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University of Colorado

2013-14 Academic Rigor Report

Prepared by the University of Colorado System Office of Institutional Research
April 2014

https://www.cu.edu/office-academic-affairs/reports-highlights

University of Colorado
Boulder

2013-14 Academic Rigor Report

CU-Boulder and the Collegiate Learning Assessment (CLA)
Highlights with 2010-11 Results

August 2011, 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 the integrated abilities 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. The test has two parts: A Performance task, and an Analytic Writing task. An individual student is assigned to do one or the other, but not both. Testing time is 90 minutes.

As an example of the Performance task, 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.

The Analytic Writing task is divided into two parts, one which requires making an argument concerning a prompted issue, the other critiquing an argument on a separate issue. Students may take any position they wish as long as they make relevant arguments using sound logic and clear communication.

All tests are scored by CLA. The Performance task uses human scorers, while the Analytic Writing task uses automated scoring, with human scorers used in cases where the automatic scoring program does not work, either because the writing is off-topic or is extremely long or short.

2010-11 at CU-Boulder

Per CLA requirements, 103 new freshmen were tested in October 2010, and 106 seniors were tested in March 2011. In both cases, the students tested were the first to respond to invitations sent to all 5,160 freshmen and all 3,954 seniors who had entered UCB as freshmen and who were registered for enough credits to make them eligible to graduate at the end of the term.

Students were offered a $50 cash reward for participating. CLA reported results in July 2011. 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 2012. Cost of our 2010-11 participation: $6,725 direct to CLA, plus $10,450 in incentive payments to students, plus approximately 320 hours of student time and 75 hours of staff time. Students received, also in July, e-mail 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 2011 performed almost exactly as expected, according to CLA's value-added statistical model, as illustrated in the graph and tables below. This matched UCB's performance in the 2009-2010 testing.**

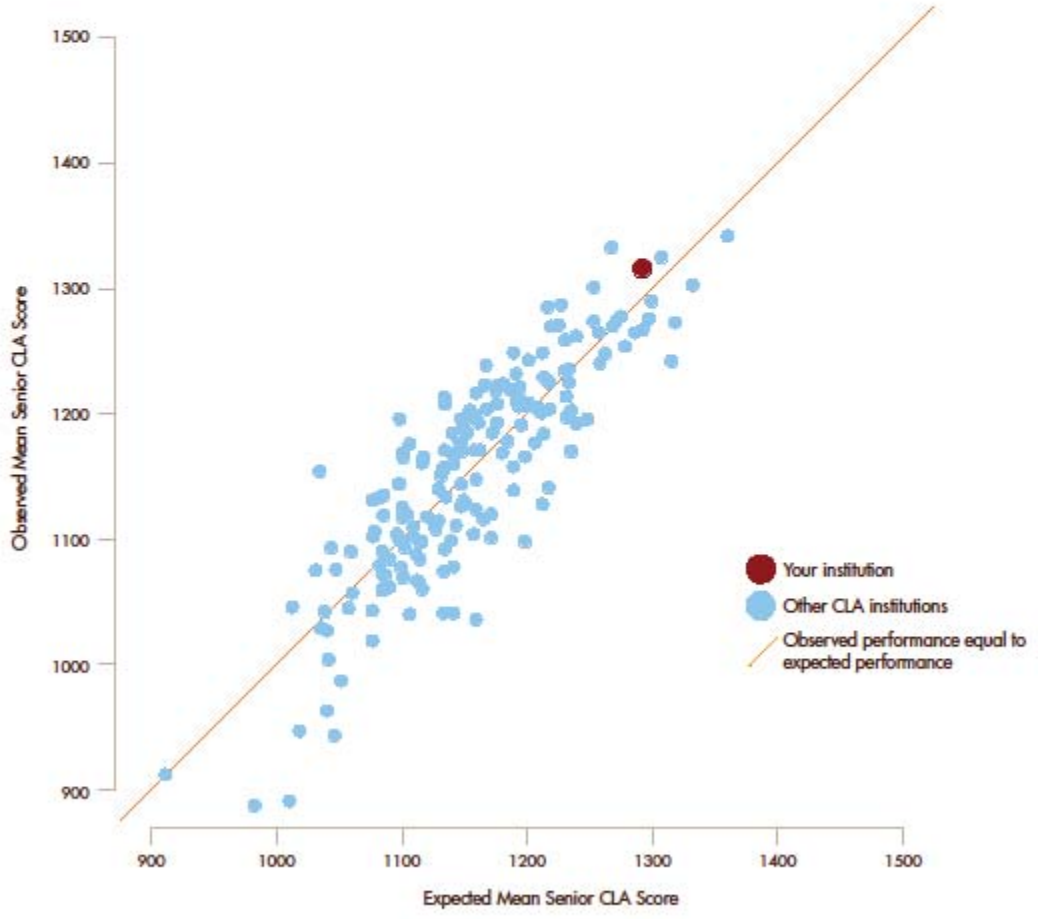
Note: This report is on PBA network at L:\ir\outcomes\CLA\CLA_1011_ColoradoBoulder_Highlights.docx.

3 Your Results (continued)

Performance Compared to Other Institutions

Figure 3.5 shows the performance of all four-year colleges and universities, relative to their expected performance as predicted by the value-added model. The vertical distance from the diagonal line indicates the value added by the institution; institutions falling above the diagonal line are those that add more value than expected based on the model. Your institution is highlighted in red. See Appendix G for details on how the CLA total score value-added estimates displayed in this figure were computed.

3.5 Observed CLA Scores vs. Expected CLA Scores



8 2010-2011 CLA Institutional Report

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	0.54	68	-0.08	1.16
Performance Task	Near	0.45	68	-0.25	1.15
Analytic Writing Task	Near	0.56	70	-0.15	1.27
Make-an-Argument	Near	0.57	70	-0.17	1.31
Critique-an-Argument	Near	0.45	66	-0.3	1.2

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	106	1316	97	1249	1397	129
Performance Task	55	1318	97	1269	1397	138
Analytic Writing Task	51	1313	97	1246	1412	119
Make-an-Argument	51	1308	97	1220	1402	124
Critique-an-Argument	51	1319	97	1217	1412	153
EAA	106	1255	95	1170	1360	139

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	103	1191	93	1095	1284	140
Performance Task	51	1197	93	1062	1303	173
Analytic Writing Task	52	1186	91	1132	1268	99
Make-an-Argument	52	1193	92	1112	1280	116
Critique-an-Argument	52	1178	90	1120	1287	143
EAA	103	1236	96	1140	1340	134

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

CAMPUS TOTAL (UCB)

Notes:

• Academic Year -- includes Fall and Spring terms only.
• Includes state funded courses 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 University of Denver, Community College of Denver, Study Abroad).

Definition of Course Types:

• All categories based on course activity types recorded on the CU Integrated Student Information System (ISIS).

• Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
• Individual Instruction includes theses, independent research, internships, practica, etc.

• This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction).

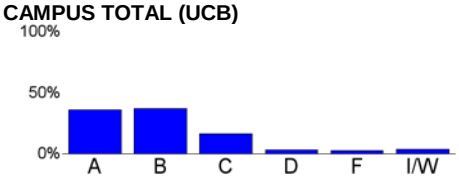
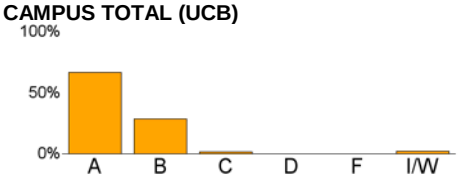
Reference:
• UCD Office of Institutional Research and Effectiveness (OIRE)
• Project Number: 20140021
• Source File: Report05_Output.sas
• This File: P:\2014\20140021_CUSystemAcademicRigorFY14\GradeDistributionCharts\GradeReport_UCB.rtf
• Created: 03/01/2014

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

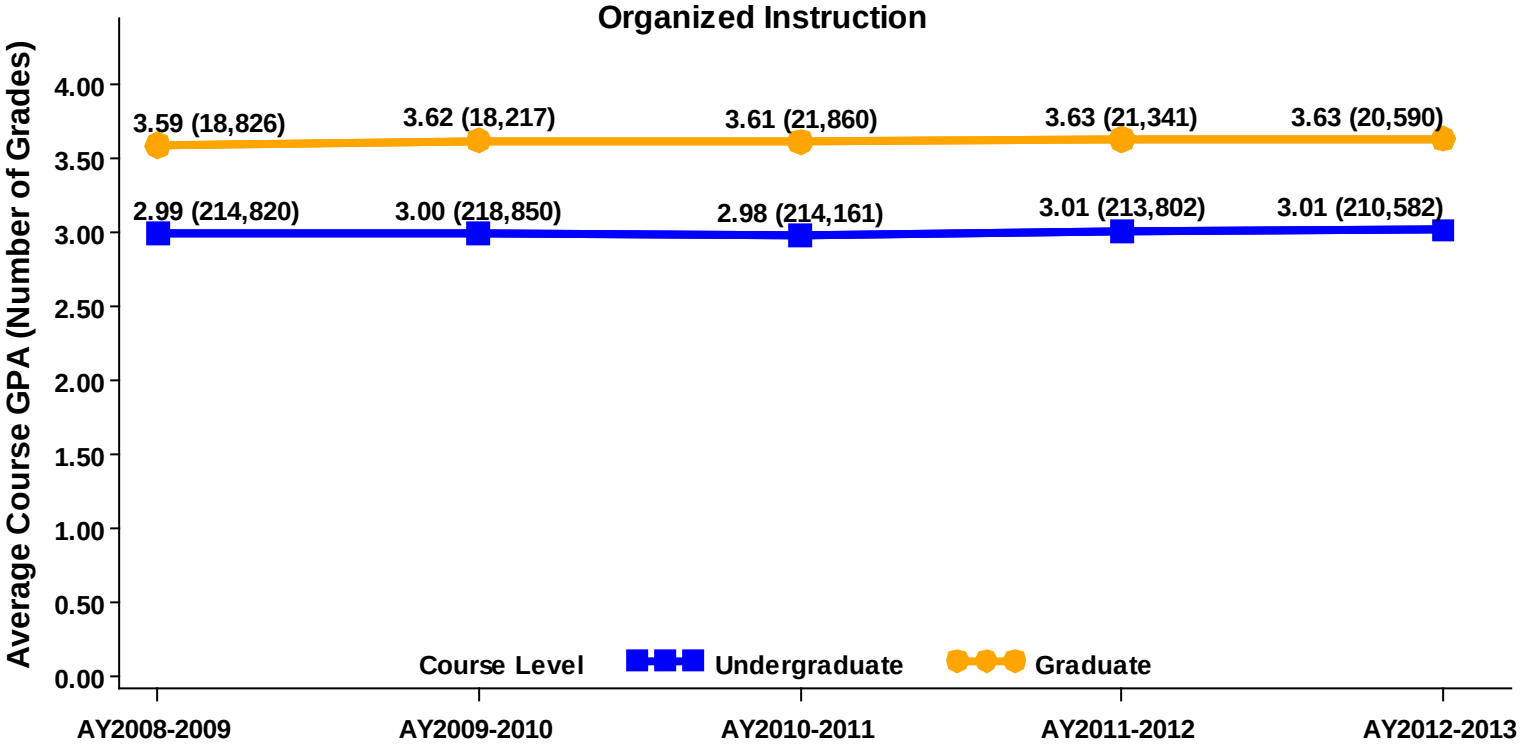
CAMPUS TOTAL (UCB)

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	CAMPUS TOTAL (UCB) 	210,582	6,449	3.01	36%	37%	17%	4%	3%	4%
Graduate	CAMPUS TOTAL (UCB) 	20,590	1,903	3.63	67%	29%	2%	0%	0%	2%

Average Course Grades - Five Academic Year History



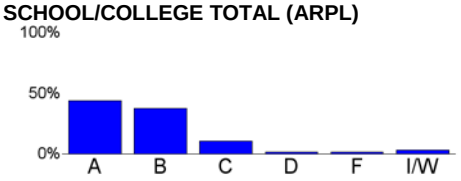
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

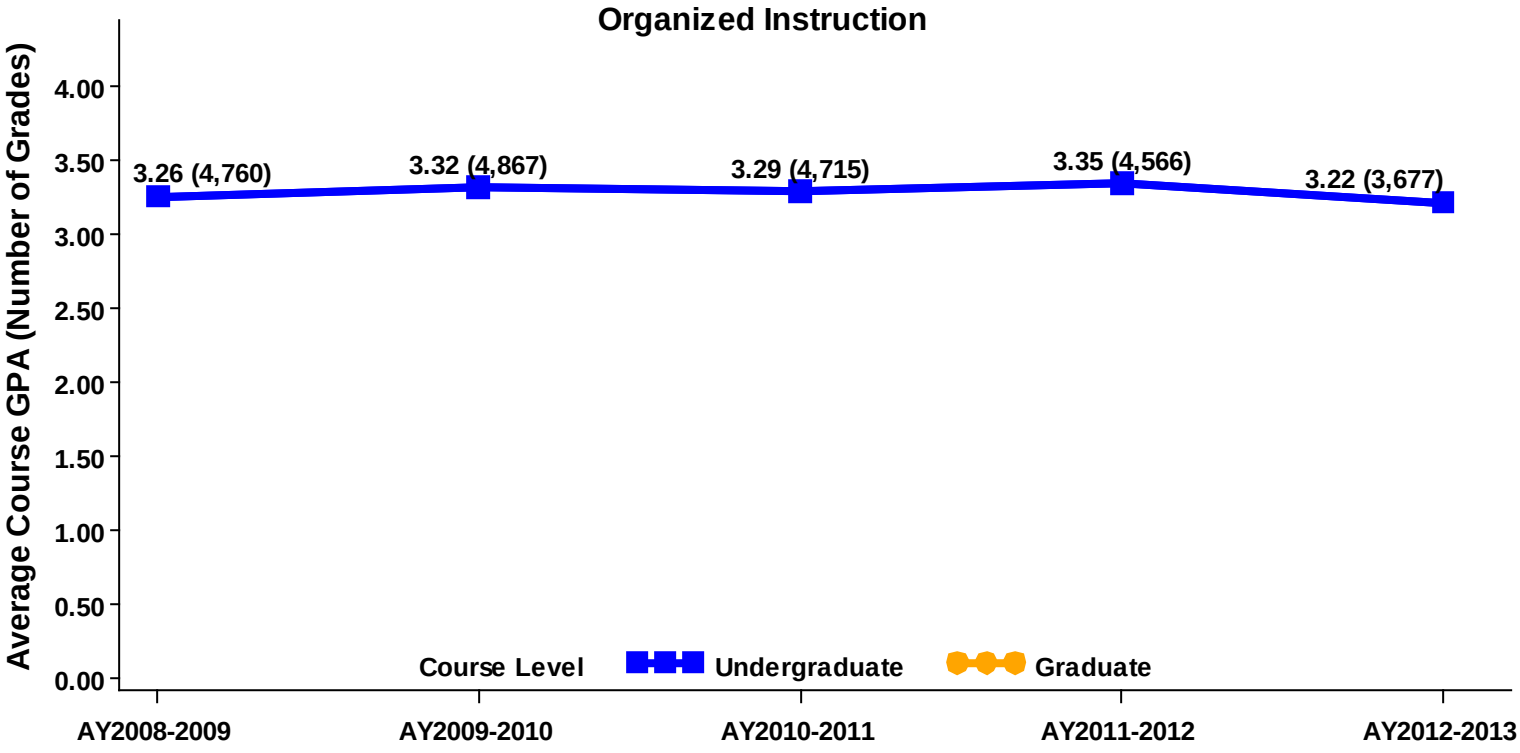
Pgm Environmental Design

Grade Distributions for Academic Year 2012-2013

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 (ARPL) 	3,677	147	3.22	44%	38%	11%	2%	2%	4%

Average Course Grades - Five Academic Year History



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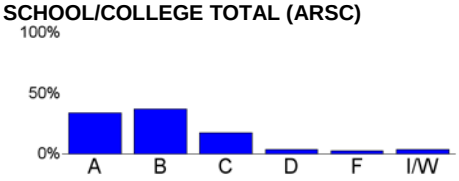
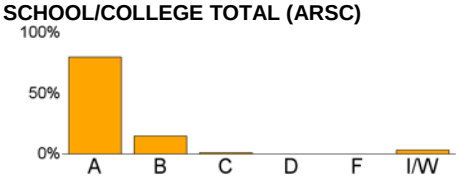
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

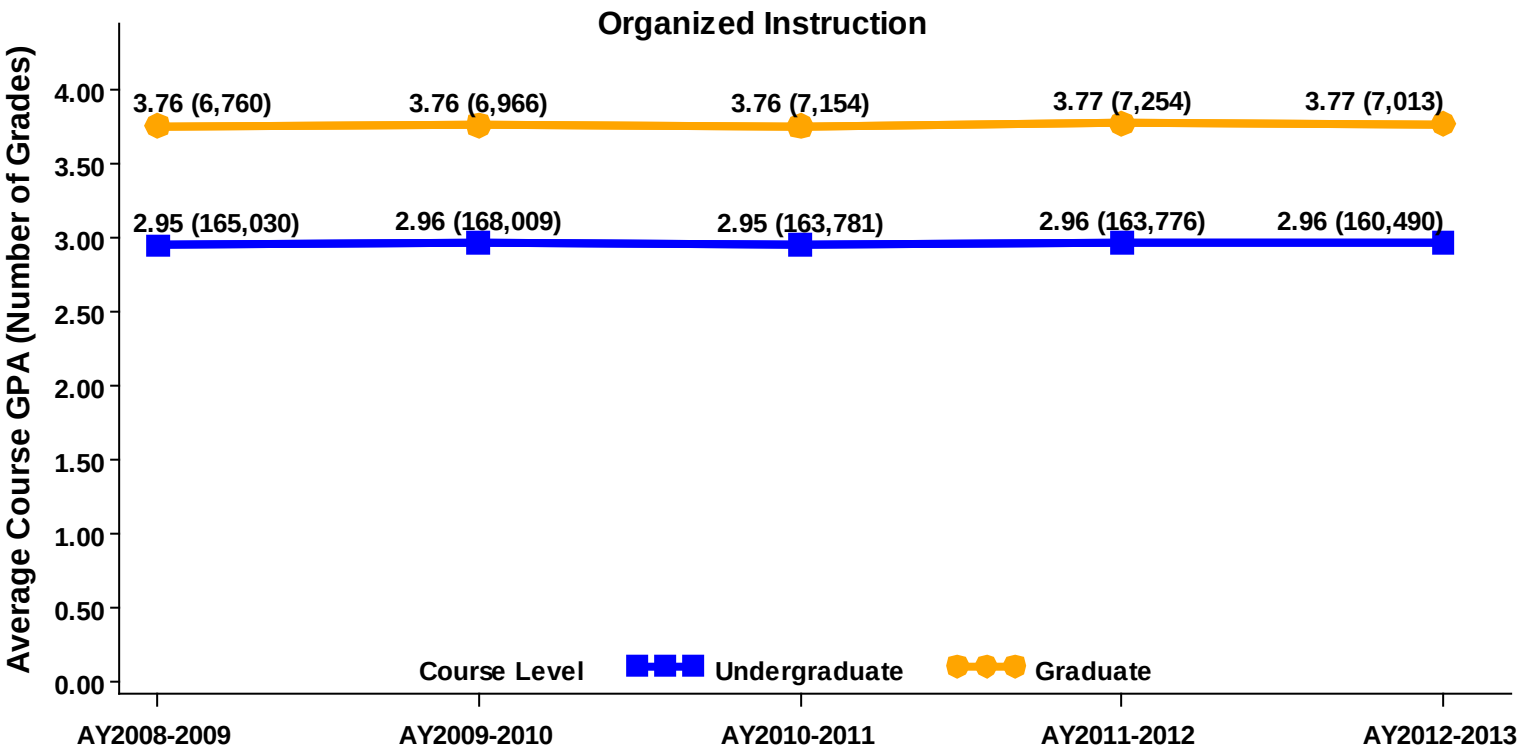
College of Arts & Sciences

Grade Distributions for Academic Year 2012-2013

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 (ARSC) 	160,490	4,727	2.96	34%	37%	18%	4%	3%	4%
Graduate	SCHOOL/COLLEGE TOTAL (ARSC) 	7,013	912	3.77	80%	15%	1%	0%	0%	4%

Average Course Grades - Five Academic Year History



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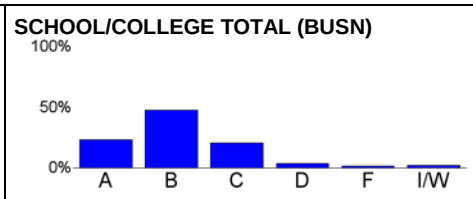
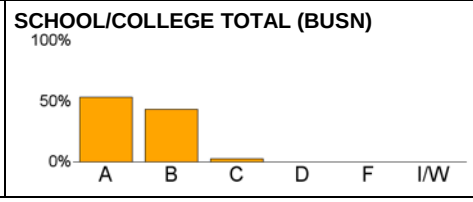
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

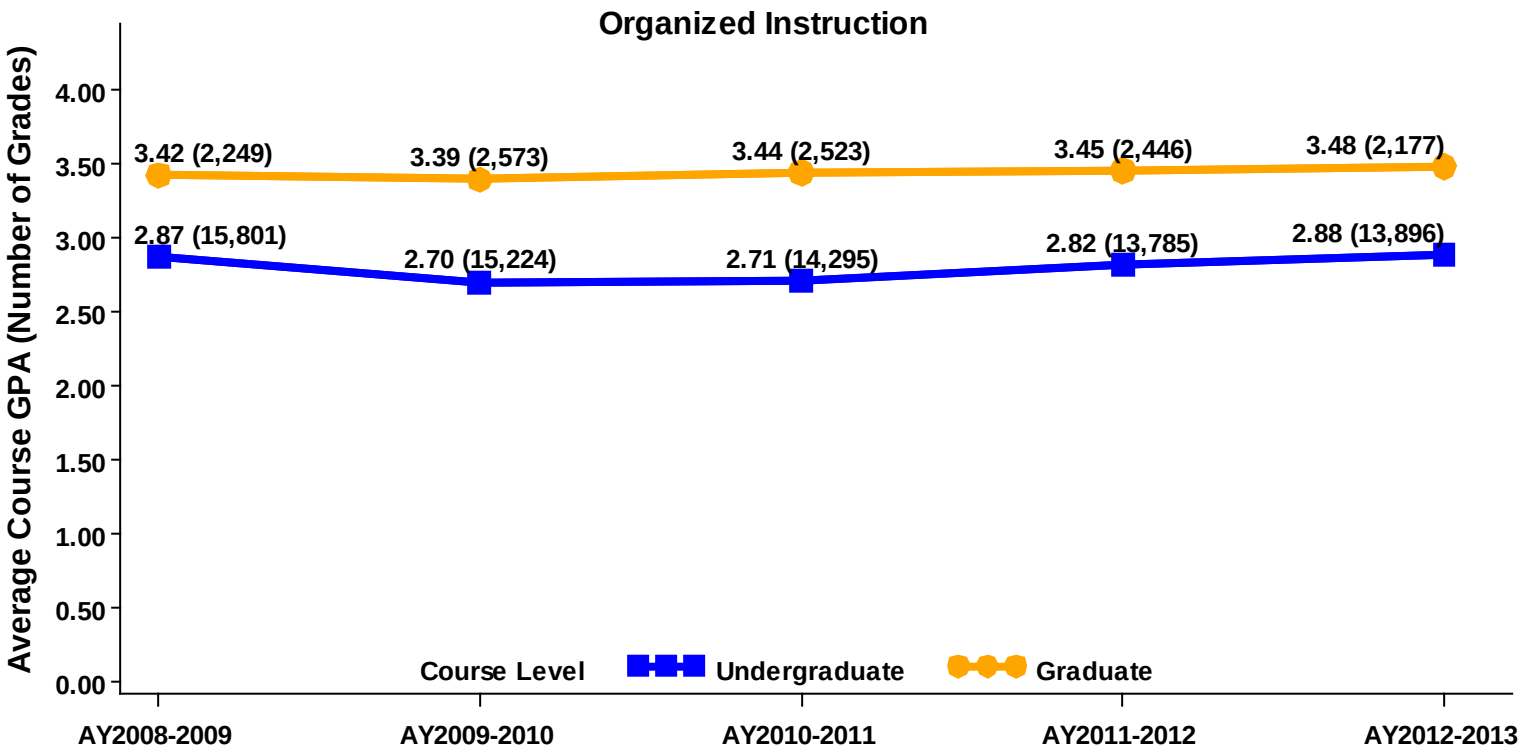
Leeds School of Business

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		13,896	302	2.88	23%	48%	21%	4%	2%	2%
Graduate		2,177	102	3.48	53%	43%	3%	0%	0%	0%

