

CU-Colorado Springs

**2003 Baseline Analysis of Core Goals
for General Education
for Use by CU-Colorado Springs Undergraduate Colleges
in preparing their General Education Assessment Plans**

**Prepared By:
Office of Institutional Research and
Student Achievement Assessment Committee**

DRAFT
November 2003

Introduction

Expectations for Colleges in Assessment of General Education

Each college is provided this document with information on general education assessment baseline data and recommendations from the Student Achievement Assessment Committee (SAAC) made within this report. Upon receipt and review of this report, each college is to then provide a general education assessment plan. SAAC in turn will provide a template to guide each college to assist with monitoring and reporting their progress with General Education assessment. Through the template, each college is expected to report findings, both positive and negative, in terms of meeting benchmarks, advancing explanations or providing additional data to address areas of concern, and describing changes being undertaken in regards to requirements and curriculum.

SAAC will work with each college to insure that the college report adequately addresses all concerns. Once the college reports are finalized, SAAC will submit a campus report to the Educational Policies and University Standards (EPUS) committee of the Faculty Assembly and the Vice Chancellor of Academic Affairs (VCAA) on the overall state of general education on the campus, summarizing the college responses and characterizing the degree of achievement of the general education goals at the campus level.

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

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

The procedure outlined above brings SAAC into a formal governance role. The new responsibilities and procedures involved with SAAC's new governance role are

outlined in *Student Assessment Report, 2002-2003*. (See the web link: http://web.uccs.edu/tlc/assessment/documents/General_Education_Assessment_Plan.pdf).

Timeframe for Reporting Process

The reporting process begins with the distribution of this report on Nov. 21, 2003. Colleges are expected to use this baseline report to prepare a college-specific general education assessment plan that is due back to SAAC on or before February 13, 2004. SAAC will then review the college-specific reports and provide feedback to the colleges within eight weeks (by April 5, 2004). Colleges then will have one month to revise and resubmit their reports using the feedback from SAAC prior to submitting finalized reports back to SAAC on or before May 3, 2004. SAAC will then prepare a comprehensive report on the status of General Education assessment in each college for submission to EPUS and the Vice Chancellor of Academic Affairs before the end of Spring 2004.

<u>Action</u>	<u>Due Date</u>
Baseline data report to colleges	Nov. 21, 2003
<i>Undergraduate college reports submitted to SAAC</i>	<i>February 13, 2004</i>
SAAC feedback to colleges completed	April 5, 2004
If needed, college reports revised and resubmitted	May 3, 2004
SAAC report submitted to EPUS and VCAA	May 16, 2004
<i>College reports are to be submitted to SAAC Chair David Moon, Associate Vice Chancellor for Academic Affairs, Main Hall 304C, Campus Box Adm4, by February 13, 2004.</i>	

Recent History of General Education Assessment at CU-Colorado Springs

A general education assessment proposal was presented to the Educational Policy and University Standards Committee (EPUS) of the Faculty Assembly in fall 2002. After several drafts and discussions, EPUS recommended Faculty Assembly approve the proposal, which occurred on May 9, 2003. The general education assessment implementation process outlined in the proposal follows.

General education assessment planning began in AY 2001-02. That year CU-Colorado Springs developed a baseline database of student performance measures tied to each core goals of the program.

Once the general education curriculum was established and approved in 2000, it became the task of the Student Achievement Assessment Committee (SAAC) to propose a set of related assessment activities. The approach to assessment was

shaped by several concerns. These concerns are detailed in the *Student Assessment Report, 2002-2003* and are outlined below.

1. **Adopt both formative and summative techniques.** This is a fundamental in functioning assessment programs. Formative assessments provide “feedback with the aim of improving teaching, learning and the curricula . . .” (National Postsecondary Education Cooperative, 2000. The NPEC sourcebook on assessment, Volume I: Definitions and assessment methods for critical thinking, problem solving, and writing. Washington, D.C. National Center for Education Statistics). Summative assessments are completed after a program has been implemented or at its conclusion.
2. **Tie assessment into the 2010 Vision.** Assessment of student learning is integral in a definition of effectiveness and is a high institutional priority. To the extent possible, the strategic indicators are tied to national benchmarks. Likewise, where appropriate, the proposed assessment efforts are tied to national benchmarks.
3. **Use standardized testing.** Advantages of nationally-normed tests often outweigh the alternative approach of internally constructing multiple tests administered by academic departments with key general education courses.
4. **Maintain a feedback loop for information gained from students into identifying areas for improvement.** Once set into motion, this process is cyclical with information feeding into program improvement on a continuous basis (See Figure 1).
5. **Avoid taxing students with additional assessment procedures whenever current measures can be adapted.** Example: Use the currently established CU-Colorado Springs’ Writing Program portfolio to assess writing abilities.
6. **Rely on varied sources of information.** The long held conceptual framework for assessment at CU-Colorado Springs addresses three learning domains: a) cognitive learning or knowledge acquisition, b) behavioral learning or skill acquisition, and c) affective learning or attitudinal development. An intended objective was to identify areas for program improvement by incorporating a triangulation of information from each of these learning domains.
7. **Separate assessment information for native students from transfer students.** This institutional consideration was incorporated into an approach whereby student skill acquisition, knowledge acquisition, and attitudinal development garnered from general education at CU-Colorado Springs could be compared to students who gained their general education experience at other institutions.

8. **Design assessments based on the principles of continuous quality improvement by examining both processes and results.** These efforts follow the methods advocated by Crosby (1979) and Deming (1986) and the adaptation of these methods within higher education (Sherr and Teeter 1991, Chaffee and Sherr 1992, Marchese 1993).
9. **Each measure of a core goal is tied to a measurable objective.** These objectives hold the general education program to an increasing level of performance and set high expectations for the institution itself. As Lion F. Gardiner (1994) states "If we are to achieve high-quality outcomes, we need to have high expectations, not only for our student but also for ourselves, and we must be willing to change."

In keeping with the goals outlined above, several instruments have been identified to assess general education. These instruments include:

- The ETS *Academic Profile* Exam
- The *National Survey of Student Engagement (NSSE)*
- The Writing Portfolio
- The Graduating Senior Survey
- The Baccalaureate Alumni Survey

The reasons for the selection of these instruments has previously been outlined in the *Student Assessment Report, 2002-2003* and *2001 Baseline Analysis of Core Goals for General Education*. Descriptions of each instrument are included in Appendix A. These full reports can be found on the web with the following web links: http://web.uccs.edu/tlc/assessment/Assessment_Report_2003.htm and http://web.uccs.edu/tlc/assessment/2001_Baseline_Analysis_of_Core_Goals.pdf.

Baseline data, and additional data currently being collected, will allow detailed monitoring of learning levels as students complete their general education requirements under the new plan. A number of comparisons will be possible for each undergraduate college. Such comparisons will include external benchmarks and standards as well as longitudinal comparisons.

General Education Goals and Measurable Objectives

The remainder of this report addresses the four Goals for General Education adopted by the University and proposes measures that can be used to assess student achievement as it relates to these four goals. Each of the four goals and suggested methods and measures for assessing the level of student achievement in meeting these

goals are outlined on Table 1 below. The presentation offers best practice examples each college could use to assess achievement of student learning as it relates to the general education goals. Each college may choose to use or discard and replace each objective suggested. These examples are provided as suggested ways to assess student achievement as they relate to the core goals.

