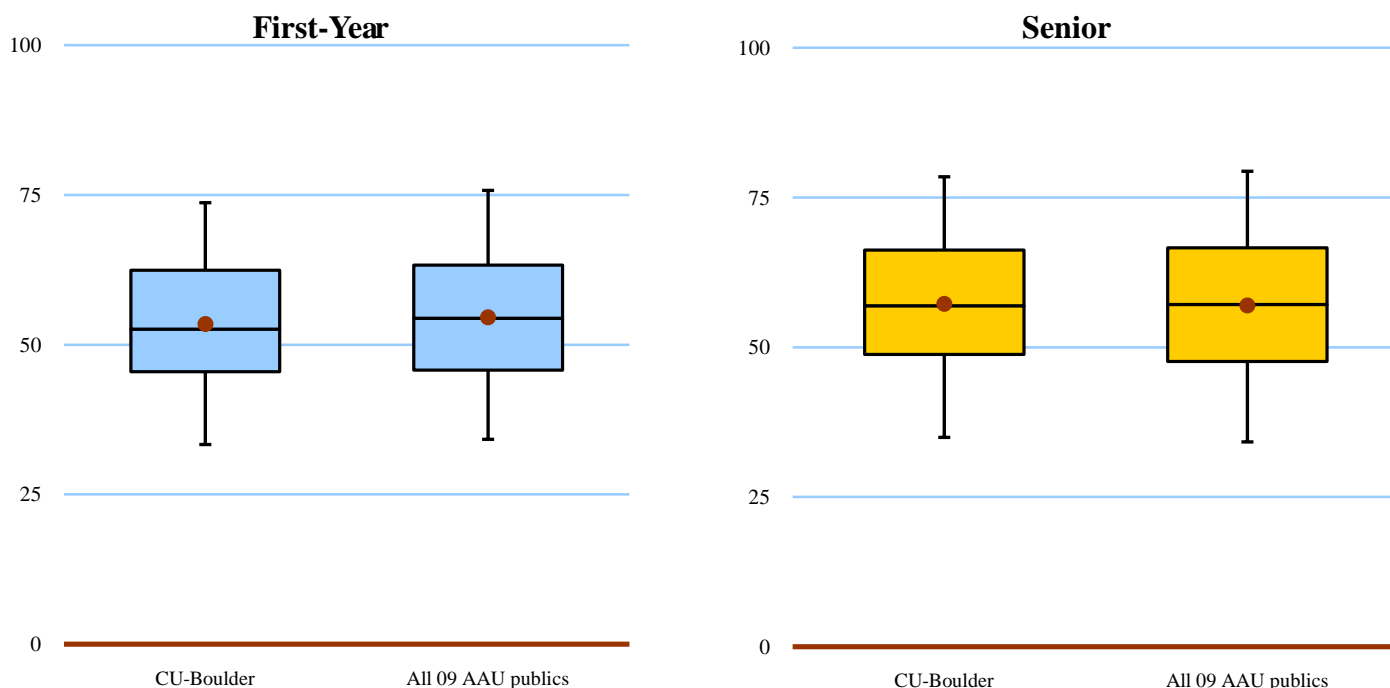
Class	CU-Boulder	All 09 AAU publics		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
First-Year	53.5	54.6	*	-.09
Senior	57.2	57.0		.02

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

University of Colorado at Colorado Springs

2009 Report on Academic Rigor

Data provided by the University of Colorado at Colorado Springs Office of Institutional Research
Report prepared by the University of Colorado System Office of Institutional Research
October 2009

UCCS Academic Rigor Narrative

UCCS follows a vigorous **program of self-assessment**. Every academic major and stand-alone minor is required to establish written student learning outcomes and measures to determine the degree to which students are achieving these outcomes. Each program makes an annual report of the findings and the department's responses to a campus committee composed of faculty, staff and students, which provides written feedback to departments and the dean of the college in which the department is located. The campus accreditation review completed in November 2006 by the Higher Learning Commission of the North Central Association of Colleges and Schools concluded that the campus needs to continue the development of a "culture of assessment," but that appropriate assessments are taking place at all levels and that there have been major gains in assessment of the general education curriculum. Another example of how assessment is used to assure rigor is the requirement that all students demonstrate competence in writing by submitting a portfolio of their work on assignments completed after they satisfied the composition requirement, or complete an upper-division composition course, in order to graduate.

The processes of **academic program review** or, where available, program-level accreditation provide another means to assess academic rigor. In all academic program reviews conducted since the 2004-2005 academic year, reviewers have specifically been asked to assess the academic rigor of the program under review. To date, none of the programs reviewed have received any negative comments regarding rigor. Program accreditation and review has the additional benefit of helping departments set appropriate standards and expectations for student learning, but numerous programs not subject to formal accreditation rely on guidelines provided by national disciplinary organizations to guide standard-setting. For example, the physics department uses national norms to guide textbook selection, which in turn helps to insure consistency in content and level of expectations.

In addition to these formal assessments of rigor, every college has **processes and practices** that also contribute to assuring academic rigor. Each college has a curriculum committee that reviews new course proposals and changes to existing courses. Colleges and departments are also vigorously engaged in promoting practices that ensure academic challenge and enhance student learning. For example, the philosophy department requires faculty to have a minimum of twenty pages of written assignments in upper-division courses. The College of Business and the College of Engineering and Applied Sciences both use assignments that require student work in project-based teams in response to, and in part evaluated by, external clients. The Beth El College of Nursing and Health Sciences uses a robust and rigorous set of clinical experiences to help insure the proficiency of its graduates. One of the more interesting of these is facilitated by the employee health clinic Beth El operates on behalf of El Paso County government. The College of Letters, Arts and Sciences co-sponsors, with Colorado College and the Air Force Academy, the Colorado Springs Undergraduate Research Forum, which challenges students to become part of the research enterprise. Likewise, many graduate programs have a strong research-based component, as in the Master of Arts in Special Education, which requires its students to complete final projects that result in potentially publishable research.

University of Colorado at Colorado Springs

Grade Distribution, AY 2008-09
Course GPAs AY 2004-05 through AY 2008-09

CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado at Colorado Springs

Notes:

- Academic Year -- includes Fall and Spring terms only.
- Includes state funded (B1/C1/D1/H1) courses and enrollments only.
- Data are as of official end of term snapshot date.
- **For clarity, each table and chart shows only groupings with at least 10 enrollments at that level of detail.**
- Excludes grades for students electing an alternative grading scheme (e.g., pass/fail grading for a letter graded course), in progress, non-graded enrollments, and courses offered by other institutions (Metropolitan State College of Denver, Community College of Denver, Study Abroad).
- College and level are the college offering the course and its level (Undergraduate, Graduate, Professional) as indicated on the CU Student Information System (SIS). Stated levels do not always correspond exactly to course numbering schemes.

Definition of Course Types:

- All categories based on course activity types recorded on SIS.
- Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
- Individual Instruction includes theses, independent research, internships, practica, private lessons, etc.
- **This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction). This accounts for over 97% of all course enrollments.**

Reference:

- UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
- Project Number: 20090313
- Source File: Report05_Output.sas
- This File: I:\OIRPA\Projects\2009\20090313_CUSystemAcademicRigorReport2009\Report_UCCS.rtf
- Created: 10/07/2009

CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

CAMPUS TOTAL (UCCS)

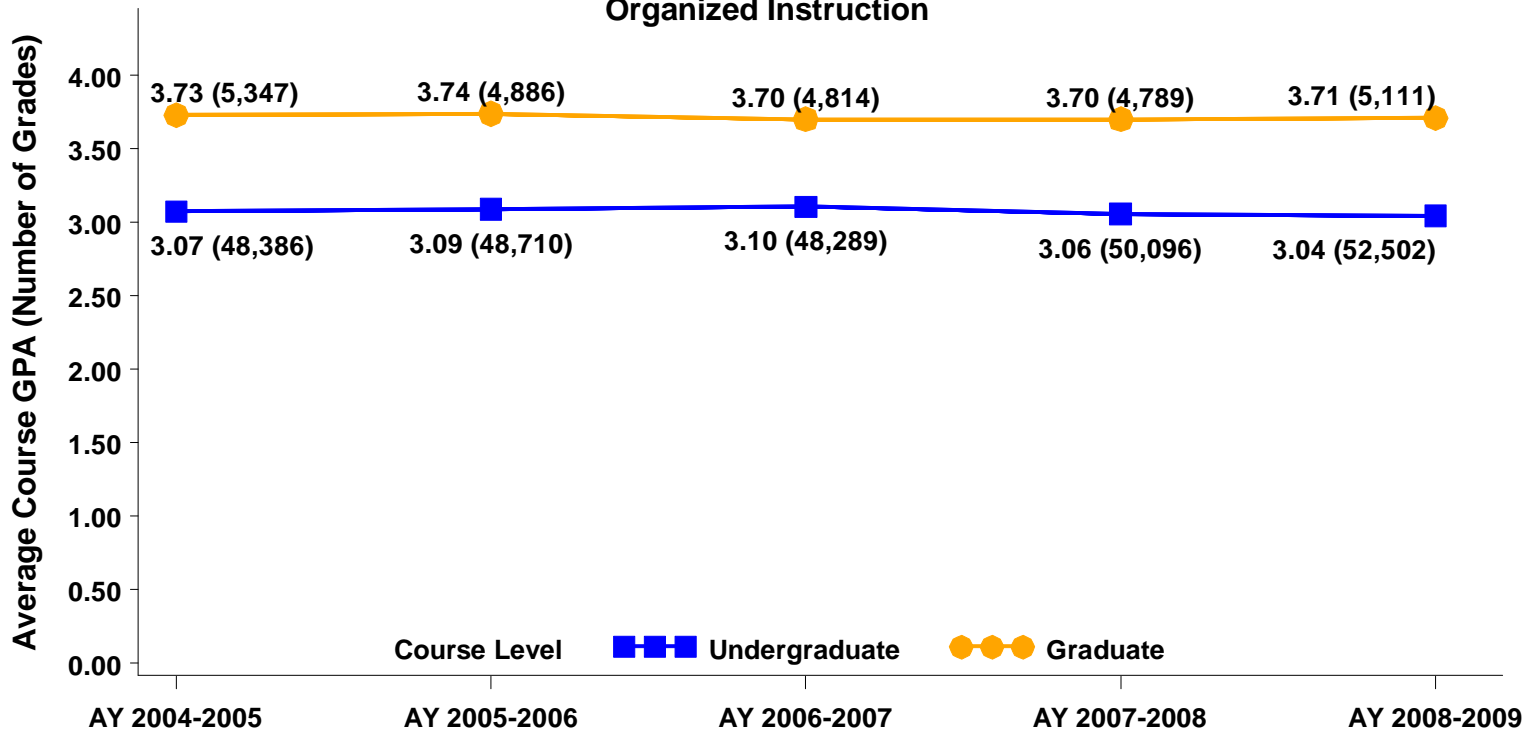
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	CAMPUS TOTAL (UCCS) 	52,502	2,003	3.04	41%	31%	14%	4%	5%	5%
Graduate	CAMPUS TOTAL (UCCS) 	5,111	529	3.71	75%	16%	2%	0%	1%	6%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

