

University of Colorado at Colorado Springs
2007 General Education Assessment Report

Prepared by
The Student Achievement Assessment Committee

February 2007

Introduction

This report contains the most recently collected data on general education assessment, as well as previously reported and baseline data. From this data, an overview of student performance in each area of general education, for both the campus as a whole and for each undergraduate college, is presented.

The majority of this information was collected at the college level. Thus, a comparison of student achievement among UCCS undergraduate colleges in the core goal areas of general education is constructed for review by each undergraduate college. Please note that the ETS *Academic Profile* test or its successor, the *Measure of Academic Proficiency and Progress* (MAPP), was not administered in 2006. These data are therefore unchanged from the last report. From this year forward the MAPP will be administered in odd years and the *National Survey of Student Engagement* (NSSE) will be administered in even years.

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 areas where student performance may be deficient. The particular challenges of Goal four, for example, preparing students to participate as responsible members of a pluralistic society, seems to be an area where the campus as a whole needs to improve. The matrix following this section lists assessment targets where less than adequate student performance among the colleges may be seen. Several assessment targets falling under the “Area for Immediate Attention” category serve as a strong indication that students in that college are achieving at less than acceptable levels. These areas should be reviewed and action strategies implemented that will lead to a correction of the deficiencies or provide suggestions for alternate indicators of achievement.

Scoring Methodology & Matrix Explanation

The measurement goal for each general education objective includes 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. College data must fall within a 6% margin of the measurement goal to meet expectations. A college with scores below the 6% margin for the most recent data is listed in the matrix following this section as either an 'Area of Concern' or an 'Area of Immediate Attention.' The 'Area of Concern' designation describes scores that fell below expectations for the most recent data only. The 'Area of Immediate Attention' describes scores that have fallen below expectations for the most recent data AND one or more contiguous data points. A college will not appear in both columns simultaneously. Colleges in the 'Area of Immediate Attention' column have an asterisk (*) if the objective was an 'Area of Attention' in the *2005 General Education Assessment Measurement Update* report. Areas of Immediate Attention have a higher priority and require immediate attention.

Data Explanation

Data for each of the thirty-six objectives that make up the four general education goals are presented in the sections following the matrix. For each objective, the measurement instrument, measurement goals, and an update as to whether the goals have been met for the most current set of data are presented. A table presents all collected data by college, university and external benchmarks where applicable. The data reflected in these sections allow for monitoring of learning for general education requirements at both the campus and the college level. Areas where the college and/or the university as a whole are not meeting expectations are underlined.

General Education Assessment and Reporting Obligations

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. General education assessment planning began in AY 2001-02. That year, UCCS developed a baseline database of student performance measures tied to each of the core goals of the program. 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 approval to the Faculty Assembly, which occurred on May 9, 2003.

The instruments identified in the proposal to assess general education included:

- The ETS *Measure of Academic Proficiency & Progress* (formerly the *Academic Profile*) Exam
- The *National Survey of Student Engagement (NSSE)*
- The Writing Portfolio
- The Graduating Seniors Survey
- The Baccalaureate Alumni Survey

The selection of these instruments has previously been outlined in the *Student Assessment Report, 2002-03* <http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/Gen_Ed_Report_2003.pdf> and the *2001 Baseline Analysis of Core Goals for General Education* <

http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/documents/General_Education_Assessment_Plan.pdf>. Descriptions of each instrument are included in Appendix A.

Once the general education assessment plan was established and approved, it became the task of the Student Achievement Assessment Committee (SAAC) to regularly collect the data needed to assess the core goals. SAAC is also responsible for submitting campus reports to EPUS 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. College responses regarding student achievement of

the core goals were submitted, in summary form, to EPUS in 2005. If SAAC finds that a college's response does not adequately address general education concerns, 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.

EPUS is charged with evaluating 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 then reports and makes recommendations to the Faculty Assembly.

The procedure outlined above brings SAAC into a formal governance role. The new responsibilities and procedures involved with this governance role are outlined in *Student Assessment Report, 2002-03*. <http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/Gen_Ed_Report_2003.pdf>.

2007 Matrix of General Education Goals and Areas of Concern and Immediate Attention by Undergraduate Colleges

GOAL		AREA OF CONCERN	AREA FOR IMMEDIATE 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> .)	--	COB (2003, 2004, 2005)*
	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.)	--	COB (2003, 2004, 2005, 2006)
Writing	1c. The vast majority of students will be rated competent or highly competent on writing competency. (Measurement method: Writing Competency Portfolio).	--	--
	1d. The percentage of native students who are <i>Competent</i> or <i>Highly Competent</i> in writing will exceed the percentage of transfer students who are. (Measurement method: Writing Competency Portfolio)	--	--
	1e. Percent of students who can solve difficult writing problems, can make distinctions among closely related root words and grammatical structures will increase annually. (Measurement method: ETS <i>Academic Profile</i> .)	--	COB (2004, 2005)
	1f. Exposure to writing assignments in courses will increase. (Measurement Method: <i>National Survey of Student Engagement</i>)	EAS, COB	--
	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>)	--	EAS(2002, 2003, 2006)*