Average Course Grades - Five Academic Year History



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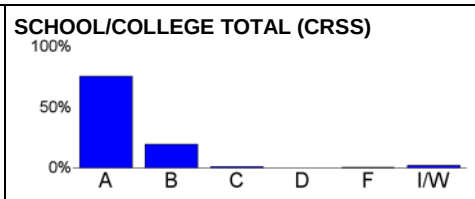
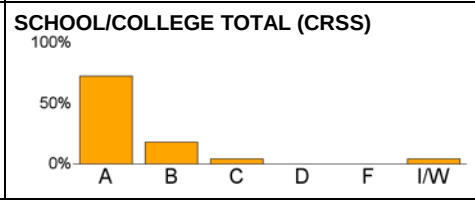
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

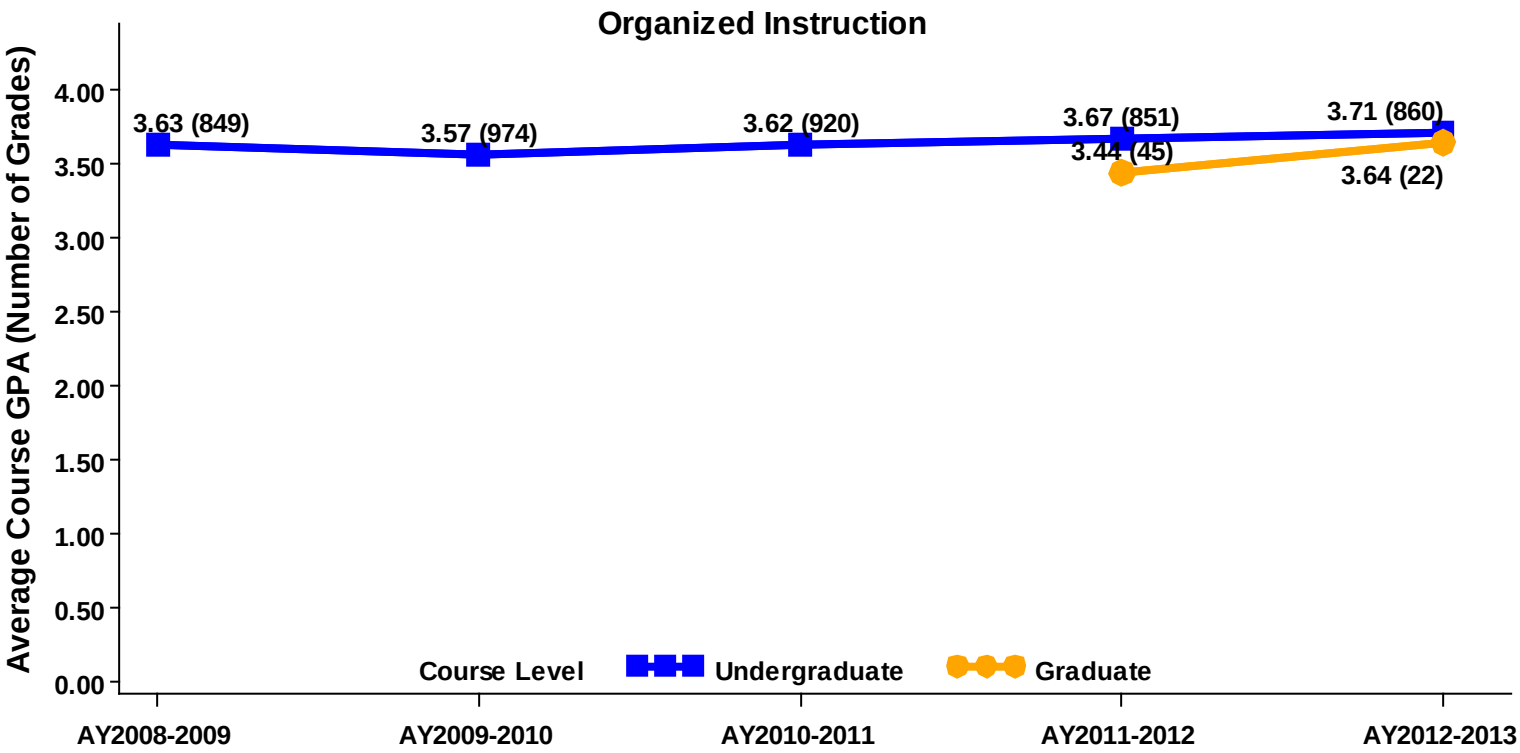
Cross-College Programs

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		860	62	3.71	76%	20%	1%	0%	1%	2%
Graduate		22	3	3.64	73%	18%	5%	0%	0%	5%

Average Course Grades - Five Academic Year History



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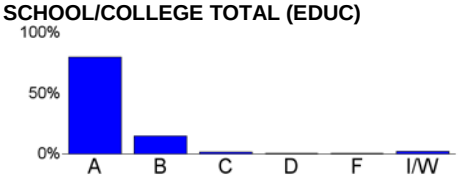
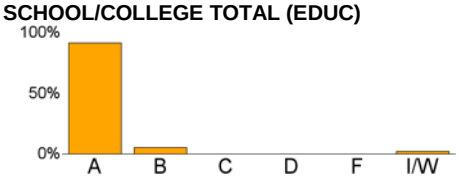
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

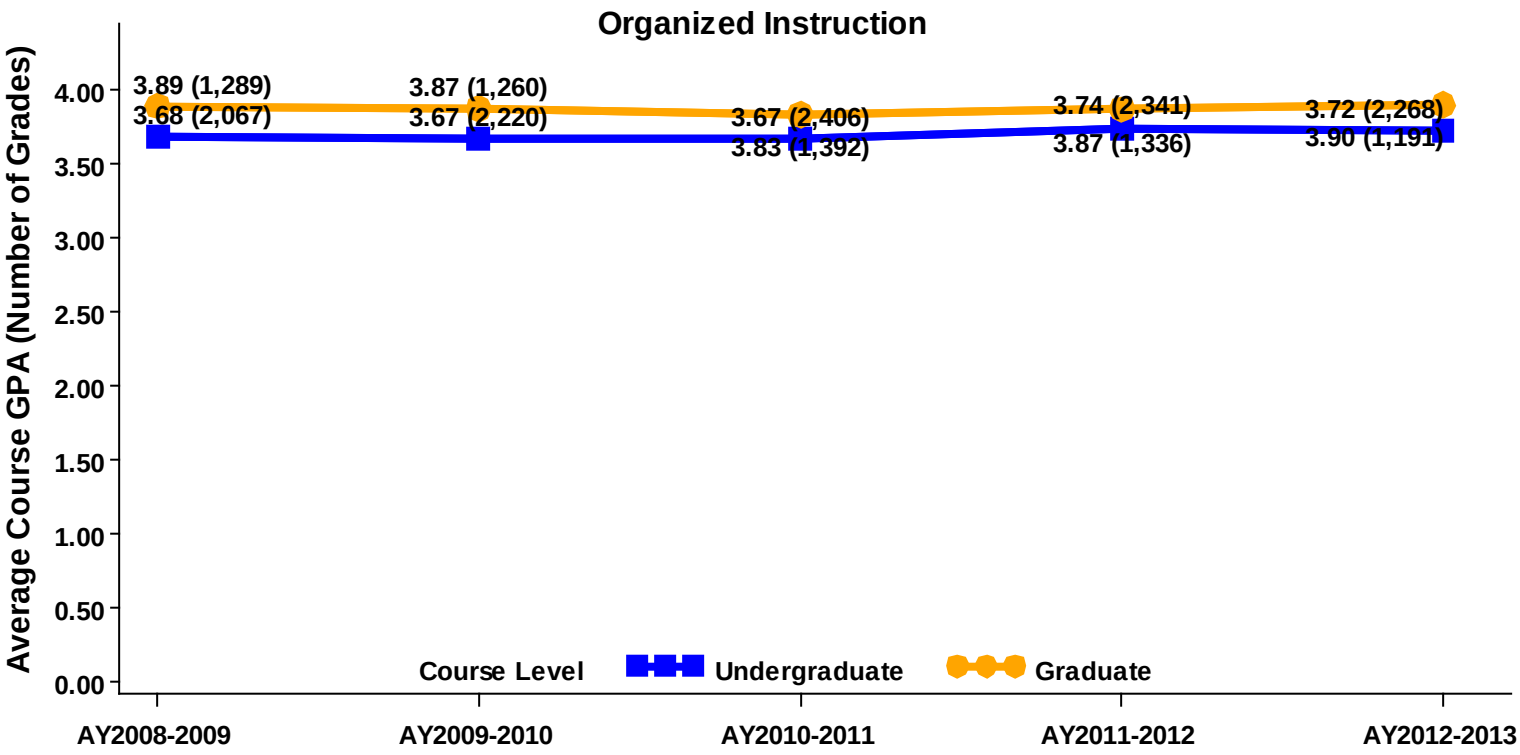
School of Education

Grade Distributions for Academic Year 2012-2013

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 (EDUC) 	2,268	130	3.72	80%	15%	2%	0%	1%	2%
Graduate	SCHOOL/COLLEGE TOTAL (EDUC) 	1,191	90	3.90	92%	6%	0%	0%	0%	2%

Average Course Grades - Five Academic Year History



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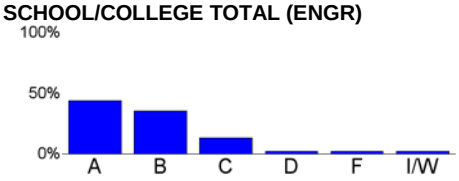
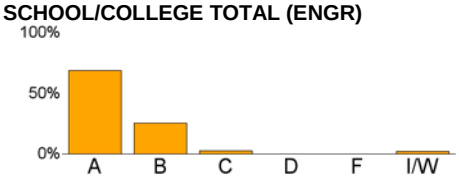
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

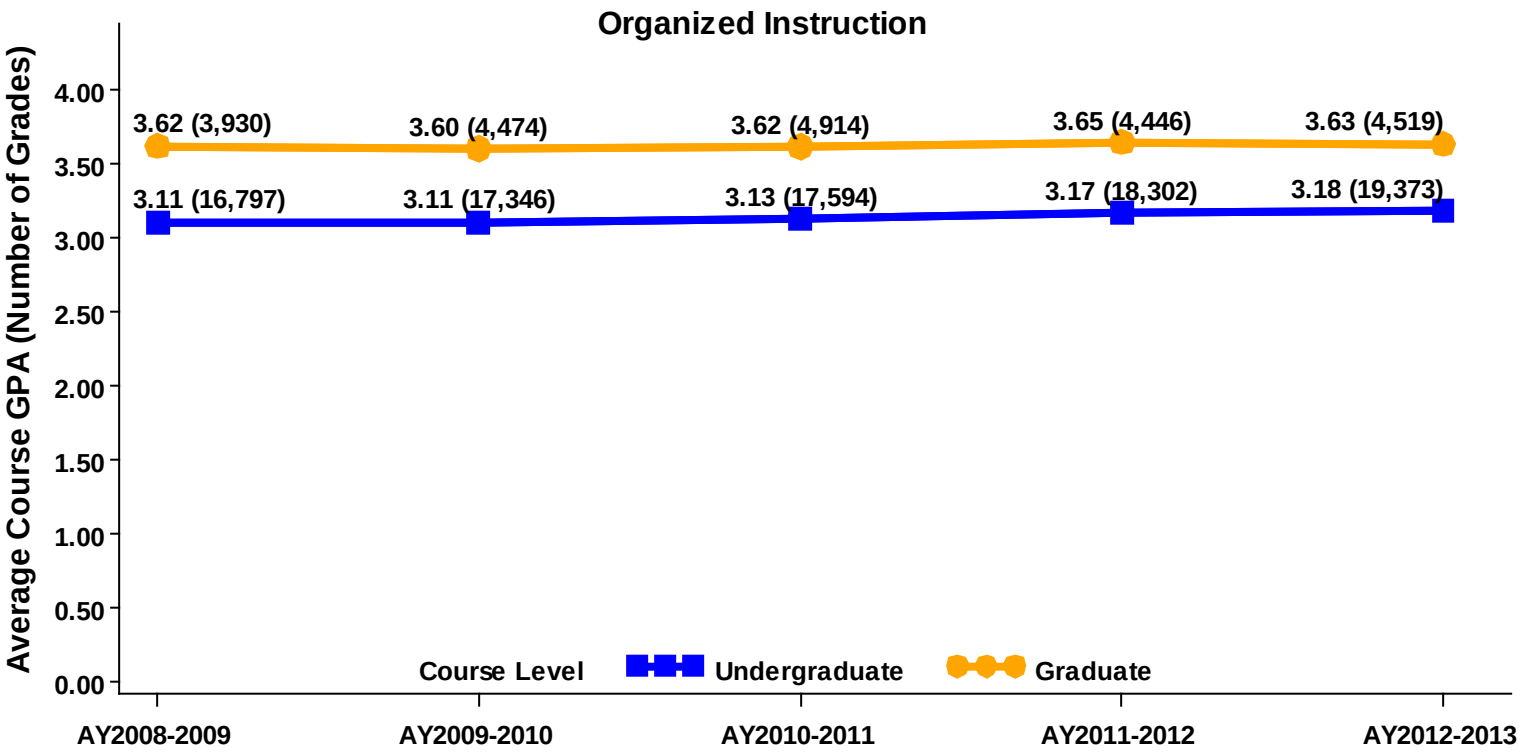
College of Engr & Applied Sci

Grade Distributions for Academic Year 2012-2013

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 (ENGR) 	19,373	434	3.18	44%	36%	13%	2%	2%	2%
Graduate	SCHOOL/COLLEGE TOTAL (ENGR) 	4,519	353	3.63	69%	25%	3%	0%	0%	2%

Average Course Grades - Five Academic Year History



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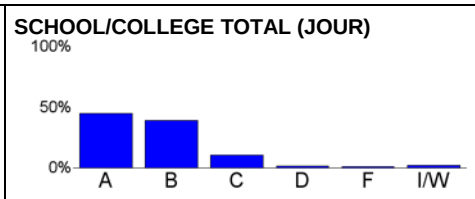
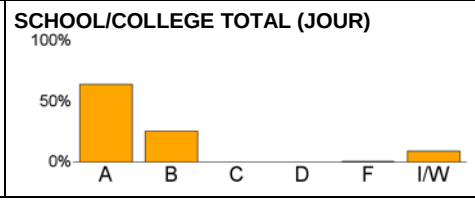
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

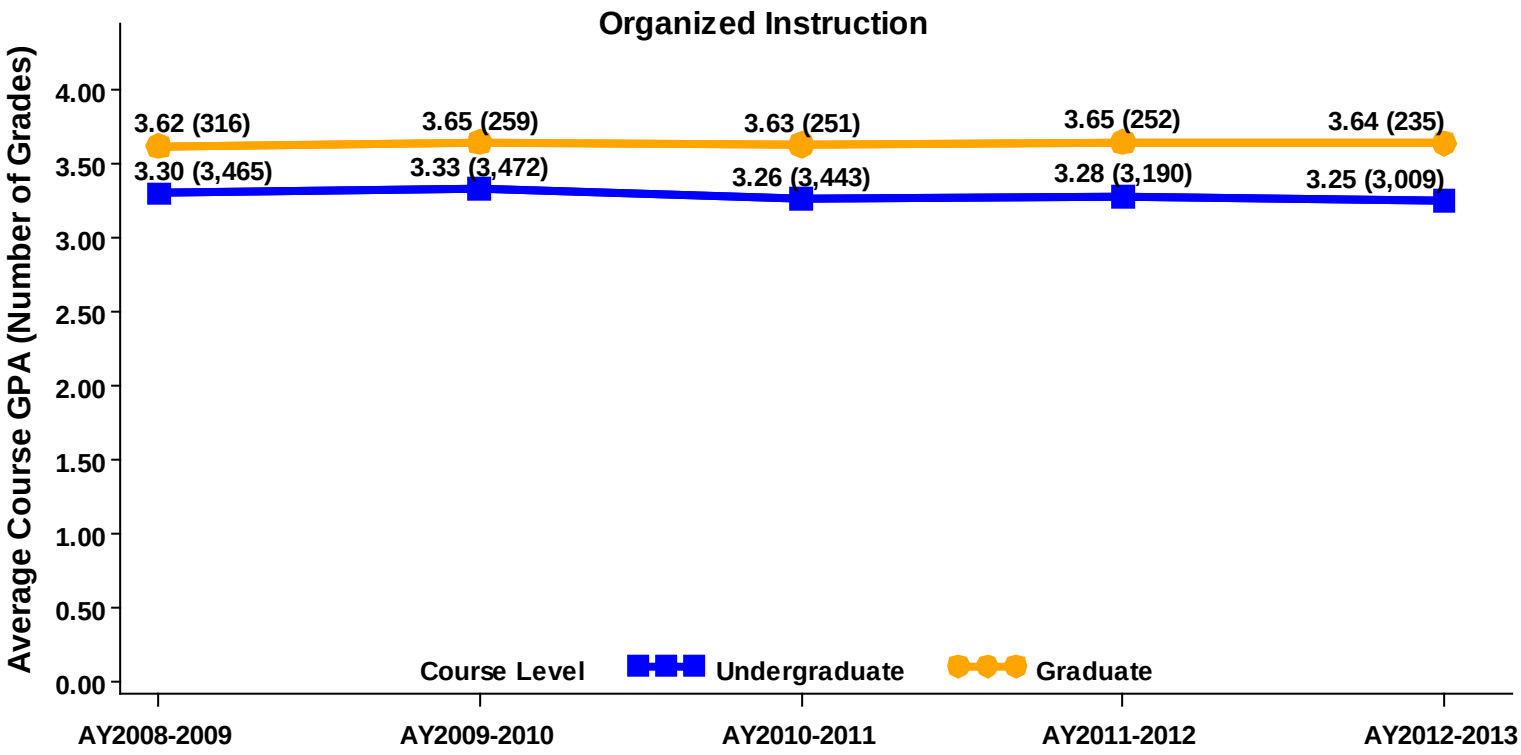
Pgm Journalism/Mass Comm

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		3,009	120	3.25	45%	39%	11%	2%	1%	2%
Graduate		235	34	3.64	64%	26%	0%	0%	1%	9%

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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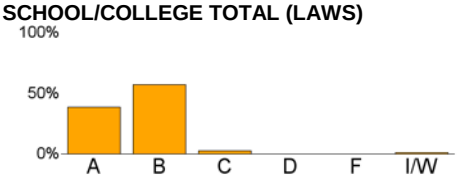
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

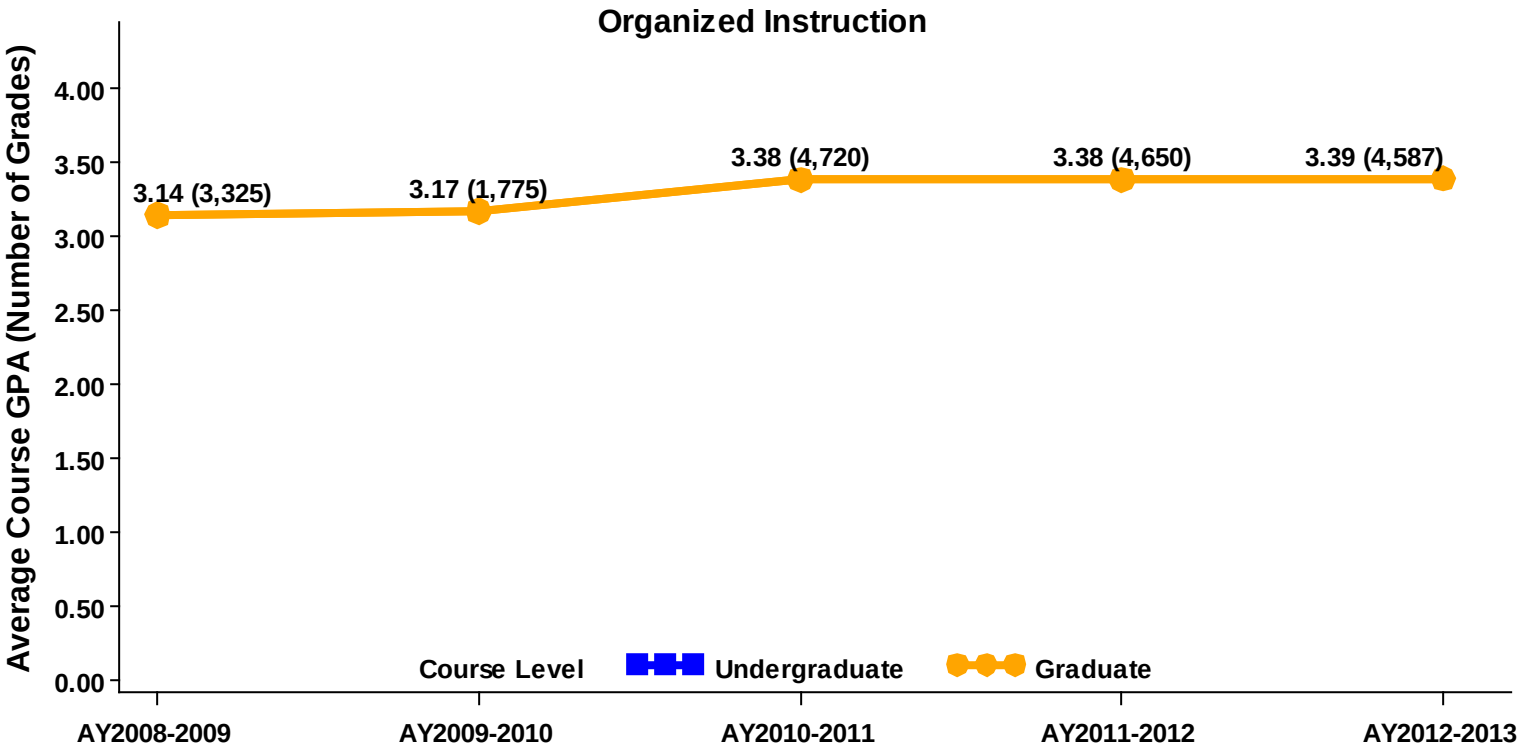
School of Law

Grade Distributions for Academic Year 2012-2013

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 (LAWS) 	4,587	191	3.39	39%	57%	3%	0%	0%	1%

