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University of Colorado

2010 Report on Academic Rigor

Prepared by the University of Colorado System Office of Institutional Research
October 2010

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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 2010

CU-Boulder

2010 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
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University of Colorado at Boulder
2010 Report to the Regents on Academic Rigor
University of Colorado at Boulder Office of Planning, Budget, and Analysis
October 2010

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

- Narrative on ensuring academic rigor
- Summary of the data on Collegiate Learning Assessment, 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. Much of this work was reported in *Shaping the New Flagship*, our self study for re-accreditation, Chapter 6, Student Learning and Effective Teaching. That chapter begins

> From its early days, CU-Boulder has embraced its responsibility for educating future generations of citizens and leaders and for fostering student learning and promoting great teaching. This chapter begins with an overview of the ways in which the university strives to improve general education through a rigorous core curriculum with ongoing assessment of its academic quality. It also discusses the broad array of tools used to improve undergraduate education as a whole, including numerous assessment and

> evaluation activities. . . . General education and the core curriculum lie at the heart of improving undergraduate education and, therefore, receive close attention by the university's faculty and administration. Enhancing the curriculum has been a longstanding priority for faculty committees with support from deans and other academic leaders.

The visiting evaluation team from the Higher Learning Commission of the North Central Association verified our full compliance with the criterion on student learning and effective teaching. In the team report they wrote

> CU-Boulder has articulated learning outcomes primarily at the undergraduate level for a wide variety of its educational programs and activities that support student achievement. STEM disciplines lead the way in this endeavor in particular, and in assessment (as a collective enterprise) more generally.
>
> The College of Arts and Science has, in issuing "The Colorado Challenge," articulated college-wide learning goals that reinforce the value of liberal education. This challenge is supported across the institution in the form of the core curriculum that is administered by the College. These learning goals are widely circulated and appropriate to the College mission . . . . Expanding on this effort, and in consideration of activities undertaken at other large public institutions that have expressed institution-wide learning goals, the Assessment Oversight Committee (AOC) has established a set of goals for CU-Boulder undergraduate learning outcomes, which will be shared with the deans and faculty of all schools and colleges. These goals are appropriate to what might be expected of a graduate from an institution of higher education and may be reviewed at the website http://www.colorado.edu/pba/outcomes/ug_goals.htm. The challenge will be to articulate more clearly how these goals intersect with other, more local, aspirations to identify what it is that distinguishes a CU-Boulder student from any other.
>
> The Arts and Sciences Core Curriculum review that is currently under way seeks to ensure that courses conform to established criteria aligned with college-level learning goals and to ensure that courses have not drifted from those goals. The process of this review has led to changes in the curriculum, as courses that do not meet the criteria are either revised or dropped from the core course array. When asked about steps that might be taken upon completion of this review, the project leaders indicated that it will likely begin again in an effort to pursue ongoing and essential maintenance of the curriculum.

The learning goals for all UCB undergraduates noted above are as follows: Graduates of the University of Colorado will be able to

- Think critically about texts, artifacts, and problems
- Formulate and investigate research questions
- Sustain complex arguments with appropriate evidence
- Locate, evaluate, and apply relevant information and evidence to solve problems
- Demonstrate an understanding of current conventions, knowledge, and modes of inquiry in their disciplinary areas of study

- Understand and appreciate multiple historical and cultural viewpoints in their social contexts
- Communicate clearly in written and oral forms for various audiences
- Work collaboratively
- Understand and apply ethical standards to all endeavors
- Contribute actively as citizens of the community, the state, and the world
- Participate in lifelong learning

Summary of the data on Collegiate Learning Assessment, grade distributions, test scores, and NSSE

Collegiate Learning Assessment (CLA)

- CU-Boulder has selected the Collegiate Learning Assessment (CLA) for accountability testing and publication in the College Portrait of the Voluntary System of Accountability. The CLA measures ability to think critically, reason analytically, solve problems, and communicate clearly. CLA reports senior performance relative to expectations established by a statistical model that adjusts for seniors' own "Entering Academic Ability" (as measured by SAT/ACT scores earned before college entry) as well as CLA performance of the previous fall's entering freshmen. Performance is thus interpreted as "value added" by the education received at the institution. CLA administrations are October for new freshmen, and late spring for seniors.
  - Seniors tested in spring 2010 performed almost exactly as expected, according to CLA's value-added statistical model.
  - Both highlights and the full institutional report from CLA are posted at http://www.colorado.edu/pba/perfmeas/

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 (by far the largest college) and in Leeds College of Business. In education, engineering, architecture and planning, journalism, and music, the modal grade is A.
- 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 2009 administration pass rate of 94% for first-time examinees exceeds the State of Colorado rate of 89%. Results for July 2010 are available in mid-October.
- Fundamentals of Engineering Exams
    - CU-Boulder test takers are students receiving bachelor's degrees in engineering.
    - In calendar year 2009 the CU-Boulder pass rates exceeded the national pass rates on one of the four 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.
    - In 2008-09, CU-Boulder takers exceeded the national average for verbal by 34 points, for quantitative by 33 points, and for analytical writing (which is on a different scale) by 1/4 point.

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.

CU-Boulder

Collegiate Learning Assessment (CLA)
Test Results 2009-10: Highlights

CU-Boulder and the Collegiate Learning Assessment (CLA)
Highlights with 2009-10 Results

October 2010, CU-Boulder Planning, Budget, and Analysis

Both highlights and the full report from CLA are posted at
http://www.colorado.edu/pba/perfmeas/

Background

CU-Boulder has selected the Collegiate Learning Assessment (CLA, http://www.collegiatelearningassessment.org/) for accountability testing and publication in the College Portrait of the Voluntary System of Accountability.

The CLA, which was developed with the support of the nonprofit Council for Aid to Education (CAE), measures holistically integrated ability to think critically, reason analytically, solve problems, and communicate clearly. Its method involves measuring these skills through demanding simulated real-world tasks, using open-ended prompts requiring written responses, rather than through multiple-choice testing. For example, test-takers might be assigned something like the following (taken from CAE's website at http://www.cae.org/content/pro_collegiate_sample_measures.htm):

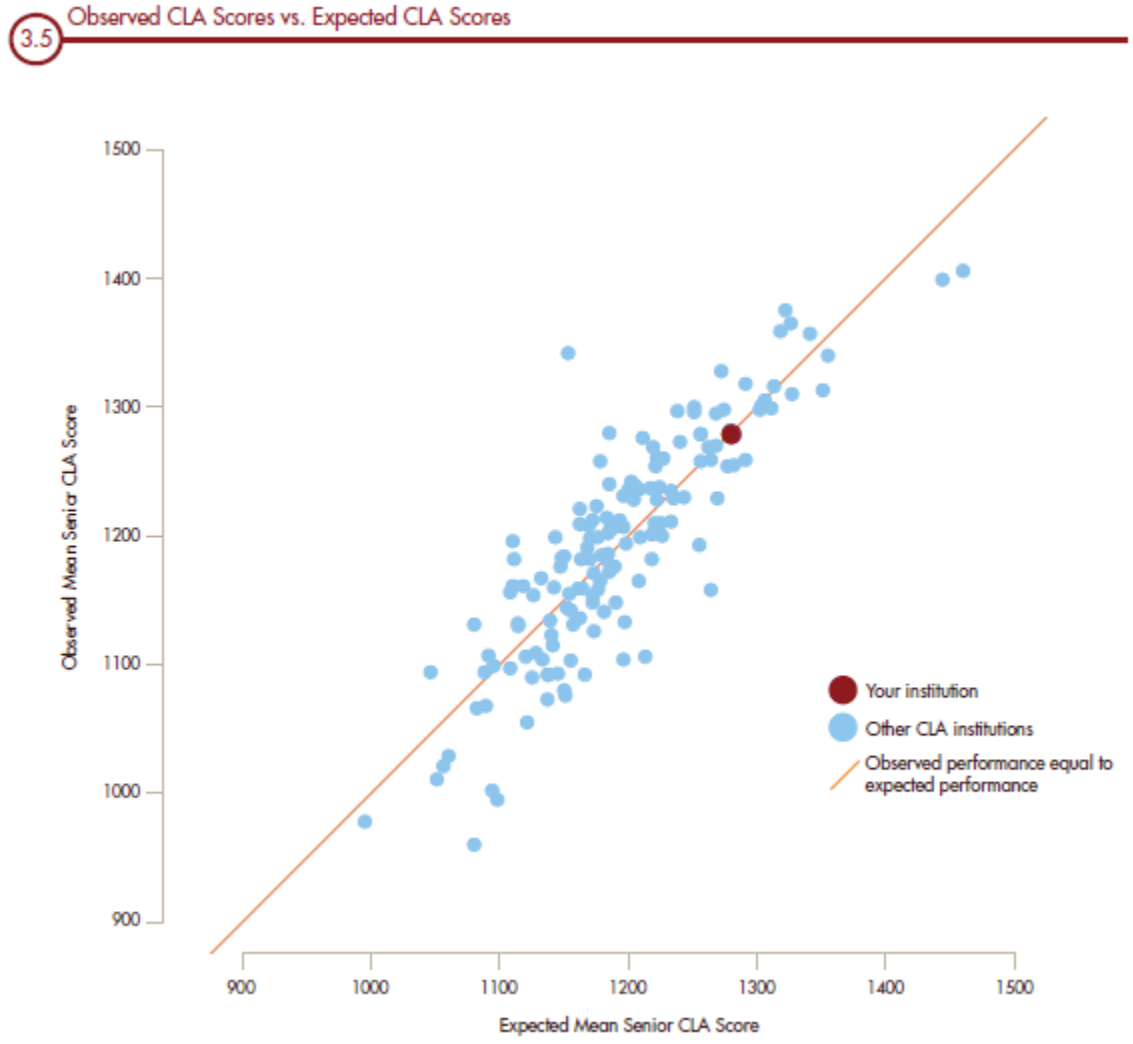
> You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. You are provided with the following documentation:
>
> 1: Newspaper articles about the accident
> 2: Federal Accident Report on in-flight breakups in single engine planes
> 3: Pat's e-mail to you & Sally's e-mail to Pat
> 4: Charts on SwiftAir's performance characteristics
> 5: Amateur Pilot article comparing SwiftAir 235 to similar planes
> 6: Pictures and description of SwiftAir Models 180 and 235
>
> Please prepare a memo that addresses several questions, including what data support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not DynaTech should purchase the plane.

In addition to tasks such as the above, students are also asked either to make or critique arguments about a prompted issue, taking any position they wish as long as they make relevant arguments using sound logic and clear communication. All tests are scored by CLA.

2009-10 at CU-Boulder

Per CLA requirements, 105 new freshmen were tested in October 2009, and 102 seniors were tested in March 2010. In both cases, the students tested were the first to respond to invitations sent to all 729 freshmen living in two residence halls, and all 3,289 graduating seniors. Students were offered a $50 cash reward for participating. CLA reported results in August 2010. These will be included in the Voluntary System of Accountability College Portrait for CU-Boulder (http://www.collegeportraits.org/CO/CU-Boulder) updated in January 2011. Cost of our 2009-10 participation: $6,625 direct to CLA, plus $10,300 in incentive payments to students, plus approximately 300 hours of student time and 75 hours of staff time. Students received, also in August, email from CLA with information on how well they did compared to other CU-Boulder students, and students around the country, who completed the same task.

CLA reports senior performance relative to expectations established by a statistical model that adjusts for seniors' own "Entering Academic Ability" (as measured by SAT/ACT scores earned before college entry) as well as CLA performance of the previous fall's entering freshmen. Performance is thus interpreted as "value added" by the education received at the institution. **Seniors tested in spring 2010 performed almost exactly as expected, according to CLA's value-added statistical model, as illustrated in the graph and tables below.**



Tables summarizing CU-Boulder's results from 2009-10 are below. For a more complete description see the full report.

3.1 Value-Added and Precision Estimates

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Near	-0.03	49	-0.67	0.61
Performance Task	Near	-0.52	27	-1.26	0.22
Analytic Writing Task	Near	0.46	65	-0.25	1.17
Make-an-Argument	Near	0.51	70	-0.25	1.27
Critique-an-Argument	Near	0.34	62	-0.43	1.11

3.2 Seniors: Unadjusted Performance

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	101	1279	82	1166	1393	161
Performance Task	50	1203	73	1129	1271	161
Analytic Writing Task	51	1353	92	1267	1440	122
Make-an-Argument	51	1348	92	1260	1466	163
Critique-an-Argument	51	1358	90	1233	1494	158
EAA	101	1215	90	1140	1300	133

3.3 Freshmen: Unadjusted Performance

	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	104	1172	79	1058	1283	155
Performance Task	52	1137	79	1007	1259	170
Analytic Writing Task	52	1207	82	1120	1304	131
Make-an-Argument	52	1222	84	1117	1374	170
Critique-an-Argument	52	1192	80	1084	1314	171
EAA	104	1195	88	1105	1280	137

CU-Boulder

Grade Distribution, AY 2009-10

Course GPAs AY 2005-06 through AY 2009-10

CU Academic Rigor Report 2010 - 2011: 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.

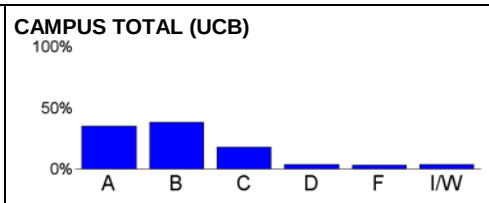
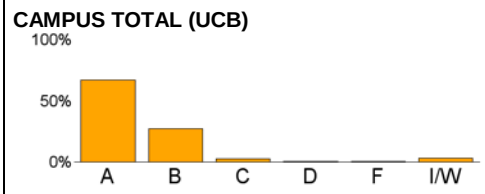
Reference:
• UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
• Project Number: 20100096
• Source File: Report05_Output.sas
• This File: P:\2010\20100096_CUSystemAcademicRigor\Report_UCB.rtf
• Created: 08/23/2010

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

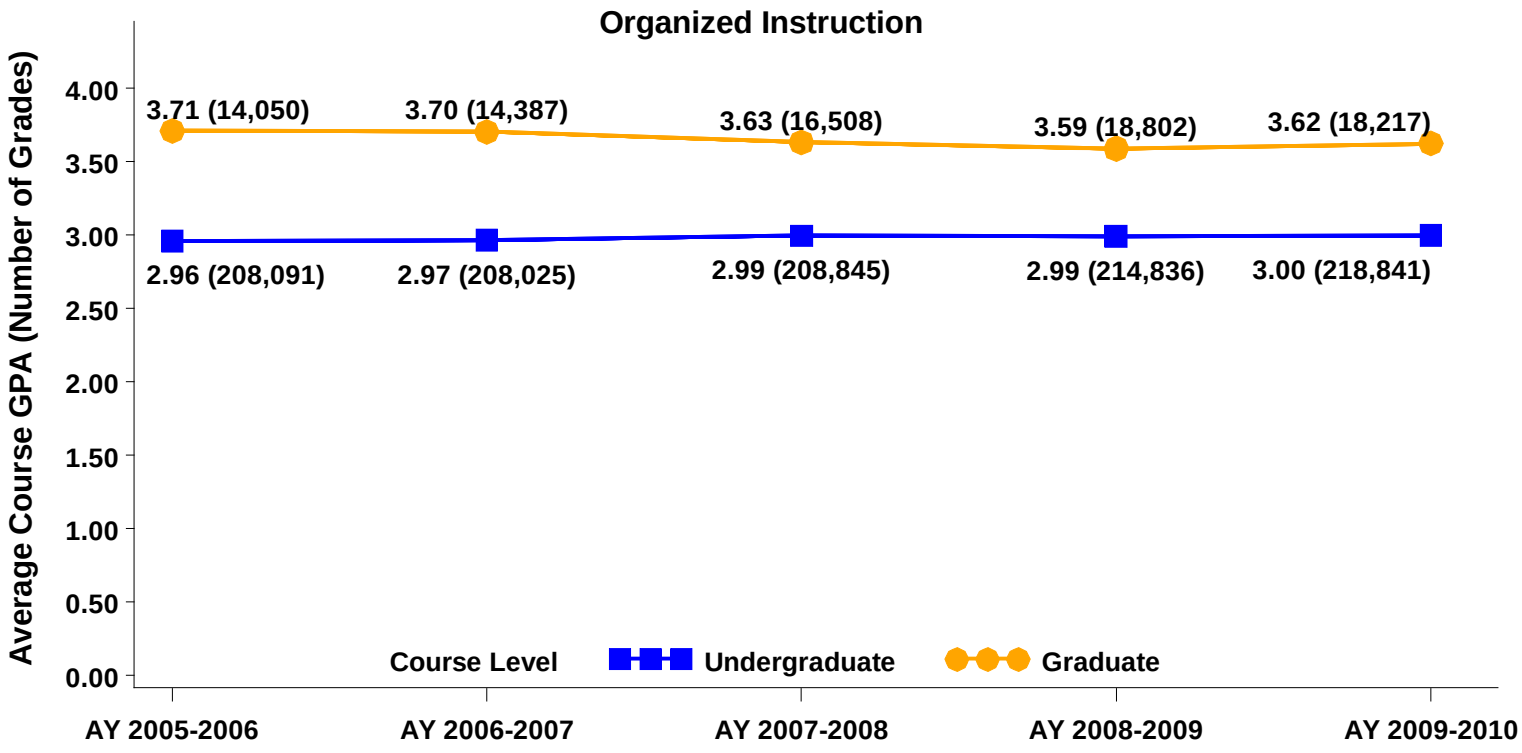
CAMPUS TOTAL (UCB)

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		218,841	6,303	3.00	35%	38%	17%	4%	3%	4%
Graduate		18,217	1,838	3.62	67%	27%	3%	0%	0%	3%

Average Course Grades - Five Academic Year History



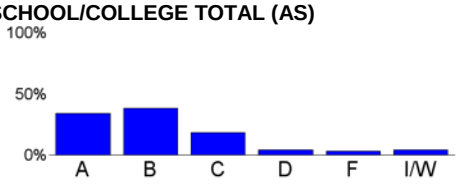
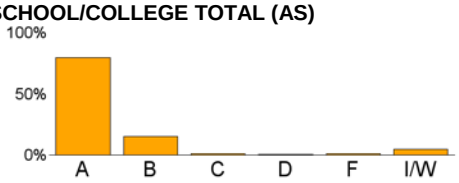
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

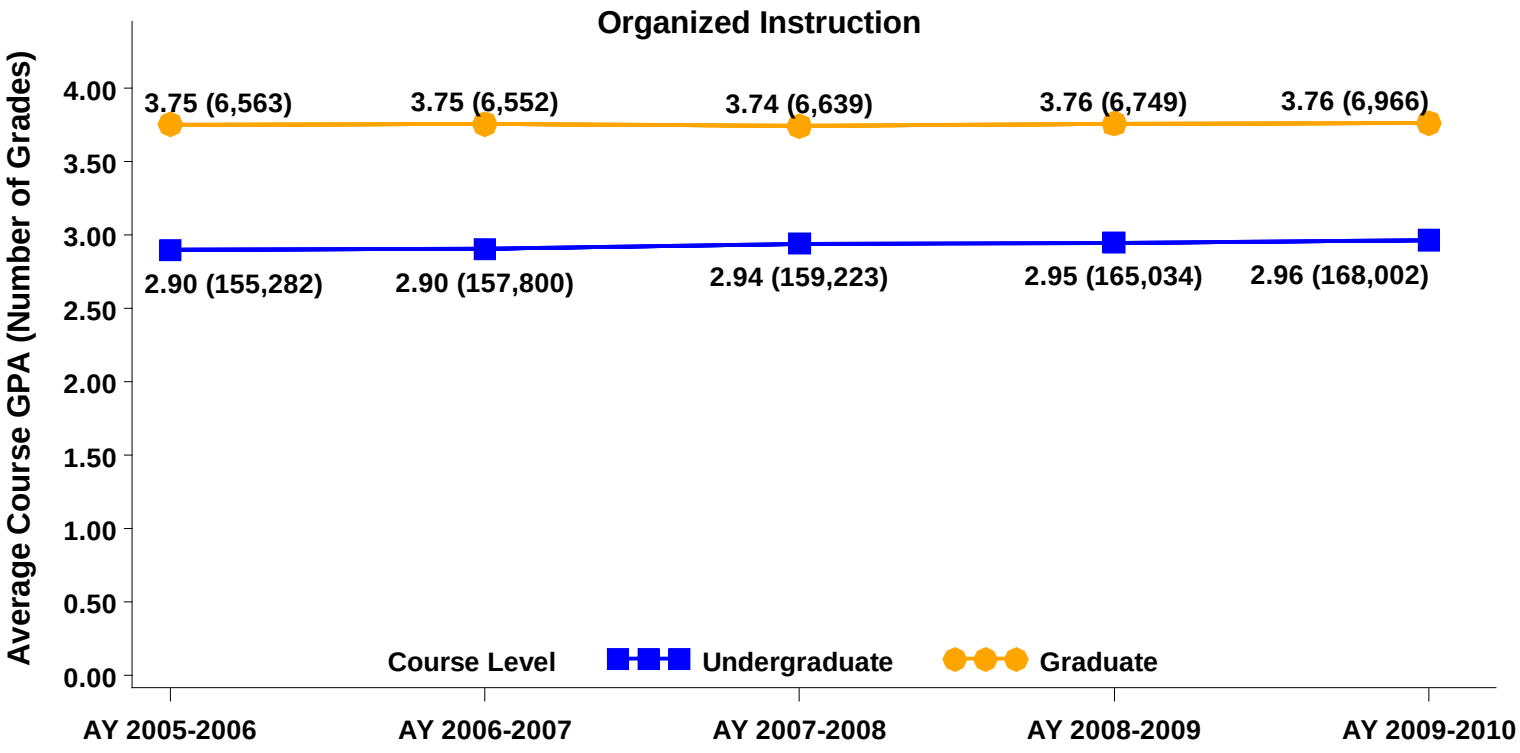
COLLEGE OF ARTS & SCIENCES

Grade Distributions for Academic Year 2009-2010

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 (AS) 	168,002	4,669	2.96	33%	38%	18%	4%	3%	4%
Graduate	SCHOOL/COLLEGE TOTAL (AS) 	6,966	943	3.76	79%	14%	1%	0%	1%	4%

Average Course Grades - Five Academic Year History



I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
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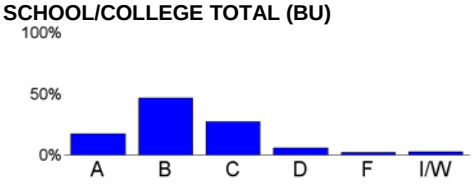
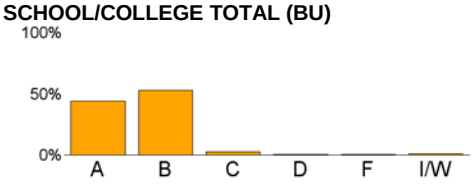
CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

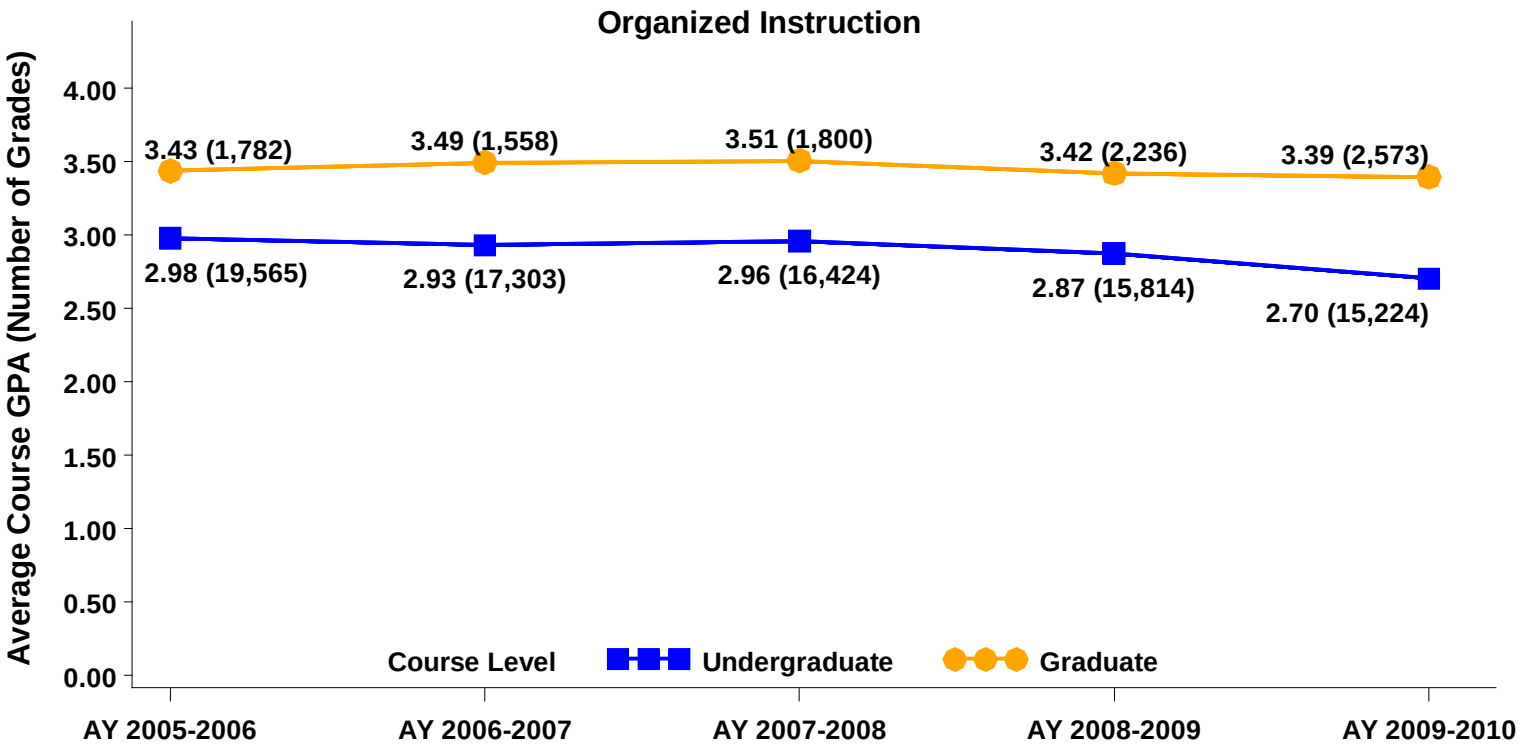
LEEDS SCHOOL OF BUSINESS

Grade Distributions for Academic Year 2009-2010

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 (BU) 	15,224	278	2.70	17%	46%	27%	6%	2%	2%
Graduate	SCHOOL/COLLEGE TOTAL (BU) 	2,573	106	3.39	44%	53%	3%	0%	0%	1%

Average Course Grades - Five Academic Year History



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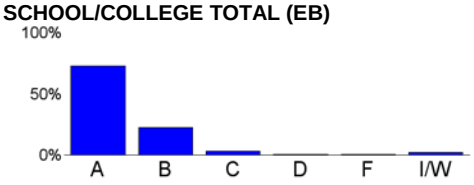
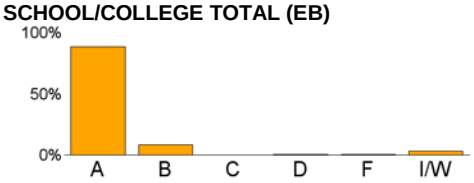
CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