GOAL		AREA OF CONCERN	AREA FOR IMMEDIATE 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>)*	--	EAS (2003, 2006)
	1i. Exposure to oral presentations in courses will meet or exceed national benchmarks. (Measurement method <i>National Survey of Student Engagement</i>)	--	LAS (2003, 2006) EAS (2002, 2003, 2006)*
	1j. Alumni will evaluate the quality of their education in the area of graphic communication at baseline levels or higher. (Measurement method: <i>Baccalaureate Alumni</i> survey)	--	--
Analytical and Creative Thought	1k. Seniors will continue to reach or exceed national benchmarks in their reports of personal development in thinking critically and analytically. (Measurement method: <i>National Survey of Student Engagement</i>)	EAS	--
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 Seniors Survey</i>)	--	--
	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 Seniors Survey</i>)	--	--
	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)	--	--
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>)	--	COB (2004, 2005)
	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>)	--	COB (2004, 2005)

GOAL		AREA OF CONCERN	AREA FOR IMMEDIATE ATTENTION
Breadth	2f. Native students will perform better than transfer students on the <i>Academic Profile</i> . (Measurement method: <i>Academic Profile</i>)	--	Beth-EI (2003, 2004, 2005) COB (2004, 2005)
	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 Seniors Survey</i>)	--	--
Goal 3: Students will understand and apply the tools and methodologies used to obtain knowledge.			
Quantitative Abilities	3a. The percentage of seniors reporting high levels of personal development in analyzing quantitative problems will increase to the national benchmark. (Measurement method: <i>National Survey of Student Engagement</i>)	--	--
Technology	3b. The percentage of seniors reporting high levels of personal development in using computing and information technology will remain steady or increase. (Measurement method: <i>National Survey of Student Engagement</i>)	Beth-EI	--
	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 Seniors Survey</i>)	--	--
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>)	--	COB (2004, 2005)
	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>)	COB	--
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>)	--	EAS(2003, 2006)

GOAL		AREA OF CONCERN	AREA FOR IMMEDIATE ATTENTION
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>)	EAS	--
	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>)	EAS, 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>)	COB	EAS (2003, 2006)
	3j. The percentage of seniors reporting their coursework emphasized applying theories or concepts will increase annually until it reaches or surpasses the percent reporting the same in the national comparison group. (Measurement method: <i>National Survey of Student Engagement</i>)	--	--
Goal 4: Students will be prepared to participate as responsible members of a pluralistic society- locally, nationally, and globally.			
Community Involvement	4a. Seniors will report they have participated (or plan to participate) in community service or volunteer work at the same rate or a higher rate than their national counterparts. (Measurement method: <i>National Survey of Student Engagement</i>)	--	COB (2002, 2003, 2006)* EAS (2003, 2003, 2006)*
	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>)	--	COB (2002, 2003, 2006)* EAS (2002, 2003, 2006)*
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>)	--	EAS (2002, 2003, 2006)* LAS (2003, 2006)

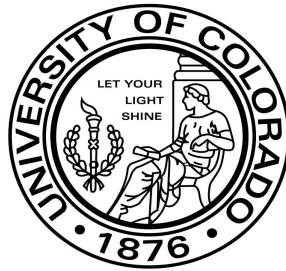
GOAL		AREA OF CONCERN	AREA FOR IMMEDIATE ATTENTION
Knowledge of Issues	4d. The level of personal development reported by seniors in the area of knowledge of social/domestic issues will remain steady or improve. (Measurement method: <i>Graduating Seniors Survey</i>)	--	EAS (2002, 2003, 2004, 2005, 2006)*
	4e. The percentage of seniors reporting gains in knowledge of international relations will remain constant or improve. (Measurement method: <i>Graduating Seniors Survey</i>)	--	EAS (2002, 2003, 2004, 2005, 2006)*
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>)	COB, EAS	LAS (2002, 2003, 2006)*
	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>)	--	COB (2002, 2003, 2006)* EAS (2002, 2003, 2006)*
	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>)	--	COB (2003, 2006)

* Objective was an 'Area of Attention' in the 2005 General Education Assessment Measurement Update report.

Area of Concern – Describes scores that fell below expectations for the most recent data only.

Area of Immediate Attention – Describes scores that have fallen below expectations for the most recent data AND one or more contiguous data points.

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.

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 Instrument: Academic Profile

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.

Measurement Update:

- i. Measurement goal not met. An overall 1% decrease for all undergraduate colleges from baseline, 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. Academic Profile: Percent of Students Performing at each Proficiency Level

Undergraduates READING/CRITICAL THINKING	Not Proficient			Proficient at Level 1			Proficient at Level 2			Proficient at Level 3		
	Baseline (2003)	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
College of Business	0%	18%	12%	87%	58%	72%	<u>40%</u>	<u>25%</u>	<u>39%</u>	7%	0%	2%
College of Engineering and Applied Science	6%	9%	5%	88%	72%	80%	60%	47%	54%	9%	5%	8%
College of Letters, Arts and Sciences	9%	6%	3%	78%	75%	82%	53%	43%	51%	13%	3%	11%
Beth-El College of Nursing and Health Science	6%	13%	3%	78%	65%	80%	<u>43%</u>	34%	43%	4%	2%	9%
Wtd. Average Undergraduate Colleges	6%	11%	6%	82%	68%	79%	51%	37%	47%	9%	<u>2%</u>	<u>8%</u>

1b. Objective: Baccalaureate alumni will rate the quality of their education in the area of reading higher than current levels.

Measurement Instrument: Baccalaureate Alumni Survey

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”.