Average Course Grades - Five Academic Year History



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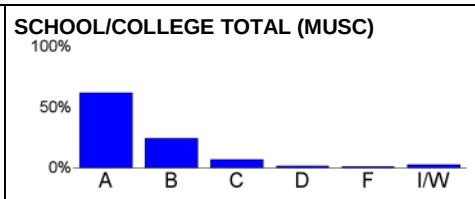
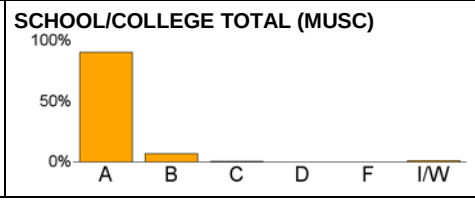
CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Boulder

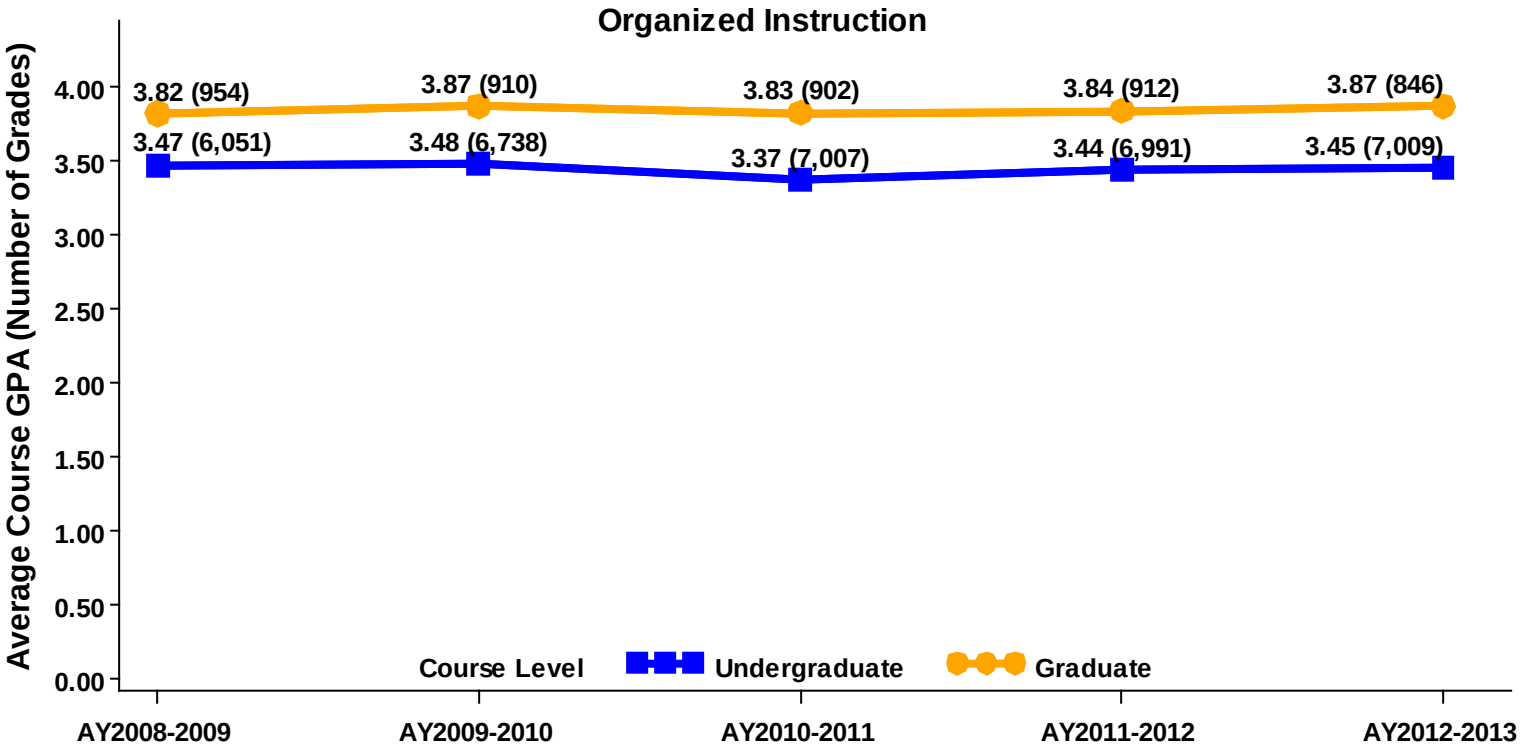
College of Music

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		7,009	527	3.45	62%	25%	7%	2%	1%	3%
Graduate		846	218	3.87	90%	7%	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 OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

Student Performance on Licensing and Other Professional Exams

CPA Exam Pass Rates, 2012

Summary Performance by Institution Attended - First-Time (Sitting within 1 year)
All Degree Levels, All Sections

	Candidates Total	Sections Total	Percent Pass	Average Score
CU-Boulder	46	133	75.2	80.7
Colorado Total*	290	643	63.1	75.6
US Total	24,044	51,372	61.0	74.9

Summary Performance by Institution Attended - First-Time (Sitting within 1 year)
Bachelor's Degrees, All Sections

	Candidates Total	Sections Total	Percent Pass	Average Score
CU-Boulder	13	28	57.1	74.9
Colorado Total*	149	284	53.5	72.5
US Total	14,558	29,235	59.4	74.3

Section Performance by Institution Attended - First-Time (Sitting within 1 year)
All Degree Levels, By Section

	Section Totals				Percent Pass			
	AUD	BEC	FAR	REG	AUD	BEC	FAR	REG
CU-Boulder	32	31	39	31	65.6	90.3	74.4	71.0
Colorado Total*	177	158	167	141	59.3	76.6	60.5	56
US Total	13,589	12,164	13,493	12,126	55.2	72.2	58.9	58.5

Section Performance by Institution Attended - First-Time (Sitting within 1 year)
Bachelor's Degrees, By Section

	Section Totals				Percent Pass			
	AUD	BEC	FAR	REG	AUD	BEC	FAR	REG
CU-Boulder	8	6	9	5	50.0	83.3	55.6	40.0
Colorado Total*	82	67	77	58	52.4	68.7	48.1	44.8
US Total	7,854	6,925	7,694	6,762	53.7	71.3	56.9	56.8

* The "Colorado Total" includes all test-takers who applied for certification in the state of Colorado. This includes some individuals who did not attend a Colorado institution.

Data Source: NASBA 2012 Uniform CPA Examination School Performance. Published by the National Association of State Boards of Accountancy, Inc., 2013

PASS/FAIL RATES
By Law School

July 2013 Bar Exam

Examinees	Law School	Passed		Failed		Total
First Time	University of Colorado	135	(91%)	14	(9%)	149
	University of Denver	182	(87%)	28	(13%)	210
	National *	29	(91%)	3	(9%)	32
	Other	372	(81%)	89	(19%)	461
		718	(84%)	134	(16%)	852
Repeat	University of Colorado	4	(67%)	2	(33%)	6
	University of Denver	6	(38%)	10	(62%)	16
	National					0
	Other	19	(30%)	44	(70%)	63
		29	(34%)	56	(66%)	85
All	University of Colorado	139	(90%)	16	(10%)	155
	University of Denver	188	(83%)	38	(17%)	226
	National	29	(91%)	3	(9%)	32
	Other	391	(75%)	133	(25%)	524
		747	(80%)	190	(20%)	937

* Schools categorized as "National"

Columbia
Harvard
Stanford
Yale
Duke
Michigan
Chicago
California Berkeley
Virginia
Texas

College of Engineering and Applied Science, Performance on Fundamentals of Engineering Exams

Calendar Year 2013

		CU		National		Pass Rate	
Major	**Exam**	**N**	**Passed**	**N**	**Passed**	**CU**	**National**
Architectural	General	26	18	312	227	69%	73%
Chemical	Chemical	34	34	2,094	1,753	100%	84%
Civil	Civil	115	102	10,978	8,486	89%	77%
Environmental	Environmental	61	58	956	825	95%	86%
Mechanical	Mechanical	120	102	8,318	6,764	85%	81%
All	All	360	317	22,748	18,126	88%	80%

NSSE 2013 Engagement Indicators

Overview

University of Colorado Boulder

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- -- No significant difference.
- ▽ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with AAU Publics
Academic Challenge	Higher-Order Learning	△
	Reflective and Integrative Learning	△
	Learning Strategies	--
	Quantitative Reasoning	△
Learning with Peers	Collaborative Learning	△
	Discussions with Diverse Others	△
Experiences with Faculty	Student-Faculty Interaction	--
	Effective Teaching Practices	--
Campus Environment	Quality of Interactions	--
	Supportive Environment	▽

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with AAU Publics
Academic Challenge	Higher-Order Learning	△
	Reflective and Integrative Learning	△
	Learning Strategies	--
	Quantitative Reasoning	△
Learning with Peers	Collaborative Learning	△
	Discussions with Diverse Others	▽
Experiences with Faculty	Student-Faculty Interaction	--
	Effective Teaching Practices	--
Campus Environment	Quality of Interactions	▽
	Supportive Environment	▽

NSSE 2013 Engagement Indicators

Academic Challenge

University of Colorado Boulder

Academic Challenge: First-year students

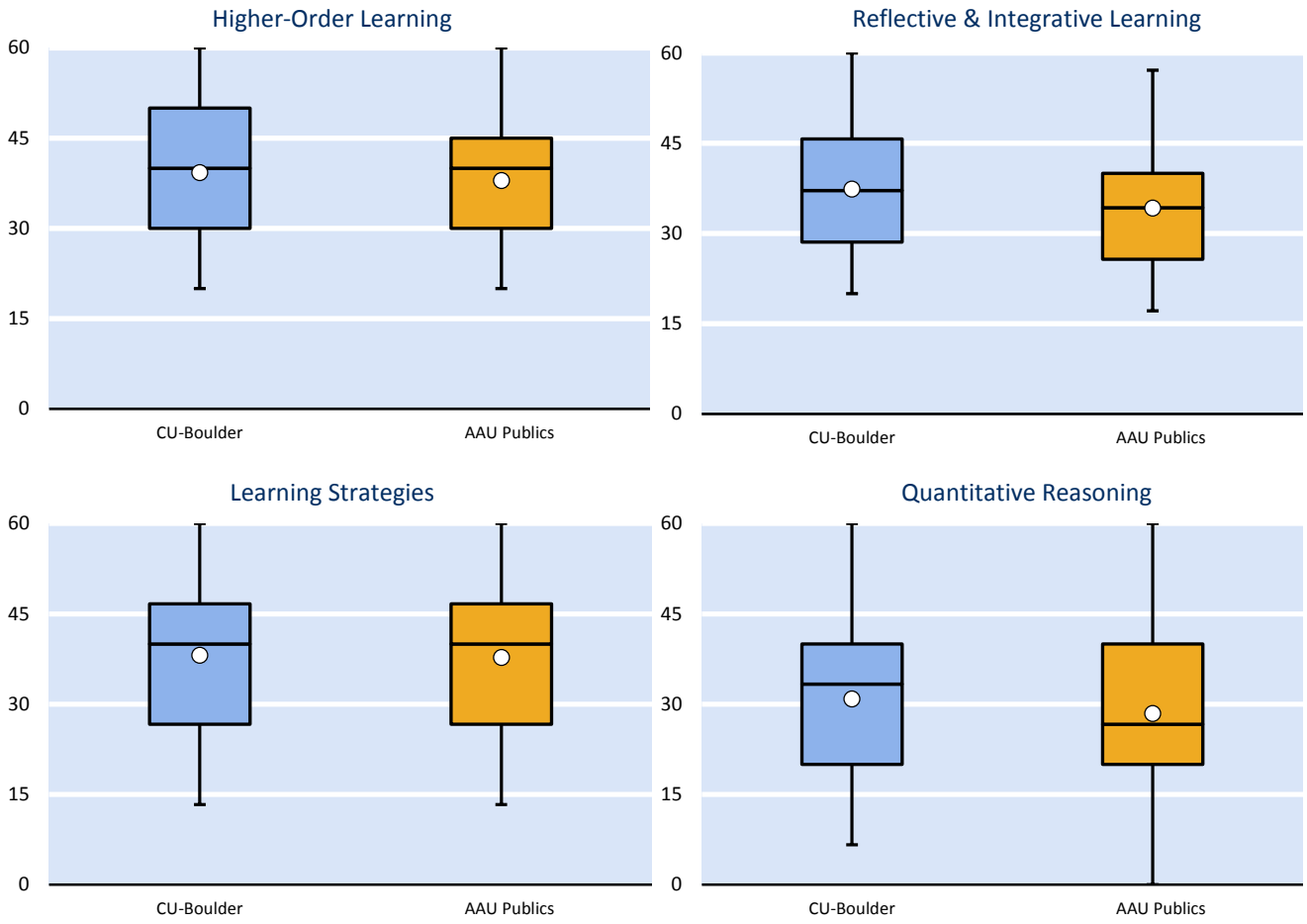
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison group.

Mean Comparisons

	CU-Boulder	Your first-year students compared with AAU Publics		
Engagement Indicator	*Mean*	*Mean*		*Effect size*
Higher-Order Learning	39.2	37.9	**	.10
Reflective & Integrative Learning	37.4	34.2	***	.26
Learning Strategies	38.1	37.8		.02
Quantitative Reasoning	30.9	28.5	***	.16

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Score Distributions



Notes: 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 represents the mean score.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	CU-Boulder	AAU Publics
Higher-Order Learning		
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78	76
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	71
4d. Evaluating a point of view, decision, or information source	64	63
4e. Forming a new idea or understanding from various pieces of information	68	64
Reflective & Integrative Learning		
Percentage of students who responded that they "Very often" or "Often"…		
2a. Combined ideas from different courses when completing assignments	67	55
2b. Connected your learning to societal problems or issues	60	49
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	45
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	58
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	61
2f. Learned something that changed the way you understand an issue or concept	71	63
2g. Connected ideas from your courses to your prior experiences and knowledge	81	77
Learning Strategies		
Percentage of students who responded that they "Very often" or "Often"…		
9a. Identified key information from reading assignments	82	77
9b. Reviewed your notes after class	60	61
9c. Summarized what you learned in class or from course materials	60	58
Quantitative Reasoning		
Percentage of students who responded that they "Very often" or "Often"…		
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	40
6c. Evaluated what others have concluded from numerical information	46	40

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Academic Challenge

University of Colorado Boulder

Academic Challenge: Seniors

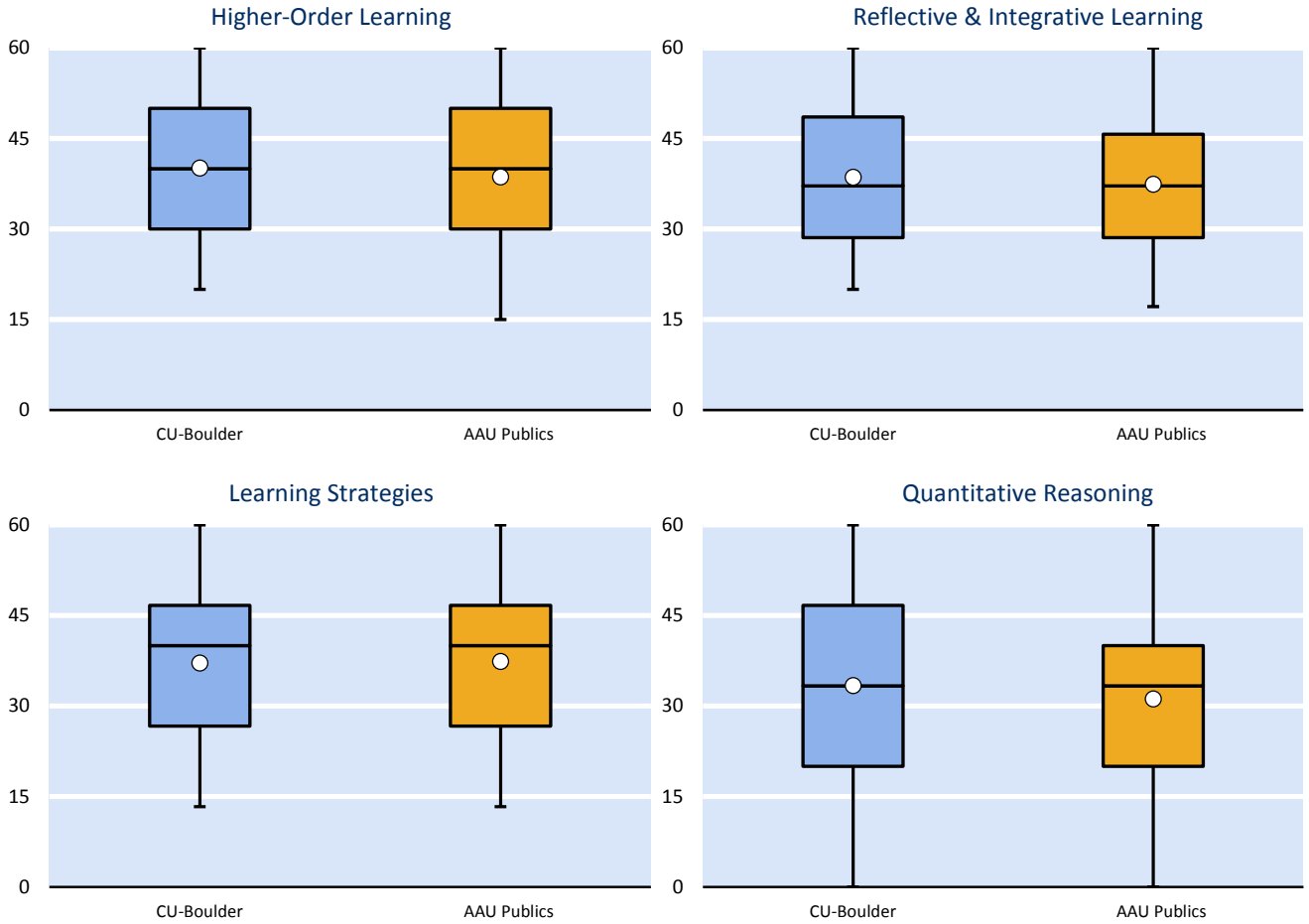
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison group.

Mean Comparisons

	CU-Boulder	Your first-year students compared with AAU Publics		
Engagement Indicator	*Mean*	*Mean*		*Effect size*
Higher-Order Learning	40.1	38.7	**	.11
Reflective & Integrative Learning	38.6	37.4	*	.09
Learning Strategies	37.1	37.4		-.02
Quantitative Reasoning	33.4	31.1	***	.13

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Score Distributions



Notes: 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 represents the mean score.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	CU-Boulder	AAU Publics
Higher-Order Learning		
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	81	77
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	73
4d. Evaluating a point of view, decision, or information source	62	62
4e. Forming a new idea or understanding from various pieces of information	70	65
Reflective & Integrative Learning		
Percentage of students who responded that they "Very often" or "Often"…		
2a. Combined ideas from different courses when completing assignments	79	72
2b. Connected your learning to societal problems or issues	61	59
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	48
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	61
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	65
2f. Learned something that changed the way you understand an issue or concept	73	68
2g. Connected ideas from your courses to your prior experiences and knowledge	86	83
Learning Strategies		
Percentage of students who responded that they "Very often" or "Often"…		
9a. Identified key information from reading assignments	79	79
9b. Reviewed your notes after class	53	55
9c. Summarized what you learned in class or from course materials	56	57
Quantitative Reasoning		
Percentage of students who responded that they "Very often" or "Often"…		
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	58
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	46
6c. Evaluated what others have concluded from numerical information	52	48

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

University of Colorado
Colorado Springs

2013-14 Academic Rigor Report

University of Colorado - Colorado Springs
Education Testing Services, Proficiency Profile Test Results

ETS Proficiency Profile is a 40 minute, 36 question multiple-choice test that measures student performance in four areas: critical thinking, reading, writing, and mathematics and with the Humanities, Social Sciences and Natural Sciences. The ETS Proficiency Profile is one of three tests approved by the VSA (Voluntary System of Accountability), and the results of the tests are posted on the university's College Portrait. The data reflected in the tables below reflects the aggregate results from senior testing in spring and freshman testing in fall in 2009, 2011 and 2013. The national comparative group[1] (NCG) data reflects the aggregate results from July 2008 through June 2013. The national comparative group is comprised of Carnegie Classification institutions with the designation Public Masters Large that participated in the ETS Proficiency Profile administration from July 2008 to June 2013.

Table 1. UCCS Freshman and Senior Participants and NCG Freshman and Senior Participants, Mean Scores

		Mean Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
	Score Range	400-500	100-130						
Group	# Participants								
Freshman	879	441.7	110.1	116.5	114.0	114.0	112.8	111.9	114.4
Seniors	579	454.6	113.9	120.6	115.9	116.7	116.6	115.1	117.5
Freshman, CG*	20,601[2]	435.1	109.2	114.7	112.6	111.6	112.6	111.1	112.9
Seniors, NCG	18,092[3]	447.7	112.6	118.7	114.8	114.7	115.7	114.2	116.1

Table 2. UCCS Freshman and Senior Participants and NCG Freshman and Senior Participants, Percent of NCG Scoring Below UCCS Mean Scores

Group	# Participants	Mean Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshman, NCG	20,601	70	59	61	58	68	37	55	57
Seniors, NCG	18,092	64	57	54	55	64	53	54	57

Table 3. UCCS Freshman and Senior Participants and NCG Freshman and Senior Participants, Proficiency Classifications[4], Percent at Each Proficiency Level

Group	#Participants	Reading Level 1	Reading Level 2	Critical Thinking	Writing, Level 1	Writing, Level 2	Writing Level 3	Math Level 1	Math Level 2	Math Level 3
Freshman	879	56	23	1	58	13	6	62	30	5
Seniors	579	79	51	9	75	28	15	75	48	17
Freshman, NCG	20,601	44	19	2	46	11	4	39	17	4
Seniors, NCG	18,092	68	40	7	65	23	9	62	36	10

[1] Institutions with the same Carnegie Classification as UCCS, Public Masters Large, that administered the Proficiency Profile between July 2008 and June 2013.
[2] The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 3200 students to this data set, the score of each of its students has been weighted by the fraction 3200/n, where n is the number of students from that institution. Total=31,415/Weighted Total=20,601
[3] Senior weighting information. Total=29,768/Weighted Total=18,092. (ETS. 2011)
[4] Proficiency Classifications are: *Not Proficient, Marginally Proficient, Proficient.* Only the percent of participants proficient at each level indicated (level 1, level 2, level 3 or Critical Thinking) are indicated in Table 3.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

CAMPUS TOTAL (UCCS)

Notes:

• Academic Year -- includes Fall and Spring terms only.
• Includes state funded courses 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 University of Denver, Community College of Denver, Study Abroad).

Definition of Course Types:

• All categories based on course activity types recorded on the CU Integrated Student Information System (ISIS).

• Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
• Individual Instruction includes theses, independent research, internships, practica, etc.

• This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction).