Table 1
Matrix of General Education Goals and their Objectives

Goal 1: Students will be able to read, write, listen and speak in a manner that demonstrates critical, analytical, and creative thought.	
Reading	1a. Percent of students who can read and think critically such that they can evaluate and analyze arguments, can handle interpretation, inductive generalizations or causal explanations will increase annually. (Measurement method: ETS <i>Academic Profile</i> .)
	1b. Baccalaureate alumni will rate the quality of their education in the area of reading higher than current levels. (Measurement method: <i>Baccalaureate Alumni</i> survey.)
Writing	1c. The vast majority of students will be rated competent or highly competent on writing competency. (Measurement method: Writing Competency Portfolio).
	1d. The percentage of native students who are <i>Competent</i> or <i>Highly Competent</i> in writing will exceed the percentage of transfer students who are. (Measurement method: Writing Competency Portfolio)
	1e. Percent of students who can solve difficult writing problems, can make distinctions among closely related root words and grammatical structures will increase annually. (Measurement method: ETS <i>Academic Profile</i> .)
	1f. Exposure to writing assignments in courses will increase. (Measurement Method: <i>National Survey of Student Engagement</i>)
	1g. Percent of seniors reporting quite a bit or very much personal development in writing clearly and effectively will increase to national benchmark. (Measurement method: <i>National Survey of Student Engagement</i>)
Oral Communication	1h. The degree of personal development in oral expression skills will remain constant or increase. (Measurement method: <i>National Survey of Student Engagement</i>)
	1i. Exposure to oral presentations in courses will meet or exceed national benchmarks. (Measurement method <i>National Survey of Student Engagement</i>)
	1j. Alumni will evaluate the quality of their education in the area of graphic communication at baseline levels or higher. (Measurement method: <i>Baccalaureate Alumni</i> survey)
Analytical and Creative Thought	1k. Seniors will continue to reach or exceed national benchmarks in their reports of personal development in thinking critically and analytically. (Measurement method: <i>National Survey of Student Engagement</i>)
Goal 2: Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.	
Depth	2a. Percent of seniors reporting that their degree program provided them with a detailed understanding of their anticipated career will remain at current levels or increase. (Measurement method: <i>Graduating Senior Survey</i>)
	2b. The percentage of seniors reporting CU-Colorado Springs prepared them for their field of specialization will remain at current levels or increase. (Measurement method: <i>Graduating Senior Survey</i>)
	2c. Percent of alumni indicating the depth of knowledge they acquired while at CU-Colorado Springs is useful in their present occupation will remain at current levels or increase. (Measurement method: <i>Baccalaureate Alumni</i> survey)
Breadth	2d. CU-Colorado Springs upperclassmen will perform as well as or better than their national counterparts in the areas of humanities, social sciences, natural sciences and mathematics. (Measurement method: <i>Academic Profile</i>)
	2e. Sophomores will continue to perform as well or better than their national counterparts as measured by mean scores on the Academic Profile. (Measurement method: <i>Academic Profile</i>)
	2f. Native students will perform better than transfer students on the <i>Academic Profile</i> . (Measurement method: <i>Academic Profile</i>)

	2g. The percentage of CU-Colorado Springs seniors reporting they learned a variety of new intellectual concepts will remain the same or increase. (Measurement method: <i>Graduating Senior Survey</i>)
Goal 3: Students will understand and apply the tools and methodologies used to obtain knowledge.	
Quantitative Abilities	3a. The percentage of seniors reporting high levels of personal development in analyzing quantitative problems will increase to the national benchmark. (Measurement method: <i>National Survey of Student Engagement</i>)
Technology	3b. The percentage of seniors reporting high levels of personal development in using computing and information technology will remain steady or increase. (Measurement method: <i>National Survey of Student Engagement</i>)
	3c. The percentage of seniors reporting that the technical skills they learned were complete and up-to-date will increase annually. (Measurement method: <i>Graduating Senior Survey</i>)
Problem Solving	3d. As measured by the ETS <i>Academic Profile</i> , CU-Colorado Springs upperclassmen will perform, on average, better than their national counterparts in the areas of humanities, social science, natural science and mathematics. (Measurement method: <i>Academic Profile</i>)
	3e. The percentage of seniors reporting high levels of personal development in solving complex real-world problems will be the same as or higher than national counterparts. (Measurement method: <i>National Survey of Student Engagement</i>)
Self-guided Learning	3f. The percentage of seniors reporting high levels of personal development in learning effectively on their own will reach or exceed the level for the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
Learning Activities	3g. The percentage of seniors reporting their coursework emphasized analyzing ideas or theories regularly will remain at current levels or exceed the level for the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
	3h. The percentage of seniors reporting that their coursework emphasized synthesizing information will continue to exceed the percentage of seniors reporting the same among the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
	3i. The percentage of seniors reporting their coursework emphasized making judgments will be as high or higher than the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
	3j. The percentage of seniors reporting their coursework emphasized applying theories or concepts will increase annually until it reaches or surpasses the percent reporting the same in the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
Goal 4: Students will be prepared to participate as responsible members of a pluralistic society- locally, nationally, and globally.	
Community Involvement	4a. Seniors will report they have participated (or plan to participate) in community service or volunteer work at the same rate or a higher rate than their national counterparts. (Measurement method: <i>National Survey of Student Engagement</i>)
	4b. The percentage of seniors reporting high levels of personal development in contributing to the welfare of their community will increase annually. (Measurement method: <i>National Survey of Student Engagement</i>)
Values and Ethics	4c. The level of personal development reported by seniors in the area of personal code of values and ethics will increase to be the same level as national counterparts. (Measurement method: <i>National Survey of Student Engagement</i>)
Knowledge of Issues	4d. The level of personal development reported by seniors in the area of knowledge of social/domestic issues will remain steady or improve. (Measurement method: <i>Graduating Senior Survey</i>)
	4e. The percentage of seniors reporting gains in knowledge of international relations will remain constant or improve. (Measurement method: <i>Graduating Senior Survey</i>)

Working with Others	4f. The percentage of seniors reporting development in working effectively with others will increase annually until it meets or exceeds the percentage reporting the same in the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
	4g. The percentage of seniors reporting personal development in understanding people of other racial and ethnic backgrounds will increase annually until it reaches or exceeds the rate reported by the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)
	4h. The percentage of seniors reporting they have had serious conversations with students who are different from them will continue to be higher than the rate in the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)

CU-Colorado Springs



Assessment of General Education: Goal 1:

Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.

Objectives and Measures for Reading

1a. Objective:

Percent of students who can read and think critically such that they can evaluate and analyze arguments, can handle interpretation, inductive generalizations or causal explanations will increase annually.

Measurement Example:

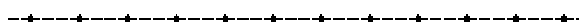
Annual increases of 0.5% will be seen in the next 5 years in the percent of students performing at a reading/critical thinking proficiency level of “Proficient at Level 3,” as measured by the ETS *Academic Profile*. Each college will reach the campus averages for “Proficient at Level 2” and “Proficient at Level 3” within the next 5 years. All CU-Colorado Springs students will reach “Proficient at Level 1” within 5 years.

Baseline for example:

Overall, 9% of students perform at a reading/critical thinking proficiency level such that they can evaluate and analyze arguments, handle interpretation, inductive generalizations or causal explanations, as measured by the ETS *Academic Profile*. Colleges of Nursing and Business students do not reach the campus average for this level or for level 2. The Colleges of Engineering, LAS, and Nursing have students who have not reached level 1.

AY 2003 *Academic Profile* Baseline

Area Assessed	Percent of Students Performing At each Proficiency Level <i>(see Appendix B for a description of levels)</i>			
Reading/Critical Thinking	Not Proficient	Proficient at Level 1	Proficient at Level 2	Proficient at Level 3 (i.e. can evaluate and analyze arguments, can handle interpretation, inductive generalizations or causal explanations)
College of Business (N=30)	0%	87%	40%	7%
College of Engineering and Applied Science (N=68)	6%	88%	60%	9%
College of Letters, Arts and Sciences (N=87)	9%	78%	53%	13%
Beth-El College of Nursing and Health Science (N=51)	6%	78%	43%	4%
Average Undergraduate Colleges (n = 236)	6%			



1b. Objective:

Baccalaureate alumni will rate the quality of their education in the area of reading higher than current levels.

Measurement Example:

Within 5 years, at least 80% of alumni will rate the quality of their education in the area of reading as good or excellent. No alumni will rate the quality of their education in this area as poor or very poor. Each college will reach the campus average for percent reporting good or excellent.

Baseline:

Ratings for the quality of reading skills education among the last three years of baccalaureate alumni respondents indicate 74% consider their skills as good or excellent while 5% indicate poor or very poor. Colleges of Engineering and LAS have fewer students reporting good or excellent than the campus average.

Baccalaureate Alumni Survey Baseline for Reading Skills:

Survey Item: How would you rate the overall quality of YOUR education at CU-Colorado Springs in the area of Reading Skills?

2000, 2001 and 2002 Alumni	Poor or Very Poor	Fair	Good or Excellent
College of Business (n=167)	7%	21%	71%
College of Engineering and Applied Science (n=92)	3%	46%	51%
College of Letters, Arts and Sciences (n=674)	7%	26%	66%
Beth-El College of Nursing and Health Science (n=100)	1%	14%	85%

Objectives and Measures for Writing (In Progress)

1c. Objective:

The vast majority of all students will be rated *competent* or *highly competent* on writing competency.

Measurement example:

At least 90% of all students will be rated competent or highly competent on writing competency as measured on their Writing Competency Portfolio.

Baseline:

Data have been collected and is being processed. Baseline information will be provided when it becomes available.

1d. Objective:

The percentage of native students who are *competent* or *highly competent* in writing will exceed the percentage of transfer students who are.