Measurement Update:

- i. Measurement goal not met. 79% 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 Administration and 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**?*

Alumni READING SKILLS	Good or Excellent				
	Baseline (2002)	2003	2004	2005	2006
College of Business	71%	<u>58%</u>	<u>63%</u>	<u>70%</u>	<u>71%</u>
College of Engineering and Applied	51%	<u>60%</u>	<u>46%</u>	<u>55%</u>	83%
College of Letters, Arts and Sciences	<u>66%</u>	84%	79%	84%	79%
Beth-El College of Nursing and Health Science	85%	93%	74%	88%	76%
Total Undergraduate Colleges Wtd. Average	<u>74%</u>	<u>78%</u>	<u>71%</u>	<u>79%</u>	<u>78%</u>

1c. Objective: The vast majority of all students will be rated “competent” or “highly competent” on writing competency.

Measurement Instrument: Writing Competency Portfolio

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.

Measurement Update: Measurement goal met. Current 2006 data meets measurement goal with 99% of students rated competent (pass) or highly competent (high pass) on the Writing Competency Portfolio.

1c. Writing Portfolio Competency: Percent of students receiving needs work, competent/highly competent scores.

Undergraduates WRITING PORTFOLIO	Needs Work			Competent/Highly Competent		
	Baseline (2004)	2005	2006	Baseline (2004)	2005	2006
College of Business	2%	2%	0%	98%	98%	100%
College of Engineering and Applied Sciences	0%	0%	0%	100%	100%	100%
College of Letters, Arts and Sciences	3%	3%	2%	97%	97%	98%
Beth-El College of Nursing and Health Science	1%	1%	0%	100%	100%	100%
Total Undergraduate Colleges Wtd. Average	2%	2%	1%	98%	98%	99%

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 Instrument: Writing Competency Portfolio

Measurement Goal: The percentage of native students who are *competent* or *highly competent* in writing will exceed the percentage of transfer students who receive the same scores.

Measurement Update: Measurement goal not met. Non-Native students score 1% higher on the Writing Competency Portfolio than Native Students.

1d. Writing Portfolio: Comparison of Native and Non-Native Student Scores

Undergraduates WRITING PORTFOLIO	Needs Work			Competent/Highly Competent		
	Baseline (2004)	2005	2006	Baseline (2004)	2005	2006
Native Students	2%	1%	2%	<u>98%</u>	99%	<u>98%</u>
Non-Native Students, Transfer	2%	3%	1%	98%	98%	99%

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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 Instrument: ETS *Academic Profile*

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.

Measurement Update:

- i. Measurement goal not met. A 4% decrease, from the baseline, 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 3 proficiency. The College of Business is not within 6% of the UCCS average for proficiency at level 2.

1e. Academic Profile Writing Skills: Percent of Students Performing at each Proficiency Level for **Writing Skills**

Undergraduates WRITING SKILLS	Not Proficient			Proficient at Level 1			Proficient at Level 2			Proficient at Level 3		
	2003 (Base- line)	2004	2005	2003 (Base- line)	2004	2005	2003 (Base- line)	2004	2005	2003 (Base- line)	2004	2005
College of Business	7%	18%	7%	80%	58%	74%	27%	25%	<u>12%</u>	17%	<u>0%</u>	5%
College of Engineering and Applied Science	1%	7%	5%	79%	79%	74%	29%	24%	32%	13%	9%	12%
College of Letters, Arts and Sciences	3%	2%	7%	78%	78%	77%	26%	22%	28%	13%	11%	10%
Beth-El College of Nursing and Health Science	2%	3%	2%	84%	89%	78%	29%	19%	25%	12%	6%	9%
Wtd. Average Undergraduate Colleges	3%	7%	5%	80%	76%	76%	28%	23%	25%	13%	<u>7%</u>	<u>9%</u>

1f. Objective: Exposure to writing assignments in courses will increase.

Measurement Instrument: National Survey of Student Engagement (NSSE)

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 be within 6% of the NSSE Public Master's average.

Measurement Update:

- i. Measurement goal not met. The mean number of papers (2.42) is below the baseline average and the NSSE Public Master's average.
- ii. Measurement goal not met. The College of Engineering and Applied Science and the College of Business averages are not within 6% (.15) of the NSSE Public Master's average 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)*

Seniors WRITING ASSIGNMENTS	Mean Number of Papers		
	2002 (Baseline)	2003	2006
College of Business	2.56	2.63	<u>2.32</u>
College of Engineering and Applied Science	<u>2.36</u>	2.44	<u>2.02</u>
College of Letters, Arts and Sciences	2.69	2.67	2.57
Beth-El College of Nursing and Health Science	2.83	2.56	2.36
University	2.59	2.61	<u>2.42</u>
NSSE Public Master's	2.56	2.51	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 Instrument: National Survey of Student Engagement (NSSE)

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.”

Measurement Update:

- i. Measurement goal not met. The campus average for seniors reporting “quite a bit” or “very much” personal development in writing clearly and effectively is below 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*

Seniors WRITING CLEARLY & EFFECTIVELY	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>64%</u>	75%	71%
College of Engineering and Applied Science	<u>61%</u>	<u>57%</u>	<u>39%</u>
College of Letters, Arts and Sciences	77%	85%	77%
Beth-El College of Nursing and Health Science	<u>58%</u>	94%	86%
University	<u>70%</u>	79%	<u>72%</u>
NSSE Public Master’s	73%	74%	76%

1h. Objective: The degree of personal development in oral expression skills will remain constant or increase.

Measurement Instrument: National Survey of Student Engagement (NSSE)

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.

