

University of Colorado at Colorado Springs

**2005 General Education Assessment
Measurement Update and
Request for College Response**

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

February, 2005

Introduction

Expectations for Colleges in Assessment of General Education

Each undergraduate college is provided with this document. It contains the most recent collected information on general education assessment, as well previously reported information. The updated information, along with the baseline data, presents an initial examination of student performance in the area of general education.

Most of the information contained in this report was collected at the level of the student's major. Thus, a comparison of student achievement among UCCS undergraduate colleges in the core goal areas of general education is constructed for review and response by the undergraduate colleges.

This report contains a number of positive findings where students are meeting or exceeding general education assessment targets at both the college and campus levels. There are also a limited number of areas where student performance may be lagging. The summary following this section lists assessment targets where less than adequate student performance among the colleges may be present. Assessment targets not met are assigned to either of two categories: "Area of Concern" or "Area for Attention." The "Area of Concern" category is used to signal that the collected data suggests students within a college are achieving at levels below that of the campus or in comparison to national benchmarks. The "Area for Attention" category is used to call to a college's consideration an assessment target where student achievement levels in both the baseline and updated data fall below that of the campus or in comparison to national benchmarks. Several assessment targets falling under the "Area for Attention" category for a college within one or more of the core goals may serve as a strong indication that students in that college are achieving at less than acceptable levels.

Each UCCS undergraduate college is invited to review the data and findings contained this report. Colleges shown with areas of "Concern" and "Attention" should give consideration to ways that student achievement in these aspects of general education could be improved. Each college is requested to prepare a response to areas where less than acceptable levels of student achievement have been identified. **At a minimum college responses should include a description of actions underway or**

to be taken to address each assessment item under the “Area for Attention” category. College responses to this report should be delivered to **David Moon**, Associate Vice Chancellor for Academic Affairs, Main Hall 304, Campus Box ADM4, on or before **April 15th, 2005**.

Examples of appropriate college responses to general education assessment findings that assessment goals are not being met may include:

- Account of decision to make specific curricular changes, with a timeline for implementation.
- Report of previous curricular changes that may have an impact, but were too recent to have been reflected in current assessment outcomes.
- Refer to appropriate faculty committee, with a timeline for recommendation and action. Timeline should allow decisions to make changes to be reflected on next year’s report (early spring).
- Refer to department responsible for a particular course, with a timeline for response. Timeline should allow decisions to make changes to be reflected on next year’s report (early spring).
- Provide alternative data showing that goal is being met.
- Provide explanation of ways in which the measure being used does not give an accurate picture of student achievement, and propose a measure that would do a better job. Explain how the college will either obtain the measure itself or provide support to SAAC and IR to help them obtain the measure.
- Provide an explanation of ways in which the benchmark being used is not appropriate, and propose a well-supported alternative benchmark.

Once the college reports have been collected, the Student Achievement Assessment Committee 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, characterizing the degree of achievement of the general education goals at the campus and college levels, and summarizing the college responses.

In case SAAC finds that a college’s response does not adequately address the concerns raised, SAAC may include additional recommendations for that college in the final report to EPUS and the VCAA. 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, 2002-03*. (See the web link: http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/saac.htm).

Recent History of General Education Assessment at UCCS

The following section briefly retraces recent developments in general education assessment at UCCS. 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 UCCS 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, 2002-03* 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.
5. **Avoid taxing students with additional assessment procedures whenever current measures can be adapted.** Example: Use the currently established UCCS' Writing Program portfolio to assess writing abilities.
6. **Rely on varied sources of information.** The long held conceptual framework for assessment at UCCS 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 (non-transfer) 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 UCCS 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 reason for the selection of these instruments has previously been outlined in the *Student Assessment Report, 2002-03* 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://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/Gen_Ed_Report_2003.pdf and [http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/documents/General Education Assessment Plan.pdf](http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/documents/General_Education_Assessment_Plan.pdf).

Baseline data and subsequently collected data reflected in this report allow for monitoring of learning levels as students complete their general education requirements under the new plan. A number of comparisons are made for each undergraduate college. Where possible, such comparisons 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 campus and proposes measures that can be used to assess student achievement as it relates to these four goals. Each of the four goals, measures for assessing the level of student achievement, and current levels of are outlined on Table 1 below.

Scoring Methodology

UCCS score ranges take into consideration an estimated standard error of 6%. This is the average standard error found in *Academic Profile* test questions and the *National Survey of Student Engagement* response items. This means that a college must fall below a benchmark threshold by 6% on a general education assessment measure to fall within the area of concern or attention categories.

Table 1. Matrix of General Education Goals and Measurement Update

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
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> .)	2 Goals <u>Not</u> Met	--	COB
	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.)	2 Goals <u>Not</u> Met	COB	EAS
Writing	1c. The vast majority of students will be rated competent or highly competent on writing competency. (Measurement method: Writing Competency Portfolio).	1 Goal Met	--	--
	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)	1 Goal <u>Not</u> Met	--	--
	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> .)	1 Goal Met 1 Goal <u>Not</u> Met	COB	--
	1f. Exposure to writing assignments in courses will increase. (Measurement Method: <i>National Survey of Student Engagement</i>)	1 Goal Met 1 Goal <u>Not</u> Met	--	EAS
	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>)	1 Goal Met 1 Goal <u>Not</u> Met	--	EAS

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
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>)	1 Goal Met 1 Goal <u>Not</u> Met	EAS	--
	1i. Exposure to oral presentations in courses will meet or exceed national benchmarks. (Measurement method <i>National Survey of Student Engagement</i>)	2 Goals <u>Not</u> Met	LAS	EAS
	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)	2 Goals Met	--	--
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>)	1 Goal Met 1 Goal <u>Not</u> Met	--	COB
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>)	2 Goals Met	--	--
	2b. The percentage of seniors reporting UCCS prepared them for their field of specialization will remain at current levels or increase. (Measurement method: <i>Graduating Senior Survey</i>)	2 Goals Met	--	--
	2c. Percent of alumni indicating the depth of knowledge they acquired while at UCCS is useful in their present occupation will remain at current levels or increase. (Measurement method: <i>Baccalaureate Alumni</i> survey)	1 Goal Met 1 Goal <u>Not</u> Met	--	--
Breadth	2d. UCCS 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>)	1 Goal Met 1 Goal <u>Not</u> Met	COB	--