Measurement example:

More native students will rate as competent or highly competent in writing as measured on the Writing Competency Portfolios.

Baseline:

Data have been collected and is being processed. Baseline information will be provided as it becomes available.

1e. Objective:

Percent of students who can solve difficult writing problems, can make distinctions among closely related root words and grammatical structures will increase annually.

Measurement Example:

Annual increases of 0.5% will be seen in the next 5 years in the percent of students proficient at writing level 3, as measured by the ETS *Academic Profile*. Each college will reach the campus averages for “Proficient at Level 2” and “Proficient at Level 3” within the next 5 years. All CU-Colorado Springs students will reach at proficiency at level 1.

Baseline for Example:

13% students performed at a writing proficiency level where they could solve difficult writing problems, could make distinctions among closely related root words and grammatical structures, as measured by the ETS *Academic Profile*. The College of Nursing was below the campus average for those reaching level 3. All colleges have students who did not reach level 1.

AY 2003 Academic Profile Baseline Writing Skills

	Percent of Students Performing At each Proficiency Level for Writing Skills (See appendix for a description of levels)			
	Not Proficient	Proficient at Level 1	Proficient at Level 2	Proficient at Level 3 (i.e. is able to solve difficult writing problems, can make distinctions among closely related root words and grammatical structures)
College of Business (N=30)	7%	80%	27%	17%
College of Engineering and Applied Science (N=68)	1%	79%	29%	13%
College of Letters, Arts and Sciences (N=87)	3%	78%	26%	13%
Beth-El College of Nursing and Health Science (N=51)	2%	84%	29%	12%
Average Undergraduate Colleges	3%	80%	28%	13%

1f. Objective:

Exposure to writing assignments in courses will increase.

Measurement Example:

The mean number of courses that include writing assignments will remain at the current level or increase in comparison to the number reported by NSSE Public Master’s institutions. Each college average will reach the campus average.

Baseline:

The most recent seniors, on average, will report writing more than two papers (of 5-19 pages) during the previous year, as measured on the NSSE. The Colleges of Engineering and Business averages on this measure are lower than the average for the University.

Student report of exposure to writing assignments in courses (Number of written papers or reports between 5 and 19 pages)

2002 NSSE Seniors	Mean
College of Letters, Arts and Sciences	2.69
College of Engineering and Applied Science	2.36
Beth-El College of Nursing and Health Science	2.83
College of Business	2.56
University	2.59

Percent of seniors reporting quite a bit or very much personal development in writing clearly and effectively will increase to national benchmark.

The percentage of seniors reporting quite a bit or very much personal development in writing clearly and effectively will increase to the level for NSSE Public Master's institutions. Each college will reach or exceed the university's current percentage reporting quite a bit or very much.

70% of seniors report quite a bit or very much personal development in writing clearly and effectively. All colleges, except LAS, are below both the percentage for the University and the national comparison group on this measure.

Seniors reporting quite a bit or very much personal development in writing clearly and effectively

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	23.2%	76.8%
College of Engineering and Applied Science	38.9%	61.1%
Beth-El College of Nursing and Health Science	41.7%	58.3%
College of Business	36.0%	64.0%
University	29.6%	70.4%
NSSE Public Master's	27.0%	73.0%

Objectives and Measures for Oral Communication

The degree of personal development in oral expression skills will remain constant or increase.

Measurement Example:

The percentage of seniors at CU-Colorado Springs reporting quite a bit or very much of personal development in speaking clearly and effectively will meet or exceed the percentage of students reporting the same at NSSE Public Master's institutions. All colleges will reach the current percentage for the campus.

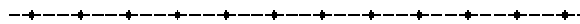
Baseline for Example:

A greater percentage of CU-Colorado Springs seniors indicated quite a bit or very much of personal development in speaking clearly and effectively (71%) compared to NSSE Public Master's respondents (69%). However, Colleges of Engineering and Nursing have a lower percentage of students reporting quite a bit or very much than both the University and the national comparison group.

NSSE Baseline in Personal Development in Oral Communication:

Seniors reporting quite a bit or very much personal development in speaking clearly and effectively

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	25.6%	74.4%
College of Engineering and Applied Science	33.3%	66.7%
Beth-El College of Nursing and Health Science	50.0%	50.0%
College of Business	28.0%	72.0%
University	28.9%	71.1%
NSSE Public Master's	30.9%	69.1%



1i. Objective:

Exposure to oral presentations in courses will meet or exceed national benchmarks.

Measurement Example:

CU-Colorado Springs seniors will report making class presentations at least as frequently as their counterparts at NSSE Public Master's institutions. The percentage of seniors from each college reporting they often or very often make class presentations will reach the current University average within the next 5 years.

Baseline for Example:

A greater percentage of CU-Colorado Springs seniors report making class presentations often or very often (62.3%) compared to their NSSE Public Master's counterparts (61.6%). However, the Colleges of LAS and Engineering have a lower percentage of students reporting frequent oral presentations than both the University overall and the NSSE Public Master's institutions.

Seniors self-report on frequency of making class presentations

Alumni will evaluate the quality of their education in the area of graphic communication at baseline levels or higher.

At least 52% of alumni will rate the quality of their education in the area of graphic communication as good or excellent. No alumni will rate the quality of their education in this area as poor or very poor. Each college will reach the current campus average for percent reporting good or excellent within 5 years.

Ratings for the quality of graphic communication education among the last three years of baccalaureate alumni respondents indicates 52% consider their skills as good or excellent while 12% indicate poor or very poor. The Colleges of LAS and Nursing had lower percentages reporting good or excellent than the University overall.

Survey Item: How would you rate the overall quality of YOUR education at CU- Colorado Springs in the area of **graphic communication**?

Objectives and Measures for Analytical and Creative Thought

1k. Objective:

Seniors will continue to reach or exceed national benchmarks in their reports of personal development in thinking critically and analytically.

Measurement Example:

At least 82.9% of seniors will indicate quite a bit or very much of personal development in thinking critically and analytically. All colleges will reach the current percentage being reported by university students overall on this measure within 5 years.

Baseline for Example:

84.2% of seniors indicated quite a bit or very much of personal development in thinking critically and analytically. The Colleges of Business and Engineering have a lower percentage of students reporting quite a bit or very much of development in this area compared to the University average.

NSSE Baseline in Personal Development in Critical and Analytical Thinking:

Seniors reporting quite a bit or very much personal development in thinking critically and analytically

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	14.8%	85.2%
College of Engineering and Applied Science	16.7%	83.3%
Beth-El College of Nursing and Health Science	8.3%	91.7%
College of Business	24.0%	76.0%
University	15.8%	84.2%
NSSE Public Master's	17.1%	82.9%

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Core Curriculum for General Education: Goal 2:

**Students will achieve a depth of understanding
in their majors and a breadth of experience
in other fields.**

Objectives and Measures for National Comparisons

2a. Objective:

Percentage of seniors reporting that their degree program provided them with a detailed understanding of their anticipated career will remain at current levels or increase.

Measurement Example:

The percentage of CU-Colorado Springs seniors agreeing that their program provided them with a detailed understanding of their anticipated career will remain at current levels or increase. No seniors will strongly disagree that their degree program provided them with a detailed understanding of their career. Each college will reach the campus average for level of agreement on this issue within 5 years.

Baseline:

82% of CU-Colorado Springs seniors agree that their program provided them with a detailed understanding of their anticipated career. Seniors from the College of LAS had the lowest percentage of seniors agreeing that the University provided them with a detailed understanding of their anticipated career. Overall 3% of seniors indicate they did not get a detailed understanding of their anticipated career while at CU-Colorado Springs.

Graduating Seniors Survey Baseline in Understanding of Intended Career:

Survey Item: My degree program provided me with a detailed understanding of my anticipated career

2000, 2001 and 2002 Graduating Seniors	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total % in Agreement
College of Business (n=101)	1%	1%	16%	30%	40%	13%	83%
College of Engineering and Applied Science (N=148)	3%	4%	6%	18%	45%	24%	87%
College of Letters, Arts and Sciences (n=724)	4%	7%	10%	33%	32%	14%	79%
Beth-El College of Nursing and Health Science (n=109)	1%	2%	5%	10%	38%	44%	92%
Total Undergraduate Colleges (n=1087)	3%	6%	9%	28%	36%	18%	82%

2b. Objective:

The percentage of seniors reporting CU-Colorado Springs prepared them for their field of specialization will remain at current levels or increase.