Measurement Update:

- i. Measurement goal not met. The percent of seniors reporting “quite a bit” or “very much” personal development in speaking clearly and effectively (70%) is below 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

Seniors ORAL COMMUNICATION	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	72%	75%	77%
College of Engineering and Applied Science	67%	<u>42%</u>	<u>45%</u>
College of Letters, Arts and Sciences	74%	76%	73%
Beth-El College of Nursing and Health Science	<u>50%</u>	88%	72%
University	71%	71%	<u>70%</u>
NSSE Public Master’s	69%	70%	71%

1i. Objective: Exposure to oral presentations in courses will meet or exceed national benchmarks.

Measurement Instrument: National Survey of Student Engagement (NSSE)

Measurement Goal:

- i. UCCS seniors will report on average making class presentations 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.

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 6%.
- ii. Measurement goal not met. Seniors in the College of Letters, Arts and Sciences and the College of Engineering and Applied Science are not within 6% of the national average in this area.

1i. NSSE Results in Class Presentation Frequency: *Seniors self-report on frequency of making class presentations*

Seniors FREQUENCY OF CLASS PRESENTATION	Often/Very Often		
	2002 (Baseline)	2003	2006
College of Business	88%	96%	81%
College of Engineering and Applied Science	<u>47%</u>	<u>37%</u>	<u>36%</u>
College of Letters, Arts and Sciences	59%	<u>51%</u>	<u>55%</u>
Beth-El College of Nursing and Health Science	67%	63%	63%
University	62%	<u>53%</u>	<u>58%</u>
NSSE Public Master's	62%	62%	64%

1j. Objective: Alumni will evaluate the quality of their education in the area of graphic communication at baseline levels or higher.

Measurement Instrument: Baccalaureate Alumni Survey

Measurement Goal:

- i. At least 53% 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.

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 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?*

Alumni GRAPHIC COMMUNICATION	Poor or Very Poor					Good or Excellent				
	2002 (Base- line)	2003	2004	2005	2006	2002 (Base- line)	2003	2004	2005	2006
College of Business (n=59/78/51/61/48)	10%	12%	10%	8%	2%	56%	57%	67%	65%	73%
College of Engineering and Applied Science (n=59/25/28/29/18)	10%	12%	0%	4%	6%	63%	60%	54%	59%	83%
College of Letters, Arts and Sciences (n= 218/229/138/216/199)	13%	11%	13%	14%	14%	50%	55%	53%	56%	<u>50%</u>
Beth-El College of Nursing and Health Science (n=35/42/24/34/33)	10%	5%	4%	9%	9%	51%	59%	65%	64%	<u>58%</u>
Wtd. Average Total Undergraduate Colleges (n=371/374/241/340/298)	12%	11%	10%	11%	11%	53%	56%	57%	59%	<u>56%</u>

1k. Objective: Seniors will continue to reach or exceed national benchmarks in their reports of personal development in thinking critically and analytically.

Measurement Instrument: National Survey of Student Engagement (NSSE)

Measurement Goal:

- i. UCCS seniors will meet or exceed the NSSE Public Master's institutions average in "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.

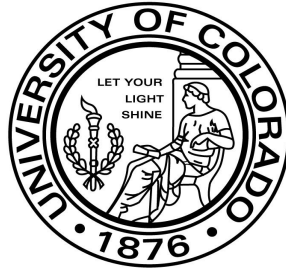
Measurement Update:

- i. Measurement goal met. The percent of UCCS seniors reporting "quite a bit" or "very much" personal development in thinking critically and analytically is greater than that of NSSE Public Master's institutions.
- ii. Measurement goal not met. The College of Engineering and Applied Science 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***

Seniors CRITICAL & ANALYTICAL THINKING	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>76%</u>	<u>75%</u>	79%
College of Engineering and Applied Science	83%	79%	<u>73%</u>
College of Letters, Arts and Sciences	85%	86%	87%
Beth-El College of Nursing and Health Science	92%	94%	92%
University	84%	88%	85%
NSSE Public Master's	83%	84%	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.**

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 Instrument: Graduating Seniors Survey

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.

Measurement Update:

- i. Measurement goal met. UCCS seniors remain at or above the baseline data for agreement that their program provided them with a detailed understanding of their anticipated career.
- ii. Measurement goal met. All undergraduate 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*

Seniors UNDERSTANDING OF ANTICIPATED CAREER	Total % in Agreement				
	2002 (Baseline)	2003	2004	2005	2006
College of Business	83%	92%	94%	93%	85%
College of Engineering and Applied Science	87%	80%	90%	93%	90%
College of Letters, Arts and Sciences	79%	84%	85%	81%	84%
Beth-El College of Nursing and Health Science	92%	95%	97%	91%	85%
Wtd. Average Total Undergraduate Colleges	82%	86%	89%	85%	85%

2b. Objective: The percentage of seniors reporting that UCCS prepared them for their field of specialization will remain at current levels or increase.

Measurement Instrument: Graduating Seniors Survey

Measurement Goal:

- i. The percentage of seniors as measured by the Graduating Seniors 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.

Measurement Update:

- i. Measurement goal not met. The percent of graduating seniors that agree that UCCS prepared them well for their field of specialization (89%) has dropped below baseline.
- ii. Measurement goal met. Graduating seniors from each college 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*

Seniors PREPARATION FOR FIELD OF SPECIALIZATION	Total % in Agreement				
	2002 (Baseline)	2003	2004	2005	2006
College of Business	85%	94%	94%	96%	88%
College of Engineering and Applied Science	89%	95%	95%	92%	93%
College of Letters, Arts and Sciences	90%	93%	93%	90%	89%
Beth-El College of Nursing and Health Science	93%	99%	99%	96%	89%
Wtd. Average Total Undergraduate Colleges	90%	92%	94%	92%	<u>89%</u>

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 Instrument: Baccalaureate Alumni Survey

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.