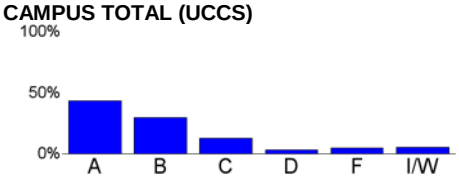
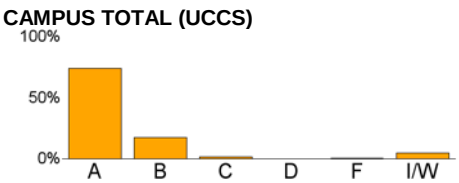
Reference:
• UCD Office of Institutional Research and Effectiveness (OIRE)
• Project Number: 20140021
• Source File: Report05_Output.sas
• This File: P:\2014\20140021_CUSystemAcademicRigorFY14\GradeDistributionCharts\GradeReport_UCCS.rtf
• Created: 03/01/2014

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

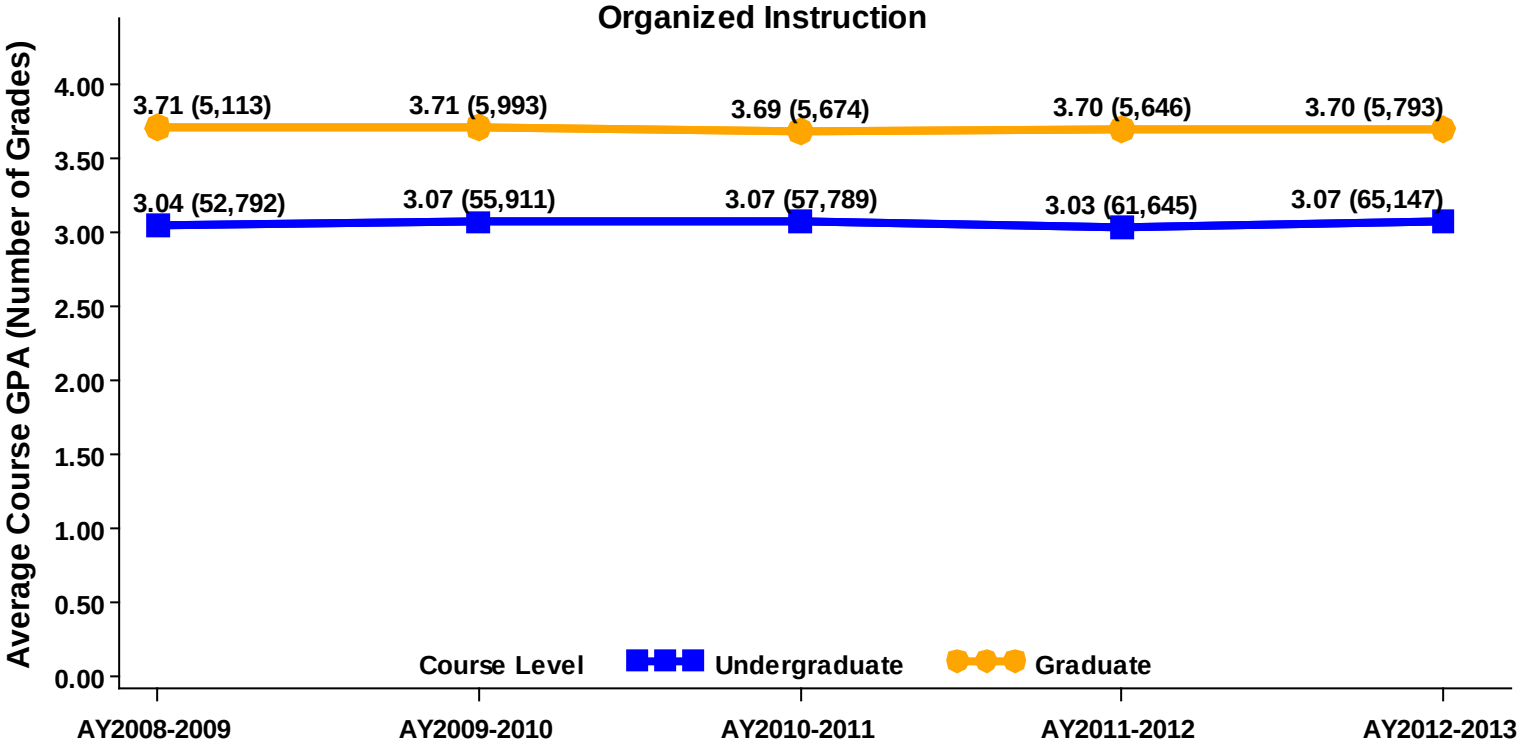
CAMPUS TOTAL (UCCS)

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	CAMPUS TOTAL (UCCS) 	65,147	2,482	3.07	43%	30%	13%	4%	5%	6%
Graduate	CAMPUS TOTAL (UCCS) 	5,793	656	3.70	74%	17%	2%	0%	1%	5%

Average Course Grades - Five Academic Year History



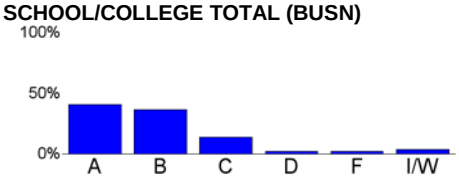
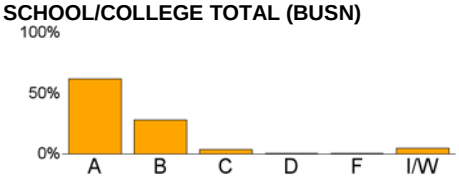
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

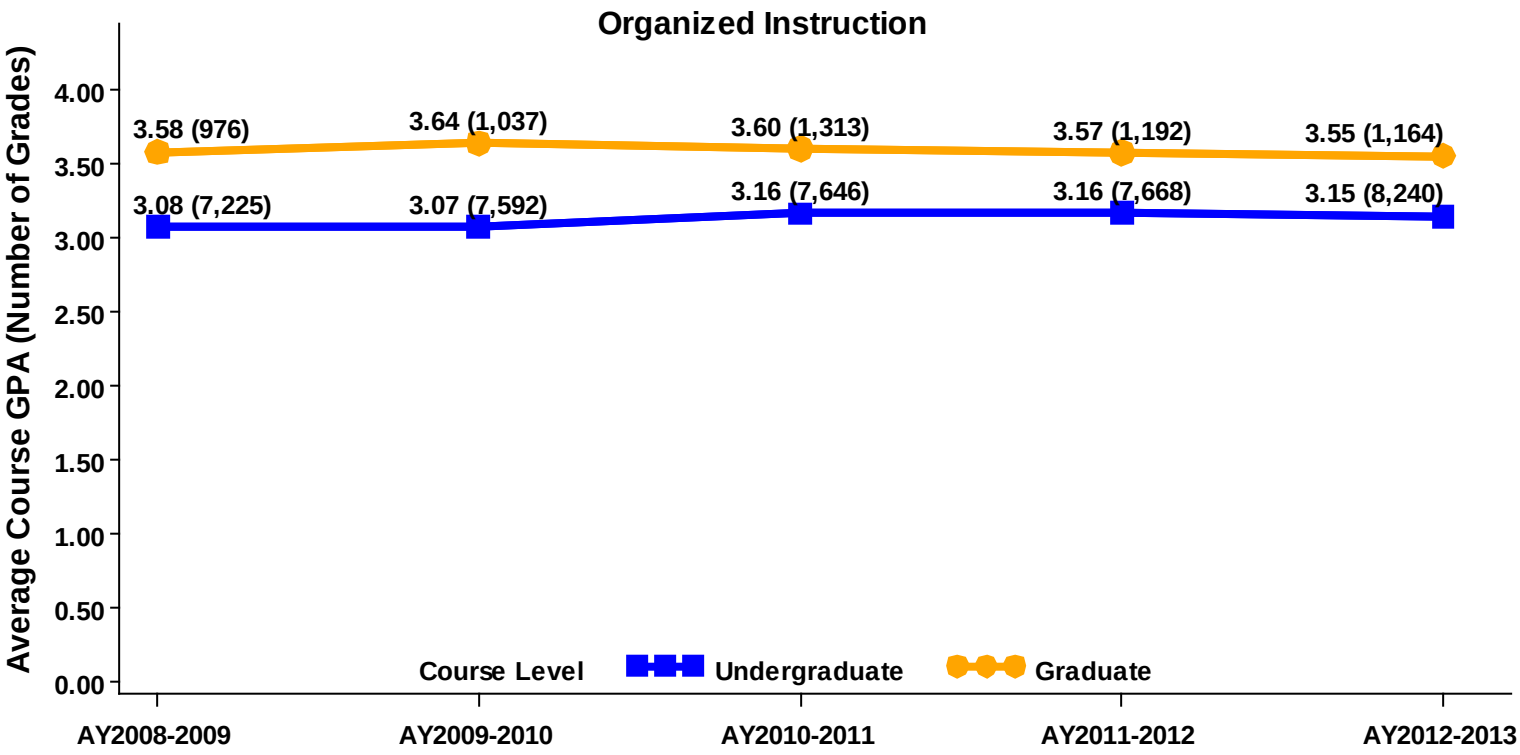
Coll of Business & Admin

Grade Distributions for Academic Year 2012-2013

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 (BUSN) 	8,240	250	3.15	41%	37%	14%	2%	2%	4%
Graduate	SCHOOL/COLLEGE TOTAL (BUSN) 	1,164	77	3.55	62%	28%	4%	1%	1%	5%

Average Course Grades - Five Academic Year History



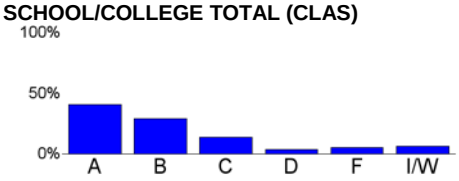
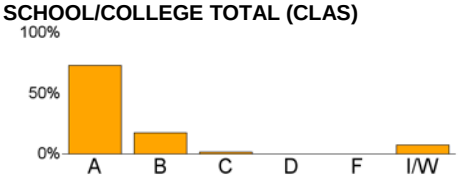
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

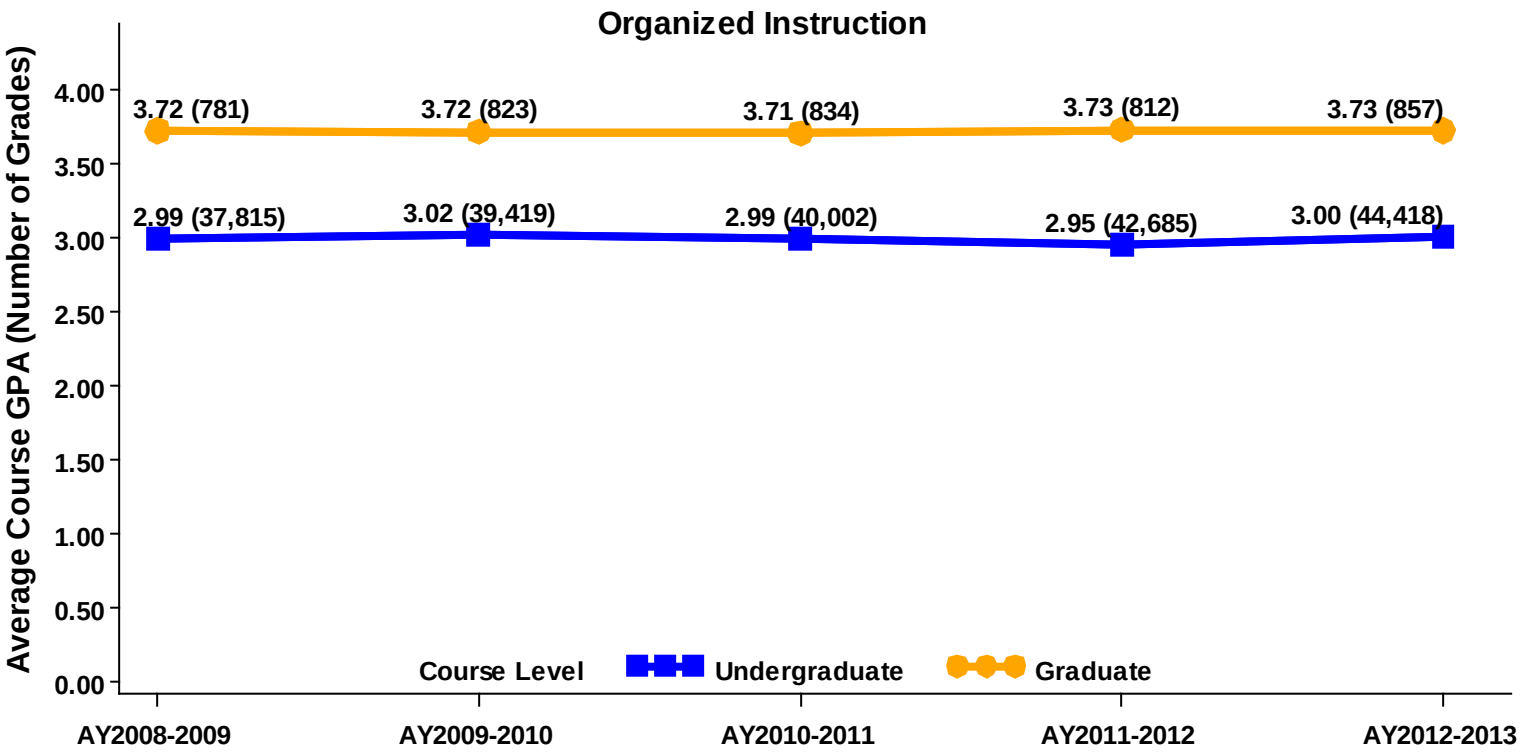
Coll of Letters, Arts & Sci

Grade Distributions for Academic Year 2012-2013

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 (CLAS) 	44,418	1,687	3.00	41%	29%	14%	4%	6%	6%
Graduate	SCHOOL/COLLEGE TOTAL (CLAS) 	857	161	3.73	73%	18%	2%	0%	0%	8%

Average Course Grades - Five Academic Year History



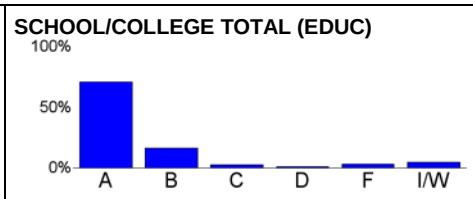
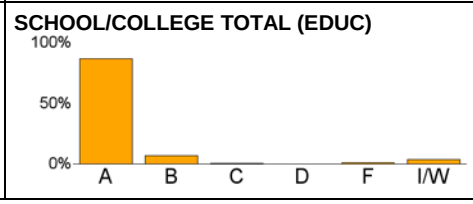
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

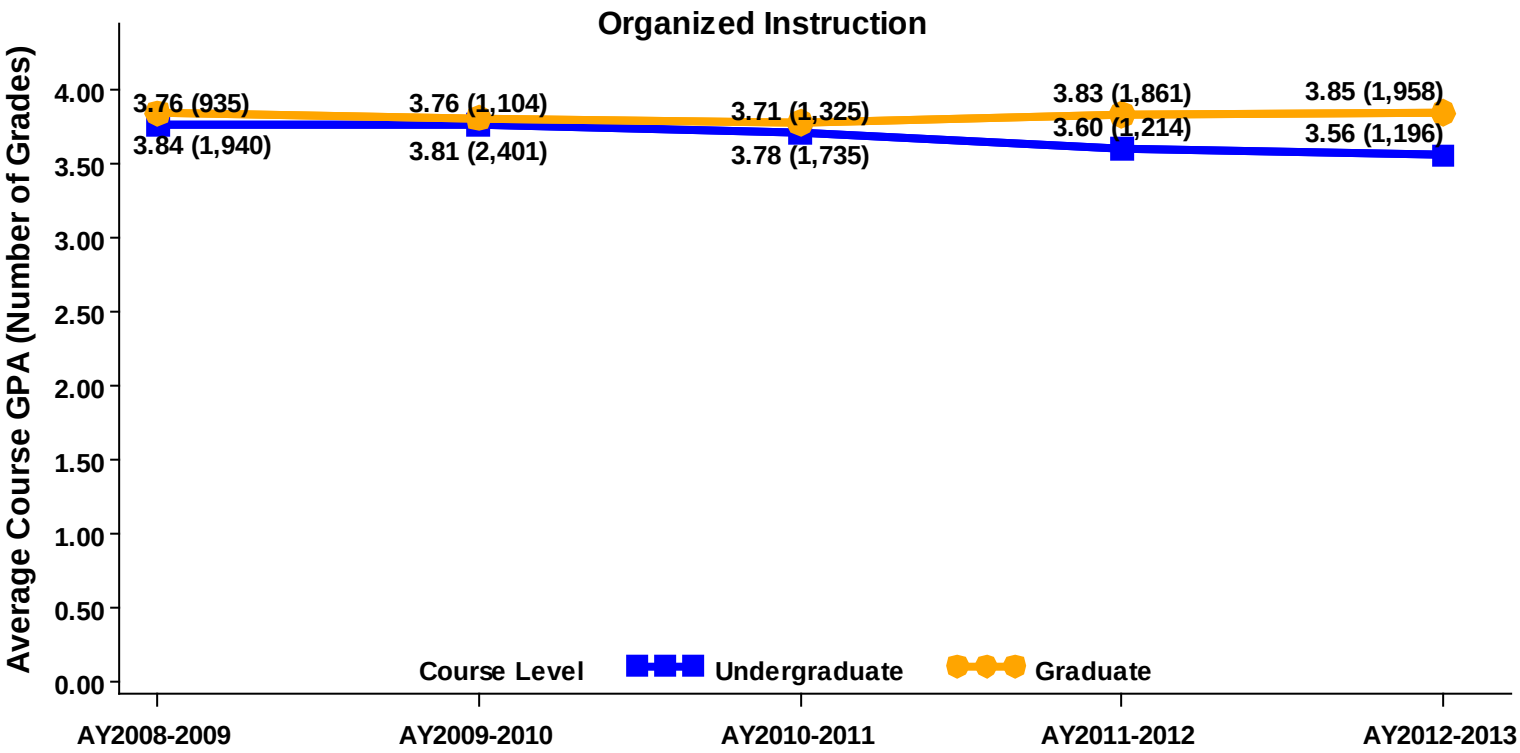
College of Education

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		1,196	73	3.56	71%	17%	3%	1%	3%	5%
Graduate		1,958	197	3.85	87%	7%	1%	0%	1%	4%

Average Course Grades - Five Academic Year History



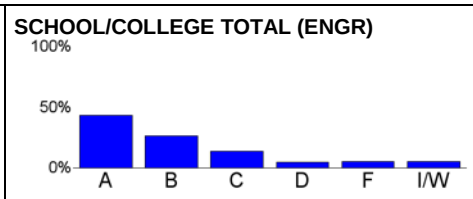
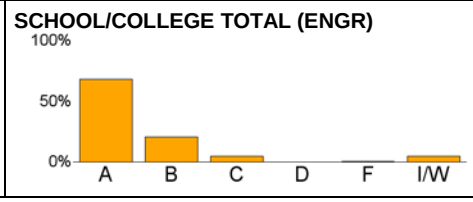
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

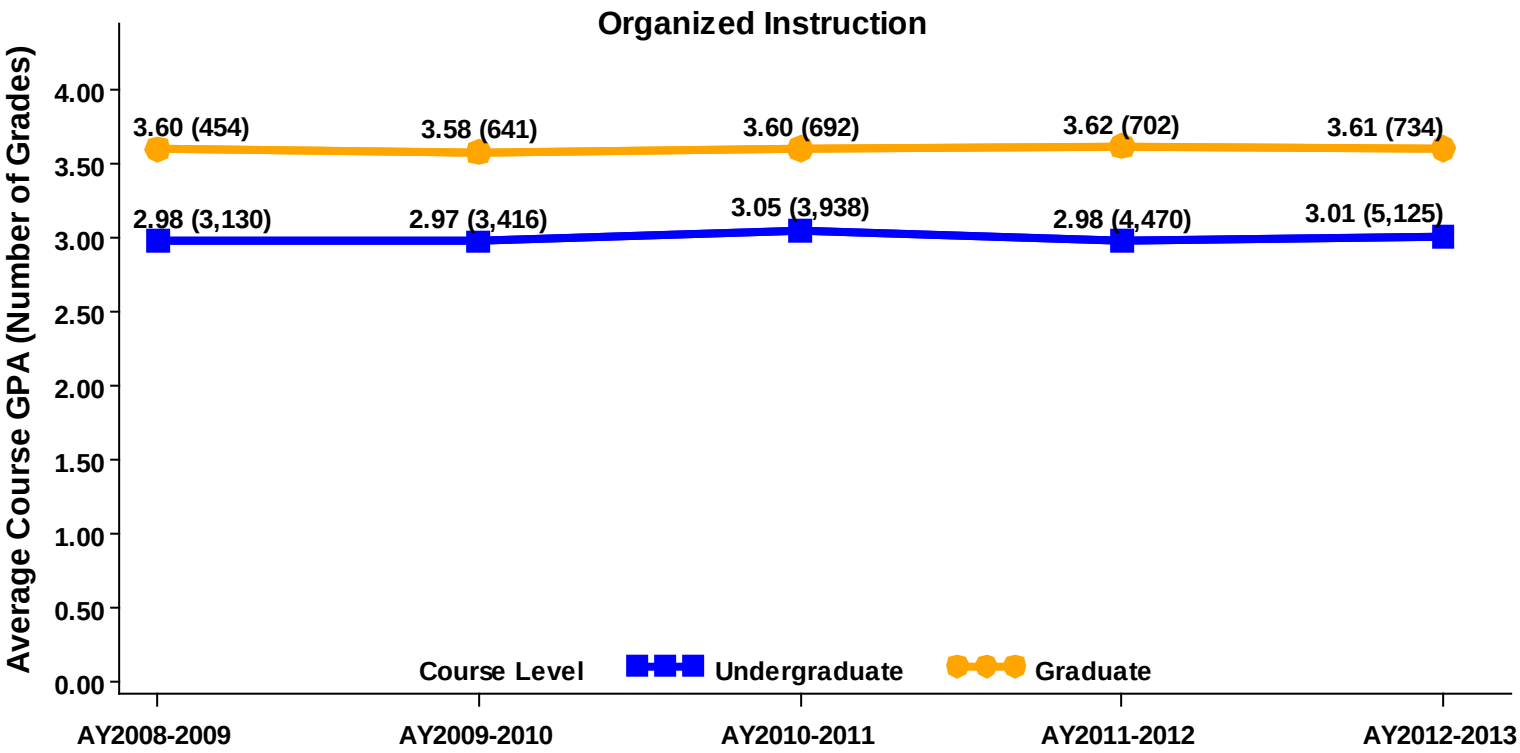
Coll of Engineering & Appl Sci

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		5,125	221	3.01	43%	27%	14%	5%	6%	6%
Graduate		734	85	3.61	68%	21%	5%	0%	1%	5%