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
	2e. Sophomores will continue to perform as well or better than their national counterparts as measured by mean scores on the <i>Academic Profile</i> . (Measurement method: <i>Academic Profile</i>)	1 Goal Met 1 Goal <u>Not</u> Met	Beth-EI, COB, EAS	--
	2f. Native students will perform better than transfer students on the <i>Academic Profile</i> . (Measurement method: <i>Academic Profile</i>)	2 Goals <u>Not</u> Met	Beth-EI, COB	EAS
	2g. The percentage of UCCS seniors reporting they learned a variety of new intellectual concepts will remain the same or increase. (Measurement method: <i>Graduating Senior Survey</i>)	2 Goals Met	--	--
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>)	2 Goals Met	--	--
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>)	2 Goals Met	--	--
	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>)	2 Goals Met	--	--
Problem Solving	3d. As measured by the ETS <i>Academic Profile</i> , UCCS 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>)	1 Goal Met 1 Goal <u>Not</u> Met	COB	--
	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>)	1 Goal Met 1 Goal <u>Not</u> Met	LAS	--

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
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>)	1 Goal Met 1 Goal <u>Not</u> Met	EAS	--
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>)	2 Goals <u>Not</u> Met	--	--
	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>)	2 Goals Met	--	COB
	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>)	1 Goal Met 1 Goal <u>Not</u> Met	EAS	--
	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>)	1 Goal Met 1 Goal <u>Not</u> Met	LAS	--
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>)	2 Goals <u>Not</u> Met	--	COB, EAS

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
	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>)	2 Goals <u>Not</u> Met	LAS	COB, EAS
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>)	2 Goals <u>Not</u> Met	LAS	EAS
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>)	2 Goals <u>Not</u> Met		EAS, COB
	4e. The percentage of seniors reporting gains in knowledge of international relations will remain constant or improve. (Measurement method: <i>Graduating Senior Survey</i>)	1 Goal Met 1 Goal <u>Not</u> Met		Beth-El, EAS
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>)	2 Goals <u>Not</u> Met		LAS
	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>)	2 Goals <u>Not</u> Met		COB, EAS
	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>)	2 Goals Met	--	--

University of Colorado at 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 Goal:

- i. 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*.
- ii. Each college will be within 6% of the campus averages for “Proficient at Level 2” and “Proficient at Level 3” within the next 5 years.

Baseline:

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*. The Beth-El College of Nursing and Health Sciences and the College of Business students do not reach the campus average for this level or for level 2. The Colleges of Engineering and Applied Sciences, College of Letters, Arts and Sciences, and the Beth-El College of Nursing and Health Sciences have students who have not reached level 1.

Measurement Update:

- i. Measurement goal not met. An overall 7% decrease for all undergraduate colleges was seen in reading proficiency level 3.
- ii. Measurement goal not met. Students in the College of Business are not within 6% of the UCCS proficiency level 2 average. All colleges are within 6% of the UCCS average for level 3 proficiency.

1a. 2003/2004 *Academic Profile*

READING/CRITICAL THINKING (N= 2003/2004)	Percent of Students Performing at each Proficiency Level (see Appendix B for a description of levels)							
	Not Proficient		Proficient at Level 1		Proficient at Level 2		Proficient at Level 3	
	2003	2004	2003	2004	2003	2004	2003	2004
College of Business (N=30/60)	0%	18%	87%	58%	40%	25%	7%	0%
College of Engineering and Applied Science (N=68/58)	6%	9%	88%	72%	60%	47%	9%	5%
College of Letters, Arts and Sciences (N=87/65)	9%	6%	78%	75%	53%	43%	13%	3%
Beth-El College of Nursing and Health Science (N=51/62)	6%	13%	78%	65%	43%	34%	4%	2%
Average Undergraduate Colleges (n = 236/245)	6%	11%	82%	68%	51%	37%	9%	2%



1b. Objective:

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

Measurement Goal:

- i. Within 5 years, at least 80% of alumni will rate the quality of their education in the area of reading as “good or excellent.”
- ii. Each college will be within 6% of 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 College of Letters, Arts and Sciences have fewer students reporting “good or excellent” than the campus average.

Measurement Update:

- i. Measurement goal not met. In 2003, 78% of alumni rate the quality of education in the area of reading as “good or excellent.”
- ii. Measurement goal not met. Alumni in the College of Business and College of Engineering and Applied Science are not within 6% of the campus average for reporting “good or excellent.”

1b. Baccalaureate Alumni Survey - Reading Skills:

Survey Item: How would you rate the overall quality of YOUR education at UCCS in the area of Reading Skills?

READING SKILLS 2002/ 2003 Alumni	Poor or Very Poor		Fair		Good or Excellent	
	2002	2003	2002	2003	2002	2003
College of Business (n=167/78)	7%	4%	21%	38%	71%	58%
College of Engineering and Applied Science (n=92/25)	3%	12%	46%	28%	51%	60%
College of Letters, Arts and Sciences (n=674/229)	7%	3%	26%	14%	66%	84%
Beth-El College of Nursing and Health Science (n=100/42)	1%	0%	14%	7%	85%	93%
Total Undergraduate Colleges (n=1034/374)	5%	3%	22%	19%	74%	78%



Objectives and Measures for Writing

1c. Objective:

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

Measurement Goal:

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

Baseline:

Data show that students in each college meet the objective of 90% receiving scores of pass or high pass on their writing competency portfolio. On average only 2% of students from all undergraduate colleges received a score of “needs work.”

Measurement Update:

Measurement goal met. Baseline data meets measurement goal with 98% of students rated competent (pass) or highly competent (high pass) on the Writing Competency Portfolio.

1c. 2004 Writing Portfolio Competency

2004 WRITING PORTFOLIO COMPETENCY	Needs Work	Pass	High Pass	Total Pass/High Pass
College of Business (n=141)	2%	98%	0%	98%
College of Engineering and Applied Sciences (n=51)	0%	100%	0%	100%
College of Letters, Arts and Sciences (n=539)	3%	95%	2%	97%
Beth-El College of Nursing and Health Science (n=108)	1%	94%	5%	100%
Total Undergraduate Colleges (n=839)	2%	96%	2%	98%



1d. Objective:

The percentage of native students who are *competent* (Pass) or *highly competent* (High Pass) in writing will exceed the percentage of transfer students who receive the same scores.

Measurement Goal:

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

Baseline:

The data show that on the UCCS campus the native and non-native students score equally well on the Writing Competency Portfolios.

Measurement Update:

Measurement goal not met. Native students score equally well on the Writing Competency Portfolio as Non-Native Students.

1d. Writing Portfolio by Native and Non-Native Students

2004 Writing Portfolio by Native and Non-Native (Transfer) Students	Needs Work	Pass	High Pass	Total Pass/High Pass
Native Students (n=168)	2%	96%	2%	98%
Non-Native Students, Transfer (n=675)	2%	96%	2%	98%



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 Goal:

- i. 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*.
- ii. Each college will be within 6% of the campus averages for “Proficient at Level 2” and “Proficient at Level 3” within the next 5 years.

Baseline:

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 Beth-El College of Nursing and Health Sciences was below the campus average for those reaching level 3. All colleges have students who did not reach level 1.