COLLEGE OF BUSINESS & ADMIN

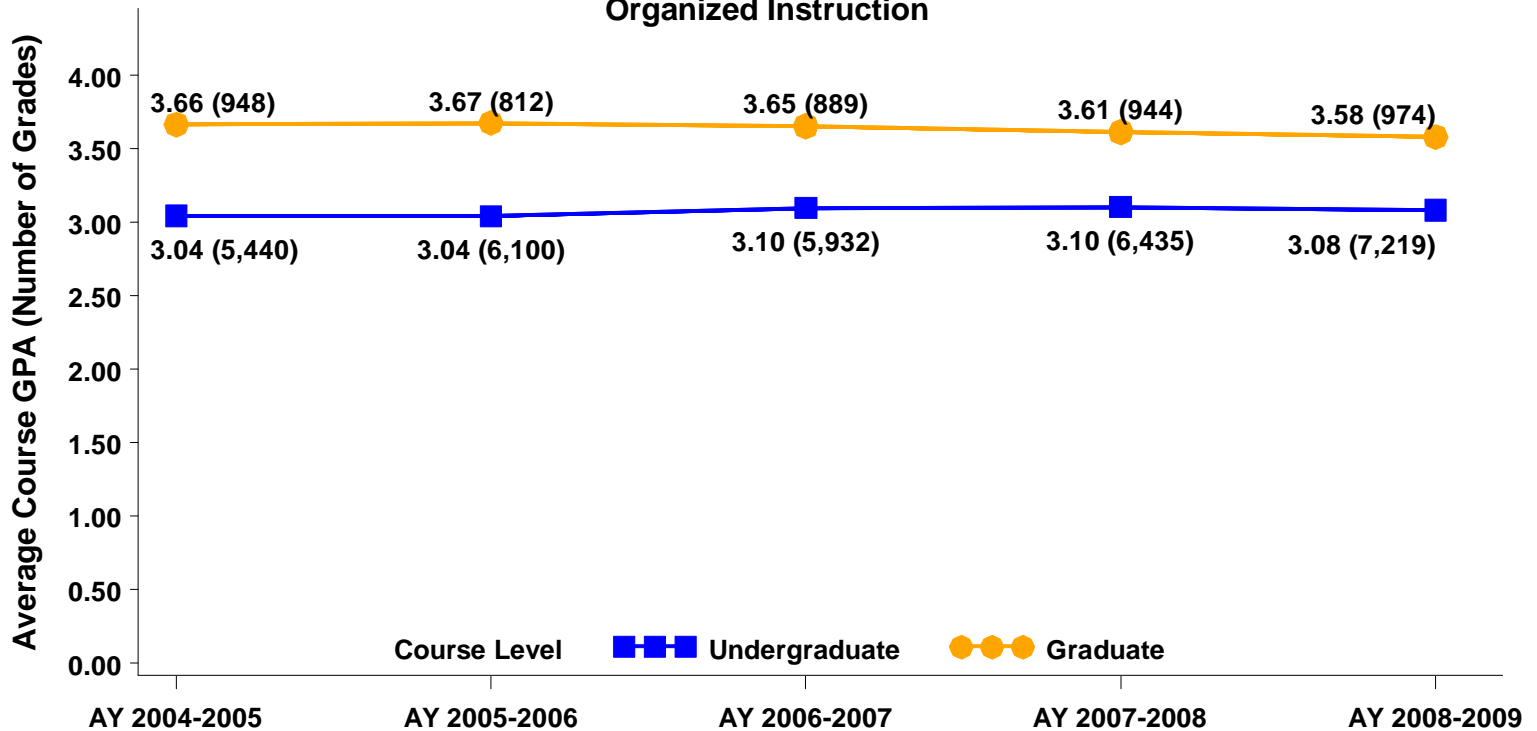
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	<div><div>SCHOOL/COLLEGE TOTAL (BU)</div><div><div><div></div></div><div>100%</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

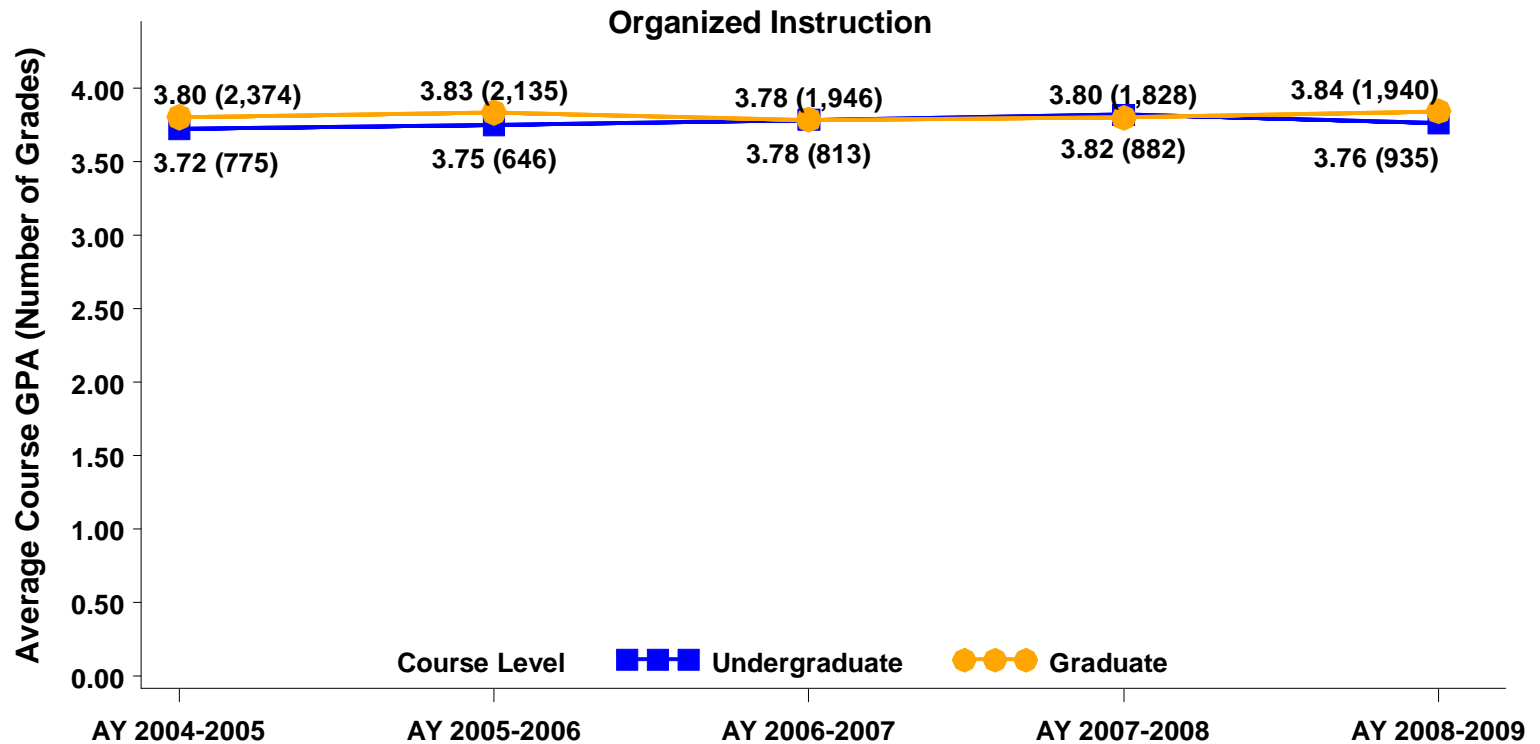
COLLEGE OF EDUCATION

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (EC) 	935	58	3.76	81%	10%	2%	0%	2%	5%
Graduate	SCHOOL/COLLEGE TOTAL (EC) 	1,940	163	3.84	85%	9%	0%	0%	1%	5%

Average Course Grades - Five Academic Year History

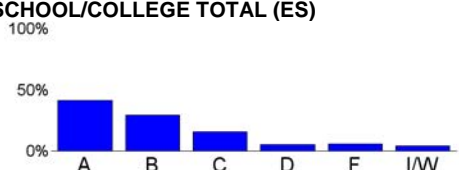
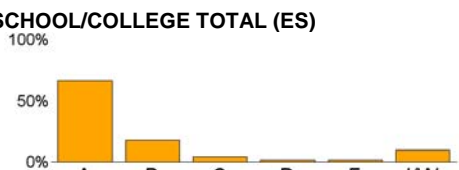


CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

COLL OF ENGINEERING & APPL SCI

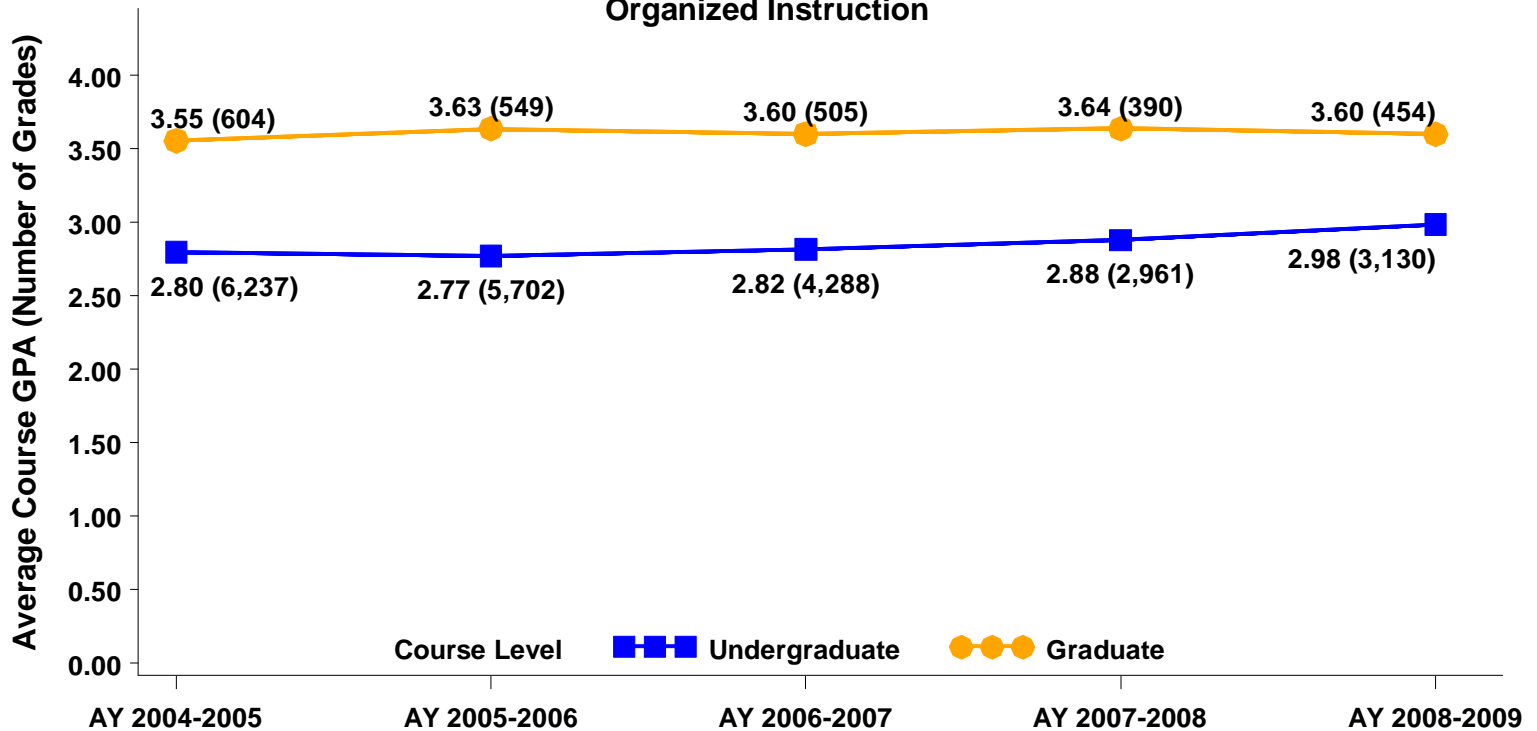
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (ES)	3,130	154	2.98	41%	29%	15%	5%	5%	4%
										
Graduate	SCHOOL/COLLEGE TOTAL (ES)	454	58	3.60	67%	17%	4%	1%	2%	9%
										

Average Course Grades - Five Academic Year History

Organized Instruction

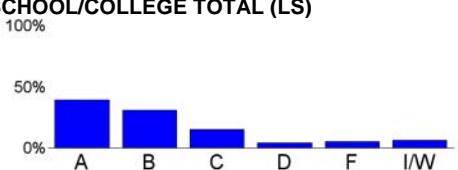
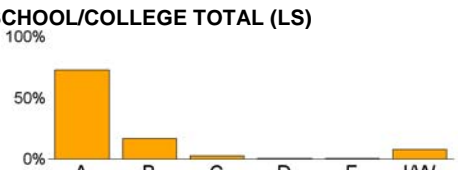


CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

COLLEGE OF LETTERS, ARTS & SCI

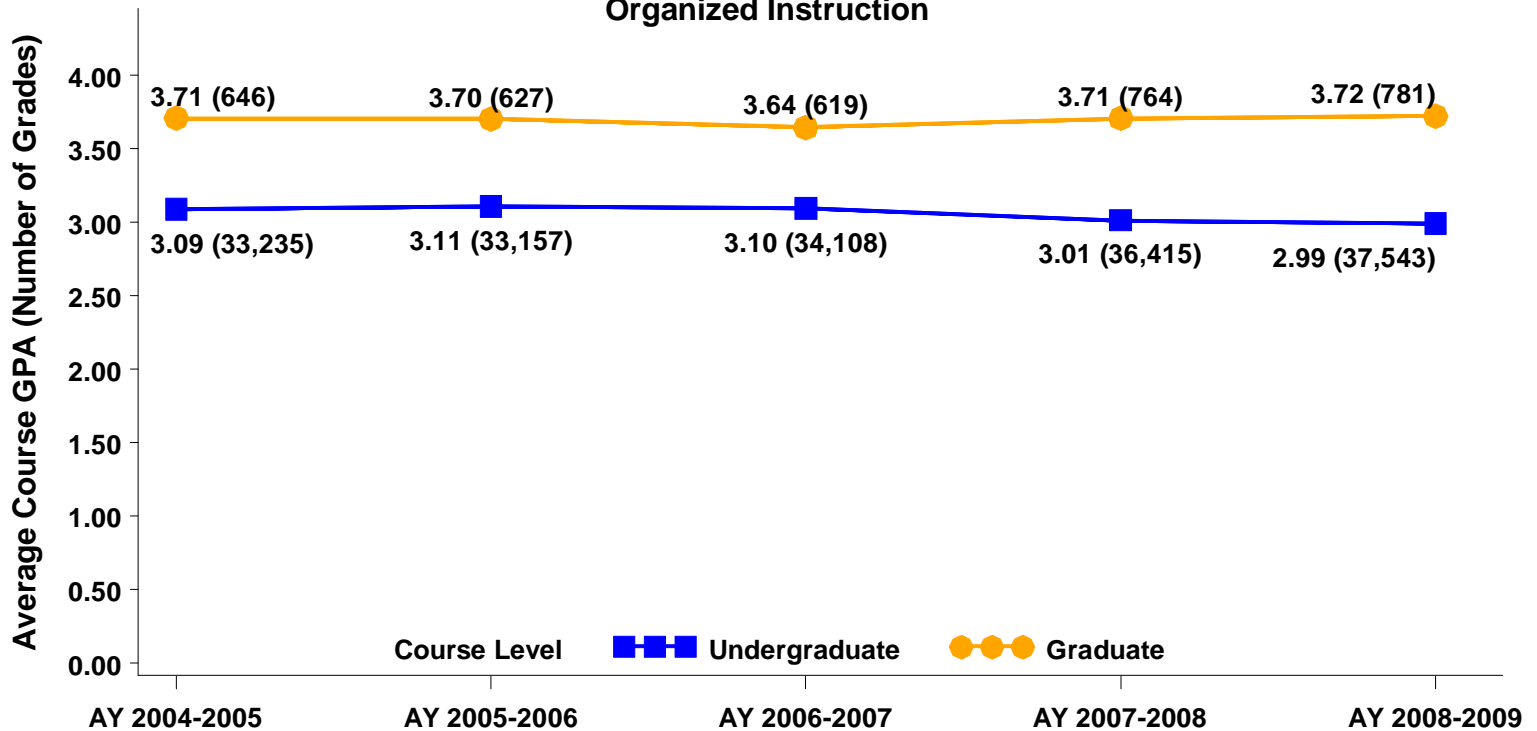
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (LS)	37,543	1,451	2.99	39%	31%	15%	4%	5%	6%
										
Graduate	SCHOOL/COLLEGE TOTAL (LS)	781	135	3.72	73%	16%	3%	0%	0%	8%
										

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

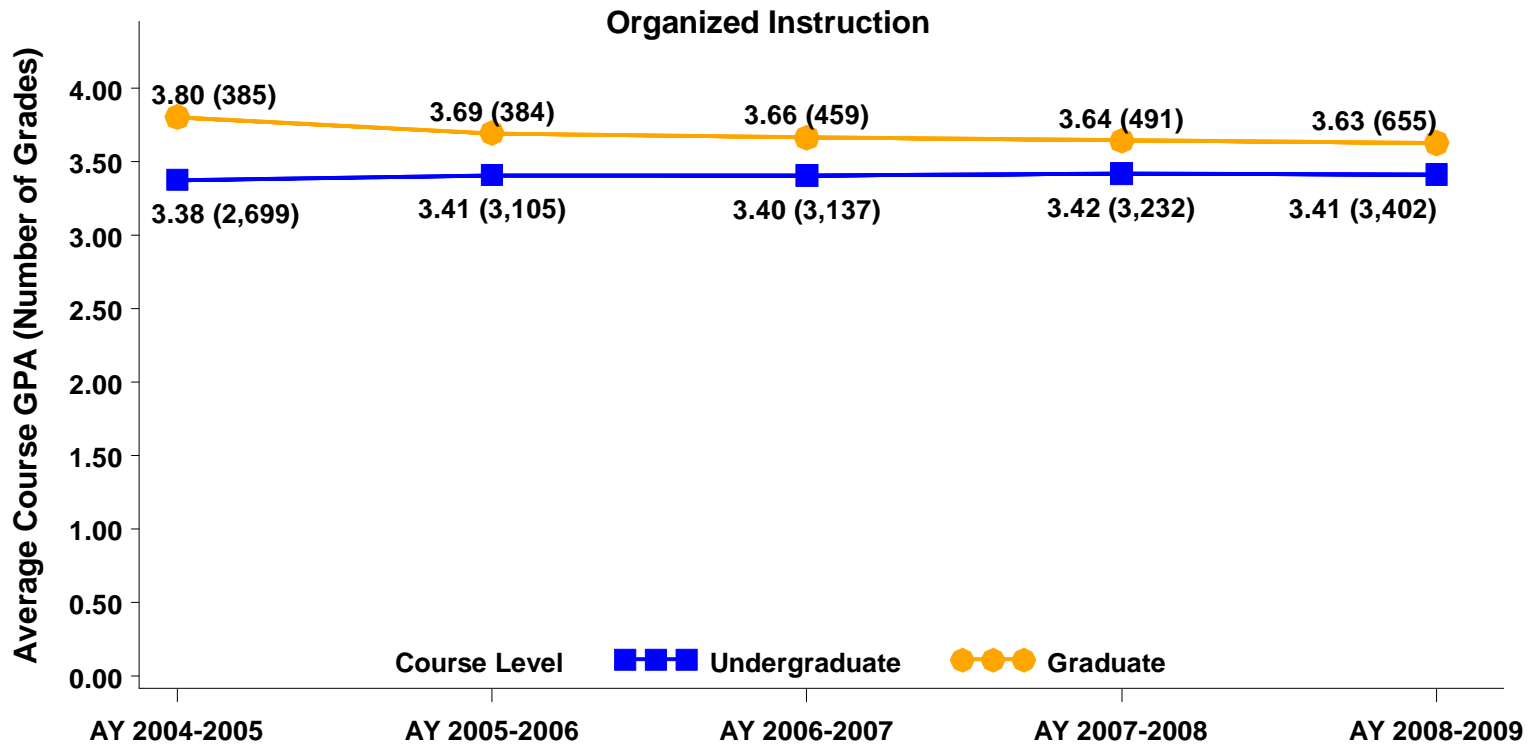
BETH - EL COLLEGE OF NURSING AND HEALTH SCIENCES

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (NR) 	3,402	130	3.41	56%	34%	6%	1%	1%	2%
Graduate	SCHOOL/COLLEGE TOTAL (NR) 	655	83	3.63	73%	18%	4%	1%	1%	4%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado at Colorado Springs

SCHOOL OF PUBLIC AFFAIRS

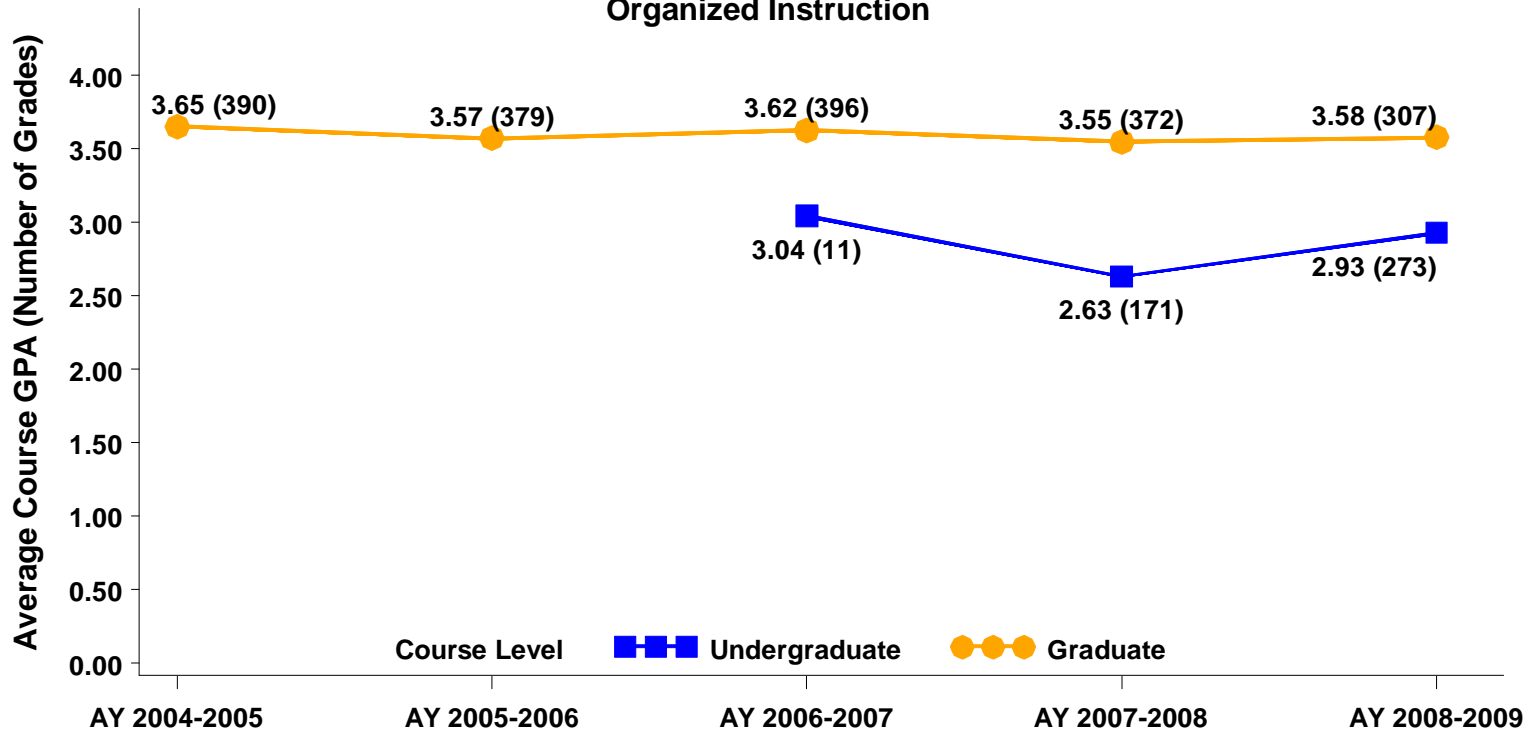
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (PA) 	273	12	2.93	38%	30%	13%	7%	6%	6%
Graduate	SCHOOL/COLLEGE TOTAL (PA) 	307	46	3.58	58%	29%	1%	0%	1%	11%

Average Course Grades - Five Academic Year History

Organized Instruction



University of Colorado at Colorado Springs

Examination/Licensure Test Results

University of Colorado at Colorado Springs
 Licensure Exam Pass Rates
 Last update: 9/16/08
 Office of Institutional Research

Discipline	Exam*	Year	UCCS Pass Rate	
Nursing	NCLEX-RN	2009 YTD	100%	
		2008	93%	
		2007	95%	
		2006	90%	
		2005	91%	
		2004	82%	
		2003	90%	
		2002	88%	
		2001	98%	
		2000	88%	
		1999	97%	
Education**	PLACE/PRAXIS	2007	98%	
		2006	95%	
		2005	96%	
		2004	92%	
		2003	91%	
		2002	91%	
		2001	93%	
		2000	91%	
Engineering	FE	2009 Apr	100%	3 of 3 students
		2008	75%	6 of 8 students
		2006	100%	
		2004	100%	
Engineering	PE	2009 Apr	0%	0 of 2 graduates
		2008	33%	1 of 3 graduates
CPA Exam	(see below)			
GRE	(see below)			

* Acronyms: [NCLEX-RN \(National Council Licensure Exam for Registered Nurses\)](#), PLACE (Program for Licensing Assessments for Colorado Educators) is now published online at <http://www.dora.state.co.us/nursing/education/education.htm>, PRAXIS II (Professional Assessments for Beginning Teachers), FE (Fundamental of Engineering Exam), PE (Principles and Practice of Engineering).

** As reported to IR by the College of Education according to when the test was taken; does not include students who withdrew.

Certified Public Accountant Exam, 2006 to 2008

Candidates without advanced degree	Number of Candidates*	Financial Accounting & Reporting (FAR)	Auditing & Attestation (AUD)	Regulation (REG)	Business Environment & Concepts (BEC)	% Passing All 4 Test Sections in the Year	% Passing 1 to 3 Test Sections in the Year	% Passing at least one Test Section in the Year
UCCS								
2008	35	52%	42%	38%	50%	29%	34%	63%
2007	29	32%	44%	46%	23%	21%	38%	59%
2006	22	35%	33%	56%	36%	36%	32%	68%
Colorado schools excluding CU campuses								
2008	565	45%	47%	44%	43%	29%	31%	60%
2007	510	41%	48%	48%	44%	30%	28%	57%
2006	445	48%	43%	45%	40%	28%	31%	59%
National								
2008	52,948	49%	50%	49%	46%	31%	32%	63%
2007	46,746	47%	48%	48%	45%	27%	30%	57%
2006	57,498	43%	43%	41%	42%	27%	31%	58%

*Includes first-time and repeat test takers.

Pass rates = number passing/total events (number of attempts). Test is offered on demand, one section at a time, according to a candidate's needs.

Source: National Association of State Boards of Accountancy (NASBA), Candidate Performance on the Uniform CPA Examination

Graduate Record Exam (GRE)

Provided by Educational Testing Service, the results depict scores of seniors at UCCS and test-takers who graduated from UCCS within the past two years.