Measurement Example:

The percentage of seniors (as measured with the Graduating Senior Survey) agreeing that CU-Colorado Springs prepared them well for their field of

specialization will remain the same or increase. Each college's percent of seniors in agreement will increase to the current overall percentage in agreement for the University. No students will strongly disagree that the University prepared them well for their field of specialization.

Baseline:

89% of graduating seniors agree that CU-Colorado Spring prepared them well for their field of specialization. The College of Business seniors with only 85% in agreement do not show as much agreement as seniors from the other colleges on this issue. Overall 1% of all students strongly disagree that the University prepared them for their field of specialization.

Graduating Seniors Survey Baseline in Preparation for Field of Specialization:

Survey Item: CU-Colorado Springs prepared me well for my field of specialization

2000, 2001 and 2002 Graduating Seniors	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total % in Agreement
College of Business (n=101)	3%	5%	7%	25%	49%	11%	85%
College of Engineering and Applied Science (N=148)	0%	4%	7%	17%	55%	17%	89%
College of Letters, Arts and Sciences (n=724)	1%	4%	5%	28%	48%	14%	90%
Beth-El College of Nursing and Health Science (n=109)	1%	2%	5%	20%	44%	29%	93%
Total Undergraduate Colleges (n=1087)	1%	4%	6%	25%	49%	15%	89%

2c. Objective:

Percent of alumni indicating the depth of knowledge they acquired while at CU-Colorado Springs is useful in their present occupation will remain at current levels or increase.

Measurement Example:

The percentage of alumni (as measured by the Baccalaureate Alumni Survey) indicating the specific knowledge they acquired at CU-Colorado Springs has been useful in their present occupations will remain at current levels or increase. Each college with has a lower percentage of alumni in agreement on this measure will rise to the percent in agreement for the University overall. No alumni will strongly disagree.

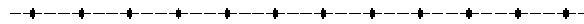
Baseline:

81% of alumni agree that the specific knowledge they acquired at CU-Colorado Springs has been useful in their present occupation. Alumni from the Colleges of Engineering and LAS currently agree to a lesser extent than alumni overall that the knowledge, skills and expertise acquired while at the University is useful in their present occupations. Overall, 5% of alumni strongly disagree that the knowledge, skills and expertise they acquired at CU-Colorado Springs has been useful in their occupations.

Baccalaureate Alumni Survey Baseline in Preparation for Occupation:

Survey Item: The specific knowledge, skills and expertise I acquired at CU-Colorado Springs has been useful in my present occupation.

2000, 2001 and 2002 Baccalaureate Alumni	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total % in Agreement
College of Business (n=167)	4%	9%	4%	24%	41%	19%	84%
College of Engineering and Applied Science (N=92)	6%	9%	6%	18%	38%	23%	79%
College of Letters, Arts and Sciences (n=674)	5%	9%	8%	23%	39%	16%	78%
Beth-El College of Nursing and Health Science (n=100)	2%	1%	3%	12%	44%	38%	94%
Total Undergraduate Colleges (n=1034)	5%	8%	7%	22%	40%	19%	81%



2d. Objective:

CU-Colorado Springs upperclassmen will perform as well as or better than their national counterparts in the areas of humanities, social sciences, natural sciences and mathematics.

Measurement Example:

CU-Colorado Springs upperclassmen will perform at least as well as their national counterparts on the Academic Profile in the areas of: humanities, social sciences, natural sciences and mathematics. The mean scores for upperclassmen from each college will be at least as high as the current mean score for the University.

Baseline for Example:
See the table below.

AY 2003 *Academic Profile* Baseline for Breadth of Knowledge in Humanities, Social Science, Natural Science and Mathematics

College (N for Upperclassmen)	Humanities Mean Score	Social Science Mean Score	Natural Science Mean Score	Mathematics Mean Score
College of Business (N=26)	116.5	116.0	117.0	115.1
College of Engineering and Applied Science (N=39)	118.0	119.5	120.2	121.5
College of Letters, Arts and Sciences (N=61)	116.8	115.5	115.5	114.5
Beth-El College of Nursing and Health Science (N=29)	115.0	114.8	118.1	115.3
Average Undergraduate Colleges (N = 155)	116.7	116.4	117.4	116.5
Master's (Comprehensive) Colleges and Universities I and II	115.4	114.1	115.6	114.0

2e. Objective:

Sophomores will continue to perform as well or better than their national counterparts as measured by mean scores on the *Academic Profile*.

Measurement Example:

CU-Colorado Springs sophomores mean score on the *Academic Profile* will continue to be higher than their national counterparts. Mean scores for sophomores from each college will be at least as high as the current University mean score.

Baseline:

CU-Colorado Springs sophomores' mean total score on the *Academic Profile* was 455 compared to a mean score of 444 at Master's (Comprehensive) Colleges and Universities I and II. College of Nursing sophomores have a lower mean score than the sophomores from the other colleges.

AY 2003 Academic Profile Baseline for Overall Breadth of Knowledge for Sophomores

College (N for Sophomores)	Mean Total Score
College of Business (N was too small to calculate mean)	N/A
College of Engineering and Applied Science (N=19)	459.6
College of Letters, Arts and Sciences (N=21)	457.7
Beth-El College of Nursing and Health Science (N=21)	450.5
Average Undergraduate Colleges (N = 63)	455.0
Master's (Comprehensive) Colleges and Universities I and II (N=6352)	443.6

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2f. Objective:

Native students will perform better than transfer students on the *Academic Profile*.

Measurement Example:

CU-Colorado Springs native students mean *Academic Profile* score will be higher than transfers to CU-Colorado Springs. Each college's native student mean scores will reach the current mean native student score for the University within the next five years

Baseline:

CU-Colorado Springs native students' mean score on the *Academic Profile* was slightly lower than transfer students (455.4 vs. 455.8). Though the overall mean score was lower for natives than transfers, this difference is based primarily on the discrepancy between native and transfers in EAS. All other college scores are in the direction anticipated with mean scores being higher for natives than for transfers. This finding should be interpreted cautiously since though EAS scores were not in the expected direction, the EAS mean scores are the highest of all the colleges (459.3 for natives and 466.5 for transfers). Native scores for the Colleges of Nursing and LAS are lower than the University's mean score for natives.

AY 2003 Academic Profile Baseline Natives vs. Transfers

College (N=Natives, Transfers)	Mean Total Score For Natives	Mean Total Score For Transfers
College of Business (N=11, 18)	455.6	452.6
College of Engineering and Applied Science (N=33, 35)	459.3	466.5
College of Letters, Arts and Sciences (N=34, 53)	453.3	452.1
Beth-El College of Nursing and Health Science (N=20, 31)	452.3	451.7
Average Undergraduate Colleges (N =98, 137)	455.4	455.8

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2g. Objective:

The percentage of CU-Colorado Springs seniors reporting they learned a variety of new intellectual concepts will remain at current levels or increase.

Measurement Example:

The percentage of CU-Colorado Springs seniors agreeing that they learned a variety of new intellectual concepts during their university education will remain at current levels or increase. No seniors will strongly disagree that they learned a variety of new intellectual concepts. Each college will have the same percentage or a higher percentage of their students in agreement that they learned a variety of new intellectual concepts compared to the percentage for the University overall.

Baseline:

95% of CU-Colorado Springs seniors agree they learned a variety of new intellectual concepts. Overall, zero percent of the students in the University strongly disagreed with this statement, though less than 1% in the College of Nursing strongly disagreed with this statement. The percentage of students in each college agreeing with this concept was the same as or higher than the percentage for the University overall.

Graduating Seniors Survey Baseline in Learning New Concepts:

Survey Item: I learned a variety of new intellectual concepts during my university education

2000, 2001 and 2002 Graduating Seniors	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total % in Agreement
College of Business (n=101)	0%	0%	3%	23%	50%	24%	97%
College of Engineering and Applied Science (N=148)	0%	2%	3%	18%	51%	27%	96%
College of Letters, Arts and Sciences (n=724)	0%	2%	3%	11%	47%	37%	95%
Beth-El College of Nursing and Health Science (n=109)	1%	0%	1%	15%	52%	32%	98%
Total Undergraduate Colleges (n=1087)	0%	2%	2%	13%	48%	34%	95%

CU-Colorado Springs



Core Curriculum for General Education: Goal 3:

Students will understand and apply the tools and methodologies used to obtain knowledge.

3a. Objective:

The percentage of seniors reporting high levels of personal development in analyzing quantitative problems will increase to the national benchmark.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in analyzing quantitative problems will increase by at least 0.5% per year to the level of NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure.