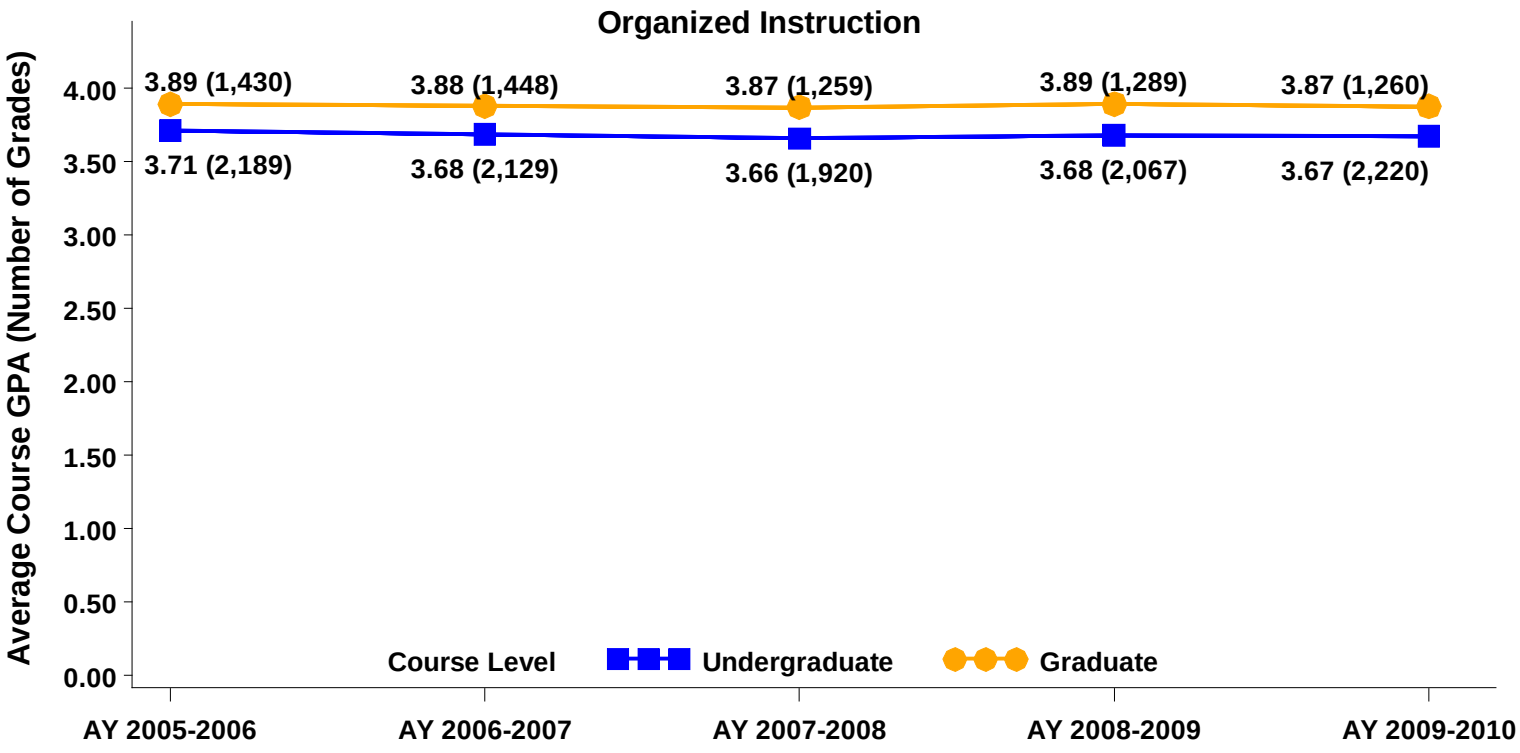
SCHOOL OF EDUCATION

Grade Distributions for Academic Year 2009-2010

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 (EB) 	2,220	113	3.67	73%	22%	3%	0%	0%	2%
Graduate	SCHOOL/COLLEGE TOTAL (EB) 	1,260	83	3.87	88%	8%	0%	0%	0%	3%

Average Course Grades - Five Academic Year History



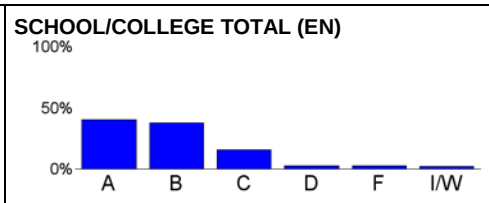
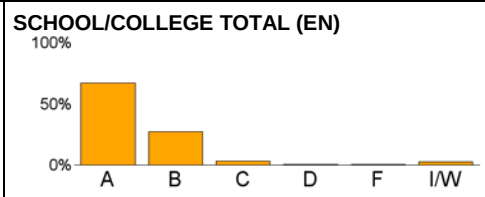
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

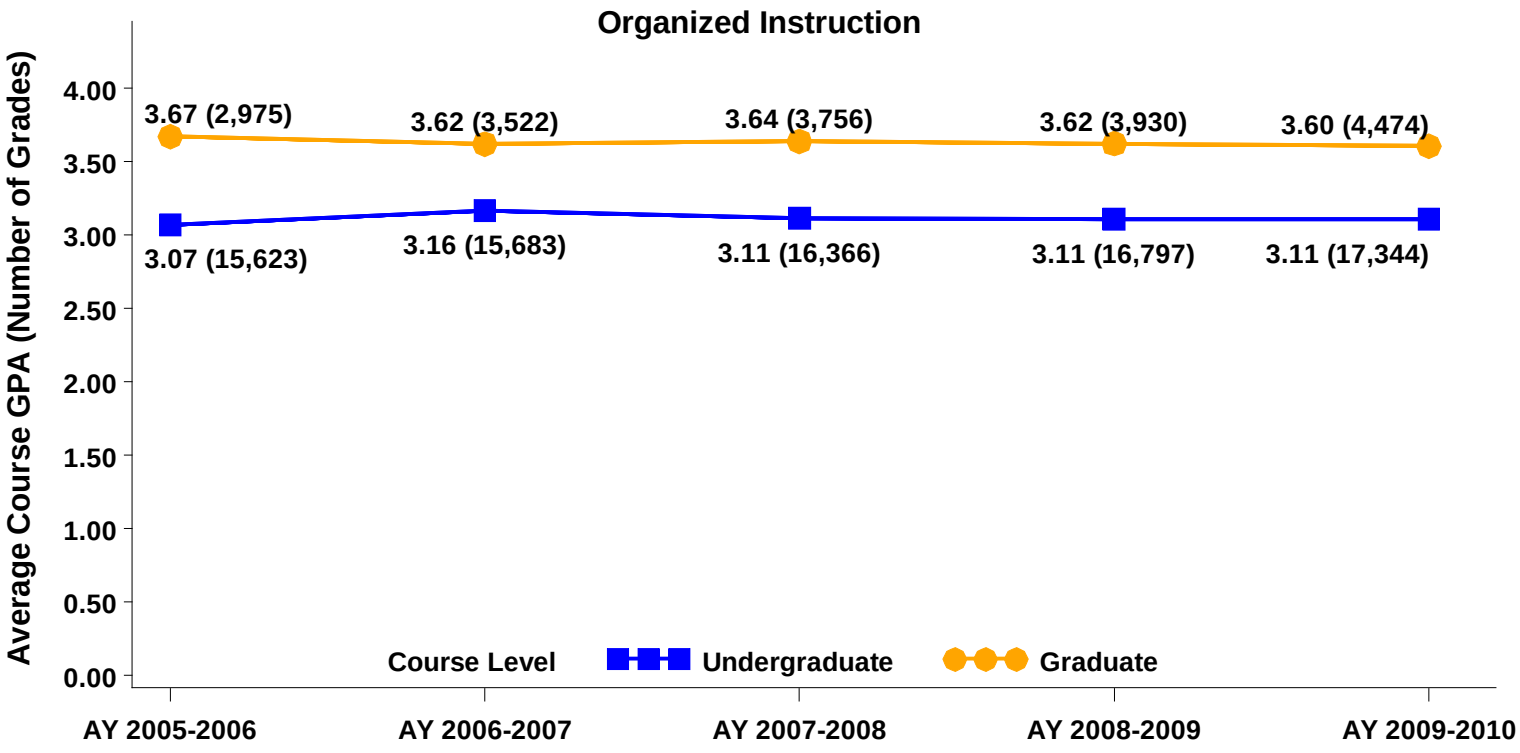
COLL OF ENGINEERING & APPL SCI

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		17,344	388	3.11	40%	38%	15%	3%	3%	2%
Graduate		4,474	348	3.60	67%	27%	3%	0%	0%	2%

Average Course Grades - Five Academic Year History



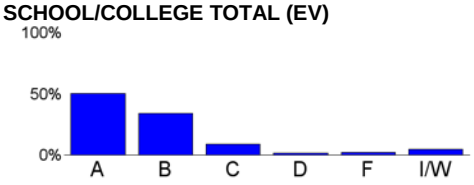
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

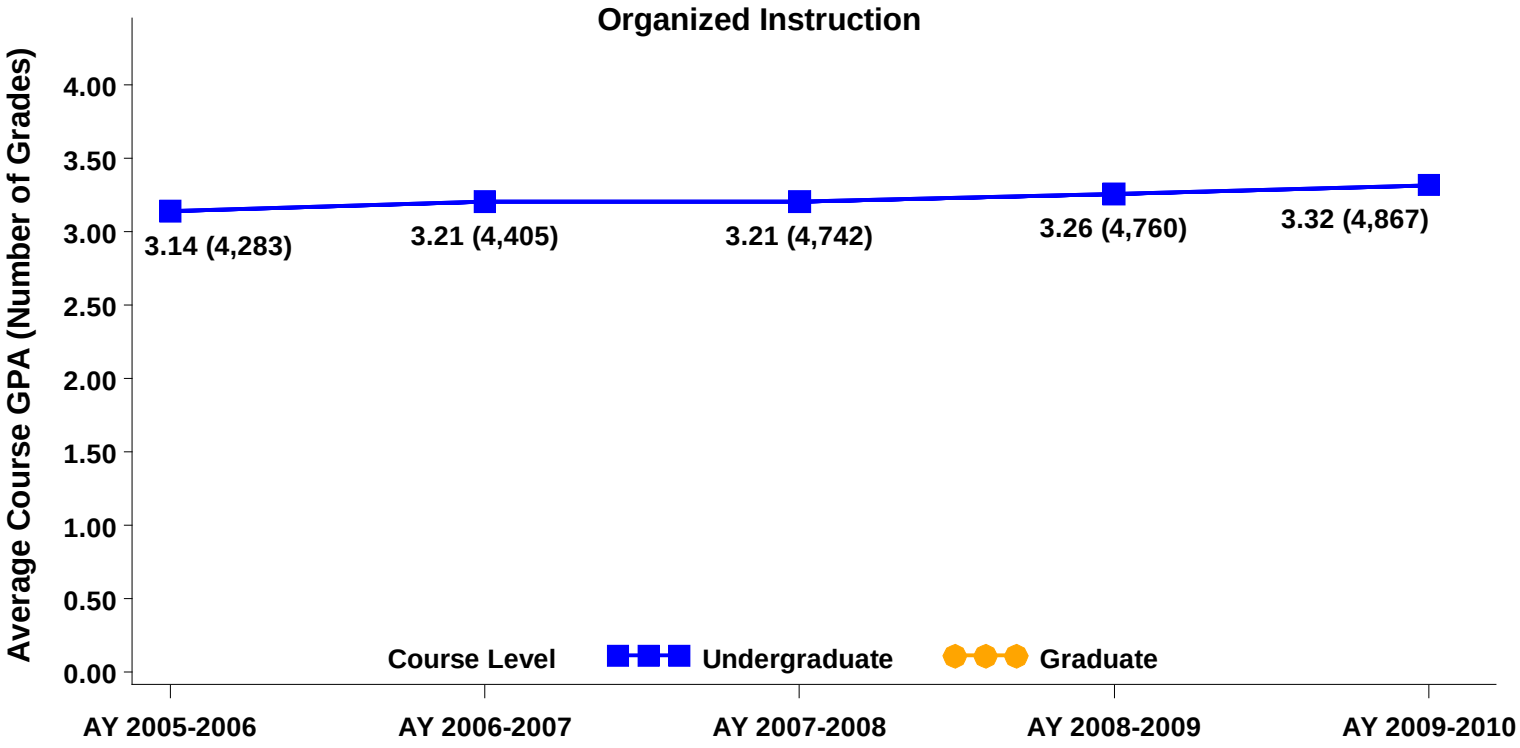
COLLEGE OF ARCHITECTURE AND PLAN

Grade Distributions for Academic Year 2009-2010

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) 	4,867	114	3.32	50%	33%	9%	1%	2%	5%

Average Course Grades - Five Academic Year History



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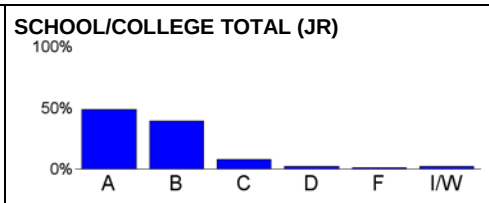
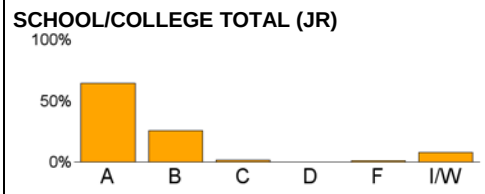
CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

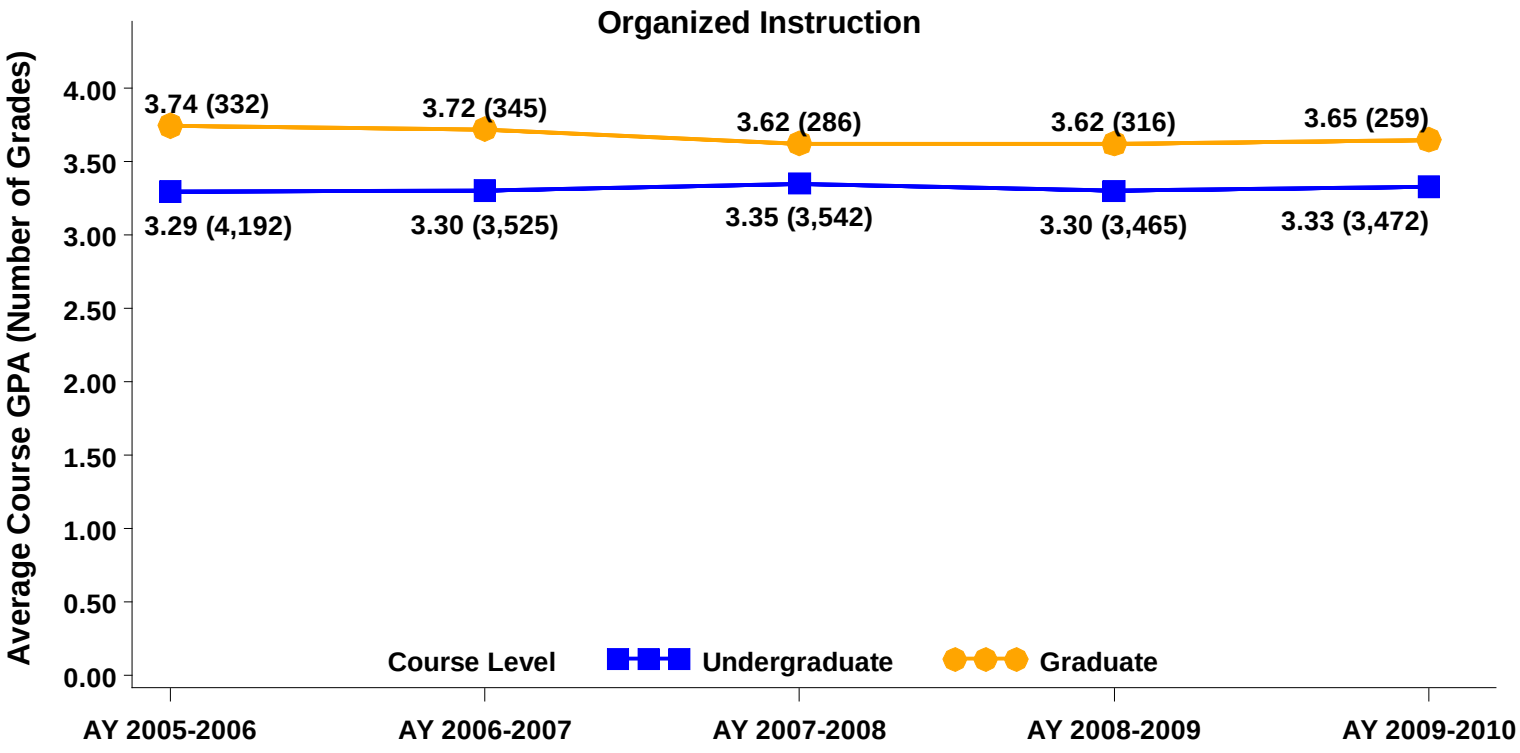
SCH OF JOURNALISM & MASS COMM

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		3,472	122	3.33	49%	39%	8%	2%	1%	2%
Graduate		259	37	3.65	64%	25%	2%	0%	1%	8%

Average Course Grades - Five Academic Year History



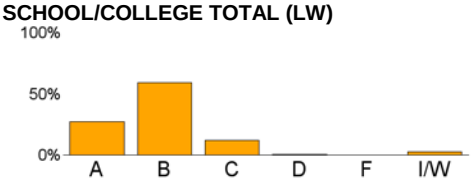
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

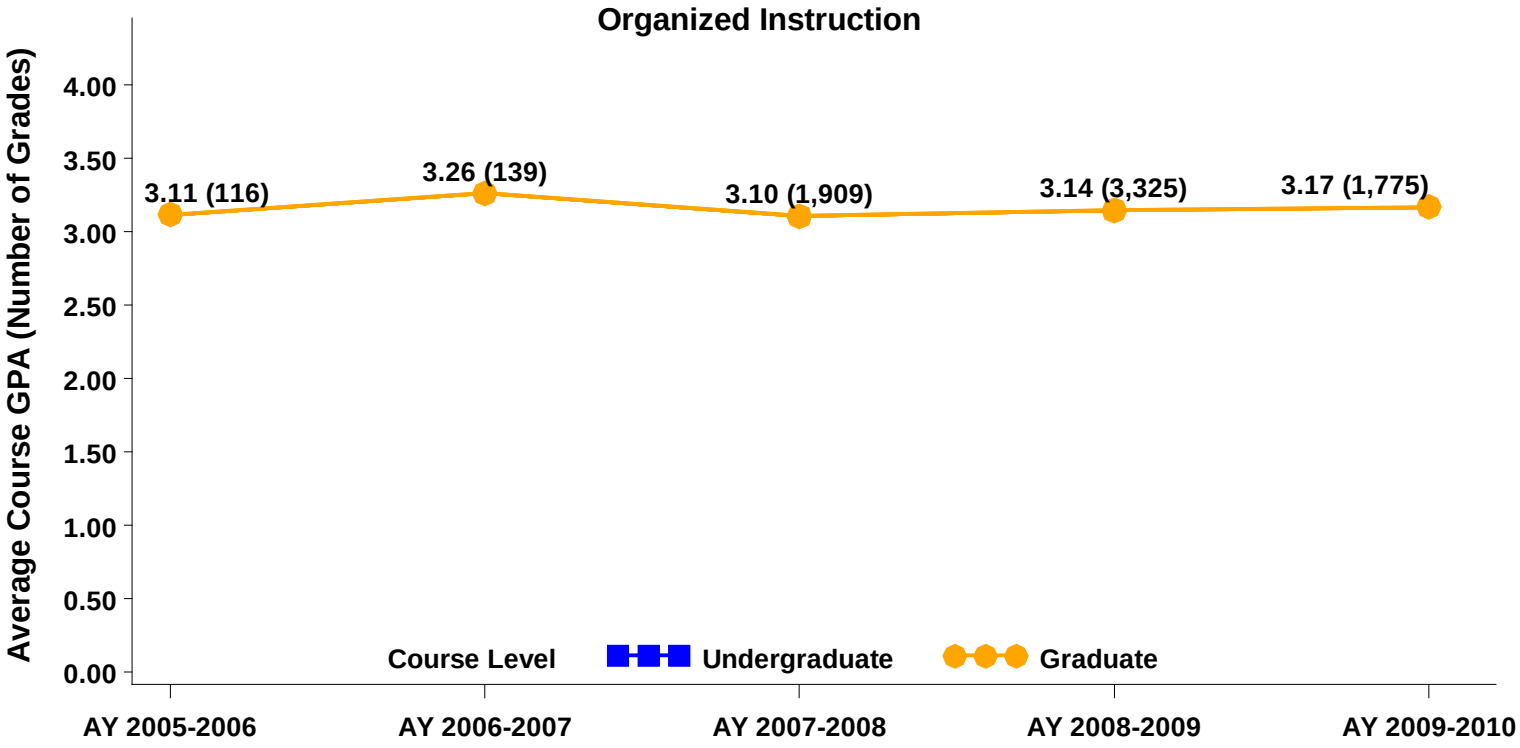
SCHOOL OF LAW

Grade Distributions for Academic Year 2009-2010

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 (LW) 	1,775	91	3.17	27%	59%	11%	0%	0%	2%

Average Course Grades - Five Academic Year History



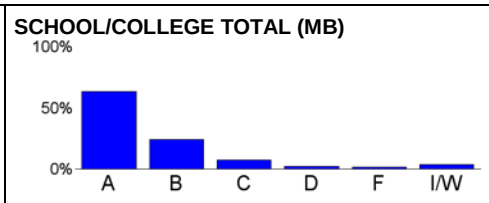
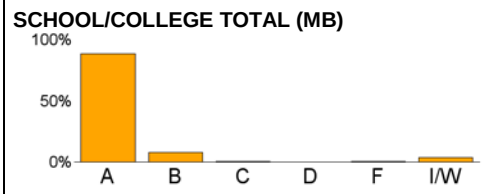
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

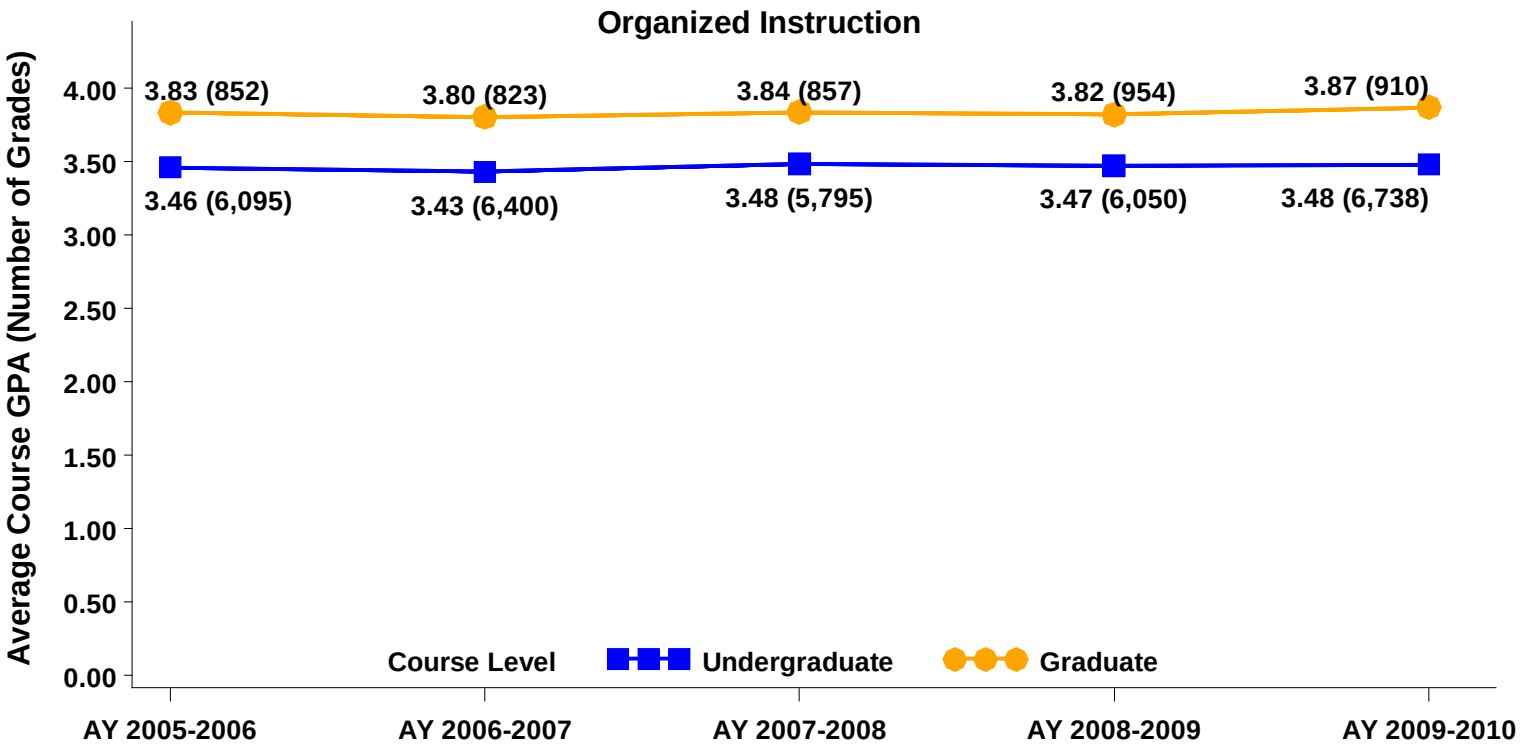
COLLEGE OF MUSIC

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		6,738	548	3.48	63%	23%	7%	2%	1%	3%
Graduate		910	230	3.87	88%	8%	0%	0%	0%	3%

Average Course Grades - Five Academic Year History



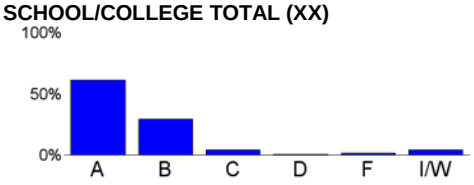
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

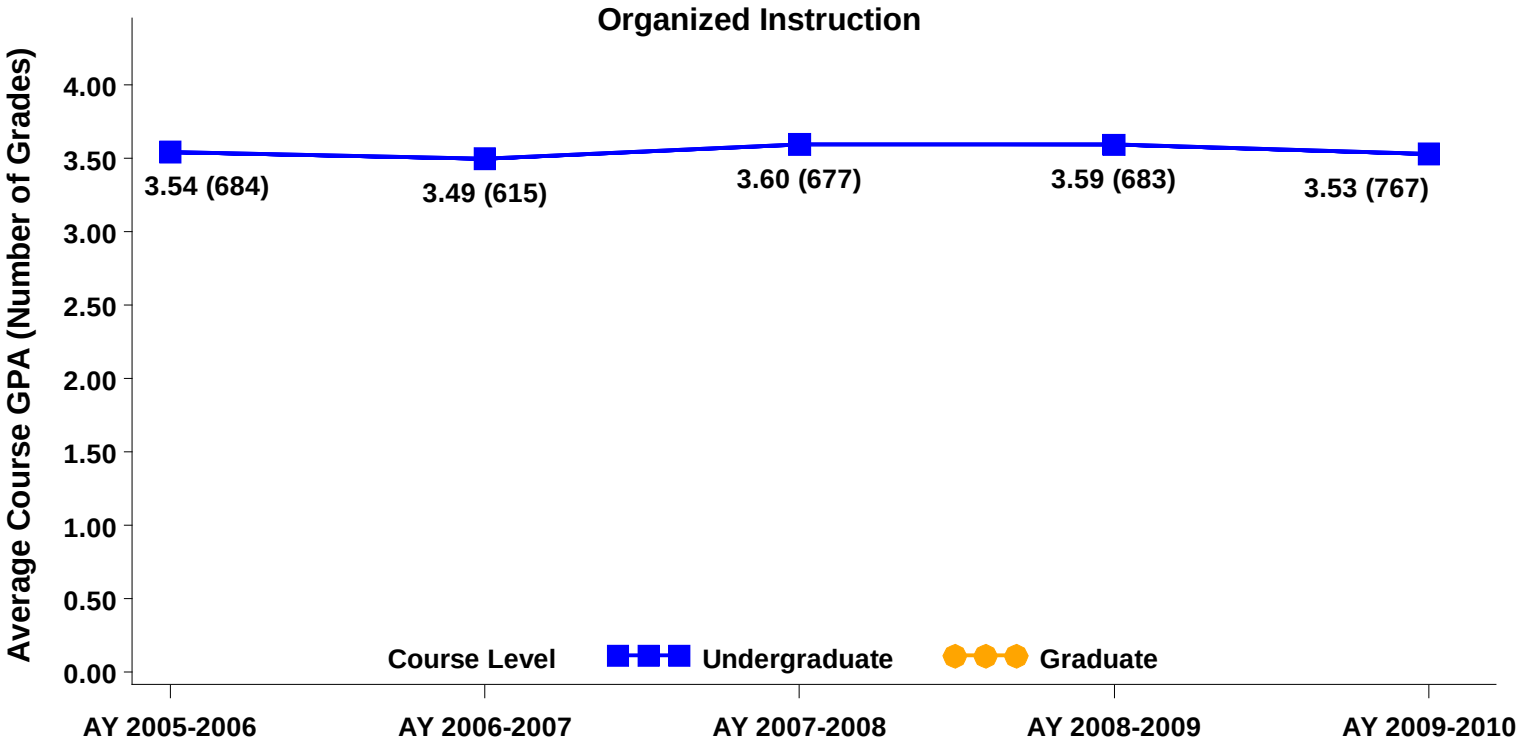
ROTC PROGRAMS

Grade Distributions for Academic Year 2009-2010

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) 	767	65	3.53	61%	29%	4%	1%	2%	4%

Average Course Grades - Five Academic Year History



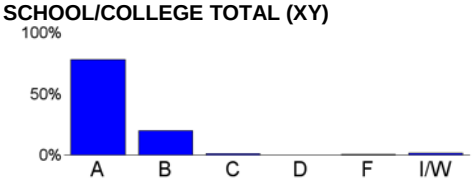
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