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 is below baseline.
- 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	Total % in Agreement				
	2002 (Baseline)	2003	2004	2005	2006
College of Business	84%	76%	82%	69%	78%
College of Engineering and Applied Science	79%	88%	79%	84%	100%
College of Letters, Arts and Sciences	78%	77%	76%	76%	72%
Beth-El College of Nursing and Health Science	94%	91%	96%	100%	91%
Wtd. Average Total Undergraduate Colleges	81%	<u>79%</u>	<u>80%</u>	<u>78%</u>	<u>77%</u>

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 Instrument: ETS *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.

Measurement Update:

- i. Measurement goal met. UCCS continues to do better than their national counterparts in all Breadth of Knowledge areas.
- ii. Measurement goal not met. The College of Business students scored below the UCCS average in Breadth of Knowledge areas of humanities and natural sciences.

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

Upperclassmen BREADTH OF KNOWLEDGE	Humanities Mean Score			Social Science Mean Score			Natural Science Mean Score			Mathematics Mean Score		
	2003 (Base -line)	2004	2005	2003 (Base -line)	2004	2005	2003 (Base -line)	2004	2005	2003 (Base -line)	2004	2005
College of Business	117	<u>114</u>	<u>113</u>	116	<u>113</u>	117	117	<u>114</u>	<u>115</u>	115	114	115
College of Engineering and Applied Science	118	117	117	120	118	117	120	118	118	122	120	121
College of Letters, Arts and Sciences	117	120	117	116	117	117	116	118	118	115	117	115
Beth-El College of Nursing and Health Science	115	116	118	115	115	116	118	117	117	115	115	115
Average Undergraduate Colleges	117	117	<u>116</u>	117	116	117	117	116	117	117	116	117
Master's (Comprehensive) Colleges and Universities I and II	115	115	115	114	114	114	116	116	116	114	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 Instrument: ETS *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 benchmarks mean score.

Measurement Update:

- i. Measurement goal met. The UCCS mean total breadth of knowledge score for sophomores continues to be above that of their national counterparts.
- ii. Measurement goal not met. Sophomores in the College of Business do not meet the national benchmark average in this area.

2e. Academic Profile: Results for Overall Breadth of Knowledge for Sophomores

Sophomores BREADTH OF KNOWLEDGE	Mean Total Score		
	2003 (Baseline)	2004	2005
College of Business	N/A	<u>438</u>	<u>441</u>
College of Engineering and Applied Science	460	<u>441</u>	451
College of Letters, Arts and Sciences	458	451	448
Beth-El College of Nursing and Health Science	451	<u>443</u>	448
Wtd. Average Undergraduate Colleges	455	447	447
Master's (Comprehensive) Colleges and Universities I and II	444	444	444

2f. Objective: Native students will perform better than transfer students on the *Academic Profile*.

Measurement Instrument: ETS *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.

Measurement Update:

- i. Measurement goal met. The mean score for native students on the *Academic Profile* is higher than that of transfer 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 current mean native score for all undergraduate colleges.

2f. Academic Profile: Results for Native vs. Transfer Students

Native vs. Transfer <i>ACADEMIC PROFILE</i>	Mean Total Score For Natives			Mean Total Score For Transfers		
	2003 (Baseline)	2004	2005	2003 (Baseline)	2004	2005
College of Business	456	<u>441</u>	<u>447</u>	453	444	441
College of Engineering and Applied Science	459	449	458	467	452	459
College of Letters, Arts and Sciences	453	452	454	452	451	452
Beth-El College of Nursing and Health Science	<u>452</u>	<u>444</u>	<u>448</u>	452	452	452
Wtd. Average Undergraduate Colleges	<u>455</u>	<u>448</u>	452	456	449	451

2g. Objective: The percentage of UCCS seniors reporting they learned a variety of new intellectual concepts will remain at current levels or increase.

Measurement Instrument: Graduating Seniors Survey

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.

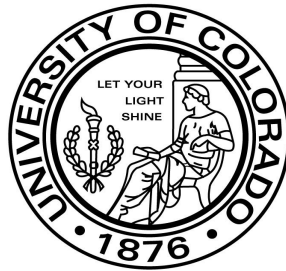
Measurement Update:

- i. Measurement goal met. The percentage of seniors who agreed that they learned a variety of new intellectual concepts during their UCCS education (96%) has remained at or above baseline.
- 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*

Seniors LEARNED NEW INTELLECTUAL CONCEPTS	Total % in Agreement				
	2002 (Baseline)	2003	2004	2005	2006
College of Business	97%	97%	96%	96%	93%
College of Engineering and Applied Science	96%	93%	94%	98%	94%
College of Letters, Arts and Sciences	95%	97%	98%	97%	97%
Beth-El College of Nursing and Health Science	98%	98%	97%	98%	96%
Wtd. Average Total Undergraduate Colleges	95%	96%	97%	97%	96%

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 Instrument: National Survey of Student Engagement (NSSE)

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.

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 9% 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*

Seniors ANALYZING QUANTITATIVE PROBLEMS	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	72%	79%	77%
College of Engineering and Applied Science	72%	84%	73%
College of Letters, Arts and Sciences	<u>57%</u>	65%	73%
Beth-El College of Nursing and Health Science	67%	75%	79%
University	65%	71%	74%
NSSE Public Master’s	66%	64%	71%

3b. Objective: The percentage of seniors reporting high levels of personal development in using computing and information technology will remain steady or increase.