Baseline for Example:

65% of CU-Colorado Springs seniors report quite a bit or very much personal development in analyzing quantitative problems. That is 1% lower than NSSE Public Master's institutions. The College of LAS has the lowest percentage (57%) of students reporting quite a bit or very much of personal development in analyzing quantitative problems.

NSSE Baseline in Development of Analyzing Quantitative Problems:

Seniors Reporting quite a bit or very much personal development in analyzing quantitative problems

2002 NSSE Seniors	Very Little/Some	Quite a Bit/Very Much
College of Letters, Arts and Sciences	42.7%	57.3%
College of Engineering and Applied Science	27.8%	72.2%
Beth-El College of Nursing and Health Science	33.3%	66.7%
College of Business	28.0%	72.0%
University	35.2%	64.8%
NSSE Public Master's	34.2%	65.8%

3b. Objective:

The percentage of seniors reporting high levels of personal development in using computing and information technology will remain steady or increase.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in using computing and information technology will continue to be at current levels or higher than the level of NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure.

Baseline for Example:

73% of CU-Colorado Springs seniors report quite a bit or very much personal development using computing and information technology which is 1% higher than NSSE Public Master's institutions. The Colleges of Nursing and Business have the lowest percentages (67% and 60% respectively) of students reporting quite a bit or very much of personal development in use of computing and information technology.

NSSE Baseline in Development Use of Computing and Information Technology:

Seniors reporting quite a bit or very much personal development in use of computing and information technology

2002 NSSE Seniors	Very Little/Some	Quite a Bit/Very Much
College of Letters, Arts and Sciences	26.8%	73.2%
College of Engineering and Applied Science	19.4%	80.6%
Beth-El College of Nursing and Health Science	33.3%	66.7%
College of Business	40.0%	60.0%
University	27.0%	73.0%
NSSE Public Master's	28.1%	71.9%

3c. Objective:

The percentage of seniors reporting that the technical skills they learned were complete and up-to-date will increase annually.

Measurement Example:

The percentage of seniors reporting they agree or strongly agree the technical skills they learned were complete and up-to-date will increase by 1% annually over the next 5 years. The percentage of students from each college reporting they agree or strongly agree that the technical skills they learned were complete and up-to-date will increase to at least the current percentage for the University overall.

Baseline for Example:

66% of CU-Colorado Springs seniors report the technical skills they learned were complete and up-to-date. The percentage of students in the Colleges of Business, Engineering, and LAS reporting the technical skills they learned while at the University are complete and up-to-date are lower than the percentage for the University (62%, 64% and 64% respectively).

Graduating Senior Survey:

Question: The technical skills I learned at CU-Colorado Springs were complete and up-to-date.

2000, 2001 and 2002 Graduating Seniors	Strongly Disagree or Disagree	Slightly Disagree	Slightly Agree	Agree or Strongly Agree
College of Business (n=101)	7%	9%	22%	62%
College of Engineering and Applied Science (n=148)	4%	9%	23%	64%
College of Letters, Arts and Sciences (n=724)	4%	9%	24%	64%
Beth-El College of Nursing and Health Science (n=109)	4%	4%	14%	78%
Total Undergraduate Colleges (n=1081)	4%	8%	22%	66%

Objective 3d:

As measured by the ETS *Academic Profile*, CU-Colorado Springs upperclassmen will perform, on average, better than their national counterparts in the areas of humanities, social science, natural science and mathematics.

Measurement Example:

As measured by the ETS *Academic Profile*, CU-Colorado Springs upperclassmen's scores in the areas of humanities, social science, natural science and mathematics are better than those of their counterparts at Master's (Comprehensive) Colleges and Universities I and II. The mean scores for each college will reach or exceed the current mean scores for the University in the next 5 years.

Baseline for Example:

Scores for colleges with upperclassmen below the national benchmark on the university are bolded on the table below.

AY 2003 Academic Profile Baseline for Upperclassmen in Humanities, Social Science, Natural Science & Mathematics

College (N for Upperclassmen)	Humanities Mean Score	Social Science Mean Score	Natural Science Mean Score	Mathematics Mean Score
College of Business (N=26)	116.5	116.0	117.0	115.1
College of Engineering and Applied Science (N=39)	118.0	119.5	120.2	121.5
College of Letters, Arts and Sciences (N=61)	116.8	115.5	115.5	114.5
Beth-El College of Nursing and Health Science (N=29)	115.0	114.8	118.1	115.3
Average Undergraduate Colleges (N = 155)	116.7	116.4	117.4	116.5
Master's (Comprehensive) Colleges and Universities I and II	115.4	114.1	115.6	114.0

Objective 3e:

The percentage of seniors reporting high levels of personal development in solving complex real-world problems will be at current levels or higher than national counterparts.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in solving complex real-world problems will be the same as or higher than the NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure in the next 5 years.

Baseline for Example:

55% of CU-Colorado Springs seniors report quite a bit or very much personal development in solving complex real-world problems. That is the same as the percentage at NSSE Public Master's institutions. The Colleges of Engineering, Nursing and Business all have lower percentages (53%, 42% and 48% respectively) of students reporting quite a bit or very much of personal development in solving complex real-world problems than the University overall.

NSSE Baseline for Solving Complex Real-world Problems:

Seniors reporting quite a bit or very much personal development in solving complex real-world problems

2002 NSSE Seniors	Very Little/Some	Quite a Bit/Very Much
College of Letters, Arts and Sciences	40.7%	59.3%
College of Engineering and Applied Science	47.2%	52.8%
Beth-El College of Nursing and Health Science	58.3%	41.7%
College of Business	52.0%	48.0%
University	44.6%	55.4%
NSSE Public Master's	44.7%	55.3%

Objective 3f:

The percentage of seniors reporting high levels of personal development in learning effectively on their own will reach or exceed the level for the national comparison group.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in learning effectively will increase annually to reach the level of NSSE Public Master's institutions in the next five years. Each college will reach the current University percentage for quite a bit or very much on this measure in the next 5 years.

Baseline for Example:

72% of CU-Colorado Springs seniors report quite a bit or very much personal development in learning effectively on their own which is 3% lower than the percentage at NSSE Public Master's institutions. The Colleges of Nursing and Business have lower percentages (58% and 44% respectively) of students reporting quite a bit or very much of personal development in learning effectively on their own than the University overall.

NSSE Baseline for Learning Effectively on Own:

Seniors reporting quite a bit or very much personal development in learning effectively on their own

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	22.0%	78.0%
College of Engineering and Applied Science	19.4%	80.6%
Beth-El College of Nursing and Health Science	41.7%	58.3%
College of Business	56.0%	44.0%
University	27.7%	72.3%
NSSE Public Master's	24.8%	75.2%

Objective 3g:

The percentage of seniors reporting their coursework emphasized analyzing ideas or theories regularly will remain at current levels or exceed the level for the national comparison group.

Measurement Example:

The percentage of seniors reporting their coursework emphasized analyzing ideas or theories quite a bit or very much will be the same as or higher than the NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure.

Baseline for Example:

83% of both CU-Colorado Springs and NSSE Public Master's institutions seniors report their coursework emphasized analyzing ideas or theories quite a bit or very much. The Colleges of LAS and Nursing have lower percentages (79% and 75% respectively) of students reporting quite a bit or very much of coursework emphasized analyzing ideas and theories than the University overall.

NSSE Baseline for Emphasis on Analyzing Ideas and Theories:

Seniors reporting their coursework emphasized analyzing ideas or theories quite a bit or very much

2002 NSSE Seniors	Very Little/Some	Quite a Bit/Very Much
College of Letters, Arts and Sciences	21.0%	79.0%
College of Engineering and Applied Science	11.1%	88.9%
Beth-El College of Nursing and Health Science	25.0%	75.0%
College of Business	12.0%	88.0%
University	17.1%	82.9%
NSSE Public Master's	17.0%	83.0%

Objective 3h:

The percentage of seniors reporting that their coursework emphasized synthesizing information will continue to exceed the percentage of seniors reporting the same among the national comparison group.

Measurement Example:

The percentage of seniors reporting their coursework emphasized synthesizing information quite a bit or very much will continue to be higher than the NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure in the next 5 years.

Baseline for Example:

74% of CU-Colorado Springs seniors report their coursework emphasized synthesizing information quite a bit or very much compared to 72% at NSSE Public Master's institutions. The Colleges of Engineering and Business have lower percentages (72% and 60% respectively) of students reporting quite a bit or

very much of their coursework emphasized synthesizing information than the University overall.