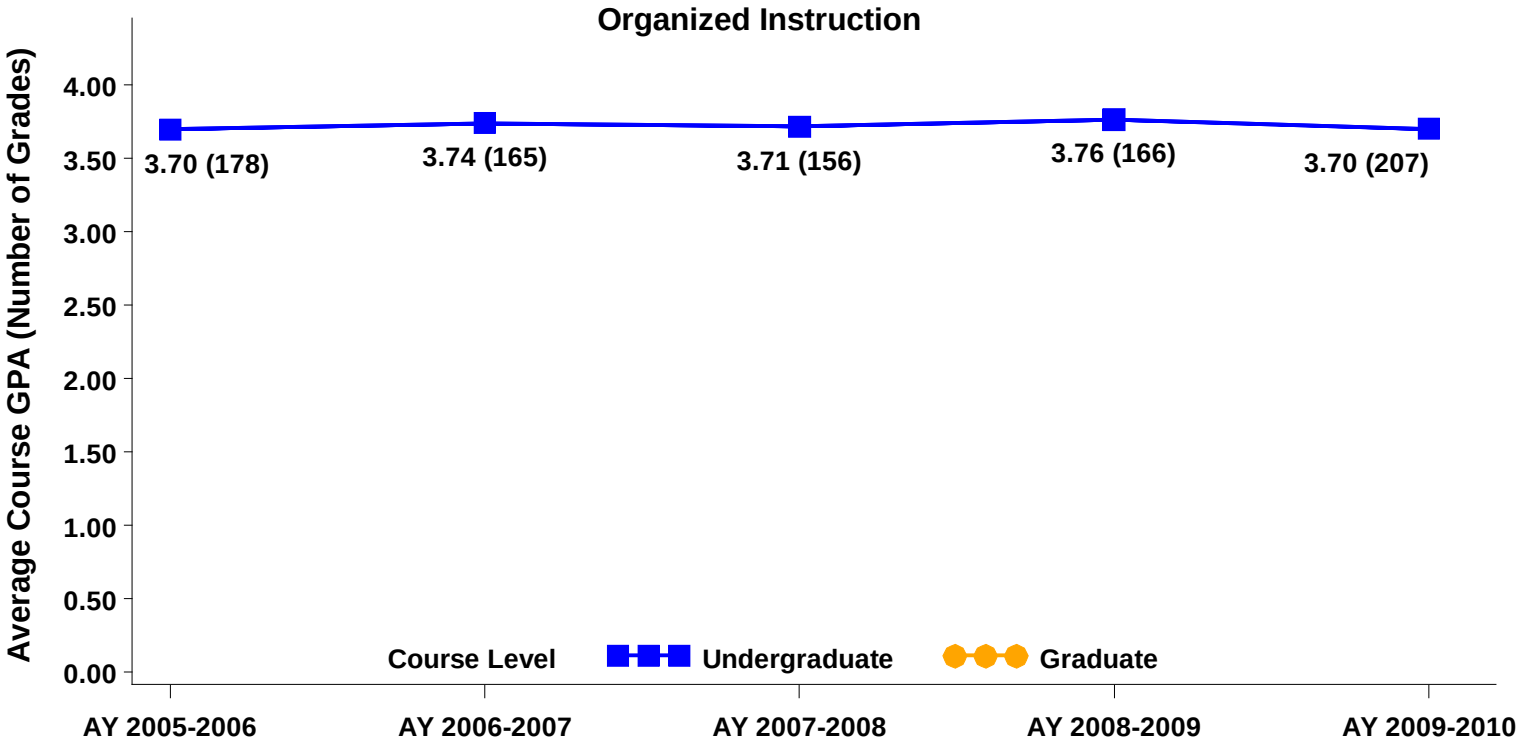
STUDENT LEADERSHIP PROGRAMS

Grade Distributions for Academic Year 2009-2010

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) 	207	6	3.70	78%	19%	1%	0%	0%	1%

Average Course Grades - Five Academic Year History



I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU-Boulder

Examination/Licensure Test Results

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 in October - 2010 results were posted 10/7/2010

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**
2010	94%	142	83%	816	81%	674
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 2010

	N passing	**Percent of total passing**	
CU-Boulder	134	20%	
U of Denver	205	30%	
"National" schools*	27	4%	*Includes Harvard, Virginia, Berkeley, and 7 others
Other**	315	46%	**Includes all other law schools
Total	681	100%	

CU-Boulder PBA: I:\ir\rigor\Exams\UCB_Exams_2010.xlsx Colorado Bar Exam 10/7/2010

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 fall.
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							
2009	158	55%	48%	52%	60%	76%	37%
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 campuses							
2009	571	44%	52%	54%	45%	64%	30%
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							
2009	59,035	48%	51%	51%	47%	63%	32%
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							
2009	34	71%	56%	54%	65%	76%	44%
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 campuses							
2009	80	52%	65%	45%	48%	70%	39%
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							
2009	10,081	53%	56%	55%	56%	69%	38%
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 College of Engineering, Performance on Fundamentals of Engineering E
Two administrations/year, April and October. Calendar year update available in March.
PBA, ALMT updated 9/2010, from data supplied by Terry Mayes, College of Engineering
Tests with fewer than 20 CU takers per year omitted.
PBA: L ir consult engr FEResultsBrief.xls

		Calendar Year 2009					
		CU		National		Pass Rate	
Major	Exam	Took	Passed	Took	Passed	CU	National
Architectural	Civil	22	12	112	75	**55%**	**67%**
Architectural	General	39	21	421	282	**54%**	**67%**
Chemical	Chemical	19	17	839	706	**89%**	**84%**
Civil	Civil	58	46	7,262	5,586	**79%**	**77%**
Mechanical	Mechanical	127	95	2,730	2,202	**75%**	**81%**
All	All	265	191	11,364	8,851	**72%**	**78%**

		Calendar Year 2008					
		CU		National		Pass Rate	
Major	Exam	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					
		CU		National		Pass Rate	
Major	Exam	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					
		CU		National		Pass Rate	
Major	Exam	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%**

Colorado
University of Colorado at Boulder

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 06		FY 07		FY 08		FY 09	
	CU mean (n=530)	National mean	CU mean (n=557)	National mean	CU mean (n=532)	National mean	CU mean (n=584)	National mean
Verbal	518	473	521	468	507	466	504	470
Quantitative	623	593	615	593	614	592	631	598
Analytical writing**		4.23	4.50	4.13	4.32	4.00	4.20	3.94

**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.

CU-Boulder PBA: I:\ir\rigor\Exams\UCB_Exams_2010.xlsx GRE 10/7/2010

CU-Boulder

National Survey of Student Engagement (NSSE), 2009

Mean Comparisons
and
Level of Academic Challenge Items

CU-Boulder 2009 NSSE results are also posted at 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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

		Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
					In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often			
1.	**Academic and Intellectual Experiences**							
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.63	2.62		.01
				SR	2.97	2.90	*	.08
b.	Made a class presentation	CLPRESEN	ACL	FY	1.98	2.06	**	-.11
				SR	2.63	2.59		.05
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.43	2.41		.02
				SR	2.39	2.32	*	.07
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.98	2.94		.05
				SR	3.36	3.28	**	.11
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.73	2.71		.02
				SR	2.64	2.74	**	-.10
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.10	2.18	**	-.11
				SR	2.27	2.33	*	-.07
g.	Worked with other students on projects **during class**	CLASSGRP	ACL	FY	2.35	2.32		.04
				SR	2.43	2.40		.03
h.	Worked with classmates **outside of class** to prepare class assignments	OCCGRP	ACL	FY	2.55	2.59		-.04
				SR	2.88	2.87		.01
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.74	2.61	***	.17
				SR	3.06	2.95	***	.13
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.75	1.76		-.01
				SR	1.91	1.90		.00
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.52	1.49		.04
				SR	1.46	1.60	***	-.16

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

		Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.58	2.75	***	-.17
				SR	2.75	2.91	***	-.16
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.24	3.10	***	.17
				SR	3.47	3.40	**	.10
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.51	2.48		.03
				SR	2.81	2.68	***	.15
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.89	2.15	***	-.30
				SR	2.35	2.31		.04
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.80	1.80		.00
				SR	2.04	1.99		.05
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.54	2.54		.00
				SR	2.65	2.68		-.04
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.54	2.56		-.03
				SR	2.60	2.60		.00
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.50	1.54		-.04
				SR	1.73	1.77		-.05
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.86	2.78	**	.10
				SR	2.99	2.89	***	.11
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.63	2.69		-.06
				SR	2.57	2.81	***	-.24
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.93	2.80	***	.14
				SR	2.86	2.86		.00

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

	Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
2.	**Mental Activities**			*During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*			
a.	**Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.91	2.93		-.02
			SR	2.67	2.76	**	-.10
b.	**Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC FY	3.20	3.23		-.04
			LAC SR	3.34	3.32		.03
c.	**Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC FY	2.89	2.98	**	-.10
			LAC SR	3.10	3.10		.00
d.	**Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC FY	2.88	2.88		-.01
			LAC SR	2.93	2.98		-.06
e.	**Applying** theories or concepts to practical problems or in new situations	APPLYING	LAC FY	3.16	3.12		.05
			LAC SR	3.18	3.22		-.05
3.	**Reading and Writing**			*During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20*			
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC FY	3.27	3.37	**	-.11
			LAC SR	3.34	3.24	**	.10
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.05	2.03		.02
			SR	2.19	2.22		-.03
c.	Number of written papers or reports of **20 pages or more**	WRITEMOR	LAC FY	1.24	1.23		.02
			LAC SR	1.68	1.61	**	.09
d.	Number of written papers or reports **between 5 and 19 pages**	WRITEMID	LAC FY	2.24	2.24		.01
			LAC SR	2.64	2.57	*	.07

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

		Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
e.	Number of written papers or reports of **fewer than 5 pages**	WRITESML	LAC	FY	3.06	3.05		.01
				SR	3.06	3.09		-.03
4.	**Problem Sets**				*In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6*			
a.	Number of problem sets that take you **more** than an hour to complete	PROBSETA		FY	2.81	2.76		.04
				SR	2.53	2.50		.03
b.	Number of problem sets that take you **less** than an hour to complete	PROBSETB		FY	2.69	2.64		.04
				SR	2.04	2.12	*	-.07
5.	**Examinations**				*1=Very little to 7=Very much*			
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS		FY	5.58	5.64		-.05
				SR	5.28	5.38	*	-.08
6.	**Additional Collegiate Experiences**				*During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*			
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07		FY	2.08	2.15	*	-.08
				SR	2.08	2.10		-.03
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	3.12	2.96	***	.17
				SR	3.07	2.90	***	.17
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05		FY	1.79	2.03	***	-.22
				SR	1.75	1.99	***	-.22
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.65	2.62		.04
				SR	2.81	2.73	**	.09
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.83	2.78		.07
				SR	2.91	2.87		.05
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.99	2.87	***	.15
				SR	2.97	2.92		.06

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

	Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
				Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)			
7.	**Enriching Educational Experiences**						
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY .06	.07		-.04
				SR .56	.59		-.06
b.	Community service or volunteer work	VOLNTR04	EEE	FY .36	.45	***	-.16
				SR .62	.68	***	-.12
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY .15	.27	***	-.28
				SR .21	.30	***	-.19
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY .05	.06		-.04
				SR .27	.26		.01
e.	Foreign language coursework	FORLNG04	EEE	FY .25	.33	***	-.17
				SR .52	.56	*	-.09
f.	Study abroad	STDABR04	EEE	FY .02	.03		-.04
				SR .24	.24		-.01
g.	Independent study or self-designed major	INDSTD04	EEE	FY .02	.02		-.01
				SR .21	.15	***	.17
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY .01	.02		-.02
				SR .34	.32		.03

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

	Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
8. Quality of Relationships				*Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging*			
a. Relationships with **other students**	ENVSTU	SCE	FY	5.48	5.51		-.02
			SR	5.29	5.58	***	-.22
				1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic			
b. Relationships with **faculty members**	ENVFAC	SCE	FY	5.11	5.02		.07
			SR	5.19	5.19		.00
				1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible			
c. Relationships with **administrative personnel and offices**	ENVADM	SCE	FY	4.39	4.66	***	-.18
			SR	4.37	4.59	***	-.14
9. Time Usage				*About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk*			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.47	4.70	***	-.13
			SR	4.66	4.51	*	.09
b. Working for pay **on campus**	WORKON01		FY	1.44	1.46		-.01
			SR	2.05	2.09		-.02
c. Working for pay **off campus**	WORKOF01		FY	1.56	1.52		.03
			SR	2.70	2.52	*	.09
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.23	2.59	***	-.22
			SR	2.27	2.47	***	-.12

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

		Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	4.01	3.89	*	.08
				SR	3.78	3.80		-.01
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.28	1.30		-.01
				SR	1.42	1.55	**	-.09
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.18	2.33	***	-.17
				SR	2.28	2.36	**	-.09

10. Institutional Environment

To what extent does your institution emphasize each of the following?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.12	3.24	***	-.16
				SR	3.05	3.16	***	-.15
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.04	3.09		-.07
				SR	2.79	2.89	***	-.12
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.61	2.78	***	-.19
				SR	2.15	2.55	***	-.40
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.19	2.22		-.03
				SR	1.69	1.94	***	-.29
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.45	2.53	*	-.09
				SR	2.04	2.27	***	-.24
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.91	2.98	*	-.09
				SR	2.73	2.82	**	-.11
g.	Using computers in academic work	ENVCOMPT		FY	3.37	3.42	*	-.08
				SR	3.48	3.54	*	-.09

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
			To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much			
11. Educational and Personal Growth						
a. Acquiring a broad general education	GNGENLED	FY	3.17	3.21		-.05
		SR	3.14	3.26	***	-.14
b. Acquiring job or work-related knowledge and skills	GNWORK	FY	2.76	2.84	*	-.08
		SR	2.78	2.99	***	-.22
c. Writing clearly and effectively	GNWRITE	FY	2.82	2.92	**	-.11
		SR	2.96	3.07	***	-.13
d. Speaking clearly and effectively	GNSPEAK	FY	2.51	2.68	***	-.18
		SR	2.68	2.89	***	-.23
e. Thinking critically and analytically	GNANALY	FY	3.26	3.27		-.02
		SR	3.37	3.41		-.05
f. Analyzing quantitative problems	GNQUANT	FY	3.01	3.06		-.06
		SR	3.02	3.12	**	-.11
g. Using computing and information technology	GNCMPTS	FY	3.06	3.08		-.02
		SR	3.11	3.22	***	-.13
h. Working effectively with others	GNOTHERS	FY	2.93	2.99		-.07
		SR	2.98	3.15	***	-.20
i. Voting in local, state, or national elections	GNCITIZN	FY	3.07	2.70	***	.35
		SR	2.62	2.44	***	.17
j. Learning effectively on your own	GNINQ	FY	3.03	3.05		-.03
		SR	2.98	3.09	***	-.12

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Boulder

		Variable	Bench-mark	Class	CU-Boulder Mean [a]	All 09 AAU publics Mean [a]	Sig [b]	Effect Size [c]
k.	Understanding yourself	GNSELF		FY	2.78	2.81		-.03
				SR	2.71	2.85	***	-.14
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS		FY	2.57	2.73	***	-.17
				SR	2.30	2.68	***	-.39
m.	Solving complex real-world problems	GNPROBSV		FY	2.72	2.76		-.04
				SR	2.70	2.86	***	-.16
n.	Developing a personal code of values and ethics	GNETHICS		FY	2.68	2.69		-.01
				SR	2.52	2.66	***	-.15
o.	Contributing to the welfare of your community	GNCOMMUN		FY	2.58	2.54		.05
				SR	2.34	2.49	***	-.14
p.	Developing a deepened sense of spirituality	GNSPIRIT		FY	1.86	2.01	***	-.14
				SR	1.55	1.77	***	-.22
12.	**Academic Advising**				*1=Poor, 2=Fair, 3=Good, 4=Excellent*			
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE		FY	2.91	3.06	***	-.18
				SR	2.79	2.87	*	-.08
13.	**Satisfaction**				*1=Poor, 2=Fair, 3=Good, 4=Excellent*			
	How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	3.28	3.30		-.04
				SR	3.17	3.31	***	-.18
14.					*1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*			
	If you could start over again, would you go to the **same institution** you are now attending?	SAMECOLL		FY	3.33	3.38		-.07
				SR	3.21	3.36	***	-.19

[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.

Level of Academic Challenge (LAC)

Mean Comparisons

University of Colorado at Boulder compared with:

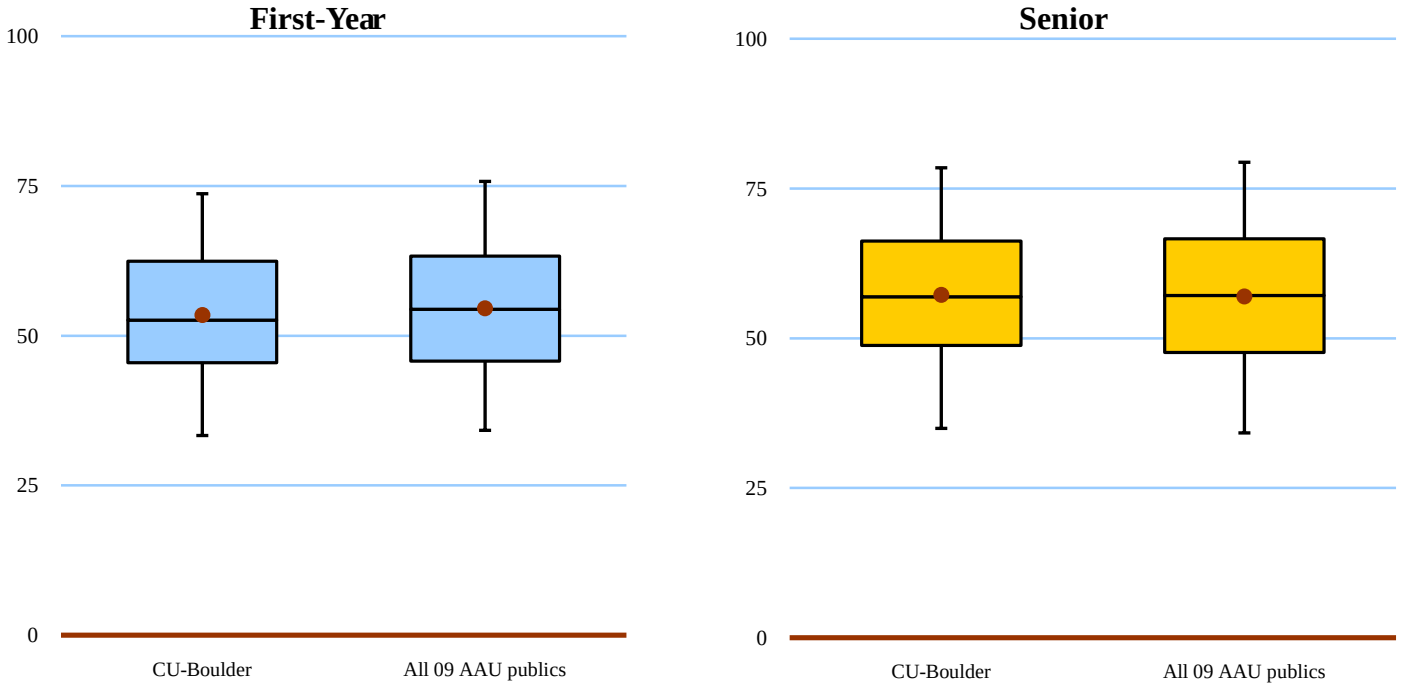
	CU-Boulder	All 09 AAU publics		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	53.5	54.6	*	-.09
Senior	57.2	57.0		.02

[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.

UCCS

2010 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 2010

UCCS Academic Rigor Narrative

UCCS follows a vigorous **program of self-assessment** in academic programs. 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. Evidence that UCCS is making progress toward a culture of assessment is that almost half of programs have reached the point in assessing student learning that a bi-annual reporting process now makes sense for them, as opposed to annual process we used when all departments were in the developmental stage. 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.

Formal **general education assessment** has been occurring at UCCS since 2003. Results from the Educational Testing Service *Measure of Academic Progress and Proficiency* (recently re-named the *Proficiency Profile)* over a seven year period consistently demonstrate UCCS student proficiency at or above that shown at other Master's-level universities across the humanities, social sciences, natural sciences, and mathematics, as well as in overall breadth of knowledge, writing and critical thinking. More recently, comparisons of results for incoming freshmen and UCCS seniors show measurable gains in all these areas between entering and graduating students.

	Freshman (n=227) Fall 2009	**Seniors (n=212) Spring 2009**
Total	438.73	449.77
Critical Thinking	109.80	112.79
Writing	113.51	114.43
Reading	116.46	119.80
Mathematics	112.58	115.68

The campus also uses results from the *National Survey of Student Engagement,* graduating senior and alumni surveys, and a writing portfolio review. Results from all these measures are reported to the colleges on a biannual basis.

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.

UCCS

Education Testing Service (ETS) Proficiency Profile

Test Results 2009-10: Highlights

University of Colorado - Colorado Springs
Education Testing Services (ETS) Proficiency Profile Test Results 2009

Test

ETS Proficiency Profile (formerly the MAPP) is a 40 minute, 36 question multiple-choice test that measures student performance in four areas: critical thinking, reading, writing, and mathematics. The ETS Proficiency Profile is one of the three tests approved by the VSA (Voluntary System of Accountability), and the results of the tests will be posted on the university's College Portrait.

Test Takers and Testing Dates

210 Freshmen in September 2009 (83% freshmen had no transfer credits)
225 Seniors in Spring 2009 (40% seniors had no transfer credits)

Freshman and Seniors Mean Scores

Group by Student Status	#Students	Mean Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshmen	210	438.7	109.8	116.5	113.5	112.6	113.2	112.1	114.1
Seniors	225	449.8	112.8	119.8	114.4	115.7	115.8	115.1	116.6

KEY FINDING: Seniors substantially out-performed freshmen on the overall test and in each of the sub-areas, with the most substantial gains in reading, math and critical thinking.

FRESHMEN AND SENIORS (PERCENT ABOVE COMPARISON UNIVERSITIES)

Group by Student Status	#Students	Mean Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshmen	210	45%	45%	38%	51%	46%	41%	52%	56%
Seniors	225	50%	65%	68%	63%	65%	64%	71%	72%

KEY FINDING: Both seniors and freshmen performed above the average score in all domains with the exception of the senior sample group receiving the same mean score for humanities as the national comparison group. Note that the set of comparison universities is not one of UCCS's choosing; that functionality is not yet available at ETS.

How the Information Will Be Used

Test results will be used by faculty to develop effective strategies for teaching students and modifying the core/general education curriculum, by the Regents of the University of Colorado to see how well the Colorado Springs Campus is educating its students in the areas covered by the test, by the university to provide the public with information via the College Portrait about the value of a UCCS education, and by the participating students to help them gauge their own performance in each of the four tested areas.

Testing Plans for 2010-2011

In Spring 2011 we plan to test 800 seniors. In September of 2011 we plan to test 800 freshman students.

UCCS

Grade Distribution, AY 2009-10

Course GPAs AY 2005-06 through AY 2009-10

CU Academic Rigor Report 2010 - 2011: 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.

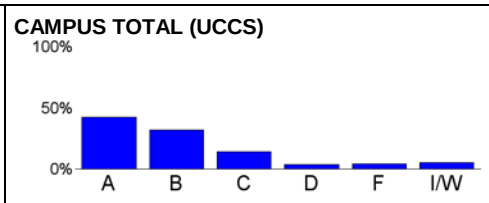
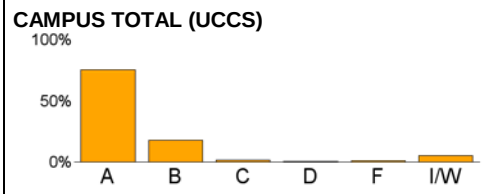
Reference:
• UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
• Project Number: 20100096
• Source File: Report05_Output.sas
• This File: P:\2010\20100096_CUSystemAcademicRigor\Report_UCCS.rtf
• Created: 08/23/2010

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

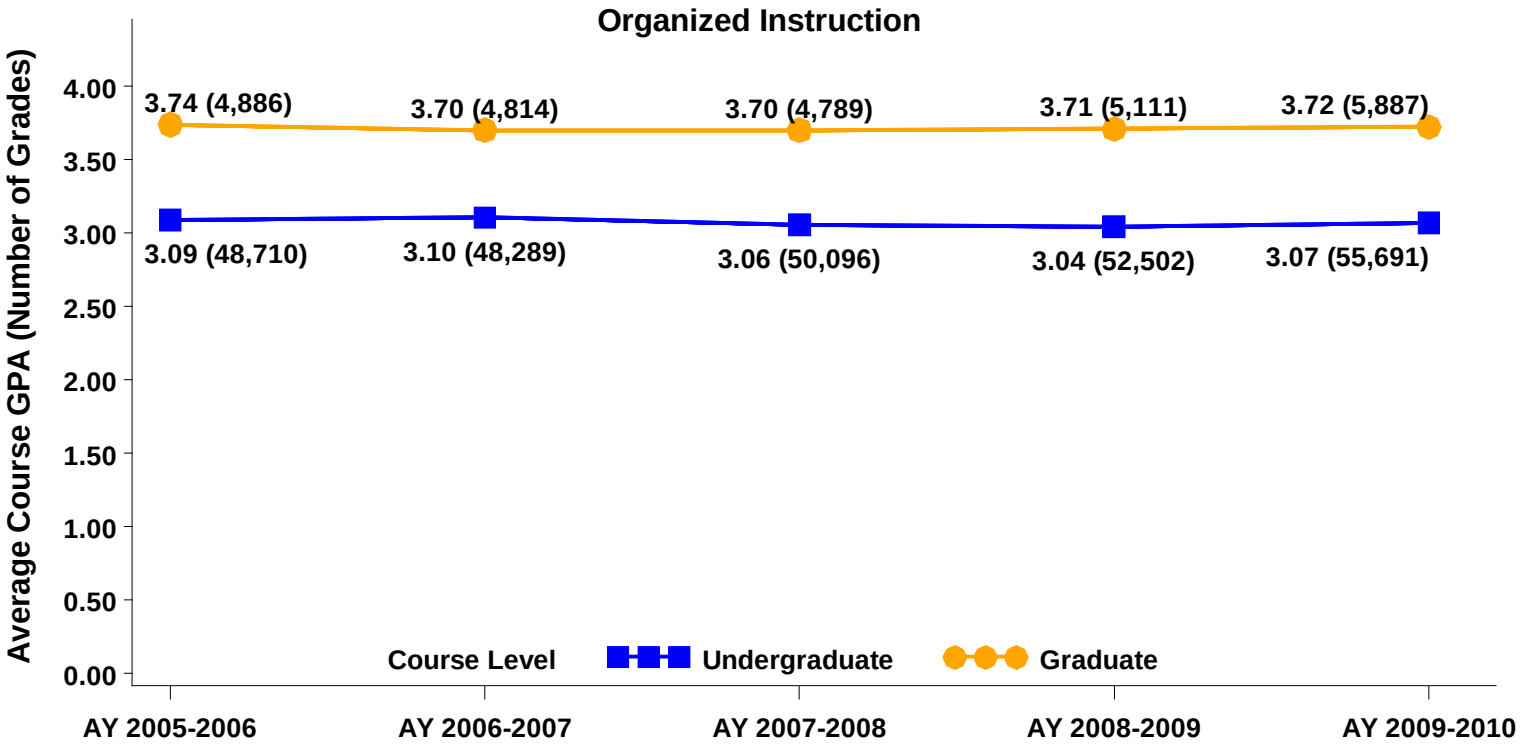
CAMPUS TOTAL (UCCS)

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		55,691	2,113	3.07	42%	31%	13%	4%	4%	5%
Graduate		5,887	576	3.72	75%	17%	2%	0%	1%	5%

Average Course Grades - Five Academic Year History



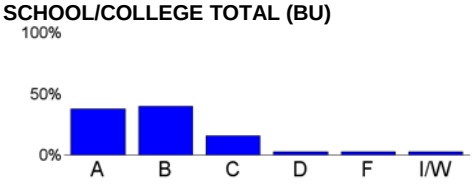
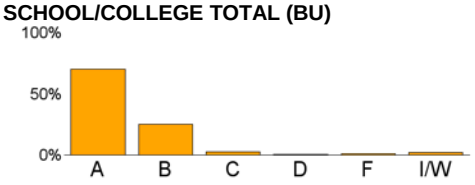
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