Measurement Update:

- i. Measurement goal not met. A 6% decrease occurred in the percent of students at writing proficiency level 3.
- ii. Measurement not goal met. All colleges are within 6% of the UCCS average for level 2 proficiency. The College of Business is not within 6% of the UCCS average for proficiency at level 3.

1e. AY 2003 Academic Profile Writing Skills

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)	
	2003	2004	2003	2004	2003	2004	2003	2004
(N=2003/2004)								
College of Business (N=30/60)	7%	18%	80%	58%	27%	25%	17%	0%
College of Engineering and Applied Science (N=68/58)	1%	7%	79%	79%	29%	24%	13%	9%
College of Letters, Arts and Sciences (N=87/65)	3%	2%	78%	78%	26%	22%	13%	11%
Beth-El College of Nursing and Health Science (N=51/62)	2%	3%	84%	89%	29%	19%	12%	6%
Average Undergraduate Colleges (N=236/245)	3%	7%	80%	76%	28%	23%	13%	7%



1f. Objective:

Exposure to writing assignments in courses will increase.

Measurement Goal:

- i. The mean number of papers written between 5 and 19 pages will remain at the current level or increase in comparison to the number reported by NSSE Public Master’s institutions.
- ii. Each college average will reach the NSSE Public Master’s 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.

Measurement Update:

- i. Measurement goal met. The mean number of papers, 5-19 pages in length, increased and exceeds that of NSSE Public Master’s Institutions.
- ii. Measurement goal not met. The College of Engineering and Applied Science does not meet the NSSE Public Master’s in this area.

1f. NSSE Results in exposure to writing assignments:

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

2002/2003 NSSE Seniors WRITING ASSIGNMENTS	Mean Number of Papers	
	2002	2003
College of Business	2.56	2.63
College of Engineering and Applied Science	2.36	2.44
College of Letters, Arts and Sciences	2.69	2.67
Beth-El College of Nursing and Health Science	2.83	2.56
University	2.59	2.61
NSSE Public Master’s	2.56	2.51



1g. Objective:

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

Measurement Goal:

- i. 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.
- ii. Each college will be within 6% of the NSSE Public Master’s average for students reporting “quite a bit” or “very much.”

Baseline:

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

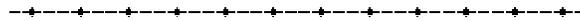
Measurement Update:

- i. Measurement goal met. The campus average for seniors reporting “quite a bit” or “very much” personal development in writing clearly and effectively exceeds the NSSE average.
- ii. Measurement goal not met. The College of Engineering and Applied Science is not within 6% of the NSSE average in this area.

1g. NSSE Results in Writing Clearly and Effectively:

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

2002/2003 NSSE Seniors WRITING CLEARLY & EFFECTIVELY	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	36%	25%	64%	75%
College of Engineering and Applied Science	39%	53%	61%	57%
College of Letters, Arts and Sciences	23%	15%	77%	85%
Beth-El College of Nursing and Health Science	42%	6%	58%	94%
University	30%	21%	70%	79%
NSSE Public Master’s	27%	26%	73%	74%



Objectives and Measures for Oral Communication

1h. Objective:

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

Measurement Goal:

- i. The percentage of seniors at UCCS reporting “quite a bit” or “very much” personal development in speaking clearly and effectively will meet or exceed the percentage of students reporting the same at NSSE Public Master’s institutions.
- ii. All colleges will be within 6% of the NSSE Public Master’s intuitions average in this area.

Baseline:

A greater percentage of UCCS 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, the College of Engineering and Applied Science and the Beth-El College of Nursing and Health Sciences have a lower percentage of students reporting “quite a bit” or “very much” than both the University and the national comparison group.

Measurement Update:

- i. Measurement goal met. The percent of seniors reporting “quite a bit” or “very much” personal development in speaking clearly and effectively exceeds that of NSSE Public Master’s institutions.
- ii. Measurement goal not met. The College of Engineering and Applied Science does not reach the current national average in this area.

1h. NSSE Results in Personal Development in Oral Communication:

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

2002/2003 NSSE Seniors ORAL COMMUNICATION	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	28%	25%	72%	75%
College of Engineering and Applied Science	33%	58%	67%	42%
College of Letters, Arts and Sciences	26%	24%	74%	76%
Beth-El College of Nursing and Health Science	50%	13%	50%	88%
University	29%	29%	71%	71%
NSSE Public Master’s	31%	30%	69%	70%



1i. Objective:

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

Measurement Goal:

- i. UCCS seniors will report on average making class presentations within 6% as often as their counterparts at NSSE Public Master’s institutions.
- ii. The percentage of seniors from each college reporting they often or very often make class presentations will be within 6% of the current national average within the next 5 years.

Baseline:

A greater percentage of UCCS seniors report making class presentations “often” or “very often” (62.3%) compared to their NSSE Public Master’s counterparts (61.6%). However, the College of Letters, Arts and Sciences and the College of Engineering and Applied Science have a lower percentage of students reporting frequent oral presentations than both the University overall and the NSSE Public Master’s institutions.

Measurement Update:

- i. The Measurement goal not met. The university average for seniors who report making class presentations “often” or “very often” is below the NSSE Public Master’s institutions by 9%.
- ii. Measurement goal not met. Seniors in the College of Letters, Arts and Sciences and the College of Engineering and Applied Science do not meet the national average in this area.

1i. NSSE Results in Class Presentation Frequency:

Seniors self-report on frequency of making class presentations

2002/2003 NSSE Seniors FREQUENCY OF CLASS PRESENTATION	Sometimes/Never		Often/Very Often	
	2002	2003	2002	2003
College of Business	12%	4%	88%	96%
College of Engineering and Applied Science	53%	63%	47%	37%
College of Letters, Arts and Sciences	42%	50%	59%	51%
Beth-El College of Nursing and Health Science	33%	38%	67%	63%
University	38%	47%	62%	53%
NSSE Public Master’s	38%	38%	62%	62%



1j. Objective:

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

Measurement Goal:

- i. At least 52% of alumni will rate the quality of their education in the area of graphic communication as “good or excellent.”
- ii. Each college will be within 6% of the current campus average for percent reporting “good or excellent” within 5 years.

Baseline:

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 College of Letters, Arts and Sciences and the Beth-El College of Nursing and Health Sciences had lower percentages reporting “good or excellent” than the University overall.

Measurement Update:

- i. Measurement goal met. 56% of UCCS alumni rated the quality of their education in the area of graphic communication as “good or excellent.”
- ii. Measurement goal met. All colleges are within 6% of the UCCS average in this area.

1j. Baccalaureate Alumni Survey Results in Graphic Communication

Survey Item: How would you rate the overall quality of YOUR education at UCCS in the area of graphic communication?