NSSE Baseline for Emphasis on Synthesizing Information:

Seniors reporting their coursework emphasized synthesizing information quite a bit or very much

2002 NSSE Seniors	Very Little/Some	Quite a Bit/Very Much
College of Letters, Arts and Sciences	23.5%	76.5%
College of Engineering and Applied Science	27.8%	72.2%
Beth-El College of Nursing and Health Science	16.7%	83.3%
College of Business	40.0%	60.0%
University	25.9%	74.1%
NSSE Public Master's	28.5%	71.5%

Objective 3i:

The percentage of seniors reporting their coursework emphasized making judgments will be as high or higher than the national comparison group.

Measurement Example:

The percentage of seniors reporting their coursework emphasized making judgments quite a bit or very much will be the same as or higher than the NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure in the next 5 years.

Baseline for Example:

71% of CU-Colorado Springs seniors report their coursework emphasized making judgments quite a bit or very much compared to 67% at NSSE Public Master's institutions. The Colleges of Engineering and Business have lower percentages (61% and 68% respectively) of students reporting quite a bit or very much of their coursework emphasized making judgments than the University overall.

NSSE Baseline for Emphasis on Making Judgments:

Seniors reporting their coursework emphasized making judgments quite a bit or very much

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	28.4%	71.6%
College of Engineering and Applied Science	38.9%	61.1%
Beth-El College of Nursing and Health Science	8.3%	91.7%
College of Business	32.0%	68.0%
University	29.1%	70.9%
NSSE Public Master's	32.6%	67.4%

Objective 3j:

The percentage of seniors reporting their coursework emphasized applying theories or concepts will increase annually until it reaches or surpasses the percent reporting the same in the national comparison group.

Measurement Example:

The percentage of seniors reporting their coursework emphasized applying theories or concepts quite a bit or very much will increase by at least 0.5% annually until it reaches or surpasses the level of the NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure in the next five years.

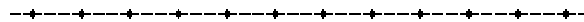
Baseline for Example:

72% of CU-Colorado Springs seniors report their coursework applying theories or concepts quite a bit or very much compared to 77% at NSSE Public Master's institutions. The Colleges of LAS and Business have lower percentages (68% for each) of students reporting quite a bit or very much of coursework emphasized applying theories or concepts than the University overall.

NSSE Baseline for Emphasis on Applying Theories or Concepts:

Seniors reporting their coursework emphasized **applying theories or concepts** quite a bit or very much

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	32.1%	67.9%
College of Engineering and Applied Science	22.2%	77.8%
Beth-El College of Nursing and Health Science	16.7%	83.3%
College of Business	32.0%	68.0%
University	27.8%	72.2%
NSSE Public Master's	23.0%	77.0%



CU-Colorado Springs



Core Curriculum for General Education:

Goal 4:

Students will be prepared to participate as responsible members of a pluralistic society- locally, nationally, and globally.

Objectives and Measures for Survey Data

4a. Objective:

Seniors will report they have participated or plan to participate in community service or volunteer work at the same rate or a higher rate than their national counterparts.

Measurement Example:

The percentage of seniors reporting they have participated in or plan to participate in community service or volunteer work will reach the rate for NSSE Public Master's institutions in the next 5 years. The percentage of students from each college who report they have done or plan to do community service or volunteer work will reach the level of the current percentage for the University in the next 5 years.

Baseline for Example:

48% of CU-Colorado Springs seniors report they have participated in or plan to participate in community service or volunteer work. This percentage is 7% lower than NSSE Public Master's institutions. The Colleges of Engineering and Business have lower percentages of students participating in or planning to participate in community service or volunteer work (28% and 42% respectively).

NSSE Baseline in Community Service/Volunteer Work

Seniors reporting they have done or plan to do community service or volunteer work.

2002 NSSE Seniors	No/Undecided	Yes
College of Letters, Arts and Sciences	47.6%	52.4%
College of Engineering and Applied Science	72.2%	27.8%
Beth-El College of Nursing and Health Science	16.7%	83.3%
College of Business	58.3%	41.7%
University	51.9%	48.1%
NSSE Public Master's	45.2%	54.9%

4b. Objective:

The percentage of seniors reporting high levels of personal development in contributing to the welfare of their community will increase annually.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in contributing to the welfare of their community will increase annually by at least 0.5% until it reaches or surpasses the rate for NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure in the next 5 years.

Baseline for Example:

32% of CU-Colorado Springs seniors report quite a bit or very much personal development in contributions to the welfare of their community. This percentage is 4% lower than NSSE Public Master's institutions. The Colleges of Engineering and Business have lower percentages (14% and 20% respectively) of students reporting quite a bit or very much development in contributing to the welfare of their community than the University overall.

NSSE Baseline in Contribution to Community Welfare

Seniors reporting quite a bit or very much development in contributing to the welfare of your community

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	60.5%	39.5%
College of Engineering and Applied Science	86.1%	13.9%
Beth-El College of Nursing and Health Science	50.0%	50.0%
College of Business	80.0%	20.0%
University	68.4%	31.6%
NSSE Public Master's	63.9%	36.1%

4c. Objective:

The level of personal development reported by seniors in the area of personal code of values and ethics will increase to be the same level as national counterparts.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in their personal code of values and ethics will increase annually by at least 0.5% and until it reaches the level of NSSE Public Master's institutions. Each college will reach the current University percentage for quite a bit or very much on this measure in the next 5 years.

Baseline for Example:

47% of CU-Colorado Springs seniors report quite a bit or very much personal development in their personal code of values and ethics. This percentage is 6% lower than NSSE Public Master's institutions. The Colleges of Engineering and Business have lower percentages (33% and 32% respectively) of students reporting quite a bit or very much of development in their personal code of values and ethics than the University overall.

Seniors reporting quite a bit or very much development in their personal code of values and ethics

The level of personal development reported by seniors in the area of knowledge of social/domestic issues will remain steady or improve.

The percentage of seniors reporting high or very high gain in knowledge of social/domestic issues will increase annually to reach 50% in the next 5 years. The percentage of students reporting no gain or a loss in this area will decrease annually to reach zero percent in the next 5 years. The percentage of students from each college reporting a high or very high gain in this area will reach the current percentage for the University overall.

40% of CU-Colorado Springs seniors report high or very high gains in knowledge of social/domestic issues. 9% of students reported no gain or a loss in this area. College of Engineering students had the worst opinions about this issues with 25% reporting no gain or a loss in this area. The percentage of students from the Colleges of Business and Engineering reporting high or very high gains in this area is lower than the percentage for University students overall (25% and 20% respectively).

Graduating Senior Survey Baseline in Knowledge of Social/Domestic Issues:

Question: Evaluate the degree of personal development or gain which resulted from your attendance at CU-Colorado Springs [in the area of] knowledge of social/domestic issues.

2000, 2001 and 2002 Graduating Seniors	No Gain or A Loss	Slight or Very Slight Gain	Moderate Gain	High or Very High Gain
College of Business (n=101)	10%	36%	30%	25%
College of Engineering and Applied Science (n=148)	25%	34%	21%	20%
College of Letters, Arts and Sciences (n=724)	6%	22%	27%	45%
Beth-El College of Nursing and Health Science (n=109)	3%	14%	33%	49%
Total Undergraduate Colleges (n=1081)	9%	24%	27%	40%

4e. Objective:

The percentage of seniors reporting gains in knowledge of international relations will remain constant or improve.

Measurement Example:

The percentage of seniors reporting high or very high gains in knowledge of international relations will increase annually to reach one-third in the next 5 years. The percentage of seniors reporting no gain or a loss in this area will decrease to reach zero percent in the next 5 years. The percentage of students from each college reporting a high or very high gain in this area will reach the current percentage for the University in the next 5 years.

Baseline for Example:

23% of CU-Colorado Springs seniors report high or very high gains in knowledge of international relations. 16% of undergraduates reported no gain or a loss in this area. (28% of College of Engineering students report no gain or a loss in this area.) The percentage of students from the Colleges of Engineering and Nursing reporting high or very high gains in this area is lower than the percentage for University students overall (13% and 17% respectively).

Graduating Senior Survey Baseline in Knowledge of International Relations:

Question: Evaluate the degree of personal development or gain which resulted from your attendance at CU-Colorado Springs [in the area of] knowledge of international relations.