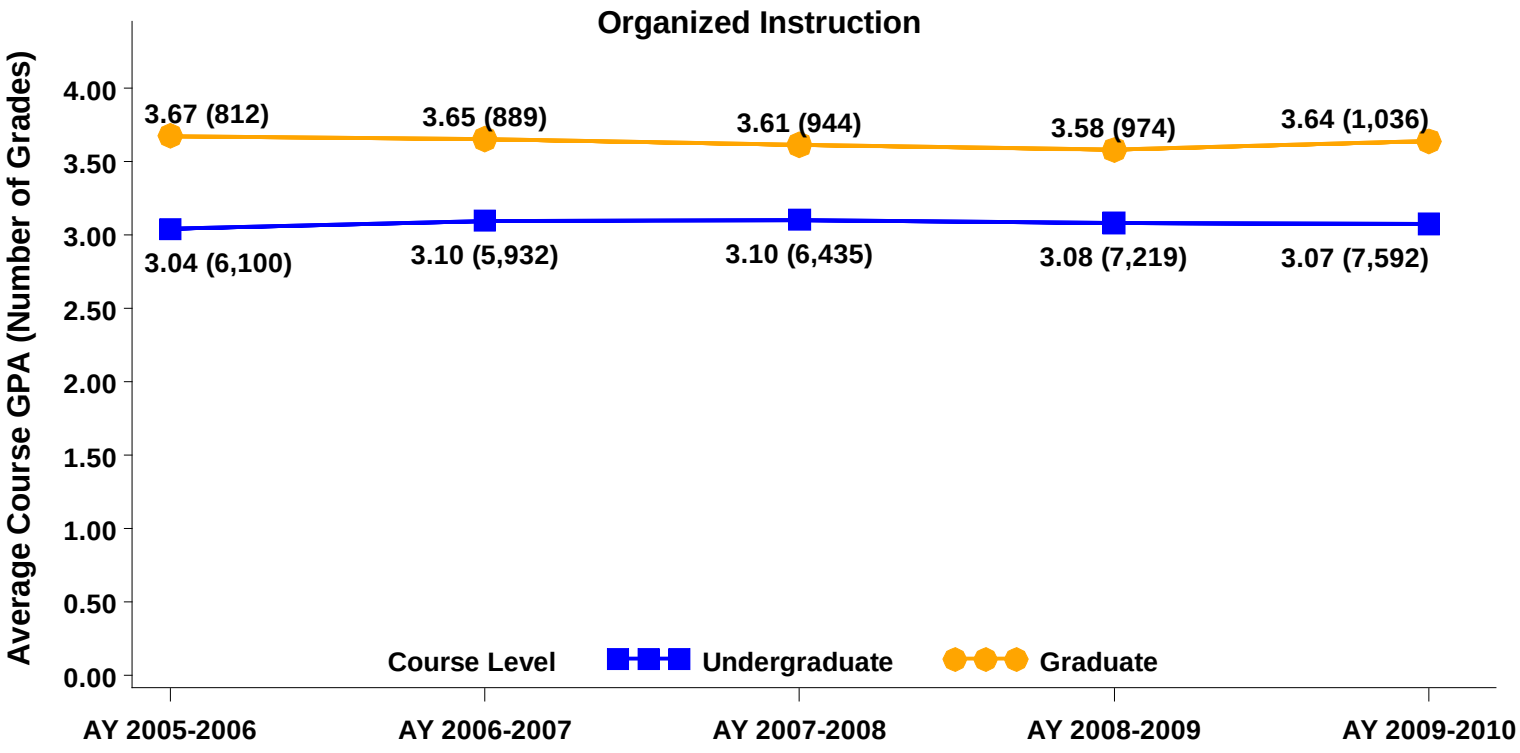
COLLEGE OF BUSINESS & ADMIN

Grade Distributions for Academic Year 2009-2010

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 (BU) 	7,592	211	3.07	38%	40%	15%	2%	3%	2%
Graduate	SCHOOL/COLLEGE TOTAL (BU) 	1,036	40	3.64	70%	25%	3%	0%	1%	2%

Average Course Grades - Five Academic Year History



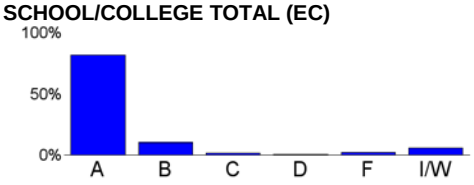
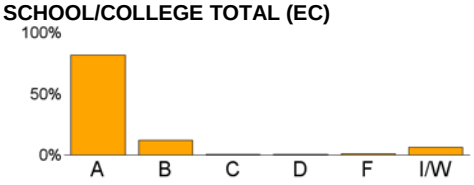
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

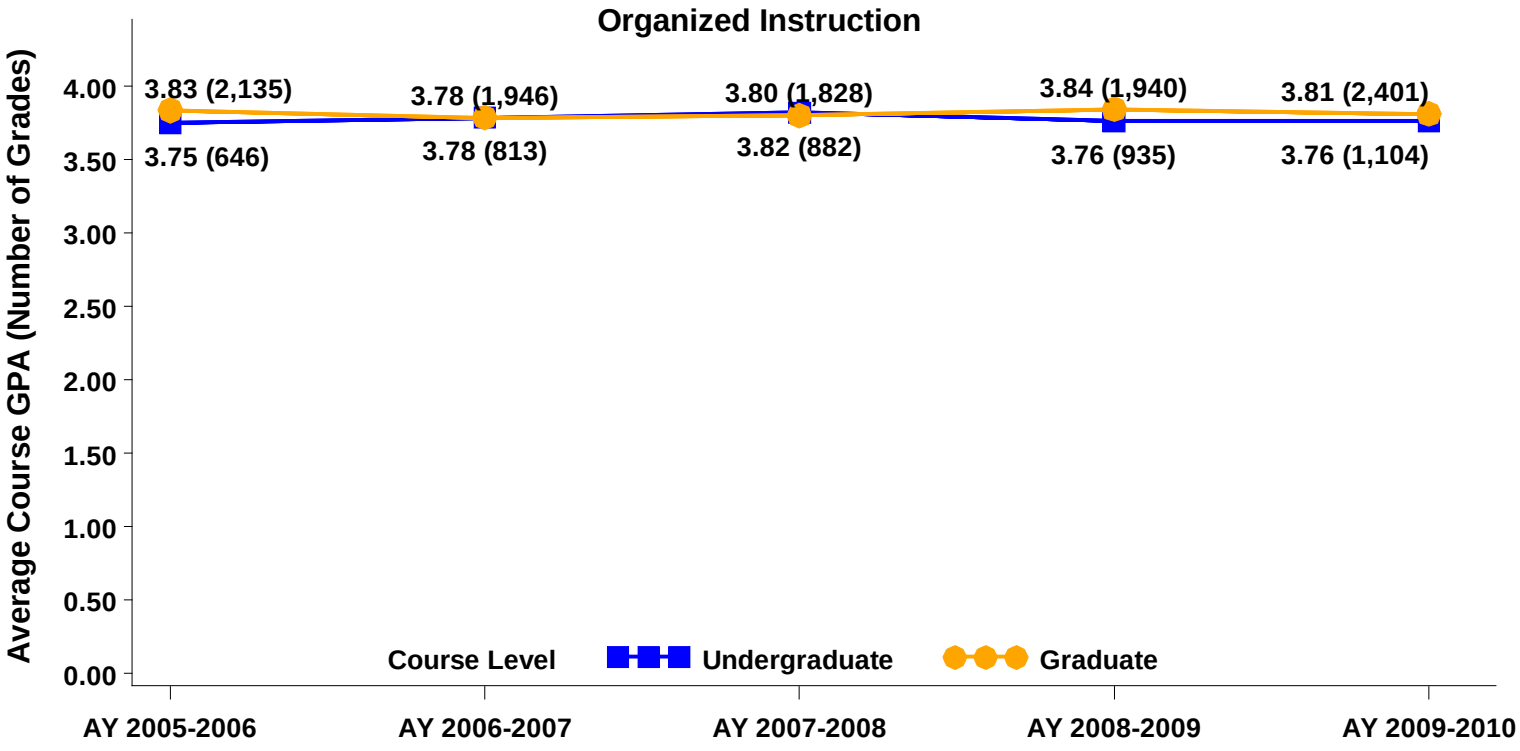
COLLEGE OF EDUCATION

Grade Distributions for Academic Year 2009-2010

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) 	1,104	52	3.76	81%	10%	1%	0%	2%	5%
Graduate	SCHOOL/COLLEGE TOTAL (EC) 	2,401	194	3.81	81%	11%	0%	0%	1%	6%

Average Course Grades - Five Academic Year History



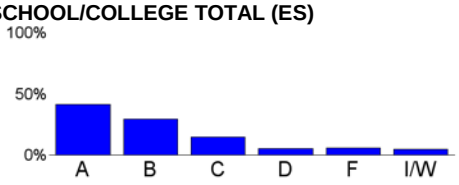
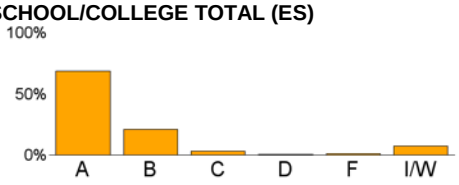
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

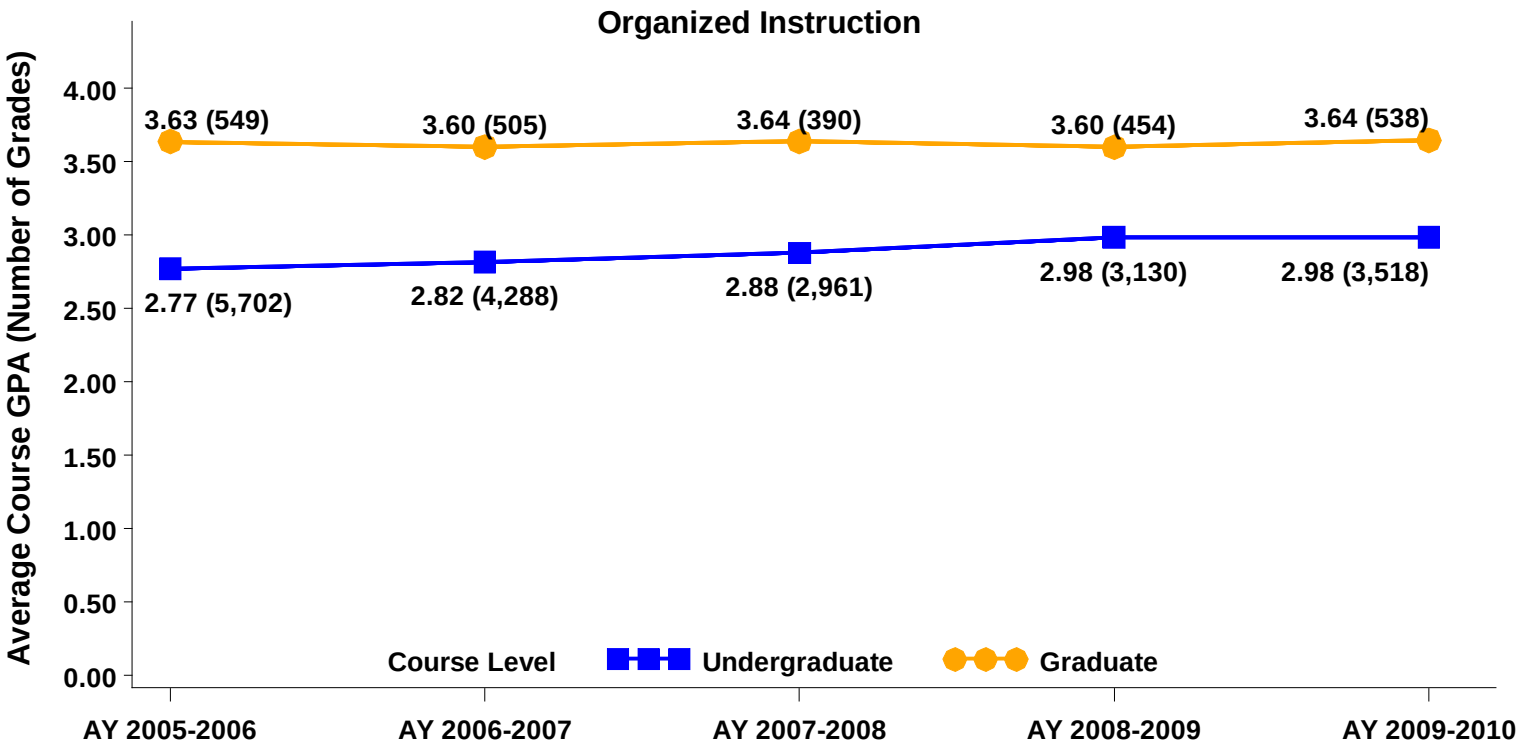
COLL OF ENGINEERING & APPL SCI

Grade Distributions for Academic Year 2009-2010

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) 	3,518	188	2.98	41%	29%	14%	5%	6%	5%
Graduate	SCHOOL/COLLEGE TOTAL (ES) 	538	65	3.64	69%	20%	3%	0%	1%	7%

Average Course Grades - Five Academic Year History



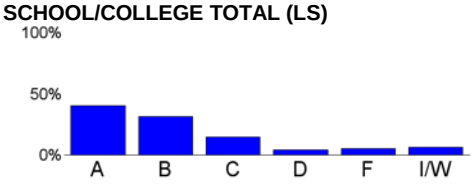
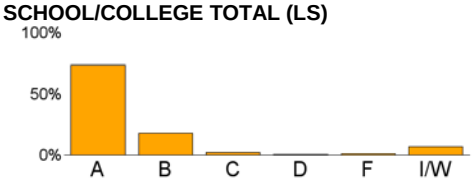
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

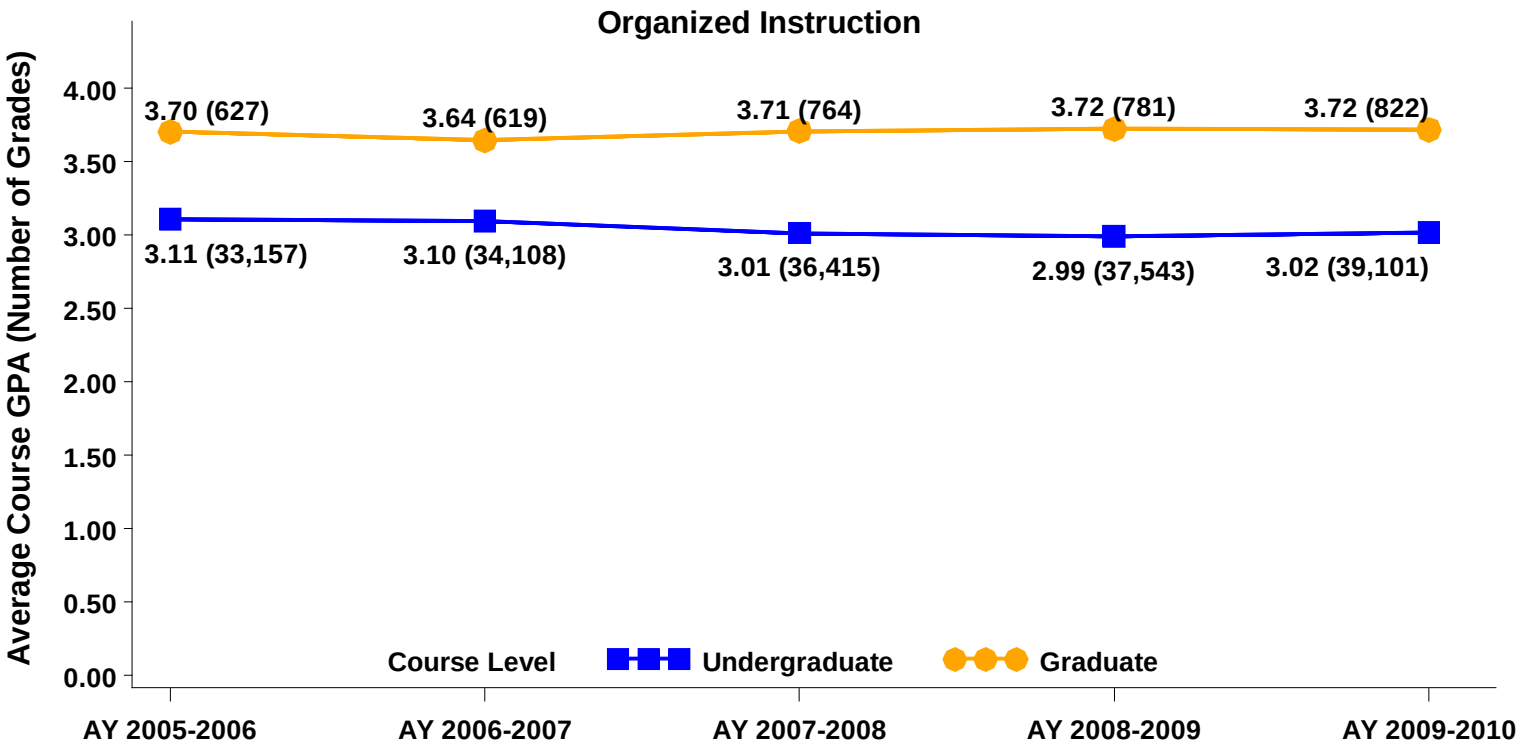
COLLEGE OF LETTERS, ARTS & SCI

Grade Distributions for Academic Year 2009-2010

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) 	39,101	1,499	3.02	40%	31%	14%	4%	5%	6%
Graduate	SCHOOL/COLLEGE TOTAL (LS) 	822	146	3.72	73%	17%	2%	0%	1%	7%

Average Course Grades - Five Academic Year History



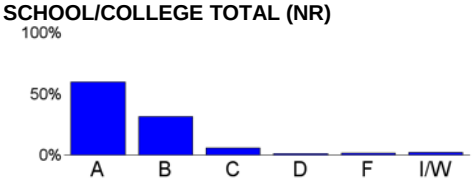
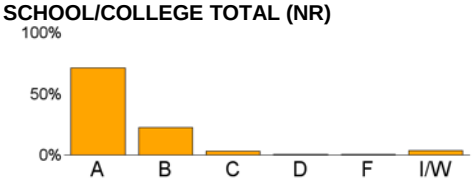
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

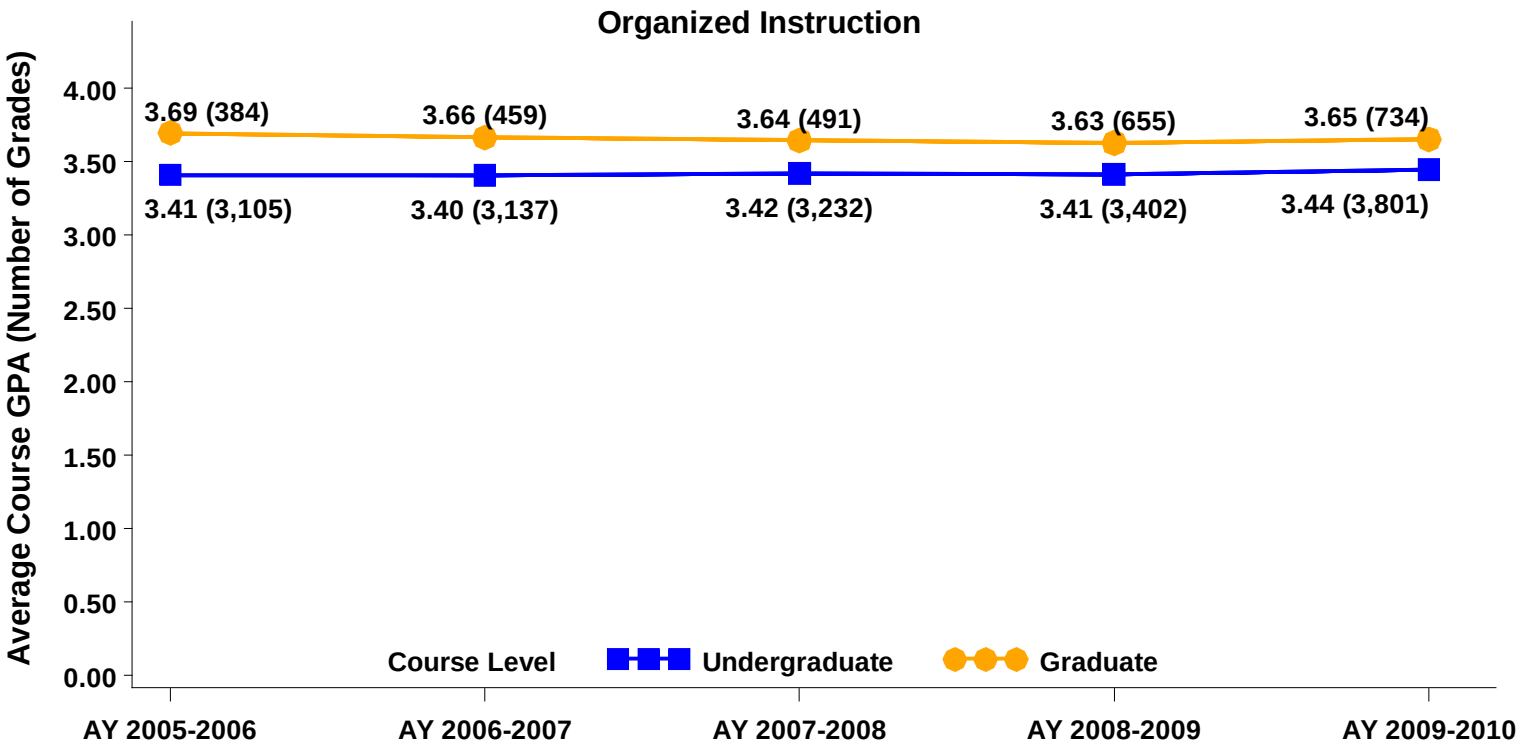
BETH - EL COLLEGE OF NURSING AND HEALTH SCIENCES

Grade Distributions for Academic Year 2009-2010

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) 	3,801	139	3.44	60%	31%	6%	1%	1%	2%
Graduate	SCHOOL/COLLEGE TOTAL (NR) 	734	87	3.65	71%	22%	3%	0%	0%	3%

Average Course Grades - Five Academic Year History



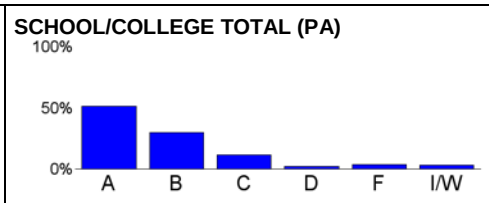
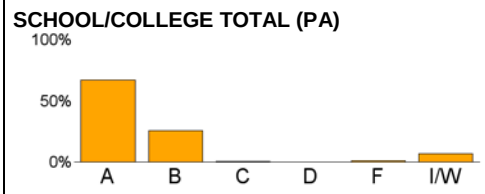
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Colorado Springs

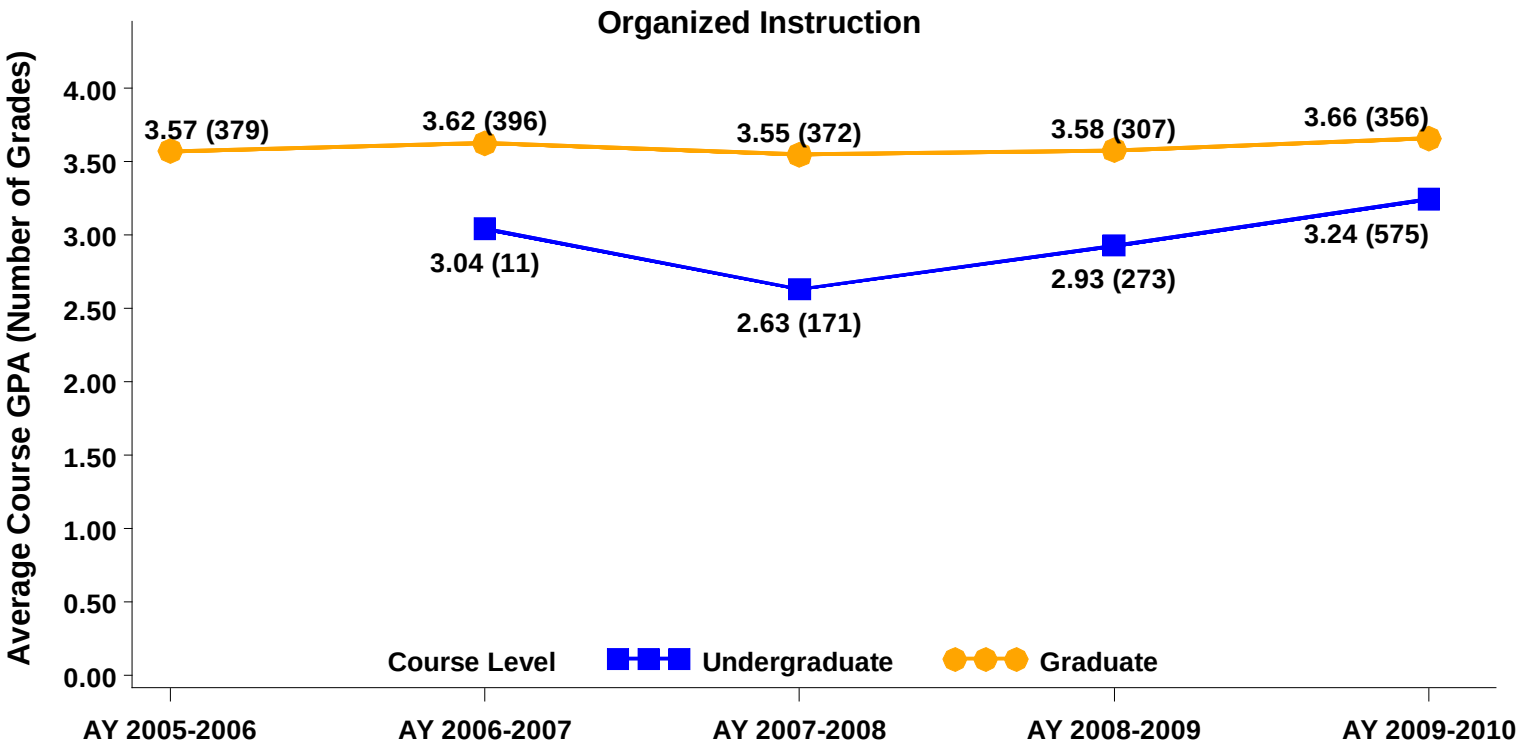
SCHOOL OF PUBLIC AFFAIRS

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		575	24	3.24	51%	29%	11%	2%	3%	3%
Graduate		356	44	3.66	67%	25%	0%	0%	1%	7%

Average Course Grades - Five Academic Year History



I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

UCCS

Examination/Licensure Test Results

University of Colorado at Colorado Springs Licensure Exam Pass Rates

Discipline	Exam*	Year	UCCS Pass Rate	Notes
Nursing	NCLEX-RN	2010	93%	
		2009	95%	
		2008	93%	
		2007	95%	
		2006	90%	
		2005	91%	
		2004	82%	
		2003	90%	
		2002	88%	
		2001	98%	
		2000	88%	
		1999	97%	
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

* Acronyms: NCLEX-RN (National Council Licensure Exam for Registered Nurses), http://www.dora.state.co.us/nursing/education/education.htm, FE (Fundamental of Engineering Exam), PE (Principles and Practice of Engineering).