GRAPHIC COMMUNICATION 2002/ 2003 Alumni	Poor or Very Poor		Fair		Good or Excellent	
	2002	2003	2002	2003	2002	2003
College of Business (n=167/78)	10%	12%	34%	32%	56%	57%
College of Engineering and Applied Science (n=92/25)	10%	12%	27%	28%	63%	60%
College of Letters, Arts and Sciences (n= 674/229)	13%	11%	37%	35%	50%	55%
Beth-El College of Nursing and Health Science (n=100/42)	10%	5%	39%	37%	51%	59%
Total Undergraduate Colleges (n=1034/374)	12%	10%	36%	34%	52%	56%



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 Goal:

- i. UCCS seniors will be within 6% of the NSSE Public Master’s institutions average reporting “quite a bit” or “very much” personal development in thinking critically and analytically.
- ii. Each college will be within 6% of the current percentage being reported by NSSE Public Master’s students on this measure within 5 years.

Baseline:

84% 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 seniors reporting “quite a bit” or “very much” of development in this area compared to the University average.

Measurement Update:

- i. Measurement goal met. 88% of UCCS seniors report “quite a bit” or “very much” personal development in thinking critically and analytically – 4% greater than NSSE Public Master’s institutions.
- ii. Measurement goal not met. The College of Business is not within 6% of the national average in this area of personal development.

1k. NSSE Results in Personal Development in Critical and Analytical Thinking:

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

CRITICAL & ANALYTICAL THINKING 2002/2003 NSSE Seniors	Very Little/Some		Quite a bit/Very Much	
	2002	2003	2002	2003
College of Business	24%	25%	76%	75%
College of Engineering and Applied Science	17%	21%	83%	79%
College of Letters, Arts and Sciences	15%	14%	85%	86%
Beth-El College of Nursing and Health Science	8%	6%	92%	94%
University	16%	12%	84%	88%
NSSE Public Master’s	17%	16%	83%	84%



University of Colorado at Colorado Springs



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 Goal:

- i. The percentage of UCCS seniors agreeing that their program provided them with a detailed understanding of their anticipated career will remain at current levels or increase.
- ii. Each college will be within 6% of the campus average for level of agreement on this issue within 5 years.

Baseline:

82% of UCCS 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 UCCS.

Measurement Update:

- i. Measurement goal met. UCCS seniors reported a 7% increase in agreement that their program provided them with a detailed understanding of their anticipated career.
- ii. Measurement goal met. All undergrad colleges are within 6% of the UCCS average in this area.

2a. Graduating Seniors Survey Results in Understanding of Intended Career:

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

UNDERSTANDING OF ANTICIPATED CAREER 2002/2003 Alumni	Strongly Disagree		Total % in Agreement	
	2002	2003	2002	2003
College of Business (n=101/207)	1%	1%	83%	94%
College of Engineering and Applied Science (N=14/117)	3%	2%	87%	90%
College of Letters, Arts and Sciences (n=724/409)	4%	2%	79%	85%
Beth-El College of Nursing and Health Science (n=109/66)	1%	0%	92%	97%
Total Undergraduate Colleges (n=1087/801)	3%	1%	82%	89%



2b. Objective:

The percentage of seniors reporting that UCCS prepared them for their field of specialization will remain at current levels or increase.

Measurement Goal:

- i. The percentage of seniors as measured by the Graduating Senior Survey who agree that UCCS prepared them well for their field of specialization will remain the same or increase.
- ii. Each college’s percent of seniors in agreement will increase to within 6% the current overall percentage in agreement for the University.

Baseline:

89% of graduating seniors agree that UCCS 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.

Measurement Update:

- i. Measurement goal met. The percent of graduating seniors that agree that UCCS prepared them well for their field of specialization increased to 94%.
- ii. Measurement goal met. Graduating seniors are within 6% of the UCCS average in this area.

2b. Graduating Seniors Survey Results in Preparation for Field of Specialization:

Survey Item: UCCS prepared me well for my field of specialization

PREPARATION FOR FIELD OF SPECIALIZATION 2002/2003 Alumni	Strongly Disagree		Total % in Agreement	
	2002	2003	2002	2003
College of Business (n=101/207)	3%	0%	85%	94%
College of Engineering and Applied Science (N=14/117)	0%	2%	89%	95%
College of Letters, Arts and Sciences (n=724/409)	1%	2%	90%	93%
Beth-El College of Nursing and Health Science (n=109/66)	1%	0%	93%	99%
Total Undergraduate Colleges (n=1087/801)	1%	1%	89%	94%



2c. Objective:

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

Measurement Goal:

- i. The percentage of alumni (as measured by the Baccalaureate Alumni Survey) indicating the specific knowledge they acquired at UCCS has been useful in their present occupations will remain at current levels or increase.
- ii. Each college’s alumni will be within 6% of the University average agreement in this area.

Baseline:

81% of alumni agree that the specific knowledge they acquired at UCCS has been useful in their present occupation. Alumni from the Colleges of Engineering and Applied Science Letters, Arts and Sciences 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 UCCS has been useful in their occupations.

Measurement Update:

- i. Measurement goal not met. The percentage of alumni who agreed that the specific knowledge, skills and expertise they acquired at UCCS has been useful in their present occupation decreased since 2003 to 79%.
- ii. Measurement goal met. All colleges are within 6% of the UCCS average for agreement in this area.

2c. Baccalaureate Alumni Survey Results in Preparation for Occupation:

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

Alumni KNOWLEDGE, SKILLS AND EXPERTISE 2002/ 2003	Strongly Disagree		Total % in Agreement	
	2002	2003	2002	2003
College of Business (n=101/207)	4%	8%	84%	76%
College of Engineering and Applied Science (N=14/117)	6%	4%	79%	88%
College of Letters, Arts and Sciences (n=724/409)	5%	7%	78%	77%
Beth-El College of Nursing and Health Science (n=109/66)	2%	7%	94%	91%
Total Undergraduate Colleges (n=1087/801)	5%	7%	81%	79%



2d. Objective:

UCCS upperclassmen will perform as well as or better than their national counterparts in the areas of humanities, social sciences, natural sciences and mathematics as measured by the *Academic Profile*.

Measurement Goal:

- i. UCCS 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.
- ii. The mean scores for upperclassmen from each college will be at least as high as the current mean score for the national benchmark institutions.

Baseline:

On average, upper class students at UCCS performed above that of Master’s Comprehensive Colleges as measured by the *Academic Profile* in areas of Humanities, Social Science, Natural Science and Mathematics. Individually colleges scored at or above that of the Master’s Comprehensive Colleges.

Measurement Update:

- i. Measurement goal met. UCCS continues to do better than the National Benchmarking Colleges in all Breadth of Knowledge areas.
- ii. Measurement goal not met. The College of Business students scored at or below the UCCS average in each Breadth of Knowledge area except mathematics.