Measurement Instrument: National Survey of Student Engagement (NSSE)

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.

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 in this area decreased by 2% from 2002.
- ii. Measurement goal not met. Beth-El College of Nursing and Health Science seniors are not 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>60%</u>	79%	95%
College of Engineering and Applied Science	81%	84%	82%
College of Letters, Arts and Sciences	73%	65%	79%
Beth-El College of Nursing and Health Science	67%	75%	<u>72%</u>
University	73%	71%	80%
NSSE Public Master’s	72%	64%	80%

3c. Objective: The percentage of seniors reporting that the technical skills they learned were complete and up-to-date will increase annually.

Measurement Instrument: Graduating Seniors Survey

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.

Measurement Update:

- i. Measurement goal not met. The percent of graduating seniors who reported that the technological skills they learned at UCCS were complete and up-to-date has increased 3% from baseline.
- ii. Measurement goal met. All colleges are within 6% of the campus average.

3c. Graduating Seniors Survey Results: Survey Item: *The **technical skills** I learned at UCCS were complete and up-to-date.*

Seniors TECHNICAL SKILLS	Total % Agreement				
	2002 (Baseline)	2003	2004	2005	2006
College of Business	84%	92%	91%	95%	90%
College of Engineering and Applied Science	87%	81%	92%	86%	95%
College of Letters, Arts and Sciences	88%	92%	93%	92%	91%
Beth-El College of Nursing and Health Science	92%	97%	97%	90%	93%
Wtd. Average Total Undergraduate Colleges	88%	91%	93%	92%	<u>91%</u>

Objective 3d: UCCS upperclassmen will perform, on average, better than their national counterparts in the areas of humanities, social science, natural science and mathematics.

Measurement Instrument: ETS *Academic Profile*

Measurement Goal:

- i. 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 at or above the current mean scores for national benchmark institutions in the next 5 years.

2006 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 below the national benchmark mean in the humanities and natural science areas.

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

Upperclassmen BREADTH OF KNOWLEDGE	Humanities Mean Score			Social Science Mean Score			Natural Science Mean Score			Mathematics Mean Score		
	2003 (Base -line)	2004	2005	2003 (Base -line)	2004	2005	2003 (Base -line)	2004	2005	2003 (Base -line)	2004	2005
College of Business	117	<u>114</u>	<u>113</u>	116	<u>113</u>	117	117	<u>114</u>	<u>115</u>	115	114	115
College of Engineering and Applied Science	118	117	117	120	118	117	120	118	118	122	120	121
College of Letters, Arts and Sciences	117	120	117	116	117	117	116	118	118	115	117	115
Beth-El College of Nursing and Health Science	115	116	118	115	115	116	118	117	117	115	115	115
Average Undergraduate Colleges	117	117	116	117	116	117	117	116	117	117	116	117
Master's (Comprehensive) Colleges and Universities I and II	115	115	115	114	114	114	116	116	116	114	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 Instrument: National Survey of Student Engagement (NSSE)

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.

Measurement Update:

- i. Measurement goal met. UCCS seniors report “quite a bit” or “very much” personal development in solving complex real-world problems at level equal to that of other NSSE public master’s institutions.
- ii. Measurement goal not met. The College of Business 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>48%</u>	67%	<u>49%</u>
College of Engineering and Applied Science	53%	58%	63%
College of Letters, Arts and Sciences	59%	<u>48%</u>	54%
Beth-El College of Nursing and Health Science	<u>42%</u>	75%	68%
University	55%	56%	57%
NSSE Public Master’s	55%	55%	57%

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 Instrument: National Survey of Student Engagement (NSSE)

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.

Measurement Update:

- i. Measurement goal not met. Seniors reported that they experienced “quite a bit” or “very much” personal development in learning effectively on their own on average 5% lower than NSSE Public Master’s institutions.
- ii. Measurement goal not met. Seniors in the College of Engineering and Applied Science are not within 6% of the NSSE Public Master’s 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>44%</u>	71%	70%
College of Engineering and Applied Science	81%	<u>42%</u>	<u>55%</u>
College of Letters, Arts and Sciences	78%	<u>76%</u>	69%
Beth-El College of Nursing and Health Science	<u>58%</u>	100%	65%
University	<u>72%</u>	75%	<u>66%</u>
NSSE Public Master’s	75%	74%	71%

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 Instrument: National Survey of Student Engagement (NSSE)

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.

Measurement Update:

- i. Measurement goal met. UCCS seniors reporting that their coursework emphasized analyzing ideas or theories “quite a bit” or “very much” has remained above the NSSE national benchmark.
- ii. Measurement goal not met. Seniors in the college of Engineering and Applied Science are not within 6% of the NSSE Public Master’s average in this area.

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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	88%	88%	85%
College of Engineering and Applied Science	89%	84%	<u>73%</u>
College of Letters, Arts and Sciences	79%	89%	84%
Beth-El College of Nursing and Health Science	<u>75%</u>	100%	85%
University	83%	90%	82%
NSSE Public Master’s	83%	84%	81%

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 Instrument: National Survey of Student Engagement (NSSE)

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.

Measurement Update:

- i. Measurement goal not met. The UCCS average for seniors reporting their coursework emphasized synthesizing information, no longer exceeds that of NSSE Public Master’s institutions.
- ii. Measurement goal not met. College of Business and College of Engineering and Applied Science seniors are not within 6% of the NSSE average in this area.