Certified Public Accountant Exam, 2006 to 2009

	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							
UCCS							
2009	38	43%	38%	41%	39%	66%	18%
2008	35	52%	42%	38%	50%	63%	29%
2007	29	32%	44%	46%	23%	59%	21%
2006	22	35%	33%	56%	36%	68%	36%
Colorado schools w/o CU campuses							
2009	571	44%	52%	54%	45%	64%	30%
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							
2009	59,035	48%	51%	51%	47%	63%	32%
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%

*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 2 years

	* Mean followed by N in parentheses.	
	UCCS	National
2008-2009		
Verbal	464 (109)	470 (223,237)
Quantitative	555 (109)	598 (223,237)
Analytical Writing	3.94 (109)	3.94 (222,426)
2007-2008		
Verbal	476 (59)	466 (232,077)
Quantitative	550 (59)	592 (231,997)
Analytical Writing	4.22 (59)	4.00 (230,696)
2006-2007		
Verbal	460 (65)	468 (220,021)
Quantitative	544 (65)	593 (219,978)
Analytical Writing	3.98 (65)	4.13 (218,936)

UCCS

National Survey of Student Engagement (NSSE), 2009

Mean Comparisons
and
Level of Academic Challenge Items

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

				UCCS	UCCS compared with: CSWC			Carnegie Class			UCCS Peers19		
	Variable	Bench-mark	Class	Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
1. Academic and Intellectual Experiences				*In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*									
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY 2.80	2.82		-.03	2.88		-.10	2.83		-.04
				SR 3.07	3.10		-.04	3.17	*	-.12	3.07		.00
b.	Made a class presentation	CLPRESEN	ACL	FY 2.23	2.26		-.04	2.34	**	-.14	2.31		-.10
				SR 2.72	2.77		-.05	2.85	**	-.14	2.75		-.03
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY 2.78	2.71		.08	2.76		.03	2.80		-.01
				SR 2.50	2.47		.03	2.54		-.04	2.51		.00
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY 3.04	3.13	*	-.11	3.13		-.11	3.11		-.09
				SR 3.34	3.33		.01	3.36		-.03	3.27		.08
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY 2.78	2.83		-.05	2.84		-.06	2.86		-.09
				SR 2.77	2.86		-.09	2.89	*	-.12	2.84		-.07
f.	Come to class without completing readings or assignments	CLUNPREP		FY 2.11	2.02		.11	1.99	**	.16	2.00	*	.14
				SR 2.18	2.14		.06	2.06	**	.15	2.11		.10
g.	Worked with other students on projects **during class**	CLASSGRP	ACL	FY 2.51	2.48		.04	2.49		.02	2.54		-.03
				SR 2.50	2.56		-.06	2.62	**	-.13	2.60	*	-.11
h.	Worked with classmates **outside of class** to prepare class assignments	OCCGRP	ACL	FY 2.30	2.37		-.07	2.37		-.08	2.28		.02
				SR 2.61	2.70	*	-.10	2.71	*	-.11	2.65		-.04
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY 2.60	2.63		-.04	2.62		-.03	2.61		-.01
				SR 2.84	2.94	*	-.12	2.94	*	-.12	2.90		-.07
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY 1.60	1.66		-.07	1.64		-.05	1.63		-.04
				SR 1.80	1.81		-.01	1.81		-.01	1.78		.03
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY 1.45	1.53		-.10	1.56	**	-.13	1.50		-.07
				SR 1.54	1.69	***	-.16	1.73	***	-.21	1.65	*	-.12

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

		Variable	Bench-mark	Class	UCCS Mean [a]	CSWC Mean [a]	CSWC Sig [b]	CSWC Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCCS Peers19 Mean [a]	UCCS Peers19 Sig [b]	UCCS Peers19 Effect Size [c]
						UCCS compared with:								
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.47	2.65	**	-.18	2.61	*	-.13	2.62	*	-.14
				SR	2.56	2.87	***	-.31	2.87	***	-.30	2.85	***	-.28
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.07	3.18	*	-.14	3.18	*	-.13	3.12		-.06
				SR	3.33	3.42	**	-.13	3.41	*	-.12	3.33		.00
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.60	2.63		-.03	2.68		-.08	2.62		-.02
				SR	2.77	2.80		-.04	2.86	*	-.10	2.75		.02
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.04	2.18	**	-.15	2.22	***	-.20	2.14		-.10
				SR	2.08	2.36	***	-.29	2.43	***	-.35	2.26	***	-.19
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.78	1.88	*	-.10	1.90	*	-.13	1.87		-.10
				SR	1.91	2.06	**	-.16	2.09	***	-.19	2.01	*	-.11
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.47	2.66	***	-.23	2.70	***	-.28	2.62	**	-.18
				SR	2.72	2.77		-.06	2.85	***	-.17	2.72		.00
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.56	2.67	*	-.12	2.71	**	-.18	2.69	*	-.15
				SR	2.67	2.73		-.07	2.79	**	-.15	2.74		-.09
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.55	1.62		-.09	1.64		-.11	1.59		-.05
				SR	1.56	1.77	***	-.22	1.79	***	-.24	1.68	**	-.13
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.72	2.73		-.02	2.74		-.02	2.72		.00
				SR	2.90	2.89		.01	2.90		.00	2.86		.04
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.56	2.62		-.06	2.61		-.05	2.65		-.09
				SR	2.59	2.71	*	-.11	2.69		-.09	2.72	*	-.13
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.75	2.69		.05	2.68		.07	2.67		.08
				SR	2.73	2.75		-.02	2.73		.01	2.69		.04

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

	Variable	Bench-mark	Class	UCCS Mean [a]	UCCS compared with: CSWC Mean [a]	CSWC Sig [b]	CSWC Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCCS Peers19 Mean [a]	UCCS Peers19 Sig [b]	UCCS Peers19 Effect Size [c]
2. Mental Activities				*During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE		FY	3.00	2.93		.08	2.94		.07	2.91		.10
			SR	2.76	2.78		-.02	2.78		-.03	2.80		-.04
b. **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	FY	3.06	3.14		-.10	3.11		-.06	3.11		-.07
			SR	3.36	3.26	**	.13	3.27	*	.13	3.23	***	.17
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.79	2.94	**	-.18	2.90	*	-.14	2.92	**	-.15
			SR	3.06	3.07		-.01	3.08		-.02	3.01		.06
d. **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	FY	2.75	2.92	***	-.21	2.94	***	-.23	2.93	***	-.22
			SR	2.94	3.01		-.08	3.05	*	-.13	2.97		-.04
e. **Applying** theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	3.02	3.05		-.03	3.05		-.03	3.01		.02
			SR	3.22	3.21		.02	3.25		-.03	3.17		.07
3. Reading and Writing				*During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20*									
a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.20	3.28		-.08	3.24		-.03	3.20		.01
			SR	3.32	3.20	*	.12	3.16	**	.15	3.13	***	.19
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.15	2.10		.05	2.10		.05	2.14		.01
			SR	2.33	2.20	*	.14	2.20	*	.14	2.21	*	.13
c. Number of written papers or reports of **20 pages or more**	WRITEMOR	LAC	FY	1.24	1.30		-.09	1.31	*	-.09	1.35	**	-.14
			SR	1.58	1.63		-.07	1.64		-.08	1.63		-.06
d. Number of written papers or reports **between 5 and 19 pages**	WRITEMID	LAC	FY	2.34	2.34		-.01	2.26		.09	2.29		.05
			SR	2.58	2.55		.03	2.55		.03	2.46	*	.12
e. Number of written papers or reports of **fewer than 5 pages**	WRITESML	LAC	FY	2.71	3.04	***	-.32	3.04	***	-.32	2.98	***	-.26
			SR	2.82	3.01	***	-.17	2.97	**	-.13	2.88		-.06

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

		Variable	Bench-mark	Class	UCCS Mean [a]	UCCS compared with: CSWC Mean [a]	CSWC Sig [b]	CSWC Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCCS Peers19 Mean [a]	UCCS Peers19 Sig [b]	UCCS Peers19 Effect Size [c]
4.	**Problem Sets**				*In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6*									
a.	Number of problem sets that take you **more** than an hour to complete	PROBSETA		FY	2.71	2.69		.02	2.66		.05	2.70		.01
				SR	2.67	2.60		.05	2.65		.02	2.65		.01
b.	Number of problem sets that take you **less** than an hour to complete	PROBSETB		FY	2.48	2.77	***	-.23	2.79	***	-.25	2.72	***	-.20
				SR	2.19	2.34	*	-.12	2.42	***	-.19	2.37	**	-.15
5.	**Examinations**				*1=Very little to 7=Very much*									
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS		FY	5.49	5.40		.08	5.39		.09	5.34	*	.13
				SR	5.51	5.44		.06	5.47		.03	5.45		.05
6.	**Additional Collegiate Experiences**				*During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*									
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07		FY	1.88	2.14	***	-.28	2.15	***	-.30	2.05	**	-.18
				SR	1.78	2.02	***	-.26	1.99	***	-.23	1.95	***	-.19
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	2.79	2.72		.07	2.73		.05	2.48	***	.29
				SR	2.68	2.67		.01	2.62		.06	2.53	**	.15
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05		FY	2.02	1.96		.06	2.05		-.02	1.88	*	.14
				SR	2.14	2.06		.08	2.14		.01	2.00	*	.13
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.57	2.58		-.01	2.60		-.04	2.54		.03
				SR	2.78	2.70		.10	2.72		.07	2.65	**	.14
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.76	2.77		-.01	2.80		-.05	2.77		-.01
				SR	2.88	2.86		.03	2.88		.01	2.83		.06
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.79	2.84		-.06	2.87		-.10	2.84		-.06
				SR	2.91	2.90		.01	2.92		-.01	2.87		.04
7.	**Enriching Educational Experiences**				*Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)*									
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.05	.07		-.07	.07		-.08	.07		-.08
				SR	.38	.50	***	-.23	.49	***	-.22	.46	***	-.17

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

		Variable	Bench-mark	Class	UCCS	UCCS compared with: 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]
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.35	.36		-.02	.36		-.02	.33		.05
				SR	.53	.57		-.10	.55		-.05	.49		.06
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.10	.19	***	-.23	.17	***	-.18	.23	***	-.31
				SR	.17	.25	***	-.20	.25	***	-.20	.22	**	-.13
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.04	.05		-.04	.05		-.03	.05		-.03
				SR	.15	.18		-.08	.16		-.01	.14		.04
e.	Foreign language coursework	FORLNG04	EEE	FY	.21	.23		-.05	.18		.07	.20		.03
				SR	.31	.42	***	-.23	.34		-.07	.39	***	-.18
f.	Study abroad	STDABR04	EEE	FY	.02	.03		-.08	.03	*	-.09	.04	**	-.11
				SR	.06	.14	***	-.24	.11	***	-.16	.09	**	-.12
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.03	.04		-.03	.04		-.06	.05		-.08
				SR	.14	.16		-.05	.15		-.03	.13		.04
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01	.02		-.06	.02		-.07	.03	*	-.09
				SR	.30	.34		-.09	.31		-.01	.27		.06
8.	**Quality of Relationships**				*Select the circle that best represents the quality of your relationships with people at your institution.*									
					1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging									
a.	Relationships with **other students**	ENVSTU	SCE	FY	5.18	5.41	**	-.17	5.44	**	-.18	5.28		-.07
				SR	5.33	5.51	**	-.14	5.59	***	-.19	5.42		-.06
					1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic									
b.	Relationships with **faculty members**	ENVFAC	SCE	FY	5.05	5.14		-.07	5.24	**	-.14	5.07		-.02
				SR	5.29	5.32		-.02	5.48	**	-.15	5.26		.02
					1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible									
c.	Relationships with **administrative personnel and offices**	ENVADM	SCE	FY	4.62	4.63		.00	4.76		-.09	4.55		.05
				SR	4.41	4.46		-.03	4.65	**	-.14	4.43		-.01

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

	Variable	Bench-mark	Class	UCCS Mean [a]	CSWC Mean [a]	CSWC Sig [b]	CSWC Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCCS Peers19 Mean [a]	UCCS Peers19 Sig [b]	UCCS Peers19 Effect Size [c]
					UCCS compared with:								
9.	**Time Usage**			*About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk*									
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	3.98	4.12		-.09	3.97		.00	3.94		.02
				SR	4.61	4.20	***	.23	4.10	***	.29	4.04	***	.33
b.	Working for pay **on campus**	WORKON01		FY	1.58	1.49		.07	1.52		.05	1.42		.13
				SR	1.75	1.77		-.01	1.68		.05	1.60		.10
c.	Working for pay **off campus**	WORKOF01		FY	3.22	2.41	***	.36	2.62	***	.25	3.08		.06
				SR	4.09	3.86		.08	4.25		-.05	4.58	***	-.17
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.00	2.20	*	-.13	2.18	*	-.11	1.95		.04
				SR	1.62	2.01	***	-.26	1.95	***	-.22	1.74		-.09
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.79	3.83		-.02	3.78		.00	3.72		.04
				SR	3.37	3.50		-.08	3.44		-.04	3.37		.00
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.93	1.88		.03	2.02		-.05	2.21	**	-.15
				SR	3.19	2.58	***	.25	2.81	**	.15	2.89	*	.12
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.39	2.45		-.05	2.38		.01	2.66	***	-.22
				SR	2.38	2.49	**	-.10	2.45		-.06	2.63	***	-.23
10.	**Institutional Environment**			*To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.13	3.12		.01	3.10		.04	3.09		.06
				SR	3.14	3.11		.04	3.12		.03	3.08		.07
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.99	3.04		-.05	3.06		-.08	2.97		.03
				SR	2.84	2.88		-.04	2.96	**	-.14	2.81		.03
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.50	2.72	***	-.23	2.72	***	-.24	2.70	***	-.21
				SR	2.28	2.53	***	-.25	2.57	***	-.29	2.50	***	-.22

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

		Variable	Bench-mark	Class	UCCS Mean [a]	UCCS compared with: CSWC Mean [a]	CSWC Sig [b]	CSWC Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCCS Peers19 Mean [a]	UCCS Peers19 Sig [b]	UCCS Peers19 Effect Size [c]
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	1.98	2.24	***	-.27	2.31	***	-.33	2.20	***	-.22
				SR	1.71	1.93	***	-.23	2.03	***	-.33	1.90	***	-.20
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.26	2.46	***	-.22	2.50	***	-.26	2.40	*	-.15
				SR	1.89	2.16	***	-.29	2.24	***	-.36	2.09	***	-.22
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.57	2.81	***	-.25	2.79	***	-.23	2.63		-.06
				SR	2.21	2.57	***	-.38	2.54	***	-.34	2.44	***	-.24
g.	Using computers in academic work	ENVCOMPT		FY	3.20	3.33	**	-.17	3.30	*	-.13	3.26		-.08
				SR	3.45	3.47		-.02	3.46		-.01	3.41		.06

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

11. Educational and Personal Growth

a.	Acquiring a broad general education	GNGENLED		FY	2.94	3.14	***	-.25	3.16	***	-.28	3.08	**	-.18
				SR	2.99	3.23	***	-.29	3.26	***	-.33	3.19	***	-.24
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.66	2.76		-.10	2.81	**	-.16	2.67		-.01
				SR	2.79	3.00	***	-.23	3.11	***	-.35	2.97	***	-.20
c.	Writing clearly and effectively	GNWRITE		FY	2.91	3.03	*	-.15	3.06	**	-.18	3.02	*	-.14
				SR	3.07	3.08		-.02	3.13		-.08	3.03		.04
d.	Speaking clearly and effectively	GNSPEAK		FY	2.73	2.85	*	-.12	2.92	***	-.21	2.86	*	-.14
				SR	2.87	2.96		-.10	3.04	***	-.19	2.92		-.05
e.	Thinking critically and analytically	GNANALY		FY	3.10	3.20	*	-.13	3.20	*	-.13	3.16		-.07
				SR	3.32	3.33		-.01	3.36		-.05	3.28		.04
f.	Analyzing quantitative problems	GNQUANT		FY	2.81	2.95	**	-.17	2.93	*	-.14	2.89		-.09
				SR	3.02	3.04		-.03	3.08		-.07	3.03		-.02
g.	Using computing and information technology	GNCMPTS		FY	2.95	3.03		-.09	3.03		-.09	2.98		-.03
				SR	3.08	3.19	*	-.12	3.23	***	-.18	3.16		-.09
h.	Working effectively with others	GNOTHERS		FY	2.94	2.99		-.05	3.01		-.08	2.94		.01
				SR	2.96	3.13	***	-.19	3.18	***	-.26	3.07	*	-.13

[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.

National Survey of Student Engagement

NSSE 2009 Mean Comparisons
University of Colorado at Colorado Springs

				UCCS	UCCS compared with: CSWC			Carnegie Class			UCCS Peers19		
	Variable	Bench-mark	Class	Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.31	2.59	***	-.26	2.54	***	-.21	2.48	**	-.15
			SR	2.00	2.35	***	-.32	2.32	***	-.29	2.28	***	-.26
j.	Learning effectively on your own	GNINQ	FY	2.84	2.97	*	-.15	2.99	**	-.17	2.92		-.09
			SR	2.76	3.02	***	-.29	3.05	***	-.33	2.97	***	-.23
k.	Understanding yourself	GNSELF	FY	2.55	2.80	***	-.26	2.85	***	-.31	2.76	***	-.21
			SR	2.42	2.77	***	-.35	2.83	***	-.41	2.69	***	-.27
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.37	2.74	***	-.38	2.74	***	-.39	2.76	***	-.41
			SR	2.42	2.68	***	-.27	2.70	***	-.28	2.67	***	-.25
m.	Solving complex real-world problems	GNPROBSV	FY	2.50	2.69	***	-.20	2.71	***	-.23	2.64	*	-.15
			SR	2.55	2.75	***	-.21	2.80	***	-.26	2.71	**	-.17
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.46	2.66	***	-.20	2.74	***	-.28	2.61	*	-.14
			SR	2.35	2.65	***	-.29	2.75	***	-.39	2.58	***	-.22
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.27	2.43	**	-.17	2.47	***	-.20	2.33		-.06
			SR	2.08	2.44	***	-.36	2.49	***	-.40	2.35	***	-.27
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.84	2.07	***	-.21	2.23	***	-.35	2.02	**	-.17
			SR	1.48	1.84	***	-.35	2.02	***	-.49	1.78	***	-.30
12.	**Academic Advising**			*1=Poor, 2=Fair, 3=Good, 4=Excellent*									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	3.03	2.97		.07	3.03		.00	2.92	*	.13
			SR	2.65	2.77	*	-.13	2.90	***	-.27	2.72		-.08
13.	**Satisfaction**			*1=Poor, 2=Fair, 3=Good, 4=Excellent*									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.15	3.15		.00	3.18		-.04	3.07		.11
			SR	3.08	3.15		-.09	3.20	**	-.16	3.06		.02
14.				*1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*									
	If you could start over again, would you go to the **same institution** you are now attending?	SAMECOLL	FY	3.12	3.18		-.08	3.19		-.09	3.10		.02
			SR	3.02	3.14	**	-.14	3.17	***	-.17	3.06		-.05

IPEDS: 126580

[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.

National Survey of Student Engagement

NSSE 2009 Benchmark Comparisons

University of Colorado at Colorado Springs

Level of Academic Challenge (LAC)

Mean Comparisons

University of Colorado at Colorado Springs compared with:

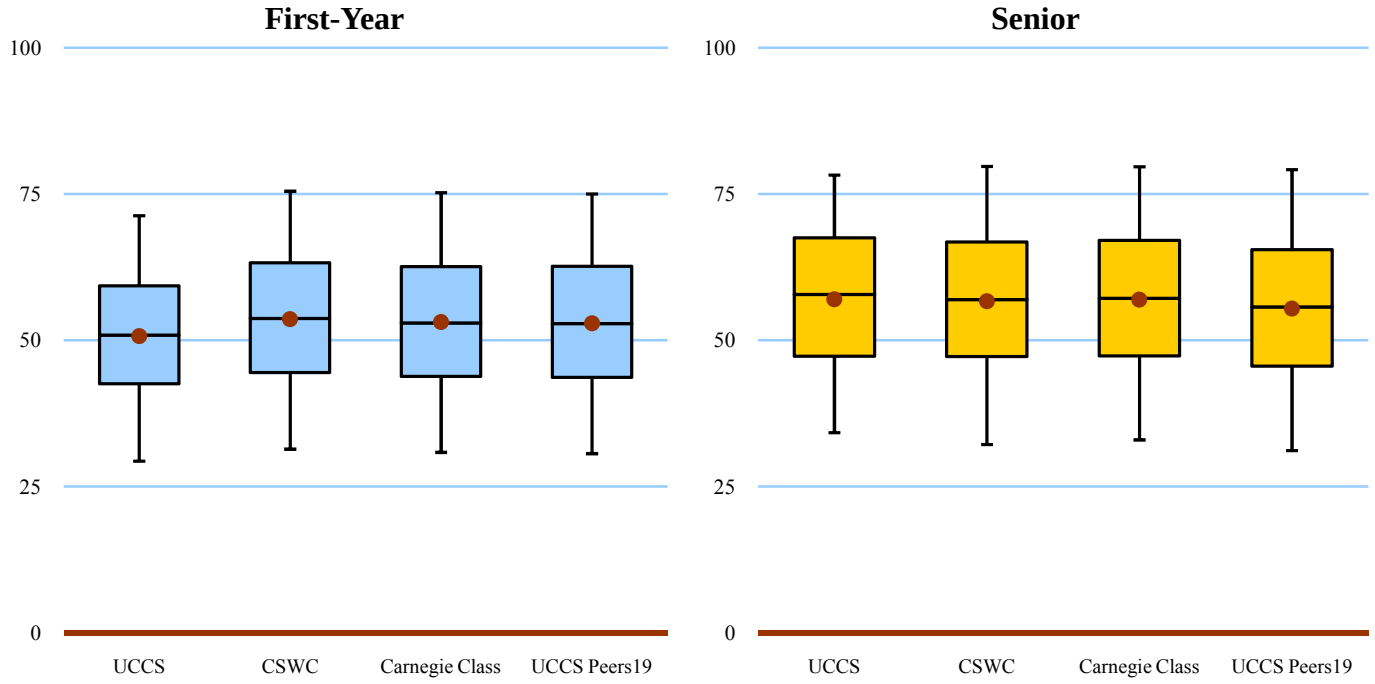
	UCCS	CSWC			Carnegie Class			UCCS Peers19		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	50.7	53.6	***	-.22	53.1	**	-.18	52.9	**	-.16
Senior	57.0	56.7		.02	56.9		.01	55.4	*	.11

[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

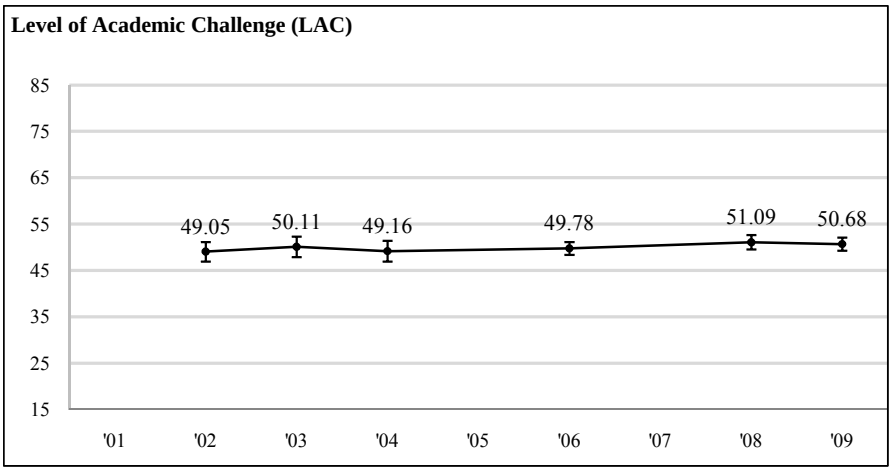
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- 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.

National Survey of Student Engagement

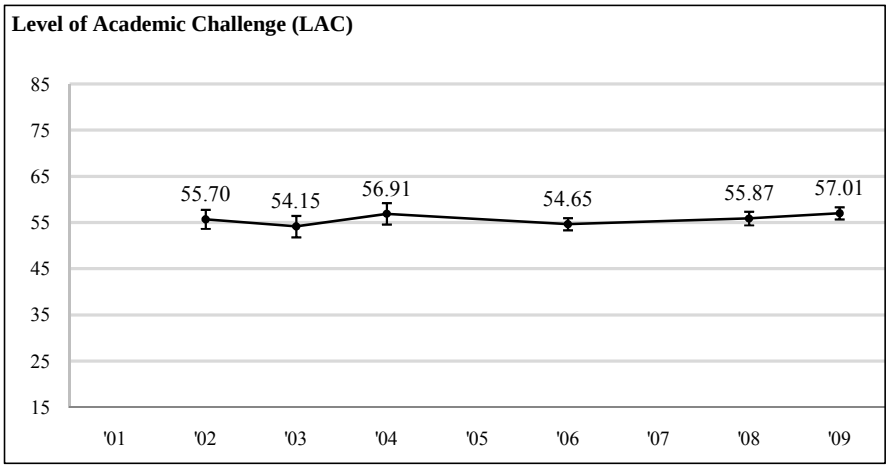
NSSE 2009 Multi-Year Benchmark Report
University of Colorado at Colorado Springs
First-Year Students

		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



UC Denver

2010 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 2010

University of Colorado Denver

2010 Academic Rigor Report:
Narrative Summary of Examples of Campus Efforts

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: promoting a culture of excellence in undergraduate education; using professional accreditation associations' standards to guide curriculum development and assessment activities in the professional programs; assessing learning outcomes; unit-specific initiatives; and academic program review. In addition, information about grade distributions and course GPAs, examination/licensure test results, the ETS Proficiency Profile results, and results from the 2010 National Survey of Student Engagement are presented.

A Culture of Excellence in Undergraduate Education

The Office of Undergraduate Education (in the Provost's Office) has embarked upon several initiatives during the past few years that illustrate UC Denver's commitment to academic excellence. For example:

- ***Foundations for Student Success:*** UC Denver participated in the Foundations of Excellence (FoE) program during the 2008-09 academic year and is currently completing an enrollment management review under the direction of SEMWorks. The campus established a Foundations for Student Success (FSS) steering committee to prioritize and oversee the implementation of recommendations from both the FoE and SEMWorks reviews. In order to bridge academic and student affairs areas, the Foundations for Student Success (FSS) committee is headed by the Assistant Vice Chancellor for Student Success, the Assistant Vice Chancellor for University Life/Dean of Students, and the Assistant Vice Chancellor for Undergraduate Experiences. While the focus of the FSS committee is student retention, the underlying foundation is rigor in academic programs.

- ***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 incoming class of UHL students typically has valedictorians from several Colorado high schools, has an average admission index of approximately 130, and includes recipients of external merit scholarships. Three current UHL students were selected for prestigious, competitive summer programs at Georgetown University, the US Senate, and the University of Delaware Disaster Research Center.

- ***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 First-Year Seminar Program is ongoing and has directed several curricular modifications related to academic content and academic skills.

- ***Early Alert*:** The Denver Campus initiated a campus-wide, web-based Early Alert program to identify undergraduate students needing assistance because of academic performance, class participation, or behavioral issues. Most (85-90%) of the alerts generated by faculty are based on academic performance issues. The goal of the support provided by academic advising and student support offices is assisting students to meet faculty expectations for academic rigor. Providing assistance early in the semester is very important to student success in their baccalaureate program.

Curriculum Development and Assessment in the Professional Programs

Given the expectations of specialized accreditors, 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 Architecture and Planning, Business, Education and Human Development, Engineering and Applied Sciences, and Public Affairs. 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 oversees program improvements 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, LCME), oversaw a complete revision of the curriculum during a six-year period to provide a more integrated, active learning curriculum.

Assessment of Learning Outcomes

Every academic program at UC Denver has put in place an ongoing outcomes assessment system and annually reports on the ways in which it uses the assessment of learning results to guide its program improvement process. This year, programs have been encouraged to move to a higher level of assessment by "closing the loop" and systematically examining their program modifications to determine if they produce the desired effects on student learning in subsequent semesters and years. A few programs, such as Physical Therapy and Medical Education, have achieved this goal, though our goal is for many more programs to do so in future years.

In addition, in the past academic year we have been paying particular attention to the assessment of graduate programs and general education. In order to have every graduate program put in place an active and effective outcomes assessment system, the Office of Assessment has requested that all programs submit twice yearly assessment reports describing their assessment results and program improvements. The Office of Assessment then provides feedback and technical assistance to these programs as needed.

The Core Curriculum Oversight Committee (CCOC) is engaged in oversight assessment activities focused on academic rigor in general education. First, the syllabus from each course in the UC

Denver Core Curriculum is reviewed for critical thinking, writing, and relevance of the discipline to general education, and the historical perspective and methodology of the discipline. 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. Third, CCOC will be reviewing the results of the ETS Proficiency Profile (formerly known as the MAPP test) that assesses critical thinking, reading, writing, and mathematics within general education. It is a 40-minute, paper-and-pencil, multiple choice test and is one of the tests that the Voluntary System of Accountability (VSA) has selected as a gauge of general education outcomes.

Other initiatives include:

- The assessment and advancement of general education has been a recent emphasis through a multi-pronged approach that includes standardized testing of students, faculty surveys regarding student performance, and curriculum-embedded assessments of student learning for core learning outcomes.

- 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 review these results in the fall of 2010 and make recommendations for strengthening student learning and teaching in these areas.

- 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.

College of Liberal Arts and Sciences (CLAS) Initiatives 2009-2010:

- The College of Liberal Arts and Sciences (CLAS) conducted learning outcomes assessments on all of its degree programs, the CLAS graduation requirements (which include the CLAS classes in the campus-wide core), the writing center, and the undergraduate advising office (see full report on the college assessment web page www.ucdenver.edu/academics/colleges/clas/faculty-staff/faculty-resources/teaching/Pages/OutcomesAssessment.aspx). Program reviews were based on both formative and summative data. The writing center used continuous improvements in student paper drafts and the advising office used senior exit interviews. Finally, the CLAS graduation requirements were examined using formative data.

- At the program level, some programs identified weaknesses in student mastery of skills and have instituted changes in their curricula to address these issues. For example, in the undergraduate history program, some students had recurring problems with the development of ideas and demonstrating historical thinking. The weakest students have difficulty with the concept of historiography. Therefore, research papers will now require a section on historiographical analysis to force students to think about how their conclusions and arguments fit within the broader discipline of history. Similarly, in the masters of humanities/masters of social sciences programs, twenty five percent of the students demonstrated inadequate mastery of three of the four goals and 12.5% demonstrated inadequate mastery of discipline selection. To address the deficiencies, the core classes in the program will increase focus on integrative leverage and critical stance by emphasizing these issues in scholarly readings in the classes and the papers written in these classes that prepare the students to design their proposals and conduct their thesis/project research.