2d. AY 2003 *Academic Profile* Results for Breadth of Knowledge in Humanities, Social Science, Natural Science and Mathematics

Upperclass BREADTH OF KNOWLEDGE (N =2003/2004)	Humanities Mean Score		Social Science Mean Score		Natural Science Mean Score		Mathematics Mean Score	
	2003	2004	2003	2004	2003	2004	2003	2004
College of Business (n=26/58)	117	114	116	113	117	114	115	114
College of Engineering and Applied Science (n=39/56)	118	117	120	118	120	118	122	120
College of Letters, Arts and Sciences (n=61/44)	117	120	116	117	116	118	115	117
Beth-El College of Nursing and Health Science (n=29/50)	115	116	115	115	118	117	115	115
Average Undergraduate Colleges (N = 155/208)	117	117	116	116	117	116	117	116
Master’s (Comprehensive) Colleges and Universities I and II	115	115	114	114	116	116	114	114



2e. Objective:

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

Measurement Goal:

- i. UCCS sophomore’s mean score on the *Academic Profile* will continue to be higher than their national counterparts.
- ii. Mean scores for sophomores from each college will be at least as high as the current national benchmark mean score.

Baseline:

UCCS 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. Beth-El College of Nursing and Health Sciences sophomores have a lower mean score than the sophomores from the other colleges.

Measurement Update:

- i. Measurement goal met. The UCCS mean total breadth of knowledge score for sophomores dropped by 8 points in 2004 but continued to be above that of the Master’s Comprehensive Colleges.
- ii. Measurement goal not met. Sophomores in the College of Business, College of Engineering and Applied Science, and the Beth-El College of Nursing and Health Sciences do not meet the national benchmark average in this area.

2e. AY 2003/2004 Academic Profile Results for Overall Breadth of Knowledge for sophomores

Sophomore BREADTH OF KNOWLEDGE (N =2003/2004)	Mean Total Score	
	2003	2004
College of Business (N was too small to calculate mean/2)	N/A	438
College of Engineering and Applied Science (N=19/2)	460	441
College of Letters, Arts and Sciences (N=21/21)	458	451
Beth-El College of Nursing and Health Science (N=21/12)	451	443
Average Undergraduate Colleges (N = 63/37)	455	447
Master’s (Comprehensive) Colleges and Universities I and II (N=6352/6352)	444	444



2f. Objective:

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

Measurement Goal:

- i. UCCS native students will have a higher *Academic Profile* mean score than transfers to UCCS.
- ii. Each college’s native student mean scores will reach the current mean native student score for the University within the next five years

Baseline:

UCCS 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 the College of Engineering and Applied Science. 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 the College of Engineering and Applied Science scores were not in the expected direction, the College of Engineering and Applied Science mean scores are the highest of all the colleges (459.3 for natives and 466.5 for transfers). Native scores for the Beth-El College of Nursing and Health Sciences and the College of Letters, Arts and Sciences are lower than the University’s mean score for natives.

Measurement Update:

- i. Measurement goal not met. The mean score for transfer students on the *Academic Profile* is higher than that of native students.
- ii. Measurement goal not met. The College of Business and the Beth-El College of Nursing and Health Science’s mean native scores do not meet the mean native score for all undergraduate colleges.

2f. AY 2003/2004 *Academic Profile* Results for Native vs. Transfer Students

Natives vs. Transfers <i>ACADEMIC PROFILE</i> (N=2003 Natives, Transfers/2004 Natives, Transfers)	Mean Total Score For Natives		Mean Total Score For Transfers	
	2003	2004	2003	2004
	College of Business (N=11, 18/21,39)	456	441	453
College of Engineering and Applied Science (N=33, 35/33,25)	459	449	467	452
College of Letters, Arts and Sciences (N=34,53/38,27)	453	452	452	451
Beth-El College of Nursing and Health Science (N=20, 31/23,39)	452	444	452	452
Average Undergraduate Colleges (N =98, 137/115,130)	455	448	456	449



2g. Objective:

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

Measurement Goal:

- i. The percentage of UCCS seniors agreeing that they learned a variety of new intellectual concepts during their university education will remain at current levels or increase.
- ii. Each college will be within 6% agreement that they learned a variety of new intellectual concepts compared to the percentage for the University overall.

Baseline:

95% of UCCS 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 Beth-El College of Nursing and Health Sciences 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.

Measurement Update:

- i. Measurement goal met. The percentage of seniors who agreed that they learned a variety of new intellectual concepts during their UCCS education increased in 2003.
- ii. Measurement goal met. All UCCS seniors are within 6% of the UCCS average for agreement in this area.

2g. Graduating Seniors Survey Results for Learning New Concepts:

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

LEARNED NEW INTELLECTUAL CONCEPTS 2002/2003 Alumni	Strongly Disagree		Total % in Agreement	
	2002	2003	2002	2003
College of Business (n=101/207)	0%	1%	97%	96%
College of Engineering and Applied Science (N=14/117)	0%	0%	96%	94%
College of Letters, Arts and Sciences (n=724/409)	0%	1%	95%	98%
Beth-El College of Nursing and Health Science (n=109/66)	1%	0%	98%	97%
Total Undergraduate Colleges (n=1087/801)	0%	1%	95%	97%



University of Colorado at 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 Goal:

- i. 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.
- ii. Each college will be within 6% of the current national average for “quite a bit” or “very much” on this measure.

Baseline:

65% of UCCS 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 Letters, Arts and Sciences has the lowest percentage (57%) of students reporting “quite a bit” or “very much” of personal development in analyzing quantitative problems.

Measurement Update:

- i. Measurement goal met. The percentage of seniors reporting “quite a bit” or “very much” personal development in analyzing quantitative problems has increased by 6% to a level above that of the NSSE Public Master’s average.
- ii. Measurement goal met. UCCS seniors are within 6% of the national benchmarking average in this area.

3a. NSSE Results in Development of Analyzing Quantitative Problems:

Seniors reporting “quite a bit” or “very much” personal development in analyzing quantitative problems

ANALYZING QUANTITATIVE PROBLEMS 2002/2003 NSSE Seniors	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	28%	21%	72%	79%
College of Engineering and Applied Science	28%	16%	72%	84%
College of Letters, Arts and Sciences	43%	35%	57%	65%
Beth-El College of Nursing and Health Science	33%	25%	67%	75%
University	35%	29%	65%	71%
NSSE Public Master’s	34%	36%	66%	64%



3b. Objective:

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

Measurement Goal:

- i. 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.
- ii. Each college will be within 6% of the National average for “quite a bit” or “very much” on this measure.

Baseline:

73% of UCCS 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 Beth-El College of Nursing and Health Sciences and the College of 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.

Measurement Update:

- i. Measurement goal met. In 2003, UCCS seniors report a higher average than the NSSE Public Maser’s institutions in their personal development in the use of computing and information technology. However the UCCS average decreased by 2% from 2002.
- ii. Measurement goal met. UCCS seniors are within 6% of the national average in this area.