	2006-2007	
	UCCS	National
Verbal	460 (65)	468 (220,021)
Quantitative	544 (65)	593 (219,978)
Analytical Writing	3.98 (65)	4.13 (218,936)

University of Colorado at Colorado Springs

National Survey of Student Engagement (NSSE), 2009
Level of Academic Challenge Items

Level of Academic Challenge (LAC)

Mean Comparisons

University of Colorado at Colorado Springs compared with:

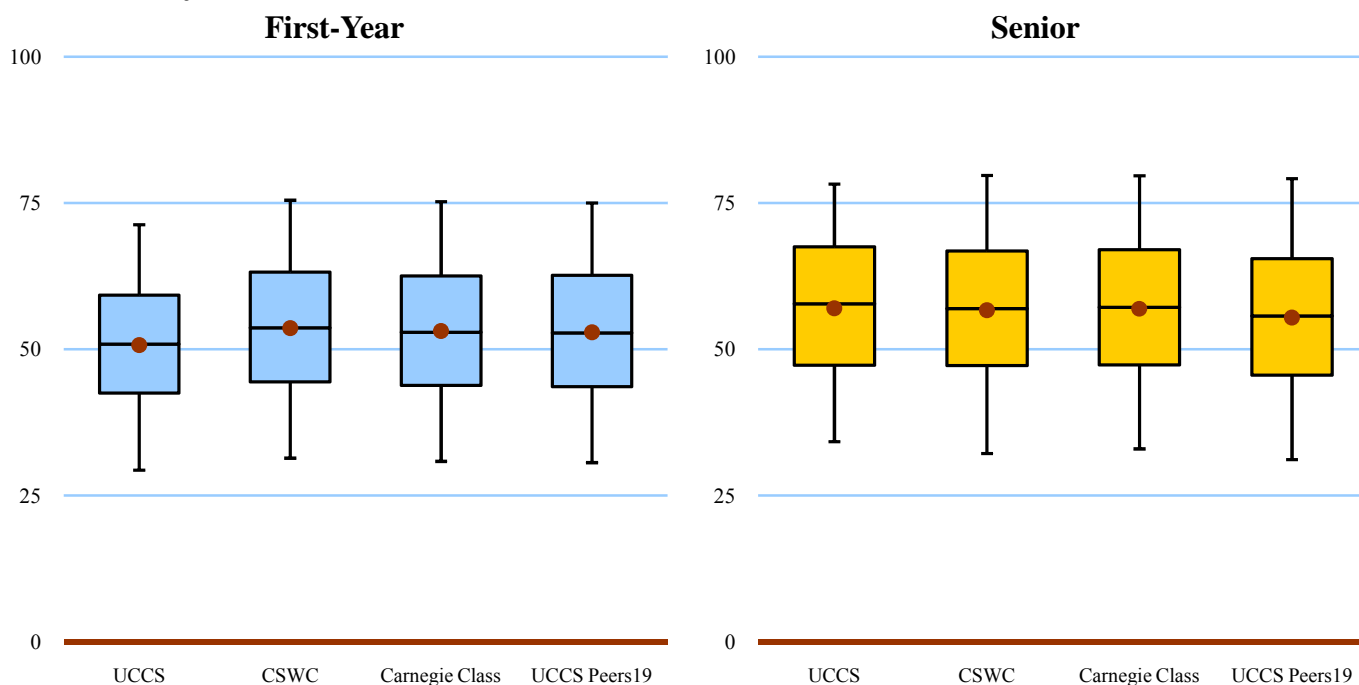
Class	UCCS	CSWC			Carnegie Class			UCCS Peers19		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	50.7	53.6	***	-.22	53.1	**	-.18	52.9	**	-.16
Senior	57.0	56.7		.02	56.9		.01	55.4	*	.11

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

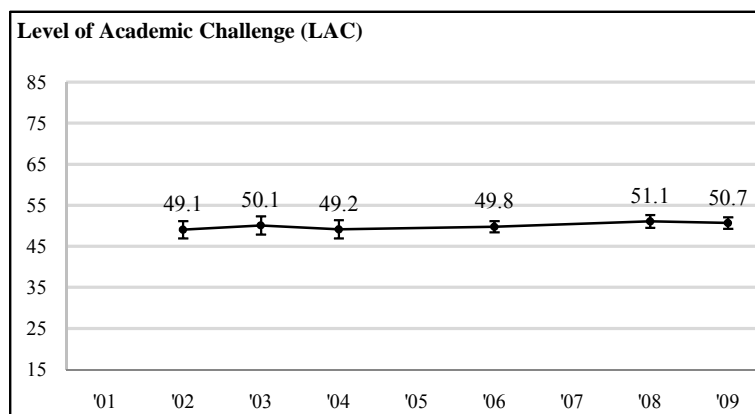
Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

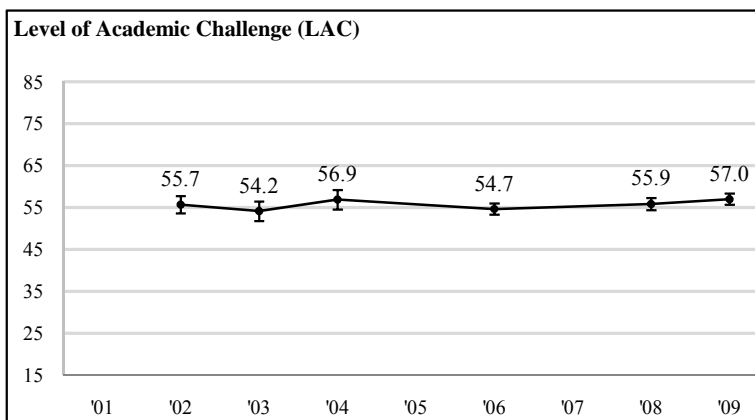
**NSSE 2009 Multi-Year Benchmark Report
University of Colorado at Colorado Springs
First-Year Students**

		2001	2002	2003	2004	2005	2006	2007	2008	2009
Level of Academic Challenge	LAC		49.1	50.1	49.2		49.8		51.1	50.7
	n		123	138	143		320		269	307
	SD		11.9	13.3	13.7		12.6		13.0	12.7
	SEM		1.07	1.13	1.15		.71		.79	.72
	Upper		51.2	52.3	51.4		51.2		52.6	52.1
	Lower		46.9	47.9	46.9		48.4		49.5	49.3



**NSSE 2009 Multi-Year Benchmark Report
University of Colorado at Colorado Springs
Seniors**

		2001	2002	2003	2004	2005	2006	2007	2008	2009
Level of Academic Challenge	LAC		55.7	54.2	56.9		54.7		55.9	57.0
	n		168	163	133		446		364	412
	SD		13.6	15.1	13.6		14.4		14.2	13.8
	SEM		1.05	1.19	1.18		.68		.74	.68
	Upper		57.8	56.5	59.2		56.0		57.3	58.3
	Lower		53.7	51.8	54.6		53.3		54.4	55.7



University of Colorado Denver

2009 Report on Academic Rigor

Data provided by the University of Colorado Denver Office of Institutional Research, Planning and Analysis
Report prepared by the University of Colorado System Office of Institutional Research
October 2009

2009 Academic Rigor Report:
Narrative Summary of Examples of Campus Efforts
University of Colorado Denver

There are many initiatives and programs at the University of Colorado Denver (UC Denver) aimed at enhancing and maintaining the highest levels of academic rigor. In this brief summary, examples are provided in the following areas: establishing a culture of excellence; assessing learning outcomes; and using professional accreditation associations' standards to guide curriculum development and assessment activities.

A Culture of Excellence

Academic excellence is the overall goal of all programs at UC Denver. Some of the recent activities and initiatives on the downtown campus that illustrate this "culture of excellence" are:

- *Foundations of Excellence:* UC Denver participated in the Foundations of Excellence (FoE) in the First College Year Program during the 2008-09 academic year. The overall FoE goal is to create a climate of excellence in the foundational first year of college. A comprehensive self-study was conducted, including surveys of students, faculty, and staff; focus groups; and identification, by separate committees, of strengths and weaknesses in nine dimensional areas. Nineteen recommendations dealing with academic excellence, administrative structure and student support were developed. On October 2, 2009, the 5th Annual Undergraduate Experiences Symposium prioritized the FoE recommendations and discussed ways to begin implementation of the key recommendations.
- *University Honors and Leadership Program:* The University Honors and Leadership (UHL) Program was launched in the fall 2008 semester. This is a multidisciplinary program of excellence designed for motivated students who have demonstrated superior academic performance and/or outstanding leadership qualities. The program is founded on the premise that the integration of rigorous programs of academic excellence and leadership education provides the ideal environment in which to develop the skills of the next generation of leaders in academia, business, policy-making, and community service settings. The second cohort of UHL students was admitted for the fall 2009 semester.
- *First-Year Seminars:* The goals of the First-Year Seminar Program are to: provide students with an introduction to the university community; convey and establish high expectations for rigorous academic engagement; serve as a first step to a student's academic career; provide students with the opportunity to connect with academic units and the disciplines they represent; establish a sense of community on campus; and encourage students to become engaged in campus life. Assessment of the effectiveness of the First-Year Seminars has begun, and program leaders are examining student satisfaction as well as impacts on retention and grade-point averages.

Assessment of Learning Outcomes

Assessment of learning outcomes occurs in every program at UC Denver. Currently, we are paying particular attention to the assessment of general education and graduate program outcomes. A General Education Assessment Advisory Group has been formed to guide the various assessment

approaches and suggest strategies for using the assessment information to advance learning and inform teaching. Three initiatives related to the assessment of general education outcomes are:

- *Measure of Academic Proficiency and Progress (MAPP)*: The MAPP is designed to measure critical thinking, writing, reading, and mathematics. Beginning this year, the MAPP will be administered to a sample of students. Results will allow cross-sectional comparisons and, eventually, longitudinal comparisons.
- *Core Curriculum Oversight Committee (CCOC) Assessment Activities*: The CCOC on the downtown campus is engaged in several oversight assessment activities focused on critical thinking and student writing skills. First, the syllabi from each course in the UC Denver Core Curriculum are provided to the CCOC for review of critical thinking and writing criteria established for Core courses. Identified deficiencies are forwarded to the department and college offices so that corrections can be made. Second, faculty members from a sample of Core courses are being systematically surveyed about their students' performance in the areas of critical thinking and writing. The faculty will convene in the spring semester to discuss the results and how to use them to guide improvements.
- *College of Liberal Arts and Sciences (CLAS) Initiatives*: Under the leadership of the Associate Dean for Curriculum and Programs, CLAS faculty members identified key principles that students should master in their degree programs and in courses offered as part of the CLAS graduation requirements (which include the campus-wide Core as well as additional courses). Assessment plans have been implemented for every degree program, and results are guiding modifications to courses and course sequencing. In addition, the rubrics for the assessment of the CLAS graduation requirements were evaluated with a sample of classes during the summer 2009 term, and are now being used.

Accreditation Standards and Oversight by Curriculum and Assessment Committees

The assessment of learning outcomes is well-established in the professional programs, including the health-care programs at the Anschutz Medical Campus (AMC) and the schools/colleges of Education and Human Development, Architecture and Planning, Engineering and Applied Sciences, Public Affairs, and Business. Inherent in a professional education program is a culture of continuous assessment and revision—based on professional accreditation standards—aimed at improving curricula and the teaching methods used to achieve learning outcomes. Improvements are identified and implemented by individual faculty members, course directors, and curriculum and assessment committees. In the School of Pharmacy, for example, the Curriculum Committee is responsible for program improvement by managing curricular development, evaluation, and the mapping of the curriculum to professional accreditation standards. A recent mapping exercise led to the decision to bolster the curriculum in the areas of management and public health—which led, in turn, to the introduction of a Pharmacy Management course. The Assessment Committee works collaboratively with students, faculty, preceptors, administration and other committees to design and implement a comprehensive framework for assessment using multiple measures. Another example involving the role of a curriculum committee occurred in the School of Medicine. The Curriculum Oversight Committee, responding to a directive from the Liaison Committee on Medical Education (the School of Medicine's accrediting body), oversaw a complete revision of the curriculum during a six-year period to provide a more integrated, active learning curriculum.

2009 Academic Rigor Report:
Data Summary
University of Colorado Denver

Grade Distributions and Course GPAs

The University of Colorado Denver continues to see similar results in student performance as compared to last year, indicating stability in grading and performance. As expected, within schools/colleges, grade distributions for graduate courses tend to have greater proportions of As and higher GPAs than for undergraduate courses. Not surprisingly, there is variation across the schools/colleges in the grade distributions and GPAs.

Examination/Licensure Test Results

Student exam and licensure data demonstrate UC Denver's continued high performance compared to national benchmarks. For example, student pass rates for the most recent PLACE and Praxis exam data are at 100% and the School of Medicine students compare with or exceed the national pass rates on all three components of the USMLE. While at first the UCD CPA exam data might raise questions, historically the UCD success rates have been higher than the national rate and, generally, UCD is well above the national average for candidates with an advanced degree (except for 2006).