- Other programs instituted changes in the last year to address identified difficulties students were having. For example, in the undergraduate biology program, changes were introduced into General Biology I and II (weekly exams over previous week's material and mandatory small group work) and appear to have had a positive role in dropping the D/F/W rate in 2009-2010. Additionally, in the masters of clinical psychology program, changes were made to several classes based on the previous year's assessment. Based on internship competency exams, thesis, and clinical internships as well as exit interviews and alumni surveys, it is apparent that these changes resulted in improvement this year, with all students showing competency or mastery of the goals.

- CLAS graduation requirements were assessed in various sections of 51 courses representing 4,004 students. One goal was assessed in each of the eight areas of the graduation requirements (composition, mathematics, behavioral and physical sciences, social sciences, behavioral sciences, humanities, cultural diversity, and international perspectives). These results were sent to the faculty of CLAS during the spring semester through the CLAS list serve and through the bimonthly dean's notes. Additionally, they were sent to the Director of Assessment, the Denver Campus General Education Assessment Committee, and the Denver Campus Assessment Committee for comment. Meetings were held with the CLAS Council, the CLAS Council of Chairs and four faculty forums in Spring semester 2010. The faculty members participating in these meetings reported additional conversations about the results of the assessment at the department level as the data was being collected. Given the high level of student achievement, these conversations frequently focused on similarities/differences in results between different sections of the same course as well as instructional methods used to help move students from the acceptable to mastery level.

Program Review

The University of Colorado Denver recently revised its academic program review policy to create a single policy to guide the reviews on both campuses. This new policy not only complies with Regent laws and university policies but also benefits from the history and tradition of program review at UC Denver. Academic program review is conducted on a seven-year cycle with the goal to promote and maintain efficiently administered, high quality academic programs. The process examines academic programs and the educational experience, including an analysis of academic assessment data and faculty activity. The policy requires a thorough self study, examination by external experts, review by the Program Review Panel and then the creation of an implementation plan. The implementation plan is not a system requirement but is an effective means of tracking progress against the recommendations. After one full cycle, the observations from both the programs that were reviewed and the Program Review Panel confirm that the new policy is accomplishing its goals. The engagement and commitment of all the participants in the process have contributed to the success of the new policy. The policy will be monitored each year and revised as necessary to assure that UC Denver has an Academic Program Review policy and process that assesses its programs and provides a plan for the future to guide decisions.

ETS Proficiency Profile

In order to meet accountability and reporting requirements, UC Denver chose the ETS Proficiency Profile (formerly the MAPP), a 40-minute, 36-item multiple-choice test that measures student performance in four areas: critical thinking, reading, writing, and mathematics. The ETS

Proficiency Profile is one of the three tests approved by the VSA (Voluntary System of Accountability) and the results of the tests will be posted on the university's College Portrait. ETS provides information about how UC Denver actually performed and was expected to perform on ETS Proficiency Profile Critical Thinking and Writing based on a regression algorithm in which student ability was controlled for using SAT/ACT scores. UC Denver freshmen (n=227) were tested in October 2009, while seniors (n=211) were tested in April 2010. Freshmen performed as expected on both components and seniors performed as expected on Critical Thinking and above expected on Writing. In addition, seniors outscored freshmen on all measures.

ETS Proficiency Profile results for UC Denver:

	Freshmen: Institutional Score (n=227)	Freshmen: Comparison to Predicted Scores (n=227)	Seniors: Institutional Score (n=211)	Seniors: Comparison to Predicted Scores (n=211)
Total	443.36	NA	455.40	NA
Critical Thinking	110.98	As expected	114.08	As expected
Writing	114.25	As expected	116.01	Above expected
Reading	117.37	NA	120.84	NA
Mathematics	113.66	NA	116.89	NA

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. Medical students consistently achieve well above the 90% pass rate as well as surpassing national norms (USMLE I, USMLE II Clinical Knowledge, USMLE II Clinical Skills). Pharmacy, Nursing, PT, and PA students also exceed the 90% pass rate and exceed national norms (NAPLEX, NCLEX, PT Licensing Exam, and PA National Certifying Exam).

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). For the 2009 scores, the proportion of UCD candidates without an advanced degree who passed all parts of the test exceeded the national average, while the proportion of those passing all portions with an advanced degree was very close to the national average. For the latter, the percentage of those passing some portion of the exam was higher than the national average.

2010 National Survey of Student Engagement (NSSE), Level of Academic Challenge Items

UC Denver's most recent administration of the NSSE was in 2010. As with the 2008 administration of the NSSE, the 2010 data show that first-year and senior students compare favorably with all three sets of peers on the "Level of Academic Challenge" scale. In fact, scores were higher for

UC Denver freshmen than for any of the three peer groups and UC Denver seniors were exactly comparable with mean scores from two of the three peer groups (urban universities and the set of Denver Campus peers) and only slightly lower than the Carnegie class[1] peers (UC Denver's class is RU/VH: Research Universities (very high research activity)). Longitudinal data indicate improvements in this area for both freshmen and seniors, with the highest scores seen to date for freshmen. These data suggest that students are finding that UC Denver has increasingly promoted high levels of student achievement through emphasis on academic effort and high expectations of student performance.

[1] In 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. This particular classification is based upon measures of research activity, for those institutions that award 20+ doctoral degrees per year (excluding doctoral-level degrees like JD, MD, PharmD, DPT, etc.), but does not speak to quality or importance of the research.

Source: OIRPA (20100096)

UC Denver

Education Testing Service (ETS) Proficiency Profile

Test Results 2009-10: Highlights

Education Testing Services (ETS) Proficiency Profile Test Results 2009-2010
for the University of Colorado Denver

Test

ETS Proficiency Profile (formerly the MAPP) is a 40 minute, 36 question multiple-choice test that measures student performance in four areas: critical thinking, reading, writing, and mathematics. The ETS Proficiency Profile is one of the three tests approved by the VSA (Voluntary System of Accountability), and the results of the tests will be posted on the university's College Portrait.

Test Takers and Testing Dates

227 Freshmen in October 2009 (159 freshmen had no transfer credits)
211 Seniors in April 2010 (72 seniors had no transfer credits)

Test Scores

FRESHMEN AND SENIORS

Type	#Students	Total	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshmen	227	**443.36**	110.98	117.37	114.25	113.66	113.63	112.41	114.90
Seniors	211	**455.40**	114.08	120.84	116.01	116.89	117.16	115.09	117.07

KEY FINDING: Seniors substantially out-performed freshmen on the overall test and in each of the sub-areas.

FRESHMEN AND SENIORS (PERCENT ABOVE COMPARISON UNIVERSITIES)

Type	#Students	Total	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshmen	227	**67%**	58%	58%	50%	67%	50%	50%	58%
Seniors	211	**60%**	67%	44%	64%	68%	68%	44%	68%

KEY FINDING: Both seniors and freshmen performed above the average score on nearly all measures for comparison universities. Note that the set of comparison universities is not one of UC Denver's choosing; that functionality is not yet available at ETS.

How the Information Will Be Used

Test results will be used by faculty to develop effective strategies for teaching students and modifying the core/general education curriculum, by the Regents of the University of Colorado to see how well the Denver Campus is educating its students in the areas covered by the test, by the university to provide the public with information via the College Portrait about the value of a UC Denver education, and by the participating students to help them gauge their own performance in each of the four tested areas.

Testing Plans for 2010-2011

In October 2010 we plan to test 300 freshmen (to allow for a longitudinal study so that when these same students are seniors we can test again those who have "persisted" at the university). In April 2011 we plan to test 100 seniors to allow for a cross-sectional comparison with the 300 freshmen.

UC Denver

Grade Distribution, AY 2009-10

Course GPAs AY 2005-06 through AY 2009-10

CU Academic Rigor Report 2010 - 2011: 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.

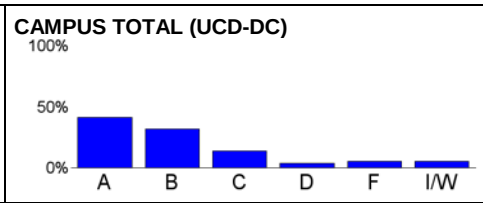
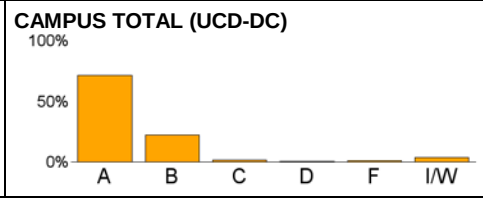
Reference:
• UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
• Project Number: 20100096
• Source File: Report05_Output.sas
• This File: P:\2010\20100096_CUSystemAcademicRigor\Report_UCD-DC.rtf
• Created: 08/23/2010

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

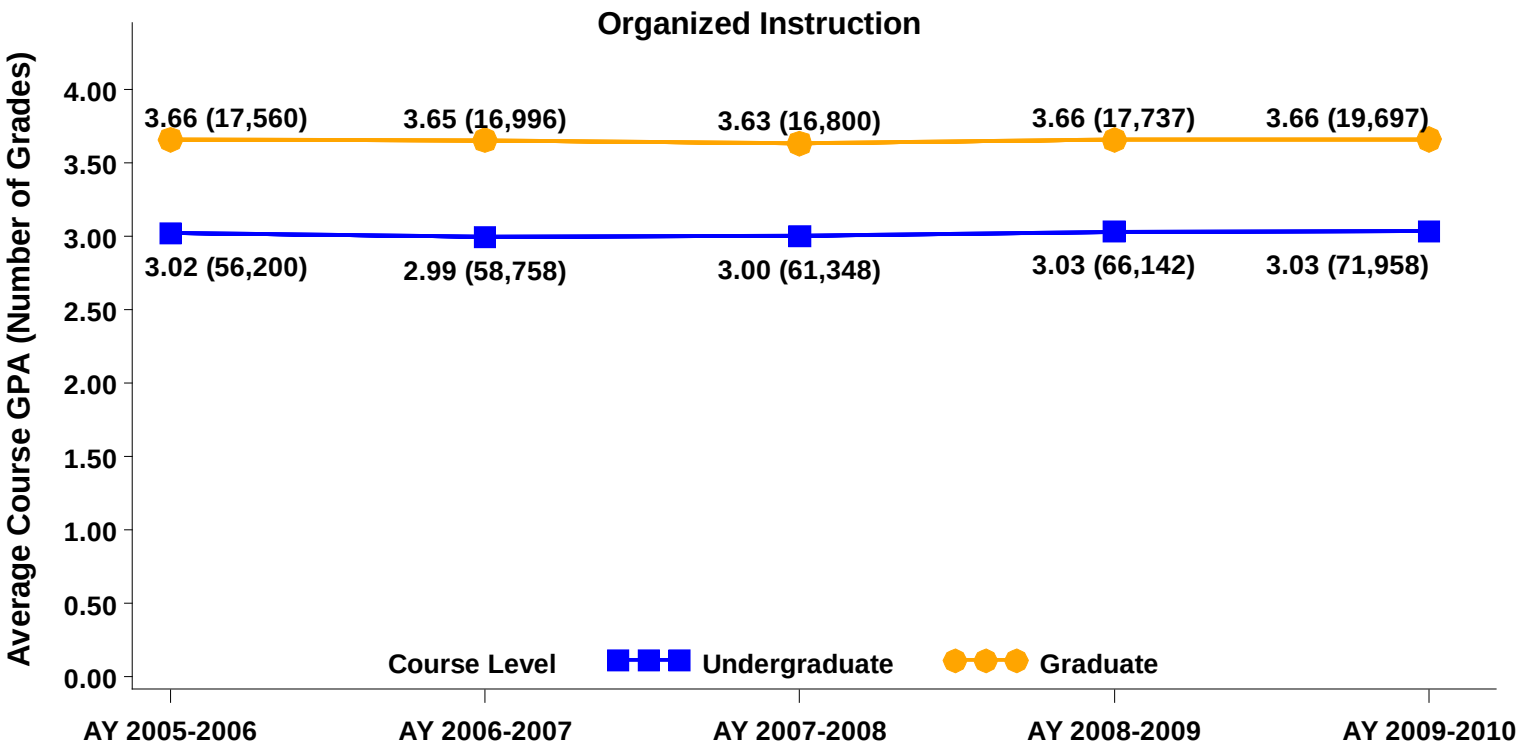
CAMPUS TOTAL (UCD-DC)

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		71,958	2,702	3.03	41%	32%	14%	3%	5%	5%
Graduate		19,697	1,366	3.66	72%	22%	2%	0%	1%	4%

Average Course Grades - Five Academic Year History



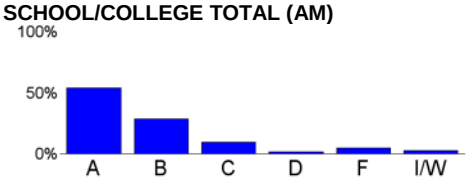
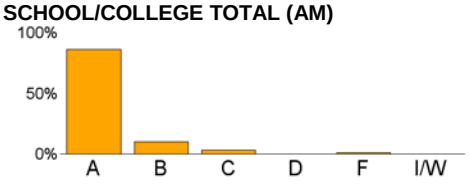
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

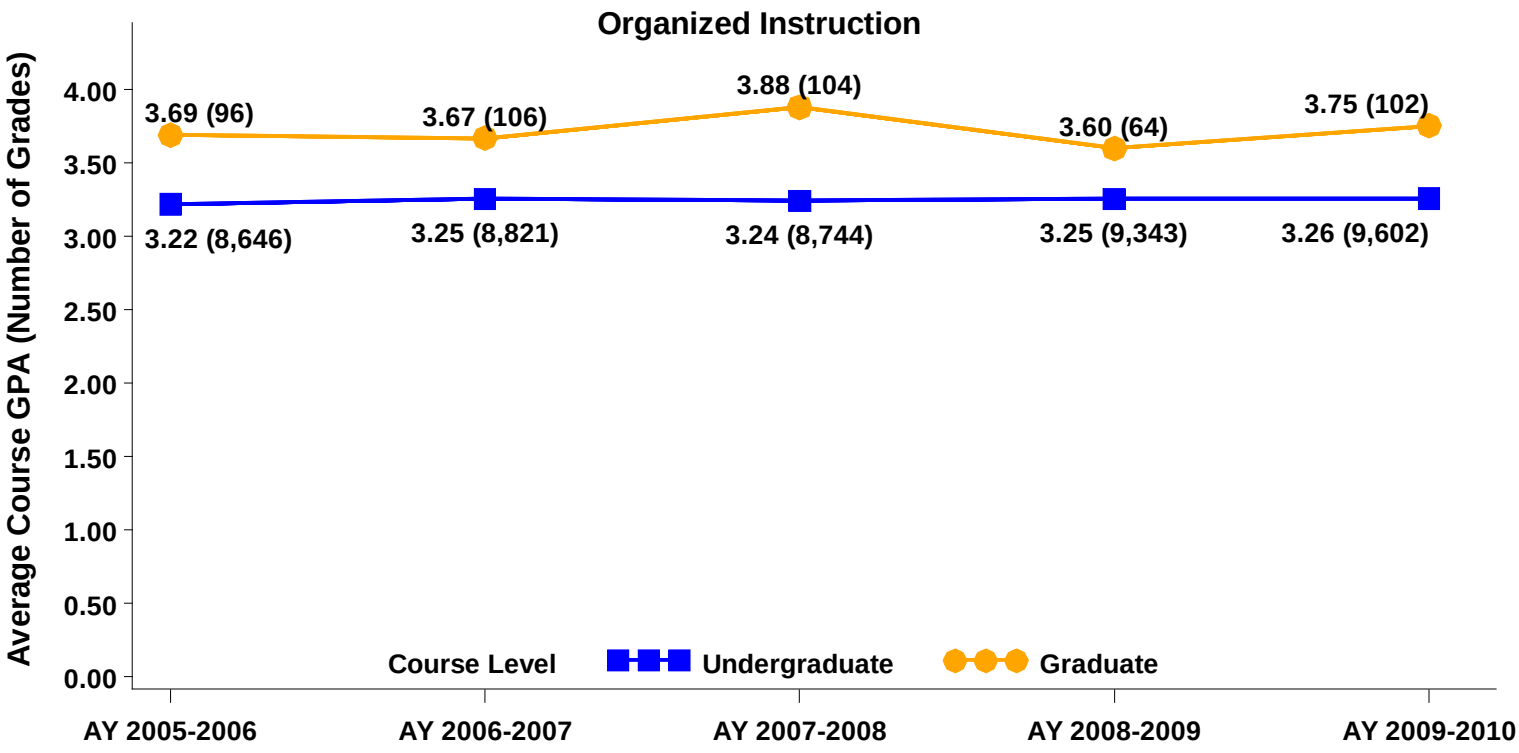
COLLEGE OF ARTS AND MEDIA

Grade Distributions for Academic Year 2009-2010

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) 	9,602	597	3.26	54%	28%	9%	2%	5%	2%
Graduate	SCHOOL/COLLEGE TOTAL (AM) 	102	25	3.75	86%	10%	3%	0%	1%	0%

Average Course Grades - Five Academic Year History



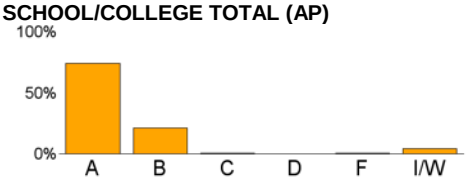
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

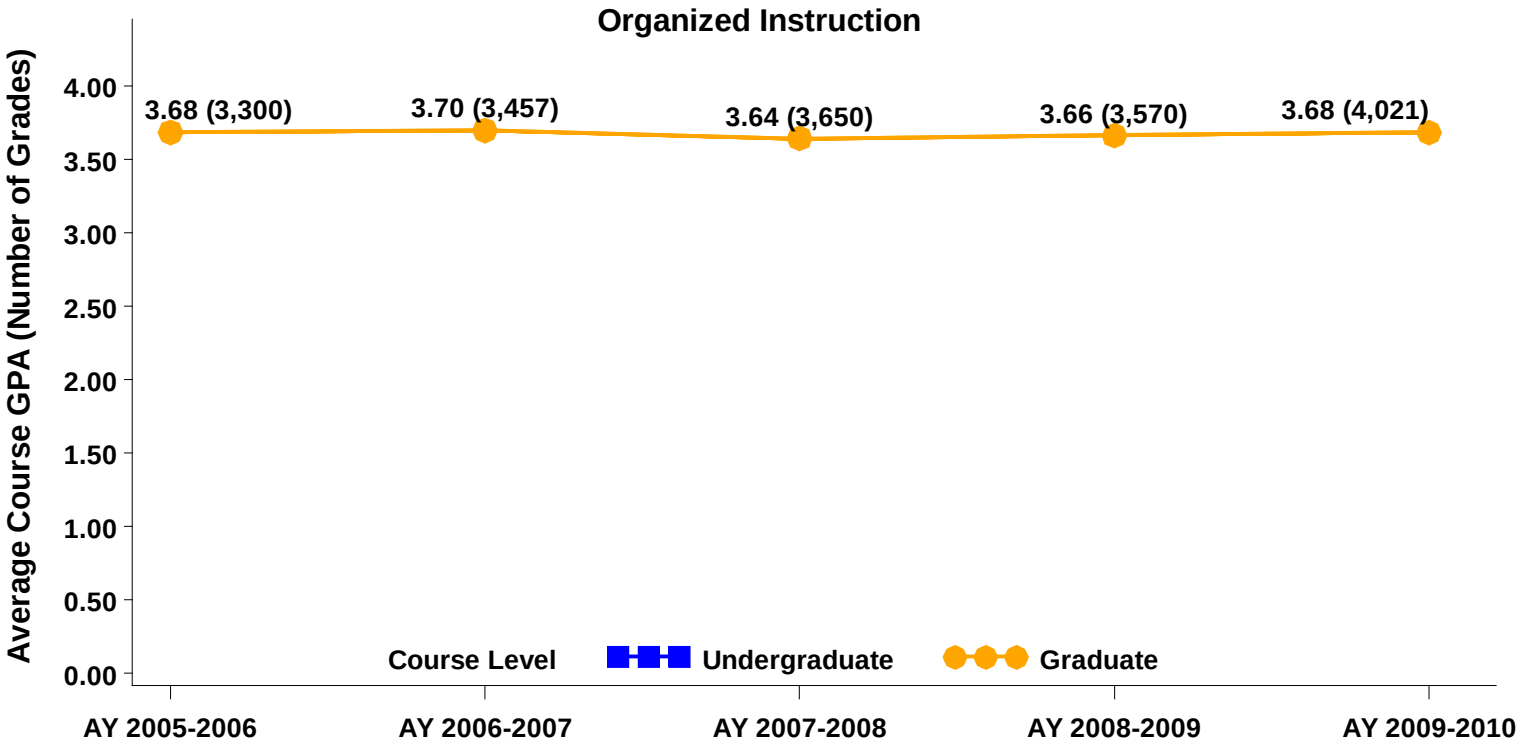
COLL OF ARCH & PLANNING

Grade Distributions for Academic Year 2009-2010

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) 	4,021	259	3.68	74%	21%	1%	0%	1%	4%

Average Course Grades - Five Academic Year History



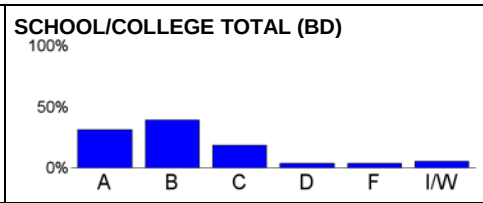
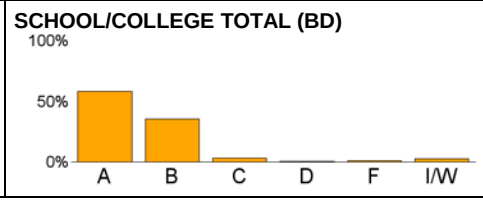
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

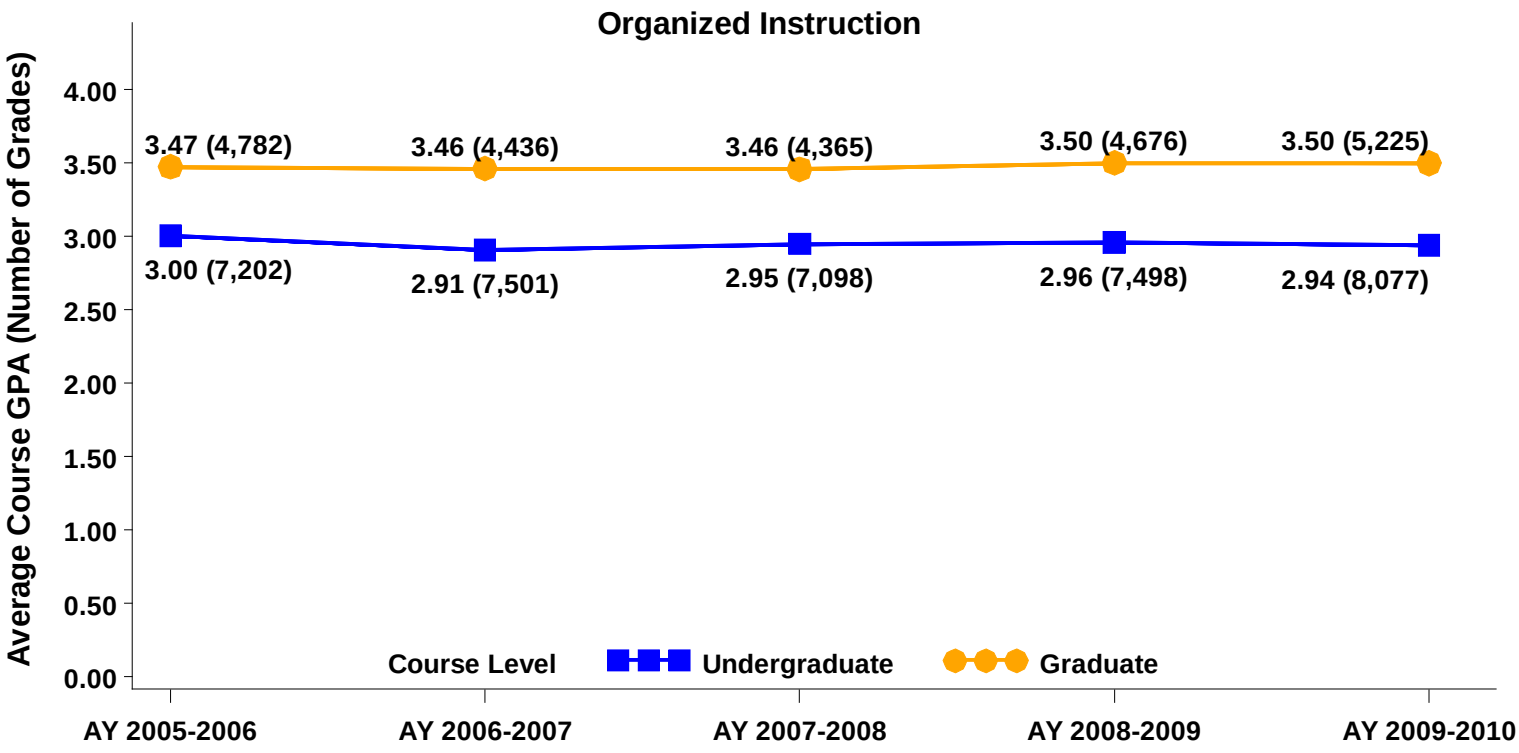
COLLEGE OF BUSINESS & ADMIN

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		8,077	239	2.94	31%	39%	18%	3%	4%	5%
Graduate		5,225	210	3.50	58%	35%	3%	0%	1%	2%

Average Course Grades - Five Academic Year History



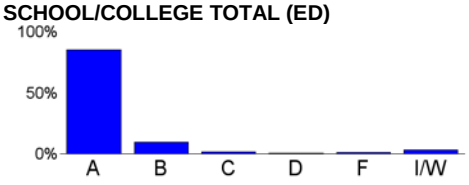
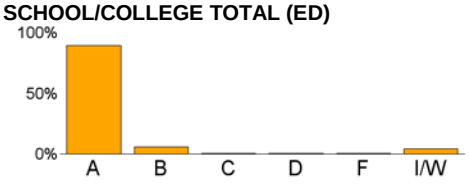
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

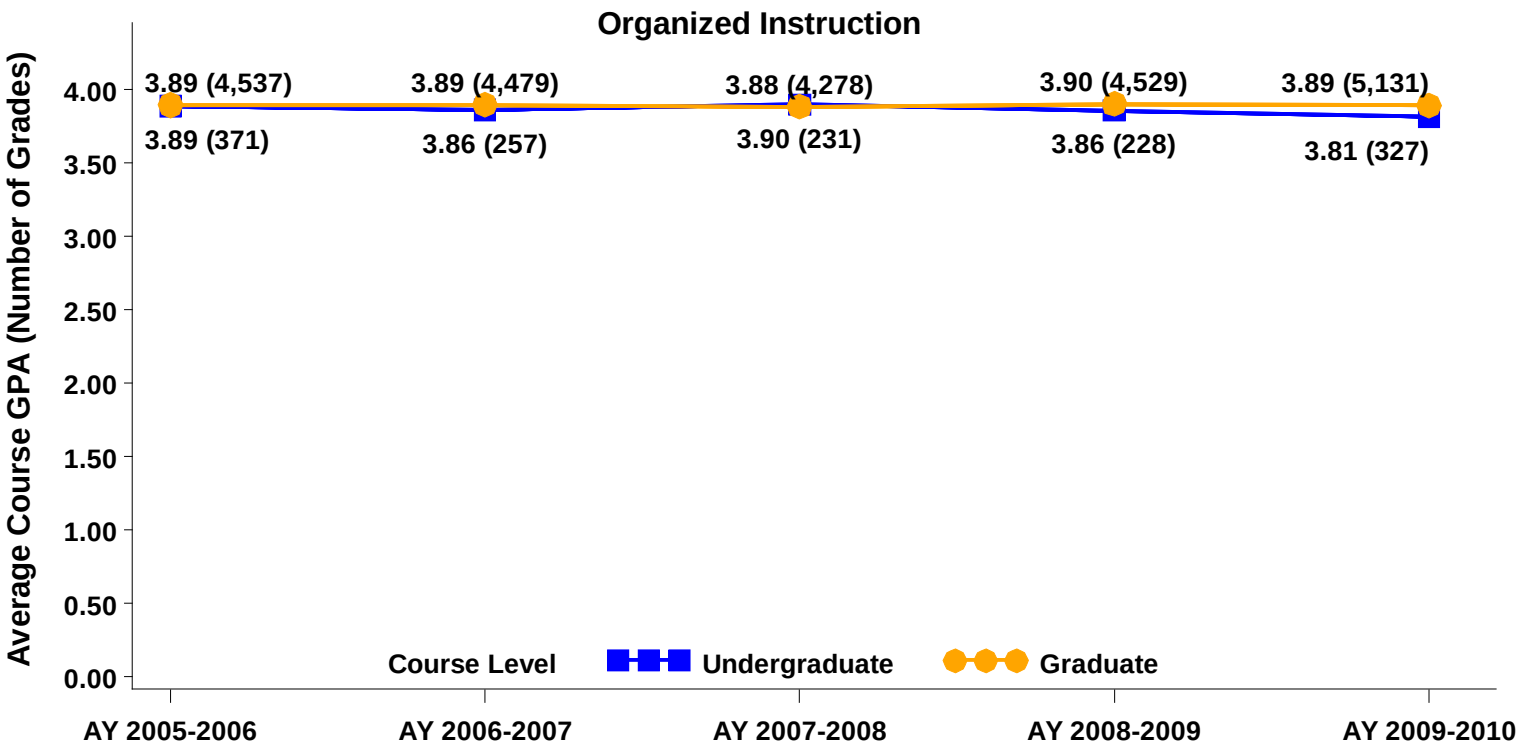
SCHOOL OF EDUCATION

Grade Distributions for Academic Year 2009-2010

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 (ED) 	327	69	3.81	85%	9%	2%	0%	1%	3%
Graduate	SCHOOL/COLLEGE TOTAL (ED) 	5,131	314	3.89	90%	6%	0%	0%	0%	4%