3b. NSSE Results 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

Seniors COMPUTING AND INFORMATION TECHNOLOGY 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	40%	21%	60%	79%
College of Engineering and Applied Science	19%	16%	81%	84%
College of Letters, Arts and Sciences	27%	35%	73%	65%
Beth-El College of Nursing and Health Science	33%	25%	67%	75%
University	27%	29%	73%	71%
NSSE Public Master’s	28%	36%	72%	64%



3c. Objective:

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

Measurement Goal:

- i. The percentage of seniors reporting they “slightly agree”, “agree”, or “strongly agree” that the technical skills they learned were complete and up-to-date will increase by 1% annually over the next 5 years.
- ii. The percentage of students from each college reporting they “slightly agree”, “agree”, or “strongly agree” that the technical skills they learned were complete and up-to-date will increase to within 6% of the current percentage for the University overall.

Baseline:

88% of UCCS seniors report that the technical skills they learned at UCCS were complete and up-to-date. The percentage of students in the Colleges of Business the College of Engineering and Applied Science reporting that the technical skills they learned while at the University are complete and up-to-date are lower than the percentage for the University (84% and 87% respectively).

Measurement Update:

- i. Measurement goal met. The percent of graduating seniors who reported that the technological skills they learned at UCCS were complete and up-to-date increased by 5% in 2003.
- ii. Measurement goal met. The College of Business and the College of Engineering and Applied Science are below the UCCS average in this area.

3c. Graduating Senior Survey Results:

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

TECHNICAL SKILLS Graduating Seniors 2002/2003	Strongly Disagree or Disagree		Total % Agreement	
	2002	2003	2002	2003
College of Business (n=101/207)	7%	4%	84%	91%
College of Engineering and Applied Science (n=14/117)	4%	3%	87%	92%
College of Letters, Arts and Sciences (n=724/409)	4%	3%	88%	93%
Beth-El College of Nursing and Health Science (n=109/66)	4%	0%	92%	97%
Total Undergraduate Colleges (n=1087/801)	4%	3%	88%	93%



Objective 3d:

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

Measurement Goal:

- i. As measured by the ETS *Academic Profile*, UCCS 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.
- ii. The mean scores for each college will be within 6% of the current mean scores for national benchmark institutions in the next 5 years.

Baseline:

The average UCCS scores for upper class students exceed those for national benchmark institutions for each breadth of knowledge area. Beth-El College of Nursing and Health Science students score lower than the national benchmark institutions in humanities and the College of Letters, Arts and Sciences students score lower in natural sciences.

Measurement Update:

- i. Measurement goal met. UCCS continues to do better than the National Benchmarking Colleges in all Breadth of Knowledge areas.
- ii. Measurement goal not met. The College of Business students scored at or below the national benchmark mean in each Breadth of Knowledge area except mathematics.

3d. AY 2003 *Academic Profile* Results for Upper Class Students in Humanities, Social Science, Natural Science & Mathematics

Upper Class BREADTH OF KNOWLEDGE (N =2003/2004)	Humanities Mean Score		Social Science Mean Score		Natural Science Mean Score		Mathematics Mean Score	
	2003	2004	2003	2004	2003	2004	2003	2004
College of Business (n=26/58)	117	114	116	113	117	114	115	114
College of Engineering and Applied Science (n=39/56)	118	117	120	118	120	118	122	120
College of Letters, Arts and Sciences (n=61/44)	117	120	116	117	116	118	115	117
Beth-El College of Nursing and Health Science (n=29/50)	115	116	115	115	118	117	115	115
Average Undergraduate Colleges (N = 155/208)	117	117	116	116	117	116	117	116
Master’s (Comprehensive) Colleges and Universities I and II	115	115	114	114	116	116	114	114



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 Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE average for “quite a bit” or “very much” on this measure in the next 5 years.

Baseline:

55% of UCCS 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 College of Engineering, the Beth-El College of Nursing and Health Sciences, and the College of 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.

Measurement Update:

- i. Measurement goal met. UCCS seniors report “quite a bit” or “very much” personal development in solving complex real-world problems at a level 1% higher than the NSSE public master’s average.
- ii. Measurement goal not met. College of Letters, Arts and Science seniors reported a percentage that is more than 6% below the NSSE average.

3e. NSSE Results for Solving Complex Real-world Problems:

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

Seniors SOLVING COMPLEX REAL WORLD PROBLEMS 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	52%	33%	48%	67%
College of Engineering and Applied Science	47%	42%	53%	58%
College of Letters, Arts and Sciences	41%	52%	59%	48%
Beth-El College of Nursing and Health Science	58%	25%	42%	75%
University	45%	44%	55%	56%
NSSE Public Master’s	45%	45%	55%	55%



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 Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE percentage for “quite a bit” or “very much” on this measure in the next 5 years.

Baseline:

72% of UCCS 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 Beth-El College of Nursing and Health Sciences the College of 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.

Measurement Update:

- i. Measurement goal met. Seniors in 2003 reported that they experienced “quite a bit” or “very much” personal development in learning effectively on their own – 1% higher than the NSSE Public Master’s institutions.
- ii. Measurement goal not met. The College of Engineering and Applied Science is below the NSSE average in this area.

3f. NSSE Results for Learning Effectively on Own:

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

Seniors LEARNING EFFECTIVELY ON OWN 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	56%	29%	44%	71%
College of Engineering and Applied Science	19%	58%	81%	42%
College of Letters, Arts and Sciences	22%	24%	78%	76%
Beth-El College of Nursing and Health Science	42%	0%	58%	100%
University	28%	25%	72%	75%
NSSE Public Master’s	25%	26%	75%	74%



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 Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE percentage for “quite a bit” or “very much” on this measure.

Baseline:

83% of both UCCS and NSSE Public Master’s institutions seniors report their coursework emphasized analyzing ideas or theories “quite a bit” or “very much.” The College of Letters, Arts and Sciences and the Beth-El College of Nursing and Health Sciences 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.

Measurement Update:

- i. Measurement goal met. UCCS seniors reporting that their coursework emphasized analyzing ideas or theories “quite a bit” or “very much” rose by 7% from 2002-2003, placing UCCS above the NSSE national benchmark.
- ii. Measurement goal met. All UCCS undergraduate colleges have scores above the NSSE average.

3g. NSSE Results for Emphasis on Analyzing Ideas and Theories:

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

Seniors ANALYZING IDEAS AND THEORIES 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	12%	13%	88%	88%
College of Engineering and Applied Science	11%	16%	89%	84%
College of Letters, Arts and Sciences	21%	12%	79%	89%
Beth-El College of Nursing and Health Science	25%	0%	75%	100%
University	17%	10%	83%	90%
NSSE Public Master’s	17%	16%	83%	84%



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 Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE percentage for “quite a bit” or “very much” on this measure in the next 5 years.

Baseline:

74% of UCCS 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.