2008 National Survey of Student Engagement (NSSE), Level of Academic Challenge Items

UC Denver did not administer the NSSE in 2009. Therefore, the information that is included reflects the data from the 2008 administration which was presented in last year's report. The university will be administering the NSSE in spring of 2010 and hopes to have those data in time for next year's academic rigor report. Just to recap, however, the 2008 data showed that, compared to other institutions, our first-year and senior students compared most favorably with urban peers on several of the "Level of Academic Challenge" items as well as some "Enriching Educational Experiences" items.

**University of Colorado Denver
Downtown Campus**

Grade Distribution, AY 2008-09
Course GPAs AY 2004-05 through AY 2008-09

CU Academic Rigor Report 2009 - 2010: Grade Distributions

University of Colorado Denver - Downtown Campus

Notes:

- Academic Year -- includes Fall and Spring terms only.
- Includes state funded (B1/C1/D1/H1) courses and enrollments only.
- Data are as of official end of term snapshot date.
- **For clarity, each table and chart shows only groupings with at least 10 enrollments at that level of detail.**
- Excludes grades for students electing an alternative grading scheme (e.g., pass/fail grading for a letter graded course), in progress, non-graded enrollments, and courses offered by other institutions (Metropolitan State College of Denver, Community College of Denver, Study Abroad).
- College and level are the college offering the course and its level (Undergraduate, Graduate, Professional) as indicated on the CU Student Information System (SIS). Stated levels do not always correspond exactly to course numbering schemes.

Definition of Course Types:

- All categories based on course activity types recorded on SIS.
- Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
- Individual Instruction includes theses, independent research, internships, practica, private lessons, etc.
- **This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction). This accounts for over 97% of all course enrollments.**

Reference:

- UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
- Project Number: 20090313
- Source File: Report05_Output.sas
- This File: I:\OIRPA\Projects\2009\20090313_CUSystemAcademicRigorReport2009\Report_UCD-DC.rtf
- Created: 10/07/2009

CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

CAMPUS TOTAL (UCD-DC)

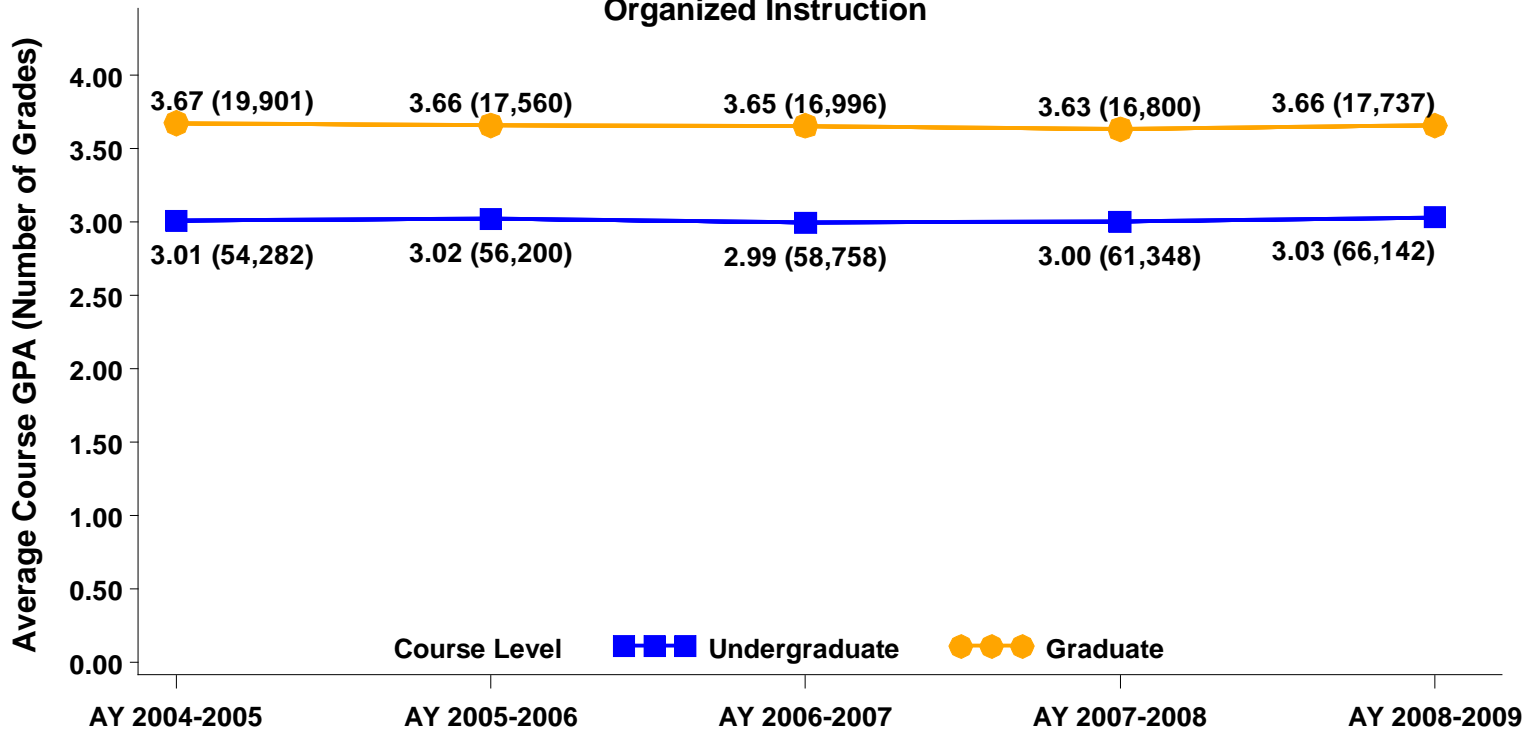
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	CAMPUS TOTAL (UCD-DC) 	66,142	2,552	3.03	41%	32%	13%	4%	5%	5%
Graduate	CAMPUS TOTAL (UCD-DC) 	17,737	1,289	3.66	70%	23%	2%	0%	1%	4%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

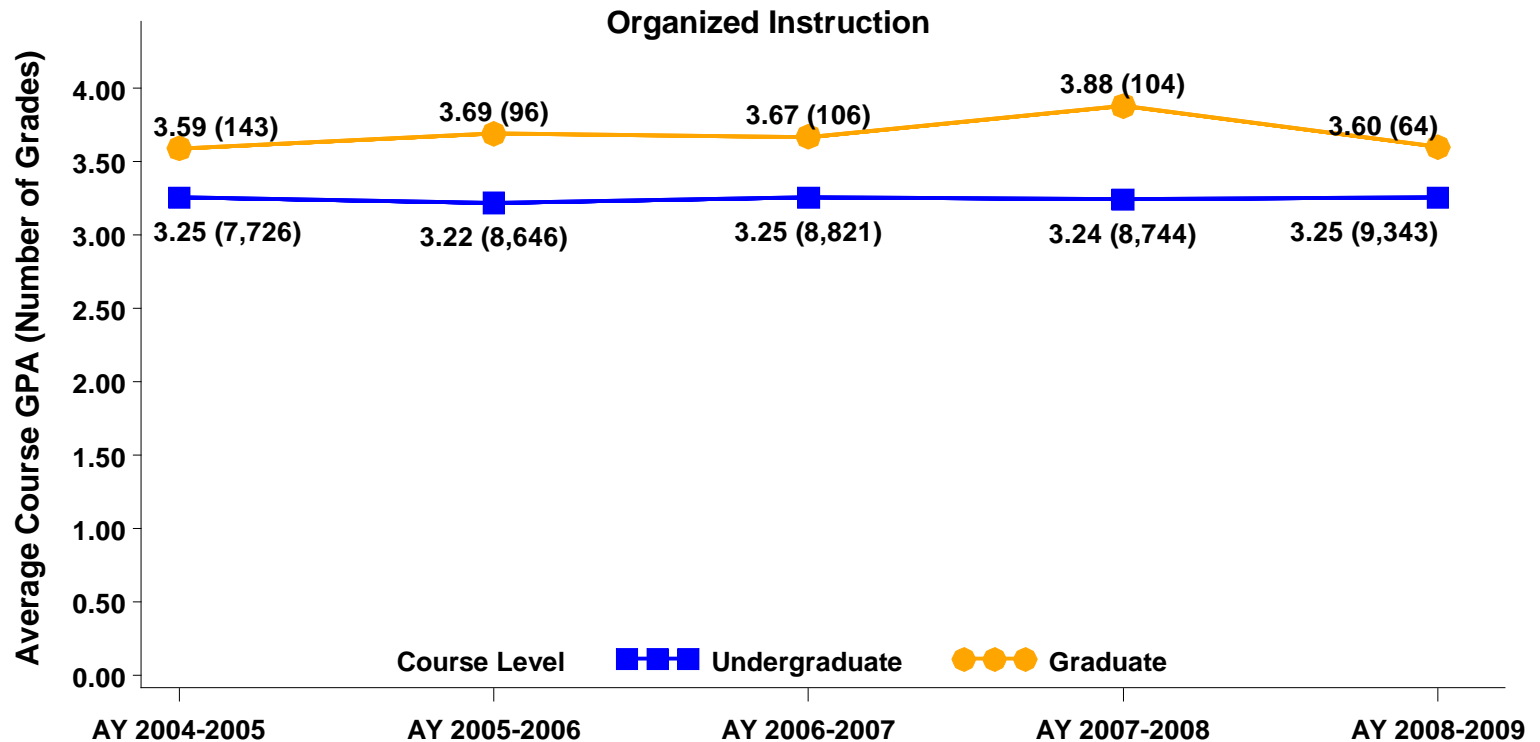
COLLEGE OF ARTS AND MEDIA

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (AM) 	9,343	575	3.25	53%	30%	9%	2%	4%	3%
Graduate	SCHOOL/COLLEGE TOTAL (AM) 	64	21	3.60	72%	16%	5%	0%	3%	5%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

COLL OF ARCH & PLANNING

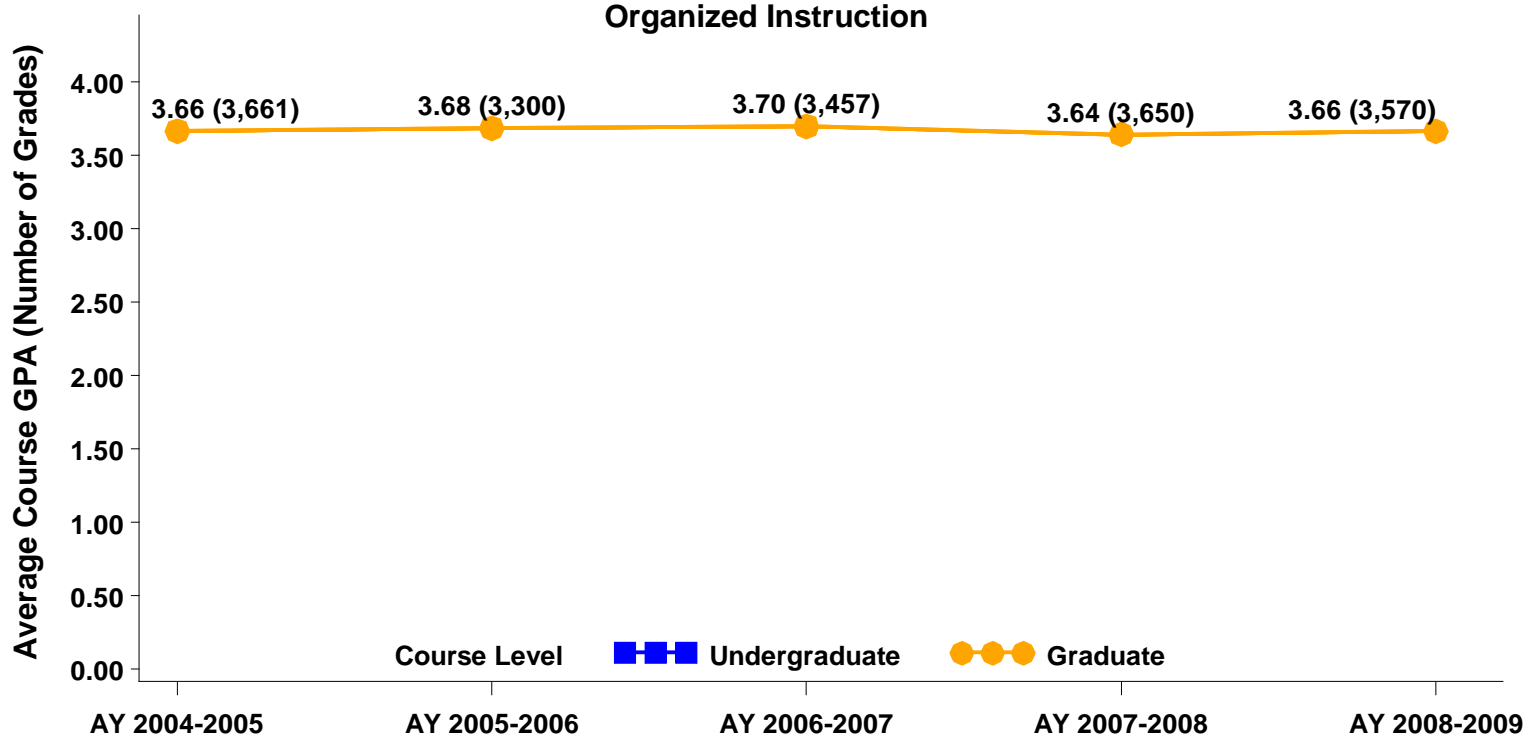
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Graduate	SCHOOL/COLLEGE TOTAL (AP)									
		3,570	239	3.66	72%	23%	1%	0%	0%	3%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