Average Course Grades - Five Academic Year History



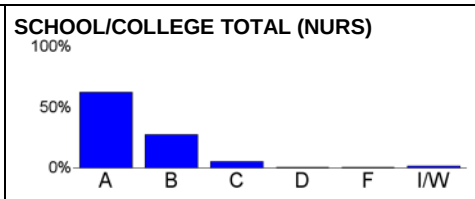
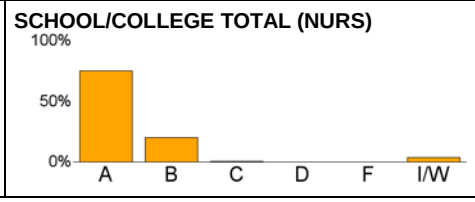
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

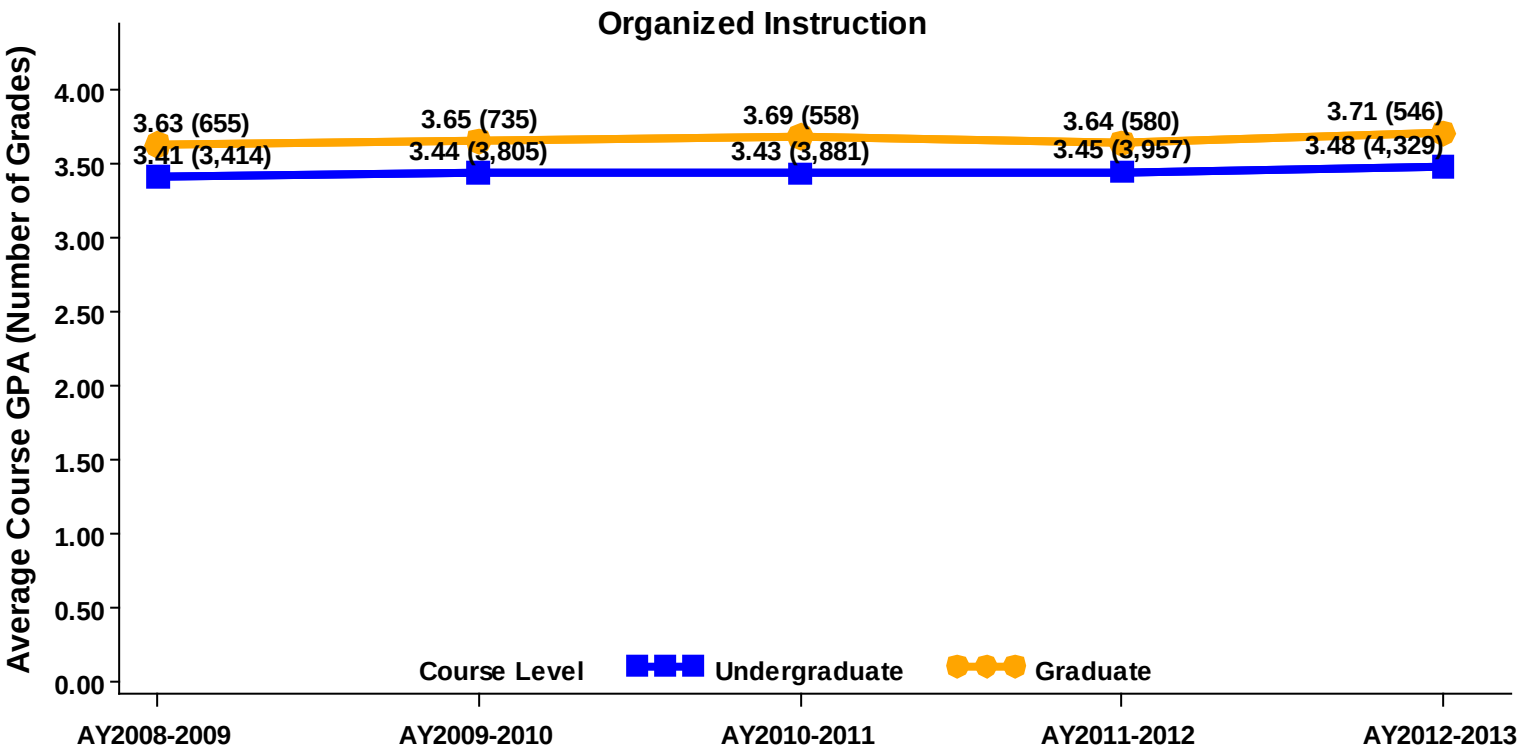
Coll of Nursing & Health Sci

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		4,329	168	3.48	63%	28%	6%	1%	1%	2%
Graduate		546	75	3.71	75%	20%	1%	0%	0%	4%

Average Course Grades - Five Academic Year History



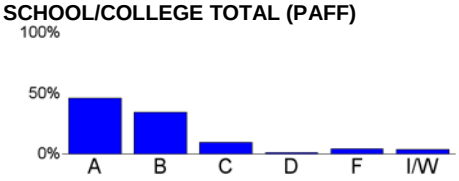
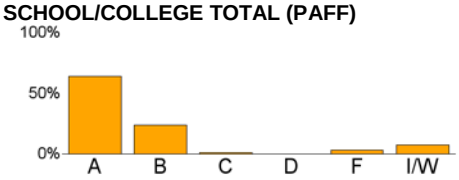
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Colorado Springs

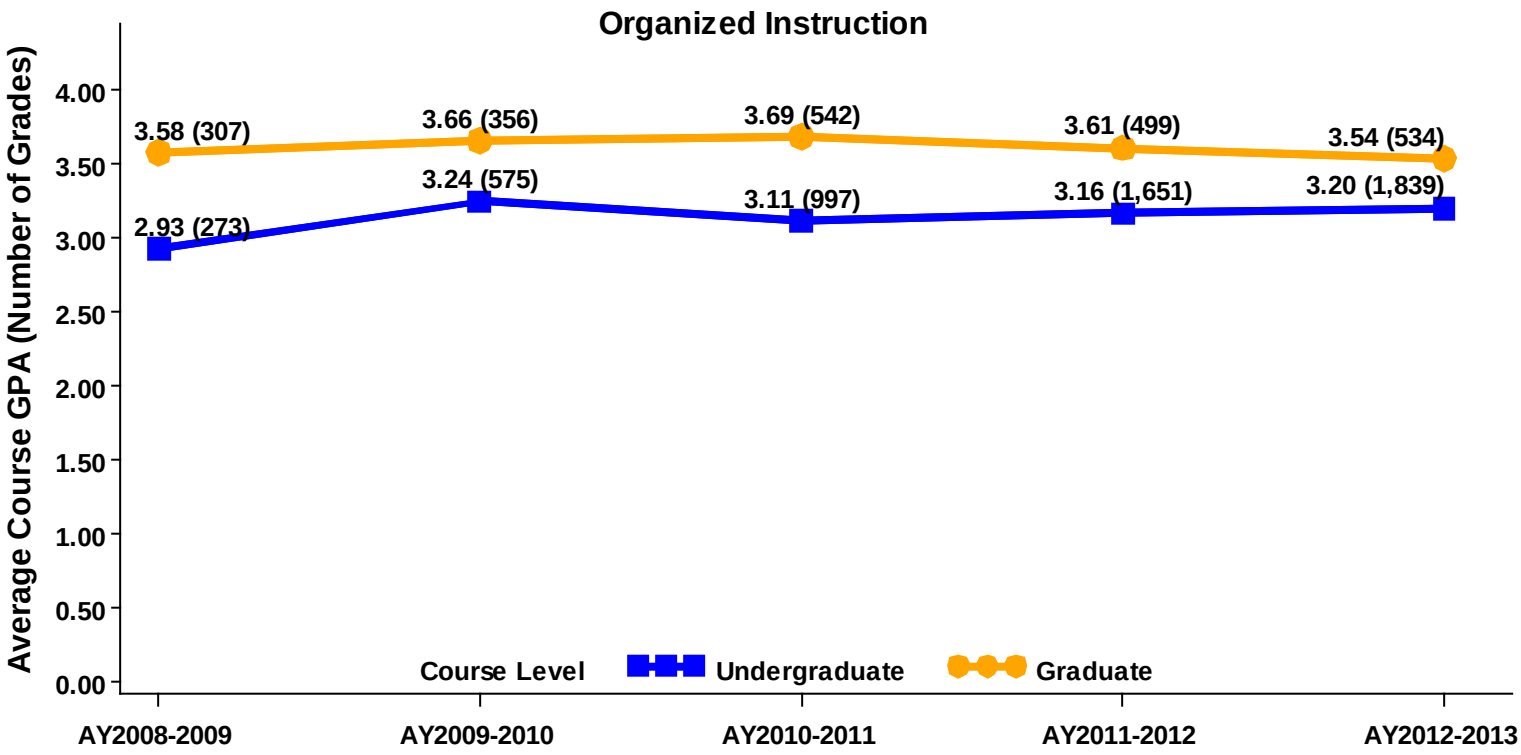
School of Public Affairs

Grade Distributions for Academic Year 2012-2013

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 (PAFF) 	1,839	83	3.20	46%	34%	10%	1%	4%	4%
Graduate	SCHOOL/COLLEGE TOTAL (PAFF) 	534	61	3.54	64%	24%	1%	0%	3%	8%

Average Course Grades - Five Academic Year History



I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/01/2014.

Student Performance on Licensing and Other Professional Exams

CPA Exam Pass Rates, 2012

Summary Performance by Institution Attended - First-Time (Sitting within 1 year)
All Degree Levels, All Sections

	Candidates Total	Sections Total	Percent Pass	Average Score
UCCS	12	24	66.7	76.3
Colorado Total*	290	643	63.1	75.6
US Total	24,044	51,372	61.0	74.9

Summary Performance by Institution Attended - First-Time (Sitting within 1 year)
Bachelor's Degrees, All Sections

	Candidates Total	Sections Total	Percent Pass	Average Score
UCCS	6	11	63.6	75.9
Colorado Total*	149	284	53.5	72.5
US Total	14,558	29,235	59.4	74.3

Section Performance by Institution Attended - First-Time (Sitting within 1 year)
All Degree Levels, By Section

	Section Totals				Percent Pass			
	AUD	BEC	FAR	REG	AUD	BEC	FAR	REG
UCCS	9	4	7	4	77.8	100.0	42.9	50.0
Colorado Total*	177	158	167	141	59.3	76.6	60.5	56
US Total	13,589	12,164	13,493	12,126	55.2	72.2	58.9	58.5

Section Performance by Institution Attended - First-Time (Sitting within 1 year)
Bachelor's Degrees, By Section

	Section Totals				Percent Pass			
	AUD	BEC	FAR	REG	AUD	BEC	FAR	REG
UCCS	4	1	3	3	75.0	100.0	33.3	66.7
Colorado Total*	82	67	77	58	52.4	68.7	48.1	44.8
US Total	7,854	6,925	7,694	6,762	53.7	71.3	56.9	56.8

* The "Colorado Total" includes all test-takers who applied for certification in the state of Colorado. This includes some individuals who did not attend a Colorado institution.

Data Source: NASBA 2012 Uniform CPA Examination School Performance. Published by the National Association of

Nursing: NCLEX-RN Exam

Year	UCCS Pass Rate	N
2013	87%	95
2012	92%	102
2011	88%	n/a
2010	95%	103
2009	95%	93
2008	93%	111
2007	96%	90
2006	91%	96
2005	91%	93
2004	83%	80
2003	89%	55
2002	88%	
2001	98%	
2000	88%	
1999	97%	

Engineering: Fundamentals of Engineering

Year	UCCS Pass Rate	N
2013	76%	34
2012	73%	11
2011	50%	12
2010	50%	4
2009	100%	4
2008	71%	7

NSSE 2013 Engagement Indicators

Overview

University of Colorado Colorado Springs

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- -- No significant difference.
- ▽ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with Rocky Mt Public	**Your FY students** compared with Carnegie Class	**Your FY students** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	▽	▽

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with Rocky Mt Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	▽	▽

NSSE 2013 Engagement Indicators

Academic Challenge

University of Colorado Colorado Springs

Academic Challenge: First-year students

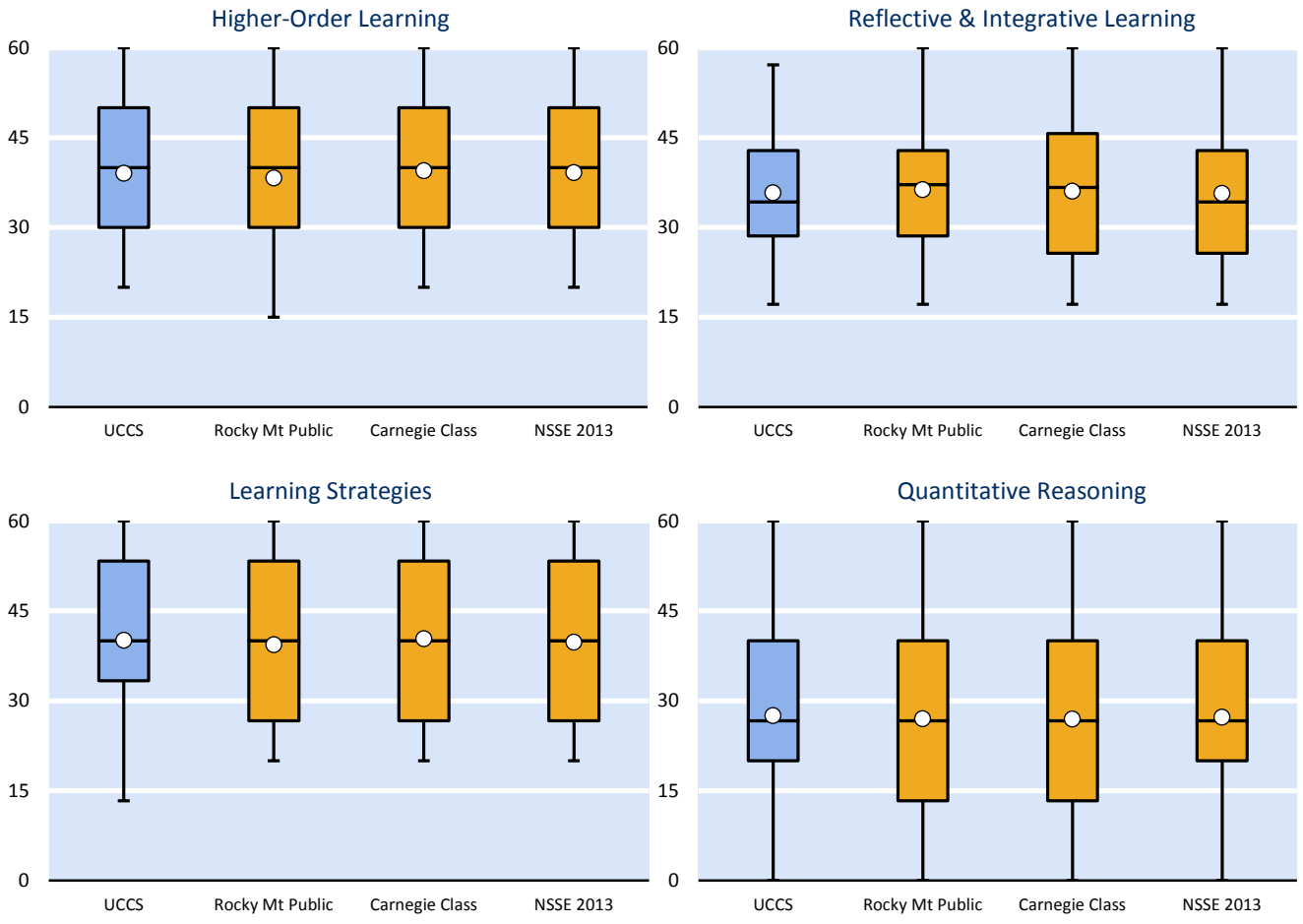
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	UCCS	Your first-year students compared with					
		Rocky Mt Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.0	38.2	.06	39.4	-.03	39.1	-.01
Reflective & Integrative Learning	35.8	36.3	-.04	36.1	-.02	35.7	.01
Learning Strategies	40.1	39.4	.05	40.4	-.02	39.8	.02
Quantitative Reasoning	27.5	27.0	.03	26.9	.04	27.3	.02

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Score Distributions



Notes: 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 represents the mean score.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	UCCS	Rocky Mt Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	76	72	73	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	71	73	73
4d. Evaluating a point of view, decision, or information source	67	68	72	70
4e. Forming a new idea or understanding from various pieces of information	69	68	70	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	63	60	56	56
2b. Connected your learning to societal problems or issues	52	55	54	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	50	52	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	65	64	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	68	68	66
2f. Learned something that changed the way you understand an issue or concept	67	69	66	66
2g. Connected ideas from your courses to your prior experiences and knowledge	79	80	78	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	81	79	82	81
9b. Reviewed your notes after class	69	67	68	66
9c. Summarized what you learned in class or from course materials	65	63	66	64
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	52	50	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	37	38	38
6c. Evaluated what others have concluded from numerical information	37	36	36	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Academic Challenge

University of Colorado Colorado Springs

Academic Challenge: Seniors

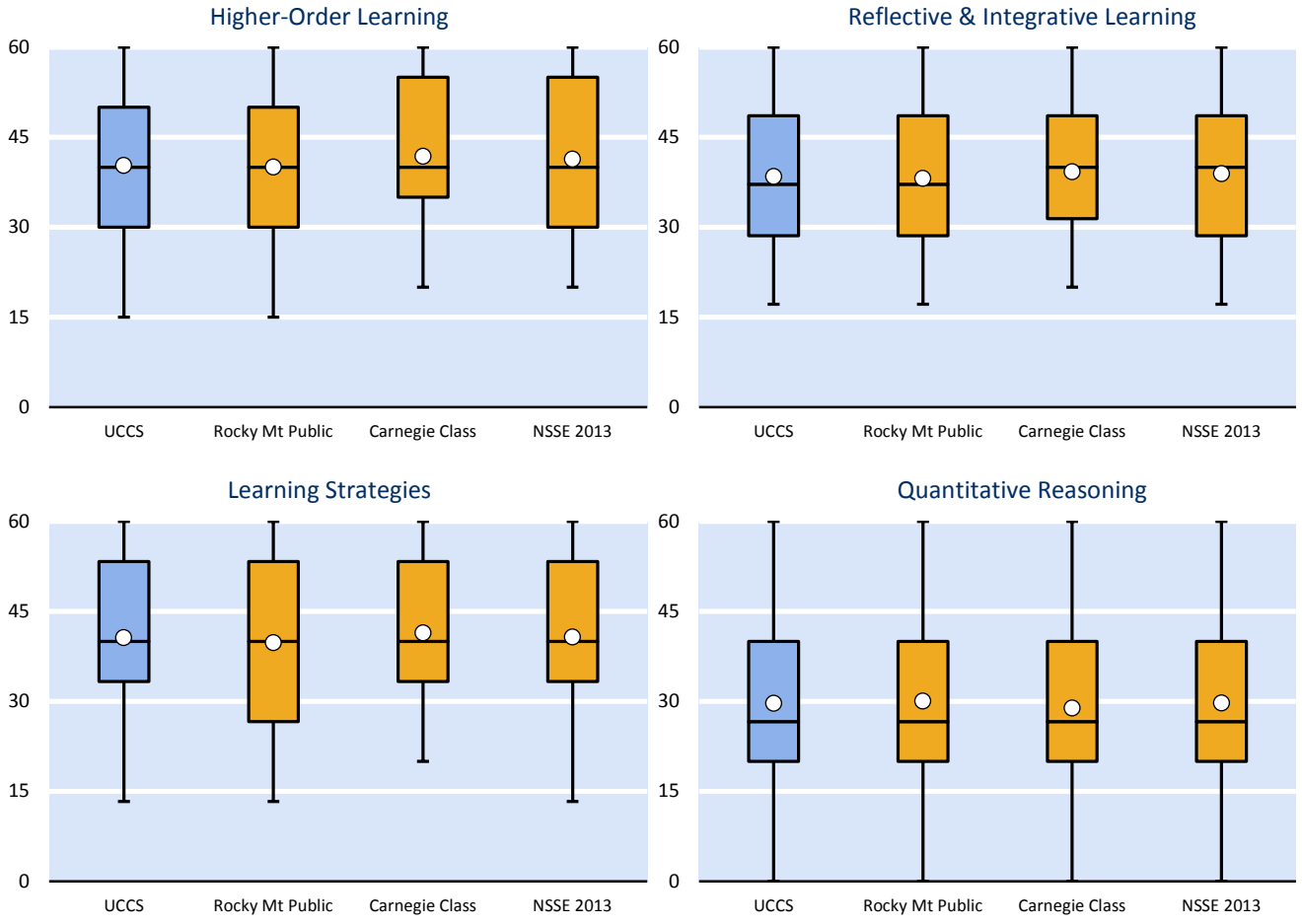
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	UCCS	Your first-year students compared with					
		Rocky Mt Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.3	40.0	.02	41.8 **	-.11	41.3	-.07
Reflective & Integrative Learning	38.5	38.1	.02	39.2	-.06	38.9	-.03
Learning Strategies	40.6	39.8	.06	41.4	-.05	40.7	-.01
Quantitative Reasoning	29.7	30.0	-.02	28.9	.04	29.7	.00

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Score Distributions



Notes: 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 represents the mean score.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UCCS	Rocky Mt Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80	80	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	76	78	78
4d. Evaluating a point of view, decision, or information source	68	67	75	72
4e. Forming a new idea or understanding from various pieces of information	71	69	74	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	71	73	71	71
2b. Connected your learning to societal problems or issues	59	61	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	51	58	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	64	68	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	67	71	70
2f. Learned something that changed the way you understand an issue or concept	68	70	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	84	84	85	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	83	82	85	84
9b. Reviewed your notes after class	67	64	67	65
9c. Summarized what you learned in class or from course materials	65	63	68	66
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	55	52	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	43	43	44
6c. Evaluated what others have concluded from numerical information	47	44	41	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

University of Colorado
Denver | Anschutz Medical Campus

2013-14 Academic Rigor Report

University of Colorado Denver | Anschutz Medical Campus

2014 Academic Rigor Report:
Overview and Examples of Campus Efforts

There are many initiatives and programs at the University of Colorado Denver | Anschutz Medical Campus aimed at enhancing and maintaining the highest levels of academic rigor. This overview provides many examples of our culture of assessment and improvement, attention to learning outcomes, adherence to accreditation standards, curriculum development, and program review. In addition, information about grade distributions and course GPAs, examination/licensure test results, the ETS Proficiency Profile results, and results from the 2013 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 collaborative initiatives during the past few years that illustrate CU Denver's commitment to academic excellence.

- ***Student Affairs and Academic Affairs Collaboration:*** CU Denver participated in the Foundations of Excellence (FoE) program during the 2008-09 academic year and completed an enrollment management review under the direction of SEMWorks in 2011-2012. As a result of these program reviews, the Assistant Vice Chancellor for Student Success (Student Affairs), the Assistant Vice Chancellor for University Life (Student Affairs), and the Assistant Vice Chancellor for Undergraduate Experiences (Academic Affairs) meet regularly to maintain communication and to increase collaboration on initiatives that promote student learning and success. Examples of this collaboration are a Fall 2014 pilot program of learning communities for incoming freshmen, the use of Peer Advocate Leaders (undergraduate student mentors) in the First-Year Seminar program, and the Early Alert (below) intervention program. Future collaborations efforts are in progress around improved course placement for incoming freshmen who are identified as requiring remediation in English and mathematics skills.