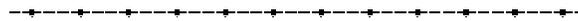
Measurement Update:

- i. Measurement goal met. In 2003, the UCCS average for seniors reporting their coursework emphasized synthesizing information continued to be above that of the NSSE Public Master’s institutions.
- ii. Measurement goal met. UCCS seniors in each college are within 6% of the NSSE average.

3h. NSSE Results for Emphasis on Synthesizing Information:

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

Seniors EMPHASIS ON SYNTHESIZING INFORMATION 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	40%	33%	60%	67%
College of Engineering and Applied Science	28%	21%	72%	79%
College of Letters, Arts and Sciences	24%	23%	77%	77%
Beth-El College of Nursing and Health Science	17%	13%	83%	88%
University	26%	22%	74%	78%
NSSE Public Master’s	29%	27%	72%	73%



Objective 3i:

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

Measurement Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE percentage for “quite a bit” or “very much” on this measure in the next 5 years.

Baseline:

71% of UCCS 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.

Measurement Update:

- i. Measurement goal met. UCCS seniors continue to be above the NSSE average for seniors reporting that their coursework emphasized making judgments “quite a bit” or “very much.”
- ii. Measurement goal not met. The College of Engineering and Applied Science remains more than 6% below the NSSE average in this area.

3i. NSSE Results for Emphasis on Making Judgments:

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

Seniors EMPHASIS ON MAKING JUDGEMENT 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	32%	25%	68%	75%
College of Engineering and Applied Science	39%	47%	61%	53%
College of Letters, Arts and Sciences	28%	27%	72%	73%
Beth-El College of Nursing and Health Science	8%	13%	92%	88%
University	29%	27%	71%	73%
NSSE Public Master’s	33%	30%	67%	70%



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 Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE percentage of students reporting “quite a bit” or “very much” on this measure in the next five years.

Baseline:

72% of UCCS seniors report their coursework applying theories or concepts “quite a bit” or “very much” compared to 77% at NSSE Public Master’s institutions. The College of Letters, Arts and Sciences 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.

Measurement Update:

- i. Measurement goal met. The UCCS average for seniors reporting that their coursework emphasized applying theories or concepts “quite a bit” or “very much” increased above benchmark institutions in 2003.
- ii. Measurement goal not met. The College of Letters, Arts and Sciences senior responses are more than 6% below the NSSE average in this area.

3j. NSSE Results for Emphasis on Applying Theories or Concepts:

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

Seniors EMPHASIS ON APPLYING THEORIES OR CONCEPTS 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	32%	17%	68%	83%
College of Engineering and Applied Science	22%	16%	78%	84%
College of Letters, Arts and Sciences	32%	29%	68%	72%
Beth-El College of Nursing and Health Science	17%	0%	83%	100%
University	28%	20%	72%	80%
NSSE Public Master’s	23%	21%	77%	79%



University of Colorado at 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 Goal:

- i. 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.
- ii. The percentage of students from each college who report they have done or plan to do community service or volunteer work will be within 6% of the current NSSE average in the next 5 years.

Baseline:

48% of UCCS 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).

Measurement Update:

- i. Measurement goal not met. The UCCS average score for seniors reporting that they have participated in or plan to participate in community service or volunteer work remains 7% lower than that of the NSSE Public Master's institutions.
- ii. Measurement goal not met. Colleges with seniors not within 6% of the NSSE average in this area are the College of Business and the College of Engineering and Applied Science.

4a. NSSE Results in Community Service/Volunteer Work

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

Seniors COMMUNITY SERVICE/VOLUNTEER WORK 2002/2003	No/Undecided		Yes	
	2002	2003	2002	2003
College of Business	58%	48%	42%	52%
College of Engineering and Applied Science	72%	68%	28%	32%
College of Letters, Arts and Sciences	48%	37%	52%	63%
Beth-El College of Nursing and Health Science	17%	6%	83%	94%
University	52%	40%	48%	60%
NSSE Public Master's	45%	33%	55%	67%



4b. Objective:

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

Measurement Goal:

- i. 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.
- ii. Each college will be within 6% of the current NSSE average for “quite a bit” or “very much” on this measure in the next 5 years.

Baseline:

32% of UCCS 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.

Measurement Update:

- i. Measurement goal not met. Seniors at UCCS report “quite a bit” or “very much” personal development in contributions to the welfare of their community at 30%, nine percentage points below the NSSE Public Master’s institution average.
- ii. Measurement goal not met. The College of Letters, Arts and Sciences; the College of Engineering and Applied Science; and the College of Business are not within 6% of the NSSE average in this area. The Beth-El College of Nursing and Health Science seniors stand out in this area with an average score of 69%, which is well above other UCCS colleges and the national benchmark.

4b. NSSE Results in Contribution to Community Welfare

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

CONTRIBUTION TO COMMUNITY WELFARE 2002/2003 NSSE Seniors	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	80%	71%	20%	29%
College of Engineering and Applied Science	86%	74%	14%	26%
College of Letters, Arts and Sciences	61%	77%	40%	23%
Beth-El College of Nursing and Health Science	50%	31%	50%	69%
University	68%	70%	32%	30%
NSSE Public Master’s	64%	61%	36%	39%

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 Goal:

- i. 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.
- ii. Each college be within 6% of the NSSE average for “quite a bit” or “very much” on this measure in the next 5 years.

Baseline:

47% of UCCS 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 Applied Science 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.

Measurement Update:

- i. Measurement goal not met. In 2003, the percentage of seniors who report “quite a bit” or “very much” personal development in their personal code of values and ethics dropped two percent and is 7% below the NSSE Public Master’s institution score.
- ii. Measurement goal not met. The College of Letters, Arts and Sciences and the College of Engineering and Applied Science percentages are greater than 6% below the NSSE average in this area.

4c. NSSE Results in Personal Code of Values and Ethics

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

Seniors PERSONAL CODE OF VALUES AND ETHICS 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	68%	50%	32%	50%
College of Engineering and Applied Science	67%	63%	33%	37%
College of Letters, Arts and Sciences	49%	60%	51%	30%
Beth-El College of Nursing and Health Science	25%	25%	75%	75%
University	53%	55%	47%	45%
NSSE Public Master’s	47%	48%	53%	52%



4d. Objective:

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

Measurement Goal:

- i. 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.
- ii. The percentage of students from each college reporting a “high” or “very high” gain in this area will be within 6% of the current percentage for the University overall.

Baseline:

40% of UCCS 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 issue 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).

Measurement Update:

- i. Measurement goal not met. The overall average for UCCS graduating seniors reporting a “high” or “very high” gain in knowledge of social/domestic issues has remained steady from 2002 to 2003 but has not yet reached 50%.
- ii. Measurement goal not met. The College of Engineering and Applied Science is not within 6% of the UCCS reported level of development in this area.