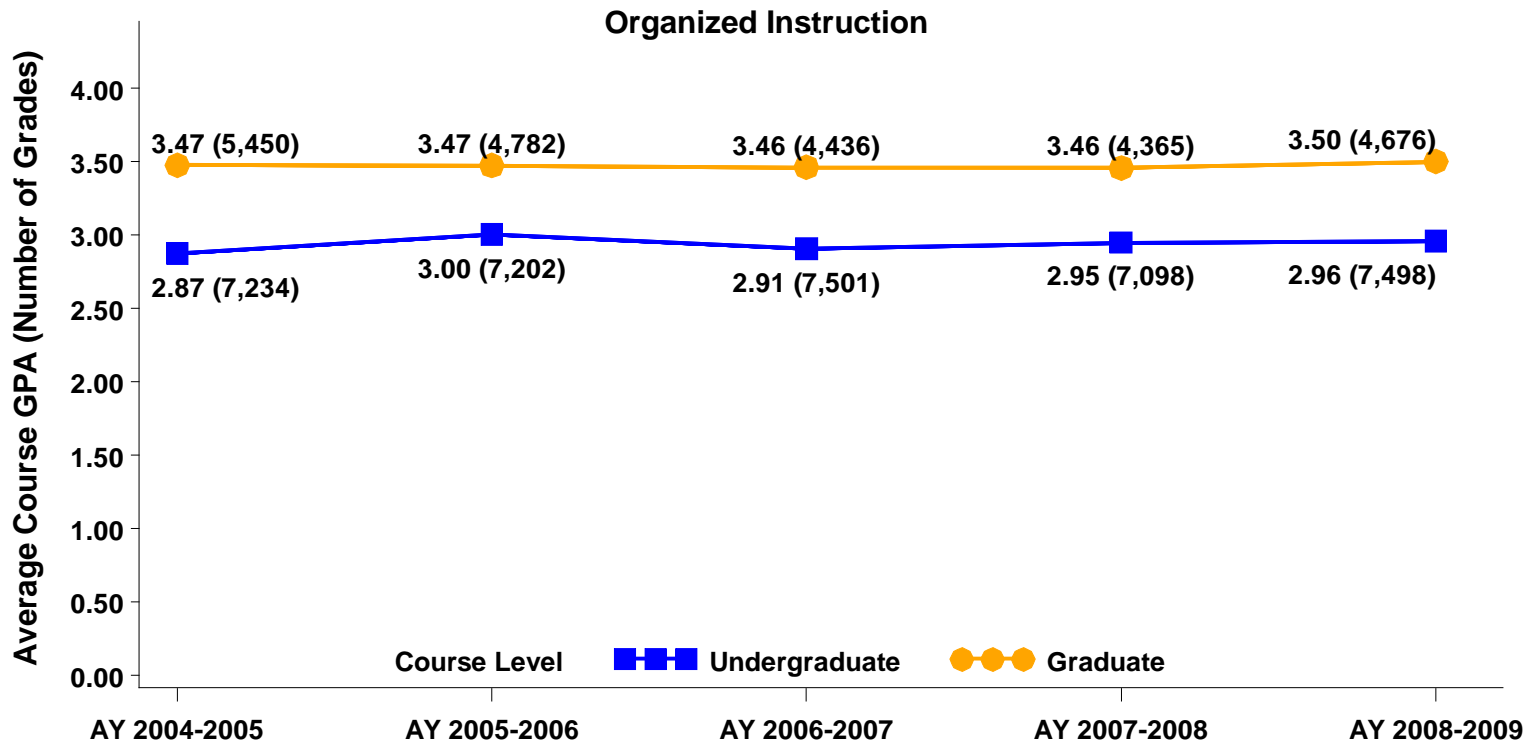
COLLEGE OF BUSINESS & ADMIN

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (BD) 	7,498	222	2.96	32%	39%	17%	3%	4%	5%
Graduate	SCHOOL/COLLEGE TOTAL (BD) 	4,676	208	3.50	57%	36%	4%	0%	1%	3%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

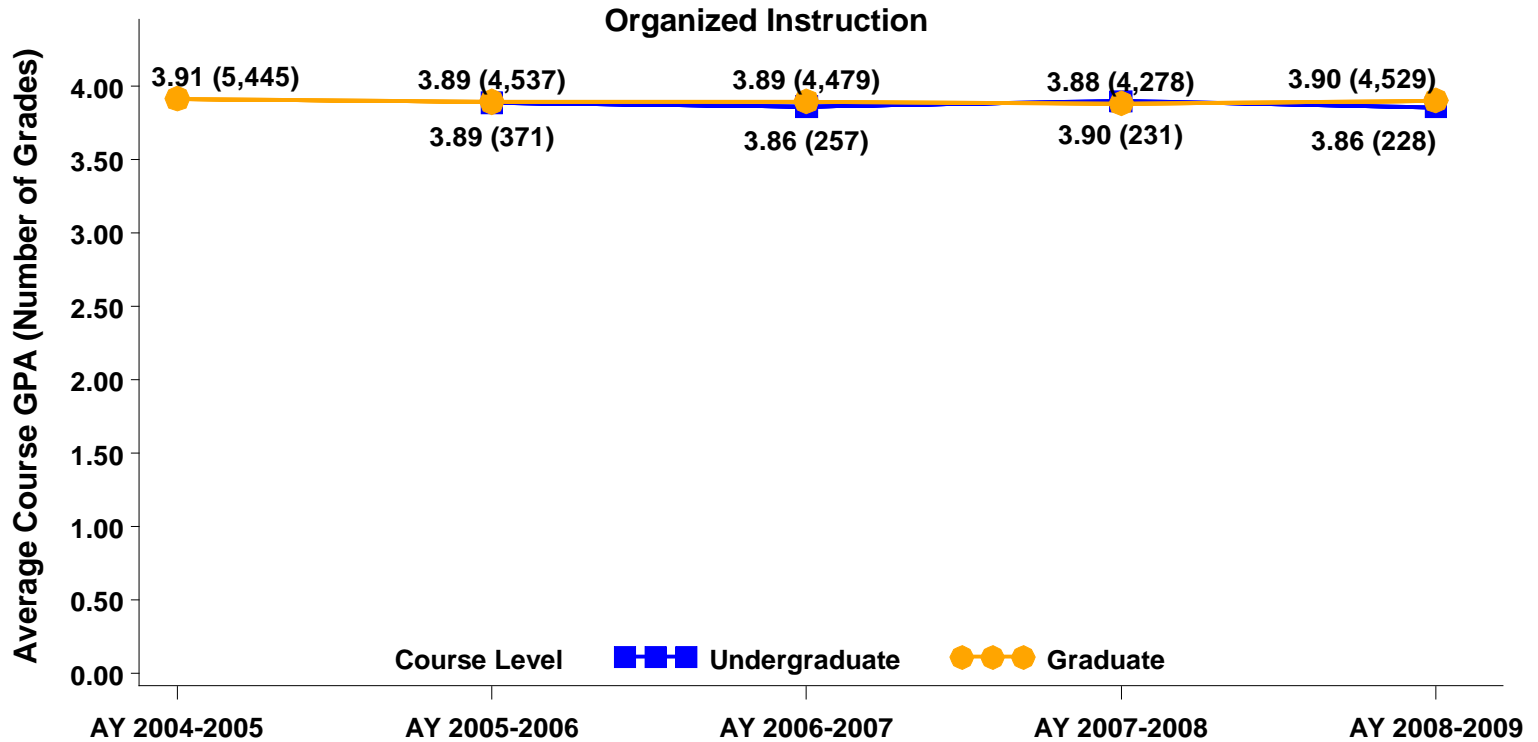
SCHOOL OF EDUCATION

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	<p>SCHOOL/COLLEGE TOTAL (ED)</p>	228	52	3.86	87%	10%	0%	0%	0%	2%
Graduate	<p>SCHOOL/COLLEGE TOTAL (ED)</p>	4,529	285	3.90	90%	6%	0%	0%	0%	3%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

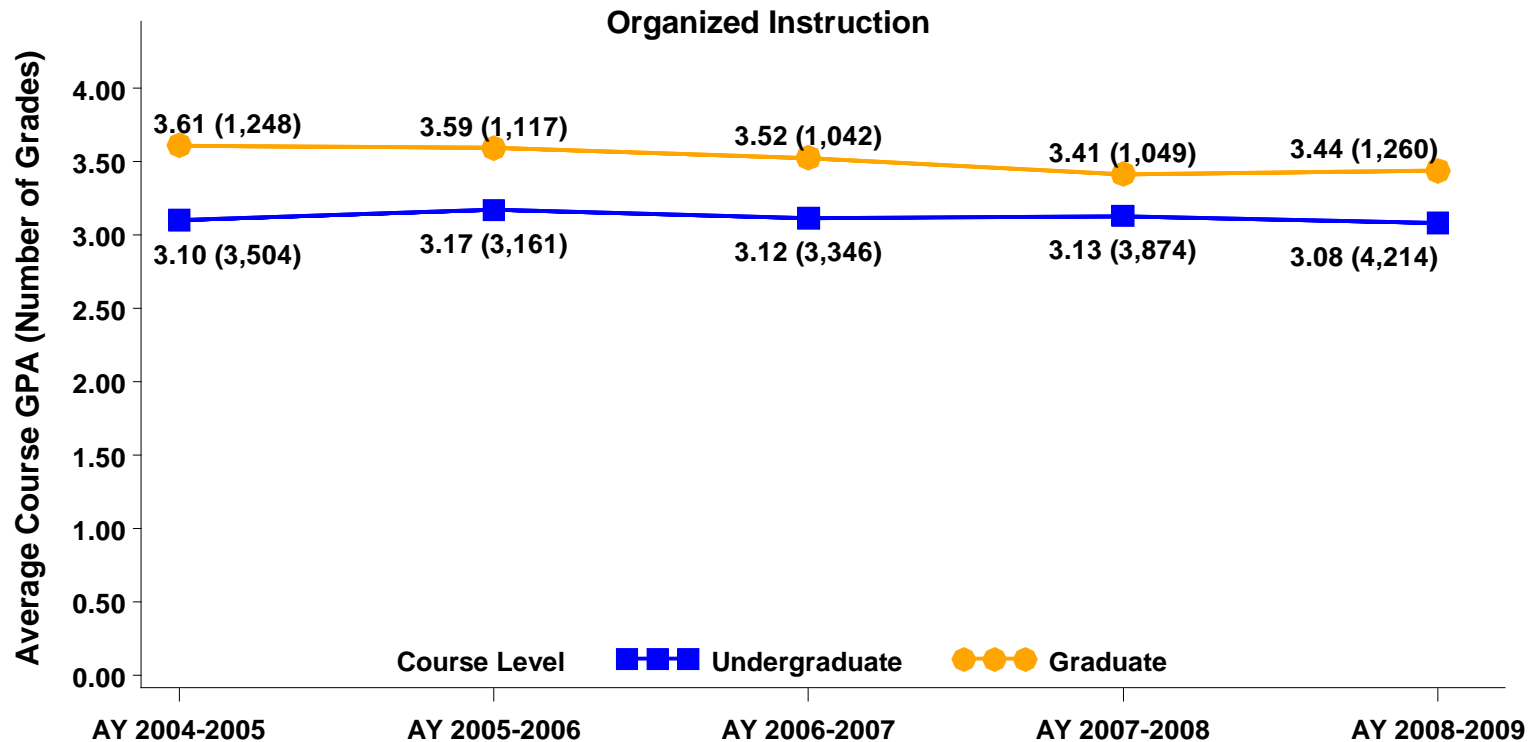
COLL OF ENGINEERING & APPL SCI

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	<div><div>SCHOOL/COLLEGE TOTAL (EN)</div><div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div></div><div><div>A</div><div>B</div><div>C</div><div>D</div><div>F</div><div>I/W</div></div></div>	4,214	234	3.08	40%	35%	14%	2%	4%	5%
Graduate	<div><div>SCHOOL/COLLEGE TOTAL (EN)</div><div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div></div><div><div>A</div><div>B</div><div>C</div><div>D</div><div>F</div><div>I/W</div></div></div>	1,260	119	3.44	55%	32%	6%	1%	2%	5%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