2000, 2001 and 2002 Graduating Seniors	No Gain or A Loss	Slight or Very Slight Gain	Moderate Gain	High or Very High Gain
College of Business (n=101)	17%	34%	25%	25%
College of Engineering and Applied Science (n=148)	28%	41%	18%	13%
College of Letters, Arts and Sciences (n=724)	13%	34%	28%	26%
Beth-El College of Nursing and Health Science (n=109)	16%	41%	26%	17%
Total Undergraduate Colleges (n=1081)	16%	35%	26%	23%

4f. Objective:

The percentage of seniors reporting development in working effectively with others will increase annually until it meets or exceeds the percentage reporting the same in the national comparison group.

Measurement Example:

The percentage of seniors reporting quite a bit or very much personal development in working effectively with others will increase annually by at least 0.5% until it reaches or exceeds the level at NSSE Public Master's institutions. The percentage of students of students from each college reporting quite a bit or very much on this measure will reach the current level for the University in the next 5 years.

Baseline for Example:

65% of CU-Colorado Springs seniors report quite a bit or very much personal development in working effectively with others. The CU-Colorado Springs seniors level is 11% lower than NSSE Public Master's institutions. The Colleges of LAS and Business have lower percentages (63% and 56% respectively) of students reporting quite a bit or very much of personal development in working effectively with others than the University overall.

Seniors reporting quite a bit or very much personal development in working effectively with others

The percentage of seniors reporting personal development in understanding people of other racial and ethnic backgrounds will increase annually until it reaches or exceeds the rate reported by the national comparison group.

The percentage of seniors reporting quite a bit or very much personal development in understanding people of other racial and ethnic backgrounds will increase annually by at least 0.5% until it reaches or exceeds the level of NSSE Public Master's institutions. The percentage of students of students from each college reporting quite a bit or very much on this measure will reach the current level for the University in the next 5 years.

47% of CU-Colorado Springs seniors report quite a bit or very much personal development in understanding people of other racial and ethnic backgrounds. The CU-Colorado Springs senior level is 8% lower than NSSE Public Master's institutions. The Colleges of Engineering and Business have lower percentages (31% and 33% respectively) of students reporting quite a bit or very much of personal development in understanding people of other racial and ethnic backgrounds than the University overall.

NSSE Baseline in Understanding People of Other Racial and Ethnic Backgrounds

Seniors reporting quite a bit or very much personal development in understanding people of other racial and ethnic backgrounds

2002 NSSE Seniors	Very Little/Some	Quite a bit/Very Much
College of Letters, Arts and Sciences	44.4%	55.6%
College of Engineering and Applied Science	69.4%	30.6%
Beth-El College of Nursing and Health Science	50.0%	50.0%
College of Business	66.7%	33.3%
University	53.5%	46.5%
NSSE Public Master's	45.0%	55.0%

4h. Objective:

The percentage of seniors reporting they have had serious conversations with students who are different from them will continue to be higher than the rate in the national comparison group.

Measurement Example:

The percentage of seniors reporting they have had serious conversations with students who are different from them will continue to be higher than the level of NSSE Public Master's institutions. The percentage of students of students from each college reporting very often or often on this measure will reach the current level for the University in the next 5 years.

Baseline for Example:

52% of CU-Colorado Springs seniors report that they have had serious conversations with students who are different from them in regards to race and ethnicity while 55% report they have had serious conversations with students who are different from them in regards to religious beliefs, political opinions or personal values. Only 47% of seniors at NSSE Public Master's institutions report having serious conversations with students who are different from them in regards to race and ethnicity. Only 48% report serious conversations with those unlike them in regards to religious beliefs, political opinions or personal values. The Colleges of Engineering and Business have lower percentages (50% and 46% respectively) of students reporting very often or often had serious conversations with students of a different race or ethnicity than the University overall. These same colleges also had lower percentages (47% and 46% respectively) of students reporting they very often or often had serious conversations with students who are different from themselves in terms of religious beliefs, political opinions, or personal values.

NSSE Baseline in Conversing with Students of Different Race or Ethnicity

Seniors reporting they very often or often had serious conversations with students of a different race or ethnicity than your own

2002 NSSE Seniors	Sometimes/Never	Very Often/Often
College of Letters, Arts and Sciences	48.1%	51.9%
College of Engineering and Applied Science	50.0%	50.0%
Beth-El College of Nursing and Health Science	41.7%	58.3%
College of Business	54.2%	45.8%
University	47.8%	52.2%
NSSE Public Master's	52.6%	47.3%

NSSE Baseline in Conversing with Students of Different Beliefs & Opinions

Seniors reporting they very often or often had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

2002 NSSE Seniors	Sometimes/Never	Very Often/Often
College of Letters, Arts and Sciences	42.0%	58.0%
College of Engineering and Applied Science	52.8%	47.2%
Beth-El College of Nursing and Health Science	25.0%	75.0%
College of Business	54.2%	45.8%
University	44.6%	55.4%
NSSE Public Master's	51.7%	48.2%

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Appendix A

Instruments Used to Assess General Education

ETS Academic Profile

CU-Colorado Springs first administered the Educational Testing Service's (ETS) Academic Profile exam in selected junior-level courses in Spring 2000. Each student who has taken the exam was provided with a \$10 gift certificate as an incentive that could be used in campus stores. The exam was first pilot tested in April 2000 with a group of 40 students. Subsequent administrations were conducted in AY2001 and AY2003. The exams take approximately 45 minutes to complete. A total of 236 ETS Academic Profile exams were administered during AY2002-03. These initial administrations of the exam serve to provide the baseline data used in this report. The administration of this exam will continue in the coming year.

The Academic Profile focuses on the academic skills developed through general education courses rather than on the knowledge acquired about the subjects taught in these courses. It does this by testing college-level reading, college-level writing, critical thinking, and mathematics in the context of humanities, social sciences, and natural sciences. The short form version of the Academic Profile has a reliability coefficient of 0.82 (Educational Testing Service, 1998). In addition, the Academic Profile is identified as having adequate content and construct validity (Educational Testing Service, 1998).

Scores for the Academic Profile come in two forms, norm-referenced¹ and criterion-referenced.² Eight norm-referenced scores are reported, one for each of the areas mentioned above, plus a total score. These scores are expressed as "scale scores." The total score is on a scale of 400-500; the subscores are on a scale of 100-130. It is important to note that scores across test areas are not comparable. In other words, a score of 125 in critical thinking does not connote the same level of performance as a score of 125 on college-level reading; the scores are independent. A more thorough description of Academic Profile norm-referenced scores is provided in a separate, but related, ETS Academic Profile report.

Three criterion-referenced proficiency level scores are reported for the group tested in the areas of writing, mathematics, and reading/critical thinking.³ Definitions of what skills students have at each level for each skill dimension have been established and are discussed in Appendix B.

One benefit of using the Academic Profile is the access to a large comparative database of approximately 208,000 student scores from a variety of institutions including research/doctorate universities and comprehensive colleges and universities. The availability of national benchmark data are well suited to use for student performance in general education within strategic indicators of institutional effectiveness.

The separate report on the ETS *Academic Profile* highlights results of approximately 300 CU-Colorado Springs students tested between 2000 and 2001, and provides an overall appraisal of the utility of this instrument within general education assessment at CU-Colorado Springs.

¹ Norm-referenced scores have meaning only when *compared* with scores of other students or the same students at different points in time. Examples of other norm-referenced tests include: SAT, GRE, and ACT.

² Criterion-referenced scores have intrinsic meaning in and of themselves. They are based on meeting certain criteria, such as proficiency levels.

³ Reading and critical thinking are treated as a single dimension because of the close relationship between the two. Critical thinking may be considered as a higher level reading process.

National Survey of Student Engagement

CU-Colorado Springs participated in the National Survey of Student Engagement (NSSE) conducted by Indiana University in Spring 2002. The survey called *The College Student Report*, was available to students in paper or on the web and took less than 15 minutes to complete. The Report asked students about how and where they spend their time, the nature and quality of their interactions with faculty members and peers, and what they have gained from their classes and other aspects of their college experience.

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

www.uccs.edu/%7Eirpage/IRPAGE/research_briefs.htm.

Instructional Innovations

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

Hours Students Work

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

Community and Campus Engagement

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

Diversity Issues

- Students have fewer positive experiences than seniors nationally concerning diversity as promoted by the institution, as part of their personal development as college students, or as part of their studies
- Majority of seniors say they often have serious conversations with students from a different ethnicity than their own, slightly more than the national average

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

Graduating Seniors and Baccalaureate Alumni Surveys

Graduating seniors have been given the opportunity to provide feedback about their experiences at CU-Colorado Springs since 1993 via the *Graduating Senior Survey*. This instrument is administered to seniors when they are advised at their senior audit. This contact point has served to consistently provide for a high response rate. Twelve to eighteen months later, the same students, now graduates, are surveyed again with the *Baccalaureate Alumni Survey* which contains many of the same questions as the *Graduating Senior Survey*. The two instruments allow for the measurement of change in perspectives since the respondents received

their degrees. Using the saturation approach outlined by Dillman (1978, 2000), baccalaureate alumni response rates hover consistently at around 50%.