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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>60%</u>	67%	<u>55%</u>
College of Engineering and Applied Science	72%	79%	<u>64%</u>
College of Letters, Arts and Sciences	77%	77%	76%
Beth-El College of Nursing and Health Science	83%	88%	81%
University	74%	78%	71%
NSSE Public Master’s	72%	73%	71%

Objective 3i: The percentage of seniors reporting that their coursework emphasized making judgments will be as high as or higher than the national comparison group.

Measurement Instrument: National Survey of Student Engagement (NSSE)

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.

Measurement Update:

- i. Measurement goal not met. UCCS seniors have dropped below 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 Business and the College of Engineering and Applied Science are 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	68%	75%	<u>61%</u>
College of Engineering and Applied Science	61%	<u>53%</u>	<u>54%</u>
College of Letters, Arts and Sciences	72%	73%	73%
Beth-El College of Nursing and Health Science	92%	88%	75%
University	71%	73%	<u>68%</u>
NSSE Public Master’s	67%	70%	69%

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 Instrument: National Survey of Student Engagement (NSSE)

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.

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 met. All colleges are within 6% of 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	68%	83%	72%
College of Engineering and Applied Science	78%	84%	79%
College of Letters, Arts and Sciences	68%	<u>72%</u>	76%
Beth-El College of Nursing and Health Science	83%	100%	88%
University	<u>72%</u>	80%	77%
NSSE Public Master’s	77%	79%	77%

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.

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 Instrument: National Survey of Student Engagement (NSSE)

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.

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 is 4% 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	Plan to Do/Done		
	2002 (Baseline)	2003	2006
College of Business	<u>42%</u>	<u>52%</u>	<u>58%</u>
College of Engineering and Applied Science	<u>28%</u>	<u>32%</u>	<u>47%</u>
College of Letters, Arts and Sciences	52%	63%	68%
Beth-El College of Nursing and Health Science	83%	94%	85%
University	<u>48%</u>	<u>60%</u>	<u>66%</u>
NSSE Public Master's	55%	67%	70%

4b. Objective: The percentage of seniors reporting high levels of personal development in contributing to the welfare of their community will increase annually.

Measurement Instrument: National Survey of Student Engagement (NSSE)

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% or reach/surpass the NSSE Public Master’s average.
- 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.

Measurement Update:

- i. Measurement goal met. The percent of seniors reporting “quite a bit” or “very much” personal development in contributions to the welfare of their community has increased by 4%, but remains below the NSSE Public Master’s average.
- ii. Measurement goal not met. The College Engineering and Applied Science and the College of Business are not within 6% of the NSSE average in this area.

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

Seniors CONTRIBUTION TO COMMUNITY WELFARE	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>20%</u>	<u>29%</u>	<u>23%</u>
College of Engineering and Applied Science	<u>14%</u>	<u>26%</u>	<u>18%</u>
College of Letters, Arts and Sciences	40%	<u>23%</u>	36%
Beth-El College of Nursing and Health Science	50%	69%	65%
University	<u>32%</u>	30%	36%
NSSE Public Master’s	36%	39%	41%

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 Instrument: National Survey of Student Engagement (NSSE)

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% or reach/surpass the NSSE Public Master’s average.
- 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.

Measurement Update:

- i. Measurement goal not met. The percentage of seniors who reported “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 average.
- ii. Measurement goal not met. The College of Letters, Arts and Sciences and the College of Engineering and Applied Science percentages are more 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>32%</u>	50%	46%
College of Engineering and Applied Science	<u>33%</u>	<u>37%</u>	<u>25%</u>
College of Letters, Arts and Sciences	51%	<u>30%</u>	<u>41%</u>
Beth-El College of Nursing and Health Science	75%	75%	71%
University	<u>47%</u>	<u>45%</u>	<u>45%</u>
NSSE Public Master’s	53%	52%	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 Instrument: Graduating Seniors Survey

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.

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 is well below the 50% benchmark goal.
- 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 Seniors 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.*

Seniors KNOWLEDGE OF SOCIAL/DOMESTIC ISSUES	Slight, Very Slight, or Moderate Gain					High or Very High Gain				
	2002 (Base -line)	2003	2004	2005	2006	2002 (Base -line)	2003	2004	2005	2006
College of Business	66%	58%	61%	65%	74%	<u>25%</u>	36%	34%	31%	21%
College of Engineering and Applied Science	55%	61%	64%	65%	89%	<u>20%</u>	<u>13%</u>	<u>19%</u>	<u>16%</u>	<u>4%</u>
College of Letters, Arts and Sciences	49%	46%	49%	53%	69%	45%	49%	48%	44%	28%
Beth-El College of Nursing and Health Science	47%	47%	54%	66%	66%	49%	47%	41%	<u>29%</u>	32%
Wtd. Average Total Undergraduate Colleges	51%	51%	55%	57%	71%	<u>43%</u>	<u>41%</u>	<u>40%</u>	<u>38%</u>	<u>26%</u>

4e. Objective: The percentage of seniors reporting gains in knowledge of international relations will remain constant or improve.

Measurement Instrument: Graduating Seniors Survey

Measurement Goal:

- i. The percentage of seniors reporting “high or very high” gains in knowledge of international relations will increase annually to reach 33% 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.

Measurement Update:

- i. Measurement goal not met. Graduating seniors reporting a “high or very high” gain in their knowledge of international relations has decreased and is below baseline data.
- ii. Measurement goal not met. Seniors in the College of Engineering and Applied Science are more than 6% below the UCCS average.

4e. Graduating Seniors 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.