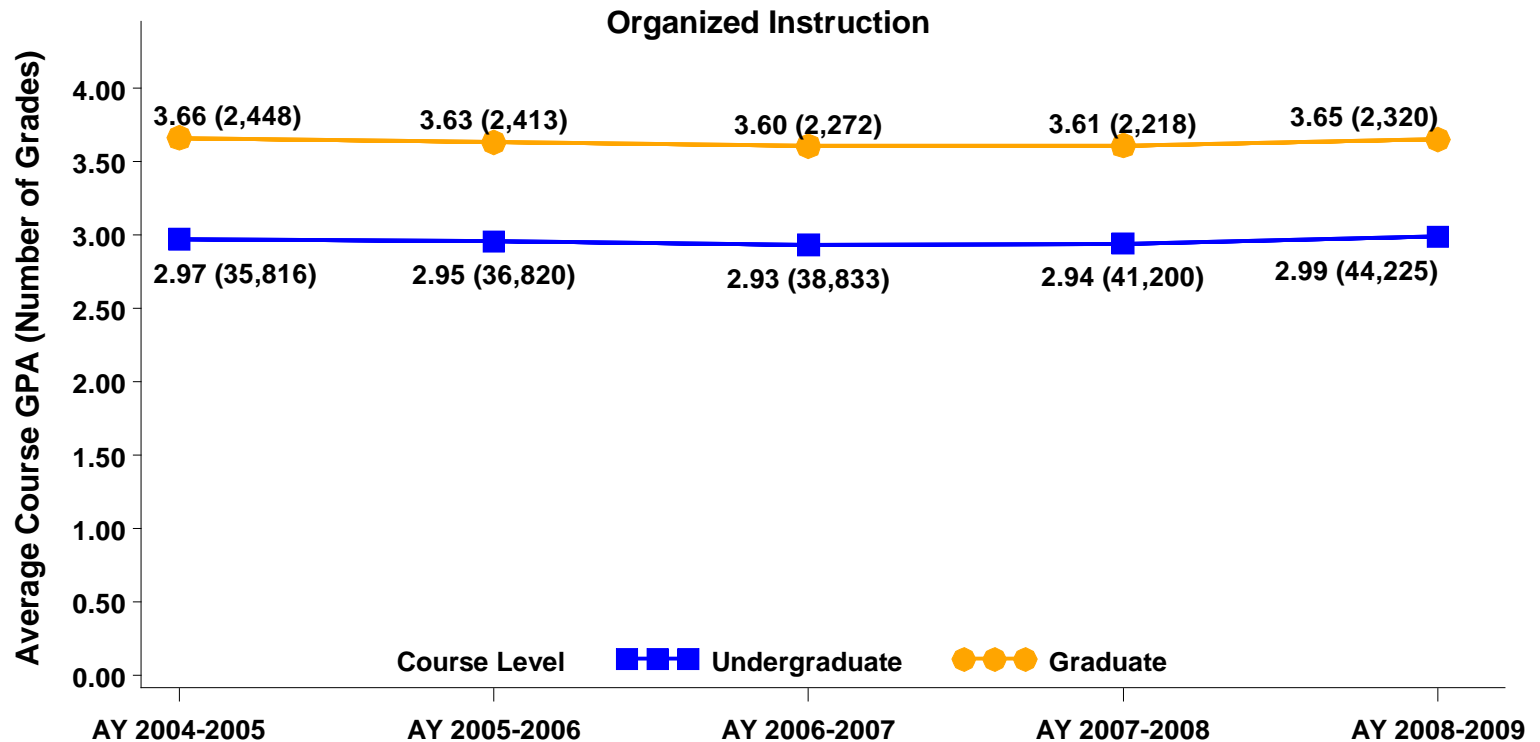
COLLEGE OF LIBERAL ARTS & SCI

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (LA) 	44,225	1,445	2.99	39%	31%	14%	4%	6%	6%
Graduate	SCHOOL/COLLEGE TOTAL (LA) 	2,320	325	3.65	70%	20%	2%	0%	1%	7%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

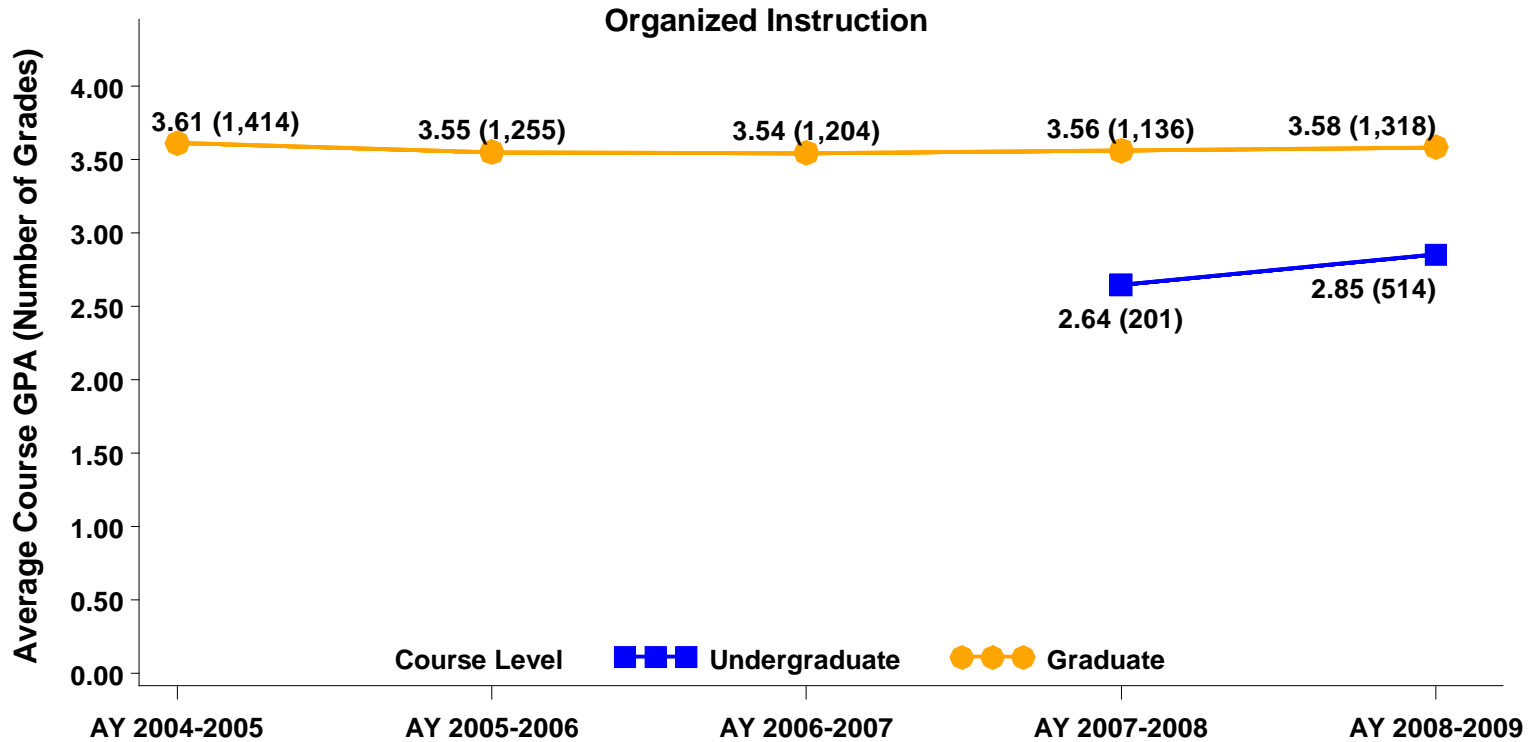
SCHOOL OF PUBLIC AFFAIRS

Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (PA)	514	17	2.85	35%	30%	16%	7%	6%	7%
Graduate	SCHOOL/COLLEGE TOTAL (PA)	1,318	92	3.58	62%	30%	1%	0%	1%	6%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

UNIVERSITY HONORS AND LEADERSHIP

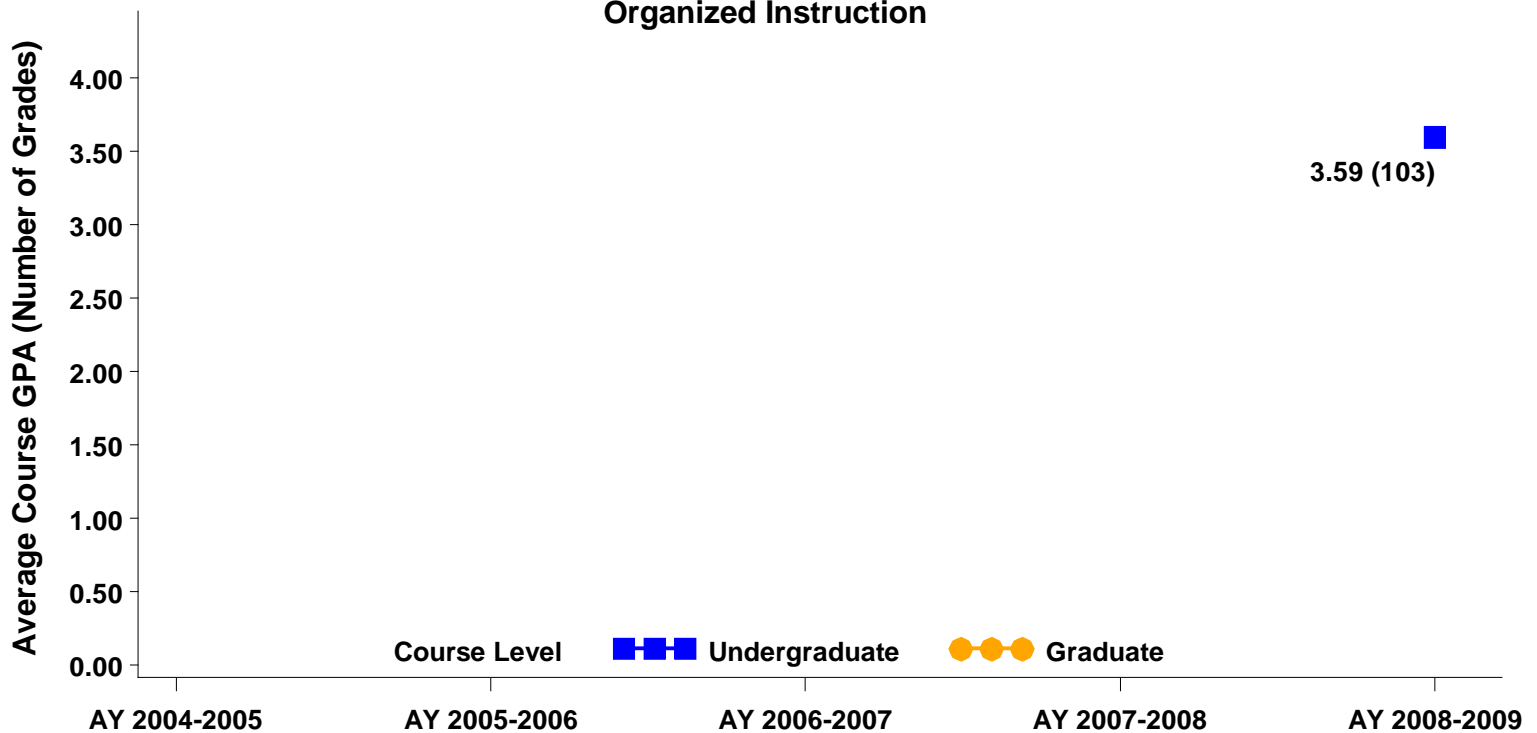
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	SCHOOL/COLLEGE TOTAL (UH)	103	3	3.59	76%	17%	3%	2%	2%	0%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2009 - 2010: Grade Distributions
University of Colorado Denver - Downtown Campus