4d. Graduating Senior Survey Results in Knowledge of Social/Domestic Issues:

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

Graduating Seniors KNOWLEDGE OF SOCIAL/DOMESTIC ISSUES 2002/2003	No Gain or A Loss		Slight or Very Slight Gain		Moderate Gain		High or Very High Gain	
	2002	2003	2002	2003	2002	2003	2002	2003
College of Business (n=101)	10%	5%	36%	28%	30%	33%	25%	34%
College of Engineering and Applied Science (n=148)	25%	18%	34%	45%	21%	19%	20%	19%
College of Letters, Arts and Sciences (n=724)	6%	4%	22%	23%	27%	26%	45%	48%
Beth-El College of Nursing and Health Science (n=109)	3%	5%	14%	24%	33%	30%	49%	41%
Total Undergraduate Colleges (n=1081)	9%	6%	24%	28%	27%	27%	40%	40%



4e. Objective:

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

Measurement Goal:

- i. 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.
- ii. The percentage of students from each college reporting a “high” or “very high” gain in this area will be within 6% of the current percentage for the University in the next 5 years.

Baseline:

23% of UCCS 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 Applied Sciences and the Beth-El College of Nursing and Health Sciences reporting “high” or “very high” gains in this area is lower than the percentage for University students overall (13% and 17% respectively).

Measurement Update:

- i. Measurement goal met. Graduating seniors reporting a “high or very high” gain in their knowledge of international relations increased to 33% in 2003.
- ii. Measurement goal not met. Seniors in the College of Engineering and Applied Science and the Beth-El College of Nursing and Health Science continue to report percentages more than 6% below the UCCS average.

4e. Graduating Senior Survey Results in Knowledge of International Relations:

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

Graduating Seniors KNOWLEDGE OF INTERNATIONAL RELATIONS 2002/2003	No Gain or A Loss		Slight or Very Slight Gain		Moderate Gain		High or Very High Gain	
	2002	2003	2002	2003	2002	2003	2002	2003
College of Business (n=101)	17%	5%	34%	29%	25%	29%	25%	36%
College of Engineering and Applied Science (n=148)	28%	21%	41%	43%	18%	22%	13%	13%
College of Letters, Arts and Sciences (n=724)	13%	7%	34%	27%	28%	24%	26%	41%
Beth-El College of Nursing and Health Science (n=109)	16%	11%	41%	43%	26%	33%	17%	14%
Total Undergraduate Colleges (n=1081)	16%	9%	35%	31%	26%	26%	23%	33%



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 Goal:

- i. 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.
- ii. The percentage of students of students from each college reporting “quite a bit” or “very much” on this measure will be within 6% of the current NSSE average in the next 5 years.

Baseline:

65% of UCCS seniors report “quite a bit” or “very much” personal development in working effectively with others. The UCCS seniors level is 11% lower than NSSE Public Master’s institutions. The Colleges of Letters, Arts and Sciences 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.

Measurement Update:

- i. Measurement goal not met. A 2% gain was observed for seniors who report “quite a bit” or “very much” personal development in working effectively with others. This is 9% below the NSSE average
- ii. Measurement goal not met. Seniors in the College of Letters, Arts and Sciences are not within 6% of the NSSE average for this area of development.

4f. NSSE Results in Working Effectively with Others

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

Seniors WORKING EFFECTIVELY WITH OTHERS 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	44%	21%	56%	79%
College of Engineering and Applied Science	33%	47%	67%	84%
College of Letters, Arts and Sciences	37%	35%	63%	65%
Beth-El College of Nursing and Health Science	25%	6%	75%	94%
University	35%	33%	65%	67%
NSSE Public Master’s	24%	24%	76%	76%



4g. Objective:

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 Goal:

- i. 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.
- ii. The percentage of students from each college reporting “quite a bit” or “very much” on this measure will be within 6% of the current NSSE average in the next 5 years.

Baseline:

47% of UCCS seniors report “quite a bit” or “very much” personal development in understanding people of other racial and ethnic backgrounds. The UCCS senior level is 8% lower than NSSE Public Master’s institutions. The Colleges of Engineering and Applied Science 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.

Measurement Update:

- i. Measurement goal not met. UCCS seniors reporting “quite a bit” or “very much” personal development in understanding people of other racial and ethnic backgrounds, decreased by 1% in 2003 and is below the average of NSSE Public Master’s institutions.
- ii. Measurement goal not met. The College of Engineering and Applied Science and the College of Business averages are greater than 6% below that of the NSSE in this area.

4g. NSSE Results 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***

Seniors UNDERSTANDING PEOPLE OF OTHER RACIAL AND ETHNIC BACKGROUNDS 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	67%	63%	33%	38%
College of Engineering and Applied Science	69%	84%	31%	16%
College of Letters, Arts and Sciences	44%	50%	56%	51%
Beth-El College of Nursing and Health Science	50%	31%	50%	69%
University	54%	54%	47%	46%
NSSE Public Master’s	45%	50%	55%	50%



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 Goal:

- i. 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.
- ii. The percentage of students from each college reporting "very often or often" on these measures will be within 6% of the NSSE average in the next 5 years.

Baseline:

52% of UCCS 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.

Measurement Update:

- i. Measurement goal met. The percentage of students reporting that they have had serious conversations with students of a different race or ethnicity or had serious conversations with students who are different from them in regards to religious beliefs, political opinions or personal values remained above the NSSE Public Master's average.
- ii. Measurement goal met. UCCS seniors have met or exceeded the NSSE average for both of these areas.

4h. NSSE Results 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

Seniors CONVERSING WITH STUDENTS OF DIFFERENT RACE OF ETHNICITY 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	54%	46%	46%	54%
College of Engineering and Applied Science	50%	32%	50%	69%
College of Letters, Arts and Sciences	48%	50%	52%	51%
Beth-El College of Nursing and Health Science	42%	38%	58%	63%
University	48%	44%	52%	56%
NSSE Public Master's	53%	52%	47%	48%

4h. NSSE Results 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

Seniors CONVERSING WITH STUDENTS OF DIFFERENT BELIEFS & OPINIONS 2002/2003	Very Little/Some		Quite a Bit/Very Much	
	2002	2003	2002	2003
College of Business	54%	46%	46%	54%
College of Engineering and Applied Science	53%	42%	47%	58%
College of Letters, Arts and Sciences	42%	47%	58%	53%
Beth-El College of Nursing and Health Science	25%	31%	75%	69%
University	45%	44%	55%	56%
NSSE Public Master's	52%	47%	48%	53%



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Appendix A

Instruments Used to Assess General Education

ETS Academic Profile

UCCS 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 UCCS students tested between 2000 and 2001, and provides an overall appraisal of the utility of this instrument within general education assessment at UCCS.

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

UCCS 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 UCCS 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 UCCS 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 UCCS *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 UCCS, 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 UCCS 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 UCCS 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 UCCS, 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. 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 Profile*⁴

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 Goal:

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 UCCS

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 Goal:

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.