Seniors KNOWLEDGE OF INTERNATIONAL RELATIONS	Slight, Very Slight, or Moderate Gain					High or Very High Gain				
	2002 (Base -line)	2003	2004	2005	2006	2002 (Base -line)	2003	2004	2005	2006
College of Business	59%	55%	58%	67%	70%	25%	40%	36%	28%	26%
College of Engineering and Applied Science	59%	61%	66%	59%	70%	<u>13%</u>	<u>12%</u>	<u>13%</u>	<u>18%</u>	<u>3%</u>
College of Letters, Arts and Sciences	62%	57%	51%	62%	74%	26%	36%	41%	32%	20%
Beth-El College of Nursing and Health Science	67%	63%	76%	73%	72%	17%	<u>21%</u>	<u>14%</u>	<u>19%</u>	21%
Wtd. Average Total Undergraduate Colleges	62%	58%	57%	63%	74%	<u>23%</u>	<u>32%</u>	33%	<u>30%</u>	<u>20%</u>

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 Instrument: National Survey of Student Engagement (NSSE)

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 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.

Measurement Update:

- i. Measurement goal not met. A 5% gain since baseline was observed for seniors who report “quite a bit” or “very much” personal development in working effectively with others. This is 7% below the NSSE average
- ii. Measurement goal not met. Seniors in the College of Letters, Arts and Sciences, the College of Business, and The college of Engineering and Applied Science 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>56%</u>	79%	<u>47%</u>
College of Engineering and Applied Science	<u>67%</u>	84%	<u>54%</u>
College of Letters, Arts and Sciences	<u>63%</u>	<u>65%</u>	<u>66%</u>
Beth-El College of Nursing and Health Science	75%	94%	82%
University	<u>65%</u>	<u>67%</u>	<u>70%</u>
NSSE Public Master’s	76%	76%	77%

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 Instrument: National Survey of Student Engagement (NSSE)

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.

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 has decreased annually and remains below the NSSE Public Master’s average in this area.
- ii. Measurement goal not met. The College of Business and the College of Engineering and Applied Science averages are more than 6% below that of the NSSE average 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	Quite a Bit/Very Much		
	2002 (Baseline)	2003	2006
College of Business	<u>33%</u>	<u>38%</u>	<u>38%</u>
College of Engineering and Applied Science	<u>31%</u>	<u>16%</u>	<u>16%</u>
College of Letters, Arts and Sciences	56%	51%	50%
Beth-El College of Nursing and Health Science	50%	69%	56%
University	<u>47%</u>	<u>46%</u>	<u>44%</u>
NSSE Public Master’s	55%	50%	53%

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 Instrument: National Survey of Student Engagement (NSSE)

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 "often" or "very often" on these measures will be within 6% of the NSSE average in the next 5 years.

Measurement Update:

- i. Measurement goal not met. The percentage of students reporting that they have had serious conversations with students of a different race or ethnicity is below the NSSE Public Master's average. The percentage of senior who 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 not met. Seniors in the College of Business are not within 6% of the NSSE Public Master's average for either area.

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	Sometimes			Often/Very Often		
	2002 (Base- line)	2003	2006	2002 (Base- line)	2003	2006
College of Business	38%	38%	61%	46%	53%	<u>39%</u>
College of Engineering and Applied Science	36%	26%	52%	50%	61%	48%
College of Letters, Arts and Sciences	39%	24%	49%	53%	60%	51%
Beth-El College of Nursing and Health Science	23%	44%	49%	62%	<u>38%</u>	51%
University	37%	31%	52%	52%	55%	<u>48%</u>
NSSE Public Master's	37%	38%	57%	47%	47%	50%

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	Sometimes			Often/Very Often		
	2002 (Base- line)	2003	2006	2002 (Base- line)	2003	2006
College of Business	46%	63%	57%	46%	<u>31%</u>	<u>43%</u>
College of Engineering and Applied Science	42%	17%	48%	47%	70%	52%
College of Letters, Arts and Sciences	33%	30%	42%	59%	58%	58%
Beth-El College of Nursing and Health Science	23%	38%	29%	69%	50%	71%
University	35%	37%	44%	56%	53%	56%
NSSE Public Master's	39%	39%	48%	48%	49%	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 *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.

In 2005, ETS halted the use of the *Academic Profile*. Its successor, the *Measure of Academic Proficiency and Progress (MAPP)*, was not available in time for a 2006 administration. It was also determined that the series of annual data already collected had provided an adequate baseline for the institution and colleges. Because the *Academic Profile* and the *MAPP* use the same score scales and test blueprints, longitudinal studies between the two can be completed. The *MAPP* will henceforth be administered in odd years beginning in spring 2007.

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 first 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.

Participation in NSSE continued during the 2003 and 2006 academic years. In 2006, the survey was administered completely online with a response rate of 33%. 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. As baseline data has been collected, the NSSE will henceforth be administered in even years with the next administration taking place in 2008.

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 Seniors 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 Seniors Survey*. The two instruments allow for the measurement of change in perspectives since the respondents received their degrees.

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 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 Seniors* 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://www.uccs.edu/~irpage/IRPAGE/Assessment_Index/surveys.htm.

Composition Portfolio

The UCCS Writing Program implemented the rising junior 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. The portfolio consists of two student-selected essays that demonstrate the student's ability to independently manage writing problems beyond those assigned and assessed within their two, required, general education writing courses. The two papers are generally 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: focus, organization, development of ideas, integration of sources, language control and conventions. The portfolio enables the Writing Program to assess whole-text competencies beyond the sentence-level competencies currently assessed within the 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 significant global (focus, organization, development) and/or 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.

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.

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

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.