ROTC PROGRAMS

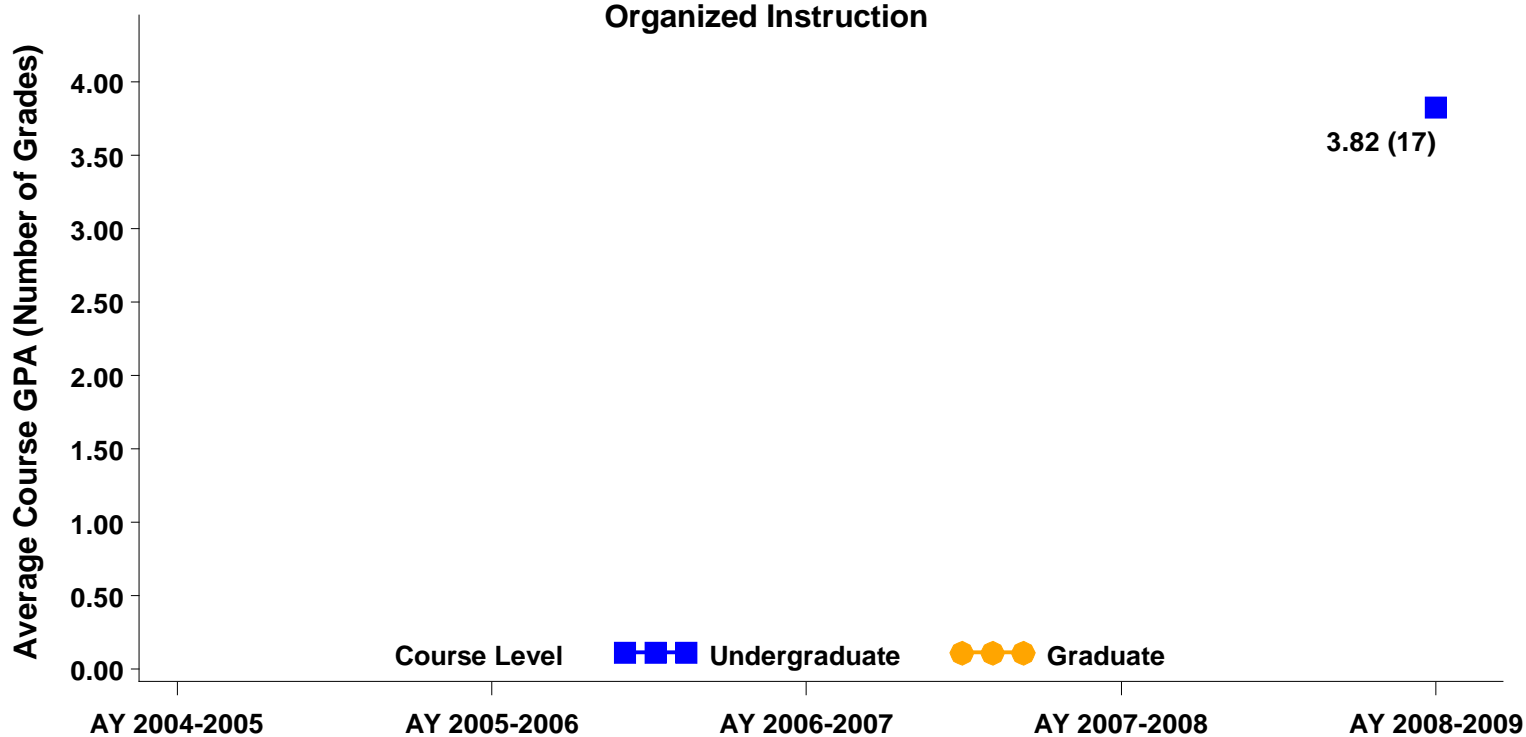
Grade Distributions for Academic Year 2008-2009

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...									
					A	B	C	D	F	I/W				
Undergraduate	SCHOOL/COLLEGE TOTAL (XX)	17	4	3.82	88%	6%	6%	0%	0%	0%				
	<table border="1"><caption>Grade Distribution Data</caption><thead><tr><th>Grade</th><th>Percentage</th></tr></thead><tbody><tr><td>A</td><td>88%</td></tr><tr><td>B</td><td>6%</td></tr><tr><td>C</td><td>6%</td></tr><tr><td>D</td><td>0%</td></tr><tr><td>F</td><td>0%</td></tr><tr><td>I/W</td><td>0%</td></tr></tbody></table>										Grade	Percentage	A	88%
Grade	Percentage													
A	88%													
B	6%													
C	6%													
D	0%													
F	0%													
I/W	0%													

Average Course Grades - Five Academic Year History

Organized Instruction



University of Colorado Denver

Examination/Licensure Test Results

Program for Licensing Assessments for Colorado Educators (PLACE)

	UCD - Downtown Campus		state pass rate
	#test takers	pass rate	
Elementary Ed			
FY 07-08	32	100%	98%
FY 06-07	16	100%	97%
FY 05-06	8	100%	96%
Mathematics			
FY 07-08	5	100%	100%
FY 06-07	3	100%	99%
FY 05-06	8	100%	100%
Social Studies			
FY 07-08	4	100%	90%
FY 06-07	4	100%	89%
FY 05-06	3	100%	96%
English			
FY 07-08	4	100%	96%
FY 06-07	2	100%	98%
FY 05-06	4	100%	98%
Science			
FY 07-08	2	100%	89%
FY 06-07	2	100%	84%
FY 05-06	3	100%	95%

Title II Completers Praxis Test Assessment During the Same Year

	UCD - Downtown Campus	
	#test takers	pass rate
Elementary Education		
FY 07-08	36	100%
FY 06-07	37	100%
FY 05-06	19	100%
English Language, Literature and Composition		
FY 07-08	13	100%
FY 06-07	11	100%
FY 05-06	2	100%
General Science		
FY 07-08	4	100%
FY 06-07	4	100%
FY 05-06	5	100%
Social Studies		
FY 07-08	10	100%
FY 06-07	7	100%
FY 05-06	3	100%
Total		
FY 07-08	65	100%
FY 06-07	59	100%
FY 05-06	29	100%

A program completer is defined as a student who has passed the licensure test and completed their final internship (which many institutions call student teaching). In order to do the final internship, the student must have passed the test. This explains the pass rates of 100%--since all students must have passed the test before doing their final internship, they all have been successful on the test. No reliable data is available to determine pass rates for first-time versus repeat test takers.

As always, when there are small numbers of test-takers, caution needs to be used when interpreting the results.

Certified Public Accountant Exam, 2006 to 2008

Candidates without advanced degree							
	Number of Candidates*	Financial Accounting & Reporting (FAR)	Auditing & Attestation (AUD)	Regulation (REG)	Business Environment & Concepts (BEC)	% Passing All 4 Test Sections in the Year	% Passing at least one Test Section in the Year
UC Denver							
2008	77	33%	35%	45%	46%	29%	53%
2007	54	42%	43%	53%	30%	24%	63%
2006	60	32%	53%	44%	60%	35%	70%
Colorado schools excluding CU campuses							
2008	565	45%	47%	44%	43%	29%	60%
2007	510	41%	48%	48%	44%	30%	57%
2006	445	48%	43%	45%	40%	28%	59%
National							
2008	52,948	49%	50%	49%	46%	31%	63%
2007	46,746	47%	48%	48%	45%	27%	57%
2006	57,498	43%	43%	41%	42%	27%	58%
Candidates with advanced degree							
	Number of Candidates*	Financial Accounting & Reporting (FAR)	Auditing & Attestation (AUD)	Regulation (REG)	Business Environment & Concepts (BEC)	% Passing All 4 Test Sections in the Year	% Passing at least one Test Section in the Year
UC Denver							
2008	16	67%	58%	67%	69%	50%	88%
2007	17	63%	86%	50%	42%	47%	76%
2006	16	22%	25%	38%	50%	19%	44%
Colorado schools excluding CU campuses							
2008	68	44%	38%	57%	50%	38%	66%
2007	48	60%	50%	53%	55%	27%	60%
2006	48	47%	42%	44%	51%	31%	65%
National							
2008	9,543	55%	57%	56%	56%	39%	70%
2007	8,982	54%	57%	53%	56%	36%	68%
2006	11,761	51%	51%	48%	54%	36%	69%

*Includes first-time and repeat test takers.

Pass rates = number passing/total events (number of attempts). Test is offered on demand, one section at a time, according to a candidate's needs.

Source: National Association of State Boards of Accountancy (NASBA), Candidate Performance on the Uniform CPA Examination

Graduate Record Exam (GRE)

	UCD - Downtown Campus		national ave score
	#test takers	ave score	
Verbal			
10/07-9/08	146	465	466
10/06-9/07	173	473	468
10/05-9/06	188	470	473
Quantitative			
10/07-9/08	146	561	592
10/06-9/07	173	524	593
10/05-9/06	185	565	593
Analytical			
10/07-9/08	146	4.1	4.0
10/06-9/07	173	4.2	4.1
10/05-9/06	184	4.0	4.2

National Council Licensure Examinations for Registered Nurses (NCLEX-RN)

	AMC*		state	national
	#test takers	pass rate	pass rate	pass rate
2009 (year to date)	171	96%	NA	NA
2008	166	93%	86%	88%
2007	198	93%	86%	86%
2006	173	95%	89%	88%

*Test cohort: baccalaureate degree program students

Physical Therapist Licensing Exam

	AMC		state pass rate	national pass rate
	#test takers	pass rate		
2009	35	100%	100%	88%
2008	47	92%	89%	81%
2007	38	95%	87%	81%

Physician's Assistant National Certifying Exam

	AMC		national pass rate
	#test takers	pass rate	
2009	38	97%	94%
2008	39	97%	93%
2007	39	95%	94%

Test cohort: first-time test takers

National Pharmacy Licensing Exam (NAPLEX)

	AMC pass rate	national pass rate
2008	98%	97%
2007	96%	95%
2006	93%	93%

US Medical Licensing Exam, Step I

	AMC		national pass rate
	#test takers	pass rate	
2008	153	95%	93%
2007	143	92%	94%
2006	135	95%	94%

US Medical Licensing Exam, Step II (Clinical Knowledge)

	AMC		national pass rate
	#test takers	pass rate	
2008-09*	102	97%	97%
2007-08	127	98%	94%
2006-07	162	97%	94%
2005-06	130	96%	94%

*Data from an interim report on 08/09

US Medical Licensing Exam, Step II (Clinical Skills)

	AMC		national pass rate
	#test takers	pass rate	
2008-09*	110	97%	97%
2007-08	141	95%	
2006-07	128	98%	
2005-06	118	97%	

*Data from an interim report on 08/09

Central Regional Dental Test

	AMC		national pass rate
	#test takers	pass rate	
<u>Restorative</u>			
2008	14	76%	88%
2007	23	96%	
2006	29	85%	
<u>Periodontics</u>			
2008	14	91%	
2007	23	96%	
2006	29	96%	
<u>Computer Simulation</u>			
2008	14	84%	
2007	23	84%	
2006	29	96%	
<u>Endodontic</u>			
2008	14	93%	
2007	23	99%	
2006	29	93%	
<u>Prosthodontic</u>			
2008	14	82%	
2007	23	78%	
2006	29	81%	
<u>Overall</u>			
2008	14	84%	89%
2007	23	90%	
2006	29	86%	

National Board of Dental Exams, Pt. I

	AMC		national pass rate
	#test takers	pass rate	
2009	52	82%	79%
2008	48	80%	82%
2007	49	83%	82%

National Board of Dental Exams, Pt. II

	AMC		National pass rate
	#test takers	pass rate	
2008	46	84%	81%
2007	44	81%	81%
2006	43	96%	94%

Western Regional Examining Board (Dental)

	AMC	
	#test takers	pass rate
2008	33	91%
2007	38	87%
2006	23	100%

University of Colorado Denver

2008 National Survey of Student Engagement (NSSE)
Level of Academic Challenge Items

(UC Denver did not administer the NSSE survey in 2009. The survey will be administered in Spring 2010.)

NSSE 2008 Multi-Year Benchmark Report

University of Colorado Denver

First-Year Students

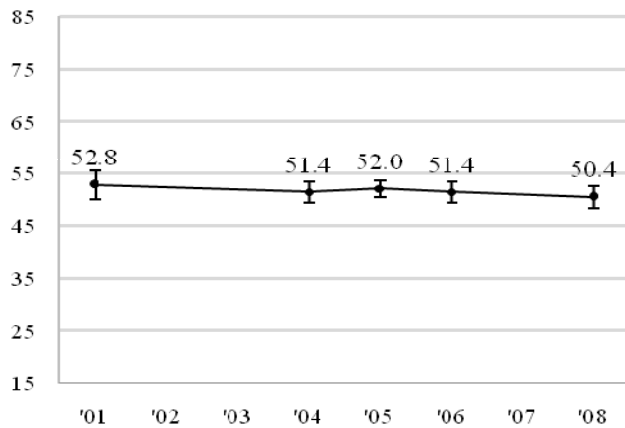
		2001	2002	2003	2004	2005	2006	2007	2008
Level of Academic Challenge	LAC	52.8			51.4	52.0	51.4		50.4
	n	82			185	253	172		135
	SD	12.6			14.2	13.8	13.3		12.7
	SEM	1.39			1.04	.87	1.02		1.09
	Upper	55.5			53.5	53.7	53.4		52.6
	Lower	50.1			49.4	50.3	49.4		48.3

Seniors

		2001	2002	2003	2004	2005	2006	2007	2008
Level of Academic Challenge	LAC	55.4			54.2	55.2	55.6		57.0
	n	129			259	310	337		239
	SD	13.4			12.8	14.1	13.4		14.4
	SEM	1.17			.79	.80	.73		.93
	Upper	57.7			55.7	56.8	57.0		58.8
	Lower	53.1			52.6	53.6	54.1		55.2

First-Year Students

Level of Academic Challenge (LAC)



Seniors

Level of Academic Challenge (LAC)