Average Course Grades - Five Academic Year History



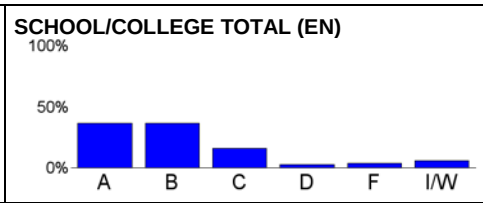
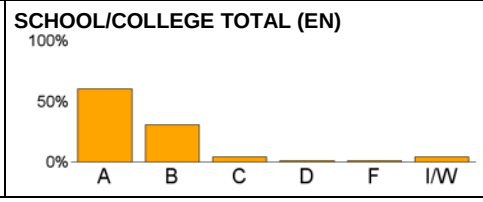
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

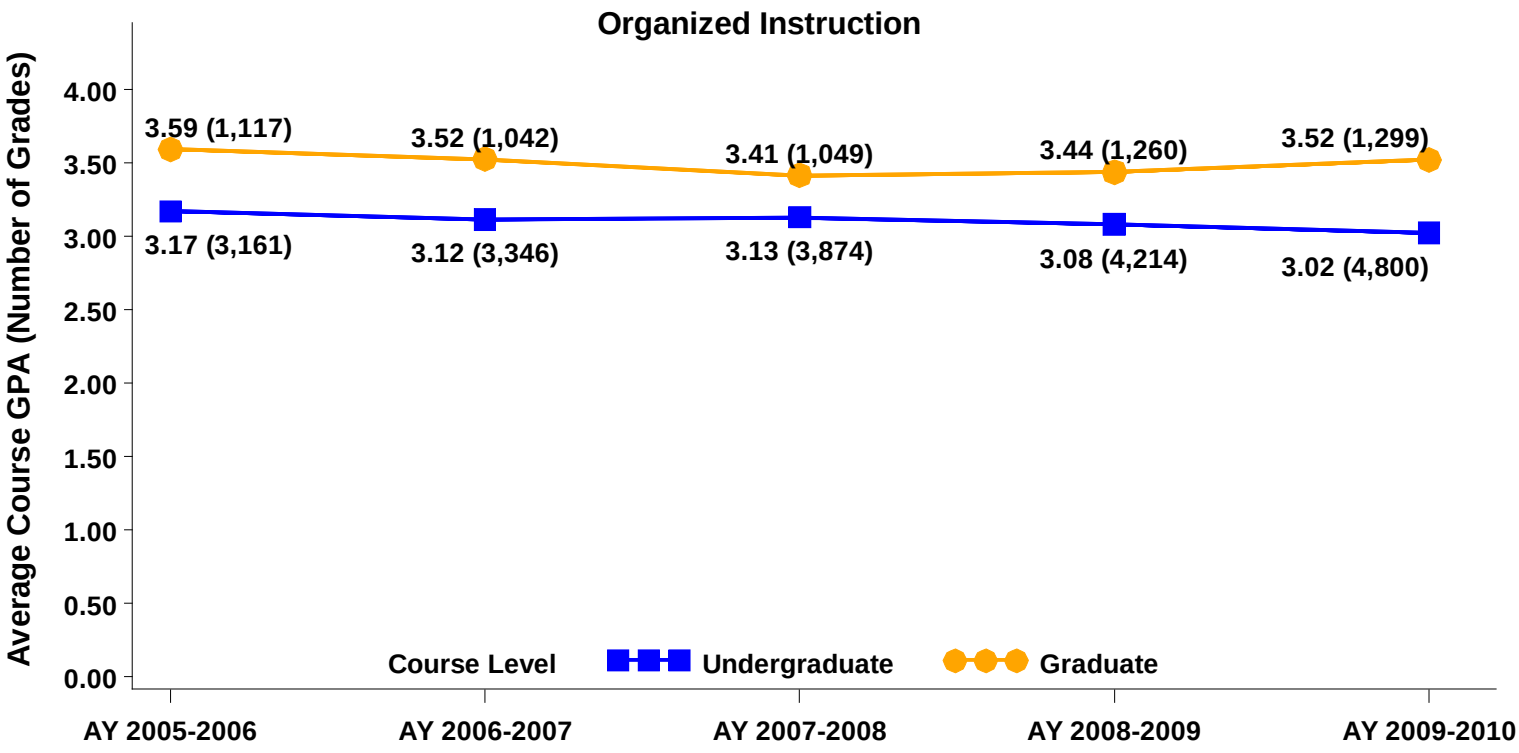
COLL OF ENGINEERING & APPL SCI

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		4,800	239	3.02	36%	36%	16%	3%	4%	5%
Graduate		1,299	118	3.52	60%	30%	4%	1%	1%	4%

Average Course Grades - Five Academic Year History



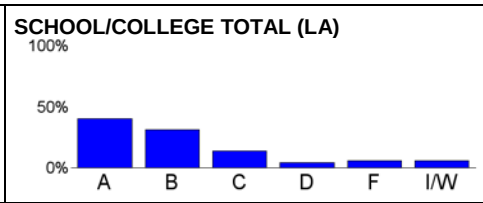
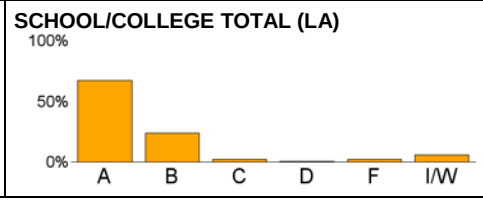
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

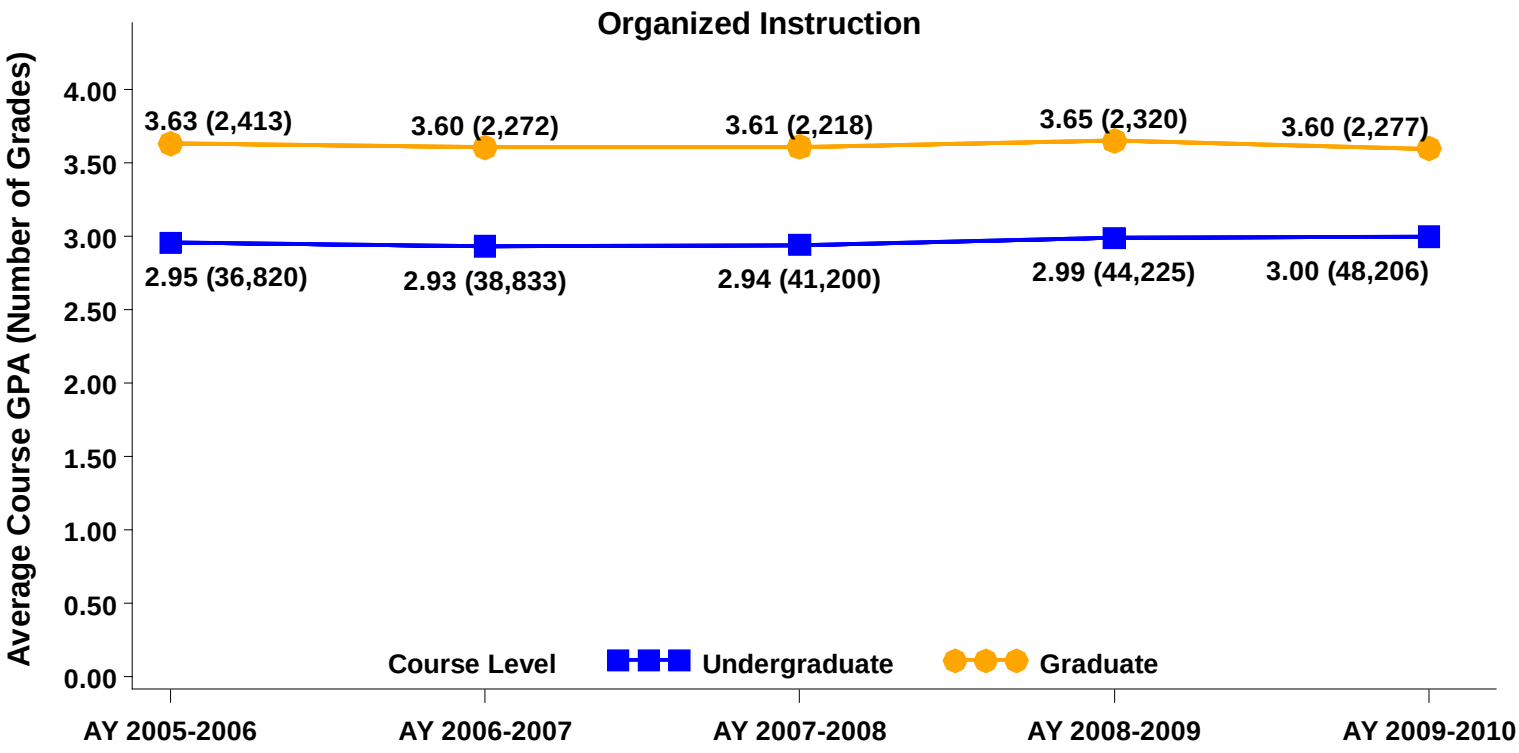
COLLEGE OF LIBERAL ARTS & SCI

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		48,206	1,517	3.00	40%	31%	14%	4%	6%	6%
Graduate		2,277	323	3.60	67%	23%	2%	0%	2%	6%

Average Course Grades - Five Academic Year History



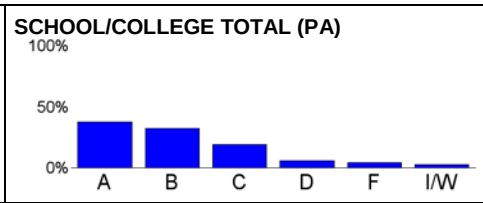
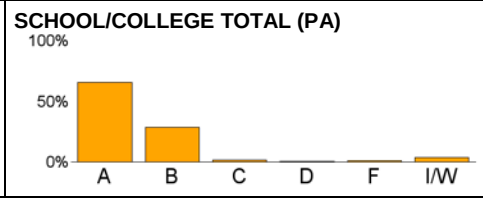
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

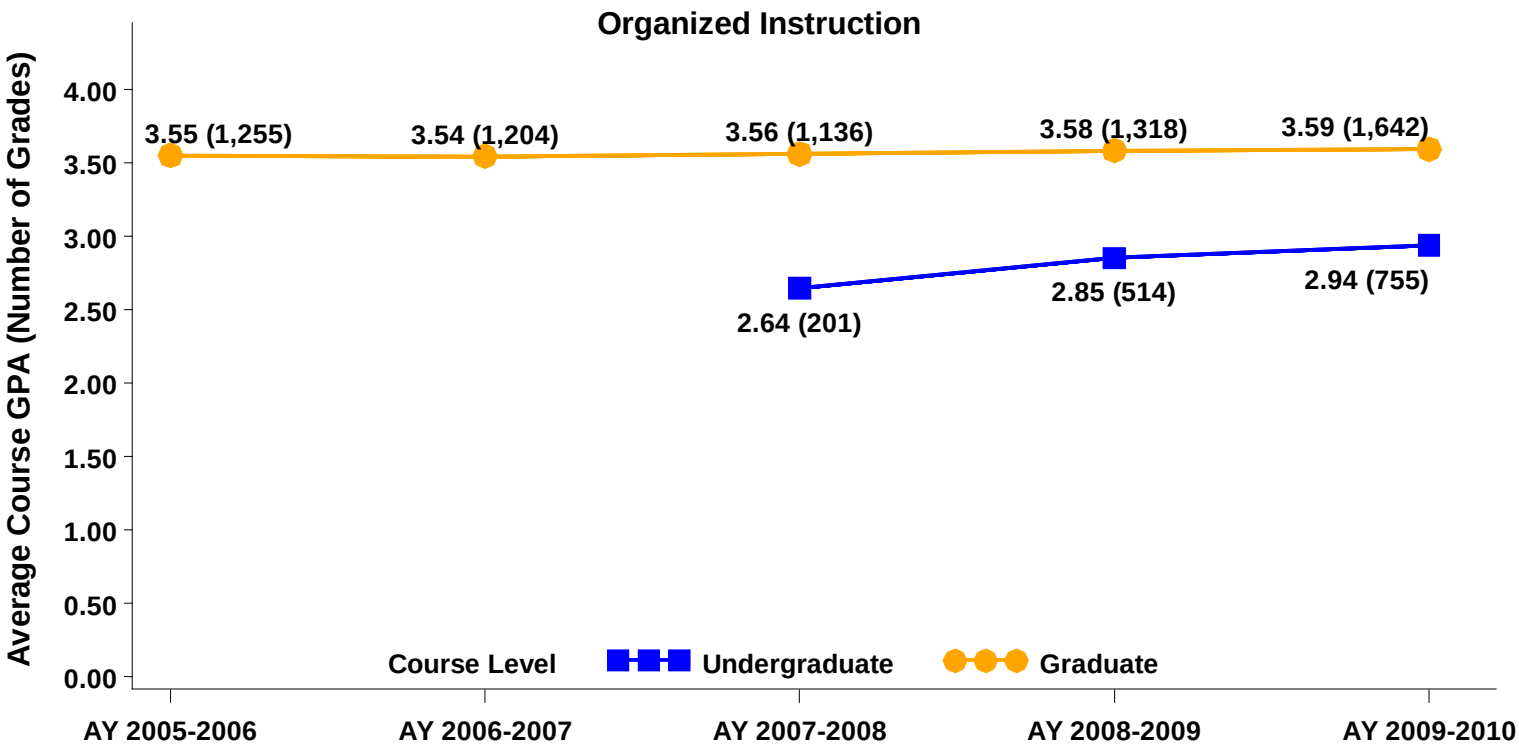
SCHOOL OF PUBLIC AFFAIRS

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		755	23	2.94	37%	32%	19%	5%	4%	2%
Graduate		1,642	117	3.59	66%	28%	1%	0%	1%	4%

Average Course Grades - Five Academic Year History



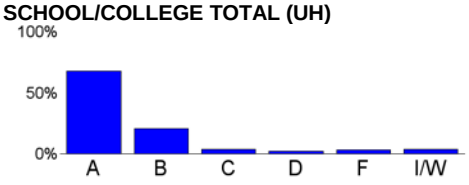
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

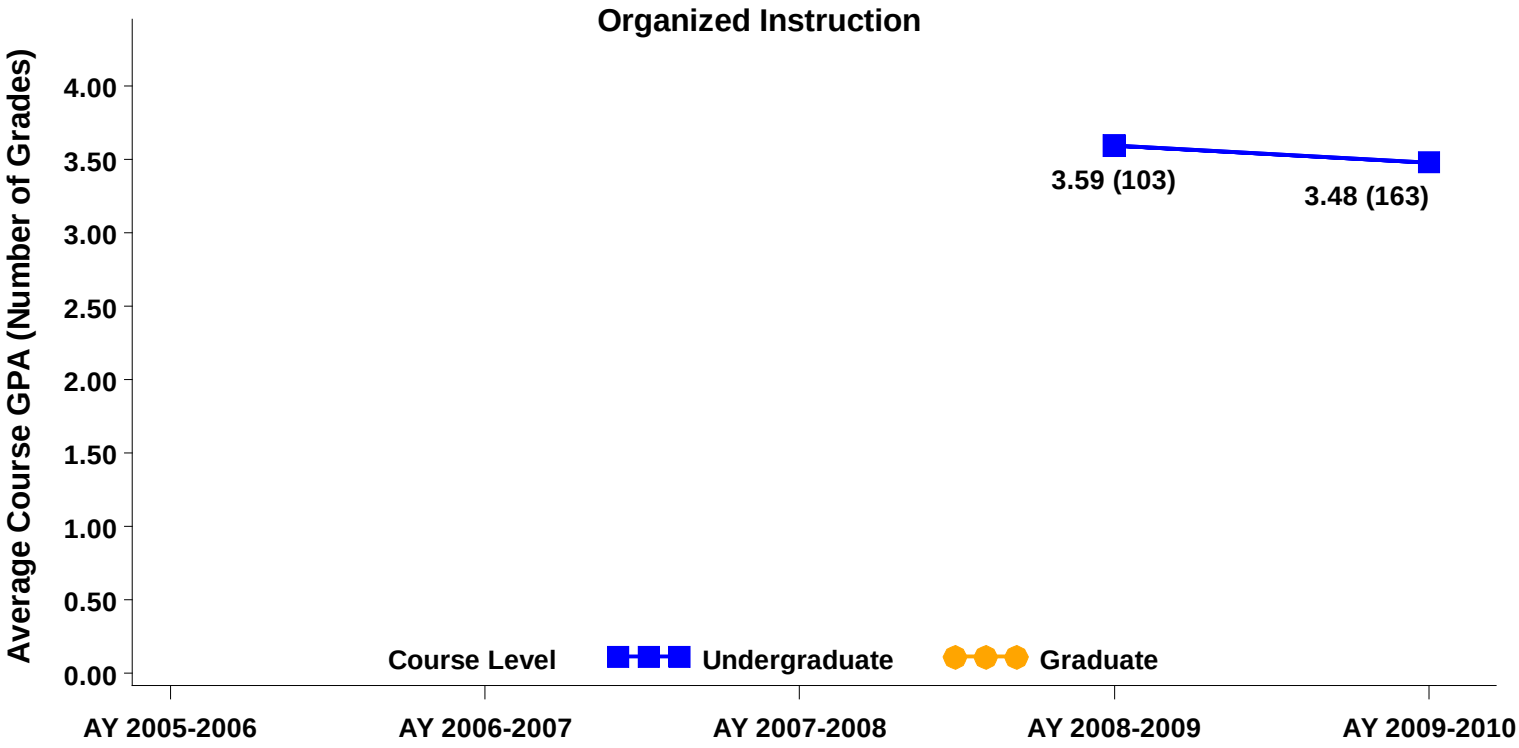
UNIVERSITY HONORS AND LEADERSHIP

Grade Distributions for Academic Year 2009-2010

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) 	163	9	3.48	67%	20%	4%	2%	3%	4%

Average Course Grades - Five Academic Year History



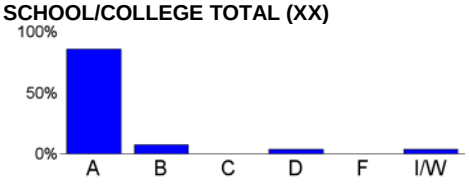
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.
NOTE: UCD School of Public Affairs undergraduate program began in AY 2007-2008

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado Denver - Downtown Campus

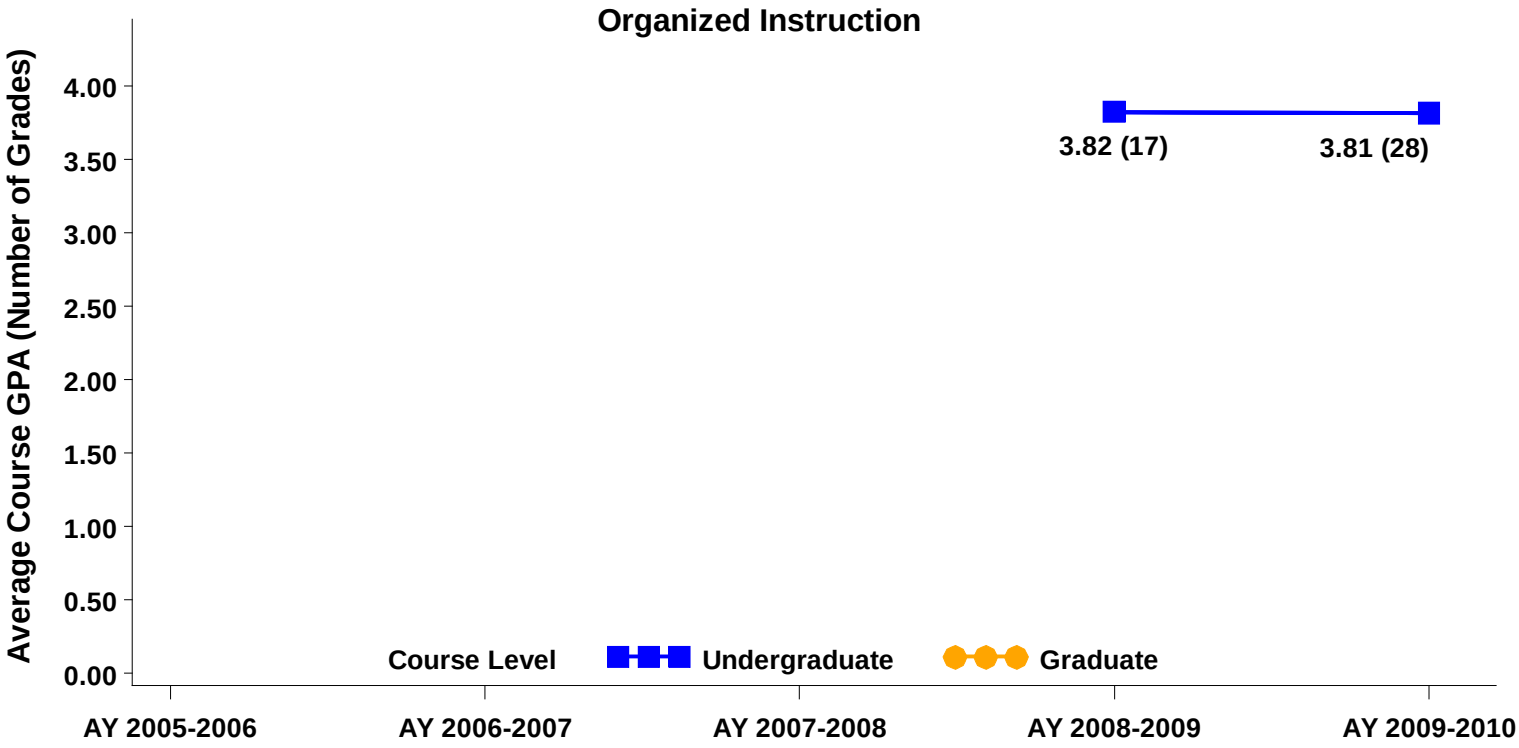
ROTC PROGRAMS

Grade Distributions for Academic Year 2009-2010

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) 	28	9	3.81	86%	7%	0%	4%	0%	4%

Average Course Grades - Five Academic Year History



I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRPA Reference: Project 20100096, Report05_Output.sas , 08/23/2010.

UC Denver

Examination/Licensure Test Results

Certified Public Accountant Exam, 2006 to 2009

	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							
UC Denver							
2009	78	45%	52%	49%	44%	56%	35%
2008	77	33%	35%	45%	46%	53%	29%
2007	54	42%	43%	53%	30%	63%	24%
2006	60	32%	53%	44%	60%	70%	30%
Colorado schools w/o CU campuses							
2009	571	44%	52%	54%	45%	64%	30%
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							
2009	59,035	48%	51%	51%	47%	63%	32%
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							
UC Denver							
2009	17	50%	58%	67%	60%	76%	35%
2008	16	67%	58%	67%	69%	88%	50%
2007	17	63%	86%	50%	42%	76%	47%
2006	16	22%	25%	38%	50%	44%	19%
Colorado schools w/o CU campuses							
2009	80	52%	65%	45%	48%	70%	39%
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							
2009	10,081	53%	56%	55%	56%	69%	38%
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%

*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

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

Graduate Record Exam (GRE)

	UCD - Downtown Campus		national
	#test takers	ave score	ave score
Verbal			
10/08-9/09	162	479	470
10/07-9/08	146	465	466
10/06-9/07	173	473	468
10/05-9/06	188	470	473
10/04-9/05	150	480	476
10/03-9/04	190	469	475
10/02-9/03	121	459	470
Quantitative			
10/08-9/09	162	563	598
10/07-9/08	146	561	592
10/06-9/07	173	524	593
10/05-9/06	185	565	593
10/04-9/05	150	542	593
10/03-9/04	190	554	598
10/02-9/03	120	558	582
Analytical			
10/08-9/09	160	4.06	3.94
10/07-9/08	146	4.07	4.00
10/06-9/07	173	4.20	4.13
10/05-9/06	184	4.00	4.23
10/04-9/05	150	4.00	4.30
10/03-9/04	190	4.00	4.37
10/02-9/03	119	4.00	-

Central Regional Dental Test

	AMC		national pass rate
	# test takers	pass rate	
Restorative			
2009	17	82%	
2008	14	76%	
2007	23	96%	
2006	29	85%	88%
2005	26	100%	86%
2004	NA	88%	
Periodontics			
2009	17	100%	
2008	14	91%	
2007	23	96%	
2006	29	96%	
2005	26	74%	92%
2004	NA	77%	
Computer Simulation			
2009	17	100%	
2008	14	84%	
2007	23	84%	
2006	29	96%	
2005	NA	NA	
2004	NA	NA	
Endodontic			
2009	17	88%	
2008	14	93%	
2007	23	99%	
2006	29	93%	
2005	NA	NA	
2004	NA	NA	
Prosthodontic			
2009	17	94%	
2008	14	82%	
2007	23	78%	
2006	29	81%	
2005	26	74%	
2004	NA	71%	
Overall			
2009	17	83%	
2008	14	84%	
2007	23	90%	89%
2006	29	86%	86%
2005	26	83%	82%
2004	NA	88%	

National Board of Dental Exams, Pt. I

	AMC		national pass rate
	# test takers	pass rate	
2009	52	96%	94%
2008	48	92%	92%
2007	51	100%	96%
2006	50	96%	91%
2005	45	90%	89%
2004	46	94%	91%
2003	39	90%	88%
2002	38	84%	92%
2001	36	100%	93%
2000	38	97%	93%
1999	34	91%	93%
1998	35	97%	90%

National Board of Dental Exams, Pt. II

	AMC		national pass rate
	# test takers	pass rate	
2009	58	88%	80%
2008	50	100%	93%
2007	44	96%	94%
2006	43	96%	94%
2005	45	96%	95%
2004	38	97%	92%
2003	38	95%	92%
2002	36	100%	94%
2001	30	97%	89%
2000	36	100%	90%
1999	33	100%	93%
1998	34	97%	89%

Western Regional Examining Board (Dental)

	AMC	
	# test takers	pass rate
2010	36	66%
2009	35	83%
2008	33	91%
2007	38	87%
2006	23	100%
2005	16	88%
2004	30	90%

US Medical Licensing Exam, Step I

	AMC		national
	#test takers	pass rate	pass rate
2009	155	97%	93%
2008	153	95%	93%
2007	143	92%	94%
2006	135	95%	94%
2005	130	97%	93%
2004	131	97%	92%
2003	128	97%	92%
2002	126	97%	91%

US Medical Licensing Exam, Step II (Clinical Knowledge)

	AMC		national
	#test takers	pass rate	pass rate
2009-10	176	98%	97%
2008-09	129	97%	97%
2007-08	127	98%	94%
2006-07	162	97%	94%
2005-06	130	96%	94%
2004-05	123	97%	94%
2003-04	124	93%	94%
2002-03	125	97%	96%
2001-02	131	95%	96%

US Medical Licensing Exam, Step II (Clinical Skills)

	AMC		national
	#test takers	pass rate	pass rate
2009-10	102	99%	97%
2008-09	159	97%	97%
2007-08	141	95%	
2006-07	128	98%	
2005-06	118	97%	

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

	AMC*		state	national
	# test takers	pass rate	pass rate	pass rate
2010 (YTD)	99	96%	N/A	92%
2009	187	94%	84%	89%
2008	166	93%	86%	88%
2007	198	93%	86%	86%
2006	173	95%	89%	88%
2005	139	91%	90%	87%
2004	-	84%	83%	85%
2003	-	89%	86%	87%

*Test cohort: baccalaureate degree program students

Physical Therapist Licensing Exam

	AMC			national pass
	# test takers	pass rate	state pass rate	rate
2010	41	95%	97%	90%
2009	45	93%	97%	88%
2008	43	93%	89%	85%
2007	36	95%	88%	88%