- ***Undergraduate Experiences Symposium:*** For nine consecutive years, the Office of Undergraduate Experiences in collaboration with the Office of the Provost and the Center for Faculty Development supports a culture of excellence in undergraduate education through this annual event. National and international speakers have stimulated campus-wide discussions on student communication, high impact retention practices, faculty rewards, experiential learning, and most recently, integrative learning. The discussion on integrative learning continues across all academic and support units to promote rigor in both general education and the major-based on Essential Learning Outcomes sponsored by the Association of American Colleges and Universities.

- ***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 outstanding leadership qualities. The incoming class of UHL students typically has valedictorians from Colorado high schools, has an average admission index of approximately 130, and includes recipients of external merit scholarships. UHL students/graduates have been selected for prestigious, competitive summer programs at Georgetown University, the US Senate, and the University of Delaware Disaster Research Center; and have been admitted to numerous prestigious graduate and post-baccalaureate professional programs.

- ***First-Year Seminars:*** In Fall 2006, the First-Year Seminar (FYS) program was launched as a campus-wide support program for incoming students making the transition from high school to the university. In contrast to most freshman seminar programs, the CU Denver FYS program is three credit hours, content based, and taught by faculty. Each FYS course is reviewed by faculty of the Core Curriculum Oversight Committee to ensure rigorous learning objectives and assessment of critical thinking and writing skills.

The CU Denver FYS courses provide students with an introduction to the university community, establish high academic standards, provide faculty mentoring to support student learning, and engage students in the larger university community.

- ***Learning Assistants:*** In a collaborative effort between the College of Liberal Arts and Sciences and the School of Education and Human Development, large enrollment science classes are utilizing learning assistants to support academic rigor, promote active learning pedagogy, and improve student success. As the size of lecture classes increases at CU Denver (science, behavioral sciences, and social sciences) increases, the use of learning assistants will be employed to help maintain academic rigor and promote student learning not typically associated with a large class environment.

- ***Early Alert*:** The Denver Campus maintains an active intervention program during the 5th-6th week of the Fall and Spring semesters for students needing assistance because of academic performance, class participation, or behavioral issues. Approximately 80-85% of the alerts generated by faculty are based on academic performance issues. Students with alerts are assisted by academic advising and student support offices to identify campus resources that will help students meet academic rigor requirements.

Assessment of Learning Outcomes

Every one of the more than 130 undergraduate and graduate academic programs at CU 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. The Office of Assessment provides feedback and technical assistance to these programs as needed.

In the past few years particular attention has been paid to the assessment of learning in the core general education program. The assessment and advancement of general education has been achieved through a multi-pronged approach that includes standardized testing of students, curriculum-embedded assessments of student learning for core learning outcomes at the program level, and the implementation of the general education assessment project.

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 CU 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 CU Denver has an Academic Program Review policy and process that assesses its programs and provides a plan for the future to guide decisions.

Standardized Testing of Undergraduates

The Educational Testing Service's 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 are posted on the university's College Portrait website.

Student freshmen and senior volunteers were recruited for the test in 2009-2010 and 2010-2011, with over 800 students participating over the two years. Key findings were that seniors substantially out-performed freshmen on the overall test, and both seniors and freshmen performed above average on nearly all sub-measures for comparison universities—both indications of the effectiveness of a CU Denver education. In the areas required for display on the College Portrait, CU Denver students scored in Writing "above what would be expected at an institution testing students of similar academic abilities," and in Critical Thinking "at or near what would be expected at an institution testing students of similar academic abilities." In keeping with our every three-year testing cycle, over 400 freshmen and seniors will be tested in 2013-2014.

Test Takers and Testing Dates:
547 Freshmen (227 Freshmen in October 2009 & 320 Freshmen in October 2010)
300 Seniors (211 Seniors in April 2010 & 89 Seniors in March 2011)

Test Scores (Possible "total" scaled scores range from 400-500)
FRESHMEN AND SENIORS

Type	#Students	Total	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshmen	547	**443.11**	111.13	116.99	114.22	113.40	113.62	112.52	114.83
Seniors	300	**457.74**	114.65	121.19	116.80	117.31	117.45	115.54	117.55

FRESHMEN AND SENIORS (Percentage of comparison universities scoring below UCD)

Type	#Students	Total	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Freshmen	547	**56%**	50%	39%	44%	56%	39%	44%	39%
Seniors	300	**81%**	63%	78%	75%	75%	69%	56%	72%

The test results are used by the faculty to help 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 CU Denver education, and by the participating students to help them gauge their own performance in each of the four tested areas.

General Education Assessment Project

The General Education Assessment Project (2011-2015), funded by the Provost, is a four-year project to update the learning outcomes and develop assessment rubrics for each of the nine core areas of the general education curriculum, as well as put in place an annual process for assessing and reporting student achievement in each area. The project team consists of the two project directors, the Director of Assessment and the Associate Dean in the College of Liberal Arts and Sciences, along with forty faculty members. The nine core areas of the general education curriculum are Composition, Mathematics, Behavioral Sciences, Social Sciences, Biological and Physical Sciences, Humanities, Art, Cultural Diversity, and International Perspectives.

These newly revised outcomes and rubrics, along with the annual assessment results, will serve many purposes. Upon project completion, there will be a document of the core area outcomes, rubrics, assessment methods, and pedagogical recommendations that will be widely circulated among faculty and students. It is expected that these learning outcomes and rubrics will guide faculty in course development, with the core-area learning outcomes included on every course syllabi. The resultant learning outcomes and rubrics will be at the center of student and faculty conversations about teaching, learning, curriculum, and assessment. These shared outcomes and rubrics will make the curriculum more coherent and assessment fairer and more useful for pedagogical and curricular improvements. Additionally, the entire process will provide assessment information

for accreditation reporting purposes, and most importantly, will provide faculty with information about student strengths and weaknesses so that they can use the information to improve their courses and programs.

Curriculum Development and Assessment in the Professional Programs

The assessment of learning outcomes is well-established in the professional programs, including the healthcare 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 professional education is a culture of continuous assessment and improvement—based on professional accreditation standards—aimed at enhancing 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.

Grade Distributions and Course GPAs

The University of Colorado Denver continues to see similar results in student performance as in the last Academic Rigor Report, indicating stability in grading and performance. As expected, within schools/colleges, grade distributions for graduate courses generally have greater proportions of As and higher GPAs than for undergraduate courses. It will be noted that the College of Architecture & Planning has its first year of undergraduate grades for academic year 2012-2013.

Examination/Licensure Test Results

Student exam and licensure data demonstrate CU Denver's continued high performance compared to national benchmarks. Medical students consistently achieve well above the 90% pass rate as well as surpassing national averages (USMLE I, USMLE II Clinical Knowledge, USMLE II Clinical Skills). Pharmacy, Nursing and Physician Assistant students also exceed the 90% pass rate and exceed national norms (NAPLEX, NCLEX-RN, and PA National Certifying Exam). Since the Physical Therapy transitioned from a 2 year master's degree to a 3 year doctoral degree program, every student that attempted the Physical Therapist Licensing Exam has passed. The CPA exam data are based upon very few students (10) who represent just a small proportion of the number of students who graduate from CU Denver in accounting each year. In addition, because the institution attended is self-reported by the exam candidate and because most states require that students complete 150 hours of education for licensing, many CPA candidates attend multiple institutions (one for undergrad and one for graduate). As a result, there are inconsistencies in how college attended is reported by the candidates.

2013 National Survey of Student Engagement (NSSE), Level of Academic Challenge Items

CU Denver's most recent administration of the NSSE was in 2013. As with the 2010 administration of the NSSE, the 2013 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 CU Denver freshmen than for any of the three peer groups and CU 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 (CU 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 CU 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.

Unlike prior years, longitudinal data have not been provided because NSSE 2.0 (i.e., the new version administered for the first time in 2013) uses measures that are not directly comparable to those of the past. The new measure is more comprehensive and, arguably, a better indicator. So, while the individual measures may be improved, that change has rendered longitudinal analyses for many of the metrics impossible.

College of Liberal Arts and Sciences (CLAS) Initiatives 2011-2014:

CLAS's Educational Policy and Curriculum Committee (EPCC) is an elected body of faculty from across the College, with support staff from CLAS Advising and the Dean's Office, through which all changes and additions to courses and programs must pass for review. The process itself is rigorous, involving review of syllabi, justification, and potential overlapping with existing curricula, and research by the proposing department on student demand. One criterion applied by the committee is academic rigor, for instance whether a proposed new 4000-level course has been designed with the rigor judged appropriate for senior-level work. The committee not infrequently sends proposals back to faculty with the request for further demonstration of forethought into design and rigor.

The CLAS Dean's Office launched the Learning Enhancement Taskforce (LET) in January 2012, charged with considering any reforms within the college that would increase student learning. After two years of research, national consultation, and consensus-building within CLAS, the LET is now in the process of preparing its final report on recommended reforms, which will include a broad range of proposed changes, including: adoption of the Association of Colleges and Universities (AAC&U) Essential Learning Outcomes as the highest-order learning goals across majors for all undergraduates; integration of curricula across majors and general-education requirements; scaffolding of curricula within all majors and within the entire undergraduate curriculum, with obvious systematization of learning outcomes assessment; and cultivation of more High-Impact Practices, linking the classroom to co-curriculum and to internship/service learning in the community, applying theory to real-world situations. The LET is now in consultation with all schools/colleges on the Denver campus about spreading these practices across the entire institution, creating a more cohesive and engaged liberal education for all CU Denver undergraduates. "Integrative liberal education" = "learning with purpose."

In 2012-2013, CLAS funded the Teaching Enhancement Project. The purpose was to incentivize faculty and departments to work collectively on improving teaching by making it both a more shared and more intentional endeavor. All units were invited to submit proposals for the department or a subset of faculty to work collaboratively in three areas: teaching development, teaching rigor, and teaching reward. For teaching development, faculty would commit to engage in regular or periodic professional-development activities in relation to teaching. For teaching rigor, faculty would meet and agree upon measures and practices designed to monitor and raise the level of rigor in pedagogy and/or curriculum. For teaching reward, faculty would devise and, ideally, add to departmental bylaws additional standards and indicators for recognizing and rewarding excellent teaching. The Dean's Office delivered presentations/consultations to 16 departments, 9 of which then submitted proposals, 8 of which were funded at between $2000 and $9000. Recipient departments have submitted final reports, which evidence significant advances in attention to and improvement of teaching development, rigor, and reward across the college.

One department-specific example: The Department of Integrative Biology aims to deliver an integrated curriculum that uses research-based pedagogical practices and emphasizes deep conceptual understanding of biology and mastery of 21st-century skills. Over the last three years, the department has worked to: 1) increase the rigor of program-level goals, 2) deliberately scaffold the learning of higher-level concepts and competencies, 3) improve pedagogical skills, and 4) integrate national conceptual assessments into the introductory courses. The department has aligned program-level goals with the 21st-century skills of the AAC&U Essential Learning Outcomes (ELOs) as well as with The American Association for the Advancement of Science's "Vision and Change for Undergraduate Biology: A Call to Action." All faculty members have revised the learning objectives for their courses accordingly. The department has held a series of workshops to scaffold the curriculum to cumulatively deliver the learning at progressively more demanding levels. Consistent pre-requisite checking has decreased the amount of time spent for review of lower-level material in upper-division courses. The department has added a graduate course for Pedagogy, required for all PhD students and encouraged for all MS students who are teaching. The department's Teaching Effectiveness Committee has organized "lunch and learn"

workshops related to pedagogy (e.g., effective question facilitation techniques, helping students use primary literature, etc.). In addition, the department has created a Learning Assistant (LA) program in which talented students work with faculty teaching large gate-keeper introductory courses to facilitate active-learning in the classroom, tutoring outside the classroom, and course reform toward more active pedagogies. LAs concurrently take a pedagogy class and complete a science education research project related to teaching and learning in the course for which they are an LA. Finally, the department has begun to use published concept inventories for biological topics as a measure of student learning gains across courses and to compare the program's learning gains to those seen at other institutions.

Another department-specific example: The Department of Psychology has strengthened its undergraduate curriculum in several ways. First, the department has increased the requirement for training in statistics and research methods for all majors by adding an additional course to the core requirements. Further, the Department has developed a new course, PSYC4090: Research Design and Development, to provide higher-level training in research design and oral and written communication to students engaged in independent and faculty sponsored research. The Department now uses the Association of American Colleges and Universities (AAC&U) VALUE rubrics for Quantitative Literacy, Information Literacy, and Inquiry and Analysis in alignment with this three-course statistics and research methods sequence. This is only one example of how the Department is using knowledge and skills-based external standards to create developmentally cohesive undergraduate curricula. Similar work aligning outcomes and rubrics is underway with the three courses that provide a foundation in Behavioral Neuroscience to Psychology majors. This focus on developmentally cohesive courses allows introduction of progressively more challenging material to the higher-level courses and more demanding assignments.

Summary

Taken collectively, these examples provide evidence of the commitment to and level of academic rigor demonstrated throughout the University of Colorado Denver | Anschutz Medical Campus. These are ongoing processes that are supported across the two campuses by a variety of processes and individuals. A culture of rigor, assessment, and improvement are at the heart of these activities, all striving to make CU Denver better and have our students *Learn with Purpose*.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

CAMPUS TOTAL (UCD-DC)

Notes:

• Academic Year -- includes Fall and Spring terms only.
• Includes state funded courses 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 University of Denver, Community College of Denver, Study Abroad).

Definition of Course Types:

• All categories based on course activity types recorded on the CU Integrated Student Information System (ISIS).

• Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
• Individual Instruction includes theses, independent research, internships, practica, etc.

• This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction).

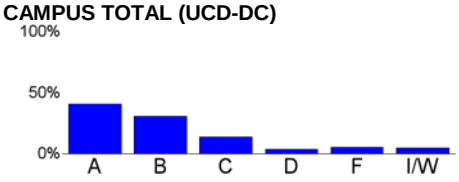
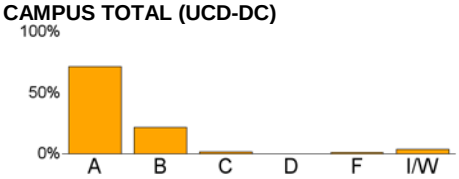
Reference:
• UCD Office of Institutional Research and Effectiveness (OIRE)
• Project Number: 20140021
• Source File: Report05_Output.sas
• This File: P:\2014\20140021_CUSystemAcademicRigorFY14\GradeDistributionCharts\GradeReport_UCD-DC.rtf
• Created: 03/04/2014

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

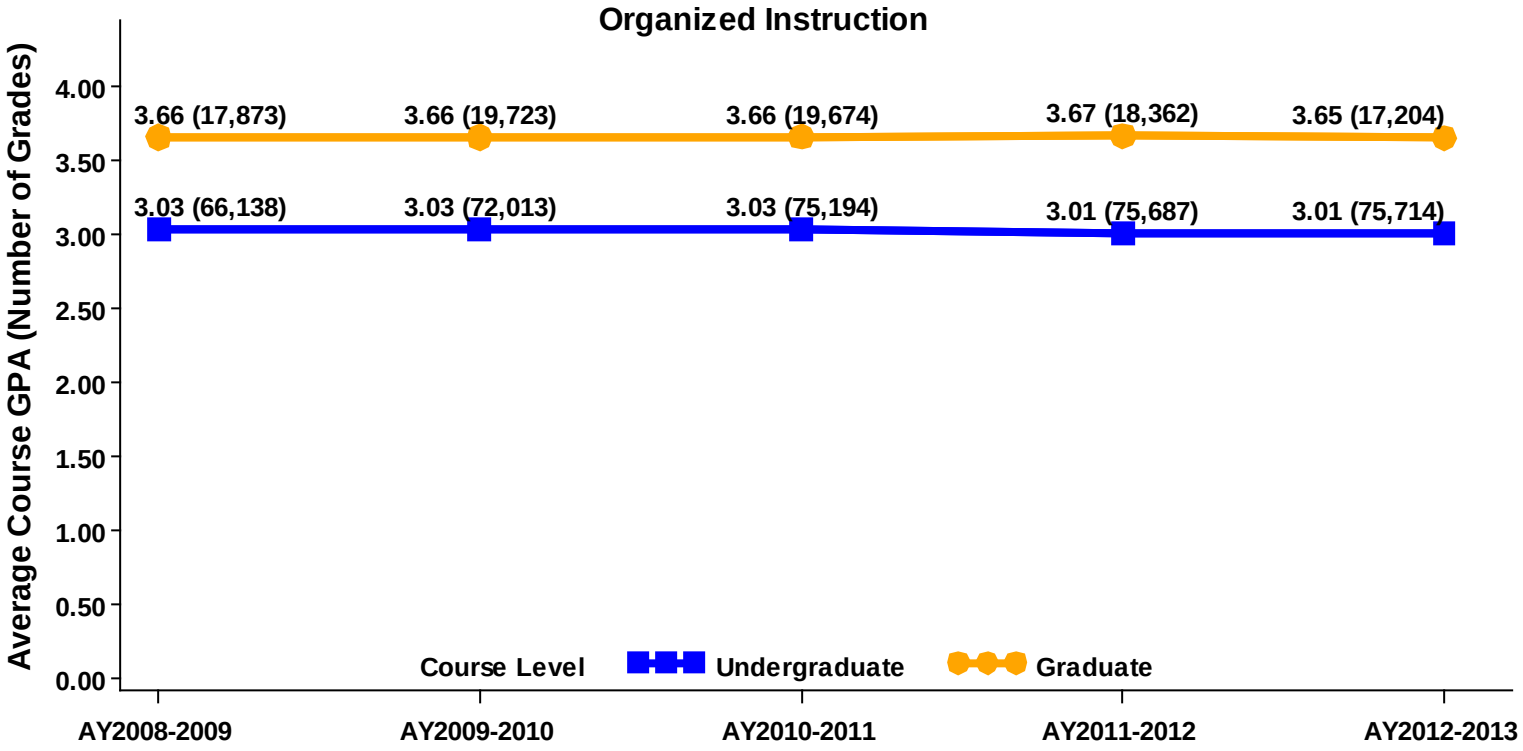
CAMPUS TOTAL (UCD-DC)

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate	CAMPUS TOTAL (UCD-DC) 	75,714	2,780	3.01	41%	31%	14%	4%	6%	5%
Graduate	CAMPUS TOTAL (UCD-DC) 	17,204	1,242	3.65	71%	22%	2%	0%	1%	4%

Average Course Grades - Five Academic Year History



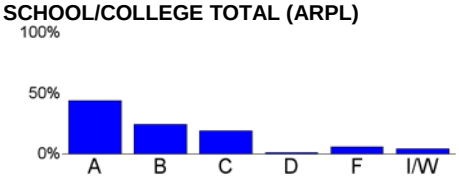
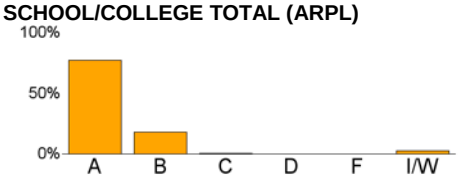
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

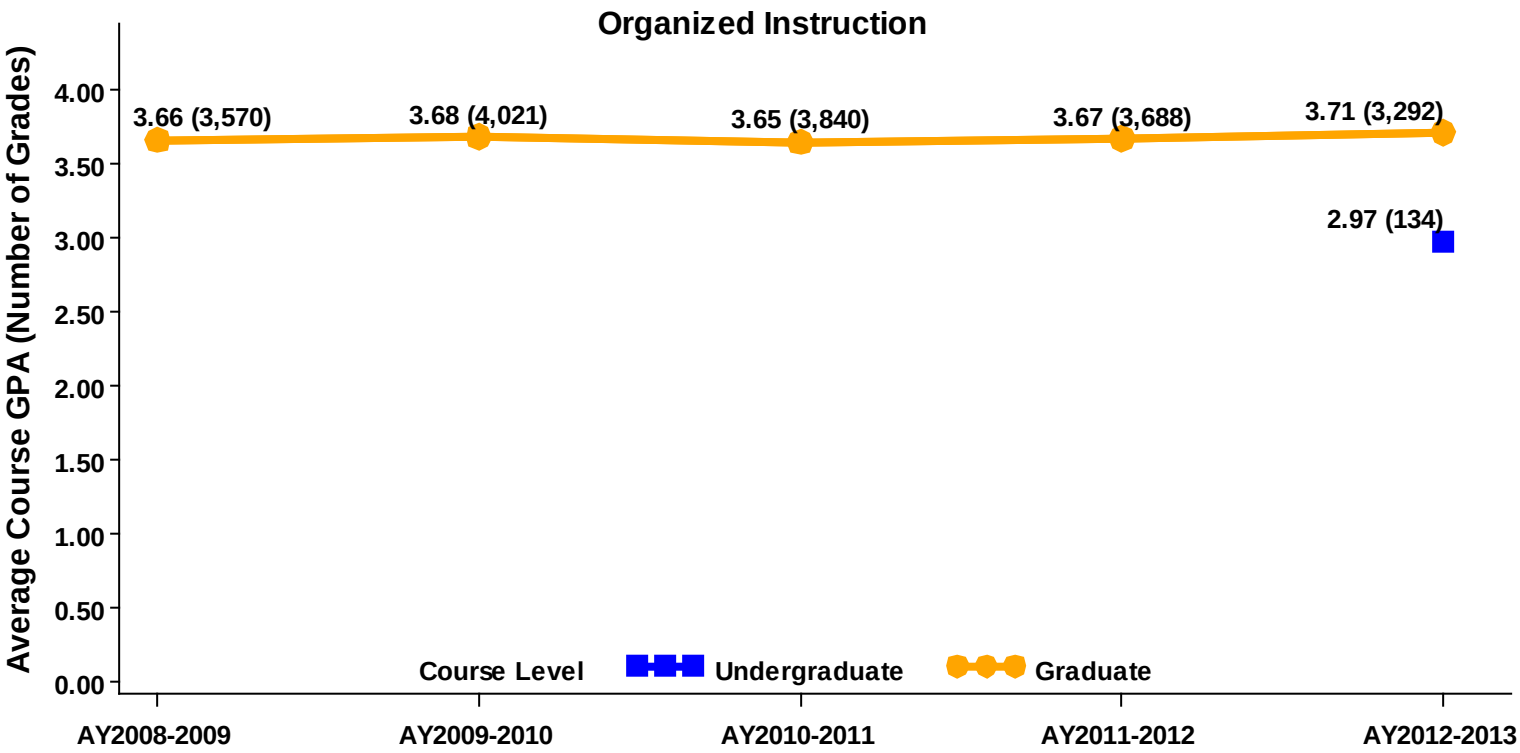
College of Arch & Planning

Grade Distributions for Academic Year 2012-2013

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 (ARPL) 	134	10	2.97	44%	25%	19%	1%	6%	4%
Graduate	SCHOOL/COLLEGE TOTAL (ARPL) 	3,292	231	3.71	77%	18%	1%	0%	0%	3%

Average Course Grades - Five Academic Year History



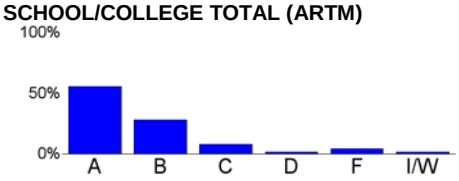
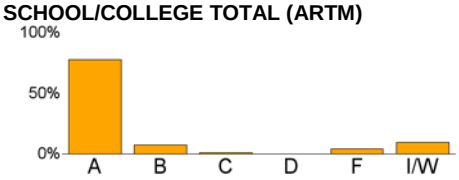
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.
NOTE: Architecture and Planning undergraduate program is new for AY2012-2013.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