The CU-Colorado Springs *Graduating Seniors* and *Baccalaureate Alumni* surveys contain a number of common questions. In addition to asking basic demographic questions, the surveys inquire into current career status, request ratings on the quality of education received at CU-Colorado Springs, and ask respondents to identify the level of personal and intellectual development in a variety of areas. Several questions in the surveys are designed to assess citizenship and diversity. These questions were developed with the input of several campus experts in student development concerning multicultural and global awareness.

Analysis of responses from both the *Graduating Senior* and *Baccalaureate Alumni* surveys reveals that there are no major statistical differences between what students are reporting as they are about to graduate from CU-Colorado Springs and how they respond 12-18 months later. This finding indicates a high degree of validity for the survey design. Copies of these surveys and reports on the findings are available at:

<http://web.uccs.edu/tlc/assessment/surveys.htm>.

Baseline data for this report were established using the most recent three years of data from these two surveys. Data from the graduating senior surveys of 2000 (N=382), 2001 (N=350), and 2002 (N= 355) were used. Response rates for these administrations are 51%, 45% and 40% respectively. Data from the baccalaureate alumni surveys of 2000 (N=338), 2001 (N=358) and 2002 (N=338) were used. Response rates for this survey are 53%, 49%, and 46% respectively.

Composition Portfolio

The CU-Colorado Springs Writing Program implemented the writing competency portfolio as a general education assessment process during the fall 2001 semester. Transfer students and native students alike must submit a writing portfolio within 30 hours of completion of their writing requirements as defined by their undergraduate degree plans. Students select two essays that demonstrate their ability to independently manage writing problems beyond those assigned and assessed within their two, required, general education writing courses. Students submit two papers, which are analytical, argumentative or documented research papers they have written for general education courses at CU-Colorado Springs, or courses required within their undergraduate majors. The essays are assessed for these competencies: focus, organization, development of ideas, integration of sources, language control and conventions. The portfolio assesses writing competencies in the broader categories of rhetorical knowledge, critical thinking, writing processes, and knowledge of conventions. The portfolio enables the Writing Program to assess whole-text competencies beyond the sentence-level competencies currently assessed within ETS' Academic Profile.

Portfolio outcomes include: Needs Work (NW); Competent; and Highly Competent. Students who submit portfolios that receive an NW outcome, are offered additional instructional support. An NW portfolio may warrant additional laboratory instruction on language conventions and sentence-level issues. In this case, the student enrolls in either English 135 (editing and sentence structure) or 145 (independent study), both laboratory courses offered by the Writing Center. Students with NW portfolios that demonstrate both global (focus, organization, development) and local (language control, sentence structure) deficiencies complete an additional writing course at the 300 level. Students who receive a Competent, or a Highly Competent rating pass the portfolio assessment and thus complete their undergraduate writing requirements as defined by their degree plans. All portfolio outcomes are reported to the Student Success center where students' academic progress through their degree plans is regularly monitored.

Appendix B

Proficiency Level Definitions for ETS Academic Profile⁴

The Academic Profile reports three criterion-referenced proficiency level scores in the areas of writing, mathematics, and reading/critical thinking. These scores are each presented on a table with nine cells. These cells present percentages of students scoring at each of three levels of proficiency (Not proficient, marginally proficient, and proficient) for each of the three levels. The data presented in this report summarize the nine percentages presented by ETS for each dimension discussed into four percentages. Thus, percentages on the tables describing these findings will not sum to 100% because the percentage of students scoring at marginally proficient are not presented.

Specific definitions of what skills students have at each level for each skill dimension have been established and are described below.

Writing

Level 1 – WRITING A student at Level 1 recognizes agreement among basic elements (nouns, verbs, pronouns) in the same clause or phrase. This student avoids gross errors in short or simple structures and can logically select and order main ideas or divisions in a sustained paragraph using appropriate transition words. Students at this level demonstrate a basic understanding of appropriate writing.

Level 2 – WRITING: In addition to performing successfully at Level 1, a student who is proficient at Level 2 recognizes appropriate agreement among basic elements when they are complicated by intervening words or phrases, avoids errors in relatively long and complicated constructions, and is able to recast several simple clauses using a single, more complex combination. Students performing at this intermediate level can recognize and use the elements of good writing.

Level 3 – WRITING: In addition to performing Level 1 and Level 2 skills successfully, a student at Level 3 can recognize logical statements and comparisons and is able to solve difficult or subtle writing problems, such as appropriate use of parallelism. These students can make fine distinctions among closely related root words and grammatical structures characteristic of a mature writing style.

Mathematics

Level 1 – MATHEMATICS: A student at Level 1 demonstrates basic number sense and skills in arithmetic operations and relationships and in elementary geometry and measurement. A student at this level can read and interpret information from simple graphs or charts, solve simple equations or evaluate expressions, and solve simple and routine word problems.

⁴ Source: *The Academic Profile User's Guide*, Educational Testing Service, 1998.

Level 2 – MATHEMATICS: In addition to performing successfully at Level 1, a student who is proficient at Level 2 understands number systems, including order magnitude, and relationship of integers, fractions, and decimals. A student at this level can solve moderately difficult equations and inequalities, evaluate complex formulas, compare and apply information from more complex charts and graphs, and apply reasoning, geometry, and measurement skills in solving moderately complex problems, including word problems.

Level 3 – MATHEMATICS: In addition to performing Level 1 and Level 2 skills successfully, a student at Level 3 can generalize and apply mathematical knowledge and skills in nonroutine situations, and demonstrates real comprehension of exponents, variables, geometry, and measurement. A student at this level can solve multistep and nonroutine problems involving a range of reasoning skills.

Reading/Critical Thinking⁵

Level 1 – READING: At Level 1, a student recognizes and comprehends discrete pieces of information (e.g., a single detail, information presented in a single sentence), as well as relationships or connections explicitly stated in a passage and understands words and phrases in context.

Level 2 – READING: In addition to performing successfully at Level 1, students who are proficient at Level 2 can gather information from different sections of a passage and recombine it. These students recognize relationships that can be inferred but are not explicit; they can recognize summaries and alternative ways of stating information, interpret figurative language, and recognize the point or purpose of a passage as a whole or significant portions of a passage.

Level 3 - CRITICAL THINKING: In addition to performing Level 1 and Level 2 skills successfully, students at Level 3 can evaluate and analyze arguments and, within an academic field, handle interpretation, inductive generalizations, or causal explanations.

Level 3 skills are differentiated within those areas as follows:

- Humanities: Evaluate views and interpretations
- Social Sciences: Evaluate claims, disputes, and inductive generalizations
- Natural Sciences: Evaluate explanatory hypotheses and draw conclusions

⁵ Reading and critical thinking are treated as a single dimension because of the close relationship between the two. Critical thinking may be considered as a higher level reading process.

Appendix C

Many of the objectives and measurement examples presented in this report suggest a similar method for observing change. Generally, that method suggests an increase in the high end of the measurement will be an indicator of progress. For example, measurement of item 1f indicates:

Objective:

Students will continue to evaluate the degree of personal development in their written expression skills at current levels or higher.

Measurement Example:

At least 55% of graduating seniors will indicate a high or very high gain in written expression skills.

Graduating Seniors Survey Baseline in Skills in Written Expression: Letters, Arts and Sciences

Survey Item: Please evaluate the degree of personal development or gain in skills in written expression, which resulted from your attendance at CU- Colorado Springs

2000, 2001 and 2002 Graduating Seniors (N= 724)	A loss	No Gain	Very Slight or Slight Gain	Moderate Gain	High or Very High Gain
Written Expression Skills	0%	2%	14%	30%	55%

This item could be measured by change in the low end of the continuum or the middle of the scale could also be considered. Thus, the objective and measurement could be restated as:

Objective:

Fewer students will evaluate the degree of personal development in their written expression skills at the *no gain, very slight gain* or *slight gain* levels.

Measurement Example:

Less than 16% of graduating seniors will indicate *no gain, very slight gain* or *slight gain* in written expression skills.

Though there may only seem to be a slight difference in presentation of the same data here, college objectives may more accurately be discussed through presentations of data which discuss raising students at the lowest levels, rather than by increasing the percentage who achieve at the highest levels.