Physician's Assistant National Certifying Exam

	AMC		national pass
	# test takers	pass rate	rate
2009	38	97%	94%
2008	39	97%	93%
2007	39	95%	94%
2006	40	100%	91%
2005	40	100%	93%
2004	32	100%	93%
2003	37	100%	91%
2002	28	100%	93%

Test cohort: first-time test takers

National Pharmacy Licensing Exam (NAPLEX)

	AMC		national
	# test takers	pass rate	pass rate
2009	120	98%	96%
2008	129	98%	96%
2007	122	96%	95%
2006	117	92%	92%
2005	95	94%	91%
2004	87	95%	97%

UC Denver

National Survey of Student Engagement (NSSE), 2010

Mean Comparisons
and
Level of Academic Challenge Items

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

		Variable	Bench-mark	Class	UC Denver Mean [a]	Urban Universities Mean [a]	Urban Universities Sig [b]	Urban Universities Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCD Peers - DC Mean [a]	UCD Peers - DC Sig [b]	UCD Peers - DC Effect Size [c]
					UC Denver compared with:									
1.	**Academic and Intellectual Experiences**				*In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*									
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.72	2.88	***	-.19	2.65		.08	2.69		.03
				SR	2.88	3.15	***	-.32	2.91		-.03	2.92		-.04
b.	Made a class presentation	CLPRESEN	ACL	FY	2.24	2.31		-.09	2.11	**	.17	2.23		.02
				SR	2.54	2.77	***	-.26	2.62		-.09	2.57		-.02
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.80	2.86		-.07	2.46	***	.34	2.73		.06
				SR	2.42	2.60	**	-.19	2.30		.12	2.50		-.08
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.21	3.14		.09	2.98	***	.28	3.10	*	.14
				SR	3.30	3.33		-.03	3.27		.05	3.26		.06
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	3.03	2.81	***	.24	2.72	***	.35	2.85	***	.20
				SR	2.86	2.82		.04	2.75		.11	2.78		.09
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.98	1.96		.03	2.14	***	-.19	2.05		-.09
				SR	2.16	2.04	*	.15	2.30	**	-.18	2.11		.06
g.	Worked with other students on projects **during class**	CLASSGRP	ACL	FY	2.56	2.59		-.04	2.41	**	.16	2.43	*	.15
				SR	2.55	2.62		-.08	2.45		.11	2.46		.10
h.	Worked with classmates **outside of class** to prepare class assignments	OCCGRP	ACL	FY	2.24	2.36	*	-.13	2.53	***	-.33	2.41	***	-.19
				SR	2.63	2.69		-.07	2.87	***	-.27	2.65		-.03
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.80	2.63	***	.20	2.64	***	.20	2.59	***	.26
				SR	2.97	2.90		.08	2.96		.01	2.89		.09
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.56	1.66	*	-.12	1.77	***	-.24	1.68	*	-.15
				SR	1.90	1.84		.07	1.89		.01	1.78		.13
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.50	1.53		-.04	1.53		-.04	1.53		-.04
				SR	1.49	1.72	***	-.25	1.62	*	-.15	1.56		-.08

[a] Weighted by gender and enrollment status (and size for comparisons).
[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

UC Denver compared with:

		Variable	Bench-mark	Class	UC Denver	Urban Universities			Carnegie Class			UCD Peers - DC		
					Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.64	2.57		.06	2.74		-.10	2.71		-.07
				SR	2.88	2.85		.03	2.89		-.01	2.84		.04
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.30	3.13	***	.20	3.14	***	.20	3.14	**	.19
				SR	3.44	3.38		.09	3.42		.04	3.36		.11
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.61	2.70		-.10	2.49	*	.14	2.55		.06
				SR	2.79	2.83		-.05	2.70		.11	2.71		.09
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.02	2.17	**	-.16	2.21	***	-.21	2.19	**	-.18
				SR	2.44	2.32		.12	2.34		.11	2.18	***	.27
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.84	1.84		.00	1.81		.05	1.81		.04
				SR	2.09	2.05		.04	1.98		.12	1.90	**	.21
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.73	2.66		.08	2.59	**	.17	2.61	*	.13
				SR	2.64	2.79	**	-.17	2.69		-.06	2.65		-.01
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.65	2.72		-.08	2.61		.05	2.66		-.01
				SR	2.73	2.79		-.06	2.63		.13	2.74		.00
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.60	1.56		.05	1.61		-.02	1.59		.00
				SR	1.76	1.73		.03	1.81		-.05	1.60	**	.19
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.86	2.80		.08	2.71	**	.18	2.68	***	.20
				SR	2.98	2.87		.12	2.87	*	.13	2.88		.12
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.73	2.57	*	.15	2.62		.11	2.80		-.07
				SR	2.86	2.67	**	.19	2.74		.12	2.78		.08
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.79	2.64	*	.14	2.72		.07	2.77		.02
				SR	2.80	2.68		.13	2.81		.00	2.72		.08

[a] Weighted by gender and enrollment status (and size for comparisons).
[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

UC Denver compared with:

	Variable	Bench-mark	Class	UC Denver	Urban Universities			Carnegie Class			UCD Peers - DC		
				Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
2.	**Mental Activities**			*During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a.	**Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.93	2.98		-.06	2.97		-.05	3.01		-.09
			SR	2.92	2.79	*	.15	2.83		.11	2.84		.09
b.	**Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC										
			FY	3.18	3.11		.08	3.18		.00	3.13		.06
			SR	3.29	3.24		.06	3.30		-.01	3.27		.03
c.	**Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC										
			FY	2.97	2.88		.10	2.95		.03	2.94		.04
			SR	3.09	3.01		.10	3.07		.02	3.04		.06
d.	**Making judgments** about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC										
			FY	2.96	2.92		.04	2.87		.11	2.94		.02
			SR	2.98	2.98		.00	2.99		-.01	2.98		.00
e.	**Applying** theories or concepts to practical problems or in new situations	APPLYING	LAC										
			FY	3.10	3.05		.06	3.11		-.01	3.03		.08
			SR	3.16	3.18		-.03	3.23		-.08	3.19		-.05
3.	**Reading and Writing**			*During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20*									
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC										
			FY	3.25	3.15		.10	3.28		-.03	3.15		.10
			SR	3.08	3.10		-.02	3.22	*	-.13	3.10		-.02
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN											
			FY	2.22	2.15		.07	2.01	***	.24	2.02	***	.22
			SR	2.14	2.21		-.07	2.18		-.04	2.20		-.06
c.	Number of written papers or reports of **20 pages or more**	WRITEMOR	LAC										
			FY	1.34	1.36		-.03	1.28		.08	1.26		.11
			SR	1.58	1.61		-.03	1.62		-.05	1.61		-.03
d.	Number of written papers or reports **between 5 and 19 pages**	WRITEMID	LAC										
			FY	2.37	2.25	*	.14	2.24	**	.16	2.16	***	.28
			SR	2.42	2.42		.00	2.55	*	-.14	2.40		.02
e.	Number of written papers or reports of **fewer than 5 pages**	WRITESML	LAC										
			FY	3.05	2.87	**	.18	2.99		.06	2.89	*	.17
			SR	2.86	2.87		.00	3.07	**	-.19	2.82		.03

[a] Weighted by gender and enrollment status (and size for comparisons).

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

[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

		Variable	Bench-mark	Class	UC Denver Mean [a]	Urban Universities Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	UCD Peers - DC Mean [a]	Sig [b]	Effect Size [c]
					UC Denver compared with:									
4.	**Problem Sets**				*In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6*									
a.	Number of problem sets that take you **more** than an hour to complete	PROBSETA		FY	2.76	2.69		.06	2.84		-.07	2.76		.00
				SR	2.63	2.75		-.09	2.61		.02	2.71		-.06
b.	Number of problem sets that take you **less** than an hour to complete	PROBSETB		FY	2.81	2.75		.05	2.76		.04	2.77		.03
				SR	2.27	2.38		-.09	2.29		-.02	2.35		-.07
5.	**Examinations**				*1=Very little to 7=Very much*									
	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS		FY	5.34	5.37		-.03	5.60	***	-.23	5.42		-.07
				SR	5.53	5.50		.03	5.43		.09	5.53		.00
6.	**Additional Collegiate Experiences**				*During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*									
a.	Attended an art exhibit, play, dance, music, theater or other performance	ATDART07		FY	2.20	2.03	**	.19	2.11		.11	2.10		.12
				SR	2.10	1.88	***	.26	2.04		.07	1.87	***	.27
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	2.49	2.60		-.10	2.93	***	-.46	2.79	***	-.29
				SR	2.62	2.53		.09	2.86	***	-.24	2.58		.04
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05		FY	1.86	1.93		-.06	2.03	**	-.16	1.89		-.03
				SR	1.85	2.08	**	-.20	2.00	*	-.14	2.06	**	-.19
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.73	2.57	**	.18	2.58	**	.18	2.62	*	.13
				SR	2.72	2.67		.05	2.69		.03	2.65		.07
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.98	2.81	***	.19	2.75	***	.27	2.80	***	.20
				SR	2.86	2.85		.01	2.86		.00	2.84		.03
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.99	2.86	**	.16	2.84	**	.19	2.85	**	.17
				SR	2.97	2.86		.13	2.90		.09	2.87		.12
7.	**Enriching Educational Experiences**				*Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)*									
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.07	.07		.02	.07		.01	.08		-.01
				SR	.42	.43		-.03	.55	***	-.26	.36		.12

[a] Weighted by gender and enrollment status (and size for comparisons).

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

[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

		Variable	Bench-mark	Class	UC Denver	Urban Universities			Carnegie Class			UCD Peers - DC		
						UC Denver compared with:								
					Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.31	.35		-.09	.41	***	-.20	.35		-.08
				SR	.58	.53		.10	.66	*	-.17	.50	*	.16
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.08	.15	***	-.18	.19	***	-.27	.17	***	-.23
				SR	.19	.24	*	-.13	.26	**	-.17	.21		-.05
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.05	.06		-.04	.05		-.03	.05		-.01
				SR	.15	.17		-.06	.25	***	-.22	.13		.05
e.	Foreign language coursework	FORLNG04	EEE	FY	.18	.16		.04	.29	***	-.25	.17		.02
				SR	.38	.35		.05	.53	***	-.31	.40		-.04
f.	Study abroad	STDABR04	EEE	FY	.02	.04		-.09	.04		-.07	.03		.00
				SR	.07	.08		-.02	.21	***	-.33	.08		-.01
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.03	.05	*	-.10	.03		-.05	.04		-.07
				SR	.14	.14		.02	.15		-.03	.12		.06
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01	.02		-.06	.02		-.04	.02		-.02
				SR	.24	.28		-.09	.29		-.10	.23		.03
8.	**Quality of Relationships**				*Select the circle that best represents the quality of your relationships with people at your institution.*									
					1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging									
a.	Relationships with **other students**	ENVSTU	SCE	FY	5.03	5.33	***	-.21	5.49	***	-.35	5.41	***	-.27
				SR	5.25	5.51	**	-.20	5.61	***	-.27	5.43		-.13
					1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic									
b.	Relationships with **faculty members**	ENVFAC	SCE	FY	5.22	5.17		.03	5.03	*	.15	5.04	*	.13
				SR	5.24	5.38		-.10	5.24		.00	5.21		.02
					1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible									
c.	Relationships with **administrative personnel and offices**	ENVADM	SCE	FY	4.60	4.68		-.05	4.67		-.05	4.56		.03
				SR	4.07	4.48	***	-.24	4.56	***	-.30	4.52	***	-.26

[a] Weighted by gender and enrollment status (and size for comparisons).
[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

	Variable	Bench-mark	Class	UC Denver Mean [a]	Urban Universities Mean [a]	Urban Universities Sig [b]	Urban Universities Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCD Peers - DC Mean [a]	UCD Peers - DC Sig [b]	UCD Peers - DC Effect Size [c]
				UC Denver compared with:									
9.	**Time Usage**			*About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk*									
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.02	3.92		.06	4.59	***	-.34	4.15		-.08
				SR	4.42	4.22		.11	4.49		-.04	4.23		.11
b.	Working for pay **on campus**	WORKON01		FY	1.47	1.38		.08	1.56		-.07	1.35		.11
				SR	1.82	1.71		.07	2.07	*	-.15	1.46	**	.27
c.	Working for pay **off campus**	WORKOF01		FY	3.22	3.18		.02	1.57	***	1.16	2.31	***	.42
				SR	4.41	4.41		.00	2.67	***	.74	4.46		-.02
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.51	1.85	***	-.25	2.52	***	-.66	2.08	***	-.40
				SR	1.72	1.72		.00	2.39	***	-.42	1.77		-.04
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	4.00	3.65	***	.21	3.89		.07	3.86		.09
				SR	3.67	3.34	**	.22	3.81		-.08	3.39	**	.19
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	2.12	2.46	**	-.16	1.35	***	.73	1.74	***	.25
				SR	2.32	3.16	***	-.32	1.72	***	.36	2.86	***	-.22
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.63	2.50		.11	2.34	***	.30	2.41	**	.20
				SR	2.55	2.59		-.03	2.35	***	.22	2.52		.03
10.	**Institutional Environment**			*To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.15	3.10		.06	3.21		-.09	3.15		.00
				SR	3.13	3.16		-.03	3.16		-.04	3.15		-.02
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.05	2.98		.09	3.07		-.03	3.05		.00
				SR	2.74	2.82		-.10	2.90	**	-.19	2.84		-.12
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.63	2.59		.03	2.77	*	-.15	2.81	**	-.20
				SR	2.43	2.45		-.03	2.54		-.12	2.56		-.13

[a] Weighted by gender and enrollment status (and size for comparisons).
[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

		Variable	Bench-mark	Class	UC Denver Mean [a]	Urban Universities Mean [a]	Urban Universities Sig [b]	Urban Universities Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCD Peers - DC Mean [a]	UCD Peers - DC Sig [b]	UCD Peers - DC Effect Size [c]
					UC Denver compared with:									
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.06	2.15		-.09	2.23	**	-.19	2.26	***	-.22
				SR	1.80	1.86		-.06	1.94	*	-.15	1.89		-.09
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.23	2.36	*	-.13	2.53	***	-.32	2.49	***	-.27
				SR	1.95	2.07		-.12	2.28	***	-.36	2.14	**	-.20
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.48	2.60		-.12	2.95	***	-.54	2.85	***	-.39
				SR	2.28	2.42	*	-.14	2.80	***	-.57	2.55	***	-.27
g.	Using computers in academic work	ENVCOMPT		FY	3.36	3.31		.06	3.38		-.03	3.35		.01
				SR	3.44	3.41		.04	3.50		-.09	3.44		-.01
					To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?									
11.	**Educational and Personal Growth**				*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a.	Acquiring a broad general education	GNGENLED		FY	3.15	3.09		.07	3.18		-.04	3.13		.02
				SR	3.21	3.16		.06	3.26		-.05	3.18		.04
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.69	2.71		-.02	2.83	*	-.16	2.67		.02
				SR	2.86	2.99	*	-.14	3.00	*	-.15	2.96		-.10
c.	Writing clearly and effectively	GNWRITE		FY	3.04	3.02		.02	2.89	**	.18	2.97		.08
				SR	3.06	3.06		.01	3.03		.03	3.02		.04
d.	Speaking clearly and effectively	GNSPEAK		FY	2.78	2.87		-.10	2.72		.06	2.77		.00
				SR	2.91	2.96		-.05	2.90		.01	2.87		.04
e.	Thinking critically and analytically	GNANALY		FY	3.20	3.18		.02	3.24		-.05	3.22		-.02
				SR	3.33	3.30		.04	3.38		-.07	3.31		.03
f.	Analyzing quantitative problems	GNQUANT		FY	2.94	2.92		.03	3.05	*	-.13	2.96		-.03
				SR	3.02	3.07		-.06	3.13	*	-.13	3.09		-.08
g.	Using computing and information technology	GNCMPTS		FY	2.97	3.05		-.09	3.06		-.11	3.01		-.04
				SR	3.14	3.18		-.04	3.21		-.08	3.21		-.08
h.	Working effectively with others	GNOTHERS		FY	2.90	2.94		-.04	2.99		-.11	2.93		-.04
				SR	3.03	3.07		-.04	3.16	*	-.15	3.05		-.02

[a] Weighted by gender and enrollment status (and size for comparisons).

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

[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons
University of Colorado Denver

UC Denver compared with:

	Variable	Bench-mark	Class	UC Denver Mean [a]	Urban Universities Mean [a]	Urban Universities Sig [b]	Urban Universities Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	UCD Peers - DC Mean [a]	UCD Peers - DC Sig [b]	UCD Peers - DC Effect Size [c]
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.87	1.92		-.05	1.89		-.02	1.93		-.06
			SR	2.16	1.98	**	.18	2.12		.04	2.04		.11
j.	Learning effectively on your own	GNINQ	FY	2.90	2.87		.04	2.97		-.08	2.90		.01
			SR	3.14	2.93	***	.23	3.06		.09	3.00	*	.15
k.	Understanding yourself	GNSELF	FY	2.66	2.73		-.08	2.78	*	-.13	2.76		-.11
			SR	2.73	2.67		.06	2.82		-.09	2.72		.01
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.66	2.60		.05	2.69		-.04	2.75		-.10
			SR	2.58	2.58		.00	2.68		-.10	2.68		-.10
m.	Solving complex real-world problems	GNPROBSV	FY	2.61	2.64		-.03	2.73	*	-.13	2.67		-.06
			SR	2.70	2.69		.02	2.85	*	-.15	2.72		-.02
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.54	2.58		-.04	2.64		-.11	2.63		-.10
			SR	2.57	2.54		.03	2.65		-.08	2.61		-.03
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.25	2.26		.00	2.45	***	-.21	2.38	*	-.13
			SR	2.20	2.32		-.11	2.45	***	-.25	2.35	*	-.14
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.82	1.95		-.12	2.00	**	-.17	1.99	**	-.16
			SR	1.61	1.74		-.12	1.76	*	-.15	1.78	**	-.16
12.	**Academic Advising**			*1=Poor, 2=Fair, 3=Good, 4=Excellent*									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.99	2.91		.09	3.07		-.09	3.00		-.01
			SR	2.68	2.70		-.02	2.89	***	-.22	2.83	*	-.16
13.	**Satisfaction**			*1=Poor, 2=Fair, 3=Good, 4=Excellent*									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.16	3.05	**	.16	3.27	*	-.15	3.16		.01
			SR	3.02	3.03		-.02	3.28	***	-.36	3.12	*	-.14
14.				*1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*									
	If you could start over again, would you go to the **same institution** you are now attending?	SAMECOLL	FY	3.06	3.07		-.01	3.36	***	-.41	3.19	**	-.16
			SR	2.92	3.00		-.10	3.33	***	-.51	3.14	***	-.26

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[a] Weighted by gender and enrollment status (and size for comparisons).

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

[c] Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons [a]
Urban Universities Consortium
University of Colorado Denver

Urban Universities Consortium Questions

Refer to the Urban Universities consortium codebook for response option values.

		Variable	Class	UC Denver Mean	Urban Universities Mean	Sig [b]	Effect size [c]
1.	About how many hours do you spend in a typical week engaging in community service or some other volunteer activity off campus?	URB1001	FY	1.44	1.48		-.06
			SR	1.60	1.61		-.02
2.	About how many hours do you spend in a typical week on your university's campus outside of time spent in class?	URB1002	FY	1.50	2.06	***	-.40
			SR	1.83	1.73		.08
3.	How likely is it that your work or family commitments will delay you in completing your undergraduate education?	URB1003	FY	2.15	2.32		-.12
			SR	2.43	2.39		.02
4.	How likely is it that financial problems will delay you in completing your undergraduate education?	URB1004	FY	2.81	2.85		-.03
			SR	2.32	2.48		-.11
5.	By the time that you expect to receive your bachelor's degree, how long will it have taken, from when you first started attending college, to complete your undergraduate studies?	URB1005	FY	1.41	1.59	***	-.24
			SR	1.84	2.48	***	-.49
6.	How likely is it that you will remain living in the area after you complete your undergraduate education?	URB1006	FY	3.47	3.22	**	.18
			SR	3.66	3.50		.11
7.	How will your undergraduate education impact your career?	URB1007 [d]	FY				
			SR				
8.	To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?	URB1008	FY	2.55	2.43	*	.13
			SR	2.51	2.48		.02
9.	To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?	URB1009	FY	2.57	2.42	*	.15
			SR	2.59	2.52		.07
10.	As an outcome of your college education, how important to you is acquiring a broad general education?	URB1010	FY	3.37	3.36		.02
			SR	3.35	3.30		.06
11.	As an outcome of your college education, how important to you is acquiring job- or work-related knowledge and skills?	URB1011	FY	3.71	3.74		-.05
			SR	3.76	3.75		.02

[a] Weighted by gender and enrollment status (and size for comparisons)

[b] * p<.05, ** p<.01, *** p<.001

[c] Mean difference divided by the pooled SD

[d] Resp. set is categorical

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons [a]
Urban Universities Consortium
University of Colorado Denver

Urban Universities Consortium Questions

Refer to the Urban Universities consortium codebook for response option values.

		Variable	Class	UC Denver Mean	Urban Universities Mean	Sig [b]	Effect size [c]
12.	As an outcome of your college education, how important to you is writing clearly and effectively?	URB1012	FY	3.57	3.56		.02
			SR	3.64	3.70		-.09
13.	As an outcome of your college education, how important to you is thinking critically and analytically?	URB1013	FY	3.69	3.67		.04
			SR	3.79	3.77		.05
14.	As an outcome of your college education, how important to you is developing computer and information technology skills?	URB1014	FY	3.47	3.48		-.02
			SR	3.54	3.60		-.09
15.	As an outcome of your college education, how important to you is working effectively with others?	URB1015	FY	3.61	3.65		-.07
			SR	3.58	3.69	*	-.17
16.	As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen?	URB1016	FY	3.58	3.51		.10
			SR	3.48	3.51		-.04
17.	As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?	URB1017	FY	3.44	3.33	*	.13
			SR	3.33	3.36		-.03
18.	How would you characterize the support you receive for going to college from your close friends and family?	URB1018	FY	4.67	4.57	*	.13
			SR	4.59	4.58		.01
19.	If you take less than a full course load (less than 15 or 16 student credit hours per term), what is the **most** important reason for doing so?	URB1019 [d]	FY				
			SR				
20.	Do you usually speak a language other than English at home or with family?	URB1020	FY	1.29	1.18	***	.27
			SR	1.22	1.16	*	.17

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[a] Weighted by gender and enrollment status (and size for comparisons)

[b] * p<.05, ** p<.01, *** p<.001

[c] Mean difference divided by the pooled SD

[d] Resp. set is categorical

NSSE national survey of student engagement

NSSE 2010 Benchmark Comparisons
University of Colorado Denver

Level of Academic Challenge (LAC)

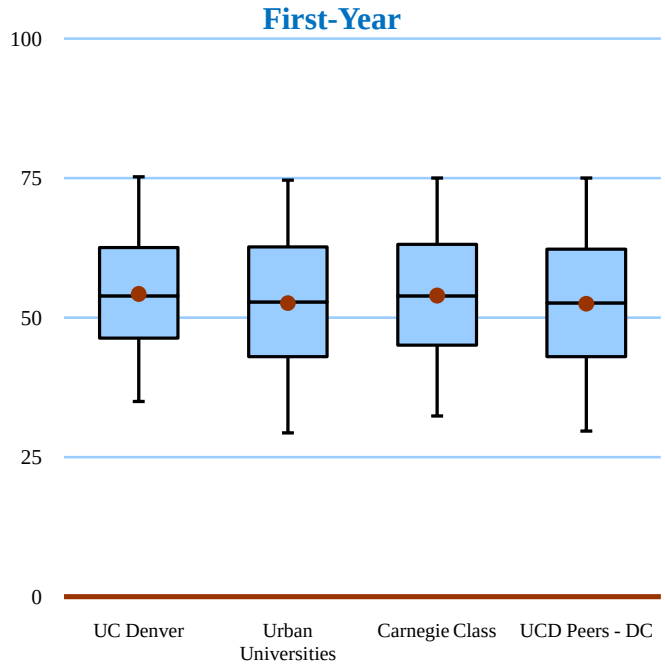
Mean Comparisons

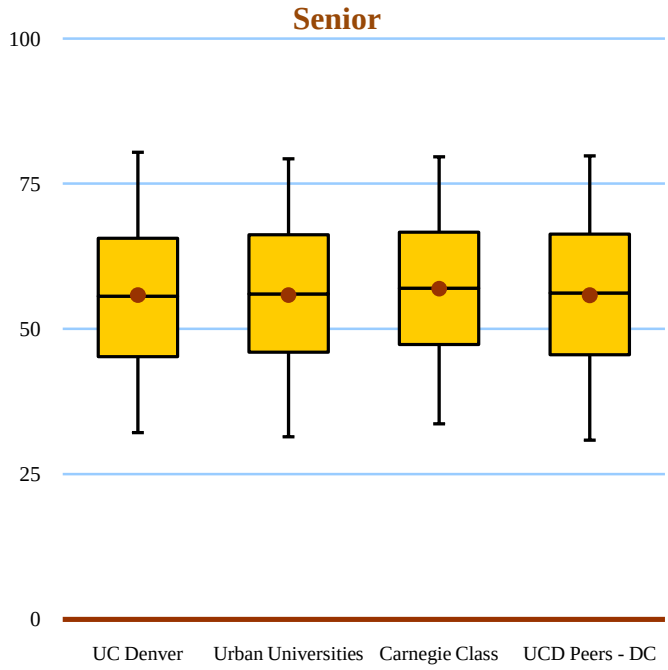
University of Colorado Denver compared with:

	UC Denver	Urban Universities			Carnegie Class			UCD Peers - DC		
Class	*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	54.2	52.6	*	.12	53.9		.02	52.5	*	.13
Senior	55.8	55.8		.00	56.9		-.08	55.8		.00

[a] Weighted by gender and enrollment status (and by institution size for comparison groups).
[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.

Hours spent 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, between 5 and 19 pages, and 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 national survey of student engagement

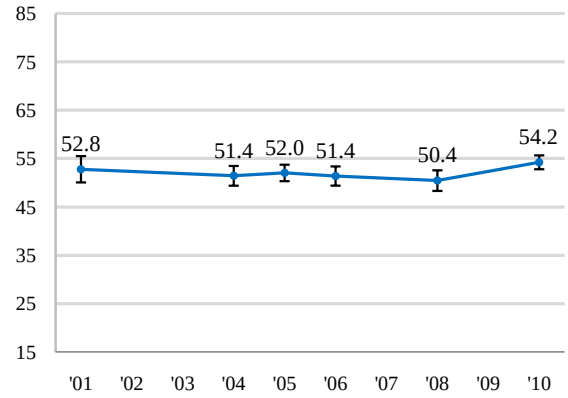
NSSE 2010 Multi-Year Benchmark Report

Multi-Year Charts[a]

University of Colorado Denver

First-Year Students

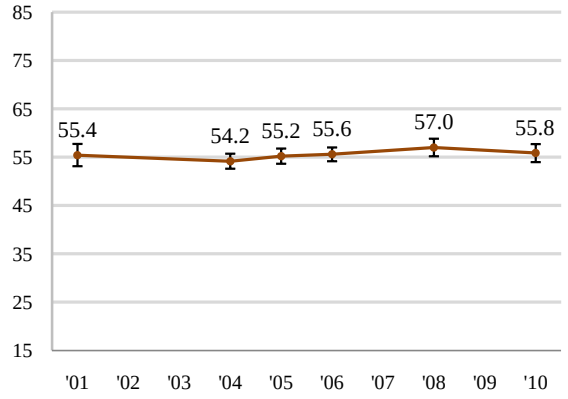
Level of Academic Challenge (LAC)



		2001	*2004*	*2005*	*2006*	*2008*	*2010*
Level of Academic Challenge	**LAC**	**52.8**	**51.4**	**52.0**	**51.4**	**50.4**	**54.2**
	n	82	185	253	172	135	299
	SD	12.6	14.2	13.8	13.3	12.7	12.7
	SEM	1.39	1.04	.87	1.02	1.09	.73
	Upper	55.5	53.5	53.7	53.4	52.6	55.7
	Lower	50.1	49.4	50.3	49.4	48.3	52.8

Seniors

Level of Academic Challenge (LAC)



		2001	*2004*	*2005*	*2006*	*2008*	*2010*
Level of Academic Challenge	**LAC**	**55.4**	**54.2**	**55.2**	**55.6**	**57.0**	**55.8**
	n	129	259	310	337	239	238
	SD	13.4	12.8	14.1	13.4	14.4	14.7
	SEM	1.17	.79	.80	.73	.93	.95
	Upper	57.7	55.7	56.8	57.0	58.8	57.7
	Lower	53.1	52.6	53.6	54.1	55.2	54.0

Notes:

a. Recalculated benchmark scores are charted for all years of participation since 2001. See page 5 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide.*
nsse.iub.edu/pdf/NSSE
Multi-Year Data Analysis Guide.pdf

b. For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 5.

c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.