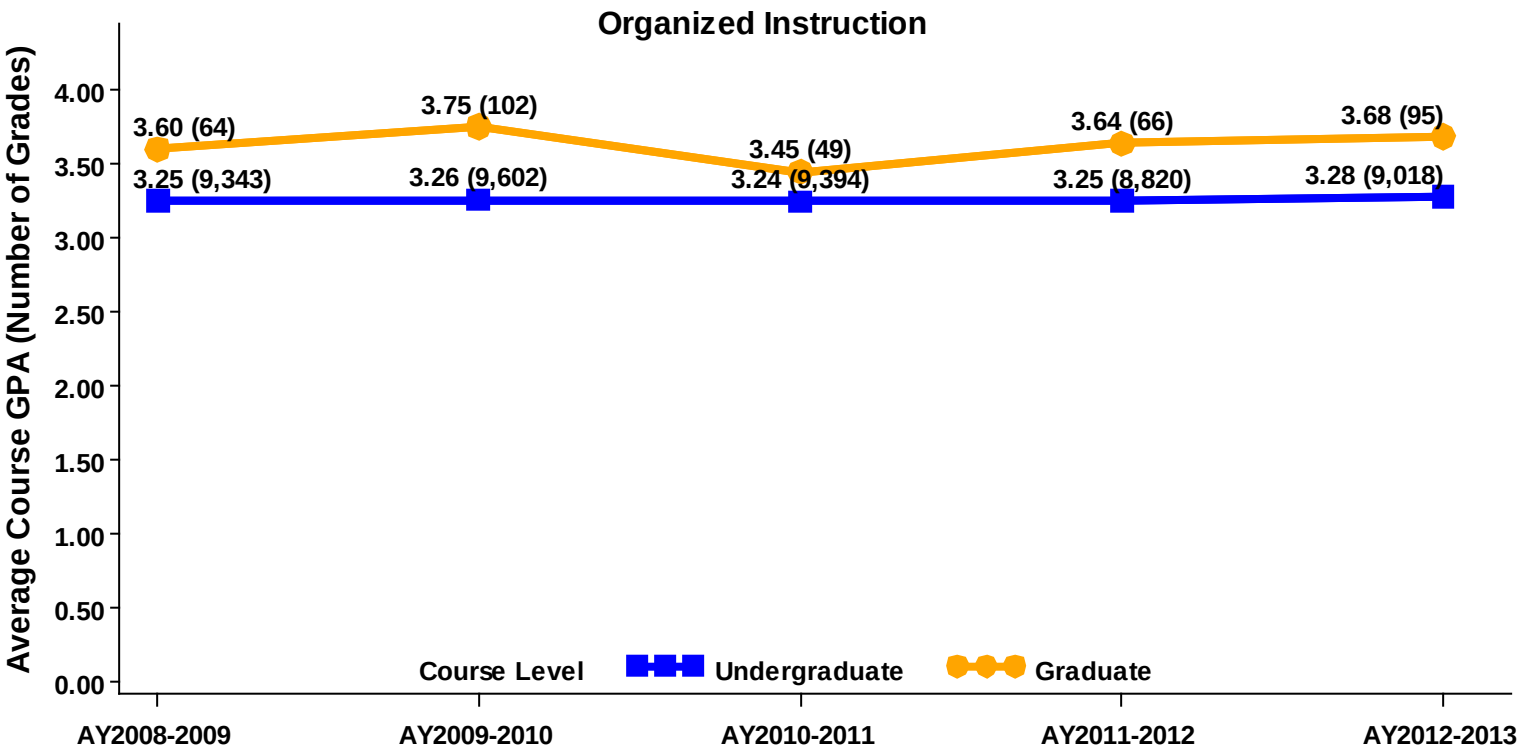
College of Arts & Media

Grade Distributions for Academic Year 2012-2013

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 (ARTM) 	9,018	583	3.28	56%	28%	8%	2%	4%	2%
Graduate	SCHOOL/COLLEGE TOTAL (ARTM) 	95	30	3.68	78%	7%	1%	0%	4%	9%

Average Course Grades - Five Academic Year History



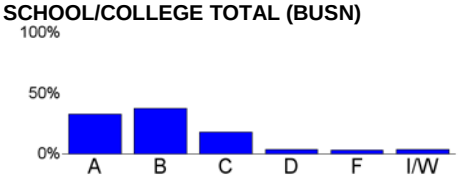
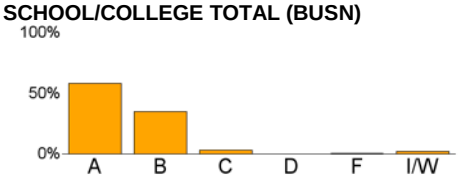
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

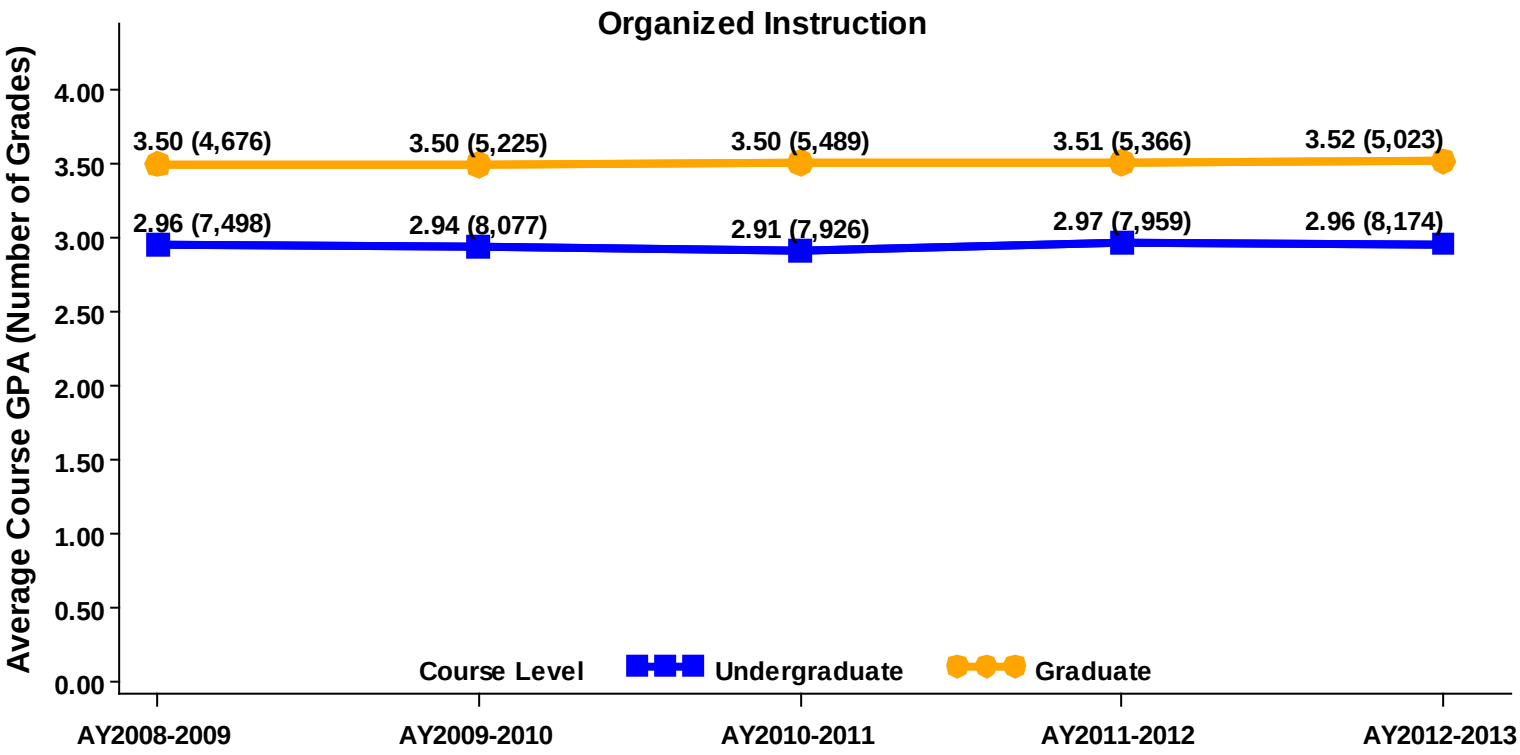
Business School

Grade Distributions for Academic Year 2012-2013

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 (BUSN) 	8,174	258	2.96	33%	38%	18%	4%	3%	4%
Graduate	SCHOOL/COLLEGE TOTAL (BUSN) 	5,023	240	3.52	58%	35%	3%	0%	1%	2%

Average Course Grades - Five Academic Year History



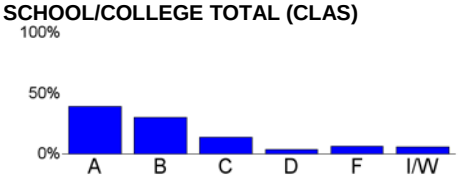
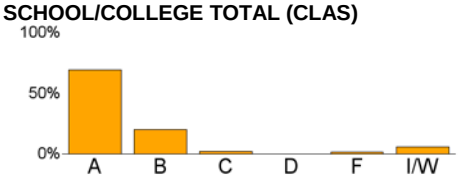
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

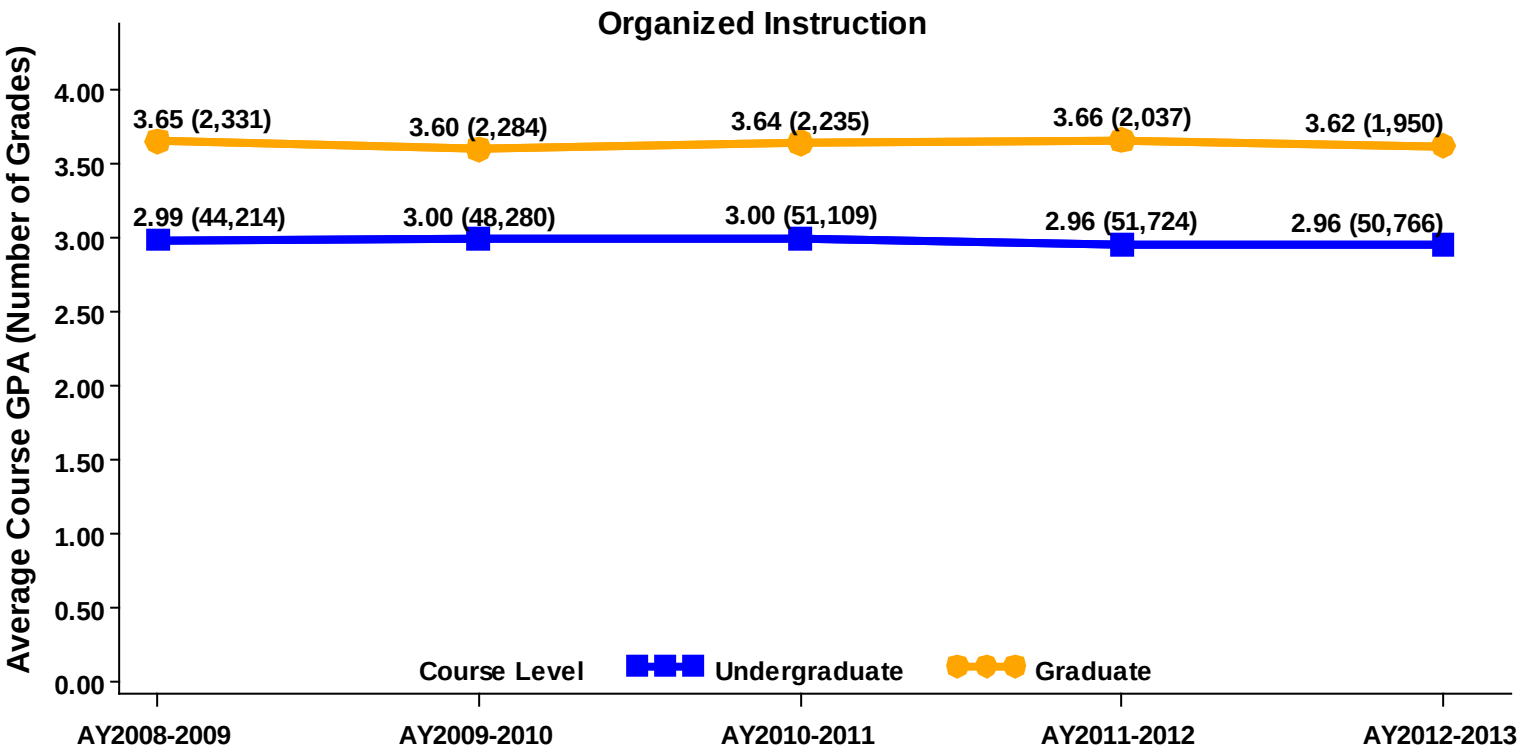
College of Liberal Arts & Sci

Grade Distributions for Academic Year 2012-2013

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 (CLAS) 	50,766	1,595	2.96	39%	30%	14%	4%	7%	6%
Graduate	SCHOOL/COLLEGE TOTAL (CLAS) 	1,950	281	3.62	69%	20%	3%	0%	2%	6%

Average Course Grades - Five Academic Year History



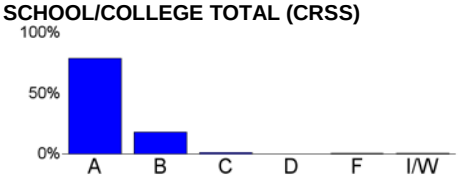
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

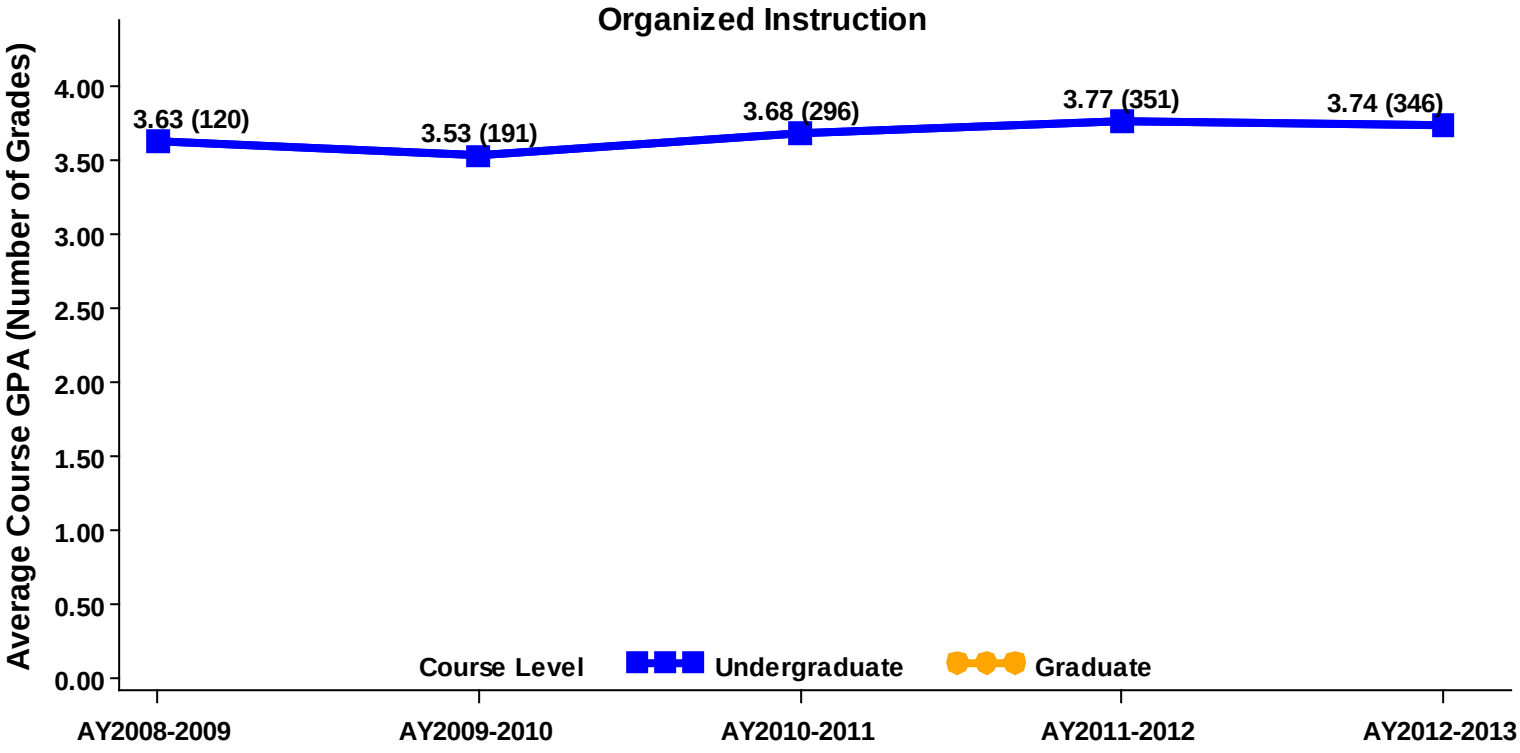
Cross-College Programs

Grade Distributions for Academic Year 2012-2013

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 (CRSS) 	346	17	3.74	79%	18%	1%	0%	1%	1%

Average Course Grades - Five Academic Year History



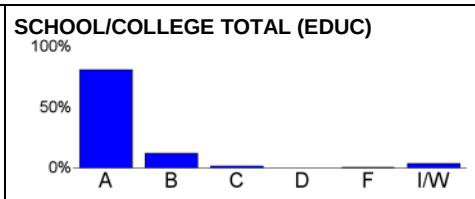
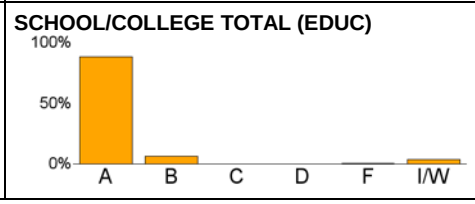
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.
NOTE: Cross-College Programs includes University Honors and Leadership Program courses.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

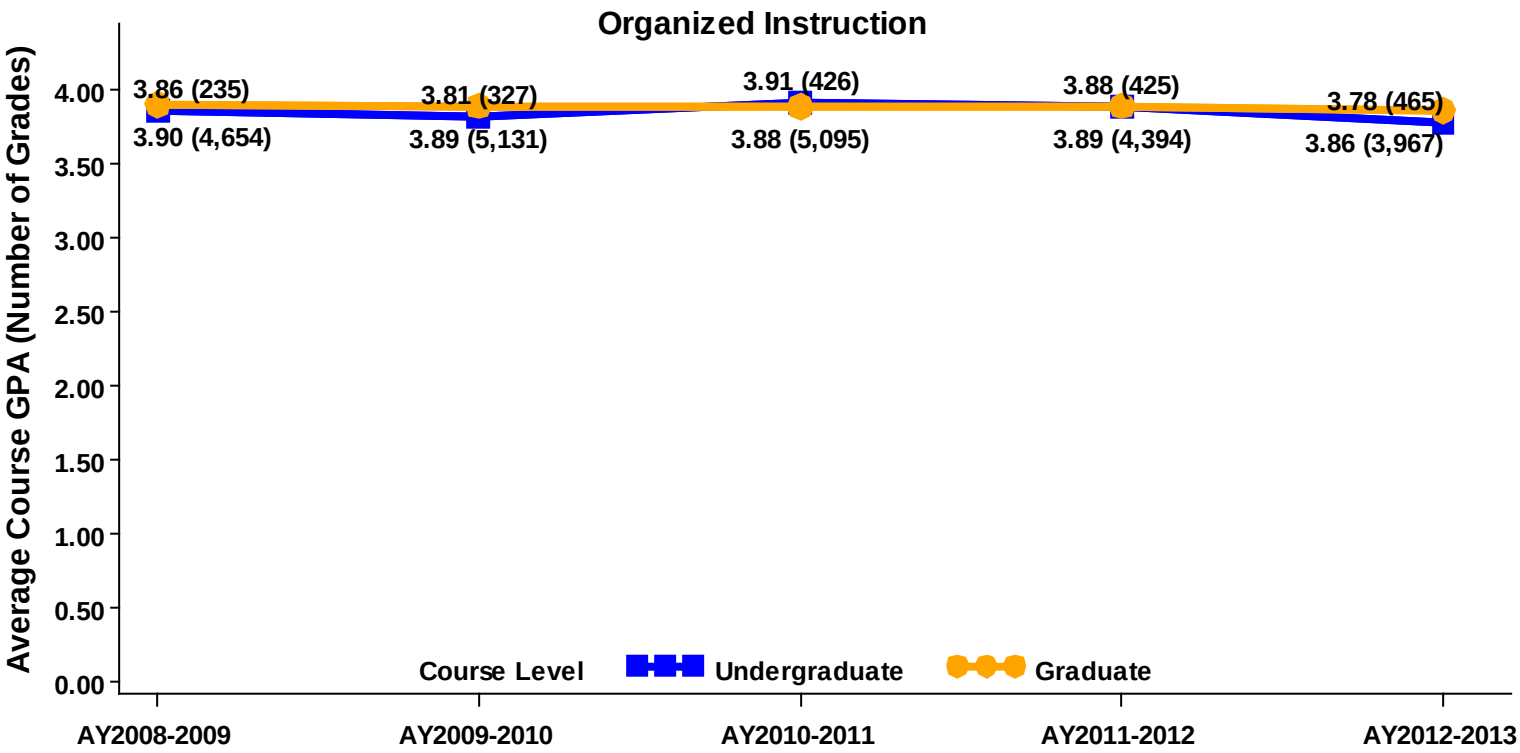
School of Educ & Human Dev

Grade Distributions for Academic Year 2012-2013

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		465	53	3.78	81%	12%	2%	0%	1%	4%
Graduate		3,967	243	3.86	88%	7%	0%	0%	1%	4%

Average Course Grades - Five Academic Year History



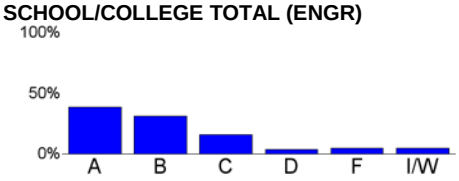
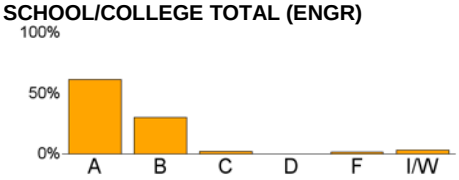
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

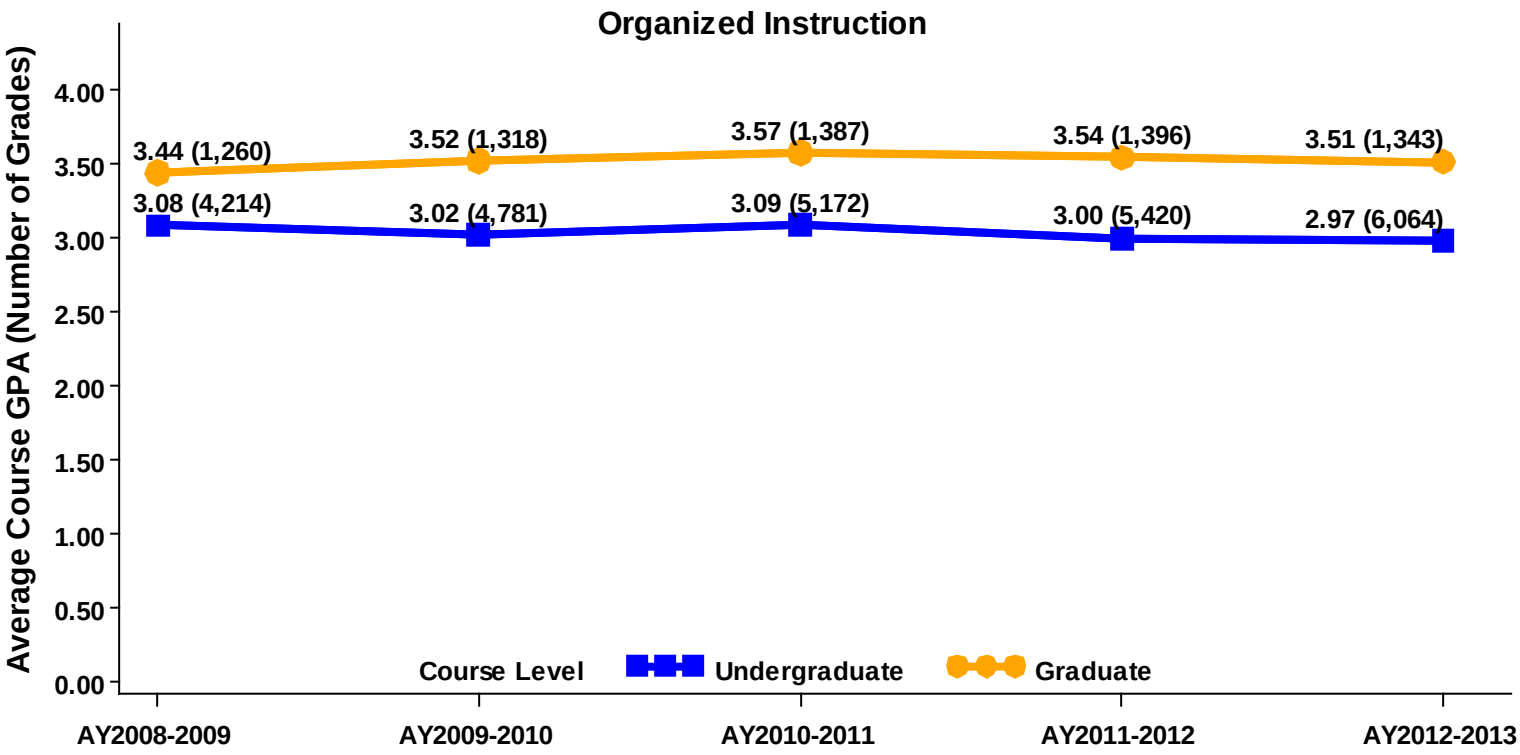
College of Eng & Applied Sci

Grade Distributions for Academic Year 2012-2013

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 (ENGR) 	6,064	238	2.97	39%	31%	16%	4%	5%	5%
Graduate	SCHOOL/COLLEGE TOTAL (ENGR) 	1,343	123	3.51	61%	30%	3%	0%	2%	3%

Average Course Grades - Five Academic Year History



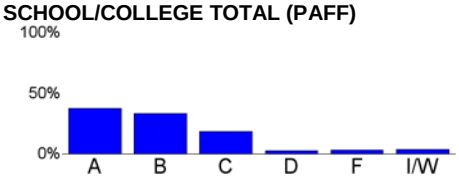
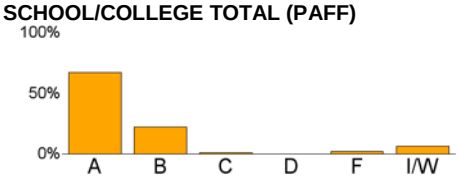
I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

CU Academic Rigor Report 2013 - 2014: Grade Distributions
University of Colorado Denver

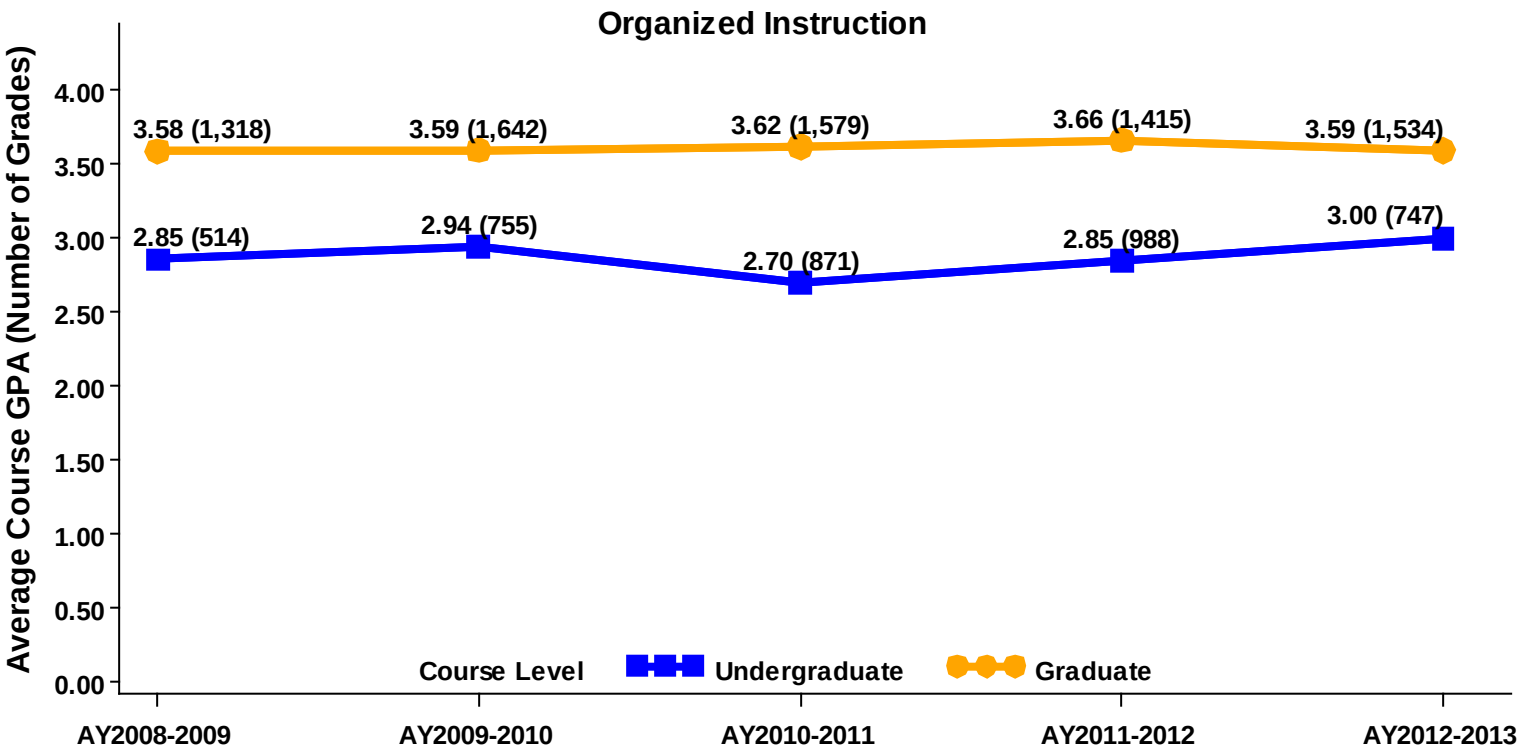
School of Public Affairs

Grade Distributions for Academic Year 2012-2013

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 (PAFF) 	747	26	3.00	38%	33%	19%	3%	4%	4%
Graduate	SCHOOL/COLLEGE TOTAL (PAFF) 	1,534	94	3.59	67%	22%	1%	0%	2%	7%

Average Course Grades - Five Academic Year History



I/W = Incomplete and Withdrawn grades. See first page of document for additional definitions.
UCD OIRE Reference: Project 20140021, Report05_Output.sas , 03/04/2014.

Student Performance on Licensing and Other Professional Exams

CPA Exam Pass Rates, 2012

Summary Performance by Institution Attended - First-Time (Sitting within 1 year)
All Degree Levels, All Sections

	Candidates Total	Sections Total	Percent Pass	Average Score
CU-Denver	10	12	50.0	72.7
Colorado Total*	290	643	63.1	75.6
US Total	24,044	51,372	61.0	74.9

Summary Performance by Institution Attended - First-Time (Sitting within 1 year)
Bachelor's Degrees, All Sections

	Candidates Total	Sections Total	Percent Pass	Average Score
CU-Denver	6	6	33.3	70.2
Colorado Total*	149	284	53.5	72.5
US Total	14,558	29,235	59.4	74.3

Section Performance by Institution Attended - First-Time (Sitting within 1 year)
All Degree Levels, By Section

	Section Totals				Percent Pass			
	AUD	BEC	FAR	REG	AUD	BEC	FAR	REG
CU-Denver	3	2	5	2	33.3	100.0	40.0	50.0
Colorado Total*	177	158	167	141	59.3	76.6	60.5	56
US Total	13,589	12,164	13,493	12,126	55.2	72.2	58.9	58.5

Section Performance by Institution Attended - First-Time (Sitting within 1 year)
Bachelor's Degrees, By Section

	Section Totals				Percent Pass			
	AUD	BEC	FAR	REG	AUD	BEC	FAR	REG
CU-Denver	2	-	4	-	-	-	25.0	-
Colorado Total*	82	67	77	58	52.4	68.7	48.1	44.8
US Total	7,854	6,925	7,694	6,762	53.7	71.3	56.9	56.8

* The "Colorado Total" includes all test-takers who applied for certification in the state of Colorado. This includes some individuals who did not attend a Colorado institution.

Data Source: NASBA 2012 Uniform CPA Examination School Performance. Published by the National Association of State Boards of Accountancy, Inc., 2013.

Central Regional Dental Test (Overall)

	Anschutz		national pass rate
	# test takers	pass rate	
2012	49	84%	n/a
2011	51	86%	n/a
2010	43	91%	n/a
2009	17	83%	n/a
2008	14	84%	n/a
2007	23	90%	89%
2006	29	86%	86%
2005	26	83%	82%

Western Regional Examining Board (Dental)

	Anschutz	
	# test takers	pass rate
2012	52	87%
2011	19	95%
2010	36	66%
2009	35	83%
2008	33	91%
2007	38	87%
2006	23	100%
2005	16	88%

National Board of Dental Exams, Pt. I

	Anschutz		national pass rate
	# test takers	pass rate	
2012	81	98%	n/a
2011	51	n/a	n/a
2010	43	n/a	n/a
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

	Anschutz		national pass rate
	# test takers	pass rate	
2012	53	94%	n/a
2011	56	n/a	n/a
2010	50	n/a	n/a
2009	43	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%

In 2010 and 2011, the American Dental Association reported average scores rather than pass rates. For those years, Anschutz average scores were higher than the national average.

US Medical Licensing Exam, Step I

	Anschutz		national
	#test takers	pass rate	pass rate
2012	159	96%	95%
2011	160	96%	94%
2010	153	92%	91%
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)

	Anschutz		national
	#test takers	pass rate	pass rate
2012-13	158	99%	98%
2011-12	131	98%	97%
2010-11	131	98%	97%
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)

	Anschutz		national
	#test takers	pass rate	pass rate
2012-13	179	99%	98%
2011-12	133	97%	97%
2010-11	99	96%	98%
2009-10	102	99%	97%
2008-09	159	97%	97%
2007-08	141	95%	97%
2006-07	128	98%	97%
2005-06	118	97%	98%

The USME Clinical Skills exam was initiated in 2005.

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

	Anschutz*		state	national
	# test takers	pass rate	pass rate	pass rate
2013	115	92%	90%	88%
2012	192	96%	92%	92%
2011	209	94%	91%	89%
2010	180	94%	89%	89%
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%

*Test cohort: baccalaureate degree program students

Physical Therapist Licensing Exam

	Anschutz		state pass	national pass
	# test takers	pass rate	rate	rate
2013	61	100%	96%	91%
2012	62	100%	95%	83%
2011	45	100%	98%	83%
2010	41	100%	97%	82%
2009	45	100%	97%	81%
2008	43	100%	89%	80%
2007	36	100%	88%	81%

Physician's Assistant National Certifying Exam

	Anschutz		national pass
	# test takers	pass rate	rate
2013	40	100%	91%
2012	40	100%	88%
2011	41	98%	87%
2010	39	100%	94%
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)

	Anschutz		national
	# test takers	pass rate	pass rate
2013	134	100%	97%
2012	136	99%	97%
2011	108	97%	97%
2010	118	100%	94%
2009	120	98%	96%
2008	129	98%	96%
2007	122	96%	95%
2006	117	92%	92%
2005	95	94%	91%
2004	87	95%	97%

NSSE 2013 Engagement Indicators

Overview

University of Colorado Denver

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- -- No significant difference.
- ▽ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with DC Peers +	**Your FY students** compared with Carnegie Class	**Your FY students** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	--
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	--	▽	▽

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with DC Peers +	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	△	△	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	▽	▽
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	▽	▼	▼

NSSE 2013 Engagement Indicators

Academic Challenge

University of Colorado Denver

Academic Challenge: First-year students

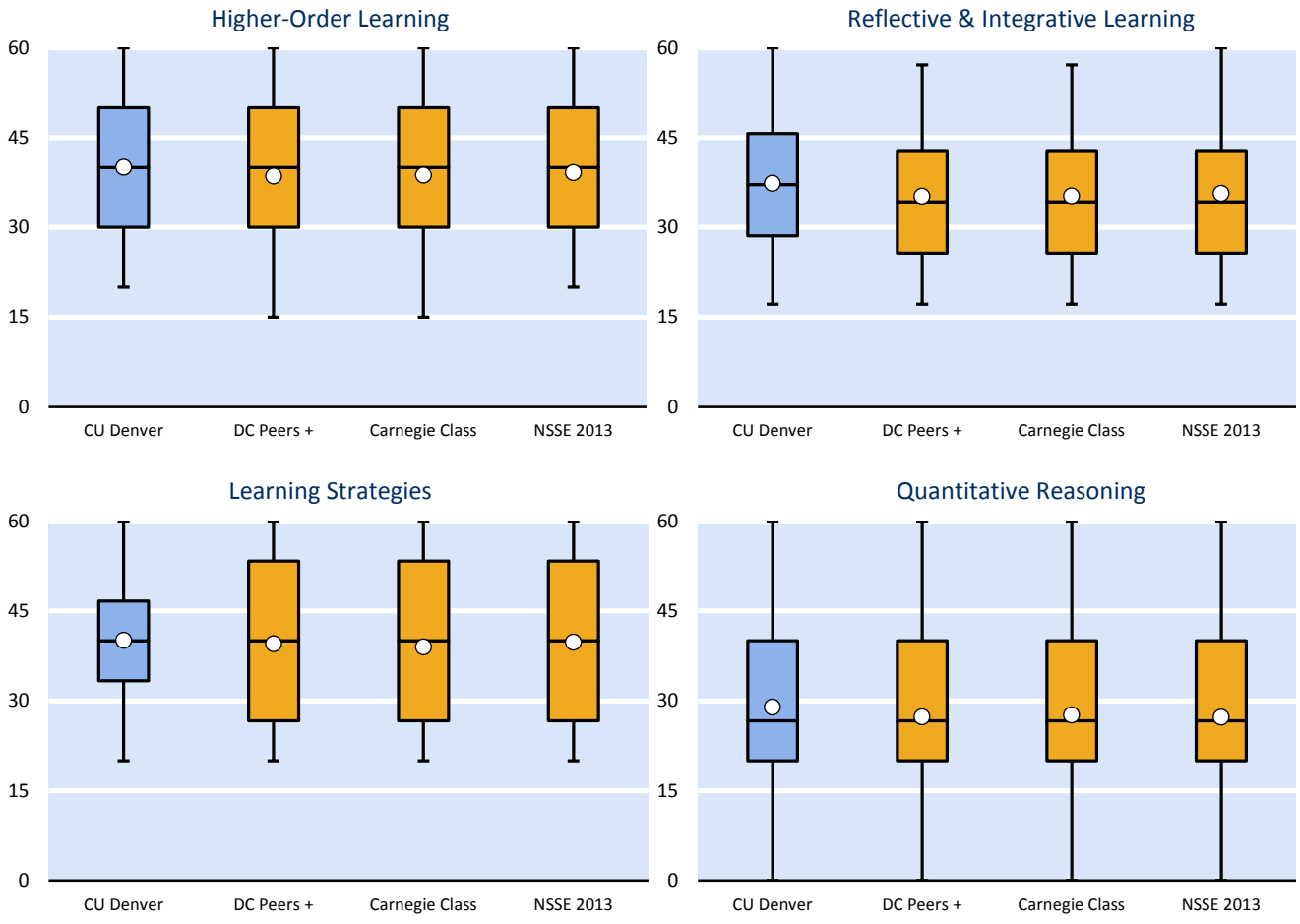
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	CU Denver	Your first-year students compared with					
		DC Peers +		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.0	38.6	.11	38.7	.10	39.1	.07
Reflective & Integrative Learning	37.3	35.2 **	.17	35.2 **	.17	35.7 *	.13
Learning Strategies	40.1	39.5	.04	39.0	.08	39.8	.02
Quantitative Reasoning	28.9	27.3	.10	27.6	.08	27.3	.10

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Score Distributions



Notes: 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 represents the mean score.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	CU Denver	DC Peers +	Carnegie Class	NSSE 2013
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77	73	75	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	72	72	73
4d. Evaluating a point of view, decision, or information source	72	68	67	70
4e. Forming a new idea or understanding from various pieces of information	72	68	67	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	64	58	56	56
2b. Connected your learning to societal problems or issues	60	52	51	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	47	49	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	62	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	65	65	66
2f. Learned something that changed the way you understand an issue or concept	71	64	64	66
2g. Connected ideas from your courses to your prior experiences and knowledge	82	76	77	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	81	79	80	81
9b. Reviewed your notes after class	73	66	64	66
9c. Summarized what you learned in class or from course materials	66	64	62	64
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	52	53	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	39	38	38
6c. Evaluated what others have concluded from numerical information	40	37	38	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE 2013 Engagement Indicators

Academic Challenge

University of Colorado Denver

Academic Challenge: Seniors

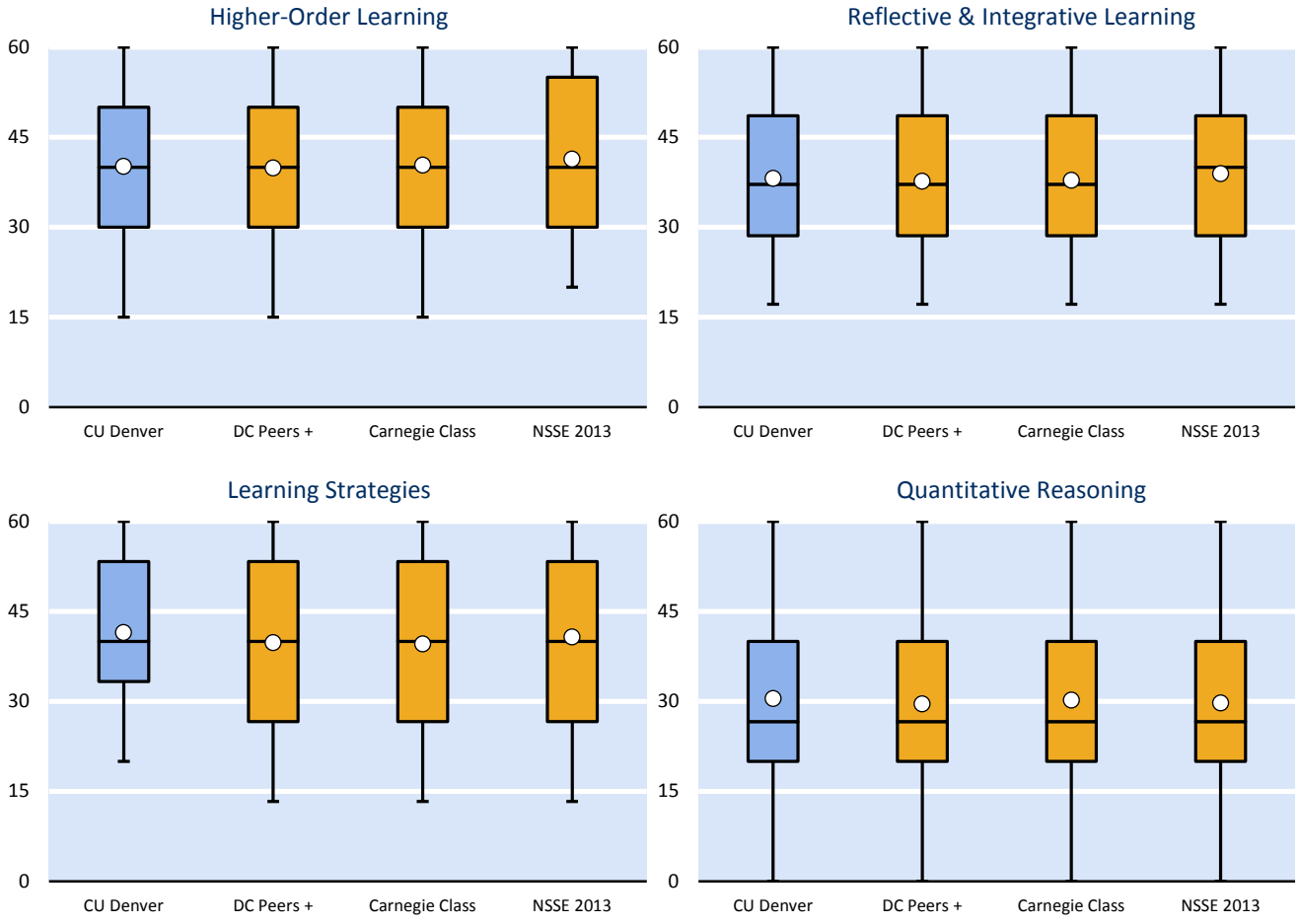
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	CU Denver	Your first-year students compared with					
		DC Peers +		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.1	39.9	.02	40.4	-.02	41.3 *	-.09
Reflective & Integrative Learning	38.1	37.7	.04	37.8	.02	38.9	-.06
Learning Strategies	41.5	39.8 **	.11	39.6 ***	.13	40.7	.05
Quantitative Reasoning	30.5	29.6	.05	30.2	.02	29.7	.05

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Score Distributions



Notes: 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 represents the mean score.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	CU Denver	DC Peers +	Carnegie Class	NSSE 2013
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80	79	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	76	76	78
4d. Evaluating a point of view, decision, or information source	66	66	68	72
4e. Forming a new idea or understanding from various pieces of information	70	69	70	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	73	71	72	71
2b. Connected your learning to societal problems or issues	58	60	61	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	50	50	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	63	63	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	67	67	70
2f. Learned something that changed the way you understand an issue or concept	70	68	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	83	83	83	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	84	81	82	84
9b. Reviewed your notes after class	69	64	63	65
9c. Summarized what you learned in class or from course materials	66	63	63	66
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	55	56	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	42	44	44
6c. Evaluated what others have concluded from numerical information	45	44	45	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.